

Retail Baking – Certificate IV



Issues and Resolutions Report

20 July 2017

A draft *FDF4XXXX Certificate IV in Advanced Baking* was developed to supersede *FDF40811 Certificate IV in Advanced Baking*. The draft included a new unit (FRDRB4XXX Develop advanced artisan bread methods) and two redesigned units:

- 1 *FDFRB4XXX Develop baked products* which (supersedes *FDDR4006A Explore and apply baking techniques to develop new products*)
- 2 *FDFRB4XXX Coordinate baking operations* (supersedes *FDFRB4002A Control bakery operations to meet quality and production requirements*)

During the development of the draft *FDF4XXXX Certificate IV in Advanced Baking*, the following endorsed units were recommended for deletion:

- 3 *FDFRB4001A Apply marketing principles to retail bakery*
- 4 *FDFRB4003A Apply baking science to work practices*
- 5 *FDFRB4005A Apply advanced finishing techniques for specialty cakes and desserts*
- 6 *FDFRB4007A Evaluate and assess bakery product*
- 7 *FDFRB4008A Set up sustainable baking operations.*
- 8 *FDFRB4010A Prepare plated sweets and desserts.*

The draft *FDF4XXXX Certificate IV in Advanced Baking*, including the new and redesigned units, three skill sets and the proposed units for deletion, were available for broader stakeholder consultation and feedback between 2 to 16 June 2017. Seven responses were received, representing two State Training Authorities (SA and VIC) four training providers, (NSW, NT, VIC and WA), and one industry (national).

Below is a summary of the issues raised and how these issues have been dealt with. This involves a consideration of the information provided, views of industry stakeholders where known, and views provided by the people who are part of the Technical Advisory Committee process. Resolutions are constructed to take into account the needs and views of stakeholders to the extent possible and to comply with Training Package Standards. The resolutions may represent a compromise on one or more stakeholder views with the aim of a workable outcome for industry, STAs and Training Providers.

Stakeholders Comments and Identified Issues	Consideration and Proposed Resolution
Certificate IV in Advanced Baking	
<p>1. STA, Vic and RTO, Vic</p>	<p>We appreciate the retention of the Certificate IV in Advanced Baking but are concerned that the 'bakery management stream' has been removed. The existing Certificate IV provides for two routes of career progression within the industry; becoming the 'lead baker' in a large organisation or the business manager / owner of a smaller bakery. As previously communicated to Skills Impact:</p> <p>"There needs to be a qualification available for those that are qualified and are wanting to manage, supervise and/or own their own business. Qualifications from SIT, BSB and SIR training packages are not relevant</p> <p>The Technical Advisory Committee (TAC) discussed at length the to redesign of the qualification so that it offers two specialist streams like the existing <i>FDF40811 Certificate IV in Advanced Baking</i>:</p> <ul style="list-style-type: none"> • Technical Baking stream resulting in a Certificate IV in Advanced Baking (Technical Baking). • Baking Business Operations stream resulting in a Certificate IV in Advanced Baking (Baking Business Management). <p>A key consideration is that the qualification needs to focus on baking outcomes, and that business operations qualifications are already available. Without careful design the packaging both a baking stream and business operations stream, it may be possible to complete a Certificate IV in Baking with a very few baking units, which does not reflect the needs of industry.</p> <p>A redesigned Certificate IV in Baking (requiring 7 core and 7 electives to achieve) has been created with input from the TAC. While the qualification ensures baking outcomes are achieved, it also includes 4 business operations units in the core, and allows up to 4 more generic business management units to be undertaken as electives.</p>
<p>2. STA, SA</p>	<p>Add specialists baking streams to the qualification (e.g.- 'artisan bread' or 'pastry')</p> <p>The redesigned Certificate IV in Baking created with input from the TAC members has resulted in packaging options that reflect a specialisation in advanced bread baking skills or in advanced pastry skills, or a combination of both. The packaging rules state:</p> <p>Electives may be packaged to provide a qualification with a specialisation area as follows:</p> <ul style="list-style-type: none"> • A minimum of 5 electives from Group A must be selected for award of the Certificate IV in Baking (Advanced Bread) • A minimum of 6 electives from Group B must be selected for award of the Certificate IV in Baking (Advanced Pastry)
<p>3. STA, Vic</p>	<p>Access to the 'issues register' and, in particular, Skills Impacts' advice regarding how and why it is dealing with the feedback would assist in the development of an industry wide consensus. For example, no information is available concerning</p> <p>The decision to remove the two streams from the proposed qualification was based on industry advice via the Technical Advisory Committee, with the desire to focus on technical baking skills, on the understanding that there are existing business management qualifications available.</p> <p>The first draft of the Certificate IV was developed in May in response to feedback from stakeholders to retain the qualification. It was released for broader stakeholder feedback in June and this document is a summary the 'issues register' for the qualification.</p>

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	why Skills Impact and the IRC have removed the bakery management stream in the Certificate IV.	
4. STA, SA	The Entry Requirements are not sufficient, i.e. a Certificate III qualification in a related field should at least be a Certificate III in Retail Baking; and that 3 years full time relevant employment in a commercial baking environment should cover all aspects of baking as for some bakeries the 3 years may relate to only basic job roles.	<p>The Entry Requirements in the redesigned qualification have been made more specific to require an individual to have:</p> <ul style="list-style-type: none"> • completed a Certificate III qualification in a field of study related to commercial baking, or • at least 3 year's full time relevant employment in a commercial baking environment.
5. RTO, NSW	There was not a 'Non trade pathway into the qualification'.	<p>Advice from industry and the TAC made it clear that industry expectations are that a person should have a baking or related trade before moving on to the Certificate III qualification.</p> <p>Refer to the comments above regarding the entry requirements</p>
6. STA, SA	If the Cert IV aims to enable individuals to successfully run a bakery, then components like conflict management, product costing, stock control, HR practice, money management, staff development should be embodied in this qualification	<p>The project considered the typical needs of an advanced baker that would take up this qualification and several business operations or management units that could be listed in to the qualification. It is not possible to encompass all the units that would be required to successfully run a bakery business in a Certificate IV that also includes baking specific units. The TAC have advised that the following bakery and business operations units be included in the redesigned qualification:</p> <p>In the core:</p> <ul style="list-style-type: none"> • <i>BSBSUS401 Implement and monitor environmentally sustainable work practices</i> • <i>FDFFFS4001A Supervise and maintain a food safety plan</i> • <i>FDFOHS4002A Maintain OHS processes</i> • <i>FDFRB3XXX Control and order bakery stock</i> • <i>FDFRB4009A Coordinate material supply for baking processes</i> • <i>SITXHRM001 Coach others in job skills</i> <p>In the Electives:</p> <ul style="list-style-type: none"> • <i>BSBCUS401 Coordinate implementation of customer service strategies</i> • <i>BSBFRA401 Manage compliance with franchisee obligations and legislative requirements</i> • <i>BSBSMB405 Monitor and manage small business operations</i>

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		<ul style="list-style-type: none"> • <i>BSBSMB407 Manage a small team</i> <p>In addition to the listed bakery operations and /business management units above, individuals have the option to import another two units from any currently endorsed Training Package or accredited course that is packaged at a Certificate IV or Diploma level. This allows individuals to customise the qualification to their needs, including the selection of other business units.</p>
7. STA, SA	If Certificate IV is supported across the country, then it needs to be redrafted to focus on artistry, visual presentation, theory, method and technique providing the students with required knowledge to secure a successful career. The purpose and content need to be redrafted to avoid being simply another broad offering with limited purpose.	<p>Refer to the comments above under item 1 and the broad industry support to maintain the focus of the qualification on baking. Based on advice from the TAC the following redesigned units have been added to the qualification:</p> <p>a) <i>FDFRB4XXX Apply bread baking science.</i></p> <p>b) <i>FDFRB4XXX Assess and evaluate bread product</i></p> <p>c) <i>FDFRB4005 Apply advanced finishing techniques for specialty cakes</i></p>
8. STA, SA	The inclusion of WHS at the certificate IV level is incorrect, this should be covered off at the Certificate III level.	The feedback relates to <i>FDFOHS4001A Identify, assess and control OHS risk in own work</i> that is in the core of the first draft. This unit has been replaced with <i>FDFOHS4002A Maintain OHS processes</i> , which is more appropriate to the needs of an advanced baker supervising others.
9. STA, SA	SA STA is aware that RTOs are supportive of a revised Certificate IV in Advanced Baking. However, other stakeholders expressed an opposite view and supported a suite of skills sets at Certificate IV level instead.	<p>In March 2017, the Committee recommended the deletion of the <i>FDF40811 Certificate IV in Advanced Baking</i>. After further research and stakeholder consultation, the initial recommendation to delete the Certificate IV in Advanced Baking was reversed by the Committee.</p> <p>The suggestion to delete the qualification is from one stakeholder. The TAC has confirmed its advice the qualification should be redeveloped based on broader industry and stakeholder feedback.</p> <p>The project has also developed three new skill sets that cover some of the post trade skills included in the redesigned Certificate IV.</p>
10 RTO, Vic	<p>The purpose of the proposed Cert IV is not clear. It needs include a global baking focus.</p> <p>The qualification aligns too closely to the certificate IV in Patisserie with all the proposed electives. It does not demonstrate an advanced</p>	<p>Refer to the comments above under item 1 and the Committee's advice to keep the focus of the qualification on baking. The inclusion of imported 'patisserie' units was based on stakeholder feedback, and to avoid duplication of Training Package components.</p> <p>Based on advice from the TAC:</p> <ol style="list-style-type: none"> 1. the imported patisserie unit <i>SITXPAT007 Prepare and produce marzipan</i> has been removed from the qualification.

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	<p>baker skills set. Units should be more bakery specific.</p> <p>I have great concern with the electives selected from the Patisserie/ hospitality training package in this qualification. Bakery electives should not cause confusion or overlap from another qualification. Please develop new electives for an advance Bakery qualification. For example: Breads of the world, advanced yeast Doughs, Breads for special diets, advanced pastries, Bakery science.</p>	<p>2. the following redesigned units have been added to the qualification:</p> <ol style="list-style-type: none"> a) <i>FDFRB4XXX Apply bread baking science.</i> b) <i>FDFRB4XXX Assess and evaluate bread product</i> c) <i>FDFRB4005 Apply advanced finishing techniques for specialty cakes</i> <p>'Special dietary needs' is included in the Performance Evidence for the redesigned unit <i>FDFRB4XXX Developed baked products</i>, that includes the possibility to research product and process development for a special dietary, cultural or religious needs.</p> <p>The TAC acknowledges that other nominal AQF level 4 units would be useful in this qualification (including units for special diets related to health issues), but the project timeline does not allow these to be developed in this project. This feedback will be logged as an issue for a possible future project.</p>
11. RTO Vic	Some core units are the same as in other Retail qualifications. These units should be aimed at a higher skill level	<p>The core has been reduced in size in the redesigned qualification and the units changed significantly. The following units have moved from the Core and into the Electives:</p> <ul style="list-style-type: none"> • <i>FDFRB3XXX Produce basic bread products</i> • <i>FDFRB3XXX Produce cake and pudding products</i> • <i>FDFRB4XXX Produce artisan bread products</i> • <i>FDFRB4XXX Produce speciality pastry products</i> • <i>FDFRB4XXX Produce gateaux, tortes and entremets</i>
12. RTO, NSW	Add pastry production in the core as this would be a bonus to any employer.	The TAC advised that adding pastry to the core is not consistent with the redesign of the qualification that allows specialisation in Advanced Bread or Advanced Pastry. In addition, moving pastry units to the core may result in individuals from a pasty background having to enrol in units they already hold.
13. RTO, NT	Very happy with the proposed Cert IV	No further action.
14. RTO, WA	The TAFE Baking lecturers agree that additional electives and Skill sets for Advanced Baking are appropriate.	No further action.

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Three new units	
<p>15. STA, Vic</p> <p>The three draft new units remain overly prescriptive in terms of assessment requirements. This concern was communicated to Skills Impact in response to the earlier draft. Training Packages describe the outcomes required by industry but do not determine the methods by which those outcomes are achieved. The implementation concern with over prescription around assessment is that access to, and innovation within training can be reduced. The following are examples only and we would appreciate all units being examined for over prescription and the impact on RTOs being able to deliver, Victoria to fund because of a potential increase in assigned nominal hours and, therefore, the supply of trained people for industry:</p> <ul style="list-style-type: none"> • Dictating to workplaces that a maximum of 5% waste is allowed is inappropriate. In this example, an RTO will be required to have evidence of several assessment events that encompass taking measurements of waste, calculating wastage percentage and recording the outcomes. • The extensive lists of knowledge evidence and skills evidence will potentially lead to unintended consequences including a decline in delivery. Every dot-point requirement will have to be converted into numerous assessment tools by RTOs against which the performance of every learner will have to be documented on more than one occasion. The Standards for RTOs 2015 require that such assessment tools and outcomes must be validated by industry. We would appreciate seeing revisions to the Performance and Knowledge Evidence to be more focused and succinct and that complies with the Standards for Training Packages. Requirements that must be audited such as the following: “the influence of the taste and texture of food products on the taste and texture of advanced artisan bread products including: 	<p>Skills Impact has reviewed the three draft units and sought advice from the TAC. Minor revisions have been made to the Performance Evidence of the two if the units to clarify the volume and frequency of assessment and in some instances reduce number of products required.</p> <p>The TAC advised strongly e is that the nature, volume and frequency of evidence in Assessment Requirements of the new and redesigned units are appropriate and necessary for an assessor to make a judgement on a person’s competence.</p> <p>In response to stakeholder feedback and advice from the TAC, the ‘maximum amount of waste’ statement has been modified. In most units, it now reads:</p> <p style="padding-left: 40px;">“Wastage that cannot be reused in production must be less than 5% of the weight of the original production schedule”.</p> <p>The Assessment Requirements (including the Performance Evidence and Knowledge Evidence) comply with Standards 6 & 7 of the Standards for Training Packages (STP) 2012, and are written according to the templates mandated by the STP 2012.</p>

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	<ul style="list-style-type: none"> • small goods • cheeses • pates or spreads” <p>are unnecessary and challenging to realise how it would be assessed to ensure compliance at auditing. These sorts of lists of information would be better positioned in a Companion Volume rather than mandated as assessment requirements.</p>	
16. STA, Vic	<p>This sentence, which appears in the Performance Evidence of all units and partially in Knowledge Evidence is repetitive and not required given that all inclusions in the template including the elements, performance criteria and foundation skills are mandatory:</p> <p><i>An individual demonstrating competency must satisfy all of the elements, performance criteria and foundation skills of this unit.</i></p>	<p>The reference to foundation skills has been removed.</p> <p>The remaining text is there as a reminder to Registered Training Organisation and other stakeholders that all parts of the units are assessable.</p>

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Units proposed for deletion		
17. STA, Vic	<p>Regarding the proposed deletion of units, we would like to see the results of any functional analysis that demonstrates relevant changes to the role of an advanced baker/ bakery manager. Any advice on this would be appreciated.</p>	<p>Refer to the comments above under item 3 regarding the ‘issues register’.</p> <p>The feedback about deletion of units relates to the following units that have not been put forward for redevelopment during the project:</p> <ul style="list-style-type: none"> • <i>FDFFRB4001A Apply marketing principles to retail bakery</i> (4 enrolments in 2015) • <i>FDFRB4008A Set up sustainable baking operations</i> (1 enrolment in 2015) • <i>FDFRB4003A Apply baking science to work practices</i> (26 enrolments in 2015) • <i>FDFRB4005A Apply advanced finishing techniques for specialty cakes and desserts</i> (47 enrolments in 2015) • <i>FDFRB4007A Evaluate and assess bakery product</i> (20 enrolments in 2015) • <i>FDFRB4010A Prepare plated sweets and desserts</i> (37 enrolments in 2015)

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		<ul style="list-style-type: none"> • <i>FDFRB4009A Coordinate material supply for baking</i> (no enrolments in 2015) <p>The reasons for the proposed deletions of the level 4 Retail Baking units included:</p> <ul style="list-style-type: none"> • the units duplicate outcomes that are better covered by importing units from other Training Packages • low enrolment numbers based on NCVER data • the unit outcomes are no longer considered appropriate for a post trade qualification • the appropriate outcomes of some units have been embedded in other redesigned nominal AQF level 3 and 4 units. <p>The TAC reviewed these units and provided the following advice that has been actioned.</p> <p>A. The following two units should be deleted as they can be replaced by imported units:</p> <ul style="list-style-type: none"> • <i>FDFFRB4001A Apply marketing principles to retail bakery</i> (<u>4 enrolments in 2015</u>) • <i>FDFRB4008A Set up sustainable baking operations</i> (1 enrolment in 2015) <p>B. The following two units should be deleted as they are no longer relevant to the industry or had relevant outcomes embedded in other redesigned units:</p> <ul style="list-style-type: none"> • <i>FDFRB4010A Prepare plated sweets and desserts</i> (37 enrolments in 2015) • <i>FDFRB4009A Coordinate material supply for baking</i> (no enrolments in 2015) <p>C. The following units are to be redesigned and included as elective units in the Certificate IV in Baking :</p> <ul style="list-style-type: none"> • <i>FDFRB4003A Apply baking science to work practices</i> (26 enrolments in 2015) • <i>FDFRB4005A Apply advanced finishing techniques for specialty cakes and desserts</i> (47 enrolments in 2015) • <i>FDFRB4007A Evaluate and assess bakery product</i> (20 enrolments in 2015)
18. Industry, national	<p><i>FDFRB4005A Apply advanced finishing techniques for specialty cakes and desserts</i></p> <p>Our recommendation is not delete but keep as an elective. Customer demand is growing.</p>	<p>As mentioned above, the TAC advised that this unit be redesigned as <i>FDFRB4005 Apply advanced finishing techniques for specialty cakes</i>. It has been added as an Elective in the Advanced Pastry group.</p>

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19. Industry, national	<p><i>FDFRB4007A Evaluate and assess bakery product</i></p> <p>Our recommendation is not delete but keep as an elective. Product quality is a primary factor in customer decision making; removing this as an elective is unwise given that nothing on diagnosing faults/quality standards are in the New Core units.</p>	<p>As mentioned above, the Committee advised that this unit be redesigned as <i>FDFRB4XXX Assess and evaluate bread products</i>.</p> <p>'Fault identification and rectification' is included in most of the redesigned 'produce' units in the Certificate III and IV qualifications.</p>

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Certificate III qualifications		
20. STA, Vic	<p>The proposed skills and knowledge level for the Certificate III's seem to be pitched too high. The draft qualifications include some ability to run or supervise a bakery which are more appropriately provided through a Certificate IV qualification</p>	<p>This feedback was also provided from the STA on the consultation draft materials. The advice provided by the Committee that many bakeries are one person operations so the scheduling and producing is relevant. It relates to scheduling a production run and does not require supervision of others.</p> <p>A review of the Application statement in all the redesigned and new retail baking units Certificate III qualifications confirms there is no requirement to take responsibility for others technical functions rather than responsibility for others.</p>