



**Student Assessment Instructions Guide**  
**FBP30117 Certificate III in Food Processing**

### **Purpose of the Document**

This document named Student Assessment Instruction Guide contains detailed information and instructions about the Student Assessment Workbook for theory tasks and workplace tasks. You will be provided with a document named Student Assessment Workbooks for each unit which contains

1. Written questions
2. Practical tasks i.e. demonstration by the student as per assessment instructions to be assessed at work place of the student.

### **Student Assessment Workbooks**

This Student Assessment Workbooks contains details of your assessment tasks and the guidelines for you to be able to complete the assessments for all the units for this qualification: FBP30117 Certificate III in Food Processing.

### **Purpose of Assessment**

Assessment is the process of gathering and judging of evidence to decide whether a student has achieved a standard of competence. Successful completion of all assessment tasks will contribute to the attainment of the unit of competency.

### **Methods of assessments**

There are two types of tasks for assessing the unit of competency for each unit

- a. Written questions
- b. Practical tasks to be assessed at Workplace of the student/RPL.

The following methods are used for assessing the student

- Analysis of responses to written questions
- Analysis of responses to practical activities/scenarios/reports (Please refer to the assessment tasks instructions for individual tasks)
- Observation of demonstration by the student at work place.

**Please be advised that the following is the required evidence for work place assessments.**

### **Required evidence**

1. Workplace Supervisor report
2. Photos while undertaking the activities at the workplace as per assessment procedure/instructions and interacting with the team members/others.
3. Work place attendance log/time sheet

At the workplace of the student, the resources should be available as per assessment requirements and as per Context of and specific resources for assessment. The students must be working full time in as Food processing worker. Food Processing workers are mostly employed in the following sectors but not limited to that:

- grain processing (including stock feed, animal feeds, milling wheat, barley, oats and flour milling)
- baking (including large scale production of cakes, pastry, bread, biscuits and plant baking)

- retail baking
- commercial kitchens
- beverages (including juices, soft drinks, cordials, aerated and still waters, energy drinks and other modified beverages, such as vitamin and antioxidant beverages, coffee, tea and ice)
- confectionery
- dairy processing
- fruit and vegetables
- grocery products and supplies (including honey, jams, spreads, sauces, dressings, condiments, spices, edible oils and fats and pasta)
- poultry.

The assessment will be conducted at the workspace of the student. The student will be observed for minimum two periods/service periods/shift periods or unless otherwise stated in the assessment requirements. If workplace of the student or the role of the student at the workplace does not fulfil the requirements to conduct some part of the assessment, for that part of the assessment, simulated assessment task/s may be used to assess the student.

**Note:** The assessor will decide how to conduct (workplace or simulated) the assessment by considering the role/position of the student at the workplace to meet the assessment requirements.

**Role play Participants, if simulate assessment task is being undertaken**

- Student: going to be assessed as per assessment requirements
- Assessor or person assigned by him: Participant as manager/team member or as per assessment requirements.

**DELIVERY ARRANGEMENT**

This program has been developed to be delivered via Blended Delivery consists of RPL and gap training along with self-directed learning. This program is for the students who are already working in the relevant industry.

All units are to be delivered via blended mode of delivery which consists of class room-based face to face training and assessment and on job training for practical classes. The students will be having the access to the work place. Please note that classes may be conducted at the training premises arranged by SIA or at the work place, as negotiated between the SIA and the student.

After the enrolment process is complete and the students meet the entry requirements, the students are provided with the training plan along with the learning resources.

Trainer/assessor will be negotiating the date with the student to visit the workplace. During this visit, the trainer/assessor will make sure that workplace has got access to all resources for students to demonstrate skills and knowledge required to gain competency in each unit of competency and trainer/assessor can assess the performance of the students. In case, the workplace is not appropriate for training and assessment of any unit or its component, SIA has got agreement in place with commercial kitchen to conduct the training and assessment.

During this visit, the trainer/assessor will be meeting the immediate workplace supervisor of the student and will be discussing what is expected from the supervisor as part of evidence gathering process for the assessment for each unit of competency.

Trainer/assessor will also be discussing the proposed dates for RPL, depending on the availability of the supervisor, the dates will be adjusted accordingly.

SIA expects the full cooperation of the workplace supervisor during the training and assessment at the workplace.

During the assessment process, if any gap is identified in any unit of competency, trainer/assessor will be proposing the gap training for the unit, which will be conducted according to the course structure and training and assessment will be conducted at the workplace.

Trainer/assessor along with the supervisor will have to make sure that the workplace is OHS compliant and has got access to the resources as required according to the unit of competency.

**Self-Directed Learning (SDL):** In case of gap training is identified, SDL hours is time allocated to each unit that the students are expected to spend, on the top of training and assessment hours, to achieve the learning outcome of the unit of competency. This may constitute undertaking self-studies, research, attempting assessment tasks at home.

**Holidays:** Any holidays periods will be announced as per the public holidays periods and will be adjusted in the training plan.

The students must have the following skills and resources to complete the course successfully:

- Basic computer skills
- Access to a computer
- Internet
- Email account or phone to contact trainer/assessor to discuss the assessments.

Helping material and resources will also be provided to the students in addition to the other resources, a few of which are mentioned below but are not limited to:

- Assessment workbook/RPL kit
- Student guide
- Access to appropriate documentation and resources from trainer/assessor.
- Access to a range of workplace documentation and personnel, information and resources will be made available on request with the supervisor.

In case of Gap training, once all tasks have been completed, the file(s) containing answers to assessment workbook tasks should be submitted to the trainer/assessor and the assessor will give the detailed feedback.

The practical assessment will be undertaken in workplace of the student.

**workplace of the student.** Workplace assessments must:

- Be an operating workplace

- ensure access to persons relevant to the work role and unit requirements
- ensure access to staff members / colleagues
- ensure student is working in a suitable role to the unit
- ensure access to relevant, working and current tools and equipment as appropriate to the unit requirement including a workplace.
- As the assessment is being conducted at workplace so work place policy procedures and documents will be used.
- The supervisor/owner/manager will be signing the document named evidence collection agreement before the assessment starts, where all the parties agree to their roles and responsibilities.

### Responsibilities/obligations of workplace personnel:

- Provide access to all the resources required according to the assessment requirements.
- Making sure the workplace is OHS compliant.
- Cooperation with trainer/assessor while conducting the training and assessment.
- Will be signing the evidence collection agreement and supervisor report.

However, the student may be working in team as per project requirements at the workplace but his/her ability for all skills, elements, performance evidence and procedure for the relevant unit will be assessed individually.

### Rules of evidence

There are four rules of evidence that guide the collection of evidence. The student's work must demonstrate the rule of evidence e.g.

- **Valid** – The assessment task must cover the required skills and knowledge
- **Sufficient** – it must be enough to satisfy the competency
- **Current** – skills and knowledge must be up to date
- **Authentic** – it must be the student's own work and supporting documents must be genuine.

### Principles of Assessment

The four principles of assessment are followed in assessment of each student's evidence of competence. The four principles are:

- Validity
- Reliability
- Flexibility
- Fairness

#### Validity:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;

- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a student could establish these skills and knowledge in other similar situations; and
- Judgment of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.

**Reliability:** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

**Fairness:** The individual student's needs are considered in the assessment process. Where ever appropriate, reasonable adjustments are applied by the SIA to take into account the individual student's needs. SIA informs the student about the assessment process and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility:** Assessment is flexible to the individual student by:

- reflecting the student's needs;
- assessing competencies held by the student no matter how or where they have been acquired; and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

### **Competency/Submission Details and Instructions**

For you to achieve competency in this unit, you are required to complete the provided assessment tasks in the student assessment workbook and submit according to your proposed training plan, or the date specified by Trainer/assessor in particular cases (please see Access and Equity Policy and Procedure). The student instructions for each task have been mentioned before the start of each task. You must achieve satisfactory ratings on all tasks.

- At each submission of your assessment, the student must declare that the work submitted is his/her own and has not been copied. Failure to do so will result in the assessment work being returned for completion thus delaying the assessment.
- Make sure you have read all supporting resources prior to commencing and completing any of the questions and activities in this assessment workbook.
- If you are unsure of the requirements of any task specifications – please contact your trainer/assessor for clarification. Reasonable adjustment options are available however this must be arranged in coordination with the Training Department prior to assessment.
- You must ensure that you have attempted and completed all assessment tasks in this Student Assessment Workbook prior to submitting for assessing.
- All the above items must be adhered to. Failure to do so will result in your work being returned to you, delaying the assessment of your tasks.
- Written questions require in-depth responses and answers must comply with the instructions provided.
- At the time of submission of workbook or individual unit, ask for Receipt from SIA staff. Keep it safe for your record and future references.

### Understanding the assessment grading system

Assessments for qualifications are competency based, which means students are assessed against the unit of competency requirements. Assessment results are recorded as follows:

- Satisfactory (S) result: the student's submitted work satisfies the learning requirements and competency standards for the Task.
- Not Satisfactory (NS) result: the student's submitted work does not demonstrate the understanding of competency standards in the Task.
- Competent © result: Once a student receives a satisfactory result for all required assessment Tasks, as per the learning requirements and all competency standards for the unit (in accordance with the unit of competency details at National Register [www.training.gov.au](http://www.training.gov.au)), C outcome will be awarded for the entire unit.
- Not Yet Competent (NYC) result: If any of the Tasks in unit is NS, a student will receive NYC outcome. He/she will receive written feedback from a trainer/assessor, clearly outlining where the gaps are. The student will then be required to rectify these gaps and re-submit his/her assessment for marking.

### Feedback and Review

The student will receive written feedback from a trainer/assessor, clearly outlining why the student's submitted work does not demonstrate the understanding of competency standards in the task and where the gaps are. The student will then be required to rectify these gaps and re-submit his/her assessment for marking.

### Re-assessment

If the result of your Unit Assessment is "Not yet Competent (NYC)", you will be given an opportunity for re-assessment. Each student has two (2) attempts of re-assessment to achieve a competent outcome. You will only work on the component(s) of the Task(s) that were marked "Not Satisfactory". Please note that SIA will provide two (2) chance for re-assessment at no cost.

If you are not able to achieve competency with these opportunities, you are required to repeat the unit at your own cost which will also impact on your extension of study period.

In case of practical tasks, student has to redo the task by arranging the time and date with trainer / assessor / supervisor.

### Plagiarism and Collusion

Plagiarism and collusion are both forms of cheating. It is taking and using someone else's ideas, writings or information and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a unit or a course. When you have any doubts about including the work of other authors in your assessments, please consult with your Trainer/assessor and refer to the SIA Student Handbook. In case you need further information about plagiarism and collusion, please ask SIA staff to provide you with the copy of plagiarism and collusion policy and procedure. Alternatively, you may refer to the website. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Submitting assessments copied from another student
- Presenting the work of another individual or group as their own work
- Submitting assessments without the adequate acknowledgement of sources used, including assessments copied totally or in part from the internet

### Referencing your work

The students are required to use the right sources in their work. By doing proper referencing, you are acknowledging that you have used someone else's information or work. SIA encourages its students to use APA 6<sup>th</sup> referencing Style. You can visit <http://guides.lib.monash.edu/citing-referencing/apa> for the style information or visit <https://www.refme.com/au/referencing-generator/apa/> for APA style references generation. You must reference all sources that you use in your assignment, including words and ideas, facts, images, videos, audio, websites, statistics, diagrams and data.

There are two parts to every referencing system:

- In-text reference – a reference to a source of information placed within the body of the work.
- The reference list – a list of all sources referred to in the work, located at the end of the work.

Please ask your trainer if you do not know how to reference your evidence. Ensure your work is referenced to prevent plagiarism. For more information on plagiarism and referencing, refer to the Student Handbook.

### Appealing a decision

Where a student disagrees with a decision made by SIA Trainer/assessor regarding outcome of unit, plagiarism or cheating, he/she may pursue appeal proceedings in accordance with the SIA complaints and appeals process given in Complaints and Appeals policy and procedure, as you have the right to appeal the outcome. More information about this process can be found in the Student Handbook or can be obtained from the Student Support Officials.

### Reasonable Adjustments

If you have special needs or disabilities, reasonable adjustment will be organised in accordance with the Access and Equity Policy and Procedure of SIA.

This may include but not limited to:

- visual difficulty; we can assist by making adjustments such as larger print of documents, assessment tools and forms
- physical disabilities; assessment may be broken down into shorter/longer lengths of time, where applicable
- sick or have medical condition, due date extension may be provided
- LLN Support

Examples of reasonable adjustment in assessment may include but not limited to:

- Submission of an oral assessment task for a written one



- Provision of extra time
- Use of adaptive technology

The requirements for special needs must be established and an appropriate record must be kept of the efforts made to establish special need and the outcomes of these efforts.

Reasonable adjustments for people with disabilities must be made by the trainer/assessor to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support

### **Qualification details**

To attain the FBP30117 Certificate III in Food Processing, you need to accomplish the following 17 units. SIA offers the following 17 units to its students to complete which helps them to achieve their learning outcome. They are awarded with the qualification FBP30117 Certificate III in Food Processing after successful completion of these units. Details regarding Elements and Performance Criteria, Required Skills and Knowledge, evidence guide and other information about the unit of competency can be downloaded from the links in the following table.

NOs	Unit code	Unit name	Core / Elective	Internet link to unit
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NOS	Unit code	Unit name	Core / Elective	Internet link to unit
1.	FDFFS2001A	Implement the food safety program and procedures	Core	<a href="https://training.gov.au/Training/Details/FDFFS2001A">https://training.gov.au/Training/Details/FDFFS2001A</a>
2.	FDFFS3001A	Monitor the implementation of quality and food safety programs (Pre-requisite unit is FDFFS2001A Implement the food safety program and procedures)	Core	<a href="https://training.gov.au/Training/Details/FDFFS3001A">https://training.gov.au/Training/Details/FDFFS3001A</a>
3.	FDFOHS3001A	Contribute to OHS processes	Core	<a href="https://training.gov.au/Training/Details/FDFOHS3001A">https://training.gov.au/Training/Details/FDFOHS3001A</a>
4.	FDFOP2064A	Provide and apply workplace information	Core	<a href="https://training.gov.au/Training/Details/FDFOP2064A">https://training.gov.au/Training/Details/FDFOP2064A</a>
5.	MSMENV272	Participate in environmentally sustainable work practices	Core	<a href="https://training.gov.au/Training/Details/MSMENV272">https://training.gov.au/Training/Details/MSMENV272</a>
6.	BSBCUS301	Deliver and monitor a service to customers	Elective	<a href="https://training.gov.au/Training/Details/BSBCUS301">https://training.gov.au/Training/Details/BSBCUS301</a>
7.	BSBSMB301	Investigate micro business opportunities	Elective	<a href="https://training.gov.au/Training/Details/BSBSMB301">https://training.gov.au/Training/Details/BSBSMB301</a>
8.	BSBWRT301	Write simple documents	Elective	<a href="https://training.gov.au/Training/Details/BSBWRT301">https://training.gov.au/Training/Details/BSBWRT301</a>
9.	BSBSMB404	Undertake small business planning	Elective	<a href="https://training.gov.au/Training/Details/BSBSMB404">https://training.gov.au/Training/Details/BSBSMB404</a>
10.	BSBSMB406	Manage small business finances	Elective	<a href="https://training.gov.au/Training/Details/BSBSMB406">https://training.gov.au/Training/Details/BSBSMB406</a>
11.	FDFOP3004A	Operate interrelated processes in a packaging system	Elective	<a href="https://training.gov.au/Training/Details/FDFOP3004A">https://training.gov.au/Training/Details/FDFOP3004A</a>

NOS	Unit code	Unit name	Core / Elective	Internet link to unit
				A
12.	FDFOP3002A	Set up a production or packaging line for operation	Elective	<a href="https://training.gov.au/Training/Details/FDFOP3002">https://training.gov.au/Training/Details/FDFOP3002</a> A
13.	FDFPPL3002A	Report on workplace performance	Elective	<a href="https://training.gov.au/Training/Details/FDFPPL3002">https://training.gov.au/Training/Details/FDFPPL3002</a> A
14.	FDFPPL3004A	Lead work teams and groups	Elective	<a href="https://training.gov.au/Training/Details/FDFPPL3004">https://training.gov.au/Training/Details/FDFPPL3004</a> A
15.	FBPPPL3002	Establish compliance requirements for work area	Elective	<a href="https://training.gov.au/Training/Details/FBPPPL3002">https://training.gov.au/Training/Details/FBPPPL3002</a>
16.	FBPPPL3002	FDFOP2061A Use numerical applications in the workplace	Elective	<a href="https://training.gov.au/Training/Details/FBPPPL3002">https://training.gov.au/Training/Details/FBPPPL3002</a>
17.	FBPFAV3001	Conduct chemical wash for fresh produce	Elective	<a href="https://training.gov.au/Training/Details/FBPF3001">https://training.gov.au/Training/Details/FBPF3001</a> 1

## Required Resources

- Learner guides
- PPTs
- <https://haccp.com.au/>
- <https://www.foodstandards.gov.au/industry/safetystandards/Pages/default.aspx>
- <https://www.foodstandards.gov.au/Pages/default.aspx>
- <https://www.betterhealth.vic.gov.au/health/HealthyLiving/food-standards-australia-new-zealand-fsanx>
- <https://www.safeworkaustralia.gov.au/covid-19-information-workplaces/industry-information/food-processing-and-manufacturing/resources>
- <https://www.foodsafety.com.au/laws-requirements/food-sectors/food-processing>
- Access to workplace of the student
- Human resources
- Role playing persons for the tasks where simulated assessment is being conducted.
- Work place policies and procedures
- Workplace documents i.e. incident record template, meeting template, inventory management documents/register etc.
- standard operating procedures (SOPs)
- Work place task instructions
- food safety program
- specifications
- log sheets
- written or verbal instruction
- Realistic tasks or simulated tasks covering the mandatory task requirements
- Required materials appropriate to activity
- raw materials
- ingredients
- consumables
- part-processed product
- finished product
- cleaning materials
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- Other resources as per unit and task requirements and as per conditions and specific resources for assessment
- PPEs
- purpose designed overalls or uniforms
- hair-nets

- beard snoods
- gloves
- overshoes and others
- Access to Other tools, equipment and material as per task requirements