Food Processing Industry Training Package

FDF 98

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

Units of Competency

NATIONAL FOOD INDUSTRY TRAINING COUNCIL

INDEX TO UNITS

AQF 4 Units

AQF 5 Units

BSX FMI401 A	Manage personal work priorities and professional development

Descriptor	This is a core unit for all sectors of the food industry. It involves a person taking responsibility for managing their own performance and taking responsibility for their professional development within the context of the enterprise and the Certificate level. This unit is equivalent to the Frontline Management Initiative unit, *Manage personal work priorities and professional development*

Range of variables

The range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢ oversee work processes, systems and sections

➢ work under general guidance

➢ can work autonomously within established processes and systems

➢ guide/mentor and facilitate the work of others

➢ apply a depth of knowledge

➢ exercise a range of skills

➢ work in varied contexts

➢ exercise some planning discretion

➢ exercise some operational discretion.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters and ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide
Manage self	Personal qualities and performance serves as a role model in the workplace Personal goals and plans reflect the organisation's plans, and personal roles, responsibilities and accountabilities Action is taken to achieve and extend personal goals beyond those planned. Consistent personal performance is maintained in varying work conditions and work contexts	This part of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. The Assessment guide and context following, outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – operate in diverse work environments and contexts – acquire and use information appropriate to work responsibility – manage competing priorities to achieve personal and organisation goals and results *(cont.*

Element	Performance criteria	Evidence guide
Set and meet own work priorities	Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives Technology is used efficiently and effectively to manage work priorities and commitments	*Demonstrated ability to: (continued)* – make decisions within responsibility and authority – develop a clear set of work goals – monitor/introduce practices to improve own performance – develop competencies which enable – increased participation in the planning and development of the organisation
Develop and maintain professional competence	Personal knowledge and skills is assessed against competency standards to determine development needs and priorities Feedback from clients and colleagues is used to identify and develop ways to improve competence Management development opportunities suitable to personal learning style(s) are selected and used to develop competence Participation in professional networks and associations enhances personal knowledge, skills and relationships New skills are identified and developed to achieve and maintain a competitive edge	– assess own performance – plan learning activities and negotiates – priorities – seek feedback and acts on constructive advice – select and use available learning methods to maintain current competence – use information management systems – select and uses available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – priority setting processes – competency standards purpose and application – competency identification – management development options and opportunities – technology systems and applications – information systems – key competencies integration and implementation

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

<u>Assessment context</u>

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage their personal work priorities and professional development given:

- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- information management systems
- planning systems
- production systems
- quality systems
- professional development options and opportunities agreed by the enterprise
- performance management systems.

Relationship to other units

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,

- Establish and manage 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
- Provide leadership in the workplace
- Participate in, lead and facilitate teams

Relationship to learning resources

Main resource:

- Frontline Management Development Kit and associated resources

BSX FMI403 A	Establish and manage effective workplace relationships
Descriptor	This is core unit for all sectors of the food industry. It involves developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the enterprise achieve planned outputs/outcomes, within the context of the Certificate level. This unit is equivalent to the Frontline Management Initiative unit, *Establish and manage effective workplace relationships*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢ oversee work processes, systems and sections
➢ work under general guidance
➢ can work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ apply a depth of knowledge
➢ exercise a range of skills
➢ work in varied contexts
➢ exercise some planning discretion
➢ exercise some operational discretion.

– Work is carried out within company policy and procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, systems and processes, business and performance plans, ethical standards, access and equity principles and practices, quality and continuous improvement, processes and standards, defined resource parameters.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Customers and suppliers may be internal or external, drawn from existing or new sources.

Element	Performance criteria	Evidence guide
Gather, convey and receive information and ideas	Information to achieve work responsibilities is collected from appropriate sources	This part of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. The Assessment guide and context following, outlines how this guide is to be applied. It should be read in conjunction with the Range of variables.
	The method(s) used to communicate ideas and information is appropriate to the audience	
	Communication takes into account social and cultural diversity	
	Input from internal and external sources is sought and valued in developing and refining new ideas and approaches	**Demonstrated ability to:** – use information appropriate to work responsibility – manage relationships effectively to achieve goals/results
Develop trust and confidence	People are treated with integrity, respect and empathy	– monitor and introduce ways to improve work relationships – perform in a way which strengthens and reinforces relationships
	The organisation's social, ethical and business standards are used to develop and maintain positive relationships	– develop effective relationships in internal and external environments – communicate clearly and concisely – negotiate outcomes – respond effectively to unexpected demands from a range of sources
	Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance	– provide honest and constructive feedback – use effective consultative processes – encourage contrary views to be submitted and discussed
	Interpersonal styles and methods are adjusted to the social and cultural environment	– treat people openly and fairly – develop constructive responses when confronted with problems and difficulties
Build and maintain networks and relationships	Networking is used to identify and build relationships	– use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results
	Networks and other work relationships provide identifiable benefits for the team and organisation	**Underpinning knowledge:** – legislative and industrial requirements and responsibilities – priority setting processes

Element	Performance criteria	Evidence guide
Manage difficulties to achieve positive outcomes	Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance Colleagues receive guidance and support to resolve their work difficulties Continued poor performance is managed within the organisation's processes Conflict is managed constructively within the organisation's processes Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation and legislative requirements	*Underpinning knowledge: (continued)* – competency standards purpose and application – competency identification – professional development options and opportunities – technology systems and applications – information systems applications – key competencies integration and implementation – problem identification and resolution – conflict resolution processes – performance monitoring processes/systems – networking techniques – types of interpersonal styles and methods – negotiation processes – feedback support processes

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to establish and manage effective workplace relationships in a food enterprise given:

– relevant legislation, codes, awards, agreements and standards

– enterprise goals, values and objectives

– information management systems

– planning systems

– production systems

- quality systems
- professional development options and opportunities agreed by the enterprise
- performance management systems
- enterprise guidance and support systems and processes.

Relationship to other units

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,

- Manage personal work priorities and professional development
- 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
- Provide leadership in the workplace
- Participate in, lead and facilitate teams

Relationship to learning resources

Main resource:
- Frontline Management Development Kit and associated resources

BSX FMI405 A	**Manage operations to achieve planned outcomes**

Descriptor This is a core unit for all sectors of the food industry. It involves planning, implementing, monitoring and recording performance to achieve the business plans of the team/enterprise. This is carried out to create safe, efficient and effective products and services to customer satisfaction within the enterprise's productivity and profitability plans and the context of the Certificate level. This unit is equivalent to the Frontline Management Initiative unit, *Manage operations to achieve planned outcomes*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– At AQF 4 a worker would typically be engaged in a workplace context in which they,
➢ oversee work processes, systems and sections
➢ work under general guidance
➢ can work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ apply a depth of knowledge
➢ exercise a range of skills
➢ work in varied contexts
➢ exercise some planning discretion
➢ exercise some operational discretion.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Resources may include people, products/consumables, power/energy, information, finance, buildings/facilities, time, equipment, technology.

Element	Performance criteria	Evidence guide
Plan resource use to achieve profit/ productivity targets	Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers	This part of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. The Assessment guide and context following, outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results *(cont.)*

Element	Performance criteria	Evidence guide
Plan resource use to achieve profit/ productivity targets *(cont.)*	Operational plans contribute to the achievement of the organisation's performance/business plan Operational plans identify available resources, taking into account customer needs and the organisation's plans Contingency plans are prepared in the event that initial plans need to be varied	*Demonstrated ability to: (continued)* – acquire and uses information appropriate to responsibility – make decisions within responsibility and authority – participate effectively in wider organisational processes which have an effect on operational performance – collect and organise resource information – organise and use resources to achieve business plans – provide input to the organisation's planning processes – eliminate/minimise resource inefficiencies and waste – create products/services which are safe for customer use – develop alternative approaches to improve resource use
Acquire resources to achieve operational plan	Employees are recruited and inducted within the organisation's human resource management policies and practices Physical resources and services are acquired in accord with the organisation's practices and procedures	– ensure that legislative requirements are met in work operations – prepare and negotiate recommendations to change operations – use effective consultative processes – seek feedback and acts on constructive advice – promote available learning methods to assist colleagues
Monitor operational performance	Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets Budget and actual financial information is analysed and interpreted to monitor profit/ productivity performance Unsatisfactory performance is identified and prompt action is taken to rectify the situation Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups	– use information management systems – select and use available technology appropriate to the task – access resources – optimise the use of current resources – record/report information within established systems – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – priority setting processes – competency standards purpose and application
Monitor resource usage	Systems and processes are monitored to establish whether resources are being used as planned Problems with resource usage are investigated and rectified and/or reported to designated persons/groups	– competency identification – technology usage/capability – information systems applications – key competencies purpose and application – operational planning processes – resource planning processes – human resource management policies and practices

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Element	Performance criteria	Evidence guide
Monitor resource usage *(cont.)*	Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard Systems, procedure and records associated with documenting resource acquisition and usage are managed in accordance with the organisation's requirements	− resource acquisition policies and procedures − performance management systems − budget and financial analysis and interpretation − resource monitoring processes/systems

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment

must provide an opportunity for the assessee to manage operations in a food enterprise to

achieve planned outcomes given:

- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- information management systems
- planning systems
- production systems
- quality systems
- professional development options and opportunities agreed by the enterprise
- performance management systems

- budgeting and financial processes and systems
- resource management processes and systems.

Relationship to other units

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage workplace information
– Manage quality customer service
– Maintain workplace systems
– Contribute to the development of a workplace learning environment
– Provide leadership in the workplace
– Participate in, lead and facilitate teams

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

FDF CORWP4 A — Manage workplace information

Descriptor

This is a core unit for all sectors of the food industry. It involves identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individual's/team's/enterprise's performance, within the context of the Certificate level.

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢ oversee work processes, systems and sections
➢ work under general guidance
➢ can work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ apply a depth of knowledge
➢ exercise a range of skills
➢ work in varied contexts
➢ exercise some planning discretion
➢ exercise some operational discretion.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Resources may include people, products/consumables, power/energy, information, finance, buildings/facilities, time, equipment, technology.

Element	Performance criteria	Evidence guide
Identify and source information needs	The information needs of individuals/teams is determined and the sources are identified Information held by the organisation is reviewed to determine suitability and accessibility Plans are prepared to obtain information which is not available/accessible within the organisation	This part of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. The Assessment guide and context following, outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results – acquire and use information appropriate to work responsibility *(cont.)*

Element	Performance criteria	Evidence guide
Collect, analyse and report information	Collection of information is timely and relevant to the needs of individuals/teams Information is in a format suitable for analysis, interpretation and dissemination Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired	*Demonstrated ability to: (continued)* – make decision within responsibility and authority – identify information requirements – monitor/improve ways to manage information – prepare information within standard format – collect and analyse information **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – priority setting processes – competency standards purpose and application competency identification – technology capability and usage – information management processes/systems – key competencies integration/implementation – information analysis and interpretation

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment

must provide an opportunity for the assessee to manage workplace information in a food

enterprise given:

- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- information management systems

- planning systems
- production systems
- quality systems
- professional development options and opportunities agreed by the enterprise
- enterprise communication strategies.

Relationship to other units

Pre-requisites (or equivalent):
– Analyse and convey workplace information
– Monitor the implementation of the food safety plan <u>or</u>
– Monitor the implementation of good manufacturing practice (Pharmaceutical Manufacturing only)
– Monitor the implementation of occupational health and safety
– Monitor the implementation of the quality system

Co-requisites:
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Manage quality customer service
– Maintain workplace systems
– Contribute to the development of a workplace learning environment

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,
– All of the co-requisite units
– Provide leadership in the workplace
– Participate in, lead and facilitate teams

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI407 A	**Manage quality customer service**
Descriptor	This is a core unit for all sectors of the food industry. It involves ensuring that products and services are delivered and maintained to standards agreed by the enterprise and the customer, within the context of the Certificate level. This unit is equivalent to the Frontline Management Initiative unit, *Manage quality customer service*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢   oversee work processes, systems and sections

➢   work under general guidance

➢   can work autonomously within established processes and systems

➢   guide/mentor and facilitate the work of others

➢   apply a depth of knowledge

➢   exercise a range of skills

➢   work in varied contexts

➢   exercise some planning discretion

➢   exercise some operational discretion.

–   Work is carried out in accordance with company procedures and legislative requirements.

–   Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

–   They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

–   Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

–   Resources may include people, products/consumables, power/energy, information, finance, buildings/facilities, time, equipment, technology.

–   Customers may be internal, external, drawn from existing or new sources.

Element	Performance criteria	Evidence guide
Plan to meet internal and external customer requirements	The needs of customers are researched, understood and assessed, and included in the planning process Provision is made in plans to achieve the quality, time and cost specifications agreed with customers	This part of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. The Assessment guide and context following, outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results *(cont.)*

Element	Performance criteria	Evidence guide
Ensure delivery of quality products/ services	Products/services are delivered to customer specifications within the team's/organisation's business plan Individual/team performance consistently meets quality, safety, resource and delivery standards Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards	*Demonstrated ability to: (continued)* − manage products/services within budget constraints − make decisions within responsibility and authority − identify customer requirements − acquire and use information appropriate to work responsibility − monitor/introduce ways to improve products/services − use effective consultative processes − ensure that legislation and standards are met − develop and maintain effective communication with customers − seek customer feedback and acts on constructive advice − treat people openly and fairly − promotes available learning methods to enable colleagues to maintain current competence − use information management systems − select and use available technology appropriate to the task − use the key competencies to achieve results
Monitor, adjust and report customer service	The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards Customer feedback is sought and used to improve the provision of products/services Resources are used effectively and efficiently to provide quality products/services to customers Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes Records, reports and recommendations are managed within the organisation's systems and processes	**Underpinning knowledge:** − legislative and industrial requirements and responsibilities − priority setting processes − competency standards purpose and application − competency identification − technology capability and usage − information management processes/systems − key competencies integration and implementation − information analysis and interpretation − customer service policies and procedures requirements − problem identification and resolution − skill development methods and options − customer research techniques − business plans purpose and implementation − enterprise products and services standards

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Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage quality customer service in a food enterprise given:

- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- information management systems
- planning systems
- production schedules
- quality systems
- delivery systems and procedures
- customer service policies and procedures
- customer research processes
- professional development options and opportunities agreed by the enterprise
- performance management systems
- reporting and recording processes/systems.

Relationship to other units

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,

- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Manage workplace information
- Maintain workplace systems

– Contribute to the development of a workplace learning environment

– Provide leadership in the workplace

– Participate in, lead and facilitate teams

Relationship to learning resources

Main resource:

– Frontline Management Development Kit and associated resources

FDF CORWS4 A Maintain workplace systems

Descriptor

This is a core unit for all sectors of the food industry. It is based on the Frontline Management unit *Develop and maintain a safe workplace and environment* and has been customised, within the context of the Certificate level, to meet the needs of the food industry. It covers the skills and knowledge required to maintain a workplace system. Systems support company policy and are usually guided by legislative requirements as well as the company's approach to quality and corporate citizenship

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢ oversee work processes, systems and sections
➢ work under general guidance
➢ can work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ apply a depth of knowledge
➢ exercise a range of skills
➢ work in varied contexts
➢ exercise some planning discretion
➢ exercise some operational discretion.

– Work is carried out in accordance with company procedures and legislative requirements.

– Information provided on system requirements includes legislative requirements and responsibilities.

– Workplace systems can relate to quality assurance, food safety, occupational health and safety and environmental management.

– Procedures include work instructions relating to own area of work responsibility.

– Planning, maintenance and implementation of workplace systems would be done with assistance and support from others.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Policy and system design meet legislative requirements.

– Statutory requirements can relate to quality assurance, food standards, food safety, occupational health and safety and environmental management legislation, regulations and codes of practice.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs

Element	Performance criteria	Evidence guide
Access and share information on system requirements	Information is presented in a language, style and format appropriate to the audience Information on roles, requirements and responsibilities is provided The consequences of non-conformance are understood by all employees	This part of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. The Assessment guide and context following, outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – communicate information on policies and procedures in a language, style and format accessible to the workforce
Plan and implement the workplace system	Resource implications of system implementation are identified Coaching, mentoring and appropriate support is provided to assist the implementation of policies and procedures	– provide and arrange support so that all members of the workforce are competent to fulfil requirements – monitor/maintain procedures to support policy implementation – model good work practices in own work performance – promptly implement emergency procedures in response to non-conformance such as in the case of a breach of legislation, standards or other system requirements
Maintain and implement procedures to meet policy requirements	Procedures are implemented to support policy and system specifications Documentation is developed and maintained to support implementation System reporting requirements are met Procedures for responding to non-conformance are implemented Action is initiated to prevent recurrence of non-conformance	– identify and report resource implications of policy/procedure implementation – present reports and recommendations in appropriate format. This can include advice to the workforce and to management team. – facilitate incident investigation and process improvement – undertake risk analysis **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – purpose and objectives of the workplace system
Contribute to system maintenance	Processes and procedures are analysed to identify actual and potential problems or hazards Risks are assessed for each hazard Controls are established to remove or minimise the level of risk The workplace system is reviewed against policy objectives and targets Recommendations are made to improve the effectiveness of the system and related procedures	– current technical knowledge – OHS systems – food safety systems – auditing procedures and requirements – calibration schedules and procedures to maintain accuracy of any measuring equipment in use – investigative methods – problem solving techniques systems and procedure design – related systems including competency identification and recording system – risk/hazard analysis – review/auditing processes

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to maintain workplace systems in a food enterprise given:

– relevant legislation codes, awards and agreements

– industrial awards and agreements

– enterprise goals, values and objectives

– food safety policy, system and procedures

– production systems

– quality systems

– occupational health and safety systems

– information systems

– management systems including budgeting, resource management and skills/training arrangements

– procedures for reviewing and modifying system operation

– system certification, review/auditing arrangements communication channels/methods

– HACCP processes.

Relationship to other units

Pre-requisites (or equivalent):
– Analyse and convey workplace information

– Monitor the implementation of the food safety plan <u>or</u>

– Monitor the implementation of good manufacturing practice (Pharmaceutical Manufacturing only)

– Monitor the implementation of occupational health and safety

– Monitor the implementation of the quality system

Co-requisites:

– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Manage workplace information
– Manage quality customer service
– Contribute to the development of a workplace learning environment

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,
– All of the co-requisite units
– Provide leadership in the workplace
– Participate in, lead and facilitate teams

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI411 A	**Contribute to the development of a workplace learning environment**

Descriptor

This is core unit for all sectors of the food industry. It involves encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved, within the context of the Certificate level. This unit is equivalent to the Frontline Management Initiative unit, *Manage personal work priorities and professional development*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢ oversee work processes, systems and sections

➢ work under general guidance

➢ can work autonomously within established processes and systems

➢ guide/mentor and facilitate the work of others

➢ apply a depth of knowledge

➢ exercise a range of skills

➢ work in varied contexts

➢ exercise some planning discretion

➢ exercise some operational discretion.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide
Create learning opportunities	Workplace environments which facilitate learning are developed and supported Learning plans are developed as an integral part of individual/team performance plans Learning plans reflect the diversity of needs and learning opportunities	This part of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. The Assessment guide and context following, outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – promote a learning culture – manage work effectively to achieve goals and results *(cont.)*

Element	Performance criteria	Evidence guide
Create learning opportunities *(cont.)*	Individual/team access to, and participation in, learning opportunities is facilitated Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance	*Demonstrated ability to: (continued)* – explain basic principles of adult learning – develop links between work and learning – use coaching and mentoring to assist knowledge/skill formation – monitor/introduce ways for people to develop knowledge and skills – facilitate opportunities for learning – encourage colleagues to share their knowledge and skills – create opportunities for individuals/teams to learn from workplace performance – negotiate with training and development specialist individual/team learning needs – provide the opportunity for off-the-job learning to be applied in workplace – promote available learning methods to support colleagues – monitor performance – analyse and improve learning arrangements – use information management systems – select and uses available technology appropriate to the task – use the key competencies to achieve results
Facilitate and promote learning	Workplace activities are used as opportunities for learning Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes The benefits of learning are shared with others in the team/ organisation Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards	
Monitor and improve learning effectiveness	Performance of individuals/teams is monitored to determine the type and extent of additional work-based support Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning Records and reports of competency are documented and maintained within the organisation's systems and procedures	**Underpinning knowledge:** – legislative and industrial requirements and responsibilities – priority setting processes – competency standards purpose and application – competency identification – technology capability and usage – information management processes/systems – key competencies integration and implementation – information analysis and interpretation – performance management processes and systems – continuous improvement processes – professional development options and methods – learning styles and their implications – workplace learning strategies – external provision options and opportunities – recording/reporting systems and processes

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.
- Assessment should be structured on whole of work activities giving emphasis to confirming 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.
- The equipment used should be the actual items described in the Range of variables and Assessment context.
- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.
- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.
- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to contribute to the development of a workplace learning environment in a food enterprise given:

– relevant legislation, codes, awards, agreements and standards

– enterprise goals, values and objectives

– information management systems

– planning systems

– production systems

– quality systems

– professional development options and opportunities agreed by the enterprise

– performance management systems

– assessment systems and recognition arrangements

– reporting and recording processes and systems.

Relationship to other units

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,

– Manage personal work priorities and professional development

– Establish and manage effective workplace relationships

– Manage operations to achieve planned outcomes

– Manage workplace information

– Manage quality customer service

– Maintain workplace systems

– Provide leadership in the workplace

– Participate in, lead and facilitate teams

Relationship to learning resources
Main resource:

– Frontline Management Development Kit and associated resources

| BSX FMI402 A | **Provide leadership in the workplace** |

Descriptor   This is an optional unit and may apply to any sector of the food industry. It involves demonstrating leadership through conduct, initiative in influencing outcomes, and effective management of responsibilities within the context of the Certificate level. This unit is equivalent to the Frontline Management unit, *Provide leadership in the workplace*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

are autonomous, working under general guidance on progress and outcomes

may supervise others

may guide or facilitate teams

have responsibility for, and limited organisation of work of others

apply knowledge with depth in some areas

apply a broad range of skills to a range of tasks/roles

operate in a variety of workplace contexts

are involved in some complexity in the choice of actions

use competencies within routines, methods and procedures

use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial arrangements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters and ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide – Part A
Demonstrate high standards of management performance	Performance meets the organisation's requirements Performance serves as positive role model for others Performance plans are developed and implemented in accordance with the organisation's goals and objectives	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** operate in diverse work environments and use information appropriate to work responsibility *(cont.)*

Elements	Performance criteria	Evidence guide – Part A
Demonstrate high standards of management performance (cont.)	Key performance indicators are developed within the team's/organisation's business plans	*Demonstrated ability to: (continued)* manage relationships effectively to achieve goals/results monitor and introduce ways to improve work relationships
Enhance the organisation's image	The organisation's standards and values are used in conducting business Personal performance contributes to developing an organisation which has integrity and credibility Work practices considered to be damaging to organisation are questioned through established communication channels	perform in a way which strengthens and reinforces relationships develop effective relationships in internal and external environments communicate clearly and concisely negotiate outcomes respond effectively to unexpected demands from a range of sources provide honest and constructive feedback use effective consultative processes encourage contrary views to be submitted and discussed
Influence individuals and teams	Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. Individual's/team's efforts and contributions are encouraged, valued and recognised. Ideas and information receive the acceptance and support of individuals/teams.	treat people openly and fairly develop constructive responses when confronted with problems and difficulties use information management systems select and use available technology appropriate to the task use the key competencies to achieve results **Underpinning knowledge:** legislative and industrial requirements and responsibilities priority setting processes competency standards purpose and application competency identification management development options and opportunities
Make informed decisions	Information relevant to the issue(s) under consideration is gathered and organised. Individuals/teams participate actively in the decision making processes. Options are examined and their associated risks assessed to determine preferred course(s) of action. Feedback processes are used effectively to plan and monitor the implementation and impact of decisions	technology systems and applications information systems key competencies integration and implementation leadership principles and practices consultative and participatory processes motivation methods learning styles and methods performance management systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non endorsed Assessment Framework *for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.
- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.
- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

<u>Assessment context</u>

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to provide leadership in a food enterprise given:
- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- information management systems
- planning systems
- production systems
- professional development options and opportunities agreed by the enterprise
- performance management systems
- communication systems and processes
- enterprise guidance and support systems and processes.

Relationship to other units

Related Units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Maintain workplace systems
- Contribute to the development of a workplace learning environment

Relationship to learning resources

Main resource:
- Frontline Management Development Kit and associated resources

BSX FMI404 A	**Participate in, lead and facilitate work teams**

Descriptor   This is an optional unit and may apply to any sector of the food industry. It involves leading, participating in, facilitating and empowering work teams within the context of the Certificate level. People at this level also play a prominent role in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. This unit is equivalent to the Frontline Management Initiative unit, *Participate in, lead and facilitate work teams*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

   are autonomous working under general guidance on progress and outcomes

   may supervise others

   may guide or facilitate teams

   have responsibility for, and limited organisation of work of others

   apply knowledge with depth in some areas

   apply a broad range of skills to a range of tasks/roles

   operate in a variety of workplace contexts

   are involved in some complexity in the choice of actions

   use competencies within routines, methods and procedures

   use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial arrangements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, systems and processes, business and performance plans, ethical standards, access and equity principles and practices, quality and continuous improvement, processes and standards, defined resource parameters.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may include mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Teams may be on-going, project-based, work-based, cross-functional or functional, and may include full or part time employees, or contractors.

– Management roles in teams may include leader, coach, facilitator, mentor, participant, assessor, mediator or initiator.

Element	Performance criteria	Evidence guide – Part A
Participate in team planning	The team establishes a clearly defined purpose, roles, tasks, responsibilities and accountabilities within the organisation's goals and objectives The performance plan of the team contributes to the organisation's business plan, policies and practices The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies The team includes in its plans ways in which it can benefit from the diversity of its membership	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** manage work to achieve goals and results acquire and use information appropriate to work responsibility*)* establish among teams a commitment to the organisation's goals, values and plans provide clear direction in devolving responsibility and accountability make decisions within responsibility and authority use effective consultative processes provide constructive feedback to delegates encourage team members to openly propose, discuss and resolve issues work effectively with team members who have diverse work styles, aspirations, cultures and perspectives deal with conflict before it adversely affects team performance treat people openly and fairly encourage team to develop mutual support support team to share knowledge and skills promote available learning methods to support team use information management systems use the key competencies to achieve results
Develop team commitment and co-operation	The team develops and uses open communication processes to obtain and share information The team encourages and supports innovation and initiative Support is provided to the team to develop mutual concern and camaraderie	
Manage and develop team performance	The team is supported in making decisions within its agreed roles and responsibilities The results achieved by the team contribute positively to the organisation's business plans Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals Mentoring and coaching supports team members and is used to enhance their knowledge and skills Team performance is evaluated against agreed criteria to confirm achievement of objectives	**Underpinning knowledge:** legislative and industrial requirements and responsibilities priority setting processes competency standards purpose and application competency identification professional development options and opportunities technology systems and applications information systems applications key competencies integration and implementation team structures and roles
Participate in, and facilitate the work team	Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes	devolution principles and practices problem identification and resolution conflict resolution processesperformance monitoring processes/ systems *(cont.)*

Performance criteria		Evidence guide – Part A
Participate in, and facilitate the work team (cont)	Individuals and teams are actively encouraged to take individual and joint responsibility for their actions	*Underpinning knowledge: (continued)* networking techniques
	The diversity of individuals' knowledge and skills is used to enhance team performance	types of interpersonal styles and methods negotiation processes feedback support processes forms of discrimination/bias
	The team receives support to identify and resolve problems which impede its performance	

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non endorsed Assessment Framework *for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to participate in, lead and facilitate work teams in a food enterprise given:
- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- information management systems
- planning systems
- production systems
- professional development options and opportunities agreed by the enterprise
- performance management systems
- enterprise guidance and support systems and processes
- enterprise policies and practices for teams.

Relationship to other units

Related Units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,
- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service

– Maintain workplace systems
– Contribute to the development of a workplace learning environment

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI409 A	**Implement and monitor continuous improvement systems and processes**

Descriptor   This is an optional unit and may apply to any sector of the food industry. It involves managing the continuous improvement process in achieving the enterprise's quality objectives. This unit is equivalent to the Frontline Management unit, *Implement and monitor continuous improvement systems and processes*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:
– At AQF 4 a worker would typically be engaged in a workplace context in which they,
  are autonomous, working under general guidance on progress and outcomes
  may supervise others
  may guide or facilitate teams
  have responsibility for, and limited organisation of work of others
  apply knowledge with depth in some areas
  apply a broad range of skills to a range of tasks/roles
  operate in a variety of workplace contexts
  are involved in some complexity in the choice of actions
  use competencies within routines, methods and procedures
  use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.
– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial arrangements.
– Information provided on system requirements includes legislative requirements and responsibilities.
– Workplace systems can relate to quality assurance, food safety, occupational health and safety and environmental management.
– Procedures include work instructions relating to own area of work responsibility.
– Planning, maintenance and implementation of workplace systems would be done with assistance and support from others.
– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.
– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.
– Policy and system design meet legislative requirements.
– Statutory requirements can relate to quality assurance, food standards, food safety, occupational health and safety and environmental management legislation, regulations and codes of practice.
– Learning opportunities may include mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide –Part A
Implement continuous improvement systems and processes	Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and authority The organisation's continuous improvement processes are communicated to individuals/teams Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** explains the enterprise's continuous improvement methods manage work effectively to achieve goals and results encourage ideas and feedback to improve processes provide leadership to individuals/teams in the implementation of continuous improvement processes
Monitor, adjust and report performance	The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved Customer service is strengthened through the use of continuous improvement techniques and processes Plans are adjusted and communicated to those who have a role in their development and implementation	prepare and negotiate recommendations to improve the continuous improvement processes gain the commitment of individuals/teams to continuous improvement principles and practices communicate information on policies and procedures in a language, style and format accessible to the workforce provide and arrange support so that all members of the workforce are competent to fulfil work requirements present reports and recommendations in appropriate format. This can include advice to the workforce and to management team.
Consolidate opportunities for further improvement	Individuals/teams are informed of savings and productivity improvements in achieving the business plan Work performance is documented and the information is used to identify opportunities for further improvement Records, reports and recommendations for improvement are managed within the organisation's systems and processes	uses effective consultative processes promotes available learning methods selects and uses available technology appropriate for the task **Underpinning knowledge:** legislative and industrial requirements and responsibilities purpose and objectives of the workplace continuous improvement system and processes performance monitoring methods feedback processes problem solving techniques systems and procedure design related systems including competency identification and recording system technology systems and applications

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non endorsed Assessment Framework *for the Food and Beverage Processing Industry NFITC June 1995*.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to implement and monitor continuous improvement systems and processes in a food enterprise given:
– relevant legislation codes, awards, agreements and standards
– enterprise goals, values and objectives
– enterprise continuous improvement processes and practices
– production systems
– quality systems
– information systems
– management systems including budgeting, resource management and skills/training arrangements
– procedures for reviewing and modifying system operation

Relationship to other units

Related Units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Maintain workplace systems
– Contribute to the development of a workplace learning environment

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI410 A	**Facilitate and capitalise on change and innovation**

Descriptor This is an optional unit and may apply to any sector of the food industry. It involves taking an active role in fostering change and acting as a catalyst in the implementation of change and innovation. This unit is equivalent to the Frontline Management unit, *Facilitate and capitalise on change and innovation.*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

  ➢ are autonomous, working under general guidance on progress and outcomes

  ➢ may supervise others

  ➢ may guide or facilitate teams

  ➢ have responsibility for, and limited organisation of work of others

  ➢ apply knowledge with depth in some areas

  ➢ apply a broad range of skills to a range of tasks/roles

  ➢ operate in a variety of workplace contexts

  ➢ are involved in some complexity in the choice of actions

  ➢ use competencies within routines, methods and procedures

  ➢ use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial arrangements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may include mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Resources may include people, finance, information, equipment, power/energy, time, buildings/facilities, technology.

– Customers may be internal or external, from existing and new sources.

Element	Performance criteria	Evidence guide – Part A
Participate in planning the introduction of change	The manager contributes effectively in the planning processes to introduce change Plans to introduce change are made in consultation with designated individuals/groups The organisation's objectives and plans to introduce change are explained clearly to individuals/ teams	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** manage work to achieve goals and results explain the enterprise's methods to introduce change acquire and use information appropriate to work responsibility
Develop creative and flexible approaches and strategies	Alternative approaches to managing workplace goals and objectives are identified and analysed Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation The workplace is managed in a way which promotes the development of innovative approaches and outcomes Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment	identify opportunities to introduce change within responsibility and authority draw on the diversity of the workplace to assist the enterprise benefit from change monitor/introduce practices to improve performance use effective consultation processes seek feedback and act on constructive advice monitor trends in the external environment to develop and maintain a competitive edge promote available learning methods to support colleagues use information management systems select and use available technology appropriate to the task use the key competencies to achieve results **Underpinning knowledge:** legislative and industrial requirements and responsibilities
Manage emerging challenges and opportunities	Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities Coaching and mentoring assists individuals/teams to develop competencies to handle change efficiently and effectively The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation Individuals/teams are kept informed of progress in the implementation of change Recommendations for improving the methods and techniques to manage change are negotiated with designated persons/groups	priority setting processes competency standards purpose and application competency identification technology capability and usage information management processes/systems information analysis and interpretation performance management processes and systems change management strategies risk assessment processes continuous improvement processes professional development options and methods learning styles and their implications recording/reporting systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to facilitate and capitalise on change and innovation in a food enterprise given:

- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- enterprise change management policies and practices
- information management systems
- planning systems
- production systems
- professional development options and opportunities agreed by the enterprise
- performance management systems
- reporting and recording processes and systems.

Relationship to other units

Related Units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at this Certificate level. In particular these include, but are not limited to,

- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Maintain workplace systems
- Contribute to the development of a learning environment

Relationship to learning resources

Main resource:

- Frontline Management Development Kit and associated resources

FDF ZZPM4 A	Plan and co-ordinate a routine preventative maintenance program

Descriptor   This is an optional unit and may apply to any sector of the food industry. It covers the competencies to plan and co-ordinate a routine preventative maintenance program.

Range of variables

The range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters and ethical standards

– Co-ordination and implementation of routine preventative maintenance will be carried out according to workplace agreements

– Routine preventative maintenance equipment may include small hand tools, hand held power tools

– Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical), quality and regulatory control points as well as inspection points

– Co-ordination, planning and troubleshooting is undertaken with assistance from others

– Routine preventative maintenance will be conducted within workplace agreements

– Workplace systems are in place to support preventative maintenance processes. These include quality, food safety, occupational health and safety and environmental management

– Work may involve exposure to hazardous and dangerous substances, chemical handling, working in confined spaces

– Information systems may be print or screen based

– Reporting may be verbal or written and include technical data about equipment operation and faults

Element	Performance criteria	Evidence guide – Part A
Plan the routine preventative maintenance program	Routine preventative maintenance schedule is prepared within company requirements Planning arrangements adhere to legal requirements and workplace agreements for equipment maintenance Resources and services used for routine preventative maintenance are acquired and confirmed as available for use Team members know their routine preventative maintenance roles and responsibilities	Part A of the Evidence guide identifies the skills and knowledge to be demonstrated to confirm competence for this unit. Part B of the Evidence guide outlines how this guide is to be applied. Both parts should be read in conjunction with the Range of variables. **Demonstrated ability to:** – access workplace information to determine company requirements and agreements regarding routine preventative maintenance – access manufacturers requirements and equipment records to determine maintenance issues and requirements – prepare routine preventative maintenance schedule – liaise with relevant work areas to confirm or secure necessary materials, services, equipment and labour to meet routine preventative maintenance requirements *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Co-ordinate the implementation of the routine preventative maintenance program	The routine preventative maintenance program is implemented as planned Control points are monitored to confirm that equipment is maintained in safe working condition Equipment faults are diagnosed and reported according to company procedures Out-of-specification preventative maintenance is identified, rectified and/or reported Waste generated by the maintenance process is collected, treated and disposed or recycled according to company procedures Opportunities for improvement of routine preventative maintenance are identified and investigated Proposals for improvements are developed and implemented within company plans and procedures	*Demonstrated ability to: (continued)* – confirm that all equipment within the system meets occupational health and safety and hygiene and sanitation standards – monitor observance of work procedures and systems in carrying out the preventative maintenance program – determine responses to out-of-specification equipment results or non-conformance within level of responsibility – communicate information effectively – coach/mentor team members who require support to develop their routine preventative maintenance competencies according to their level of responsibility – plan preventative maintenance program to minimise disruption – monitor operating efficiencies of the system and investigate, resolve and/or report maintenance problems – review and maintain procedures to support system improvements – implement procedures for maintaining routine preventative maintenance records – record/report workplace information **Underpinning knowledge:** – purpose and principles of the routine preventative maintenance program – use and maintenance of preventative maintenance tools and materials – operational standards for equipment – equipment calibration schedule and responsibilities – interaction of flour milling systems with related work areas and departments – relevant procedures, specifications and operating parameters – relevant systems and legislative requirements responsibilities governing routine preventative maintenance – industrial awards and agreements relating to maintenance responsibilities – environmental issues and controls
Record information	Workplace information is recorded and reported in required format	- hazards, risks, controls and methods for monitoring maintenance within the system - maintenance and cleaning requirements of maintenance equipment - troubleshooting procedures and problem solving techniques related to routine preventative maintenance - recording and reporting requirements

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to co-ordinate routine preventative maintenance in a food enterprise given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- company policies and workplace systems including human resources, OHS, quality, food safety and environmental management
- routine preventative maintenance and other maintenance schedules
- specifications, control points and processing parameters for equipment
- routine preventative maintenance tools and equipment
- services as required
- consumables used in routine preventative maintenance
- related work areas and communication system
- relevant OHS clothing and equipment
- cleaning and calibration schedules as required
- troubleshooting advice where available
- documentation and record keeping system
- planning, resources management and training and development arrangements

Relationship to other units

Pre-requisites (or equivalent):
- Analyse and convey workplace information
- Monitor the implementation of occupational health and safety
- Monitor the implementation of the quality system
- Monitor the implement the food safety plan <u>or</u>

– Monitor the implementation of good manufacturing practice (Pharmaceutical Manufacturing only)

Co-requisites:
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Maintain workplace systems
– Contribute to the development of a learning environment

Related units:
– Participate in, lead and facilitate work team
– Implement and monitor continuous improvement systems and processes

Where related units form an integral part of co-ordinating a routine preventative maintenance system, these units should be co-assessed.

Relationship to learning resources

Main learning resources:
– There are no specific learning resources currently available to the food industry

Participate in a HACCP team

FDF OPTFS3 A

Descriptor   This is an optional unit and may apply to any sector of the industry. This unit provides an introduction to the components of a Hazard Analysis and Critical Control Points (HACCP) plan. This is an unaligned unit and may apply at any level from AQF 3 and above.

Range of variables

This range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements

– Responsibility for the development of a HACCP plan would normally be shared by members of a HACCP team.

– HACCP teams comprise a range of expertise including relevant technical support

– The HACCP program is consistent with recognised HACCP principles

– The scope of the HACCP plan depends on workplace requirements and may extend outside the direct area of responsibility of the team participants

Element	Performance criteria	Evidence guide – Part A
Identify hazards and assess risks	Actual and potential food safety hazards are identified according to food safety plan The level of risk for each hazard is assessed to determine significance	Part A of the Evidence guide identifies the skills and knowledge to be demonstrated to confirm competence for this unit. Part B of the Evidence guide outlines how this guide is to be applied. Both parts should be read in conjunction with the Range of variables. **Demonstrated ability to:**

Control food safety hazards	Critical control points are identified	– construct a flow diagram
		– consult others to validate flow chart outcome
	Critical limits or parameters are determined and validated	– construct a hazard analysis table which requires identification of types of hazards, critical control points, hazard controls, risk assessment
	Methods for monitoring each critical control point are established	– use a decision tree/process to identify which control points are critical
		– identify limits or parameters for each critical control point
	Corrective action in the event of non-conformance is determined	– develop a corrective action plan to include:
		➢ describing corrective action required
	Recording system is established	➢ identifying responsibility for determining corrective action
		➢ monitoring process to confirm corrective action
		➢ segregating non-conforming product
		➢ recording corrective action required
		➢ implementing any further corrective action
		➢ developing a product traceability and recall system
		– win support through effective communication of HACCP principles and procedures *(cont.)*

Element	Performance criteria	Evidence guide – Part A

Develop a HACCP implementation plan	Procedures are developed to support the implementation of the food safety plan
	
	Corrective action plans are developed for implementation where a critical limit is exceeded
	
	Record keeping and documentation systems are established
	
	Review and auditing plan is established
		Demonstrated ability to: (continued)
		– identify competency requirements and develop training plan
		– training workplace personnel to understand their roles and responsibilities for the implementation of HACCP
		
		Underpinning knowledge:
		– overview of HACCP objectives and implementation steps
		– the relationship between food safety and HACCP
		– the relationship between HACCP and workplace procedures and codes of practice such as Good Manufacturing Practice (GMP)
		– the seven HACCP principles
		– definition of common terms
		– awareness of scope of plan
		– description of product including:
		  ➢ raw materials/ composition
		  ➢ processing
		  ➢ final product specification and characteristics
		  ➢ storage, distribution and shelf life intended use

Implement a HACCP plan	HACCP roles and responsibilities are communicated to all levels of the organisation Competency requirements to support implementation are identified Resource requirements to support implementation are identified and secured	– importance of verification and relevant methods and procedures – communication channels and consultative arrangements – competency and training systems – known food safety risks – micro-biological, chemical and physical hazards – flow chart symbols – consultative processes – risk assessment including severity, likelihood and significance – food safety hazard control measures and options for preventing, reducing or minimising food safety hazards – current technical and process knowledge to determine options for addressing food safety hazards – equipment and instrumentation calibration requirements problem solving techniques to identify cause and options to remedy problem(s) – procedures for addressing non-compliance. This includes product traceability and recall as well as reporting responsibilities *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Contribute to continuous improvement	HACCP plans are reviewed in response to any change or modification which could alter hazard and risk profile All aspects of HACCP are regularly reviewed to confirm performance against objectives	*Underpinning knowledge: (continued)* – communication channels for providing advice on food safety plan and procedures – procedures for developing or modifying operating procedures – resource implications of HACCP implementation – reporting requirements and procedures – verification methods and procedures including audit requirements and arrangements

Evidence guide – Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to participate as a member of a HACCP team given:
– food safety policy, system and procedures
– food safety plan, such as a HACCP (Hazard Analysis and Critical Control Points) plan
– advice on quality and food safety legislation, codes and industrial awards and agreements
– procedures for developing or modifying specifications and other advice on food safety requirements
– procedures for developing or modifying work instructions and procedures
– review / audit arrangements
– consultative mechanisms
– communication systems
– training system
– communication system

Relationship to other units

Pre-requisites or equivalent:

- Collect, present and apply workplace information
- Implement occupational health and safety principles and procedures
- Implement the quality system
- Implement the food safety plan

Co-requisites:
- Analyse and convey workplace information
- Monitor the implementation of occupational health and safety
- Monitor the implementation of the quality system
- Monitor the implement the food safety plan

Related units:
- Facilitate teams

Where related units are required to support HACCP team responsibilities in the workplace, units should be co-assessed.

Relationship to learning resources

Main learning resource:
- There are no specific learning resources currently available for the food processing industry

Related learning resources:
- Food Safety C (Hygiene and Sanitation D)
- Industrial Communication C
- Occupational Health and Safety C
- Quality Assurance C
- Work Team Communication

FDF FMFP4 A	**Co-ordinate a flour milling production system**

Descriptor

This is a specialist unit that has been developed for the flour milling sector. It covers the oversight of a flour milling system to achieve production specifications.

A system typically describes the operation of an entire process which may be comprised of a number of sub-systems. System co-ordination requires higher level planning and problem solving skills than are necessary when operating a system, an individual sub-system or a piece of equipment. It may also involve co-ordinating and facilitating the work of others

Range of variables

The range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements. This involves use of commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– Flour milling stages/process may, depending on the scale of operation, include bulk stock receival, bulk stock blending, bulk stock cleaning, bulk stock conditioning, wheat break, scalping and grading, purification, scratch and sizing, reduction, flour blending, packaging

– Additive addition may include thiamine, chlorine, bleach

– Resources and services used by the flour milling system may include people, products/consumables, power/energy, information, finance, buildings/facilities, time, equipment, technology

– System co-ordination typically involves planning, co-ordination and advanced troubleshooting within their level of authority

– Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical), quality and regulatory control points as well as inspection points

– In-process tests may include moisture, protein, ash, colour, hardness, falling number

– Machine settings which may require adjustment include break rolls, feeders, reduction rolls, flour sifter covers

– Co-ordination, planning and troubleshooting is undertaken with assistance from others

– Workplace systems are in place to support production processes. These include quality, food safety, occupational health and safety and environmental management

– Work may involve exposure to hazardous and dangerous substances, chemical handling, working in confined spaces. This may include instructing others how to operate safely under these conditions.

– Situations may exist in which the person co-ordinating the flour milling system is the most senior employee on site for a given shift

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Information systems may be print or screen based

– Reports may verbal or written and include technical data about labour, production, equipment

Element	Performance criteria	Evidence guide
Co-ordinate the preparation of the flour milling system	Supply of stock and materials is confirmed to meet production requirements Team members are confirmed as having the appropriate competencies to carry out designated work responsibilities Services are confirmed as available and ready for operation Equipment and work area is checked to confirm readiness for use Faults in the preparation of the system are identified and rectified The milling process control system is set to meet production specifications	Part A of the Evidence guide identifies the skills and knowledge to be demonstrated to confirm competence for this unit. Part B of the Evidence guide outlines how this guide is to be applied. Both parts should be read in conjunction with the Range of variables. **Demonstrated ability to:** – liaise with relevant work areas to confirm or secure necessary materials, services, equipment and labour to meet flour milling requirements – confirm that labour is competent to undertake work responsibilities – confirm that the work area and all equipment within the system meets hygiene and sanitation standards, all safety guards are in place and equipment is ready for operation – co-ordinate implementation of set-up and start up procedures. This includes monitoring the work undertaken by others. – interpret and implement production schedules and specifications. This includes taking into account production variables in setting up the system
Co-ordinate the operation of the flour milling system	Grist is changed and blended to company formula and customer order requirements The flour milling system is started up according to company procedures Control points, equipment and work area are monitored to confirm performance is maintained within specification Milled product meets specification Stock flow within, and to and from, system is maintained within production requirements Out-of-specification product, process and equipment performance is identified, rectified and/or reported	– verify that the system is ready for operation – co-ordinate the implementation of work procedures and systems – blend grist. This may include: ➢ interpreting blend requirements ➢ identifying blending faults ➢ adjusting wheat blend ➢ setting flour bins on grist changes – monitor stock flow and work-in-progress through the system – confirm that the system operates within specified parameters and control points are monitored. This may include: ➢ adjusting machine settings ➢ verifying equipment calibration ➢ replacing machine covers – take samples for in-process and laboratory testing of: ➢ grist ➢ product in progress ➢ final product – implement in-process testing procedures and interpret test results *(cont.)*

Element	Performance criteria	Evidence guide
Co-ordinate the operation of the flour milling system (cont.)	Team members receive coaching/mentoring support to develop competencies to operate in a flour milling system	*Demonstrated ability to: (continued)* – interpret and act on statistical process information to achieve optimum performance out of the mill. For example ➢ extraction rates ➢ water absorption rates ➢ feed rates
Co-ordinate shut down of the flour milling system	The flour milling system is shut down within company procedures Equipment and work area is cleaned and maintained to meet production and hygiene requirements Waste collection, treatment and disposal/ recycling is according to company procedures	– determine responses to out-of-specification results or non-conformance within level of responsibility – co-ordinate grist/product changeovers – communicate information effectively to team members and related work areas – coach/mentor team members – plan and implement maintenance and cleaning procedures to minimise disruption – monitor operating efficiencies of the system and investigate, resolve and/or report problems – review and maintain procedures to support system improvements – complete materials/product reconciliations – record and report workplace information
Co-ordinate continuous improvement of the flour milling system	Flour milling performance is assessed against specifications and opportunities for improvement are identified and investigated Proposals for improvements are developed and implemented within company plans and procedures	May include the ability to: – plan and co-ordinate routine preventative maintenance – lead and participate in teams **Underpinning knowledge:** – purpose and principles of operation of the flour milling system – production schedule purpose and interpretation – equipment purpose and operation including an understanding of process control systems where used – purpose and technical requirements of :
Record information	Workplace information is recorded and reported in required format according to company systems and processes	➢ wheat grades ➢ wheat blending ➢ product characteristics ➢ processing parameters – the effect of weather conditions on process/ control parameters – quality standards of milling products – procedures for preparing wheat grist – purpose of setting and monitoring extraction rates – purpose of setting and monitoring water absorption rates – codes and legislation relating to product and packaging requirements *(cont.)*

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Element	Performance criteria	Evidence guide
		Underpinning knowledge: (continued)
		– equipment calibration schedule and responsibilities
		– type and purpose of sampling and in-process and laboratory testing
		– interaction of flour milling system with related work areas and departments
		– relevant procedures, specifications and operating parameters
		– relevant systems and legislative requirements
		– responsibilities in areas such as human resources, food safety, quality, occupational health and safety and environmental management
		– industrial awards and agreements relating to system operation
		– environmental issues and controls
		– hazards, risks, controls and methods for monitoring processes within the system
		– maintenance and cleaning requirements of equipment and work area in flour milling system
		– process improvement procedures and related consultative arrangements
		– troubleshooting procedures and problem solving techniques
		– recording and reporting requirements
		May include:
		– routine preventative maintenance planning and implementation
		– operation and leadership of teams

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to co-ordinate a flour milling production system given:

– work procedures including advice on safe work practices, food safety and environmental requirements for processes within the flour milling system

– company policies and workplace systems including human resources, OHS, quality, food safety and environmental management

– production schedule, batch instructions

– sampling and testing schedules as required

– specifications, control points and processing parameters for processes within the production/ packaging system

– flour milling system equipment

– personnel operating the flour milling system

– services as required

– consumables used in the flour milling system

– related work areas and communication system

– relevant OHS clothing and equipment

– cleaning, calibration and maintenance schedules as required

– troubleshooting advice where available

– documentation and record keeping system

– planning, resources management and training and development arrangements

Relationship to other units

Pre-requisites (or equivalent):

– Analyse and convey workplace information

– Monitor the implementation of occupational health and safety

– Monitor the implementation of the quality system

– Monitor the implement the food safety plan

– Operate a system (Flour milling)

Co-requisites:

– Manage personal work priorities and professional development

– Establish and manage effective workplace relationships

– Manage operations to achieve planned outcomes

– Acquire and analyse workplace information

– Manage quality customer service

– Maintain workplace systems

– Contribute to the development of a learning environment

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units which form an integral part of co-ordinating a flour milling system at this Certificate level. In particular these include, but are not limited to,

– Manage operations to achieve planned outcomes

– Acquire and analyse workplace information

– Manage quality customer service

– Maintain workplace systems

- – Provide leadership in the workplace
- – Participate in, lead and facilitate teams
- – Co-ordinate routine preventative maintenance
- – Implement and monitor continuous improvement systems and processes

Relationship to learning resources

Main learning resources:
- – There are no specific learning resources currently available to the food industry

FDF FMPM4 A   Co-ordinate a mix plant system (Flour milling)

Descriptor

This is a specialist unit that has been customised for the flour milling sector. It covers the oversight of a mix plant system with production specifications. A mix plant may also referred to as a pre-mix plant, batching plant, total mix plant, blending and mixing plant.

A system typically describes the operation of an entire process which may be comprised of a number of sub-systems. System operation requires higher level planning and problem solving skills than are necessary when operating an individual sub-system or piece of equipment. It may also involve co-ordinating and facilitating the work of others.

Range of variables

The range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements. This involves use of commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– A mix plant system may provide product for internal or external use

– Mix plant equipment may include mixers, stock transfer systems, weighers

– Resources and services used by the flour milling system may include people, products/ consumables, power/energy, information, finance, buildings/facilities, time, equipment, technology

– Co-ordination of the system operation typically involves planning, co-ordination and troubleshooting within their level of authority

– Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical), quality and regulatory control points as well as inspection points

– In-process tests may include …

– Co-ordination, planning and troubleshooting is undertaken with assistance from others

– Workplace systems are in place to support mix plant processes. These include quality, food safety, occupational health and safety and environmental management

– Work may involve exposure to hazardous and dangerous substances, chemical handling, working in confined spaces. This may include instructing others how to operate safely under these conditions

– Learning opportunities may include mentoring, action learning, coaching, shadowing, exchange/ rotation, structured learning programs

– Information systems may be print or screen based

– Reports may be verbal or written and include technical data about labour, production, equipment

Element	Performance criteria	Evidence guide
Prepare the mix plant system for operation	Supply of materials is confirmed and available to meet production requirements Team members are confirmed as having the appropriate knowledge and skills to carry out designated work responsibilities Services are confirmed as available and ready for operation Equipment and work area is checked to confirm readiness for use Faults in the preparation of the system are identified and rectified The mix plant control system is set to meet production specifications	Part A of the Evidence guide identifies the skills and knowledge to be demonstrated to confirm competence for this unit. Part B of the Evidence guide outlines how this guide is to be applied. Both parts should be read in conjunction with the Range of variables. **Demonstrated ability to:** – liaise with relevant work areas to confirm or secure necessary materials, services, equipment and labour to meet mix plant requirements – confirm that labour is competent to undertake work responsibilities – confirm that the work area and all equipment within the system meets hygiene and sanitation standards, all safety guards are in place and equipment is ready for operation. – monitor implementation of set-up and start up procedures. This may involve monitoring the work undertaken by others – interpret and implement production schedules and specifications – verify that the system is ready for operation – monitor observance of work procedures and systems
Operate and monitor the mix plant system	The mix plant system is started up according to company procedures Control points, equipment and work area are monitored to confirm that performance is maintained within specification Mix plant system outputs meet specification Stock flow within, and to and from, system is maintained within production requirements Out-of-specification product, process and equipment performance is identified, rectified and/or reported Team members receive coaching/mentoring support to develop competencies required to operate in the mix plant system	– monitor materials flow and work-in-progress through the system – confirm that the system operates within specified parameters and control points are monitored. This may include: ➢ checking flow rates/quantity ➢ adjusting time/temperature ➢ adjusting mixer operation ➢ verifying equipment calibration – take samples for in-process and laboratory testing – implement in-process testing procedures and interpret test results – interpret and act on statistical process information – determine responses to out-of-specification results or non-conformance within level of responsibility – co-ordinate batch/product changeovers – communicate information effectively – coach/mentor team members – plan maintenance and cleaning procedures to minimise disruption – monitor operating efficiencies of the system and investigate, resolve and/or report problems – review and maintain procedures to support system improvements *(cont.)*

Element	Performance criteria	Evidence guide
Co-ordinate shut down of the mix plant system	The mix plant system is shut down within company procedures Equipment and work area is cleaned and maintained to meet production and hygiene requirements Waste collection, treatment and disposal or recycling is according to company procedures	*Demonstrated ability to: (continued)* – complete materials/product reconciliations – record/report workplace information May include the ability to: – plan and co-ordinate routine preventative maintenance – lead and participate in teams **Underpinning knowledge:** – purpose and principles of operation of the *mix plant* system – production schedule purpose and interpretation
Coordinate the continuous improvement of the mix plant system	Mix plant performance is assessed against specifications and opportunities for improvement are identified and investigated Proposals for improvements are developed and implemented within company plans and procedures	– equipment purpose and operation including an understanding of process control systems where used – purpose and technical requirements including: ➢ ingredients/additives types and characteristics ➢ product characteristics ➢ processing parameters – codes and legislation relating to product and packaging requirements
Record information	Workplace information is recorded and reported in required format	– equipment calibration schedule and responsibilities – type and purpose of sampling and in-process and laboratory testing – interaction of *mix plant* system with related work areas and departments – relevant procedures, specifications and operating parameters – relevant systems and legislative requirements – responsibilities in areas such as human resources, food safety, quality, occupational health and safety and environmental management – industrial awards and agreements relating to system operation – environmental issues and controls – hazards, risks, controls and methods for monitoring processes within the system – maintenance and cleaning requirements of equipment and work areas in a *mix plant* system – process improvement procedures and related consultative arrangements

Element	Performance criteria	Evidence guide
		Underpinning knowledge (continued): – troubleshooting procedures and problem solving techniques – recording and reporting requirements May include: – routine preventative maintenance planning and implementation – operation and leadership of teams

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to co-ordinate a mix plant system given:
– work procedures including advice on safe work practices, food safety and environmental requirements for processes within the mix plant system

– company policies and workplace systems including human resources, OHS, quality, food safety and environmental management

– production schedule, batch/recipe instructions

– sampling and testing schedules as required

– specifications, control points and processing parameters for processes within the production system

– mix plant system equipment

– personnel operating the mix plant system

– services as required

– consumables used in the mix plant system

– related work areas and communication system

– relevant OHS clothing and equipment

– cleaning, calibration and maintenance schedules as required

- troubleshooting advice where available
- documentation and record keeping system
- planning, resources management and training and development arrangements

Relationship to other units

Pre-requisites or equivalent:
- Analyse and convey workplace information
- Monitor the implementation of occupational health and safety
- Monitor the implementation of the quality system
- Monitor the implement the food safety plan
- Operate a system (Flour milling)

Co-requisites:
- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Maintain workplace systems
- Contribute to the development of a learning environment

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units which form an integral part of co-ordinating a mix plant system at this Certificate level. In particular these include, but are not limited to,
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Maintain workplace systems
- Provide leadership in the workplace
- Participate in, lead and facilitate teams
- Co-ordinate routine preventative maintenance
- Implement and monitor continuous improvement systems and processes

Relationship to learning resources

Main learning resources:
- There are no specific learning resources currently available to the food industry

FDF FMSS4 A	**Co-ordinate a bulk storage system (Flour milling)**

Descriptor

This is a specialist unit that has been customised for the flour milling sector. It covers the oversight of a flour milling bulk storage system to specifications.   This may include grain and/or flour storage systems

A system typically describes the operation of an entire process which may be comprised of a number of sub-systems. System co-ordination requires higher level planning and problem solving skills than are necessary when operating a system, an individual sub-system or a piece of equipment. It may also involve co-ordinating and facilitating the work of others.

Range of variables

The range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements. This involves use of commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– Co-ordination of bulk storage systems may also include grain conditioning, depending on the way work is organised

– Resources and services used by the silo system may include people, products/consumables, power/energy, information, finance, buildings/facilities, time, equipment, technology

– System co-ordination typically involves planning, co-ordination and advanced troubleshooting within their level of authority

– Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical), quality and regulatory control points as well as inspection points

– In-process tests may include moisture,…..

– Co-ordination, planning and troubleshooting is undertaken with assistance from others

– Workplace systems are in place to support production processes. These include quality, food safety, occupational health and safety and environmental management

– Work may involve exposure to hazardous and dangerous substances, chemical handling, working in confined spaces. This may include instructing others how to operate safely under these conditions.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Information systems may be print or screen based

– Reports may verbal or written and include technical data about labour, raw materials, production, equipment

Element	Performance criteria	Evidence guide
Plan bulk storage program	Bulk storage plans are developed to achieve production requirements The bulk storage program complies with legal requirements An integrated pest control program is developed for storage area Resources and services used in the bulk storage program are acquired and confirmed as ready for use Team members know their bulk storage roles and responsibilities	Part A of the Evidence guide identifies the skills and knowledge to be demonstrated to confirm competence for this unit. Part B of the Evidence guide outlines how this guide is to be applied. Both parts should be read in conjunction with the Range of variables. **Demonstrated ability to:** – liaise with relevant work areas to confirm or secure necessary materials, services, equipment and labour to meet bulk storage requirements – develop storage program. This may include information available from: ➢ enterprise goals and objectives ➢ production schedules and specifications ➢ previous supply trends ➢ current supply indications ➢ bulk storage capability ➢ temporary storage opportunities ➢ bulk stock types – confirm that labour is competent to undertake work responsibilities – confirm that the work area and all equipment within the system meets hygiene and sanitation standards, all safety guards are in place and equipment is ready for operation – co-ordinate the implementation of work procedures and systems – monitor bulk stock flow and work-in-progress through the system – confirm that the system operates within specified parameters and control points are monitored. This may include: ➢ bulk stock transfer systems/equipment ➢ pest control systems ➢ storage conditions – plan and implement a pest control program – take samples for in-process and laboratory testing – implement in-process testing procedures and interpret test results – determine responses to out-of-specification results or non-conformance within level of responsibility – communicate information effectively to team members and related work areas – coach/mentor team members – plan and implement maintenance and cleaning procedures to minimise disruption to bulk storage operation *(cont.)*
Monitor incoming bulk stock	Incoming bulk stock is sampled and tested to confirm that it meets specifications Bulk stock is transferred to designated storage location Waste collection, treatment and disposal/ recycling is according to company procedures	
Monitor and maintain bulk stock quality	Bulk stock quality is monitored according to a planned program to confirm it meets quality specifications The condition of the storage area is monitored to ensure that it remains suitable for bulk stock Bulk stock flow within, and to and from, the storage system is maintained within production requirements Out-of-specification bulk stock and storage area is identified	

Element	Performance criteria	Evidence guide
Monitor and maintain bulk stock quality (cont.)	Team members receive coaching/mentoring support to develop competencies to operate the bulk storage system	*Demonstrated ability to: (continued)* – monitor operating efficiencies of the system and investigate, resolve and/or report problems – review and maintain procedures to support system improvements – record and report workplace information May include the ability to: – plan and co-ordinate routine preventative maintenance – lead and participate in teams **Underpinning knowledge:** – purpose and principles of operation of the bulk storage system – production schedule purpose and interpretation – equipment purpose and operation including an understanding of process control systems where used – purpose and requirements of:
Co-ordinate continuous improvement of the bulk storage system	Bulk storage performance is assessed against specifications and opportunities for improvement are identified and investigated Proposals for improvements are developed and implemented within company plans and procedures	
Record information	Workplace information is recorded and reported in required format according to company systems and processes	➢ bulk stock types ➢ bulk stock grades ➢ bulk stock quality standards ➢ bulk storage conditions ➢ pest control – the effect of weather conditions on bulk stock quality – codes and legislation relating to bulk stock handling – equipment calibration schedule and responsibilities – type and purpose of sampling and in-process and laboratory testing – interaction of bulk storage system with related work areas and departments – relevant procedures, specifications and operating parameters – relevant systems and legislative requirements – responsibilities in areas such as human resources, food safety, quality, occupational health and safety and environmental management – industrial awards and agreements relating to bulk storage system operation – environmental issues and controls – hazards, risks, controls and methods for monitoring processes within the bulk storage system (*cont.*)

Element	Performance criteria	Evidence guide
		Underpinning knowledge: (continued)
		– maintenance and cleaning requirements of equipment and work area in bulk storage system
		– process improvement procedures and related consultative arrangements
		– troubleshooting procedures and problem solving techniques
		– recording and reporting requirements
		May include:
		– routine preventative maintenance planning and implementation
		– operation and leadership of teams

Evidence guide (continued)

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over a specified time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The equipment used should be the actual items described in the Range of variables and Assessment context.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should not require a higher level of communication competency than that specified in the core competencies for the particular AQF level.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to co-ordinate a bulk storage system given:
- work procedures including advice on safe work practices, food safety and environmental requirements for processes within the bulk storage system
- company policies and workplace systems including human resources, OHS, quality, food safety and environmental management
- production schedule
- sampling and testing schedules as required
- specifications, control points and processing parameters for processes within the bulk storage system
- bulk storage equipment
- personnel operating the bulk storage system
- services as required

- consumables used in the bulk storage system
- related work areas and communication system
- relevant OHS clothing and equipment
- cleaning, calibration and maintenance schedules as required
- troubleshooting advice where available
- documentation and record keeping system
- planning, resources management and training and development arrangements

Relationship to other units

Pre-requisites (or equivalent):
- Analyse and convey workplace information
- Monitor the implementation of occupational health and safety
- Monitor the implementation of the quality system
- Monitor the implement the food safety plan
- Operate a system (Flour milling)

Co-requisites:
- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Maintain workplace systems
- Contribute to the development of a learning environment

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units which form an integral part of co-ordinating a bulk storage system at this Certificate level. In particular these include, but are not limited to,
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Maintain workplace systems
- Provide leadership in the workplace
- Participate in, lead and facilitate teams
- Co-ordinate routine preventative maintenance
- Implement and monitor continuous improvement systems and processes

Relationship to learning resources

Main learning resources:
- There are no specific learning resources currently available to the food industry

BSX FMI501 A   Manage personal work priorities and professional development

Descriptor

This is a core unit for all sectors of the food industry. It involves a person taking responsibility for managing their own performance and taking responsibility for their professional development within the context of the enterprise and Diploma level. This unit is equivalent to the Frontline Management Initiative unit, *Manage personal work priorities and professional development*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– 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 under broad guidance·

➢ work autonomously within established processes and systems

➢ guide/mentor and facilitate the work of others

➢ plan and manage the work of others

➢ demonstrate self-directed use of knowledge

➢ exercise a range of skills

➢ work in varied contexts, both familiar and unfamiliar

➢ exercise some planning discretion and exercise independent judgement.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide – Part A
Manage self	Personal qualities and performance serves as a role model in the workplace Personal goals and plans reflect the organisation's plans, and personal roles, responsibilities and accountabilities Action is taken to achieve and extend personal goals beyond those planned. Consistent personal performance is maintained in varying work conditions and work contexts	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. – manage effectively in diverse and complex work environments – research, acquire and use information appropriate to work responsibility – manage competing priorities to achieve personal and organisational goals and results (cont.)

Element	Performance criteria	Evidence guide – Part A
Set and meet own work priorities	Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives Technology is used efficiently and effectively to manage work	*Demonstrated ability to (continued):* – develop a clear set of work goals – make decisions within responsibility and authority – integrate culturally diverse viewpoints into own values system
Develop and maintain professional competence	priorities and commitments Personal knowledge and skills is assessed against competency standards to determine development needs and priorities Feedback from clients and colleagues is used to identify and develop ways to improve competence Management development opportunities suitable to personal learning style(s) are selected and used to develop competence Participation in professional networks and associations enhances personal knowledge, skills and relationships New skills are identified and developed to achieve and maintain a competitive edge	– monitor/introduce practices to improve own performance – develop competencies which enable increased participation in the planning and development of the organisation – assess own performance – plan learning activities and negotiate priorities – seek feedback and act on constructive advice – develop constructive responses when confronted with problems – establish support networks – select and use available learning methods to maintain current competence – use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – goal and priority setting principles and processes – competency standards purpose, customisation and application – competency identification – management development options and opportunities – technology systems and applications – information systems and processes – key competencies integration and implementation – learning styles and methods – performance management systems

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995*.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.
- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.
- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage personal work priorities and professional development within a food enterprise environment given:
- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- production systems
- information management systems
- planning systems
- performance management systems
- professional development options and opportunities agreed by the enterprise.

Relationship to other units

Pre-requisites (or equivalent):
- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Develop and maintain workplace systems
- Contribute to the development of a workplace learning environment

Co-requisites:
- Provide leadership in the workplace
- Establish and manage effective workplace relationships
- Participate in, lead and facilitate work team
- 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

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,

- All of the co-requisite units
- Implement and monitor continuous improvement systems and processes
- Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:

- Frontline Management Development Kit and associated resources

Provide leadership in the workplace

BSX FMI502 A

Descriptor   This is a core unit for all sectors of the food industry. It addresses the leadership role in the development of the organisation. It focuses on the manner in which employees conduct themselves, the initiative which they take in influencing others, and the way they manage their responsibilities within the context of Diploma level. This unit is equivalent to the Frontline Management Initiative unit, *Provide leadership in the workplace*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– 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 under broad guidance
➢ work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ plan and manage the work of others
➢ demonstrate self-directed use of knowledge
➢ exercise a range of skills
➢ work in varied contexts, both familiar and unfamiliar
➢ exercise some planning discretion and exercise independent judgement.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide –Part A
Model high standards of management performance	Performance meets the organisation's requirements Performance serves as positive role model for others Performance plans are developed and implemented in accordance with the organisation's goals and objectives Key performance indicators are developed within the team's/ organisation's business plans	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage effectively in diverse work environments and contexts – achieve planned results – research, acquire and use information appropriate to work responsibility (cont.)

Element	Performance criteria	Evidence guide – Part A
Enhance the organisation's image	The organisation's standards and values are used in conducting business Standards and values considered to be damaging to organisation are questioned through established communication channels Personal performance contributes to developing an organisation which has integrity and credibility	*Demonstrated ability to: (continued)* – make decisions within responsibility and authority – explain the enterprise's goals, values and objectives – explain the link between personal and enterprise results – negotiate, establish and monitor Key Performance Indicators for individuals/ teams
Influence individuals and teams positively	Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work Individual's/team's efforts and contributions are encouraged, valued and rewarded Ideas and information receive the acceptance and support of colleagues	– manage work effectively to achieve goals and results – monitor/introduce practices to improve performance – use modern management techniques in work performance – contribute to the enterprise's standards and values – use effective consultative processes – communicate routine and non-routine information clearly to senior managers, peers and subordinates
Make informed decisions	Information relevant to the issue(s) under consideration is gathered and organised Individuals/teams participate actively in the decision making processes Options are examined and their associated risks assessed to determine preferred course(s) of action Decisions are timely and communicated clearly to individuals/teams Plans to implement decisions are prepared and agreed by relevant individuals/teams Feedback processes are used effectively to monitor the implementation and impact of decisions within the organisation's continuous improvement processes	– promote available learning methods to support colleagues' competence – use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results – development of feedback processes – use of risk analysis systems and techniques **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – goal and priority setting principles and processes – competency standards purpose, customisation and application – competency identification – management development options and opportunities – technology systems and applications – information systems and processes – key competencies integration and implementation – enterprise goals, values and objectives – purpose and application of key performance indicators

Element	Performance criteria	Evidence guide – Part A
		Underpinning knowledge: – leadership principles and practices – consultative and participatory strategies and processes – communication processes – motivation strategies – learning styles and methods – performance management systems and processes – risk analysis processes and options analysis

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995*.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to provide leadership in a food enterprise workplace given:

- relevant legislation, codes, awards, agreements and standards

- enterprise goals, values and objectives

- information management systems

- professional development options and opportunities agreed by the enterprise

- performance management systems

- communication systems and processes.

Relationship to other units

Pre-requisites (or equivalent):

- Manage personal work priorities and professional development

- Establish and manage effective workplace relationships

- Manage operations to achieve planned outcomes

- Acquire and analyse workplace information

- Manage quality customer service

- Develop and maintain workplace systems
- Contribute to the development of a workplace learning environment

Co-requisites:
- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Participate in, lead and facilitate work team
- 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

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
- All of the co-requisite units
- Implement and monitor continuous improvement systems and processes
- Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
- Frontline Management Development Kit and associated resources

BSX FMI503 A   Establish and manage effective workplace relationships

Descriptor	This is core unit for all sectors of the food industry. It involves developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes, within the context of Diploma level. This unit is equivalent to the Frontline Management Initiative unit, *Establish and manage effective workplace relationships*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– 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 under broad guidance

➢ work autonomously within established processes and systems

➢ guide/mentor and facilitate the work of others

➢ plan and manage the work of others

➢ demonstrate self-directed use of knowledge

➢ exercise a range of skills

➢ work in varied contexts, both familiar and unfamiliar

➢ exercise some planning discretion

➢ exercise independent judgement.

– Work is carried out within company policy and procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, systems and processes, business and performance plans, ethical standards, access and equity principles and practices, quality and continuous improvement, processes and standards, defined resource parameters.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Customers and suppliers may be internal or external, drawn from existing or new sources.

Element	Performance criteria	Evidence guide – Part A
Gather, convey and receive information and ideas	Information to achieve work responsibilities is collected from appropriate sources The method(s) used to communicate ideas and information is appropriate to the audience	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage relationships effectively to achieve goals/results *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Gather, convey and receive information and ideas *(cont.)*	Communication takes into account social and cultural diversity Input from internal and external sources is sought and valued in developing and refining new ideas and approaches	*Demonstrated ability to: (continued)* – research, acquire and use information appropriate to work responsibility – monitor and introduce ways to improve work relationships in a diverse and complex workplace
Develop trust and confidence	People are treated with integrity, respect and empathy The organisation's social, ethical and business standards are used to develop and maintain positive relationships Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance Interpersonal styles and methods are adjusted to the social and cultural environment	– perform in a way which strengthens and reinforces relationships – develop effective relationships in diverse internal and external environments – mix confidently in a broad range of people – communicate clearly and concisely – respond effectively to unexpected demands from a range of sources – provide honest and constructive feedback – use effective consultative processes – encourage contrary views to be submitted and discussed
Build and maintain networks and relationships	Networking is used to identify and build relationships Networks and other work relationships provide identifiable benefits for the team and organisation	– treat people openly and fairly – contribute to the removal of discrimination/ bias in the workplace – develop constructive responses when confronted with problems and difficulties – negotiate outcomes
Manage difficulties to achieve positive outcomes	Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance Colleagues receive guidance and support to resolve their work difficulties Continued poor performance is managed within the organisation's processes Conflict is managed constructively within the organisation's processes Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation and legislative requirements	– use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – goal and priority setting processes – competency standards purpose, customisation and application – competency identification – professional development options and opportunities – technology systems and applications – information systems – key competencies integration and implementation – enterprise business strategies – problem identification and resolution – negotiation processes – conflict resolution processes (cont.)

Element	Performance criteria	Evidence guide – Part A
		Underpinning knowledge (continued) – performance monitoring processes/ systems – networking techniques – types of interpersonal styles and methods – feedback mechanisms and processes – forms of discrimination/bias

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to establish and manage effective workplace relationships given:

- relevant legislation, codes, awards, agreements and standards

- enterprise goals, values and objectives

- enterprise business strategies

- business planning systems

- information management systems

- professional development options and opportunities agreed by the enterprise

- performance management systems

- enterprise guidance and support systems and processes.

Relationship to other units

Pre-requisites (or equivalent):

- Manage personal work priorities and professional development

- Establish and manage effective workplace relationships

- Manage operations to achieve planned outcomes

- Acquire and manage workplace information

- Manage quality customer service

- Develop and maintain workplace systems

– Contribute to the development of a workplace learning environment

Co-requisites:
– Manage personal work priorities and professional development
– Provide leadership in the workplace
– Participate in, lead and facilitate work team
– 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

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
– All of the co-requisite units
– Implement and monitor continuous improvement systems and processes
– Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI504 A   Participate in, lead and facilitate work teams

Descriptor   This is core unit for all sectors of the food industry. It involves leading, participating in, facilitating and empowering work teams/groups within the context of the enterprise and Diploma level. People at this level also play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. This unit is equivalent to the Frontline Management Initiative unit, *Participate in, lead and facilitate work teams*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– 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 under broad guidance
➢ work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ plan and manage the work of others
➢ demonstrate self-directed use of knowledge
➢ exercise a range of skills
➢ work in varied contexts, both familiar and unfamiliar
➢ exercise some planning discretion
➢ exercise independent judgement.

– Work is carried out within company policy and procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, systems and processes, business and performance plans, ethical standards, access and equity principles and practices, quality and continuous improvement, processes and standards, defined resource parameters.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Teams may be one or a mixture of ongoing, project-based, work-based, cross-functional.

– Teams may include full time employees, part time employees, contractors.

– Roles in teams may include leader, coach, participant, facilitator, mentor.

Element	Performance criteria	Evidence guide – Part A
Participate in team planning	The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives The team performance plan contributes to the organisation's business plan, policies and practices The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies The team includes in its plans ways in which it can benefit from the diversity of its membership	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results – research, acquire and use information appropriate to work responsibility – establish among teams a commitment to the enterprise's goals, values and plans – make decisions within responsibility and authority in a diverse and complex workplace – provide clear direction in devolving responsibility and accountability – provide constructive feedback to delegates monitor/propose ways to improve team performance
Develop team commitment and co-operation	The team uses open communication processes to obtain and share information The team encourages and exploits innovation and initiative Support is provided to the team to develop mutual concern and camaraderie	– work effectively with team members who have diverse work styles, aspirations, cultures and perspectives – promote networking between teams for mutual benefit – use effective consultative processes – encourage teams to openly discuss and resolve issues
Manage and develop team performance	The team is supported in making decisions within its agreed roles and responsibilities The results achieved by the team contribute positively to the organisation's business plans Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals Mentoring and coaching supports team members enhance their knowledge and skills Delegates' performance is monitored to confirm that they have completed their delegation/assignment	– recognise rewards and supports team achievement – support team to share knowledge and skills – promote available learning methods to support team – use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – competency standards purpose, customisation and application – competency identification – professional development options and opportunities *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Participate in, and facilitate the work team *(cont.)*	Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes Individuals and teams are actively encouraged to take individual and joint responsibility for their actions The team receives support to identify and resolve problems which impede its performance	*Underpinning knowledge: (continued)* – technology systems and applications – information systems – key competencies integration and implementation – team structures and roles – goal setting processes – team competencies development and application – devolution principles and practices – consultative processes – problem identification and resolution – conflict resolution processes – performance monitoring processes/systems – networking techniques – types of interpersonal styles and methods – feedback mechanisms and processes – forms of discrimination/bias

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to participate in, lead and facilitate team works in a food enterprise given:
- relevant legislation, codes, awards, agreements and standards

- enterprise goals, values and objectives

- information management systems

- planning systems

- production systems

- professional development options and opportunities agreed by the enterprise

- performance management systems

- enterprise policies and practices for teams.

Relationship to other units

Pre-requisites (or equivalent):
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Develop and maintain workplace systems
– Contribute to the development of a workplace learning environment

Co-requisites:
– Manage personal work priorities and professional development
– Provide leadership in the workplace
– Establish and manage effective workplace relationships
– 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

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
– All of the co-requisite units
– Implement and monitor continuous improvement systems and processes
– Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI505 A	**Manage operations to achieve planned outcomes**

Descriptor This is a core unit for all sectors of the food industry. It involves planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans and the context of Diploma level. This unit is equivalent to the Frontline Management Initiative unit, *Manage operations to achieve planned outcomes*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– 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 under broad guidance
➢ work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ plan and manage the work of others
➢ demonstrate self-directed use of knowledge
➢ exercise a range of skills
➢ work in varied contexts, both familiar and unfamiliar
➢ exercise some planning discretion and exercise independent judgement.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Resources may include people, products/consumables, services, information, finance, buildings/facilities, time, equipment, technology.

Element	Performance criteria	Evidence guide – Part A
Plan resource use to achieve profit/ productivity targets	Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers Operational plans contribute to the achievement of the organisation's performance/business plan	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Plan resource use to achieve profit/ productivity targets *(cont.)*	Operational plans identify available resources, taking into account customer needs and the organisation's plans Contingency plans are prepared in the event that initial plans need to be varied	*Demonstrated ability to: (continued)* – research, acquire and use information appropriate to responsibility – make decisions within responsibility and authority in a diverse and complex workplace – participate effectively in wider organisational processes which have an effect on operational performance – organise and use resources to achieve business plans – provide input to the organisation's planning processes – eliminate/minimise resource inefficiencies and waste – create products/services which are safe for customer use – develop alternative and innovative approaches to improve resource use – ensure that legislative requirements are met in work operations – prepare and negotiate recommendations to change operations – use effective consultative processes – seek feedback and act on constructive advice – promote available learning methods to assist colleagues – use information management systems – select and use available technology appropriate to the task – record/report information within established systems – use the key competencies to achieve results
Acquire resources to achieve operational plan	Employees are recruited and inducted within the organisation's human resource management policies and practices Physical resources and services are acquired in accord with the organisation's practices and procedures	
Monitor operational performance	Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets Budget and actual financial information is analysed and interpreted to monitor profit/ productivity performance Unsatisfactory performance is identified and prompt action is taken to rectify the situation Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups	
Monitor resource usage	Systems and processes are monitored to establish whether resources are being used as planned Problems with resource usage are investigated and rectified and/or reported to designated persons/ groups	**Underpinning knowledge:** – legislative and industrial requirements and responsibilities – competency standards purpose, customisation and application – goal and priority setting processes – competency identification – technology systems, capability and applications (cont.)

Element	Performance criteria	Evidence guide – Part A
	Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard Systems, procedure and records associated with documenting resource acquisition and usage are managed in accordance with the organisation's requirements	*Underpinning knowledge: (continued)* – information systems – key competencies integration and implementation – operational planning processes – resource planning processes – human resource management policies and practices – resource acquisition policies and procedures – resource management – waste management systems and processes – performance management systems – budget and financial analysis and interpretation – resource monitoring processes/systems – recording and reporting systems

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage operations to achieve planned outcomes in a food enterprise given:
– relevant legislation, codes, awards, agreements and standards
– enterprise goals, values and objectives
– information management systems
– planning systems
– production systems
– performance management systems
– budgeting and financial processes and systems
– resource management processes and systems
– waste management processes and procedures

– professional development options and opportunities agreed by the enterprise.

Relationship to other units

Pre-requisites (or equivalent):
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Develop and maintain workplace systems
– Contribute to the development of a workplace learning environment

Co-requisites:
– Manage personal work priorities and professional development
– Provide leadership in the workplace
– Establish and manage effective workplace relationships
– Participate in, lead and facilitate work team
– Manage workplace information
– Manage quality customer service
– Design workplace systems
– Contribute to the development of a workplace learning environment

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
– All of the co-requisite units
– Implement and monitor continuous improvement systems and processes
– Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI506 A	Manage workplace information

Descriptor   This is a core unit for all sectors of the food industry. It involves identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individual's/team's/enterprise's performance within the context of Diploma level. This unit is equivalent to the Frontline Management Initiative unit, *Manage workplace information*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

- 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 under broad guidance
- ➢ work autonomously within established processes and systems
- ➢ guide/mentor and facilitate the work of others
- ➢ plan and manage the work of others
- ➢ demonstrate self-directed use of knowledge
- ➢ exercise a range of skills
- ➢ work in varied contexts, both familiar and unfamiliar
- ➢ exercise some planning discretion
- ➢ exercise independent judgement.

- Work is carried out in accordance with company procedures and legislative requirements.

- Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

- They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

- Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

- Resources may include people, products/consumables, services, information, finance, buildings/facilities, time, equipment, technology.

Element	Performance criteria	Evidence guide – Part A
Identify and source information needs	The information needs of individuals/teams is determined and the sources are identified Information held by the organisation is reviewed to determine suitability and accessibility Plans are prepared to obtain information which is not available/accessible within the organisation	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results – research, acquire and use information appropriate to work responsibility *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Collect, analyse and report information	Collection of information is timely and relevant to the needs of individuals/teams Information is in a format suitable for analysis, interpretation and dissemination Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired	*Demonstrated ability to: (continued)* – make decisions within responsibility and authority in a diverse and complex workplace – monitor/improve ways to manage information – explain basic financial concepts in business plans/budgets – prepare financial information within standard format – identify information requirements – collect and analyse information
Use management information systems	Management information systems are used effectively to store and retrieve data for decision making Technology available in the work area/organisation is used to manage information effectively and efficiently Recommendations for improving the information system are submitted to designated persons/groups	– prepare resource proposals within budget constraints – explain methods to gain efficiencies in resource management – prepare and negotiate recommendations to improve the organisation's information systems – ensure that legislative requirements are met in resource plans – promote available learning methods to support colleagues – use effective consultative processes
Prepare business plans/budgets	Individuals/teams are involved in business plan/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes Business plans/budgets are prepared and presented in accordance with the organisation's guidelines and requirements Contingency plans are prepared in the event that alternative action is required	– communicate with colleagues who have specialist responsibilities in financial and resource management – use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – goal and priority setting processes – competency standards purpose, customisation and application – competency identification – technology systems, capability and applications – information management processes/systems – key competencies integration and implementation – information analysis and interpretation – business planning processes – budget format and preparation – system improvement processes *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Prepare resource proposals	Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. Estimates of resource needs and utilisation reflects the organisation's business plans, and customer and supplier requirements Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes	**Underpinning knowledge:** – reporting/recording systems – submission preparation – consultative processes – legislative and industrial requirements and responsibilities – goal and priority setting processes – competency standards purpose, customisation and application – competency identification – technology systems, capability and applications – information management processes/systems – key competencies integration and implementation – information analysis and interpretation – business planning processes – budget format and preparation – system improvement processes – reporting/recording systems – submission preparation – consultative processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage information in a food enterprise workplace given:

- relevant legislation, codes, awards, agreements and standards

- enterprise goals, values and objectives

- information management systems

- professional development options and opportunities agreed by the enterprise

- business planning processes

- budgeting policies and practices

- reporting/recording systems
- enterprise communication strategies.

Relationship to other units

Pre-requisites (or equivalent):
- Manage personal work priorities and professional development
- Establish and manage effective workplace relationships
- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Develop and maintain workplace systems
- Contribute to the development of a workplace learning environment

Co-requisites:
- Manage personal work priorities and professional development
- Provide leadership in the workplace
- Establish and manage effective workplace relationships
- Participate in, lead and facilitate work team
- Manage operations to achieve planned outcomes
- Manage quality customer service
- Design workplace systems
- Contribute to the development of a workplace learning environment

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
- All of the co-requisite units
- Implement and monitor continuous improvement systems and processes
- Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
- Frontline Management Development Kit and associated resources

BSX FMI507 A   Manage quality customer service

Descriptor

This is a core unit for all sectors of the food industry. It involves delivering and maintaining products and services to standards agreed by the enterprise and the customer. This will be carried out in the context of the organisation's policies and practices and Diploma level, as well as according to legislation, conventions and codes of practice. This unit is equivalent to the Frontline Management Initiative unit, *Manage quality customer service*.

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

–   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 under broad guidance
-   work autonomously within established processes and systems
-   guide/mentor and facilitate the work of others
-   plan and manage the work of others
-   demonstrate self-directed use of knowledge
-   exercise a range of skills
-   work in varied contexts, both familiar and unfamiliar
-   exercise some planning discretion
-   exercise independent judgement.

–   Work is carried out in accordance with company procedures and legislative requirements.

–   Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

–   They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

–   Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

–   Resources may include people, products/consumables, services, information, finance, buildings/facilities, time, equipment, technology.

–   Customers may be internal, external, drawn from existing or new sources.

Element	Performance criteria	Evidence guide - Part A
Plan to meet internal and external customer requirements	The needs of customers are researched, understood and assessed, and included in the planning process Provision is made in plans to achieve the quality, time and cost specifications agreed with customers	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Ensure delivery of quality products/ services	Products/services are delivered to customer specifications within the team's/organisation's business plan Individual/team performance consistently meets quality, safety, resource and delivery standards Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards	*Demonstrated ability to: (continued)* – manage products/services within budget constraints – make decisions within responsibility and authority in a diverse and complex workplace – research, acquire and use information appropriate to work responsibility – identify customer requirements – monitor/introduce ways to improve products/services – use effective consultative processes
Monitor, adjust and report customer service	The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards Customer feedback is sought and used to improve the provision of products/services Resources are used effectively and efficiently to provide quality products/services to customers Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes Records, reports and recommendations are managed within the organisation's systems and processes	– ensure that legislation and standards are met in providing customer service – develop and maintain effective communication with customers – seek customer feedback and act on constructive advice – treat people openly and fairly – promote available learning methods to enable colleagues to maintain current competence – prepare and negotiate recommendations to improve customer service – implement recommendations to improve customer service – use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – goal and priority setting processes – competency standards purpose, customisation and application – competency identification – technology systems, capability and application – information management processes/systems – key competencies integration and implementation – information analysis and interpretation *(cont.)*

Element	Performance criteria	Evidence guide – Part A
		Underpinning knowledge: (continued) – customer policies and procedures requirements – problem identification and resolution processes – skill development methods and options – customer research techniques – business planning processes – feedback mechanisms – performance monitoring processes an d procedures – enterprise products/services characteristics – reporting/recording processes and systems

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage quality customer service in a food enterprise given:
– relevant legislation, codes, awards, agreements and standards

– enterprise goals, values and objectives

– information management systems

– planning systems

– production systems

– delivery systems/procedures/schedules

– customer service policies and procedures

– customer research processes

– professional development options and opportunities agreed by the enterprise

– performance management systems

– reporting/recording processes and systems.

Relationship to other units

Pre-requisites (or equivalent):
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Develop and maintain workplace systems
– Contribute to the development of a workplace learning environment

Co-requisites:
– Manage personal work priorities and professional development
– Provide leadership in the workplace
– Establish and manage effective workplace relationships
– Participate in, lead and facilitate work team
– Manage operations to achieve planned outcomes
– Manage workplace information
– Design workplace systems
– Contribute to the development of a workplace learning environment

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
– All of the co-requisite units
– Implement and monitor continuous improvement systems and processes
– Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

BSX FMI511 A   Contribute to the development of a workplace learning environment

Descriptor
This is a core unit for all sectors of the food industry. It involves encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved, within the context of Diploma level. This unit is equivalent to the Frontline Management Initiative unit, *Contribute to the development of a workplace learning environment*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– 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 under broad guidance
➢ work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ plan and manage the work of others
➢ demonstrate self-directed use of knowledge
➢ exercise a range of skills
➢ work in varied contexts, both familiar and unfamiliar
➢ exercise some planning discretion
➢ exercise independent judgement.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse and complex workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide - Part A
Create learning opportunities	Workplace environments which facilitate learning are developed and supported Learning plans are developed as an integral part of individual/team performance plans	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – develop a learning culture *(cont.)*

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Element	Performance criteria	Evidence guide – Part A
Create learning opportunities *(cont.)*	Learning plans reflect the diversity of needs and learning opportunities Individual/team access to, and participation in, learning opportunities is facilitated Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance	*Demonstrated ability to: (continued)* – sponsor learning in a diverse and complex workplace – manage work effectively to achieve goals and results – promote the benefits of learning – explain basic principles of adult learning – develop and reinforce links between work and learning – balance team and individual learning needs – use coaching and mentoring to assist knowledge/skill formation – monitor/introduce ways for people to develop knowledge and skills – facilitate opportunities for learning – encourage colleagues to share their knowledge and skills – create opportunities for individuals/teams to learn from workplace performance – assess internal and external provision options for training and development – analyse strengths and weaknesses of external training and development providers
Facilitate and promote learning	Workplace activities are used as opportunities for learning Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes The benefits of learning are shared with others in the team/ organisation Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards	
Monitor and improve learning effectiveness	Performance of individuals/teams is monitored to determine the type and extent of additional work-based support Feedback from individuals/ teams is used to identify and introduce improvements in future learning arrangements Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning Records and reports of competency are documented and maintained within the organisation's systems and procedures	– negotiate with training and development specialists the learning needs of individuals/teams – monitor partnerships with external organisations – provide the opportunity for off-the-job learning to be applied in workplace – promote available learning methods to support colleagues – use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – goal and priority setting processes – competency standards purpose, customisation and application competency identification *(cont.)*

Element	Performance criteria	Evidence guide – Part A
		Underpinning knowledge: (continued) – technology systems, capability and applications – information management systems/processes – key competencies integration/implementation – information analysis and interpretation – performance management systems and processes – budgetary processes – continuous improvement policy/procedures – professional development options and methods – learning styles and their application – workplace learning strategies – the structure and application of formal qualifications arrangements – external provision options and opportunities – learning partnerships strategies, opportunities and negotiation – recording/reporting systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995*.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to contribute to the development of a workplace learning environment in a food enterprise given:

- relevant legislation, codes, awards, agreements and standards

- enterprise goals, values and objectives

- information management systems

- planning systems

- production systems

– professional development options and opportunities agreed by the enterprise
– performance management systems
– reporting processes/systems.

Relationship to other units

Pre-requisites (or equivalent):
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Develop and maintain workplace systems
– Contribute to the development of a workplace learning environment

Co-requisites:
– Manage personal work priorities and professional development
– Provide leadership in the workplace
– Establish and manage effective workplace relationships
– Participate in, lead and facilitate work team
– Manage operations to achieve planned outcomes
– Manage workplace information
– Manage quality customer service
– Design workplace systems

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
– All of the co-requisite units
– Implement and monitor continuous improvement systems and processes
– Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
– Frontline Management Development Kit and associated resources

FDF CORWS5 A   Design workplace systems

Descriptor   This is a core unit for all sectors of the food industry. This unit is based on the Frontline Management unit *Develop and maintain safe workplace and environment* and has bee customised to meet the needs of the food industry. It covers the skills and knowledge required to design and implement a workplace system

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– 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 under broad guidance
➢ work autonomously within established processes and systems
➢ guide/mentor and facilitate the work of others
➢ plan and manage the work of others
➢ demonstrate self-directed use of knowledge
➢ exercise a range of skills
➢ work in varied contexts, both familiar and unfamiliar
➢ exercise some planning discretion
➢ exercise independent judgement.

– Work is carried out in accordance with company procedures and legislative requirements.

– Workplace systems can relate to quality assurance, food safety, occupational health and safety, environmental, production, packaging, materials handling and services management.

– System requirements are established within context of company policy

– Statutory requirements can relate to quality assurance, food standards, food safety, occupational health and safety and environmental management legislation, regulations and codes of practice.

– Systems may be internal or externally certified and audited.

– Employees at this level will normally operate in a relatively diverse and complex workplace environment in which they use the organisation's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

Element	Performance criteria	Evidence guide - Part A
Establish system requirements	Scope of the system is determined Systems are designed to meet company and legal requirements Resource implications of workplace systems and procedures are identified and included in planning and budgeting processes	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – Identify, scope and select or design systems to meet legal and enterprise requirements
Design system components	System components are developed and trialed Procedures for recording information and controlling documentation are established Procedures for responding to hazards or non-conformance are established	– Identify and plan for resource requirements to support implementation and maintenance of systems – Use consultative processes at each stage of design, trialing and implementation

Implement and maintain workplace system	An implementation plan is developed
	
	Resource requirements are identified and planned
	
	Opportunities to provide continuous feedback are established
	
	The system is continuously reviewed to verify performance against objectives
		– Develop system components and procedures. This can include procedures for:
		  ➤ Reviewing current practice to identify areas for improvement
		  ➤ Identifying control points/hazards/risks
		  ➤ Determining procedures for monitoring and controlling processes
		  ➤ Responding to non-conformance or unacceptable hazards
		  ➤ Establishing information collection and analysis tools
		  ➤ Establishing reporting mechanisms
		  ➤ Developing documentation and document control systems
		  ➤ Establishing system review/auditing processes
		  ➤ Developing an implementation plan including a communication strategy to ensure all members of the workforce are aware of and able to perform roles and responsibilities
		– Plan and arrange audits. Where external audits are used, this includes liaising with external auditors.
		
		Underpinning knowledge:
		– Legislative and industrial requirements and responsibilities *(cont.)*

Element	Performance criteria	Evidence guide – Part A
		Underpinning knowledge: (continued)
		– context for policy and system design including company strategic plan and resource constraints
		– relationship between policy, system and specific plan or program
		– current knowledge of system design and development options
		– current technical skills and knowledge
		– effective communication strategies
		– consultative processes
		– budgeting process
		– skill and competency recording systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.*

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to design workkplace systems in a food enterprise given:

– relevant legislation, codes, awards, and agreements

– industrial awards and agreements

– food safety policy

– procedures for developing or modifying system components

– communication channels/methods

– management systems including budgeting, resource management and skills/training arrangements

– continuous improvement policies and procedures

– enterprise policies for development of new systems and processes

Relationship to other units

Pre-requisites (or equivalent):

– Manage personal work priorities and professional development

– Establish and manage effective workplace relationships

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- Manage operations to achieve planned outcomes
- Acquire and analyse workplace information
- Manage quality customer service
- Develop and maintain workplace systems
- Contribute to the development of a workplace learning environment

Co-requisites:
- Manage personal work priorities and professional development
- Provide leadership in the workplace
- Establish and manage effective workplace relationships
- Participate in, lead and facilitate work team
- Manage operations to achieve planned outcomes
- Manage workplace information
- Manage quality customer service
- Contribute to the development of a workplace learning environment

Related units:
Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
- All of the co-requisite units
- Implement and monitor continuous improvement systems and processes
- Facilitate and capitalise on change and innovation

Relationship to learning resources

Main resource:
- Frontline Management Development Kit and associated resources

BSX FMI509 A   Implement and monitor continuous improvement systems and processes

Descriptor   This is an optional unit and may apply to any sector of the food processing industry. It involves managing the continuos improvement processes to achieve the enterprise's quality objectives. This includes influencing the development of the enterprise's continuous improvement processes. This unit is equivalent to the Frontline Management Initiative unit, *Implement and monitor continuous improvement systems and processes*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢   are autonomous, working under broad guidance

➢   may supervise others

➢   may guide teams

➢   may have responsibility for planning and managing the work of others

➢   will be involved in self-directed application of knowledge

➢   have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions

➢   operate in varied or highly specific contexts

➢   use competencies independently for routine and non-routine purposes

➢   use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

–   Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial arrangements.

–   Information provided on system requirements includes legislative requirements and responsibilities.

–   Workplace systems can relate to quality assurance, food safety, occupational health and safety and environmental management.

–   Procedures include work instructions relating to own area of work responsibility.

–   Planning, maintenance and implementation of workplace systems would be done with assistance and support from others.

–   Employees at this level will normally operate in a relatively diverse workplace environment in which they use the *enterprise's* goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

–   They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

–   Policy and system design meet legislative requirements.

–   Statutory requirements can relate to quality assurance, food standards, food safety, occupational health and safety and environmental management legislation, regulations and codes of practice.

–   Learning opportunities may include mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

Element	Performance criteria	Evidence guide – Part A
Implement continuous improvement systems and processes	Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and authority The organisation's continuous improvement processes are communicated to individuals/teams Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – explain the enterprise's continuous improvement methods – manage work effectively to achieve goals and results – encourage ideas and feedback to improve processes
Monitor, adjust and report performance	The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved Customer service is strengthened through the use of continuous improvement techniques and processes Plans are adjusted and communicated to those who have a role in their development and implementation	– promote available learning methods to assist colleagues – provide leadership to individuals/teams in the implementation of continuous improvement processes – gain the commitment of individuals/teams to continuous improvement principles and practices – take an active role in influencing the development of the enterprise's continuous improvement processes – prepare and negotiate recommendations to improve the continuous improvement processes
Build opportunities for further improvement	Individuals/teams are informed of savings and productivity improvements in achieving the business plan Work performance is documented and the information is used to identify opportunities for further improvement Records, reports and recommendations for improvement are managed within the organisation's systems and processes	– develop a workplace culture which supports continuous improvement – research, acquire and use information appropriate to work responsibility – identify and analyse savings and productivity improvements – develop ways for individuals/teams to implement continuous improvement processes – select and apply available technology – report performance in the enterprise's systems and processes – use the key competencies **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – purpose and objectives of the workplace continuous improvement system and processes – performance monitoring methods – savings and productivity methods – consultative processes – feedback processes *(cont.)*

Element	Performance criteria	Evidence guide – Part A
		Underpinning knowledge: (continued) – problem solving techniques systems and procedure design – related systems including competency identification and recording system – learning methods and opportunities – technology systems and applications – recording and reporting systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage continuous improvement systems and processes within a food enterprise given:

- relevant legislation, codes, awards, agreements and standards

- enterprise goals, values and objectives

- production systems

- information management systems

- planning systems

- performance management systems

- continuous improvement systems and processes

- professional development options and opportunities agreed by the enterprise.

- recording and reporting systems and processes

Relationship to other units

Related Units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,

- Manage personal work priorities and professional development

- – Provide leadership in the workplace
- – Establish and manage effective workplace relationships
- – Participate in, lead and facilitate work team
- – 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

Relationship to learning resources

Main resource:
- – Frontline Management Development Kit and associated resources

BSX FMI510 A   Facilitate and capitalise on change and innovation

Descriptor   This is an optional unit and may apply to any sector of the food processing industry.   It involves taking an active role in fostering change and acting as a catalyst in the implementation of change and innovation. This unit is equivalent to the Frontline Management Initiative unit, *Facilitate and capitalise on change and innovation*

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– At AQF 5 a worker would typically be engaged in a workplace context in which they:
- ➢   are autonomous, working under broad guidance
- ➢   may supervise others
- ➢   may guide teams
- ➢   may have responsibility for planning and managing the work of others
- ➢   will be involved in self-directed application of knowledge
- ➢   have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- ➢   operate in varied or highly specific contexts
- ➢   use competencies independently for routine and non-routine purposes
- ➢   use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

–   Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial arrangements.

–   Employees at this level will normally operate in a relatively diverse workplace environment in which they use the enterprise's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

–   They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

–   Learning opportunities may include mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

–   Resources may include people, finance, information, equipment, power/energy, time, buildings/facilities, technology.

–   Customers may be internal or external, from existing and new sources.

Element	Performance criteria	Evidence guide – Part A
Participate in planning the introduction of change	Individuals/teams contribute effectively in the planning processes to introduce change Plans to introduce change are made in consultation with designated individuals/groups The organisation's objectives and plans to introduce change are explained clearly to individuals/teams	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work to achieve goals and results – explain the enterprise's methods to introduce change *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Develop creative and flexible strategies and approaches	The workplace is managed in a way which promotes and encourages the development of innovative approaches and outcomes Alternative approaches to managing workplace goals and objectives are identified and analysed Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment	*Demonstrated ability to (continued):* – research, acquire and use information appropriate to work responsibility – identify opportunities to introduce change in a diverse/complex workplace – draw on the diversity of the workplace to assist the enterprise benefit from change – monitor/introduce practices to improve performance – use effective consultation processes – seek feedback and act on constructive advice – monitor trends in the external environment to develop and maintain a competitive edge – respond promptly to new situations by developing appropriate strategies and plans – introduce practices to improve performance – promote available learning methods to support colleagues – use management style(s) which facilitates change – use information management systems – establish with team appropriate change management processes – select and use available technology appropriate to the task – use the key competencies to achieve results
Manage emerging challenges and opportunities	Coaching and mentoring supports individuals/teams to handle change efficiently and effectively Individuals/teams respond to change in the organisation's goals, plans and priorities Opportunities are used to make recommendations within responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation Recommendations for improving the methods and techniques to manage change are negotiated with individuals/teams Individuals/teams are kept informed of progress in the implementation of change	**Underpinning knowledge:** – legislative and industrial requirements and responsibilities – priority setting processes – purpose and application of competency standards – technology capability and usage – information management systems and processes – performance analysis and interpretation – change management strategies and processes – risk assessment strategies and processes – productivity and cost analysis – continuous improvement processes – consultative processes negotiation of change implementation *(cont.)*

Element	Performance criteria	Evidence guide – Part A
		Demonstrated ability to (continued): – feedback mechanisms – learning styles and their implications – professional development options and methods – recording/reporting systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to facilitate and capitalise on change and innovation in a food enterprise given:
- relevant legislation, codes, awards, agreements and standards

- enterprise goals, values and objectives

- production systems

- information management systems

- planning systems

- professional development options and opportunities agreed by the enterprise

- performance management systems

- changes processes

- reporting and recording processes and systems.

Relationship to other units

Related Units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units at Diploma level. In particular these include, but are not limited to,
- Manage personal work priorities and professional development

- Provide leadership in the workplace

- Establish and manage effective workplace relationships

- Participate in, lead and facilitate work team

- 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

Relationship to learning resources

Main resource:
- Frontline Management Development Kit and associated resources

FDF OPTAC5 A   Manage service agreements and contracts

Descriptor   This is an optional unit and may apply to any sector of the food processing industry. It involves managing internal and external agreements to agreed performance standards. The extent of responsibility and authority for service agreement and contract will depend on delegations by management.

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢ are autonomous, working under broad guidance

➢ may supervise others

➢ may guide teams

➢ may have responsibility for planning and managing the work of others

➢ will be involved in self-directed application of knowledge

➢ have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions

➢ operate in varied or highly specific contexts

➢ use competencies independently for routine and non-routine purposes

➢ use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

– Work is carried out within company policy and procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the enterprise's goals, objectives, plans, systems and processes, business and performance plans, ethical standards, access and equity principles and practices, quality and continuous improvement, processes and standards, defined resource parameters.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Service acquisition and provision policy may be influenced by government law, regulations and guidelines; industry standards and guidelines; enterprise policy, practices and procedures; limiting factors within the project.

– Agreements may involve internal and/or external sources. They may be formalised in contracts, memorandum of understanding, service agreements or file notes.

Element	Performance criteria	Evidence guide – Part A
Identify service provision	Service requirements and provision are established in consultation with stakeholders Strategies and plans are developed to procure products or supply	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results – acquire and use information appropriate to work responsibility *(cont.)*

Element	Performance criteria	Evidence guide – Part A
Manage service delivery	Services are provided to performance standards specified in documentation Progress is monitored against performance standards Changes to service arrangements are negotiated to ensure achievement of objectives Contingency plans are prepared in the event that plans may need to be varied Action is taken to facilitate the completion of the arrangements Records and reports are maintained in appropriate format	*Demonstrated ability to: (continued)* – make decisions within responsibility and authority in a diverse and complex workplace – implement service acquisition principles, practices and procedures – manage the service acquisition process according to *enterprise* and legal requirements – negotiate arrangements to a successful conclusion – manage implementation within *enterprise* and legal requirements – maintain required documentation – use the key competencies to achieve results – record/report information **Underpinning knowledge:** – legislative and industrial agreements and responsibilities – service options and opportunities – legal status of service agreements and contracts – purpose and structure of service agreements and contracts – service performance monitoring processes – technology capability and use – recording and reporting systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage service agreements and contracts in a food enterprise given:

– relevant legislation, codes, awards, agreements and standards

– enterprise goals, values and objectives

– enterprise business strategies

– business planning systems

– information management systems

– professional development options and opportunities agreed by the enterprise

– performance management systems

– enterprise guidance and support systems and processes.

– recording and reporting systems and processes

Relationship to other units

Pre-requisites (or equivalent):

– Manage personal work priorities and professional development

– Establish and manage effective workplace relationships

– Manage operations to achieve planned outcomes

– Acquire and manage workplace information

– Manage quality customer service

– Maintain workplace systems

– Contribute to the development of a workplace learning environment

Co-requisites:

– Manage personal work priorities and professional development

– Provide leadership in the workplace

– Establish and manage effective relationships

– Participate in, lead and facilitate work team

– 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

Relationship to learning resources

Main resource:

– There are no specific resources currently available for the food industry

FDF OPTDE5 A   Contribute to the development of the food enterprise

Descriptor   This is an optional unit and may apply to any sector of the food processing industry.   It involves participating in the development of the enterprise through contributing to the mission statement, articulating the enterprise's values and developing associated goals, objectives, strategies and actions

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢   are autonomous, working under broad guidance

➢   may supervise others

➢   may guide teams

➢   may have responsibility for planning and managing the work of others

➢   will be involved in self-directed application of knowledge

➢   have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions

➢   operate in varied or highly specific contexts

➢   use competencies independently for routine and non-routine purposes

➢   use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

– Work is carried out within company policy and procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the enterprise's goals, objectives, plans, systems and processes, business and performance plans, ethical standards, access and equity principles and practices, quality and continuous improvement, processes and standards, defined resource parameters.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Objectives, strategies and tactics may be long-term to achieve the mission and values, medium-term to satisfy operational plans, or short-term to meet immediate priorities.

– Stakeholders may be internal and/or external and be individuals/teams, customers, suppliers or contractors.

– The contribution will typically be at plant/site level, using participatory processes established by the enterprise.

Element	Performance criteria	Evidence guide – Part A
Promote stakeholder ownership	Collaborative processes are used to gain ownership and commitment from stakeholders to the enterprise's mission, values, goals, strategies and tactics The mission, values, goals, objectives and strategies are presented in a manner which is understood by stakeholders	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results – make decisions within responsibility and authority in a diverse and complex workplace
Influence the enterprise's mission and values	Leadership and direction is provided in the establishment of the enterprise's mission and values. Creative and innovative approaches are used to contribute to the enterprise's directions and values	– research, acquire and use information appropriate to work responsibility – identify and analyse trends, opportunities and constraints in the domestic and international context – influence and articulate the enterprise's vision – translate best practice and benchmarking to the enterprise's context
Establish goals, objectives and strategies	Team goals and associated objectives which reflect the enterprise's mission and values are contributed to effectively Environments are investigated and analysed to identify opportunities and options, and to develop the appropriate strategies and tactics Team strategies and targets are developed which enable the goals and associated objectives to be translated into business and performance plans	– engage in collaborative processes to gain ownership and commitment – support development of managers within available learning opportunities – use appropriate technical judgement to assess the performance of individuals/teams – present information in a manner and medium understood by the receiver
Develop individual managers and management teams	Management development strategies are prepared to improve the capability of teams and individuals to achieve business and performance plans Individual managers and management teams are developed to achieve the enterprise's mission, values and strategies	– use information management systems – select and use available technology appropriate to the task – use the key competencies to achieve results **Underpinning knowledge:** – purpose, structure and relationship of an enterprise's mission, values, goals, objectives and tactics – techniques for presenting an enterprise's statements to the workforce – environmental analysis techniques – technology capability and usage – consultative processes and methods – management development options and opportunities

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to contribute to the development of a food enterprise given:
– relevant legislation, codes, awards, agreements and standards

– enterprise goals and objectives

– information management systems

– planning systems

– production systems

– professional development options and opportunities agreed by the enterprise

– performance management systems

– enterprise policies and practices for teams.

Relationship to other units

Pre-requisites (or equivalent):
– Manage personal work priorities and professional development

– Establish and manage effective workplace relationships

– Manage operations to achieve planned outcomes

– Acquire and analyse workplace information

– Manage quality customer service

– Maintain workplace systems

– Contribute to the development of a workplace learning environment

Co-requisites:
– Manage personal work priorities and professional development

– Provide leadership in the workplace

– Establish and manage 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

Relationship to learning resources

Main resource:
– There are no specific resources currently available for the food industry

FDF OPTFP5 A   Manage financial planning and performance to achieve business plans

Descriptor
This is an optional unit and may apply to any sector of the food processing industry. It involves managing a section's (cost centre) financial planning and performance within the context of the person's responsibility and the enterprise's goals and objectives.

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

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

➢ are autonomous, working under broad guidance

➢ may supervise others

➢ may guide teams

➢ may have responsibility for planning an managing the work of others

➢ will be involved in self-directed application of knowledge

➢ have substantial depth of knowledge in some are a and a range of skills for work tasks, roles and functions

➢ operate in varied or highly specific contexts

➢ use competencies independently for routine and non-routine purposes

➢ use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

– Work is carried out in accordance with company procedures and legislative requirements.

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the enterprise's goals, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– They use commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation.

– Learning opportunities may include mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Resources may include people, products/consumables, services, information, finance, buildings/facilities, time, equipment, technology.

– Financial negotiations will typically take place with senior managers, financial specialists or individuals/teams.

– Budgets may be revenue and/or expenditure and/or capital.

– Section may be a corporate function, a sub branch or an operational area.

Element	Performance criteria	Evidence guide – Part A
Analyse and interpret the section's financial status	Financial data and terms contained in the enterprise's reports are understood and used in their correct context The section's financial trends are interpreted and analysed within the context of goals, objectives and plans Financial measures are calculated and used to gauge the financial position of the section against agreed standards The financial status of the section is accurately described to individuals/ teams	Part A of the Evidence guide identifies the skills and knowledge to confirm competence for this unit. Part B outlines how this guide is to be applied. It should be read in conjunction with the Range of variables. **Demonstrated ability to:** – manage work effectively to achieve goals and results – research, acquire and use information appropriate to work responsibility – make decisions within responsibility and authority in a diverse and complex workplace – use financial information appropriate to level of responsibility – locate appropriate information in financial reports – use financial analysis measures to calculate and interpret performance – organise information to prepare and support financial proposal – prepare business plans and budgets within the enterprise's guidelines – prepare and present a clearly argued case to negotiate financial proposal – maintain expenditure within agreed budget limits – monitor financial performance to improve efficiency and effectiveness – assess risks and take action within accepted risk management principles and practices – develop and implement contingency plans to correct/adjust financial performance – take prompt action to correct unacceptable financial variation – maintain financial records within agreed systems – select and use available technology appropriate to the task – use the key competencies to achieve results – record/report financial information **Underpinning knowledge:** – legislative and industrial requirements and responsibilities – financial management terms and concepts – goal and priority setting processes – competency standards purpose, customisation and application *(cont.)*
Prepare business plans	Business plans are prepared to achieve the team's goals and objectives Consultative processes are used to ensure team involvement and commitment to the business plans	
Prepare and negotiate budgets	Information suitable for inclusion in budgets is acquired from appropriate sources Revenue and/or expenditure budgets which respond to the team's business plan are prepared within the enterprise's processes, procedures, guidelines and timelines Budget negotiations are timely and conducted in a way which provides positive outcomes for the team The outcomes of budget negotiations are assessed and built into the planning process	
Monitor and control the section's financial performance	Actual and budget financial data is compared to identify variation in performance and to make appropriate adjustments Strategies and plans to maximise financial performance are reviewed and updated	

Element	Performance criteria	Evidence guide – Part A
Monitor and control the section's financial performance (cont.)	Coaching and mentoring is provided to individual/team to assist their understanding of business performance	*Underpinning knowledge: (continued)* – competency identification – technology systems, capability and applications – information management
Record and report financial performance	Records of financial performance are maintained within the enterprise's systems Financial performance is analysed and reported in a form and language understood by the audience	– processes/systems – key competencies integration and implementation – information analysis and interpretation – business planning processes – budget format and preparation – consultative processes – system improvement processes – submission preparation – reporting and recording systems and processes

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage a section's financial planning and performance to achieve a food enterprise's business plans given:

- relevant legislation, codes, awards, agreements and standards
- enterprise goals, values and objectives
- information management systems
- professional development options and opportunities agreed by the enterprise
- business planning processes
- budgeting policies and practices
- financial management systems and processes
- reporting and recording systems and processes
- enterprise communication strategies.

Relationship to other units

Pre-requisites (or equivalent):
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Maintain workplace systems
– Contribute to the development of a workplace learning environment

Co-requisites:
– Manage personal work priorities and professional development
– Provide leadership in the workplace
– Establish and manage effective workplace relationships
– Participate in, lead and facilitate work team
– 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

Relationship to learning resources

Main resource:
– There are no specific resources currently available for the food industry

FDF FMFP5 A   Manage flour-based production systems

Descriptor

This is a specialist unit that has been developed for the flour milling sector. It covers the overall management of the site's flour production systems to achieve enterprise specifications.

Range of variables

The Range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes:

– Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements. This involves use of commonwealth and/or state legislation, codes, awards, agreements and standards relevant to the workplace and may include food standards, food safety, environment protection, industrial relations, occupational health and safety, hazardous substances, licensing requirements, weights and measures, export, import, quarantine and bond requirements, anti-discrimination, sexual harassment, equal opportunity legislation

– Employees at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's goals, values, objectives, plans, processes and systems, quality and continuous improvement processes and standards, business and performance plans, defined resource parameters, ethical standards.

– Flour-based production systems within the manager's overall responsibility at this level may include bulk storage systems and/or flour milling systems and/or mix plant systems and/or packaging systems depending on the scale and complexity of operation

– Resources and services used in the flour milling systems may include people, products/ consumables, power/energy, information, finance, buildings/facilities, time, equipment, technology

– Management of the various flour milling systems typically involves planning, co-ordination and advanced troubleshooting within their level of authority. This includes contingency planning. These functions will usually take place with assistance from other team members.

– Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical), quality and regulatory control points as well as inspection points

– Workplace systems are in place to support production processes. These include quality, food safety, occupational health and safety and environmental management

– Work may involve exposure to hazardous and dangerous substances, chemical handling, working in confined spaces. This may include instructing others how to operate safely under these conditions.

– Learning opportunities may including mentoring, action learning, coaching, shadowing, exchange/rotation, structured learning programs.

– Information systems may be print or screen based

– Reports may verbal or written and include technical data about labour, production, equipment performance

Element	Performance criteria	Evidence guide – Part A
Oversee the integration of production system performance	Production objectives and plans are clearly stated in accordance with enterprise business plans Production systems are integrated to achieve performance targets Labour levels and competencies are appropriate to meet production requirements Labour, services, equipment and work area are organised for efficient and effective performance Equipment and systems maintenance is timely and completed so that there is no adverse effect on production schedules and outputs Actual and potential problems in the planning, preparation and operation of the production systems are identified and rectified Contingency plans are developed to maintain production operations in the event of unforeseen circumstances	Part A of the Evidence guide identifies the skills and knowledge to be demonstrated to confirm competence for this unit. Part B of the Evidence guide outlines how this guide is to be applied. Both parts should be read in conjunction with the Range of variables. **Demonstrated ability to:** – develop production objectives and associated plans – co-ordinate the integration of the site's milling operations. This includes monitoring the work undertaken by others. – brief the production team on their respective roles and responsibilities – liaise with relevant work areas to secure necessary materials, services, equipment and labour to meet production requirements – confirm that labour is competent to undertake work roles and responsibilities – interpret and implement production schedules and specifications. This includes taking into account production variables and integration issues in setting up the systems – co-ordinate the implementation of work procedures and systems across the production operations

Design and reflow production sequences	Planning processes are instituted to ensure that raw materials are available when required for production
	
	Production sequences are reflowed to achieve company targets
	
	Deficiencies in the production flow process are identified and rectified
		– develop and maintain a safe workplace which meets standards for
		  ➢ food safety
		  ➢ occupational health and safety
		  ➢ environmental control
		– monitor stock flow and work-in-progress through the systems
		– confirm that the systems operate within specified parameters and control points are monitored. This may include:
		  ➢ checking control systems
		  ➢ adjusting production flow
		  ➢ monitoring grists
		  ➢ rescheduling work arrangements
		  ➢ using contingency plans
		  ➢ dealing with customer complaints
		    (cont.)

Element	Performance criteria	Evidence guide – Part A
Maintain control of product and process quality	Production targets are achieved within cost and quality standards The operation of control systems achieves product target and standards Team members receive coaching/mentoring support to develop competencies to operate in a flour-based production system Customer complaints are investigated and resolved in accordance with company procedures	*Demonstrated ability to: (continued)* – interpret and act on statistical process information and testing results associated with product quality and quality. For example, ➢ extraction rates ➢ water absorption rates ➢ raw materials analysis ➢ pre-mix analysis ➢ finished product analysis – determine responses to out-of-specification results or non-conformance within level of responsibility – communicate information effectively to team members and related work areas
Co-ordinate continuous improvement of the milling systems	Performance of milling systems is assessed against specifications and opportunities for improvement are identified and investigated Proposals for improvements are developed and implemented within company plans and procedures	– coach/mentor team members – monitor operating efficiencies of the systems and investigate, resolve and/or report problems – review and maintain procedures to support improvements across the systems
Record and report information	Workplace information is recorded and reported in required format according to company systems and processes	– record and report workplace information May include the ability to: – introduce and monitor change and innovation – manage service agreements and contracts **Underpinning knowledge:** – purpose and operation of each production and related system on the site – purpose and principles of integrated production systems – production system layout and work flows – priority setting – production schedule purpose, preparation and interpretation – contingency planning – purpose and operation of process control systems – quality standards of output from each system – purpose of setting and monitoring extraction rates – purpose of setting and monitoring water absorption rates – type and purpose of sampling and in-process and laboratory testing – types of analysis carried to determine product quality and quantity *(cont.)*

Element	Performance criteria	Evidence guide – Part A
		Underpinning knowledge: (continued) – codes and legislation relating to product and packaging requirements – interaction of milling systems with related work areas and departments – relevant procedures, specifications and operating parameters – relevant systems and legislative requirements – responsibilities in areas such as human resources, food safety, quality, occupational health and safety and environmental management – industrial awards and agreements relating to the production operations – environmental issues and controls – hazards, risks, controls and methods for monitoring processes within the systems – maintenance and cleaning requirements of equipment and work area in the milling system – process improvement procedures and related consultative arrangements – troubleshooting procedures and problem solving techniques – procedures for dealing with customer complaints – recording and reporting requirements May include: – change and innovation strategies and processes – service agreement and contract implementation

Evidence guide - Part B

Assessment guide

- Assessment must take account of the food industry's endorsed assessment guidelines and may use the non-endorsed Assessment Framework for the Food and Beverage Processing Industry NFITC June 1995.

- The competencies described in this unit need to be performed over time and events, under normal workplace conditions, having due regard for the key assessment principles of validity, reliability, fairness and flexibility.

- Assessment should be structured on whole of work activities giving emphasis to confirming 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.

- The procedures and documentation should be those typically used in a workplace. Compliance with statutory occupational health and safety, food safety, hygiene and environmental requirements relevant to the food processing industry should be emphasised.

- Assessment should reinforce the integration of the key competencies and the food industry's core competencies for the particular AQF level.

Assessment context

Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to manage flour-based production systems given:
– relevant legislation, codes, awards, agreements and standards
– enterprise goals, values and objectives
– work procedures including advice on safe work practices, food safety and environmental requirements for processes within the production system
– company policies and workplace systems including human resources, OHS, quality, food safety and environmental management
– business plans
– production systems
– production schedule, batch instructions
– specifications, control points and processing parameters for processes within the production systems
– production system equipment
– sampling and testing processes and procedures
– personnel operating the production systems
– services used in the production systems
– consumables used in the production systems
– related work areas and communication system
– relevant OHS clothing and equipment
– cleaning, calibration and maintenance schedules
– troubleshooting advice where available
– resource management systems
– training and development opportunities and arrangements
– information management systems
– performance management systems
– continuous improvement systems and processes
– recording and reporting systems and processes

Relationship to other units

Pre-requisites (or equivalent):
– Manage personal work priorities and professional development
– Establish and manage effective workplace relationships
– Manage operations to achieve planned outcomes
– Acquire and analyse workplace information
– Manage quality customer service
– Maintain workplace systems
– Contribute to the development of a workplace learning environment

– Co-ordinate a flour milling production system and/or
– Co-ordinate a mix plant system (Flour milling) and/or
– Co-ordinate a bulk storage system (Flour milling)

The selection of pre-requisites will depend on the flour-based production systems that the person is managing

Co-requisites:
– Manage personal work priorities and professional development
– Provide leadership in the workplace
– Establish and manage effective workplace relationships
– Participate in, lead and facilitate work team
– 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

Related units:

Opportunities may exist for co-assessing this unit with core, specialist and optional units which form an integral part of co-ordinating flour-based production systems at Diploma level. In particular these include, but are not limited to,
– Provide leadership in the workplace
– Participate in, lead and facilitate teams
– Manage operations to achieve planned outcomes
– Manage workplace information
– Manage quality customer service
– Design workplace systems
– Implement and monitor continuous improvement systems and processes
– Facilitate and capitalise on change and innovation

Relationship to learning resources

Main learning resources :
– There are no specific learning resources currently available to the food industry