



**AUSTRALIAN
NATIONAL TRAINING
AUTHORITY**

Food Processing Industry

FDF 98

Core Competency Units

**NATIONAL FOOD INDUSTRY
TRAINING COUNCIL**

Qualification	Code
Certificate III in Food Processing	FDF30198
Certificate II in Food Processing	FDF20198
Certificate I in Food Processing	FDF10198

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FDF CORCOM1 A

Communicate in the workplace

Descriptor

This is a core unit for all sectors of the industry. It addresses basic communication requirements to participate effectively in a workplace.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules
- Every day workplace language is used
- Communication systems reflect the culture of the workplace and the workforce
- Information may be conveyed in the form of symbols, charts, signs, pictures, single words and simple sentences
- Information format may be verbal, written and screen-based
- Accessing information may include the ability to read information. It may also include the ability to seek assistance to interpret information
- Typical workplace information includes work instructions, check-sheets, tally sheets, labels and codes, materials safety data sheets (MSDSs), standard forms
- Typical subjects for communication include work roles, rights and responsibilities, employment conditions and entitlements, company policies and codes of practice
- Interactive communication processes include active listening, turn taking, questioning and tolerating the views of others
- Information may be recorded using symbols, letters, codes, words or short sentences
- Reporting and recording systems may be manual, print or screen-based

Element	Performance criteria	Evidence guide – Part A
Exchange verbal information	<p>Information requirements are identified</p> <p>Questions are asked to seek advice and clarify information</p> <p>Interactive skills are used to communicate effectively with others</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – identify, access and apply information to undertake work responsibilities – communicate with people from diverse cultural backgrounds and at different levels within the workplace – provide information in the appropriate form and to the appropriate personnel – participate in group discussions and processes as required – demonstrate interactive communication processes – interact with others to achieve agreed outcomes <p>(cont.)</p>
Locate and use workplace information	<p>Routine workplace texts are located and used to obtain information required to operate in the workplace</p>	

Element	Performance criteria	Evidence guide – Part A
Record routine workplace information	Routine data is recorded to meet company requirements	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – workplace structure and key personnel – personal entitlements and responsibilities – company policies and procedures relating to own job – common colloquial and technical language – sources of information and advice relating to own job – work procedures relating to own job – implications of codes, entitlements, policies and procedures for personal conduct and work 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 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 effectively in a workplace given:

- advice on work roles and responsibilities
- advice on workplace policies, codes of practice, structure and personnel
- advice on conditions of employment and entitlements
- opportunities to interact with others using typical workplace communication processes
- related work areas and communication system
- typical workplace information
- standard forms for recording information

Relationship to other units

Co-requisites:

- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resources:

- Industrial Communication A
- Introduction (sector specific)

Related learning resources:

- Calculations A
- Occupational Health and Safety A
- Quality Assurance A
- Food Safety A (Hygiene and Sanitation A)

Descriptor

This is core unit for all sectors of the industry. It covers the basic mathematical applications of addition, subtraction, multiplication and division for routine workplace tasks in the food and beverage processing industry .

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
- Basic arithmetic processes are addition, subtraction, multiplication and division
- calculations may include the use of whole numbers, decimals, fractions
- Product characteristics may include length, weight, capacity, time and temperature
- Routine workplace estimates and calculations requiring the application the basic arithmetic processes may typically relate to pay, leave entitlements, shift allowances, materials usage, product characteristics, product tallies
- Forms for recording information may include production tally sheets, statistical process sheets or similar documentation
- Conversion charts are those in common use in the workplace
- Calculations may be made manually or by calculator
- Records may be recorded manually or through the use of computer based systems

Element	Performance criteria	Evidence guide – Part A
Estimate routine workplace measures	Estimates are made of routine workplace measures	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: <ul style="list-style-type: none"> - estimate whole numbers - estimate decimals - confirm estimates by calculating - calculate results - use common conversion tables - record information Underpinning knowledge: <ul style="list-style-type: none"> - mathematical symbols and diagrams - mathematical processes - estimation processes - purpose of forms/documents as records <i>(cont.)</i>
Calculate routine workplace measures	Basic arithmetic processes are used to calculate routine workplace measures	
Record routine workplace data	Workplace data is recorded on standard workplace forms and documents Errors in recording information on forms/documents are identified and rectified	

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 must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to apply basic mathematical concepts given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- work tasks requiring simple estimation and calculation
- conversion tables where required
- calculators as required
- workplace forms/documents used for recording data

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resource:

- Calculations A

Related learning resources:

- Industrial Communication A
- Occupational Health and Safety A
- Quality Assurance A
- Food Safety A (Hygiene and Sanitation A)

Descriptor

This is a core unit for all sectors of the industry. It covers basic occupational health and safety principles and procedures relating to an employee's own work.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and Material Safety Data Sheets
- Work may be conducted in restricted or confined spaces
- Safe work procedures relate to own work responsibilities and may include materials handling and working with hazardous goods
- Responsibility for monitoring health and safety relates to immediate work responsibilities
- Employee and employer rights and responsibilities are those established by legislation and reflected in company policies and procedures. This includes rehabilitation responsibilities.
- Hazards, near misses and injuries and illnesses relate to own job and immediate work area
- OHS incidents include near misses and injuries and illnesses
- Hazards relating to own and immediate work area can include:
 - noise
 - light
 - poor ventilation
 - confined spaces
 - temperature
 - hazardous substances
 - microbiological and chemical
 - working with and near moving equipment/load shifting equipment
 - radiation
 - stress
 - high repetition work practices
 - broken or damaged equipment or materials
 - slippery surfaces
 - manual handling
 - dust
- In-house emergency services and equipment can include fire wardens, medical kits/centre, first aid personnel, fire fighting personnel and equipment
- Safety information can include safety signs and symbols, labels, material safety data sheets, work instructions
- Reporting of emergencies can include raising an alarm and/or reporting to designated personnel

Element	Performance criteria	Evidence guide – Part A
Conduct work safely	<p>OHS principles and procedures are demonstrated when carrying out work tasks</p> <p>Appropriate personal protective clothing is selected and fitted</p> <p>Appropriate personal protective equipment is used</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – access and apply workplace information on health and safety policies and procedures relating to own work
Identify, control and report OHS hazards	<p>Immediate work area is routinely checked for safety prior to commencing work</p> <p>Hazards are reported to appropriate personnel</p> <p>OHS incidents are reported to appropriate personnel</p>	<ul style="list-style-type: none"> – follow safe work procedures – carry out safety checks in own work area. This can include checking that guards are correctly positioned and operational, safety switches are correctly positioned and other relevant protective equipment is in place. – follow procedures to report hazards – fit and wear appropriate personal protective clothing – use appropriate personal protective clothing and equipment
Follow emergency procedures	<p>Emergency situations are identified and reported</p> <p>Emergency shut-down procedures are followed according to company procedures</p> <p>Emergency and evacuation procedures are implemented according to company procedures</p>	<ul style="list-style-type: none"> – use hazard control equipment to control hazards such as containing spills – demonstrate emergency procedures including evacuation – maintain housekeeping standards in work area <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – site layout including emergency exits – importance of OHS to self and others – roles, rights and responsibilities of self and employer – location of advice on OHS issues – OHS personnel and consultative arrangements – typical hazards relating to own job and work area – first aid facilities and personnel – reporting procedures – use, care and storage requirements for personal protective clothing and equipment used – location and use of safety alarms – lock out, tag out and/or isolation procedures – emergency procedures – signage, symbols and signals relating to OHS – storage requirements for hazardous goods where required – safe manual handling practices and procedures where required – OHS incidents including injuries, illness and near misses, and related reporting requirements (<i>cont.</i>)

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 follow safe work procedures given:

- OHS policy, system and procedures
- standard operating procedures and related advice on specific safe work practices company policies and codes of practice relating to OHS
- specific advice on hazards and control procedures relevant work responsibilities
- advice on relevant legal and codes of practice relating to OHS
- work tasks to which OHS procedures are to be applied
- personal protective clothing and equipment as required
- relevant hazard control equipment
- emergency and/or evacuation procedures for the potential range of hazards
- advice on OHS-related personnel and nominated responsibilities
- storage areas for hazardous goods as required
- manual handling equipment as required

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resource:

- Occupational Health and Safety A

Related learning resources:

- Industrial Communication A
- Calculations A
- Quality Assurance A
- Food Safety A (Hygiene and Sanitation A)

Descriptor This is a core unit for all sectors of the industry. Basic quality assurance practices relate to monitoring quality of own work.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications and production schedules
- Responsibility for monitoring quality relates to immediate work responsibilities
- Quality standards as typically described in specifications such as raw materials, packaging and final product specifications and work procedures
- 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
- Routine inspections typically refer to visual inspections
- Reporting and recording systems may be manual, electronic or screen-based

Element	Performance criteria	Evidence guide – Part A
Monitor quality of own work	Control points are monitored to confirm quality of service or output	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: <ul style="list-style-type: none"> - access and apply workplace information on quality requirements for own work - identify control points or inspection points for own work - carry out relevant checks and inspections - identify and respond to out-of-specification or unacceptable product or services - record and/or report corrective action - record quality data in required format Underpinning knowledge: <ul style="list-style-type: none"> - quality policy, procedures and responsibilities. This includes an awareness of both the quality system and food safety plan as they relate to own work - quality personnel and their respective responsibilities. This can include internal personnel and external auditors - requirements of internal and external customers - sources of advice on quality requirements for own work (<i>cont.</i>)
Conduct routine inspections	Materials, equipment and outputs are inspected to confirm capability to meet quality requirements Variation or common faults are identified and appropriate action taken Inspection results are recorded to meet company requirements	

Element	Performance criteria	Evidence guide – Part A
		<p><i>Underpinning knowledge: (continued)</i></p> <ul style="list-style-type: none"> – control points for own work – monitoring procedure – regulatory requirements as they affect own work requirements – process and operating parameters as they relate to own work responsibilities – evidence of out-of-standard or unacceptable performance – procedures for removing, isolating and reporting out-of-standard or unacceptable performance – reporting and recording 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 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 apply quality principles and procedures to support operational work responsibilities given:

- quality policy, system and procedures
- advice on quality and food safety legislation and codes. This can include but is not limited to food safety, food standards and weights and measures legislation
- company codes of practice/Good Manufacturing Practice (GMP)
- work tasks and responsibilities
- documentation including specifications, work instruction and other advice on quality requirements and procedures
- forms and systems for recording quality information

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic food safety practices

Related units:

- Apply basic food safety practices

Where related units form an integral part of basic quality responsibilities in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Quality Assurance A

Related learning resources:

- Food Safety A (Hygiene and Sanitation A)
- Industrial Communication A
- Occupational Health and Safety A
- Calculations A

Apply basic quality assurance practices

Descriptor This is a core unit for all sectors of the industry. Basic food safety practices include personal hygiene and conduct, food handling, housekeeping and waste disposal related carrying out work tasks and responsibilities.

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 agreement
- Responsibility for monitoring food safety relates to own work area, tasks and responsibilities
- Products/materials handled by the operator can include raw materials, ingredients, consumables, finished product and cleaning materials
- Inspection requirements refer to those outlined in food safety plan
- Company food safety standards/hygiene are consistent with legal and quality requirements

Element	Performance criteria	Evidence guide – Part A
Conduct self within hygiene standards	Personal hygiene complies with work area standards Clothing and equipment is maintained to meet work area standards Personal movement around the workplace complies with work area standards	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: <ul style="list-style-type: none"> - inspect the work area to identify common food safety hazards. This includes hazards that can result from poor personal hygiene, storage, handling and cleaning practices.
Handle product hygienically	Product and work area are inspected for signs of contamination Product is handled to meet hygiene standards	<ul style="list-style-type: none"> - identify common causes of food safety hazards - maintain personal conduct to minimise risk to food safety - comply with entry and exit requirements for moving through designated work areas of the workplace - use and maintain clothing / footwear and related apparatus to meet hygiene requirements - handle and store product safely - handle and dispose of waste safely - use cleaning equipment as required to meet housekeeping requirements May include: <ul style="list-style-type: none"> - clean and sanitise equipment (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
<p>Maintain work area in clean and orderly state</p>	<p>Work area and equipment is maintained to meet housekeeping standards</p> <p>Waste is collected and disposed of according to waste management procedures</p> <p>Housekeeping equipment and supplies are used and stored according to company procedures</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – awareness of the food safety plan, its purpose and implications for own work – sources of information on food safety and personal hygiene requirements such as company codes of practice – own roles and responsibilities relating to food safety – food safety personnel and their respective responsibilities. This includes own responsibilities and roles of both internal and external food safety personnel. – personal hygiene and clothing requirements for safely moving through each work area – clothing maintenance, laundering and storage requirements – personal hygiene practices including hand washing – procedures for reporting illness – common types and sources of contamination – cross-contamination risks associated with work responsibilities – methods and procedures to prevent contamination – storage and handling requirements for materials used – housekeeping standards including external cleaning of equipment, maintaining a clean and tidy work environment and keeping aisles and pathways clear – purpose and importance of cleaning and sanitation procedures – use and storage of housekeeping/cleaning equipment – waste collection, recycling and handling procedures (<i>cont.</i>)

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 demonstrate basic food safety practices given:

- food safety policy and procedures
- food safety plan, such as a HACCP (Hazard Analysis and Critical Control Points) plan
- advice on quality and food safety legislation and codes
- company codes of practice/Good Manufacturing Practice (GMP)
- cleaning and sanitation policies and procedures
- work tasks and responsibilities
- specifications and other advice on control points and safe parameters
- work instructions and procedures
- appropriate clothing and related apparatus
- monitoring system
- reporting system

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Related units:

- Clean equipment manually
- Apply basic quality assurance practices.

Where related units form an integral part of basic responsibilities in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Food Safety A (Hygiene and Sanitation A)

Related learning resources:

- Industrial Communication A
- Calculations A
- Quality Assurance A
- Occupational Health and Safety A
- Cleaning and Sanitation B (in part)

Descriptor This is an optional unit and may apply to any sector of the industry. It covers competencies to work in a team to achieve task responsibilities.

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
- Teams may be a feature of work organisation or formed to address a specific function or issue

Element	Performance criteria	Evidence guide – Part A
Identify work requirements	Team tasks and responsibilities are identified Personal work tasks and roles are identified	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - complete work responsibilities within agreed timelines - identify and access assistance as required to achieve own work responsibilities - apply interactive communication skills to take part in team processes <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> - procedures for allocating tasks and responsibilities - team goals and personal responsibilities to contribute to these - group processes including active listening, turn taking, questioning and tolerating the views of others
Personal work tasks and roles are completed	Personal workload is planned to meet task requirements Assistance is requested as required to meet work task requirements Interactive communication skills are used to participate to team 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 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 be needed to participate effectively in teams given:

- opportunities to participate in team processes
- workplace advice on individual and team roles and responsibilities
- related work areas and communication system
- resources required to achieve personal work requirements
- sources of advice and support to achieve work requirements

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resource:

- Industrial Communication A

Related learning resources:

- Calculations A
- Quality Assurance A
- Occupational Health and Safety A
- Food Safety A (Hygiene and Sanitation A)

Descriptor This is an optional unit and may apply to any sector of the industry. It covers the skills and knowledge required to carry out manual cleaning and sanitation procedures where there is no requirement to use tools to dismantle equipment.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and cleaning schedules
- Cleaning materials can include cleaning and sanitising chemicals
- Equipment used to clean and sanitise depends on specific requirements and would normally include brooms, cloths, scrapers, brushes, mops and hoses
- Services depend on specific requirements. Examples include high-pressure water or steam
- Equipment is safe to clean when it has been correctly locked out, tagged out or isolated as required by operating procedures

Element	Performance criteria	Evidence guide – Part A
Prepare materials and equipment for cleaning	<p>Materials, equipment and services are prepared for use</p> <p>Equipment is safe to clean</p> <p>Product and cleaning waste is deposited in collection area or disposed as required</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access and apply workplace information to identify cleaning requirements - identify the cleaning and sanitising agents used - handle cleaning and sanitation agents safely. This includes following correct handling and preparation procedures and use of appropriate protective clothing and equipment. - prepare cleaners and sanitisers as required - prepare equipment for cleaning. This includes rendering equipment safe to clean and clearing waste advise other work areas of cleaning schedule and progress - clear materials, consumables and waste in preparation for cleaning - advise affected work areas of cleaning schedule and progress - return equipment to operating order - clean equipment as required - maintain housekeeping standards <i>(cont.)</i>

Element	Performance criteria	Evidence guide – Part A
Collect and dispose of waste	Waste is sorted and collected as required Waste is recycled, transferred for rework or further treatment or disposal as required	<i>Demonstrated ability to: (continued)</i> <ul style="list-style-type: none"> – store cleaners, sanitisers and related equipment as required – carry out relevant checks and inspections – record cleaning and sanitation data in required format
Manually clean and sanitise equipment	Equipment is cleaned and sanitised to meet requirements Equipment is prepared for operation after cleaning and sanitation Cleaning and sanitation data is recorded	Underpinning knowledge: <ul style="list-style-type: none"> – basic purposes of cleaning and sanitation – safe handling and storage of cleaners and sanitisers used – functions of cleaners, sanitisers and related equipment – cleaning and sanitation requirements for work area. This includes different levels of cleaning requirements depending on the reason for cleaning. – procedures for preparing cleaners and sanitisers – procedures for applying cleaners and sanitisers – types of waste generated by both the production and the cleaning process and related collection, treatment and disposal requirements – requirements to liaise/advise related work areas – reporting and recording systems – purpose of protective clothing and equipment – methods used to render equipment safe to clean including lock-out, tag-out and isolation procedures – equipment settings required for cleaning and for operating respectively – inspection points for cleaning and sanitation – regulatory requirements as they affect immediate responsibilities for cleaning and sanitation

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 manually clean the work area and equipment given:

- relevant legislation and codes such as those relating to food safety/hygiene requirements.
- other related systems such as food safety and environmental/waste management policies and plans
- cleaning schedule and related procedures, including OHS advice
- cleaners, sanitisers and related equipment
- equipment to be cleaned
- waste collection and treatment/disposal procedures
- protective clothing and equipment
- material Safety Data Sheets (MSDSs) as required
- documentation and recording requirements and procedures

Relationship to other units

Pre-requisites or equivalent:

- Apply safe work procedures

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resource:

- Cleaning and Sanitation (parts)

Related learning resources:

- Industrial Communication A
- Calculations A
- Occupational Health and Safety A
- Quality Assurance A
- Food Safety A (Hygiene and Sanitation A)

Manually clean and sanitise equipment

Descriptor This is an optional unit and may apply to any sector of the industry. It covers the competencies to use hand and power tools and to assist carry out minor routine preventative maintenance as agreed 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:

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Workplace information can include Standard Operating Procedures (SOPs), specifications routine maintenance schedules
- Minor routine preventative maintenance covering servicing and minor adjustments/repairs to plant and equipment will be conducted within workplace agreements
- Tools and equipment used for servicing may include small hand tools, hand held power tools, grease guns
- Supplies for minor routine maintenance may include grease, oil, chemicals, water, steam, power, air
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Select and use hand operated or hand held power tools	<p>Hand and power tools are selected according to task requirements</p> <p>Tools are checked before use and unsafe and/or faulty items are reported within standard procedures</p> <p>Tools are used according to manufacturers’ specifications to achieve desired outcomes</p> <p>Tools are stored safely in designated location</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information to identify routine preventative maintenance requirements - select, fit and use personal protective clothing and/or equipment - prepare equipment and work area to conduct routine preventative maintenance - select and use hand and power tools to carry out maintenance task - select and apply the correct lubricants in servicing plant/equipment - identify faults in routine preventative maintenance - rectify/report faulty maintenance - clean preventative maintenance tools/equipment - pack/store tools in designated location - maintain work area to meet housekeeping standards - report/record maintenance information as required <i>(cont.)</i>

Element	Performance criteria	Evidence guide – Part A
Undertake minor routine preventative maintenance	Routine preventative maintenance on equipment is carried out in association with fellow workers in accordance with workplace agreement and company procedures Grease and oil is applied as directed according to manufacturer's specifications and maintenance schedule	Underpinning knowledge: <ul style="list-style-type: none"> – purpose of routine preventative maintenance – purpose and use – of common hand and power tools used in routine preventative maintenance – common types of grease/oil used to lubricate equipment in work area – workplace information such as lubrication schedules – roles and relationships with others involved in carrying out maintenance functions – links between routine preventative maintenance to other work – to be achieved by routine maintenance – common problems in conducting routine preventative maintenance – services used in preventative maintenance – OHS hazards and controls – food safety factors in maintaining/servicing – equipment isolation requirements – environmental issues and controls related to routine preventative maintenance – waste handling requirements – plant and equipment
Undertake minor routine preventative maintenance	Faulty application of lubricants is identified and reported in accordance with standard procedures OHS non-compliance is identified, rectified and/or reported Waste arising from routine preventative maintenance is disposed according to company procedures Routine preventative maintenance information is recorded in the company reporting system	

Evidence guide – Part B

Assessment guide

- Assessment must take into account 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, giving 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 consistently 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 that actually used in a workplace. Compliance with statutory OHS, hygiene and sanitation and environmental provisions relevant to the food processing industry should be emphasised.
- The equipment used should be the actual items described in the Range of variables and Assessment context.
- 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 with this unit.

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 conduct minor routine preventative maintenance given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- roles and responsibilities of workers engaged in the maintenance of plant and equipment
- tools, equipment and supplies used in minor routine preventative maintenance
- routine maintenance and lubrication schedules
- services as required for minor routine preventative maintenance
- equipment to be maintained
- relevant OHS clothing and equipment
- documentation and recording requirements and procedures

Relationship to other units of competency

Co-requisites:

- Apply basic food safety practices
- Apply basic mathematical concepts
- Apply basic quality assurance practices
- Communicate in the workplace
- Apply safe work procedures

Relationship to learning resources

Main learning resource

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

Related learning resources

- Industrial Communication A
- Calculations A
- Occupational Health and Safety A
- Quality Assurance A
- Food Safety A (Hygiene and Sanitation A)

Conduct minor routine preventative maintenance

Descriptor

This is an optional unit and may apply to any sector of the industry. Product and stores knowledge underpins the ability to locate, store, handle and transfer goods and materials from stores.

Range of variables

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

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Work may be undertaken in various work areas including production, inward and outward stores
- Goods may include hazardous goods and those requiring controlled temperature storage
- Work may be carried out in the presence of moving vehicles and equipment
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Locate materials and goods in storage facilities	<p>Inventory and labeling systems are used to locate goods and materials within storage areas</p> <p>Goods and materials are physically located and identified</p> <p>Non-conforming materials, goods or conditions are identified, rectified and/or reported</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – access workplace information to identify location of goods and materials – physically locate goods – identify, rectify and/or report poor storage conditions or damaged materials/product <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – types of stores and their locations – storage systems and location advice including maps, plans and other location guides – product code and labeling system storage requirements according to product type and characteristics. – storage requirements of commonly used products and materials – signage and symbols used to identify storage and handling requirements and contents of stores – OHS hazards including working with hazardous goods and manual handling – housekeeping requirements in storage areas – stock rotation system requirements where required – awareness of quality assurance and food safety issues relating to own responsibilities – hazard and emergency control policies and procedures – housekeeping requirements for work area – record keeping system

Evidence guide – Part B

Assessment guide

- Assessment must take account of the food industry's endorsed guidelines and may use the non-endorsed *Assessment Framework for the Food and Beverage Processing Industry*.
- 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 typical workplace. If this is not possible, a simulated environment can be used. Such an environment must provide an opportunity for the learner to locate goods in storage areas given:

- work procedures including advice on safe work practices, food safety and environmental requirements. This includes legal requirements where they apply.
- goods identification numbers and codes
- location advice which can include maps and plans of storage areas
- storage facilities
- materials and goods to be stored/located
- storage systems, processes and documentation
- documentation and record keeping system

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resource:

- Materials Handling A

Related learning resources:

- Industrial Communication A
- Calculations A
- Food Safety A (Hygiene and Sanitation A)
- Quality Assurance A
- Occupational Health and Safety A

Use basic product and stores knowledge to complete work operations

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers manually shifting materials.

This unit is equivalent to the Transport and Distribution Training Australia unit, *Shift materials safely*.

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
- Work may be undertaken in various work areas including production, inward and outward stores
- Loads may include hazardous goods
- Loads or materials transferred may be packaged, loose or liquid form
- Manual handling techniques include lifting, lowering, carrying, pushing and pulling. It may also include team lifting.
- Materials may be loaded into process or packing equipment
- Work may be carried out in the presence of moving vehicles and equipment
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Confirm load relocation requirements	<p>Characteristics of goods or materials to be relocated are identified to determine risk factors</p> <p>Destination and space storage requirements are confirmed</p> <p>Routes to be followed are confirmed to minimise risk factors</p> <p>Manual handling techniques appropriate to load shifting are identified</p> <p>Points of balance are estimated</p> <p>Risks to self arising from manual handling is identified</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – access workplace information to identify materials movement requirements – follow safe routes – use appropriate manual handling techniques to shift materials. This can include team lifting techniques where appropriate – identify, remove and/or report any out-of-specification or poor quality goods or packaging – complete relevant workplace records – maintain work area to meet housekeeping standards (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Relocate load	<p>Goods or materials are transported using appropriate manual handling techniques</p> <p>Relocation of goods or materials is achieved without damage to goods, personnel, equipment or property</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – site/work area layout – OHS hazards and controls, specifically manual handling techniques – signage and symbols used to identify storage and handling requirements and contents of stores – manual handling requirements and techniques – personal risks and capacity – awareness of quality assurance and food safety issues relating to materials handling responsibilities – hazard and emergency control policies and procedures – housekeeping requirements for work area – record keeping system

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 shift loads manually given:

- work procedures including advice on safe work practices and relevant food safety requirements. This includes legal requirements where they apply.
- materials/goods to be shifted
- shifting requirements and procedures
- access to team support to undertake manual handling tasks as required
- record keeping system

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resources:

- Materials Handling A
- Occupational Health and Safety A

Related learning resources:

- Industrial Communication A
- Calculations A
- Quality Assurance A
- Food Safety A (Hygiene and Sanitation A)

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers the shifting of materials using mechanical aids.

This unit is equivalent to the Transport and Distribution Training Australia unit, *Use manual handling equipment*.

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
- Work may be undertaken in various work areas including production, inward and outward stores
- Information systems may be print or screen based
- Load shifting equipment can include pallet jacks, trucks and trolleys
- Loads may include hazardous goods
- Loads or materials transferred may be packaged, loose, liquid or hazardous or dangerous
- Work may be carried out in the presence of moving vehicles and equipment
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Relocate load	<p>Characteristics of goods or materials to be relocated are identified to determine risks.</p> <p>Destination and space/storage requirements are confirmed</p> <p>Routes to be followed are confirmed to minimise risk factors</p> <p>Points of balance are estimated</p> <p>Equipment is checked to confirm suitability for task, availability and readiness for use</p> <p>Goods or materials are transported using load shifting equipment</p> <p>Relocation of goods or materials is achieved without damage to goods, personnel, equipment or property</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – use company documentation to identify materials movement requirements – check that equipment capacity is suited to the load shifting task – check that equipment is available, safety features are fitted where required and equipment is ready for use – set up and operate equipment safely – follow safe routes – identify and report faulty equipment – complete relevant workplace records – maintain work area to meet housekeeping standards (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
		<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – site/work area layout – load limits for mechanical lifting aids and equipment used in the workplace – OHS hazards and controls associated with operating load shifting equipment – signage and symbols used to identify storage and handling requirements and contents of stores – materials movement requirements and procedures – acceptable quality for packaged product and/or materials – awareness of quality assurance and food safety issues relating to own responsibilities – hazard and emergency control policies and procedures – housekeeping requirements for work area – record keeping system

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 shift loads using mechanical aids given:

- work procedures including advice on safe work practices and relevant food safety requirements. This includes legal requirements where they apply.
- goods to be shifted
- shifting equipment
- equipment operating procedures
- record keeping system

Relationship to other units

Co-requisites:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Relationship to learning resources

Main learning resources:

- Materials Handling A

Related learning resources:

- Industrial Communication A
- Calculations A
- Occupational Health and Safety A
- Quality Assurance A
- Food Safety A (Hygiene and Sanitation A)

Use manual handling equipment

FDF OPTCW1 A Operate a container washing process

Descriptor This is an optional and may apply to any sector of the food processing industry. It involves preparing, loading, operating, inspecting, maintaining and shutting down the container washing process within quality requirements and standard operating procedures

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 arrangements
- Workplace information can include Standard Operating Procedures (SOPs), specifications and production schedules
- Container washing systems may include washing equipment and accessories
- Confirming equipment status involves checking that hygiene and sanitation standards are met, all safety guards are in place and equipment is operational
- Containers refer to bottles, cans and any other receptacle processed through the washing system
- Services may include power, water, steam
- Monitoring the process may involve the use of production data such as performance control charts
- Process operation and monitoring functions may be manual or involve the use of a process control system
- 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
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Prepare the container washing process for operation	Materials are confirmed and available to meet production requirements Services are confirmed as being ready for operation Equipment is checked to confirm readiness for use The container washing process is set to meet production requirements The container washing process is started up according to company requirements	Part A of the Evidence guide identifies the skills and knowledge to be demonstrated 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: <ul style="list-style-type: none"> – access workplace information to identify production requirements for the container washing process – select, fit and use personal protective clothing and equipment – interpret the washing schedule – confirm supply of necessary materials and services to the container washing process – confirm equipment status and condition – set up and start up the process. This can involve the use of process control systems (cont.)

Element	Performance criteria	Evidence guide – Part A
<p>Operate and monitor the container washing process</p>	<p>Control points are monitored to confirm that performance is maintained within specification</p> <p>Container washing meets specifications</p> <p>Equipment is monitored to confirm operating condition</p> <p>Out-of-specification product, process and equipment performance is identified, rectified and/or reported</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – monitor the container washing process and equipment operation to identify out-of-specification results or non-compliance. This could include: <ul style="list-style-type: none"> ➤ flow rates/quantity ➤ containers faults ➤ equipment faults ➤ services faults – monitor supply and flow of containers to and from the container washing process – take corrective action in response to out-of-specification results or non-compliance – report and/or record corrective action as required
<p>Shut down the container washing process</p>	<p>Container washing process is shut down according to type of shutdown</p> <p>Equipment and work area meet cleanliness standards</p> <p>Waste arising from shutdown activity is disposed according to company procedures</p>	<ul style="list-style-type: none"> – load containers into the washing process – handle washed containers according to hygiene and sanitation requirements – maintain a washing system free of physical, chemical and biological contaminants – implement container changeovers – sort, collect, treat, recycle or dispose of waste – shut down container washing equipment in response to emergency situation
<p>Record workplace information</p>	<p>Workplace information is recorded in appropriate format</p>	<ul style="list-style-type: none"> – shut down container washing equipment in response to routine shutdown requirements – prepare container washing equipment for cleaning – flush, sanitise and check operational lines and equipment – wash the equipment – maintain work area to meet housekeeping standards – record workplace information <p>May include the ability to:</p> <ul style="list-style-type: none"> – take samples and conduct tests – carry out routine maintenance <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose and basic principles of the container washing process – relationship between the container washing process and other aerated water processes – stages and changes which occur during container washing – requirements of the container washing process – types of containers and their washing requirements – microbiological considerations in container washing (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
		<p><i>Underpinning knowledge: (continued)</i></p> <ul style="list-style-type: none"> – effect of container washing process on the end product – quality characteristics to be achieved (cont.) – process specifications, procedures and operating parameters – significance and methods of monitoring control points within the container washing process – equipment and instrumentation components, purpose and operation – services used in container washing process – common causes of variation and corrective action required – OHS hazards and controls – lock out and tag out procedures – procedures and responsibility for reporting problems – environmental issues and controls – shutdown and cleaning requirements associated with changeovers and types of shutdowns – waste handling requirements and procedures – recording requirements and procedures <p>May include:</p> <ul style="list-style-type: none"> – sampling and testing procedures – routine maintenance procedures

Evidence guide – Part B

Assessment guide

- Assessment must take into account the food industry's endorsed assessment guidelines and may use the non-endorsed *Assessment Framework for the Food and Container washing processing Industry NFITC June 1995*.
- The competencies described in this unit need to be performed over time and events under normal workplace conditions, giving 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 consistently 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 that actually used in a workplace. Compliance with statutory OHS, hygiene and sanitation and environmental provisions relevant to the food container washing processing industry should be emphasised.
- The equipment used should be the actual items described in the Range of variables and Assessment context.
- 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 with this unit.

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 operate a container washing process given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- container washing schedule
- materials data safety sheets where appropriate
- specifications, control points and container washing processing parameters
- container washing equipment and accessories
- services as required
- relevant work areas and communication system
- relevant OHS clothing and equipment
- routine preventative maintenance schedule as required
- cleaning standards and schedules
- sampling and testing schedules as required
- reporting/recording systems and processes

Relationship to other units

Co-requisites:

- Apply basic food safety practices
- Apply basic mathematical concepts
- Apply basic quality assurance practices
- Apply safe work procedures
- Communicate in the workplace

Relationship to learning resources

Main learning resource:

- Container Washing (Aerated Waters)

Related learning resources:

- Calculations A
- Food Safety A (Hygiene and Sanitation A)
- Industrial Communication A
- Occupational Health and Safety A
- Quality Assurance A

FDf CORCOM2 A Collect, present and apply workplace information

Descriptor This is a core unit for all sectors of the industry. It covers the identification, collection and presentation of information to convey meaning to others. It includes participation in group processes.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and batch/recipe instructions
- Typical subjects for communication include work roles, rights and responsibilities, employment conditions and entitlements, company policies and codes of practice
- Every day workplace language is used. This may include commonly used technical terms.
- Communication systems reflect the culture of the workplace and the workforce
- Information may be conveyed in verbal, written and screen-based forms appropriate to the audience and the purpose of information
- Typical workplace information includes work instructions, check-sheets, tally sheets, labels and codes, materials safety data sheets (MSDSs), standard forms
- Interactive communication processes include active listening, turn taking, questioning and tolerating the views of others

Element	Performance criteria	Evidence guide – Part A
Select and present verbal information	Information requirements are identified Information is collected, assessed and structured to convey meaning to others Interactive skills are used to communicate effectively with others	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: <ul style="list-style-type: none"> - access workplace information relating to work responsibilities - select appropriate methods to communicate with people from diverse cultural backgrounds - structure information in a logical sequence - ascertain or clarify information by asking questions - present information appropriate to audience and information purpose - participate in group discussions and processes as required - demonstrate interactive communication processes - interact with others to achieve agreed outcomes - respect and, where appropriate, represent the views of others - record information in required format/s (<i>cont.</i>)
Use and maintain workplace information	Routine workplace texts are used to obtain information required to operate in the workplace Information is recorded in standard formats	

Element	Performance criteria	Evidence guide – Part A
		<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – common colloquial and technical language – sources of information and advice relating to work responsibilities – methods of accessing, recording and storing workplace information including print and screen based systems – formal and informal communication systems – group processes including basic facilitation, negotiation and conflict resolution

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 identify and collect relevant information and convey information to others given:

- opportunities to interact with others using typical workplace communication processes
- typical group forums which can include work groups and committees
- typical workplace information
- information systems and procedures
- standard forms and equipment (as required) for recording workplace information

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

- Implement occupational health and safety principles and procedures
- Implement the quality system
- Implement the food safety plan

Related units:

- Participate in teams

Where related units form an integral part of communicating in the workplace, these units should be co-assessed in the workplace

Relationship to learning resources

Main learning resource:

- Industrial Communication B

Related learning resources:

- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor

This is a core unit for all sectors of the industry. It covers occupational health and safety principles and procedures related to work responsibilities at this AQF level.

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
- Workplace information includes advice on OHS which may be contained in documents such as standard operating procedures and Material Safety Data Sheets
- Health and safety requirements as typically described in work procedures or related OHS-specific procedures. Workplace information includes advice on OHS which may be contained in documents such as standard operative procedures and materials safety data sheets
- Work may be conducted in restricted or confined spaces and may include operation and adjustment of equipment
- Responsibility for monitoring health and safety relates to a work function, process or sub-system
- Hazards, near misses and injuries and illnesses typically relate to own job and work area
- OHS incidents include near misses and injuries and illnesses
- OHS policies and procedures are developed by management in consultation with the workforce and consistent with legislative requirements
- Involvement in continuous improvement can include participation in structured improvement programs and day-to-day problem solving
- Investigation responsibilities relate to own work area and are typically carried out with support
- Reporting of emergencies can include raising an alarm and/or reporting to designated personnel in appropriate format

Element	Performance criteria	Evidence guide – Part A
Follow safe work procedures relating to own work	OHS principles and procedures are demonstrated when carrying out work tasks Appropriate personal protective clothing is worn Appropriate personal protective clothing is used OHS incidents are reported in required format	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: <ul style="list-style-type: none"> - access workplace information on health and safety policies and procedures - follow safe work procedures - select and use appropriate personal protective clothing and equipment - select and use hazard control equipment - contribute to review and development of advice on appropriate OHS procedures - identify and respond to typical emergency situations - select, fit and wear appropriate personal protective clothing (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
<p>Contribute to continuous improvement in OHS practice</p>	<p>Work area is routinely checked and monitored for safety prior to commencing work</p> <p>Relevant health and safety hazards are identified, removed and reported</p> <p>Procedures for assessing risk and removing or controlling hazards are followed</p>	<p>Demonstrated ability to: (continued)</p> <ul style="list-style-type: none"> – maintain housekeeping standards in work area – use communication systems and consultative processes to consult others on OHS issues – apply basic problem solving skills to investigate and identify causes of OHS incidents – record workplace information <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – location of advice on OHS issues – typical hazards relating to work area – safe work procedures relating to work responsibilities
<p>Follow emergency procedures</p>	<p>Emergency situations are identified and reported</p> <p>Emergency shut down procedures are followed according to company procedures</p> <p>Emergency and evacuation procedures are implemented according to company procedures</p>	<ul style="list-style-type: none"> – basic concepts of hazard identification, risk assessment and control options – current technical knowledge related to OHS associated with work responsibilities. Where appropriate, this includes safe work procedures for working in confined spaces – reporting procedures – use, care and storage requirements of personal protective clothing and equipment used – emergency, equipment shut down and evacuation procedures – storage requirements for hazardous goods used in the work area – safe manual handling practices and procedures where required – OHS incidents including injuries, illness and near misses, and related reporting requirements – communication systems and consultative 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 apply OHS principles and procedures when carrying out work given:

- OHS policy, system and procedures
- standard operating procedures and related advice on specific safe work practices company policies and codes of practice relating to OHS
- advice on relevant legislation and codes of practice relating to OHS
- work area or process in which OHS procedures are to be implemented
- personal protective clothing and equipment as required
- relevant hazard control equipment
- emergency and/or evacuation procedures for the potential range of hazards
- consultative forums relating to OHS
- storage areas for hazardous goods as required
- manual handling equipment as required

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

- Collect, present and apply workplace information
- Implement the quality system
- Implement the food safety plan

Related units:

- Participate in teams

Where related units are required to support occupational health and safety responsibilities in the workplace, units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Occupational Health and Safety B

Related learning resources:

- Industrial Communication B
- Food Safety B (Hygiene and Sanitation B and C)
- Quality Assurance B
- Cleaning and Sanitation

Descriptor

This is a core unit for all sectors of the industry. It covers the application of quality principles and system requirements when carrying out work responsibilities.

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
- Quality standards as typically described in specifications such as raw materials, packaging and final product specifications, work orders and work procedures
- Responsibility for monitoring quality relates to a work process or sub-system
- 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
- Involvement in continuous improvement can include participation in structured improvement programs and day-to-day problem solving
- Monitoring quality includes observation and other checks or inspections to confirm that the work output meets specification or quality standard. This can include the use of data collection and analysis tools such as control charts

Element	Performance criteria	Evidence guide – Part A
Monitor quality in work area or sub-system	Work processes are monitored to confirm quality of output and/or service Materials and equipment are inspected to confirm capability to meet quality requirements Variation or common faults are identified and removed or reported Non-conformance is identified and corrective action is taken Inspection results are recorded according to company procedures	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: <ul style="list-style-type: none"> - access workplace information relating to quality responsibilities - maintain quality of work within the work area or sub-system - monitor quality of output. This can include monitoring control points. - collect and analyse quality data to identify variation - determine when and how to make adjustments to maintain output within specified parameters - take corrective action as required
Contribute to continuous improvement	Barriers to improved quality performance are identified Likely causes are identified and investigated Solutions are identified and implemented or reported	<ul style="list-style-type: none"> - follow procedures to isolate or quarantine non-conforming product - identify barriers and solutions to improved performance (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
		<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – quality policy, procedures and responsibilities. This includes an understanding of the relationship between the quality system and food safety plan – procedures for monitoring conformance to quality specifications – regulatory and food safety requirements – equipment and instrumentation calibration requirements – procedures for adjusting systems and processes to meet quality requirements – procedures to remove, isolate and report out-of-standard or unacceptable performance – methods for systematically investigating and responding to problems – control points and their potential impact of work systems and processes – the methods used to monitor each control point – difference between critical, quality and regulatory control points – methods for analysing and interpreting quality data – procedures for identifying and quarantining product

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 apply quality principles and procedures to support operational work responsibilities given:

- quality policy, system and procedures
- food safety plan
- advice on quality and food safety legislation and codes
- work process or sub-system
- documentation including specifications, work instruction and other advice on quality requirements
- process parameters
- quality monitoring system
- reporting system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Related units:

- Conduct routine tests
- Apply sampling techniques
- Implement the food safety plan
- Clean and sanitise equipment
- Participate in teams

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

Relationship to learning resources

Main learning resource:

- Quality Assurance B

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Food Safety B (Hygiene and Sanitation B and C)
- Cleaning and Sanitation

Descriptor This is a core unit for all sectors of the industry. A food safety plan is based on Hazards and Critical Control Points (HACCP).

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications and food safety plan advice
- Responsibility for monitoring food safety relates to work area, section or sub-system and is guided by the food safety plan
- Products/materials handled by the operator can include raw materials, ingredients, consumables and finished product
- Control points, inspection and test requirements refer to those outlined in food safety plan
- Company food safety standards are consistent with legal and quality requirements
- Involvement in continuous improvement can include participation in structured improvement programs and day-to-day problem solving
- Examples of food safety hazards depend on work context and can include time, temperature, pH and water activity
- Contribution to continuous improvement is typically undertaken in consultation with the HACCP team

Element	Performance criteria	Evidence guide – Part A
Monitor food safety in work area or sub-system	<p>Critical control points are monitored to control food safety risk</p> <p>Out-of-control processes or situations are identified and corrective action is taken</p> <p>Food safety information is recorded to meet company requirements</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information relating to food safety responsibilities - monitor critical control points to identify food safety risks. This can include carrying out checks, inspections and tests. - Investigate contamination events - follow procedures to remove and isolate suspect product and/or implement other necessary corrective action - identify, remove and/or report common causes of contamination - take action to prevent contamination from occurring or recurring - record information in reporting system (<i>cont.</i>)
Contribute to continuous improvement	<p>Potential sources of food contamination are identified and reported</p> <p>Conditions which promote microbial growth are identified</p> <p>Situations which present a food safety risk are identified, rectified and/or reported</p>	

Element	Performance criteria	Evidence guide – Part A
		<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – food safety policies, plans and responsibilities This includes an understanding of the relationship between the quality system and food safety plan and audit requirements – basic understanding of the characteristics of materials, product and processes used to carry out work responsibilities – common food safety hazards. This includes conditions conducive to microbial growth and known allergens associated with food handled and processed – common types of physical, chemical and micro-biological agents which can contaminate food – conditions which can cause physical, chemical and micro-biological contamination – common causes and evidence of cross-contamination – pest prevention and control methods used in the workplace. This includes correct storage practices – safety limits/parameters for each critical control point – regulatory requirements

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 follow procedures to implement a food safety plan 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 and codes
- pest control plan and procedures
- cleaning and sanitation policies and procedures
- work process or sub-system
- specifications and other advice on control points and safe operating parameters
- work instructions and procedures
- appropriate clothing and related apparatus
- monitoring system
- reporting system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Related Units:

- Cleaning and sanitation
- Apply sampling techniques
- Conduct routine tests

Where related units form an integral part of implementing the food safety plan in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Food Safety B (Hygiene and Sanitation B and C)

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Cleaning and Sanitation

Implement the food safety plan

TDT K297 A

Use information technology devices in the workplace

Descriptor

This is an optional unit and may apply to any sector of the industry. This unit applies to employees who use computers as part of work processes.

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
- Information technology includes a range of computer-based devices used to enter, edit, store, and retrieve data in the workplace
- Equipment set up can include confirming that the system is turned on, selecting appropriate software or menus, setting up printing equipment where required
- Data access and/or entry typically involves the use of menus, prompts and codes. Equipment can include use of a mouse, touch screens, keyboards and control panels
- Consumables can include ink, cartridges and paper
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Set up information technology devices	Equipment is confirmed as operational Consumables are checked and replenished as required	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.

<p>Input, store and retrieve data</p>	<p>Data is accessed as required</p> <p>Data is entered to meet work requirements</p> <p>Data is filed and/or retrieved to meet work requirements</p> <p>Security procedures are followed as required</p>	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – identify, set up or confirm operation of information technology devices – select, enter or retrieve data as required by work procedures, consistent with equipment operating advice – maintain data base according to system and company requirements – recognise and rectify and/or report system faults <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose and application of information technology – information technology components and their function. This can include the mouse, keyboard, screen and control panel – basic principles of data entry, storage and retrieval using information technology – software functions including codes, prompts, menus as required to perform work tasks – operating procedures to set up and use information technology – OHS issues associated with the operation of information technology devices. This includes an awareness of relevant ergonomic factors – security and data management procedures – basic troubleshooting procedures (<i>cont.</i>)
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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 use information technology given:

- information technology devices typically used in the workplace
- procedures for setting up, operating and maintaining data bases using information technology

- typical work tasks requiring the use of information technology devices

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Relationship to learning resources

Main learning resource:

- No food-specific learning resource has been developed at this stage

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor This is an optional unit and may apply to any sector of the industry. It covers competencies to participate effectively in team processes.

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
- Teams may be a feature of work organisation or formed to address a specific function or issue
- Team practices and work allocation occur within the context of competency and licensing requirements and industrial agreements
- Achieving team goals typically involves co-operation with own team members and with other teams and work areas

Element	Performance criteria	Evidence guide – Part A
Contribute to team objectives	<p>Team goals and performance indicators are identified and clarified</p> <p>Tasks required to achieve goals and performance standards are identified</p> <p>Personal work tasks and roles are negotiated to ensure team goals and performance standards are met</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - complete work responsibilities within agreed timelines - assess time and other resource requirements related to achieving own work responsibilities - identify problems and request assistance in a timely manner - exchange constructive feedback with team members - participate effectively in team processes. This includes working with own team members and with other teams and work areas - support other team members to achieve team goals <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> - procedures for establishing team goals and performance standards - methods used to measure achievement of
Work tasks and roles are completed to meet team requirements	<p>Personal workload is planned to meet team goals and performance standards</p> <p>Timely requests are made for assistance as required to meet team goals and performance standards</p> <p>Assistance is provided to other team members to achieve team goals and performance standards</p>	

Participate in planning and developing team resources	<p>Resource implications of team goals and targets are identified</p> <p>Personal skills are assessed to identify match with team skill needs</p>	<p>personal and team goals. Examples of personal measurement can include achievement of work outcomes and performance appraisal systems. Examples of team measures can include performance indicators</p> <ul style="list-style-type: none"> – team goals and personal responsibilities to contribute to these – group processes including basic facilitation, negotiation and conflict resolution – competency identification and training arrangements (<i>cont.</i>)
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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 needed to participate effectively in teams given:

- opportunities to participate in team processes
- workplace arrangements for establishing company, workplace and team goals
- methods used to measures and report on performance against target
- resources required to achieve personal work requirements
- workplace training arrangements

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

- Collect, present and apply workplace information

- Implement occupational health and safety principles and procedures
- Implement the quality system
- Implement the food safety plan

Relationship to learning resources

Main learning resource:

- Work Team Communication

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor This is an optional unit and may apply to any sector of the industry. It covers calculating and recording workplace measurements commonly used in the food and beverage processing industry, including the use of measuring instruments.

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
- The measuring devices may typically include scales, vernier callipers, meters, gauges
- The arithmetic processes are addition, subtraction, multiplication, division
- Performance measures include percentage, ratio and proportion
- Product characteristics may include weight, volume, temperature and length
- Typical of the charts used to record information is a Statistical Process Chart or similar record
- Calculations may be made manually or by calculator
- Records may be recorded manually or through the use of computer based systems and be in print form and/or in an electronic system
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Use routine measuring instruments	Measuring instruments are selected and used to measure common workplace units Faults with measuring instruments are identified and reported according to standard procedures	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: <ul style="list-style-type: none"> - select and operate instruments to measure dimensions - identify routine faults in measuring instruments
Calculate routine workplace measures	Basic arithmetic processes are used to calculate routine workplace measures of product characteristics Calculations are verified by using estimating techniques	<ul style="list-style-type: none"> - calculate results using whole numbers - calculate results using simple fractions - calculate results using decimals - calculate percentages - calculate ratios - calculate proportions - verify calculations - record information in required format - interpret graphs/charts - identify deviations in performance (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Calculate performance measures	<p>Percentages, ratios and proportions are calculated to derive information about workplace requirements and performance</p> <p>Deviations in performance are identified and measured to determine the extent of variation</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose of measuring instruments – units of measurement – principles of measurement – relationship between different measurement scales – use of percentages, ratios and proportions – mathematical symbols and diagrams – mathematical processes – estimation processes – purpose of graphs/charts – presentation of mathematical data for use in the workplace
Record routine workplace data	<p>Results are recorded on standard graphs/charts</p> <p>Errors in recording information on charts are identified and rectified</p> <p>Graphs/charts are interpreted to identify trends and variations</p>	

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 measure and calculate routine workplace data given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- work tasks requiring estimation and calculation
- conversion tables where required
- calculators as required
- workplace forms/documents/charts/graphs used for recording data
- measuring instrumentation
- statistical process control charts or similar records

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Relationship to learning resources

Main learning resources:

- Calculations B
- Calculations C (part)

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor This is an optional unit and may apply to any sector of the industry. It supports operational quality assurance competencies where sampling is required.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and sampling plan
- Sampling requirements include standard requirements and sampling after processes are adjusted in response to variation or non-conformance
- Samples can include aseptic samples
- Sampling process does not change status of product
- Sample defects would typically be identified by visual and organoleptic inspection

Element	Performance criteria	Evidence guide – Part A
Collect and record samples	Sampling requirements are identified Samples are collected using appropriate techniques Sample details are recorded in required format Any defects or abnormalities in the sample are identified and reported Samples are handled and stored appropriately	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: <ul style="list-style-type: none"> - access workplace information relating to sampling requirements - collect samples to conform to sampling plan requirements - store and handle samples to preserve essential characteristics - record details of samples in appropriate format - identify any obvious non-conformance of samples Underpinning knowledge: <ul style="list-style-type: none"> - basic principles guiding the design of sampling plans including the importance of achieving a representative sample - reasons for different sampling requirements including requirements to monitor effectiveness of corrective action - characteristics of product/material sampled - common defects/abnormalities - sampling and techniques - hygiene requirements - nature of tests to be performed on sample - basic understanding of legislative requirements (eg quality, health, safety, hygiene, labelling and equipment) - record keeping requirements

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 demonstrate sampling techniques as required by a typical sampling plan and procedures given:

- quality policy, system and procedures
- sampling plan
- advice on quality and food safety legislation and codes
- documentation including specifications, work instruction and other advice on sampling requirements
- recording and reporting system
- sampling instrumentation as required
- product/item to be sampled

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Related units:

- Conduct routine tests

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

Relationship to learning resources

Main learning resource:

- Quality Assurance B

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Food Safety B (Hygiene and Sanitation B and C)

Apply sampling techniques

Descriptor

This is an optional unit and may apply to any sector of the industry. It supports operational and quality assurance competencies where routine testing is required. Test methods can include both structured and sensory testing.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and test methods
- Routine tests include test procedures requiring the use of test equipment, established test procedures and recording system
- Materials can include prepared samples and test materials such as reagents
- Confirming equipment status involves checking that hygiene and sanitation standards are met, all safety guards are in place and equipment is operational. It may also involve checking operation/calibration of measuring instrumentation
- Procedures may involve exposure to hazardous chemicals

Element	Performance criteria	Evidence guide – Part A
Prepare for test	<p>Samples are registered, and prepared for testing</p> <p>Materials and equipment are confirmed and available for use</p> <p>Defects in samples, test materials/equipment are identified, reported and appropriate action taken</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - prepare samples for testing - prepare equipment and necessary materials - confirm test equipment is operating accurately - carry out test - establish and interpret results - record results - identify and report out-of-standard results - follow procedures to repeat or validate results - clean, care for and store equipment as required (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Perform test	<p>Test method is carried out according to company procedures</p> <p>Results are read, recorded and interpreted to identify non-conformance</p> <p>Non-conformance is identified and appropriate action is taken</p> <p>Test equipment is cleaned and stored as required</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – principles of the test method – purpose of the test – relevant standards/specifications and basic legislative requirements (eg quality, health, safety, hygiene, labelling and equipment) and their implications – criteria for evaluating sample where sensory testing is used – procedures for reading or establishing, interpreting and recording results. This includes calculating results from test data where required and recognising unusual or unexpected results and identifying likely cause/s. – cleaning, care and storage requirements for test instrumentation

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 conduct routine tests given:

- quality policy, system and procedures
- testing plan and procedures
- relevant material safety data sheets
- advice on quality and food safety legislation and codes
- samples to be tested
- test instrumentation and materials as required
- documentation including specifications, work instruction and other advice on test procedures
- recording and reporting system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Related units

- Apply sampling techniques

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

Relationship to learning resources

Main learning resource:

- Routine Testing (Confectionery A: soluble solids, particle size and viscosity)
Confectionery B: Sensory evaluation
- Routine Testing (Dairy: titration, pH and brix)
- Routine Testing (Fruit and Vegetable: titration, pH, brix)

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor This is an optional unit and may apply to any sector of the industry. It covers the skills and knowledge required to carry out cleaning and sanitation procedures where equipment must be dismantled and reassembled or where equipment is cleaned in place (CIP).

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and cleaning schedule
- Cleaning materials can include cleaning and sanitising chemicals
- Equipment used to clean and sanitise depends on specific requirements and would normally include brooms, cloths, scrapers, brushes, mops and hoses
- CIP procedures may include setting and connecting pipework and valves
- Services depend on specific requirements. Examples include high-pressure water or steam
- Preparing equipment for cleaning includes confirming that all waste materials have been cleared and equipment is correctly locked out, tagged out or isolated as required by operating procedures
- Work may be carried out in confined spaces and involve exposure to hazardous chemicals

Element	Performance criteria	Evidence guide – Part A
Prepare materials and equipment for cleaning	Materials, cleaning equipment and services are prepared to meet cleaning and sanitation requirements Production equipment is prepared for cleaning	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: <ul style="list-style-type: none"> - access workplace information such as cleaning schedule to determine cleaning requirements - identify the cleaning and sanitising agents appropriate for the cleaning task - handle cleaning and sanitation agents safely. This includes following correct handling and preparation procedures and use of appropriate protective clothing and equipment - prepare cleaners and sanitisers as required - prepare equipment for cleaning. This includes rendering equipment safe to clean. It may also correctly positioning equipment such as valves, pipes, vents and taps (CIP). Removing waste and or dismantling equipment (<i>cont.</i>)
Clean and sanitise equipment	Equipment is cleaned and sanitised to meet requirements Equipment is prepared for operation after cleaning and sanitation	

Element	Performance criteria	Evidence guide – Part A
Monitor cleaning and sanitation	<p>Equipment is checked to confirm cleaning status</p> <p>Equipment/process is monitored to identify cleaning requirements</p> <p>Cleaning and sanitation data is recorded in required format</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – advise affected work areas of cleaning schedule and progress – clean equipment according to specific cleaning process cycle, to meet requirements – monitor key variables in the cleaning process such as time, temperature and turbulence or abrasion – return equipment to operating order – maintain and store cleaners, sanitisers and related equipment as required – carry out relevant checks and inspections to confirm effectiveness of cleaning – record cleaning and sanitation data <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – safe handling and storage of cleaners and sanitisers used – functions of cleaners, sanitisers and related equipment – cleaning and sanitation requirements for work area. This includes different levels of cleaning requirements depending on the reason for cleaning – purpose of protective clothing and equipment – methods used to render equipment safe to clean including lock-out, tag-out and isolation procedures – equipment settings required for cleaning and for operating respectively – inspection points for cleaning and sanitation – regulatory requirements as they affect immediate responsibilities for cleaning and sanitation – types of waste generated by both the production and the cleaning process and related collection, treatment and disposal requirements – environmental consequences of incorrect waste disposal procedures – requirements to liaise/advise related work areas – reporting and recording 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 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 clean and sanitise equipment given:

- advice on relevant legislation and codes such as those relating to food safety/hygiene requirements.
- other related systems such as food safety and environmental management policies and plans
- cleaning schedule and related procedures, including OHS advice and equipment dismantling and reassembly procedures as required
- equipment to be cleaned
- cleaners, sanitisers and related equipment
- hand tools as required
- CIP system and operating procedures as required
- protective clothing and equipment
- operating instructions/work procedures
- material Safety Data Sheets (MSDSs)

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Clean and sanitise equipment

- Implement the food safety plan

Relationship to learning resources

Main learning resource:

- Cleaning and Sanitation

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor This is an optional unit and may apply to any sector of the industry. This unit covers the implementation of environmental management policies and procedures when carrying out operational work responsibilities.

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
- Work procedures can involve handling chemicals, implementing environmental controls and collecting, handling and treating or disposing of waste, recycled materials and by-products
- Chemical storage procedures include locating chemicals in designated storage locations, storing compatible chemicals in the one location and securing chemicals against spillage, for example through the use of bunding and trays
- Responding to non-compliance includes recognising and responding to any event which occurs as part of the work process and presents an unacceptable environmental risk
- Work may be conducted in restricted or confined spaces
- An environmental aspect is any activity, product or service which has the potential to affect the environment
- An environmental impact is the actual problem or consequence which results from an environmental aspect
- Risk assessment includes identifying the likelihood that an environmental impact will occur and the magnitude of the problem if it does occur
- A control measure is a method or procedure used to prevent or mitigate environmental impacts
- Identification of aspects, impacts and application of controls relate to own work responsibilities
- Involvement in continuous improvement can include participation in structured improvement programs and day-to-day problem solving

Element	Performance criteria	Evidence guide – Part A
<p>Monitor environmental practices in work area or sub-system</p>	<p>Work processes are undertaken to comply with environmental management requirements</p> <p>Environmental control measures are implemented</p> <p>Instances of environmental non-compliance are identified and reported</p> <p>Corrective action is taken in response to environmental incidents</p> <p>Environmental data is recorded in required format</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information relating to environmental management and responsibilities - use necessary environmental control measures related to work responsibilities - monitor environmental parameters established. Examples include relevant parameters for airborne particulates, noise, odour and water - handle and store chemicals safely (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Contribute to continuous improvement	Environmental aspects and impacts are identified Risks are assessed according to company procedures	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – select, fit and use appropriate personal protective clothing and equipment – observe appropriate emergency procedures in the event of non-conformance. This can include following emergency procedures, notifying relevant personnel and reporting the incident in the appropriate format – record workplace information <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – awareness of the environmental management system and procedures – legal obligations and responsibilities – consequences of non-compliance – detailed knowledge of environmental aspects, impacts relevant to own work – range of control measures relevant to own work – safe work procedures – environmental operating parameters – procedures for responding to non-compliance – emergency procedures and personnel – documentation and reporting procedures – waste collection, handling, treatment and disposal requirements

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 implement environmental management policies and procedures given:

- environmental management plan
- advice on relevant legislation and codes
- work process or sub-system
- specifications and other advice on environmental requirements
- work instructions and procedures, including environmental operating parameters
- waste collection, treatment, recycling and/or disposal methods
- environmental aspects and impacts relating to work processes
- monitoring system
- reporting system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

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 B (Hygiene and Sanitation B and C)
- Industrial Communication B
- Quality Assurance B
- Occupational Health and Safety B

Descriptor This is an optional unit and may apply to any sector of the industry. It relates to the operation of waste and effluent treatment equipment.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications and waste treatment schedule
- Confirming equipment status involves checking that hygiene and sanitation standards are met, all safety guards are in place and equipment is operational. It may also involve checking operation/calibration of measuring instrumentation
- Process set up, operation and monitoring functions may be manual or involve the use of a process control system
- Work procedures can involve handling chemicals, implementing environmental controls and collecting, handling and treating or disposing of waste, recycled materials and by-products
- Work may be carried out in restricted or confined spaces
- Responding to non-compliance includes recognising and responding to any event which occurs as part of the work process and presents an unacceptable environmental risk
- A control measure is a method or procedure used to prevent or mitigate non-conformance

Element	Performance criteria	Evidence guide – Part A
Prepare the waste treatment process for operation	<p>Materials are supplied to meet waste treatment requirements</p> <p>Services are confirmed as available and ready for operation</p> <p>Equipment is checked to confirm readiness for use</p> <p>Equipment is set to meet process requirements</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information to identify waste treatment requirements - select, fit and use personal protective clothing and/or equipment
Operate and monitor the waste treatment process	<p>The process is started up according to company procedures</p> <p>Control points are monitored to confirm performance is maintained within specification</p> <p>Equipment is monitored to confirm operating condition</p> <p>Out-of-specification performance is identified, rectified and/or reported</p>	<ul style="list-style-type: none"> - confirm supply of necessary materials and services - liaise with other work areas - prepare materials as required - confirm equipment status and condition - set up and start up the waste treatment process - monitor the process and equipment operation to identify out-of-specification results or non-compliance - monitor supply and flow of materials to and from the process - take corrective action in response to out-of-specification results or non-compliance - report and/or record corrective action as required - shut down equipment in response to an emergency situation (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Record Information	Workplace information is recorded in the appropriate format	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – shut down equipment in response to routine shut down requirements – prepare equipment for cleaning – record workplace information – maintain work area to meet housekeeping standards <p>May include the ability to:</p> <ul style="list-style-type: none"> – clean equipment – take samples and conduct test – carry out routine maintenance <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose and basic principles of waste treatment process – link to related processes – sources of waste – waste characteristics and treatment requirements – sampling and test procedures as appropriate – legal agreements and responsibilities – consequences of non-conformance – operating principles of waste treatment equipment – materials and services used – process specifications, procedures and operating parameters – basic operating principles of process control systems where relevant – OHS hazards and controls. This can include understanding procedures for working in confined spaces – lock out and tag out procedures – procedures and responsibility for reporting problems – significance and method of monitoring control points in the waste treatment process – shut down and cleaning requirements associated with changeovers and types of shut downs – recording requirements <p>May include knowledge of:</p> <ul style="list-style-type: none"> – cleaning and sanitation procedures – sampling and testing procedures – routine maintenance procedures

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 prepare and monitor the operation of a waste treatment process given:

- environmental management plan
- advice on relevant legislation, codes of practice and agreements
- work procedures including advice on safe work practices, food safety and environmental requirements
- waste treatment operating parameters
- waste collection, treatment, recycling and/or disposal methods
- storage facilities
- waste processing and treatment equipment and materials
- services as required
- monitoring system
- documentation and record keeping system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Related units:

- Clean and sanitise equipment
- Apply sampling techniques
- Apply routine testing techniques
- Implement environmental procedures

Where related units form an integral part of operating waste treatment equipment in the workplace, these 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:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)
- Cleaning and Sanitation

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers the competencies to carry out routine preventative maintenance as agreed 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:

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and routine maintenance schedule
- Routine preventative maintenance can include servicing and minor adjustments/repairs to plant and equipment and is conducted within workplace agreements
- Tools and equipment used for servicing may include small hand tools, power tools, grease guns
- Supplies for routine maintenance may include grease, oil, chemicals, water, steam, power, air
- Reporting systems may include electronic and manual data recording and storage systems

Element	Performance criteria	Evidence guide – Part A
Conduct routine check of plant and equipment	<p>Visual checks are made of plant and equipment to detect signs of defects and damage in accordance with preventative maintenance documentation and procedures</p> <p>Requirement for the adjustment, repair, replacement or modification of plant and equipment is reported within workplace systems</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – access workplace information to identify routine maintenance requirements – prepare equipment and work area to conduct preventative maintenance – identify plant/equipment faults – select and use hand and power tools to carry out maintenance task – select and use the correct supplies in servicing plant/equipment – identify out-of specification preventative maintenance – rectify/report out-of-specification faulty maintenance – select, fit and use personal protective clothing and/or equipment – clean preventative maintenance tools/equipment – maintain a clean and safe work area – report/record maintenance information (cont.)

Element	Performance criteria	Evidence guide – Part A
Implement routine preventative maintenance	<p>Routine adjustments and repairs are made to plant and equipment within workplace procedures and agreements</p> <p>Greasing, lubrication and other regular servicing of plant and equipment is carried out in accordance with workplace schedules, procedures and agreements</p> <p>Equipment is cleaned and returned to operating order after maintenance is complete</p> <p>Out-of-specification preventative maintenance is identified, rectified and/or reported</p> <p>Waste arising from preventative maintenance is collected, treated and disposed or recycled according to company procedures</p> <p>Routine maintenance information is recorded in the company reporting system</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose of preventative maintenance and possible consequences of poor preventative maintenance – systems and schedules for conducting preventative maintenance – roles and relationships with others involved in planning and carrying out maintenance functions – relationship of preventative maintenance to other work activities in the food processing plant – quality parameters to be achieved – common problems in conducting preventative maintenance – pre-operational checks and requirements – services used in preventative maintenance – OHS hazards and controls – food safety factors in maintaining/servicing plant and equipment – operational requirements of equipment including cleaning and sanitation following cleaning – impact of operating and cleaning procedures on maintenance requirements. For example, unless product is removed from belts during cleaning, belts may not track properly – isolation procedures – environmental aspects related to preventative maintenance – cleaning requirements – waste handling requirements – consequences of incorrect/inadequate routine maintenance

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 conduct routine preventative maintenance given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- roles and responsibilities of workers engaged in the maintenance of plant and equipment
- tools, equipment and supplies used in routine preventative maintenance
- routine preventative maintenance schedules
- services as required for preventative maintenance
- equipment to be maintained

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Related units:

- Clean and sanitise equipment

Where related units are required to support routine maintenance 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

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Conduct routine preventative maintenance

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers the competencies to operate the process to supply steam to the food processing plant.

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
- The steam generation process may be computer controlled or manually controlled or a combination
- Steam generation process may include boiler and ancillary plant, fuel delivery system plant, steam temperature control plant, water treatment systems, water distribution systems, boiler heating systems, dust removal and combustion waste extraction systems, compressed air systems, flare detection equipment
- Boiler types may include fire tube, water tube, saturated boiler, super heated boilers
- Supplies may include chemicals, oil, water, steam, power, coal, gas, air, wood waste, recovery process products
- Sampling and testing may include feed water quality, assessments of process operations (for example, hydrostatic tests)
- Routine preventative maintenance as agreed in the workplace may include oiling, greasing, simple running repairs
- Reporting systems may include electronic and manual data recording and storage systems.

Element	Performance criteria	Evidence guide – Part A
Prepare the steam generation process for operation	<p>Pre-operational safety checks are conducted in accordance with standard operating procedures</p> <p>Services are confirmed as being ready for steam generation operation</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information to identify steam generation requirements - set up, start-up, adjust and operate boilers and ancillary plant used in the steam generation process - implement procedures to confirm status and condition of boilers and ancillary plant - collect samples and conducts in-process tests to monitor - steam generation performance - identify out-of specification steam generation - rectify out-of-specification steam generation - adjust steam generation equipment and accessories - shut down equipment in response to an emergency/crash - shut down equipment in response to routine

		shut down requirements <i>(cont.)</i>
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Element	Performance criteria	Evidence guide – Part A
Operate and monitor the steam generation process	<p>Steam generation process is started and brought on-line according to standard operating procedures</p> <p>Steam generation process is maintained within specified parameters</p> <p>Steam distribution systems are maintained to meet customer steam requirements</p> <p>Out-of-specification steam generation is identified, rectified and/or reported</p> <p>Routine preventative maintenance is completed on schedule to maintenance specifications</p> <p>Waste arising from the steam generation process is collected, treated and disposed or recycled according to company procedures</p> <p>Workplace information is recorded in the company reporting system</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – prepare steam generation equipment for cleaning – clean steam generation equipment – maintain a clean and safe work area – report/record information <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose of the steam generation process – relationship of the steam generation process to other processes in the food processing plant – quality parameters to be achieved – stages of the steam generation process, critical control points – common problems in the steam generation process – pre-operational checks and requirements – services used in the steam generation process – OHS hazards and controls – isolation procedures – environmental aspects in the steam generation process – cleaning requirements – waste handling requirements – consequences of incorrect waste classification and disposal
Shut down the steam generation process	<p>Steam generation process is shut down according to company procedures</p> <p>Steam generation equipment and work area meet cleanliness standards</p> <p>Waste arising from shut down activity is collected, treated and disposed of according to company procedures</p>	<ul style="list-style-type: none"> – crash/emergency shut down procedures – routine shut down procedures – consequences of incorrect shut down

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 operate the steam generation process given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- steam production requirements
- steam production instructions, control points and process parameters for steam generation
- sampling and in-process testing specifications and equipment
- routine preventative maintenance schedules
- cleaning schedules
- shut down and emergency procedures
- services as required for the steam generation process

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

Relationship to learning resources

Main learning resource

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

Related learning resources

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor This is an optional unit and may apply to any sector of the industry. It involves planning a complete work activity.

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
- The planning process may be computer controlled or manually controlled or a combination
- Information to assist planning may include instructions, standard operating procedures, legislation, specifications, business plans, performance plans, quality requirements, workplace agreements
- Planning will be related to work tasks and environments which are familiar to the individual
- Reporting systems may include electronic and manual data recording and storage systems.

Element	Performance criteria	Evidence guide – Part A
Identify planning requirements	<p>Relevant information is acquired and, if necessary, clarified at the outset of the planning activity</p> <p>Performance parameters are clearly understood and translated into the planning process</p> <p>Liaison takes place with relevant sections/people to ensure all planning factors have been taken into account</p> <p>Alternative work methods are assessed and preferred option selected</p> <p>Competing demands are prioritised to achieve the organisation, team and personal goals and objectives</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – acquire all relevant information associated with the planning activity – liaise with appropriate people/sections in developing planning arrangements – plan work activities – communicate plans to relevant individuals/teams/sections – manage planning activity to achieve goals and results – select and use appropriate technology to manage work priorities and commitments – select and optimise use of resources/services – monitor performance – implement and modify/adjust plans – compare actual with planned performance – record/report information (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Implement plan	<p>Resources/services are checked to confirm availability for the planned activity</p> <p>Performance is monitored against planned outcomes and adjustments are made to ensure outcomes are achieved</p> <p>Workplace information is recorded in the company reporting system</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – planning processes and procedures – role and relationship to other work areas – workplace agreements and legislative requirements – priority setting processes – technology capabilities – human and physical resource requirements – feedback processes – continuous improvement processes – advantages and disadvantages of alternative work methods – recording and reporting systems and processes
Review and modify plan	<p>Actual outcomes are compared with planned performance</p> <p>Opportunities for improvement are identified and built into the continuous improvement processes</p> <p>Reports/records are used to document performance and to provide information to assist on-going performance</p>	

Evidence guide – Part B

Assessment guide

- Assessment must take into account 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, giving 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 consistently 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 that actually used in a workplace. Compliance with statutory OHS, hygiene and sanitation and environmental provisions relevant to the food processing industry should be emphasised.
- The equipment used should be the actual items described in the Range of variables and Assessment context.
- 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 with this unit.

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 plan workplace activities given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- planning systems and processes
- production schedules
- production instructions, control points and processing parameters
- resource management systems
- routine preventative maintenance schedules as required
- cleaning schedules as required
- services as required for the process
- recording/reporting systems

Relationship to other units of competency

Pre-requisites (or equivalent):

- Apply basic food safety practices
- Apply basic mathematical concepts
- Apply basic quality assurance practices
- Communicate in the workplace
- Follow safe work procedures

Co-requisites:

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

Relationship to learning resources

Main learning resource:

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

Related learning resources

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor

This is an optional unit and may apply to any sector of the industry. This unit applies to employees engaged in handling dangerous goods.

This unit is equivalent to the Transport and Distribution Training Australia unit, *Handle dangerous and hazardous goods*.

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
- Work may be undertaken in various work areas including production, inward and outward stores
- Work may be carried out in the presence of moving vehicles and equipment
- Information systems may be print or screen based
- Storage facilities are suitable for storing dangerous and hazardous goods

Element	Performance criteria	Evidence guide – Part A
Identify and classify dangerous and hazardous goods	<p>Goods described as 'dangerous' are identified and classified from labels and other identifications</p> <p>Classification of hazardous goods are identified and applied to storage regulation requirements</p> <p>Handling procedures for different classes and characteristics of goods are followed</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – access workplace information to determine goods handling and storage requirements – identify hazardous goods and handling procedures consistent with workplace procedures and relevant legislation and Codes of Practice
Select handling and storage techniques	<p>Accident reporting processes are identified</p> <p>Emergency equipment is checked for compliance with regulations</p> <p>Storage areas checked for conformity to regulations in accordance with workplace documentation</p> <p>Load handling and shifting procedures are selected in accordance with requirements for particular goods</p>	<ul style="list-style-type: none"> – provide customer/client service and work effectively with others – identify and promptly respond to hazardous situation and emergencies – follow handling and storage procedures for dangerous goods – use communication system to access and record information – maintain workplace records – meet housekeeping requirements in work area (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Select handling and storage techniques	Handling equipment is checked for conformity with regulations Suitable signage is checked for compliance with regulations	Underpinning knowledge: <ul style="list-style-type: none"> – site layout and location of storage areas – impact of job on enterprise and individual performance – relevant industrial, legislative and licensing requirements
Handle dangerous goods	Relevant regulations and workplace procedures regarding handling and storage of dangerous goods are followed Co-storing precautions are implemented to accord with regulations	<ul style="list-style-type: none"> – symbols, signage and labelling of dangerous and hazardous goods – personal protective clothing and equipment – OHS hazards and controls relating to handling dangerous goods – storage and warehousing systems, processes and documentation – sources of advice on properties of hazardous and dangerous goods such as materials safety data sheets – security procedures – hazard and emergency control procedures – housekeeping requirements of work area – record keeping system – identification and correct use of equipment, processes and procedures used within context of the job

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 handle dangerous and hazardous goods given:

- work procedures including advice on safe work practices, food safety and environmental requirements. This includes legal requirements where they apply.
- supplier instructions and advice including MSDSs
- handling and storage procedures
- quality system and food safety plan
- hazardous and dangerous good
- hazardous goods store
- materials handling equipment
- relevant OHS clothing and equipment
- documentation and record keeping system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices
- Use basic product and stores knowledge to complete work operations

Co-requisites:

- Collect, present and apply workplace information
- Implement occupational health and safety principles and procedures
- Implement the quality system
- Implement the food safety plan
- Use product knowledge to complete work operations

Related units:

- Use information technology

Relationship to learning resources

Main learning resource:

- Materials Handling B

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Handle dangerous and hazardous goods

Descriptor This is an optional unit and may apply to any sector of the industry. This involves the use of bulk materials handling systems and equipment to load and unload bulk materials and/or product.

Range of variables

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

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Work may be undertaken in various work areas including production, inward and outward stores
- Information systems may be print or screen based
- Bulk materials may be dry, solid or liquid

Element	Performance criteria	Evidence guide – Part A
Prepare for loading or unloading	Storage destination of load is confirmed Condition of intake equipment is confirmed	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.
Unload or load materials	Bulk materials handling system is operated to meet loading or unloading requirements Documentation is completed Non-conformance is identified, rectified and/or reported	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information to determine loading and unloading requirements - confirm that materials have received quality clearance for loading/unloading - confirm capacity of destination location - confirm that destination location meets cleaning and sanitation requirements prior to loading/unloading - set up and operate bulk handling equipment safely. This can include associated equipment and components such as pumps, conveyors, valves and pipes - identify and report non-conformance. This can include responding to environmental risks such as spillages - use communication system to access and record information - maintain workplace records - check/complete relevant documentation accompanying loads - maintain work area to meet housekeeping standards <p>May include:</p> <ul style="list-style-type: none"> - operation of process control system - use of instrumentation to check capacity of destination location - sampling and testing materials (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
		<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – site layout and location of storage areas – basic operating principles and capacity of bulk handling equipment – consequences of incorrect equipment use – bulk product and destination locations – cleaning schedule for destination locations and intake equipment – acceptable condition for loading and unloading equipment – contamination hazards such as those relating to cross contamination – storage requirements including the need to physically separate some materials or products – OHS hazards and controls related to loading and unloading procedures. This includes a knowledge of combustible materials handled – environmental aspects, impacts and controls – housekeeping requirements

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 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 typical workplace. If this is not possible, a simulated environment can be used. Such an environment must provide an opportunity for the learner to load and unload bulk materials given:

- work procedures including advice on safe work practices, food safety and environmental requirements. This includes legal requirements where they apply
- loading/unloading schedule and related information
- bulk handling system and related equipment and accessories
- loading and unloading destinations
- bulk materials to be loaded or unloaded
- relevant OHS clothing and equipment

- documentation and record keeping system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices
- Use basic product and stores knowledge to complete work operations

Co-requisites:

- Collect, present and apply workplace information
- Implement occupational health and safety principles and procedures
- Implement the quality system
- Implement the food safety plan
- Use product knowledge to complete work operations

Related units:

- Apply sampling techniques
- Conduct routine tests
- Use information technology

Where related units form an integral part of loading and unloading bulk materials in the workplace, these units should be co-assessed in the workplace

Relationship to learning resources

Main learning resource:

- Materials Handling B (in part)

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor

This is an optional unit and may apply to any sector of the industry. It applies to employees who are required to receive, unload and/or load goods.

This unit is equivalent to Transport and Distribution Training Australia, *Load and Unload goods*.

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
- Work may be undertaken in various work areas including production, inward and outward stores
- Goods may include those requiring controlled temperature storage
- Work may involve exposure to chemicals, dangerous or hazardous substances
- Work is carried out in the presence of moving vehicles and equipment
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
<p>Load and unload goods</p>	<p>Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures</p> <p>Dangerous or hazardous goods are identified and handled in accordance with required procedures for dangerous or hazardous goods</p> <p>Loading demonstrates compliance with (any) loading regulations and workplace safety requirements</p> <p>Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation</p> <p>Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, storage, safe use of equipment and the balance of the remaining load</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – access workplace information to determine loading/unloading requirements – provide customer/client service and work effectively with others – identify goods and relevant handling requirements – identify load characteristics and any special handling requirements – confirm that goods are ready to be loaded/unloaded. This may include quality clearance – operate loading and unloading equipment and systems to meet requirements without damage to goods, equipment or personnel – check/complete relevant documentation accompanying loads – maintain work areas to meet housekeeping standards – meet housekeeping requirements in work area – use communication system to access and record information – maintain workplace records <i>(cont.)</i>

Element	Performance criteria	Evidence guide – Part A
Secure and protect load	<p>Load is secured using the correct load restraint and protection equipment for different loads and carrying and storage conditions</p> <p>The load is protected in accordance with legal and workplace safety requirements</p> <p>The distribution of the load is checked to ensure that it is even, legal and within the safe working capacity</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – site layout – impact of job on enterprise and individual performance – relevant industrial, legislative requirements and regulations. This includes licensing requirements and bond and quarantine requirements as appropriate – identification, handling and storage requirements of goods loaded and unloaded. This includes hazardous and dangerous goods and goods requiring controlled temperature conditions – storage and warehousing systems, processes and documentation
Complete documentation	<p>The load is inspected and checked for security to travel</p> <p>All required documentation for the goods are completed in accordance with company requirements</p>	<ul style="list-style-type: none"> – acceptable condition for loading and unloading equipment – operating procedures for equipment and materials handling systems used to load and unload goods – OHS hazards and controls related to loading and unloading procedures. This includes safe and appropriate manual handling techniques – identification, handling and storage requirements for goods. This includes hazardous and dangerous goods – quality assurance and food safety procedures – verification procedures. This can include type, quality, quantity, labeling and timeliness of deliveries – security procedures – environmental aspects, impacts and controls – hazard and emergency control policies and procedures – housekeeping requirements for work area – record keeping system

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 receive, unload and/or load goods given:

- work procedures including advice on safe work practices, food safety and environmental requirements. This includes legal requirements where they apply.
- supplier/customer instructions
- loading/unloading schedule and related documentation
- quality system and food safety plan
- goods to be loaded/unloaded
- loading/unloading equipment
- relevant OHS clothing and equipment
- storage and warehousing systems, processes and documentation
- documentation and record keeping system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices
- Use basic product and stores knowledge to complete work operations

Co-requisites:

- Collect, present and apply workplace information
- Implement occupational health and safety principles and procedures
- Implement the quality system
- Implement the food safety plan
- Use product knowledge to complete work operations

Related units:

- Apply sampling techniques
- Conduct routine tests
- Use information technology

Where related units form an integral part of loading and unloading materials in the workplace, these units should be co-assessed in the workplace

Relationship to learning resources

Main learning resource:

- Materials Handling B (in part)

Related learning resources:

- Food Safety B (Hygiene and Sanitation B and C)
- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B

Descriptor

This is an optional unit and may apply to any sector of the industry. Knowledge and skills to operate a forklift safely, including systematic and efficient control of vehicle functions and effective management of hazardous situations.

This unit is equivalent to the Transport and Distribution Training Australia unit, *Operate a forklift*.

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
- Work may be undertaken in various work areas including production, inward and outward stores
- Work involves exposure to chemicals, dangerous or hazardous substances
- Warehousing forklift operations can include use of counterbalance trucks, reach trucks, pallet trucks and straddle trucks

Element	Performance criteria	Evidence guide – Part A
Check forklift condition	<p>Condition of forklift is checked for compliance with enterprise requirements for warning devices, operation to specifications and the nature of the load shifting exercise</p> <p>Attachments are checked to ensure appropriate adjustment and operation</p> <p>Mirrors and seats are adjusted for safe operation by the driver</p> <p>Logs are checked and appropriate workplace documentation completed</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – access workplace information to identify load shifting requirements – provide customer/client service and work effectively with others – identify products and relevant handling requirements – use balance points and estimation of weights in setting up loads to be shifted – prepare equipment for operation. This includes fitting relevant attachments and confirming that equipment is safe and ready for operation – adjust engine power to site requirements – lift, carry and lower loads safely, using appropriate equipment and without damage to equipment, loads, facilities or personnel – maneuver vehicle safely to achieve load shifting requirements – monitor performance of equipment during operation. This includes using forklift controls and reading instrumentation – stop equipment safely – maintain workplace records – identify and report defective performance or equipment malfunction

		- meet housekeeping requirements of equipment
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Element	Performance criteria	Evidence guide – Part A
Drive the forklift	<p>Forklift is started, maneuvered, positioned and stopped in accordance with traffic regulations and manufacturers instructions</p> <p>Engine power is managed to ensure efficiency and performance to minimise engine and gear damage</p> <p>Driving hazards re identified and/or anticipated and avoided or controlled through defensive driving. The forklift is driven in reverse, maintaining visibility and achieving accurate positioning</p> <p>The forklift is parked, shut down and secured in accordance with manufacturer's specifications, traffic regulations and company procedures</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – site layout – impact of job on enterprise and individual performance – relevant industrial, licensing or other legislative requirements – identification and correct use of equipment, processes and procedures – storage and warehousing systems, processes and documentation – stock identification codes and labeling requirements – driving/route hazards, traffic flow, and related conditions – points of balance and safe lifting positions on a range of loads – load characteristics, weight and dimensions – capacity of equipment used – operating procedures and manufacturer's specifications for equipment – OHS hazards and controls related to operation of forklift and related equipment – quality assurance and food safety procedures – security procedures – environmental aspects, impacts and controls – hazard and emergency control policies and procedures – housekeeping requirements for work area – record keeping system
Operate a forklift to handle loads	<p>The lifting task to be undertaken is appropriately planned and the correct lifting truck and attachments are selected</p> <p>The load is lifted, carried, lowered and set down in accordance with Occupational Health and Safety legislation, manufacturer's specifications and company procedures</p>	
Monitor site conditions	<p>When selecting the most efficient route hazards and traffic flow are identified and appropriate adjustments made</p> <p>Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs</p>	

Element	Performance criteria	Evidence guide – Part A
Monitor and maintain forklift performance	Performance and efficiency of vehicle operation is monitored during use Defective or irregular performance and malfunctions are reported to company Forklift records are maintained/updated in accordance with company procedures and legislative requirements	

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 operate a forklift safely, including systematic and efficient control of all vehicle functions and effective management of hazardous situations given:

- work procedures including advice on safe work practices, food safety and environmental requirements. This includes legal requirements where they apply.
- loading and unloading plans
- loading/unloading procedures or work instructions
- advice on capacity and controls for equipment
- storage and warehousing systems, processes and documentation
- forklift and related equipment/attachments
- goods and materials to be loaded/unloaded
- relevant OHS clothing and equipment
- materials safety data sheets where relevant
- documentation and record keeping system

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices
- Use basic product and stores knowledge to complete work operations

Co-requisites:

- Collect, present and apply workplace information
- Implement occupational health and safety principles and procedures
- Implement the quality system
- Implement the food safety plan
- Use product knowledge to complete work operations

Relationship to learning resources

Main learning resource:

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

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers the preparation and operation of a palletiser. This may also include depalletising functions.

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 arrangements
- Workplace information can include Standard Operating procedures (SOPs), specifications and production schedules
- Equipment may include palletiser, depalletisers
- Confirming equipment status involves checking that hygiene and sanitation and occupational health and safety standards are met, and the equipment is operational
- Materials used includes cartons and pallets
- Services may include power and compressed air
- Process operation and monitoring functions may be manual or involve the use of a process control system
- Control points refer to those key points in the work activity which must be monitored and controlled
- Information systems may be screen or print based

Element	Performance criteria	Evidence guide – Part A
Prepare the palletiser for operation	<p>Materials for palletising operation are confirmed and available according to production requirements</p> <p>Services are confirmed as being ready for palletiser operation</p> <p>Palletiser is set to operating specifications</p> <p>Routine equipment checks confirm that the palletiser is ready for use</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information to identify palletising requirements - select, fit and use personal protective clothing and equipment - confirm supply of necessary materials and services for the palletising process

<p>Operate the palletiser</p>	<p>Palletiser is started up according to company procedures</p> <p>Control points are monitored to confirm that performance is maintained within specifications</p> <p>Product is palletised to specifications</p>	<ul style="list-style-type: none"> – set up and start the palletiser – operate the palletiser – monitor the palletiser operation to identify out-of-specification results or non-compliance This may include correcting the stacking pattern, removing damaged product, identifying equipment faults – monitor the supply of materials to the palletiser – take corrective action in response to out-of-specification results and non-compliance (<i>cont.</i>)
Element	Performance criteria	Evidence guide
<p>Operate the palletiser (cont)</p>	<p>Out-of-specification palletising is identified, rectified and/or reported</p> <p>Waste generated by the process is monitored and cleared according to company waste management procedures</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – report and/or record corrective action as required – sort, collect, treat, recycle or dispose waste – shut down palletiser in response to an emergency situation – shut down palletiser in response to routine shut down requirements – prepare palletiser for cleaning

Shutdown palletiser	<p>Palletiser is shut down according to type of shut down and company procedures</p> <p>Waste generated by both process and cleaning is collected, treated and disposed or recycled according to company waste management procedures</p>	<ul style="list-style-type: none"> - maintain work area to meet housekeeping standards - report/record information <p>May include the ability to:</p> <ul style="list-style-type: none"> - clean and sanitise equipment - carry out routine maintenance - identify, rectify and/or report environmental non-compliance <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> - purpose and basic principles of the operation the palletiser - relationship between palletising and other materials handling processes - quality characteristics to be achieved - process specifications, procedures and operating parameters - equipment and instrumentation components, purpose and operation - significance and methods of monitoring control points within the palletising operation - services used in palletising - common causes of problems and corrective action required - OHS hazards and controls - lock out and tag procedures - procedures and responsibility for reporting problems - cleaning requirements associated with shut down - waste handling requirements and procedures - shut down procedure - recording requirements and procedures <p>May include:</p> <ul style="list-style-type: none"> - cleaning and sanitation procedures - routine maintenance procedures - environmental issues and controls
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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 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 must occur in a real or simulated workplace. Such an environment must provide an opportunity for the assessee to operate palletising equipment given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- production schedule
- material safety data sheets where appropriate
- palletising equipment
- services as required for the palletiser
- materials and product flow systems
- related work areas and communication system
- relevant OHS clothing and equipment
- routine preventative maintenance schedule as required
- cleaning schedule as required
- documentation and recording requirements and procedures

Relationship to other units

Pre-requisites (or equivalent):

- Apply basic food safety practices
- Apply basic mathematical concepts
- Apply basic quality assurance practices
- Communicate in the workplace
- Apply safe work procedures

Co-requisites:

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

Relationship to learning resources

Main learning resources:

- Palletiser
- Palletising/depalletising

Related learning resources:

- Industrial Communication B
- Food Safety B (Hygiene and Sanitation B and C)
- Occupational Health and Safety B
- Quality Assurance B

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers the operation of pumping equipment.

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
- Workplace information can include Standard Operating Procedures (SOPs), specifications, production schedules and batch/recipe instructions
- Pumps include both centrifugal and positive displacement types
- A pumping system includes components used to convey pumped liquids such as pipes, valves, supply and discharge points and pumps
- Confirming equipment status involves checking that hygiene and sanitation standards are met, all safety guards are in place, equipment is operational and associated pipework and valves are correctly positioned
- Pump operation and monitoring functions may be manual or involve the use of a process control system
- 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
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Prepare pumps for operation	<p>Materials and services are confirmed as available and ready for operation</p> <p>Equipment is checked to confirm readiness for use</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - access workplace information to identify pumping requirements - select, fit and use personal protective clothing and/or equipment - confirm supply of necessary materials and services - liaise with other work areas - confirm equipment status and condition - operate the pumping system - monitor pump operation - monitor supply and flow of materials to and from the pump - take corrective action in response to out-of-specification results or non-compliance - report and/or record corrective action - shut down equipment in response to an emergency situation (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Operate pumping equipment	<p>Pumps are started up according to company procedures</p> <p>Pump performance is monitored to confirm performance is maintained within specification</p> <p>Out-of-specification equipment performance is identified, rectified and/or reported</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – shut down equipment in response to routine and emergency requirements – prepare pumping equipment for cleaning – maintain work area to meet housekeeping standards <p>May include the ability to:</p> <ul style="list-style-type: none"> – clean and sanitise equipment – carry out routine maintenance <p>Underpinning knowledge:</p>
Record information	Workplace information is recorded in the appropriate format	<ul style="list-style-type: none"> – purpose and basic principles of pumping – effect of raw materials on pumping. This may include variables such as soluble solids, temperature and viscosity – effect of pumping on material quality
Shutdown and clean pumping equipment	<p>Pumping equipment is shut-down according to company procedures</p> <p>Equipment is prepared for cleaning</p>	<ul style="list-style-type: none"> – pumping procedures and operating parameters – pumping system and equipment components – purpose and principles of operation. This includes a basic understanding of application of types of pumps, flow resistance, pressure and head – basic operating principles of process control systems where relevant – services used – common faults and corrective action required – OHS hazards and controls – significance and method of monitoring control points within the process – lock out and tag out procedures – procedures and responsibility for reporting problems – environmental issues and controls – cleaning requirements associated with changeovers and types of shut downs – shut down sequence <p>May include:</p> <ul style="list-style-type: none"> – cleaning and sanitation procedures – routine maintenance procedures

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 operate a pumping system given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- production schedule
- specifications, control points and processing parameters
- pumping equipment
- services
- materials to be pumped
- related work areas and communication system
- routine preventative maintenance schedule as required
- cleaning schedule as required
- documentation and recording requirements and procedures

Relationship to other units

Pre-requisites or equivalent:

- Communicate in the workplace
- Apply basic mathematical concepts
- Apply safe work procedures
- Apply basic quality assurance practices
- Apply basic food safety practices

Co-requisites:

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

- Implement the food safety plan

Related units:

- Clean and sanitise equipment
- Conduct routine preventative maintenance

Where related units are required to support the operation of a pumping system in the workplace, units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Pumping

Related learning resources:

- Industrial Communication B
- Occupational Health and Safety B
- Quality Assurance B
- Food Safety B (Hygiene and Sanitation B and C)
- Cleaning and Sanitation

FDF CORCOM3 A

Analyse and convey workplace information

Descriptor

This is a core unit for all sectors of the industry. It covers analysis and interpretation of information. It also involves preparing and presenting information to others. The presentation component of this unit supports the communication requirements for delivering workplace training.

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
- Subjects for communication may be of a general, procedural or technical nature. They can also include providing feedback to individuals on work performance and discussing issues which may be of a sensitive and/or confidential nature
- Every day workplace language is used. This may include technical terms
- Communication systems reflect the culture of the workplace and the workforce
- Information may be presented verbally, in written and screen-based forms. It can also include technical drawings, diagrams and graphs
- Data analysis can include techniques appropriate to work responsibilities such as statistical analysis, troubleshooting and problem solving and planning
- Interactive communication processes include active listening, constructive feedback, negotiation and conflict resolution
- Group processes may include formal meeting procedures and informal group processes

Element	Performance criteria	Evidence guide – Part A
Manage information	<p>Information requirements are identified</p> <p>Information systems are used to store, retrieve and update information</p> <p>Consultative processes are used to collect and convey information</p> <p>Methods used to collection, store, retrieve and convey information are reviewed and improved</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – facilitate consultative processes – use information storage and retrieval systems to access store and update information – facilitate consultative processes – select appropriate methods to communicate with different audiences in the workplace – collect information in appropriate format – analyse and interpret information – select appropriate presentation methods to convey information for different purposes – structure information in a logical sequence – provide mentoring support to others – provide feedback to individuals on work performance – recommend improvements to information management practices (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Analyse information	<p>Information is stored and collected in a format suitable for analysis and interpretation</p> <p>Information collection is timely and relevant to the needs of individuals and teams</p> <p>Information is collected, analysed and interpreted</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – information recording, storage and retrieval systems – consultative and group processes – data collection and analysis techniques as required – meeting procedures – presentation techniques – employee feedback and counselling arrangements – industrial arrangements and agreements
Present information	<p>Information is effectively communicated to individuals and groups</p> <p>Communication takes into account social and cultural differences</p>	

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 analyse and interpret information given:

- opportunities to interact with others using typical workplace communication processes
- typical group forums which can include work groups and committees
- typical workplace information
- standard forms and equipment (as required) for recording workplace information
- information storage and retrieval systems

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:

- 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 form an integral part of effective analysis and communication of information in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Industrial Communication C

Related learning resources:

- Quality Assurance C
- Occupational Health and Safety C
- Food Safety C (Hygiene and Sanitation D)
- Work Team Communication

Descriptor

This is a core unit for all sectors of the industry. It covers occupational health and safety quality-related skills and knowledge required to oversee the implementation of safe work practices in the workplace.

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
- Work may be conducted in restricted or confined spaces
- OHS rights and responsibilities relate to all workers, including injured workers
- Responsibility for monitoring health and safety relates to a whole work area or system
- Health and safety requirements as typically described in work procedures or related OHS-specific procedures
- Hazards, near misses and injuries and illnesses typically relate to own job and work area
- OHS incidents include near misses and injuries and illnesses
- OHS policies and procedures are developed by management in consultation with the workforce
- Procedures for the systematic identification, removal or control of hazards may be undertaken as part of a team
- Investigation responsibilities relate to own work area and are typically carried out with support
- Reporting of emergencies can include raising an alarm and/or reporting to designated personnel in appropriate format

Element	Performance criteria	Evidence guide – Part A
<p>Monitor the implementation of safe work practices and procedures</p>	<p>OHS principles and procedures are demonstrated when carrying out work tasks</p> <p>Hazard control and personal protective clothing and equipment is available, functional and correctly stored</p> <p>Advice on OHS rights, responsibilities and procedures is communicated</p> <p>Implementation of procedures to support OHS requirements is monitored</p> <p>Mentoring and coaching support is provided to support individuals/groups to implement the safe work procedures</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - maintain current, accessible workplace information on health and safety policies, procedures rights and responsibilities. This includes advice on function specific requirements and safety programs including return to work arrangements - demonstrate and safe work procedures to others - secure necessary resources including personal protective clothing and equipment and hazard control equipment - ensure that all workers have appropriate competency/licensing required by work role (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
<p>Contribute to continuous improvement</p>	<p>Actual and potential hazards are identified</p> <p>Associated risks are assessed</p> <p>Options for removing or controlling hazards are investigated</p> <p>Procedures for controlling hazards are reviewed, developed and implemented</p> <p>Resources required to support implementation are identified and secured</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – facilitate consultation processes on OHS issues – identify hazards and emergency situations – take appropriate action in response to hazardous and emergency situations. This can include requesting assistance and liaising with both internal and external emergency personnel as required. – apply principles of risk management and hazard control – review and improve OHS procedures – use communication systems and consultative processes to consult others on OHS issues – develop effective rehabilitation and return to work arrangements
<p>Respond to hazardous events and emergency situations</p>	<p>Hazardous or emergency situations are identified and reported</p> <p>Emergency procedures are followed as required to ensure appropriate and timely response</p> <p>Assistance requirements are determined and requested</p> <p>Control measures are implemented to prevent recurrence of the hazardous event or emergency</p> <p>Accident plans and emergency procedures are reviewed, developed and implemented</p> <p>Workplace documentation is completed</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – location of advice on OHS issues – typical hazards relating to work area – safe work procedures – reporting procedures – legal obligations and responsibilities, including duty of care – consequences of non-compliance – rehabilitation options and procedures – planning and resource allocation systems – workplace training arrangements – competency/training and licensing requirements of tasks performed in the work area – emergency and evacuation procedures – procedures for reviewing and updating work instructions and procedures – communication systems and consultative arrangements – current technical knowledge related to OHS associated with work responsibilities – problem solving techniques to identify cause and options to remedy problem(s) – communication channels for providing advice on OHS requirements, rights and responsibilities – procedures for developing or modifying operating procedures – reporting requirements and procedures

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 monitor the implementation of occupational health and safety given:

- standard operating procedures and related advice on specific safe work practices company policies and codes of practice relating to OHS
- advice on relevant legislation and codes of practice relating to OHS
- advice on industrial awards and agreements
- work area or system in which OHS principles and procedures are to be monitored
- relevant personal protective clothing and equipment and hazard control equipment
- procedures for developing or modifying work instructions and procedures
- procedures for allocating resources such as personal protective clothing and equipment as required and hazard control equipment
- competency records and workplace training arrangements
- emergency and/or evacuation procedures for the potential range of hazards
- consultative forums relating to OHS
- consultative arrangements
- 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 the quality system
- Monitor the implement the food safety plan

Related units:

- Facilitate teams

Where related units form an integral part of monitoring the implementation of OHS in the workplace, these units should be co-assessed

Relationship to learning resources

Main learning resource:

- Occupational Health and Safety C

Related learning resources:

- Food Safety C (Hygiene and Sanitation D)
- Industrial Communication C
- Work Team Communication

Descriptor

This is a core unit for all sectors of the industry. This unit covers quality related skills and knowledge required to oversee the implementation of the quality system.

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 monitoring quality relates to a whole work area or system
- Quality standards are typically described in specifications such as raw materials, packaging and final product specifications and work procedures
- 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
- Non-conformance refers to any occurrence which prevents work outcomes being achieved within specification.
- Involvement in managing the work quality system includes participation in structured improvement programs and day-to-day problem solving

Element	Performance criteria	Evidence guide – Part A
Monitor the implementation of the quality system	Quality requirements and procedures are communicated Implementation of procedures to support quality requirements is monitored Mentoring and coaching support is provided to support individuals/groups to implement the quality system	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: <ul style="list-style-type: none"> - maintain quality in work system or area - determine or advise of appropriate responses to quality problems. This includes an ability to follow product recall procedures to level of responsibility
Respond to hazardous situations	Actual and potential non-conformance is identified Procedures for dealing with non-conformance are promptly implemented Causes of non-conformance are identified Control measures are implemented to prevent recurrence	<ul style="list-style-type: none"> - investigate actual and potential quality problems - identify solutions to rectify quality problem(s) - communicate information about the quality system to others in the work area - support others to follow quality system procedures - implement system improvements - collect and analyse quality data to identify trends and opportunities for improvement (cont.)

Element	Performance criteria	Evidence guide – Part A
Contribute to continuous improvement	<p>Work practices and procedures are reviewed to identify possible factors which contribute to the likelihood of non-conformance</p> <p>Options for removing or controlling the risk of non-conformance are identified</p> <p>The adequacy of existing control methods is assessed</p> <p>Opportunities to continuously improve quality performance are identified</p> <p>Procedures for implementing improvements are followed</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – how the quality and food safety systems in the workplace respond to regulatory requirements – factors which could affect quality – risk assessment and management procedures – control procedures and options to prevent non-conformance – current technical and process knowledge to relevant work area or system – problem solving techniques to identify cause and options to remedy problem(s) – communication channels for providing advice on quality system – procedures for developing or modifying operating procedures – reporting requirements and procedures – workplace consultative 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 apply quality principles and procedures as they relate to work performed within a system, process or work area given:

- quality policy, system and procedures
- food safety plans
- advice on legislation, codes, industrial awards and agreements
- procedures for developing or modifying specifications and other advice on quality requirements

- procedures for developing or modifying work instructions and procedures
- quality monitoring system
- review / audit arrangements
- consultative arrangements
- 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:

- Monitor the implementation of the food safety plan
- Facilitate teams

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

Relationship to learning resources

Main learning resource:

- Quality Assurance C

Related learning resources:

- Food Safety C (Hygiene and Sanitation D)
- Industrial Communication C
- Occupational Health and Safety C
- Work Team Communication

Monitor the implementation of the quality system

Descriptor

This is a core unit for all sectors of the industry. Monitoring the implementation of the food safety plan includes the ability to implement food safety procedures across an entire process, system or work area and to provide support to others.

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
- The food safety plan is a component of the wider food safety program and provides advice on specific risk factors, critical control points, parameters and action required in response to non-conformance
- Responsibility for monitoring food safety relates to a whole work area or system
- Company food safety standards are consistent with legal and quality requirements
- Involvement in continuous improvement can include participation in structured improvement programs and day-to-day problem solving
- Monitoring can include the use of checksheets, inspection lists and control charts
- Contribution to continuous improvement is typically undertaken in consultation with the HACCP team

Element	Performance criteria	Evidence guide – Part A
Monitor the implementation of the food safety plan	Food safety requirements and procedures are communicated Implementation of the food safety plan is monitored Mentoring and coaching support is provided to support individuals/groups to implement the food safety plan	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: <ul style="list-style-type: none"> - demonstrate procedures consistent with food safety requirements - determine or advise of appropriate responses to food safety problems. This includes following procedures to trace and quarantine non-complying product in the plant recall procedures to level of responsibility - participate in investigating actual and potential food safety incidents - identify solutions to rectify or control food safety hazards for own work area - communicate information about the food safety plan to others in the work area - support others to follow quality system procedures - collect and analyse data to identify trends and opportunities to improve food safety - participate in conducting audits of the food safety system relevant to own work area and responsibilities (cont.)
Respond to occurrences of non-compliance	Procedures for dealing with non-compliance are promptly implemented Causes of non-compliance are identified Control measures are implemented to prevent recurrence Non compliance is reported	

Element	Performance criteria	Evidence guide – Part A
Contribute to continuous improvement	<p>Potential food safety hazards are identified and reported</p> <p>The adequacy of existing control methods is reviewed to take account of any changes and current technical knowledge</p> <p>Opportunities to remove or minimise food safety risks are identified</p> <p>Food safety information is recorded</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – how the quality and food safety systems in the workplace respond to regulatory requirements – factors which could affect food safety – risk assessment procedures – food safety hazard control procedures and options – current technical and process knowledge – equipment and instrumentation calibration requirements – problem solving techniques to identify cause and options to remedy problem(s) – communication channels for providing advice on food safety plan and procedures – procedures for developing or modifying operating procedures – traceability and recall procedures – reporting requirements and procedures

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 apply food safety principles and procedures as they relate to work performed within a system, process or work area 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, 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 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

Related units:

- Monitor the implementation of the quality system
- Participate in a HACCP team
- Facilitate teams

Where related units form an integral part of monitoring the implementation of food safety in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Food Safety C (Hygiene and Sanitation D)

Related learning resources:

- Industrial Communication C
- Quality Assurance C
- Occupational Health and Safety C
- Work Team Communication

Monitor the implementation of the food safety plan

Descriptor This is an optional unit and may apply to any sector of the industry. It covers teams facilitation.

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
- Teams may be a feature of work organisation or formed to address a specific function or issue
- Team practices and work allocation occurs within the context of competency and licensing requirements and industrial agreements

Element	Performance criteria	Evidence guide – Part A
Facilitate teams	<p>Team goals and performance indicators are identified and clarified</p> <p>Tasks required to achieve performance standards are identified</p> <p>Individual work tasks and roles are allocated to ensure team goals and performance standards are met</p> <p>Work targets and timelines are negotiated to achieve team goals and performance standards</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - facilitate group processes - provide mentoring support to others - provide feedback to individuals on work performance - identify and address learning needs of team members - develop plans and schedules to achieve team goals - identify and negotiate resource requirements to achieve team goals - monitor team outputs against objectives and make adjustments as required to achieve plan - represent and advocate on behalf of the team - inform the team on performance objectives and achievements <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> - company and workplace planning processes - procedures for monitoring and reporting on individual and team performance - group processes including basic facilitation, negotiation and conflict resolution - competency identification and training arrangements - stages of team development - conflict resolution, negotiation and problem solving strategies
Secure resources to support team performance	<p>Resources and support needed to complete tasks are identified and negotiated</p> <p>Competency requirements of team are identified and checked against competencies held by team members</p> <p>Workplace learning requirements are identified and addressed</p>	<p>- identify and negotiate resource requirements to achieve team goals</p> <p>- monitor team outputs against objectives and make adjustments as required to achieve plan</p> <p>- represent and advocate on behalf of the team</p> <p>- inform the team on performance objectives and achievements</p> <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> - company and workplace planning processes - procedures for monitoring and reporting on individual and team performance - group processes including basic facilitation, negotiation and conflict resolution - competency identification and training arrangements - stages of team development - conflict resolution, negotiation and problem solving strategies

Element	Performance criteria	Evidence guide – Part A
Monitor progress towards achieving team goals	<p>Work progress is monitored against timelines and performance indicators</p> <p>Team members are informed of progress towards achieving team performance indicators</p> <p>Potential barriers to achieving team goals are identified and corrective action taken</p>	

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 facilitate teams given:

- opportunities to facilitate team processes
- workplace arrangements for establishing company, workplace and team goals
- methods used to measure and report on performance against target
- planning processes
- resources required to achieve team outcomes
- competency recording and workplace training arrangements

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

Relationship to learning resources

Main learning resource:

- Work Team Communication

Related learning resources:

- Industrial Communication C
- Food Safety C (Hygiene and Sanitation D)
- Quality Assurance C
- Occupational Health and Safety C

Descriptor

This is an optional unit and may apply to any sector of the industry. It applies to employees who have a limited responsibility for planning training.

This unit is equivalent to the National Assessors and Workplace Trainers Body unit, *Prepare for training*.

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
- Training is planned in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Training is linked to competency standards
- The workplace provides the context for learning
- Appropriate personnel may include the learner, team leaders or supervisors, employee representatives, other relevant workplace personnel and both internal and external training advisors
- The learner should not be required to exercise a higher level of English language and literacy to participate in learning as those required by the unit of competency
- The category 1 trainer has attained competence in the unit of competence they are preparing to deliver
- Delivery methods could include presentations, demonstrations and explanations
- Training may be conducted on-the-job or off-the-job, according to training requirements
- Training sessions can include demonstrations, information and discussion sessions, coaching, mentoring and tutoring, either one-to-one or in small groups
- Learner characteristics to be taken into account include language and literacy ability, cultural differences, gender, physical ability, confidence, current competence and experience and age
- Resources include time, costs, personnel, materials, equipment and training facilities and locations

Element	Performance criteria	Evidence guide – Part A
Confirm the need for training	The specific training need is identified and confirmed by appropriate personnel	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: <ul style="list-style-type: none"> - identify the learning needs of a given group of workers, including any special learning needs - plan learning sessions or activities to suit the needs of individual learner/s and the workplace - identify the relationship between learning and the relevant unit of competency (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
<p>Plan and document training session</p>	<p>The competency(ies) to be acquired is clearly reflected in training objectives</p> <p>Steps in the training session follow a logical sequence</p> <p>The training method(s) selected are appropriate for:</p> <ul style="list-style-type: none"> ➤ the competency to be acquired ➤ trainee characteristics ➤ availability of equipment and resources <p>Plans for practice by trainee(s) are made</p> <p>Provision for monitoring trainee(s) progress is determined</p> <p>Evidence required to monitor trainee's progress and collection method is stated</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – structure learning to meet requirements and within resource constraints – identify evidence required to confirm learner progress – identify appropriate methods for collecting evidence of learning progress – select learning strategies appropriate to the learner/s – use consultative arrangements to involve learners in the planning process – identify and customise appropriate learning resource materials – confirm availability of resources to support the learning session/activity – maintain workplace records <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – basic understanding of the context for workplace learning including an understanding of the training package for the food and beverage processing industry, the industry competency standards and any customised enterprise standards
<p>Arrange location and resources</p>	<p>Resources required for training are identified and approved by appropriate personnel</p> <p>Suitable locations for the training are arranged</p> <p>The equipment, tools and other resources required are organised to be available when needed</p> <p>Arrangements are made with any people who are required to help in the training session or in the follow-up to the training session</p> <p>The training environment is safe and accessible</p>	<ul style="list-style-type: none"> – structure of competency standards – workplace application of the relevant units of competency and any pre or co-requisites – advice on assessment context as provided in industry competency standards – workplace policies and practices relating to training – availability of internal and external resources to support learning – pathways to attain competence including recognition of current competence and workplace learning – respective roles and responsibilities of workplace personnel for training – factors which influence workplace learning – characteristics of adult learners and training styles appropriate to adults – options for identifying special learning needs such as learners requiring assistance with English language and literacy
<p>Notify trainee(s)</p>	<p>Trainee(s) are notified of the:</p> <ul style="list-style-type: none"> – purpose – time – location <p>Trainee's supervisor(s) is notified of the:</p> <ul style="list-style-type: none"> – purpose – time – location – any other requirements 	<ul style="list-style-type: none"> – using the workplace as a learning environment – options for structuring learning to respond to the needs of the workplace and the learner – consultation arrangements and the role of consultation in planning workplace learning – OHS issues relating to training content and learning activities – record-keeping system and responsibilities for recording information on workplace learning

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 plan for the training of individuals or small groups given:

- workplace learners
- typical workplace learning requirements
- learning resource materials suitable for use in the food and beverage processing industry
- advice on food industry training package
- relevant competency standards
- company policy, practices and agreements on workplace learning
- resources available to support training
- consultative arrangements
- recording system

Relationship to other units

Pre-requisites or equivalent:

- Collect, present and apply workplace information
- Relevant technical unit/s of competency to be delivered by training plan

Co-requisites:

- Analyse and convey workplace information

Related units:

- Deliver training
- Review training
- Conduct assessment in accordance with an established assessment procedure
- Facilitate teams

Where related units form an integral part of planning training in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Workplace Trainer – Category 1

Related learning resources:

- Industrial Communication C
- Work Team Communication
- Workplace Trainer – Category 1

Descriptor

This is an optional unit and may apply to any sector of the industry. It applies to employees who have a limited responsibility for delivering training to individuals or small groups but for whom training is not a major part of their job.

This unit is equivalent to the National Assessors and Workplace Trainers Body unit, *Deliver training*

Range of variables

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

- Training is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Training is planned in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Training is linked to competency standards
- The workplace provides the context for learning
- Appropriate personnel may include the learner, team leaders or supervisors, employee representatives, other relevant workplace personnel and both internal and external training advisors
- The learner should not be required to exercise a higher level of English language and literacy to participate in learning as those required by the unit of competency
- The category 1 trainer has attained competence in the unit of competence they are delivering
- Delivery methods could include presentations, demonstrations and explanations
- Training may be conducted on-the-job or off-the-job, according to training requirements
- Practice opportunities are typically on-the-job or in a closely simulated work environment
- Training sessions can include demonstrations, information and discussion sessions, coaching, mentoring and tutoring, either one-to-one or in small groups
- Learner characteristics to be taken into account include language and literacy ability, cultural differences, gender, physical ability, confidence, current competence and experience and age
- Resources include time, costs, personnel, materials, equipment and training facilities and locations

Element	Performance criteria	Evidence guide – Part A
Introduce training session	<p>Trainees are made aware of the application of the skill or job being taught</p> <p>The training objectives are explained and confirmed with the trainee(s)</p> <p>The sequence of activities to be followed in the training session is explained to the trainee(s)</p> <p>Any barriers to the performance of the competency being achieved are identified and discussed with the trainee(s)</p> <p>The evidence that is required for monitoring trainee’s progress is explained to the trainee(s)</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - introduce the learning session. This includes explaining the purpose of the learning session, agreeing on method/s of delivery, outlining assessment arrangements and clarifying the responsibilities of the trainer and the learner - deliver the learning session using strategies appropriate for the learner and the workplace (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Deliver training session	<p>Training session is delivered to meet the training objectives and needs of the trainee(s)</p> <p>Constructive feedback is provided to the learner(s)</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – use appropriate interpersonal communication to support effective delivery. This includes active listening, questioning and counselling techniques and providing and receiving
Provide opportunities for practice	<p>Practice opportunities are provided to ensure that the trainee(s) achieve the required competency(ies)</p> <p>Constructive feedback and reinforcement are provided during practice</p>	<ul style="list-style-type: none"> – monitor learner progress and provide feedback. This could include the use of learning checkpoints to monitor learner progress – confirm readiness for assessment with learner and advise appropriate personnel <p>Underpinning knowledge:</p>
Confirm trainee is ready for assessment	<p>Evidence of satisfactory performance by the trainee(s) is collected in accordance with the training session plan</p> <p>Trainee(s) readiness for assessment is monitored and recorded</p> <p>The trainee(s) and appropriate personnel are advised of readiness for assessment</p> <p>The trainee(s) confirms readiness for assessment</p>	<ul style="list-style-type: none"> – respective roles and responsibilities of workplace personnel for delivering training and conducting assessment – characteristics of adult learners and training styles appropriate to adults – sources of advice to support responses to special learning needs – delivery strategies and techniques appropriate for learners and the workplace – practical demonstration methods – interpersonal communication skills and techniques – personal training styles and their impact on the trainee/s – training resources available – requirements of the assessment process – formative assessment techniques and recording requirements – the role of consultation in delivering workplace learning

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 deliver training on an individual basis or to small groups given:

- workplace learners
- typical workplace learning requirements
- a structured learning session plan
- learning resource materials suitable for use in the food and beverage processing industry
- company policy, practices and agreements on workplace learning
- consultative arrangements
- recording system

Relationship to other units

Pre-requisites or equivalent:

- Collect, present and apply workplace information
- Relevant technical unit/s of competency to be delivered by training plan

Co-requisites:

- Analyse and convey workplace information

Related units:

- Prepare for training
- Review training
- Conduct assessment in accordance with an established assessment procedure
- Facilitate teams

Where related units form an integral part of delivering training in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Workplace Trainer – Category 1

Related learning resources:

- Industrial Communication C
- Work Team Communication
- Workplace Trainer – Category 1

Descriptor

This is an optional unit and may apply to any sector of the industry It applies to employees who have a limited responsibility for reviewing training. This unit relates to evaluating, recording and promoting workplace learning.

This unit s equivalent to the National Assessors and Workplace Trainers Body unit, *Review training*

Range of variables

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

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

Training is linked to competency standards

The workplace provides the context for training/learning

The learner should not be required to exercise a higher level of English language and literacy to participate in learning as those required by the unit of competency

The category 1 trainer has attained competence in the unit of competence they are reviewing

Delivery methods could include presentations, demonstrations and explanations

Training may be conducted on-the-job or off-the-job, according to training requirements

Criteria for reviewing training is typically established by others and may include competencies achieved by trainee(s), training session delivered within budget and timeline, training methods and delivery style appropriate to needs of the trainee and the workplace, training is supported by opportunities for practice and application of competencies developed

Evaluation applies to a component of the total training response and may be a component of a more extensive evaluation process

Training sessions can include demonstrations, coaching, mentoring and tutoring, either one-to-one or in small groups

Learner characteristics to be taken into account include language and literacy ability, cultural differences, gender, physical ability, confidence, current competence and experience and age

Resources include time, costs, personnel, materials, equipment and training facilities and locations

Element	Performance criteria	Evidence guide - Part A
Evaluate training session	<p>Criteria for reviewing training are identified</p> <p>Appropriate personnel are given the opportunity to review the training session using agreed criteria</p> <p>Review comments are summarised and evaluated according to the training session plan</p> <p>Results of the evaluation are used to guide preparation and delivery of further training</p> <p>Results of the evaluation are reported to appropriate personnel</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – define the purpose of evaluation – identify information requirements and collection tools – collect information required to conduct an evaluation – analyse and interpret evaluation information – apply findings of evaluation. This may include revising training content and/or delivery methods (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Record training	<p>Training outcomes are recorded promptly in accordance with the training system's record keeping requirements</p> <p>Access to resources is provided to authorised personnel</p> <p>Confidentiality of records is maintained</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – advise appropriate personnel of evaluation outcomes <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose of evaluation – roles and responsibilities of workplace trainers and assessors – evaluation procedures and techniques – data collection and analysis requirements and methods – use of evaluation information – information presentation appropriate to particular audiences for evaluation information – procedures for contributing to the development and improvement of workplace training arrangements and practices – workplace record keeping systems – workplace training opportunities and arrangements – industrial agreements relating to training

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 evaluate workplace learning given:

- workplace learning sessions
- learning resource materials developed for the food and beverage processing industry, including advice on learning checkpoints and assessment strategies
- relevant competency standards, including evidence guides
- company policy, practices and agreements on workplace learning
- consultative arrangements
- recording system

Relationship to other units

Pre-requisites or equivalent:

- Collect, present and apply workplace information
- Relevant technical unit/s of competency to be delivered by training plan

Co-requisites:

- Analyse and convey workplace information

Related units:

- Prepare for training
- Deliver training
- Conduct assessment in accordance with an established assessment procedure
- Facilitate teams

Where related units form an integral part of reviewing training in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Workplace Trainer – Category 1

Related learning resources:

- Industrial Communication C
- Work Team Communication
- Workplace Trainer – Category 1

Descriptor

This is an optional unit and may apply to any sector of the industry. It applies to employees who conduct assessment within an established assessment procedure, using existing assessment tools.

This unit is equivalent to the National Assessors and Workplace Trainers Body unit, *Conduct assessment in accordance with an established assessment procedure*

Range of variables

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

- Assessment is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Methods used to gather evidence can include but are not limited to records and portfolio evidence of current competence, observation in the workplace, simulated workplace activities and exercises, verbal and written questioning
- The workplace assessor has attained competence in the unit of competence they are assessing
- A worker requesting assessment should not be required to exercise a higher level of English language and literacy to undertake assessment as is required by the unit of competency
- Learner characteristics are taken into account in the application of assessment tools. Characteristics can include language and literacy ability, cultural differences, gender, physical ability, confidence, current competence and experience and age
- Assessment is carried out in the context of an established assessment system and procedures, consistent with the National Food Processing industry Assessment Guidelines for this training package
- Examples of reasonable adjustments to assessment methods depend on the requirements of the unit of competency and can include provision of personal support such as an interpreter or scribe; the use of equipment such as materials handling equipment

Element	Performance criteria	Evidence guide – Part A
Identify and explain the context of assessment	<p>The context and purpose of assessment is discussed and confirmed with the candidates</p> <p>The performance criteria to be used in the assessment, as described in the current endorsed competency standards for the industry sector, are explained to the candidates</p> <p>Instructions are verified by candidate(s)</p> <p>The assessment procedure is explained and agreed to by the candidate(s) <i>(cont.)</i></p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - customise advice in the unit of competency to suit the needs of the workplace - brief the assessees on the assessment context and purpose - explain the assessment procedure and methods proposed - identify any special assessment needs in consultation with the candidate - where necessary, adjust the procedure to take account of special needs - <i>(cont.)</i>

Element	Performance criteria	Evidence guide – Part A
<p>Identify and explain the context of assessment <i>(continued)</i></p>	<p>Any legal and ethical responsibilities associated with assessment are explained to the candidate(s)</p> <p>The candidate(s) is checked to determine whether she or he requires the allowable adjustments in the assessment procedures applying to those with special needs</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – identify and confirm resources required for the assessment process – brief others who are involved or affected by the assessment process – collect evidence required by the assessment procedure – make assessment – discuss assessment outcome with candidate
<p>Plan evidence gathering opportunities</p>	<p>Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified</p> <p>The need to gather additional evidence which may not occur as part of the workplace or training activities are identified</p> <p>All evidence gathering activities are planned and scheduled in accordance with the assessment procedure</p> <p>Required procedures are followed to ensure that the planned approach to gathering evidence provides sufficient, reliable, valid and fair evidence of competency</p> <p>Required procedures are followed to ensure that the planned approach to gathering evidence covers the four key dimensions of competence</p>	<ul style="list-style-type: none"> – record results of assessment in required format – provide advice on options for further training, re-assessment or appeal in accordance with workplace arrangements – apply appropriate interpersonal communication skills <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose of assessment – principles of competency based assessment – assessment processes and procedures – roles and responsibilities of workplace trainers and assessors – consultative arrangements and industrial agreements relating to assessment – assessment tools and methods for collecting evidence suited to the candidate, the nature of the competency being assessed and to the workplace
<p>Plan and organise assessment</p>	<p>Agreement regarding assessment arrangements is obtained from the candidate(s)</p> <p>The resources specified in the assessment context are obtained and arranged</p> <p>Appropriate personnel are informed of assessment plans</p> <p>The assessment environment is checked that it permits reliable, valid and fair assessment</p> <p>The assessment environment is checked for safety and accessibility</p> <p>The assessment arrangements and requirements are explained simply and clearly to the candidate(s)</p>	<ul style="list-style-type: none"> – allowable adjustments and options for supporting workers with special needs – resources available to support the assessment process – principles of fairness, validity and reliability as they relate to assessment – recording system and confidentiality arrangements – processes for contributing to the development and improvement of assessment

Element	Performance criteria	Evidence guide – Part A
Gather evidence	<p>The candidate(s) are put at ease</p> <p>The evidence specified in the assessment procedure is gathered, using the specified assessment methods and tools</p> <p>Evidence for those with special needs is gathered, in accordance with specified allowable adjustments to the assessment method(s)</p> <p>The evidence gathered is documented in accordance with the assessment procedure</p>	
Make the assessment decision	<p>The evidence is evaluated in terms of:</p> <ul style="list-style-type: none"> – validity – authenticity – sufficiency – currency – consistency <p>The evidence is evaluated against the competency(ies)</p> <p>The assessment decision is made in accordance with competency standard/s</p>	
Record assessment results	<p>When in doubt, guidance is sought from a more experienced assessor(s) nominated in the assessment procedure</p> <p>Assessment results are recorded accurately in accordance with the specified record keeping requirements</p> <p>Access to the assessment records is provided only to authorised personnel</p> <p>Confidentiality of assessment outcome is maintained</p>	
Provide feedback to persons being assessed	<p>The performance and assessment decision is discussed and confirmed with the candidate(s)</p> <p>Clear and constructive feedback is given to the candidate(s)</p> <p>Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the candidate(s)</p> <p>Where the assessment decision is challenged by the person(s) being assessed, the candidate(s) is advised on the available re-assessment opportunities and/or review appeal mechanisms</p>	

Element	Performance criteria	Evidence guide – Part A
Report on the conduct of assessment	<p>Positive and negative features experienced in conducting assessment are reported to those responsible for the assessment procedure</p> <p>Any assessment decision disputed by the candidate(s) is recorded and reported promptly to those nominated in the assessment procedure</p> <p>Suggestions for improving any aspect of the assessment process are made to those responsible for the assessment procedure</p>	

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 assess workplace learning given:

- workplace policies and procedures relating to assessment
- Assessment Guidelines developed for the food processing industry
- competency standard relating to the competency the candidate will assess, including the workplace context details
- candidates to be assessed
- assessment resources as outlined in the workplace context section of unit of competency to be assessed
- learning resource materials developed for the food and beverage processing industry including advice on assessment strategies
- consultative arrangements
- recording system

Relationship to other units

Pre-requisites or equivalent:

- Collect, present and apply workplace information
- Relevant technical unit/s of competency to be delivered by training plan

Co-requisites:

- Analyse and convey workplace information

Related units:

- Prepare for training
- Deliver training
- Facilitate teams

Where related units form an integral part of assessing learning in the workplace, these units should be co-assessed.

Relationship to learning resources

Main learning resource:

- Industrial Communication C
- Workplace Trainer – Category 1

Related learning resources:

- Work Team Communication
- Workplace Trainer – Category 1

Conduct assessment in accordance with an established assessment procedure

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers the calculation and presentation of statistical information commonly used in food and beverage processing workplaces

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
- Frequency tables and charts may include pie charts, histograms, statistical tables
- Measures of central tendency (averages) include mean, mode and median
- Measures of dispersion include range and standard deviation
- Conversion charts as required
- Calculations may be made manually or by calculator
- Graphs may be designed manually or through the use of computer based systems

Element	Performance criteria	Evidence guide – Part A
Design and complete statistical tables and charts	Frequency tables and charts are designed to record and present statistical information Statistical tables and charts are analysed to provide a description interpretation of their contents	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.
Calculate measures of central tendency	Measures of central tendency are calculated and used to explain the average of a set of data	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - prepare frequency tables and charts - interpret frequency tables and charts - calculate averages - calculate range - calculate standard deviation - graph statistical information - analyse and interpret graphed data <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> - mathematical symbols and diagrams - mathematical processes - estimation processes - purpose and structure of statistical charts and tables - purpose of calculating averages - distinction between types of averages - purpose of measuring the dispersion of values - purpose and structure of graphs
Calculate measures of dispersion	Measures of dispersion are calculated and used to explain the pattern of variation of data	
Graph statistical data	Graphs are structured to present food and beverage processing data in a form suitable for analysis and interpretation Food and beverage processing performance and trends are interpreted from graphed information	

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 calculate and present statistical data given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- formulae to calculate mean, mode and median
- formulae to calculate range and standard deviation
- conversion charts used in the workplace
- work tasks requiring calculation of averages and deviation
- calculators as required
- workplace forms/documents/charts/graphs used for recording data
- statistical process control charts or similar records

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
- Measure and calculate routine workplace data

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

Relationship to learning resources

Main learning resources:

- There are no specific learning resources currently available for the food processing industry.

Related learning resources:

- Food Safety C (Hygiene & Sanitation D)
- Industrial Communication C
- Occupational Health & Safety C
- Quality Assurance C

Calculate and present statistical data

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: <ul style="list-style-type: none"> - construct a flow diagram
Control food safety hazards	Critical control points are identified Critical limits or parameters are determined and validated Methods for monitoring each critical control point are established Corrective action in the event of non-conformance is determined Recording system is established	<ul style="list-style-type: none"> - consult others to validate flow chart outcome - construct a hazard analysis table which requires identification of types of hazards, critical control points, hazard controls, risk assessment - use a decision tree/process to identify which control points are critical - identify limits or parameters for each critical control point - develop a corrective action plan to include: <ul style="list-style-type: none"> ➤ describing corrective action required ➤ 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 (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
<p>Develop a HACCP implementation plan</p>	<p>Procedures are developed to support the implementation of the food safety plan</p> <p>Corrective action plans are developed for implementation where a critical limit is exceeded</p> <p>Record keeping and documentation systems are established</p> <p>Review and auditing plan is established</p>	<p><i>Demonstrated ability to: (continued)</i></p> <ul style="list-style-type: none"> – identify competency requirements and develop training plan – training workplace personnel to understand their roles and responsibilities for the implementation of HACCP <p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – 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)
<p>Implement a HACCP plan</p>	<p>HACCP roles and responsibilities are communicated to all levels of the organisation</p> <p>Competency requirements to support implementation are identified</p> <p>Resource requirements to support implementation are identified and secured</p>	<ul style="list-style-type: none"> – the seven HACCP principles – definition of common terms – awareness of scope of plan – description of product including: <ul style="list-style-type: none"> ➤ raw materials/ composition ➤ processing ➤ final product specification and characteristics ➤ storage, distribution and shelf life intended use – 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 (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Contribute to continuous improvement	<p>HACCP plans are reviewed in response to any change or modification which could alter hazard and risk profile</p> <p>All aspects of HACCP are regularly reviewed to confirm performance against objectives</p>	<p><i>Underpinning knowledge: (continued)</i></p> <ul style="list-style-type: none"> – 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

Descriptor This is an optional unit and may apply to any sector of the industry. It applies to employees with responsibility for implementation of a pest management program.

Range of variables

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

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Implementation of pest control and prevention is part of an integrated pest management system
- Areas of pest control include bulk and non-bulk storage areas, equipment, production and packaging work areas
- Pests include vertebrates and invertebrates such as birds, insects, rats and mice
- Pest control include fumigation, application of insecticides, dusts, gas and/or baits (using registered controlled and generally available substances)
- Application equipment includes sprayers and misters and dosing equipment
- Additional equipment may be used to:
 - test the level of fumigant in the atmosphere
 - test pressures
 - work in confined spaces
 - fumigant generation equipment
 - personal protective equipment
- Records are maintained to meet legal and company requirements
- Application of fumigants (including controlled atmospheres) and space sprays involves calculation of volumes

Element	Performance criteria	Evidence guide – Part A
Monitor the implementation of pest prevention measures	Inspections are conducted to monitor the effectiveness of pest prevention measures Hygiene standards are maintained to meet company requirements	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: <ul style="list-style-type: none"> - identify indicators of pest invasion and take appropriate corrective action - select, fit and use personal protective clothing and/or equipment - monitor the implementation of housekeeping and cleaning standards - prepare pesticides for use as required - set up and operate equipment as required. This can include fumigation and other pesticide application equipment. - prepare and place baits - safely dispose of pesticides, residues, empty containers and pests - maintain records (<i>cont.</i>)

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Element	Performance criteria	Evidence guide – Part A
Implement pest elimination procedures	Procedures for the elimination of pests are implemented Records are maintained Waste is collected, treated and disposed of according to company procedures	<i>Demonstrated ability to: (continued)</i> <ul style="list-style-type: none"> – follow procedures to measure and monitor pest populations. This typically includes sampling, testing and recording data. – use instrumentation to measure the presence of airborne pesticides Underpinning knowledge: <ul style="list-style-type: none"> – basic principles of integrated pest management (IPM). These include identification of pest hazards, establishment of pest elimination methods and monitoring the effectiveness of these measures. – methods used to prevent pest invasion. This includes physical and mechanical measures. It also includes minimising conditions which attract pests through housekeeping and cleaning. – characteristics and behaviour of each type of pest at each life cycle stage – conditions required by pests for survival – range of methods and procedures used to eliminate pests – range of pesticides used in the workplace – legislation, codes of practice and procedures relating to the purchase, transport, storage, use and disposal of pesticides – safe procedures for handling pesticides and dangerous goods. This can include handling gas cylinders. – methods used to minimise pest resistance to elimination methods – food safety issues relating to the use of pesticides – OHS issues relating to the use of pesticides

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 implement a pest management program given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- Material Safety Data Sheets and personal protective clothing and equipment
- procedures relating to the integrated pest management system
- cleaning schedule and procedures
- pest management program and procedures
- pest management compounds and equipment
- housekeeping procedures and cleaning schedule
- work area. This can include storage, production and/or packaging areas
- relevant OHS clothing and equipment
- documentation and record keeping system

Relationship to other units

Pre-requisites

- 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

- Clean and sanitise equipment
- Calculate and present statistical data

Where related units form an integral part of pest prevention and control in the workplace, these 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
- Quality Assurance C
- Calculations C
- Cleaning and Sanitation

Descriptor

This is an optional unit and may apply to any sector of the industry. This unit covers the skills and knowledge required to oversee the implementation of environmental management principles and procedures relating to work responsibilities.

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 monitoring environmental aspects and impacts relates to a whole work area or system
- Non-conformance is used to refer to any occurrence which prevents work outcomes being achieved within environmental parameters
- Involvement in monitoring the implementation of the environmental management system includes participation in structured improvement programs and day-to-day problem solving
- An environmental aspect is any activity, product or service which has the potential to affect the environment
- An environmental impact is the actual problem or consequence which results from an environmental aspect

Element	Performance criteria	Evidence guide – Part A
<p>Monitor the implementation of the environmental management program</p>	<p>Environmental management requirements and procedures are communicated</p> <p>Implementation of procedures to support environmental management requirements is monitored</p> <p>Mentoring and coaching support is provided to support individuals/groups to implement the environmental responsibilities</p>	<p>This part of the evidence guide identifies the skills and knowledge to be demonstrated to confirm competence for this unit. The assessment guide following outlines how this guide is to be applied. It should be read in conjunction with the range of variables.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - observe environmental standards when undertaking work responsibilities - identify and assess environmental aspects and impacts - monitor the implementation of effective environmental controls - monitor correct waste handling, treatment and disposal - monitor observance of safe work practices - take necessary action to respond to emergency situations - communicate information about environmental issues - support others to implement environmental requirements - maintain records in required format <i>(cont.)</i>

Element	Performance criteria	Evidence guide – Part A
Respond to hazardous situations	<p>Actual and potential non-conformance is identified</p> <p>Procedures for controlling environmental impacts are implemented</p> <p>Environmental incidents are promptly identified and corrected</p> <p>Corrective action is reported</p> <p>Causes of non-conformance are identified</p> <p>Control measures are implemented to prevent recurrence</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – principles of environmental management including conservation of energy and resources and control of environmental impacts – regulatory requirements – pollution generated by workplace processes including noise, air, odour water and waste – safe chemical handling and storing – emergency procedures – factors which could affect impact and risks – risk assessment procedures – control procedures – current technical and process knowledge to determine options for addressing environmental impacts
Contribute to continuous improvement	<p>Work practices and procedures are reviewed to identify environmental aspects and impacts</p> <p>Impacts are prioritised to be addressed based on risk assessment</p> <p>Options for controlling environmental impacts are identified</p> <p>Environmental objectives are compared against performance to determine opportunities for improvement</p> <p>Procedures for implementing improvements are followed</p>	<ul style="list-style-type: none"> – problem solving techniques to identify cause and options to remedy problem(s) – communication channels for providing advice on quality system – procedures for developing or modifying operating procedures – reporting requirements, including auditing requirements – workplace consultative 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 oversee the implementation of environmental management principles and procedures relating to work responsibilities given:

- environmental management policy, system/program and procedures
- advice on legislation and codes. This includes but is not limited to environmental protection and dangerous goods legislation and water regulations
- advice on industrial awards and agreements
- site plans including relevant advice on drainage patterns, power sources,
- emergency plans and personnel
- procedures for developing or modifying specifications and other advice on environmental requirements
- system of waste collection, treatment, recycling and disposal
- procedures for developing or modifying work instructions and procedures
- parameters for environmental performance
- review / audit arrangements
- reporting and related documentation procedures
- consultative arrangements
- relevant OHS clothing and equipment
- 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
- Implement environmental procedures

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

Relationship to learning resources

Main learning resource:

- No specific learning resources are currently available for the food industry

Related learning resources:

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

Descriptor

This is an optional unit and may apply to any sector of the industry. It covers the competencies to locate and repair/replace faulty components in equipment as agreed 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:

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Preventative maintenance covering repairs/replacement of equipment components will be conducted within workplace agreements
- Faults may occur in individual units, sub-systems or systems
- Tools and equipment used for repairs/replacements may include small hand tools, hand held power tools
- Environmental aspects may include dust, noise, heat, waste handling
- Reporting systems may include electronic and manual data recording and storage systems.

Element	Performance criteria	Evidence guide – Part A
Locate equipment faults	<p>Unit/sub system/system performance is monitored to identify presence of actual and/or potential faults</p> <p>Built in test functions, fault indicators/alarms and error codes are monitored and appropriate maintenance records are checked and reviewed</p> <p>Equipment faults are detected using established fault diagnosis techniques and procedures</p> <p>Faults are recorded and/or reported according to standard procedures</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> - follow instructions in undertaking agreed maintenance tasks - prepare equipment and work area to conduct maintenance - select and use hand and power tools to carry out maintenance task - apply fault diagnosis techniques to locate actual/potential faults - identify faulty equipment components - remove faulty components - repair/replace and/or report faulty components - verify completion of repair/replacement - wear personal protective clothing for maintenance work - clean maintenance tools/equipment - pack/store tools in designated location - maintain a clean and safe work area - report/record maintenance information (<i>cont.</i>)
Repair and/or replace faulty equipment components	<p>Equipment is isolated according to standard procedures in preparation for component repair/replacement</p>	

Element	Performance criteria	Evidence guide – Part A
<p>Repair and/or replace faulty equipment components</p>	<p>Faulty components are removed using appropriate tools and techniques in accordance with standard procedures</p> <p>Faulty components are repaired and/or replaced in accordance with manufacturers' specifications and standard procedures</p> <p>Unit/sub-system/system is checked and tested to confirm that maintenance has been completed to specifications</p> <p>Tools are used according to manufacturers' specifications to achieve desired outcomes</p> <p>Waste arising from maintenance is disposed as per waste management requirements</p> <p>Maintenance information is recorded in the company reporting system</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – purpose of routine preventative maintenance – purpose and use of fault diagnosis techniques and procedures – roles and relationships with others involved in carrying out maintenance functions – relationship of maintenance to other work activities in the food processing plant – purpose and use of common hand and power tools used for component repair/replacement – quality parameters to be achieved – significance of minimising equipment down time – common problems in conducting maintenance – services used in maintenance – OHS hazards and controls – food safety factors in maintaining equipment – equipment isolation requirements – environmental aspects related to maintenance – waste handling requirements – consequences of incorrect/inadequate maintenance – recording/reporting systems and processes

Evidence guide – Part B

Assessment guide

- Assessment must take into account 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, giving 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 consistently 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 that actually used in a workplace. Compliance with statutory OHS, hygiene and sanitation and environmental provisions relevant to the food processing industry should be emphasised.
- The equipment used should be the actual items described in the Range of variables and Assessment context.
- 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 with this unit.

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 diagnose and rectify equipment faults in a food enterprise given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- roles and responsibilities of workers engaged in the maintenance of plant and equipment
- tools, equipment and supplies used in minor routine preventative maintenance
- lubrication schedules
- equipment requiring maintenance
- services as required for minor routine preventative maintenance.

Relationship to other units of competency

Pre-requisites:

- Apply occupational health and safety and safety principles and procedures
- Collect, present and apply workplace information
- Conduct routine preventative maintenance
- Implement the food safety plan
- Implement the quality system

Co-requisites:

- Analyse and convey workplace information
- Monitor the implementation of the food safety program
- Monitor the implementation of the occupational health and safety system
- Monitor the implementation of the quality system

Relationship to learning resources

Main learning resource:

- No specific learning resources are currently available for the food industry

Related learning resources:

- Food Safety D [Hygiene and Sanitation D]
- Industrial Communication C
- Occupational Health and Safety C
- Quality Assurance C

Descriptor

This is an optional unit for the food industry. It involves a person managing their own performance and taking responsibility for their professional development within the context of the organisation.

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, ethical standards
- Employees 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	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: <ul style="list-style-type: none"> - use available routine information appropriate to work responsibility - manage work to achieve goals and results - monitor/introduce ways to improve performance - assess own performance - seek feedback and acts on constructive advice
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	<ul style="list-style-type: none"> - select and use available learning methods to maintain current competence - use simple information management systems - select and uses available technology appropriate to the task - use the key competencies to achieve results <i>(cont.)</i>

Elements	Performance criteria	Evidence guide – Part A
<p>Develop and maintain professional competence.</p>	<p>Personal knowledge and skills is assessed against competency standards to determine development needs and priorities</p> <p>Feedback from clients and colleagues is used to identify and develop ways to improve competence</p> <p>Management development opportunities suitable to personal learning style(s) are selected and used to develop competence</p> <p>Participation in professional networks and associations enhances personal knowledge, skills and relationships</p> <p>New skills are identified and developed to achieve and maintain a competitive edge</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – legislative and industrial requirements and responsibilities – priority setting – competency standards – competency identification – management development options and opportunities – technology options and opportunities – information systems – key competencies

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 manage personal work priorities and professional development given:

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

Relationship to other units of competency

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

Relationship to learning resources

Main learning resource:

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

Related learning resources:

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

Descriptor

This is an optional unit and may apply to any sector of the industry. This applies to working in stores designed for temperature controlled stock.

This unit is based on the Transport and Distribution Training Australia unit, *Manage temperature controlled stock*.

Range of variables

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

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
- Work may be conducted in restricted spaces
- Goods requiring temperature control can include short and long term storage periods
- Work may involve exposure to chemicals, dangerous or hazardous substances
- Information systems may be print or screen based

Element	Performance criteria	Evidence guide – Part A
Store stock to meet temperature control requirements	<p>Goods requiring temperature control are identified</p> <p>Goods are located in appropriate storage temperature zone to meet storage requirements</p>	<p>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.</p> <p>Demonstrated ability to:</p> <ul style="list-style-type: none"> – locate, interpret and apply relevant information to determine product storage requirements
Monitor and maintain temperature of stock within specifications	<p>The temperature of goods is monitored to confirm temperature is within specified limits</p> <p>Temperature of storage areas is monitored to confirm temperature is within storage zone limit</p> <p>Short term storage times are complied with for transit stock</p> <p>Goods handling procedures to maintain temperature control are implemented</p>	<ul style="list-style-type: none"> – identify storage requirements including temperature limits, short and long term storage requirements and segregation and co-storage requirements – identify temperature controlled storage facilities and temperature zones – use materials handling equipment in a temperature controlled environment – follow procedures to measure temperature of product. This can include use of instrumentation such as required to take core temperatures – use instrumentation, such as temperature gauges, to monitor stores and zone temperatures – apply problem solving skills to identify likely causes of out-of-specification temperatures – identify and report out-of-standard temperatures – take corrective action in response to out-of-specification temperatures including implementation of procedures to segregate damaged product (<i>cont.</i>)

Element	Performance criteria	Evidence guide – Part A
Identify and rectify problems	<p>Out-of-specification store or product temperatures are identified, rectified and/or reported</p> <p>Damaged product is segregated</p>	<p>Underpinning knowledge:</p> <ul style="list-style-type: none"> – temperature control storage facilities. This includes temperature zones within stores – short and long term storage requirements of products – monitoring procedures and instrumentation – stock handling procedures including stock rotation and procedures for identifying, segregating, and disposing of damaged stock – notification, recording and reporting requirements – operating procedures for goods handling equipment – control points, including food safety, quality, legislative and critical control points as identified by food safety plan – OHS hazards and controls – food safety risks and controls – environmental aspects, impacts and controls – hazard and emergency control policies and procedures – housekeeping requirements for work area – record keeping system

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 work with temperature controlled stock given:

- work procedures including advice on safe work practices, food safety and environmental requirements
- temperature storage specifications
- stock handling and rotation systems
- controlled temperature storage facilities
- goods requiring storage

load shifting equipment as required

personal protective clothing and equipment

sampling and testing schedules where appropriate

documentation and record keeping system

Relationship to other units

Pre-requisites

Collect, present and apply workplace information

Implement occupational health and safety principles and procedures

Implement the quality system

Implement the food safety plan

Use product knowledge to complete work operations

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

Relationship to learning resources

Main learning resource:

Materials Handling C (in part)

Quality Assurance B and C (in part)

Related learning resources:

Food Safety C (Hygiene and Sanitation D)

Industrial Communication C

Occupational Health and Safety C

Quality Assurance