



Vocational Graduate Diploma of Food Industry Management

This course has been accredited under Parts 4.4 and 4.6 of the Education and Training Reform Act 2006. It has been entered on the *State Register of Accredited Courses and Recognised Qualifications* and the *National Training Information Service*.

Accredited for the period: 1 January 2011 to 31 December 2015

Accredited by the Victorian Registration and Qualifications Authority
(VRQA)

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XXX456 Manage the compliance requirements of a food industry enterprise

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Section A: Copyright and course classification information

- 1. Copyright owner of the course** Copyright of this document is held by the Department of Innovation, Industry and Regional Development, Victoria © State of Victoria.
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Melbourne, Vic. 3001
- 3. Type of submission** This course is being submitted for accreditation.
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The following units of competency:
BSBMGT605B Provide leadership across the organisation
BSBMGT617A Develop and implement a business plan
BSBMKG606B Manage an international marketing program
BSBOHS601B Develop a systematic approach to managing OHS
BSBRES801A Initiate and lead applied research
are from the BSB07 Business Services Training Package administered by the Commonwealth of Australia.
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VU20154 Design a change management strategy for a sustainability

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initiative

is from 22066VIC Vocational Graduate Certificate in Sustainability administered by the State of Victoria on behalf of the Commonwealth

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Copies can also be purchased from the General Manufacturing Curriculum Maintenance Manager

6. Course accrediting body

Victorian Registration and Qualifications Authority
Level 6, 35 Spring Street
Melbourne Vic 3000

Telephone: 03 9637 2806
Facsimile: 03 9651 3266
Email: vrqa@edumail.vic.gov.au
Website: www.vrqa.vic.gov.au

7. AVETMISS information

ANZSCO (Australian and New Zealand Standard Classification of Occupations) 130000 Specialist Managers

ANSZIC code (Australia and New Zealand Standard Industrial Classification – industry type) 2179 Food Manufacture n.e.c

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ASCED Code – 4 digit (Field of Education) 1101 Food and Hospitality

National course code XXX

8. Period of accreditation

1 January 2011 – 31 December 2015

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Section B: Course information

1. Nomenclature	<i>Standard 1 for Accredited Courses</i>
1.1 Name of the qualification	Vocational Graduate Diploma of Food Industry Management
1.2 Nominal duration of the course	210 - 310 hours are the anticipated hours of supervised learning deemed necessary to adequately present the educational material of the course. A significant number of additional hours of unsupervised learning are expected, including research, to support course completion.
2. Vocational or educational outcomes of the course	<i>Standard 1 for Accredited Courses</i> This course is designed to provide individuals with the skills and knowledge to undertake a range of middle management responsibilities within the food processing industry. Such responsibilities may be exercised in the roles of project managers, production managers and general managers.
3. Development of the course	<i>Standards 1 and 2 for Accredited Courses</i>
3.1 Industry /enterprise/ community needs	<p>In 2010 Skills Victoria funded the development of a Vocational Graduate Diploma of Food Industry Management following on from the accreditation and successful introduction of the Vocational Graduate Certificate in Food Industry Management in 2009.</p> <p>The Vocational Graduate Certificate in Food Industry Management (VGC) was accredited to meet the needs of persons entering the food industry who required specific food industry knowledge and skills and also for persons currently employed in the industry who needed up-skilling to utilise their industry knowledge in team leadership positions.</p> <p>The industry training advisory body - the Victorian Food Industry Training Board felt that there was a need for a further qualification which would continue on from the VGC to meet the needs of middle management and address the skills of policy formation and management.</p> <p>The course development was managed by the Victorian Food Industry Training Board under the oversight of an industry steering</p>

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committee comprising :

Ian Nicolson (Chair)	Executive Officer Victorian Food Industry Training Board
Amanda Solly	Murray Goulburn Co-operative Company Pty Group Manager Workforce Development
Mani Iyer	Dairy Australia Program Manager - Product Innovation
Alan Maguire	Australian Industry Group - Education and Training Adviser
Nicole Lam	Nestle
Michael Robinson	National Centre - Dairy Education Australia
Trevor Lange	Curriculum Maintenance Manager - General Manufacturing
Trish Newstead	RMIT University
Linda Baron (in attendance)	Project Manager Victorian Food Industry Training Board
David Trembath (In attendance)	David Trembath and Associates Course writer

Through the assistance of the steering committee the industry was surveyed by questionnaire and a skills-knowledge profile was developed from the industry responses. The profile was compared to position descriptions for production managers drawn from a range of food enterprises. Feedback was also received from providers and industry representatives.

The profile was then mapped to suitable endorsed units of competency. A number of units were specifically developed for the course. All units were mapped against the Victorian Credit Matrix and an employability skills matrix drawn up.

See :

- Appendix 1 Employability Skills
- Appendix 2 Skills-Knowledge Profile
- Appendix 3 Steering Committee Minutes

Demand for the course is expected to grow as the industry becomes more familiar with the new qualification. An initial enrolment of

10-12 persons is expected with significant interest from the Dairy industry.

3.2 Review for re-accreditation *Standards 1 and 2 for Accredited Courses*
Not applicable

4. Course outcomes *Standards 1, 2 and 3 for Accredited Courses*

4.1 Qualification level The Vocational Graduate Diploma of Food Industry Management meets the Australian Qualification Framework descriptors for a qualification of this level in that :

- It requires graduates to demonstrate the self -directed development and achievement of specialised areas of knowledge and skills, building on prior knowledge and skills through a major research project.
- It requires graduates to initiate, analyse, plan and execute major management functions in highly specialised contexts through the development of innovative approaches to food production
- It requires graduates to generate and evaluate ideas through the analysis of information and concepts at an abstract level through the application of marketing and other data to food production processes
- It requires graduates to demonstrate an expert command of wide-ranging skills in complex contexts through planning for environmental sustainability in industries using large quantities of biological materials from geographically diverse sources which in turn create significant issues of waste disposal.
- It requires graduates to demonstrate responsibility for the management of the work of others including planning, budgeting and strategy that the overall capacity of the qualification is to undertake management responsibilities in medium to large scale food processing enterprises.

4.2 Employability skills *Standard 4 for Accredited Courses*
This course has been mapped to national employability skills. A summary of the employability skills that are reflected in this course

is included in Appendix 1.

4.3 Recognition given to the course *Standard 5 for Accredited Courses*
Not applicable

4.4 Licensing/regulatory requirements *Standard 5 for Accredited Courses*
Non applicable

5. Course rules

5.1 Course structure *Standards 2, 6 and 7 for Accredited Courses*
Satisfactory completion of the Vocational Graduate Diploma of Food Industry Management requires the satisfactory completion of two core units and one elective.

The qualification is designed for persons working within the industry and emphasises workplace delivery. It is strongly recommended that students consult with their employer when choosing electives to find those most suited to their career needs.

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A participant must successfully complete both core units and an elective from the following

Unit of competency code	Field of Education code (6-digit)	Unit of competency	Pre-requisite	Credit Matrix Level	Credit Matrix Points	Nominal hours
XXX123	019905	Manage food industry projects	nil	6	10	100
XXX456	019905	Manage the compliance requirements of a food industry enterprise	nil	6	6	60
		Subtotal of core hours				160
Electives	Select one (1) of the following electives or select a unit from any appropriate training package or accredited qualification. The training package unit must be at the appropriate qualification level, suit student/enterprise needs and be consistent with the overall intention of this qualification.					

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Unit of competency code	Field of Education code (6-digit)	Unit of competency	Pre-requisite	Credit Matrix Level	Credit Matrix Points	Nominal hours
BSBMGT605 B		Provide leadership across the organisation	nil	6	6	60
BSBMGT617 A		Develop and implement a business plan	nil	6	6	60
BSBMKG606 B		Manage international marketing program	nil	6	5	50
BSBOHS601B		Develop a systematic approach to managing OHS	nil	6	5	50
BSBRES801A		Initiate and lead applied research	nil	6	15	150
VU20154	050999	Design a change management strategy for a sustainability initiative	nil	6	14	140
		Subtotal of elective hours				50 - 150
		Total nominal hours for Vocational Graduate Diploma				210 - 310

5.2 Entry requirements

Standard 9 for Accredited Courses

Entry to the Vocational Graduate Diploma of Food Industry Management is dependent upon the applicant having satisfactorily completed the requirements for 22035VIC Vocational Graduate Certificate of Food Industry Management or equivalent competencies. Equivalence may be assessed by a Recognition of Prior Learning process.

6. Assessment

6.1 Assessment

Standard 10 for Accredited Courses

Assessment strategies for the XXX *Vocational Graduate Diploma of*

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strategy

Food Industry Management must comply with Standard 1 Element 1.5 of the *Australian Quality Training Framework 2010 Essential Conditions and Standards for Initial Registration / Australian Quality Training Framework 2010 Essential Conditions and Standards for Continuing Registration* .

This standard ensures assessment strategies meet requirements of the course and have been developed in consultation with industry stakeholders.

Assessment strategies must therefore ensure that:

- all assessments are valid, reliable and flexible and fair
- learners are informed of the context and purpose of the assessment and the assessment process
- feedback is provided to learners about the outcomes of the assessment process and guidance given for future options
- time allowance to complete a task is reasonable and specified to reflect the industry context in which the task takes place

Assessment strategies should be designed to:

- cover a range of skills and knowledge required to demonstrate achievement of the course aim
- collect evidence on a number of occasions to suit a variety of contexts and situations
- be appropriate to the knowledge, skills, methods of delivery and needs and characteristics of learners
- assist assessors to interpret evidence consistently
- recognise prior learning
- be equitable to all groups of learners

Assessment methods are included in each unit and include :

- written reports or presentations
- review of portfolios of evidence
- direct questioning combined with review of portfolios of evidence by third party reports
- evaluation of a major research project

A holistic approach to assessment, by combining the assessment of more than one unit, is encouraged to better replicate working practice and reduce the potential for over assessment.

Assessment of units imported from training packages must reflect

the requirements of the Assessment Guidelines for that training package.

The course is primarily intended for persons working within the industry and it was determined early in the consultation that on-job training and assessment would encourage the take-up of the course by current employees. It was also felt that assessment should focus on real world problems rather than simulated exercises. Accordingly the course prioritises workplace assessment to encourage industry participation and to maximise the benefit of the learning to both employer and employee.

6.2 Assessor competencies

Standard 12 for Accredited Courses

Assessment should be consistent with the requirements of Standard 1.4 of the *Australian Quality Training Framework 2010 Essential Conditions and Standards for Initial Registration / Australian Quality Training Framework 2010 Essential Conditions and Standards for Continuing Registration* .

RTOs must ensure assessments are conducted by a person who has the specified competencies or their equivalent.

If a person does not have the assessment competencies and vocational competencies specified by the AQTF, a person who does have the assessment competencies and one or more people with the relevant vocational competencies may work together to conduct assessments.

7. Delivery

7.1 Delivery modes

Standard 11 for Accredited Courses

There are no restrictions on offering the program on either a full-time or part-time basis.

Delivery methods should allow for self-directed development and achievement, high level and independent judgement and taking accountability for outputs.

The use of workplace based research projects is encouraged as a form of learning benefiting both learner and employer.

Some areas of content may be common to more than one element/performance criteria and therefore integration may be appropriate.

Due to the potential for students to be widely located across the State course providers should consider non-traditional strategies in the

delivery of training. Remote learning strategies and the achievement of competencies through workplace activities or on the job development should be encouraged where possible.

It is also suggested that opportunities to include components of accredited training within national and international conferences should be encouraged.

Providers may contextualise units to suit particular groups of learners by using material relevant to the students' workplace and by extending the required knowledge of units. In contextualising units nothing may be subtracted from the unit.

7.2 Resources

Standard 12 for Accredited Courses

General facilities, equipment and other resources required to deliver the *XXX Vocational Graduate Diploma of Food Industry Management* include:

- Training facilities and equipment
- Access to computers and internet
- Relevant texts and references
- Appropriate environmental safeguards and occupational health and safety facilities and equipment.
- A workplace environment or simulated workplace environment appropriate to the assessment tasks

Standard 1, Element 1.4 of the *Australian Quality Training Framework 2010 Essential Conditions and Standards for Initial Registration / Australian Quality Training Framework 2010 Essential Conditions and Standards for Continuing Registration* provides guidance on the vocational competency requirements for teachers/trainers.

8. Pathways and articulation

Standard 8 for accredited courses

Persons satisfactorily completing endorsed units of competency will receive credit for those competencies when undertaking qualifications that contain them.

Entry to cognate higher AQF qualifications offered by universities needs to be negotiated with the individual university offering the higher qualification. Under the current agreements a Vocational Graduate Diploma offers entry to relevant Masters qualifications

subject to availability of places and to individual university's entry criteria.

The AQTF 2010 imposes requirements on RTOs about Recognition of Prior Learning (RPL). Information and support needs to be provided to applicants so they can gather reliable evidence to support their claim for recognition of competencies held regardless of how, when or where the learning occurred. However, if a gap is found in the candidate's competence, pathways may include action to address the gap.

9. Ongoing monitoring and evaluation

Standard 13 for accredited courses

The XXX *Vocational Graduate Diploma of Food Industry Management* will be maintained and monitored by the Curriculum Maintenance Manager for General Manufacturing (CMM)

The CMM will organise and convene an appropriate course advisory group at mid-point of its accreditation period, the membership of which will comprise:

- Industry representatives
- Past or present students
- Relevant industry advisory bodies
- Provider representatives

Feedback will be sought from the broader industry and other providers offering the course as part of the review process. Data will be gathered using student satisfaction surveys, teacher critique and industry consultation.

The group will:

- Review the implementation of the course
- Provide advice on changing industry training requirements
- Monitor and evaluate course standards, delivery and assessment
- Recommend minor changes to the program.

Recommendations for significant changes to the course resulting from course monitoring and evaluation procedures will be reported to the VRQA.

Appendix 1 – Employability Skills

Qualification title: Vocational Graduate Diploma of Food Industry Management

The following table contains a summary of the employability skills for this course. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The outcomes described here are broad industry requirements.

Employability Skills	Industry/enterprise requirements for this qualification include the following facets. On successful completion of the course a graduate should be able to :
Communication	<ul style="list-style-type: none"> • <i>Demonstrate strong interpersonal skills (including clear and concise oral and writing skills and active listening skills)and be able to relate to people at all levels of the company</i> • <i>Translate food technology terms and processes into layman’s language</i> • <i>Demonstrate a thorough knowledge of food production, safety requirements and food legislation through formal and informal communication processes.</i>
Teamwork	<ul style="list-style-type: none"> • <i>Effectively use team dynamics</i> • <i>Contribute to product innovation/process improvement teams</i> • <i>Engage in cross-functional teams fostering support for projects</i> • <i>Make positive contributions to senior management teams</i>
Problem solving	<ul style="list-style-type: none"> • <i>Analyse market trends to provide input into projects</i> • <i>Analyse market trends to assist in the development of new products</i> • <i>Analyse a production problem and refine the process accordingly</i> • <i>Undertake data analysis such as root cause thinking</i> • <i>Use basic problem solving tools</i>
Initiative and enterprise	<ul style="list-style-type: none"> • <i>Identify new opportunities in development or processes and be able to turn ideas into action</i> • <i>Demonstrate an understanding of innovation, product consistency and manufacturing capability principles</i> • <i>Contribute to the effective implementation of innovative ideas</i>
Planning and organising	<ul style="list-style-type: none"> • <i>Organise human resources effectively and efficiently, including managing priorities</i> • <i>Demonstrate the requirements of food law, such as product recall, product labelling, HACCP planning etc</i> • <i>Manage a project effectively</i> • <i>Lead and achieve strategic planning</i>

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	<ul style="list-style-type: none"> • <i>Apply continuous improvement principles</i> • <i>Apply lean manufacturing ideas</i> • <i>Evaluate and allow for the environmental impact of manufacturing processes</i>
Self management	<ul style="list-style-type: none"> • <i>Maintain professional discretion and respect for others in all interactions</i> • <i>Demonstrate use of career planning</i> • <i>Demonstrate effective use of time management</i> • <i>Display and maintain professional integrity in all activities</i>
Learning	<ul style="list-style-type: none"> • <i>Seek and maintain awareness of new technologies</i> • <i>Transfer skills across a range of environments and technology bases</i> • <i>Seek formal and non-formal learning opportunities</i> • <i>Use action research and experience effectively</i> • <i>Maintain knowledge of latest global and national trends in innovation, manufacturing and management</i>
Technology	<ul style="list-style-type: none"> • <i>Use a range of software</i> • <i>Analyse available technologies relevant to industry's needs</i> • <i>Review application of new technologies</i>

This table is a summary of employability skills that are typical of the outcomes of this course and should not be interpreted as definitive.