

Food Processing Assessor Network Workshop Report

Friday 3rd November 9.30 – 12.30
Melbourne University Hawthorn Campus

Attendees:

Anthony Evans	
Brad Hewitt	William Angliss
Brian Spencer	CS&H ITB
Brett Woods	Apex HR
Donna Leslie	University of Ballarat
Geoff Cox	G.Cox Pty Ltd
Geoff Hume	Sunraysia TAFE
Ian Anderson	Chisholm Institute
Jenny Penfield	Innoven Food Industry Centre
Jim Hinton	Workplace Learning Initiatives
Jodie Eden-Jones	Department of Human Services
Lisa Dunn	FGM Consultants
Lynne Stockdale	VFITB
Nagy Mina	VCTD
Patrick Gavaghan	TFIA Business Services
Peter Beck	Wodonga Institute
Robert Bates	Newskills Ltd
Robert Rossiter	BRIT
Tad Winicke	Diversitat
Terry Holdsworth	Box Hill Institute
Trevor Lange	CMM
Wendy Davies	MLA

Welcome and introductions:

Lynne introduced Brian Spencer, the Executive Director of the Victorian Community Services and Health Industry Training Board and particularly new members of the network.

Lynne presented the workshop with information about the Skills Stores initiative and said that Recognition of Prior Learning (RPL) approaches will be particularly important for their operation.

Members introduced themselves and raised the following issues for discussion during this workshop and future workshops:

- RPL, consistency of assessment
- Professional development

- AQTF – becoming outcomes based, changes, changes in relation to RPL, how to manage the AQTF beast
- Drawing industry into the network
- Sign of on the draft FDF03 assessment tools
- Food safety

Presentation by Brian Spencer

“Recognising Competency – A Practical, Client Centred Approach”.

Brian gave a thought provoking presentation about why RPL is not being used as much as it could be and how this can be addressed. He made the point that you don’t need to see much of an elephant to recognise one if you know all about elephants. So sound judgments and the amount of evidence required are dependent on the experience of the assessor. A cut down version of the presentation (minus the big photo files) is circulated with these notes.

A publication titled “Recognising competency – A practical, client centred approach” is available from www.recognisingcompetency.org.au for ~ \$50.

RPL, RCC and CT

Wendy Davies led a discussion about the AVETMISS changes to the definitions of RPL, credit transfer and Recognition of current competency.

Introduction

The network raised this subject in a meeting earlier this year as one of common interest. OTTE auditors have been picking up RTOs on the use of these terms when looking at information given to students, student records and in policies and procedures to ensure that for example, credit transfer is not recorded as RPL.

AQTF Standards for RTOs July 2005

Recognition of Prior Learning (RPL)

means recognition of competencies currently held, regardless of how, when or where the learning occurred. RPL assesses the individual’s prior learning to determine the extent to which that individual is currently competent against the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

Credit transfer

means the assessment of the initial course or subject that the individual is using to claim access to, or the award of credit in, the destination course to determine the extent to which it is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF framework.

AVETMISS Release 6.0 April 2006 for use in 2007

<http://www.ncver.edu.au/avetmiss/21055.html>

Recognition of prior learning

Recognition of prior learning (RPL) involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes or competency outcomes.

For national reporting, RPL does not include any additional training at the unit of competency or module level. If a unit of competency or module has any training activity associated with it, then '51 - Recognition of Prior Learning granted' or '52 - Recognition of Prior Learning not granted' must not be used.

Recognition of current competency

Recognition of current competency (RCC) applies if a client has previously successfully completed the requirements for a unit of competency or module and is now required to be reassessed to ensure that the competence is being maintained. In this case no extra skill or competencies are nationally recognised.

For national reporting, RCC does not include any additional training at the unit of competency or module level. If a unit of competency or module has any training activity associated with it, then '53 - Recognition of Current Competency granted' or '54 - Recognition of Current Competency not granted' must not be used.

Credit transfer

Credit transfer is training credit for a unit of competency or module previously completed by a client and includes granted application for mutual recognition. Credit transfer and a granted application for mutual recognition are essentially administrative processes and not formal enrolments.

AVETMISS Release 5.0 September 2002 for use in 2006

Recognition of Prior Learning

An assessment process through which clients may gain formal recognition for the skills they already have. An enrolment where the client has been assessed competent for the whole unit of competency or module by a trainer. The result of the assessment is on the basis of the client's prior skills and knowledge acquired through previous training, work or life experience.

Credit transfer

The granting of status or credit by a training organisation to clients for units of competency or modules previously completed at the same or another training organisation.

Conclusions / points for discussion

RCC now appears in the AVETMISS definitions for use in 2007. It might be an idea to review your systems for the use of these terms.

AQTF review

Wendy Davies reported that the AQTF review is towards an outcomes based “Modern Regulatory Approach”. This is where the auditing process; is proportionate to the risk, targeted to outcomes, drives improvement, rewards good performance and takes tough action when necessary. This means RTOs which are good performers will be rewarded by having less regulation and auditing. It is Wendy’s opinion that this is not dissimilar to what we have now where TAFE colleges are self regulating. The outcomes measures are still being finalised but areas under consideration include; learner engagement, learner completions, assessment strategies, transition (where learners go) and employer satisfaction.

FDF Core unit assessment tools project

What’s happened so far?

Version 4 was distributed for trialing to RTOs in August. The units of competency covered are:

FDFCORWCM1A	Communicate workplace information
FDFCORHS1A	Follow work procedures to maintain health and safety
FDFCORQAS1A	Follow work procedures to maintain quality
FDFCORWCM2A	Present and apply workplace information
FDFCORHS2A	Implement occupational health and safety systems and procedures
FDFCORQAS2A	Implement quality systems and procedures
FDFCORBM2A	Use basic mathematical concepts
FDFCORHS3A	Monitor the implementation of occupational health and safety policies and procedures
FDFPHGMP1A	Follow work procedures to maintain Good Manufacturing Practice
FDFPHGMP2A	Implement Good Manufacturing Practice procedures
FDFPHGMP3A	Monitor the implementation of Good Manufacturing Practice procedures

The final product will include a template so other units of competency can be used and guidance on customising the assessment tools for different clients and target groups.

Version 4 of the tools is available from Wendy Davies 5674 6024, wendy@mlaust.com

Feedback on the assessment tools and templates.

The meeting agreed that the period for feedback and comments on the tools should be extended until December 1 to allow time for more RTOs to trial them. Please provide feedback directly to Wendy.

Discussion

The group agreed that as part of the customisation process the language used in the questioning evidence should be reviewed and simplified if necessary. Evidence collected

should be attached to the assessment tool which is a summary of the evidence. Brain had mentioned using a simple web camera to record the interview or a recording device, with the proviso that the necessary permission be obtained first. The question of whether the assessment tools will be acceptable to auditors was discussed. The auditor may look at the assessment tool then go into the files to see the further supporting evidence. The assessment process needs to match the information in the tool. The group felt that if the evidence collected was valid, fair, reliable and sufficient it should be fine but what is important is the evidence and procedures backing up the document. For example that the tools have been customised to meet the client needs (std 9.1b: The assessment strategies referred to in standard 9.1a must be developed in consultation with enterprises/industry).

There was general agreement that the auditing processes and requirements for traineeships (APPT) is different from that for other audits for example 1st year of registration. The group flagged the consistency of auditing as an issue for discussion and clarification in 2007.

An example was given where the units had been clustered for assessment and the auditor required a signature from the candidate and employer for each unit. The group agreed that this was not good practice but it would be important to map the units to the assessment tools to ensure each competency had been assessed.

An example was given where the auditor overstepped the mark and asked for information that was not part of the auditing process and the RTO reminded the auditor of the correct process. This led to a discussion about the rights of RTOs to insist on correct process during audits, the moderation and validation of auditors and the AQTF standards for Recognition Authorities.

Jodie explained that there are new standards for Food Safety auditors.

What happens now?

Version 4 will be emailed to the Steering committee members not present today for feedback and sign off. Once all feedback has been collated the tools will be edited, word processed, put onto the Training Package Implementation Project template which includes the copyright information (free for education use and on aesharenet) and published on the Training Support Network website.

Current and future industry training needs

Lynne presented her findings from consultation undertaken for the Change Drivers report. Lynne explained there has been significant growth in food process industry exports. However as competition for market share will increase, industry is specifically looking for strategies to increase their competitive advantage such as;

- Expanding use of the skilled migration program
- Upgrading technology to lower labour costs
- Higher level of skills – Upskilling of existing workforce
- Improve environmental outcomes
- Increase retention

- Innovation – more product development and research and development
- Improved efficiency and competitiveness

Soft skills

- Problem solving
- Communication
- Flexibility and adaptability
- Team work
- Willing to learn on the job

The Australian Industry Group has published an interesting report titled “World Class Skills for World Class Industries”

Lynne is seeking feedback and input from people in the food processing industry on the Change drivers report which is attached– contact her at vfitb@ssv.org.au 9614 6644.

Where to from here?

Participants are keen to continue with the network in 2007 and Wendy and Lynne undertook to seek funding to continue (RFF, CMM, NCVER...)

Ideas for topics, activities included;

- Dealing with age differences etc
- OTTE policy re shortening time served
- Workshop on employability skills with industry
- Get an ATTP auditor to explain their requirements and differences to OTTE audits e.g. first year of registration
- Consistency of audit practices
- Ask members for suggestions for speakers that they know
- Circulate examples of work before the meeting then discuss at the meeting
- Visit each other’s RTOs to share experiences
- Share resources and ideas
- Food safety – link with industry e.g. the transport industry
- A research project on skilled migration – Geoff Hume
- A research project on mature aged workers and changing demographics
- Environmental
- Assessing employability skills
- Unemployment is low so employers are recruiting from non traditional areas and this has implications for training e.g. diversity, language and literacy, mature aged workers, cultural issues
- Use surveymonkey.com as a tool

Evaluation of the Assessor network

This year we have;

- developed assessment tools and accompanying guidance on customising them
- discussed RPL, RCC and CT
- looked at current and future training needs for the industry
- discussed employability skills and how to implement them
- discussed the competitive manufacturing initiative and clustering of groups of competency to meet industry needs
- discussed how the characteristics of small to medium enterprises differ from large enterprises and implications for training and assessment
- workshopped issues in relation to assessment processes such as consulting with industry when customising assessment strategies and developing training and assessment strategies, the number of signatures required, how TAA04 relates to current practices, validation of assessment tools and evidence and AQTF auditing requirements.

In what ways did your knowledge change or deepen during the year?

Collaborative

Appropriate industry based assessment process instruments including RPL

Good to benchmark and reflect where currently at

Also good to receive feedback from areas such as TRCs, OTTE etc

The process of assessment as well as the value and use of the assessment tool

Better understanding of structure for assessment tools

Provided broader picture of ‘assessment’ and application of tools

Better understanding of key issues in the industry that appear to affect all training organisations

Also a better understanding of the food industry as a whole and the future requirements of the industry

Greater understanding of other methods of assessment

Networking with other providers

Reinforced our method of assessment

Helped in moderation and validated assessment tools

I started not really knowing what an assessment tool was. Now we have developed one

Better understanding of assessment and new tool to use

I have learnt about changes to the emphasis on recognition of prior learning (current competency)

Relevance of Employability Skills

Input to assessment templates

I was made aware of all the problems that I was having other people have as well

In what ways have you reflected on your assessment practices?

Gained greater confidence in our approach

Review and improvement of assessment process instruments

Have reviewed assessment practices including tools

Currently awaiting approval of version 4 tools

Also reviewed mapping of units and associated policies

Reviewed current practice and identified gaps in our own process.

Adapt new model to our own organisation
More detail for evidence requirement\
To come... (first meeting!!)
Been able to compare my assessment practices against other companies delivering in the same industry.
Been able to validate my assessment practices.
Able to see consistency in assessment tools
Have looked at our tools and methods and reflected
Moderated with other team members
Became more aware of flexibility and using tool to check assessment
I have reflected on methodology on workplace examples
Multiple assessment evidence!
It helped me to refocus the assessment methodologies that I am using

Have you collaborated to build training partnerships with other members of the network? If so how?

Met with people for other training organisations
Yes, with one other network colleague, however time to do this is minimal so the main community of practice face to face collaboration happens when the network meets
Already in place but good to continue those contacts already established and meet new people
Re-establish networks and spoken to others regarding their approach and listening to other RTOs on methods, tools and ideas regarding assessment
Not yet but working on it
No
Yes Have contacted through email with other providers
Just contacts doing same program in different RTO but you know you aren't alone
Following up with others in the group
Contact at workshops
Looking at partnerships (nothing established)
Informal partnership/network is the clearer outcome
Not really

What were the benefits for you from participating in the assessor network this year?

Peer review of process
Peer review and discussion of each others practices
Evidence of assessment validation
Ongoing feedback and meeting with peers
Feedback and providing current information as stated earlier
Updating knowledge of OTTE and AQTF guidelines
Understanding industry directions
Wider view of assessment across the industry
Knowledge development
Awareness of training and assessment issues
Learning about the industry, issues affecting the industry and future needs of the industry
More confidence in my own ability and use of assessments

Networking with other providers and participants
Moderated and validated our processes and resources
RPL information
Discussion on auditing requirements
Networking x2
Information sharing all involved
Understanding of changes e.g. AQTF, employability, diversity, RPL
Understanding of how other RTOs carry out assessments and RPL
Meeting other people in the industry
Finding out what help there is out there

Ideas for a future assessor network workshop / event / topics / funding?

Employability skills x7 – assessment, implications, discussion
Implications and requirements for new AQTF x2
Address by Geoff Foster in quality area on his approach
OTTE auditor presentation
Fast tracking of qualifications – policy and procedure
Couple of ATTP auditors to come as well
E-learning and e-assessment
Development of generic training tools
Funding options
Language and literacy
Food safety/OHS industry needs
Language and literacy re new groups and cultures
Reviewing the TAA units for assessment
Appeals process and actions/ documents/requirements
Dealing with age differences, cultural differences and disruptive work cultures
Contact with the Refrigerated Warehouse and Transport Industry Group to broaden networking (via Robert Bates)
Upskilling of workforce and retention of the workforce
Moderation on training techniques
Funding - CMM
Why nominal hours?
Nominal hours and course changes
If in an institute delivering a student can demonstrate competencies faster why must they stay in class or RTO loses funding!
“Employer” approaches to training
Employer issues
Concepts to changes to food auditing

Would you be able to host this?

Yes x2
No x 3
Maybe if time permits
Yes, but people tend not to want to come to Wodonga – time/distance

Can you please rate your current skill and knowledge of implementing the National Training System?

Very low Low Average 25% High 50% Very High 25%