

Baking qualification transition review survey



Summary

Skills Impact, on behalf of the [Food, Beverage and Pharmaceutical Industry Reference Committee](#), surveyed Registered Training Organisations (RTOs) on their experiences of transitioning to the new baking qualifications, whether they had completed the process or anticipated doing so.

About the survey

- The survey was sent to RTOs only as it related to transition issues, including any support resources that were used, challenges faced and, if applicable, the reasons why the RTO chose not to transition to any of the new qualification(s).
- To encourage a higher response rate, not all questions were compulsory (hence some participants did not answer all the questions).
- The survey was conducted online on SurveyMonkey and was forwarded to 63 RTOs or campuses of larger RTOs. From these, 25 individuals responded (with two from the same organisation).
- The survey was not designed to gain statistically representative results but feedback *illustrative* of the challenges encountered in the baking qualification transition process.

Key findings

- The greatest number of respondents' organisations deliver baking qualifications in Victoria, followed by New South Wales and Western Australia.
- Most of the respondents' RTOs delivered three or four baking qualifications, but only one delivers the Certificate IV in Baking.
- Most qualifications held on scope by respondents have already been transitioned to the superseding versions. Around one-quarter of the qualifications being delivered have yet to be transitioned (but the intention is mainly to do so).
- There are a few RTOs that do not intend to transition from a superseded qualification due to a 'thin market'.
- Challenges for RTOs in the transition process include a lack of Credit Transfer opportunities, 'business as usual' being affected by increased administration, learners' gap training and the delivery of updated content.
- During transitions, RTOs most value the support of their Compliance Manager/Officer and peer networks.
- Recommendations for transition process improvements include fewer units being superseded by non-equivalent units at the same time, clearer sign-posting of mapping changes, the creation of national, standardised resources and procedures, and access to a centralised source of advice and training.
- In spite of the extensive consultation in the development process, RTOs raised general concerns, including perceived shortcomings in the applicability of updated qualifications across all bakery operations and a lack of transparency in the design of new content.

Read the full report below.

Introduction

Purpose

Skills Impact, on behalf of the [Food, Beverage and Pharmaceutical Industry Reference Committee](#), surveyed Registered Training Organisations (RTOs) on their experiences of transitioning to the new baking qualifications, covering whether they had completed the process or anticipated doing so (or if they did not intend to transition after the teach-out period of a superseded qualification). This report summarises the main findings.

The relevant qualifications are displayed in Table 1 below.

Table 1: Transitioning baking qualifications

Current Qualification	Superseded Qualification	Superseded Qualification Teach-Out Deadline
FBP20217 Certificate II in Baking	FDF20510 Certificate II in Retail Baking Assistance	Expired
FBP30517 Certificate III in Baking	FDF30710 Certificate III in Retail Baking (Combined)	31 December 2019
FBP30417 Certificate III in Bread Baking	FDF30610 Certificate III in Retail Baking (Bread)	31 December 2019
FBP30317 Certificate III in Cake and Pastry	FDF30510 Certificate III in Retail Baking (Cake and Pastry)	31 December 2019
FBP40217 Certificate IV in Baking	FDF40811 Certificate IV in Advanced Baking	Expired

Source: [training.gov.au](#)

The results of this survey helped to inform a forum hosted for RTO staff to facilitate information sharing and peer support concerning transitioning baking qualifications. The results will also inform the ways that Skills Impact communicate with and support RTOs and other stakeholders when substantial Training Package modifications are released. Skills Impact may further pursue opportunities to support RTOs through communication forums and the development of national training resources.

Survey design and sample

The survey is not intended to be statistically representative of all training organisations with baking qualifications on scope, but *illustrative* of the issues being encountered as RTOs engage in the transition process (or not).

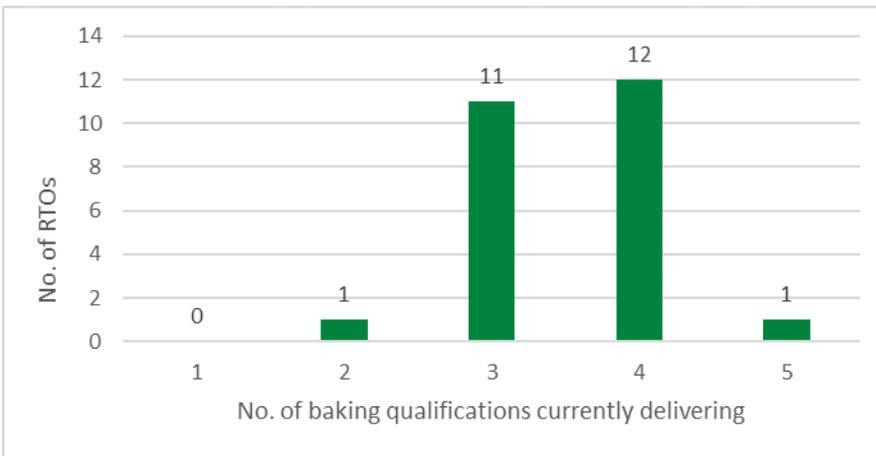
There are some incomplete sentences, but these should be read as responding to the question or issue that is contextualised in the commentary above it.

Profile of respondents

There were 25 respondents (two of whom were from the same institution, though that number may be higher as participants were not required to disclose their identity/institution).

The majority of RTOs are currently delivering three or four baking qualifications.

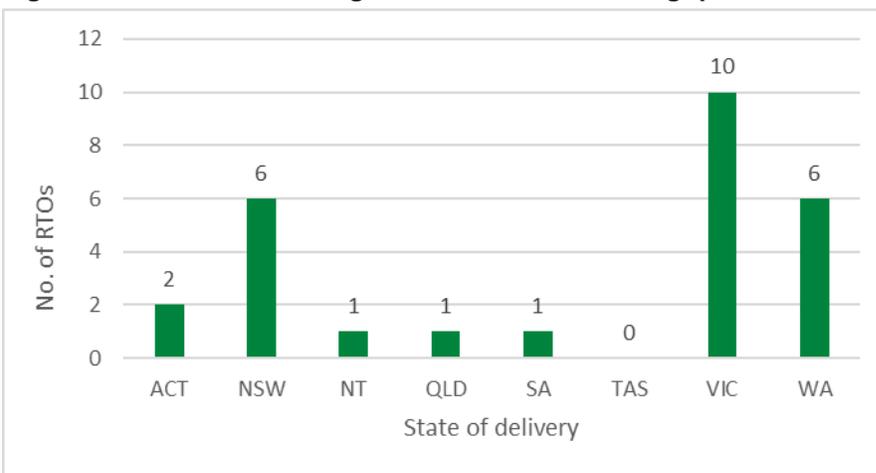
Figure 1: No. of baking qualifications being delivered by organisations



All but one of the respondents' organisations are delivering baking qualifications in one state only, and the other delivers in three states.

The greatest number of respondents' organisations deliver baking qualifications in Victoria, followed by New South Wales and Western Australia.

Figure 2: States in which organisations deliver baking qualifications

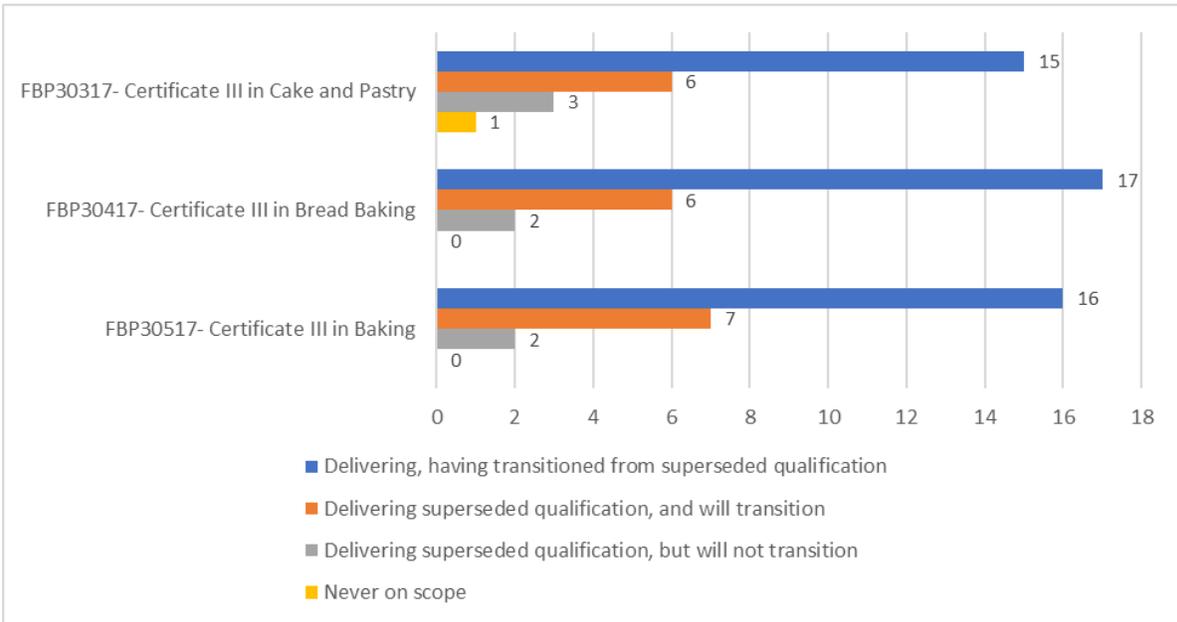


Survey responses

Qualifications being delivered

For baking qualifications with the transition deadline 31 December 2019, the greatest proportion (64%) currently being delivered by RTOs have already undergone transition to the *superseding* versions.

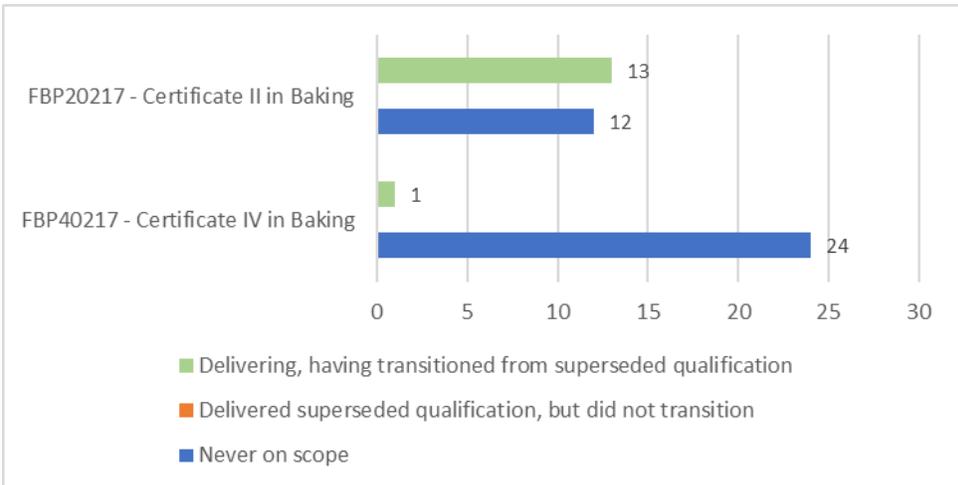
Figure 3: Respondents' status regarding the new baking qualifications for which the transition deadline is 31/12/2019



One quarter (25%) of the qualifications currently being delivered are the superseded versions, but where the intention is to transition to the new versions prior to the deadline. Only 9% of qualifications being delivered are the superseded versions where the intention is *not* to transition (this is elaborated in **Reasons for not transitioning to the superseding baking qualifications**).

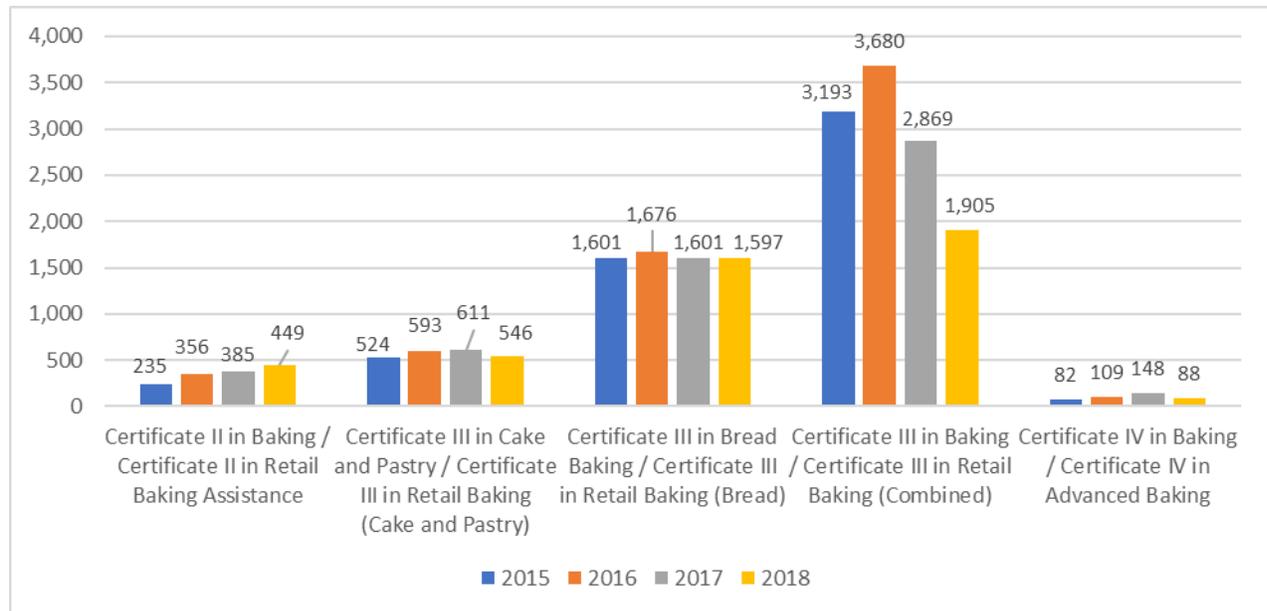
Where the deadline has expired, all superseded qualifications that were being delivered were transitioned (see Figure 4).

Figure 4: Respondents' status regarding the new baking qualifications for which the transition deadline has expired



The certificate IV is the least commonly-delivered baking qualification by respondents' RTOs, which is indicative of its lower enrolment figures shown in NCVET data:

Figure 5: Baking qualification enrolments



Source: NCVET VOCSTATS, TVA Program Enrolments 2015-2018

Reasons for not transitioning to the superseding baking qualifications

Only three participants' organisations deliver superseded qualifications that will not be transitioned. Their responses are not necessarily representative of the range of issues and challenges experienced by RTOs in this regard; however, their feedback can inform further investigation.

For each of the three superseding qualifications, Certificate III in Baking, Certificate III in Bread Baking, and Certificate III in Cake and Pastry, one respondent confirms:

"Students will complete the FDF qualifications by the 31st of Dec 2019 under a teach out arrangement with only highlighted number of students."

Another respondent, for the same three qualifications, highlights "Non compatible units."

Regarding the transition of the Certificate III in Cake and Pastry (the only baking qualification to which their RTO is not transitioning), the third respondent states:

"Too many other units, not viable for the low number of apprentices."

This indicates these RTOs reluctance to transition to a qualification containing few equivalent superseding units for which students can receive Credit Transfers. Assuming the RTO does not have the superseding units on scope, it can be inferred that they are unwilling to complete the complex application for approval to deliver them, especially given the lengthy and expensive process to develop new training and assessment materials (including learning resources) and low financial return anticipated due to a 'thin market'.

Challenges faced in transitioning qualifications

Analysing participants' responses shows that the majority experience repeated challenges regardless of the qualification that is being transitioned (demonstrated by participants copying/pasting their answer for

one qualification's transition challenges into the next); therefore, unless detailed, the challenges described below are not specific to any qualification but the process of transitioning baking qualifications generally.

Major changes to the baking qualifications cause difficulties, not least in the lack of opportunities to Credit Transfer units from the superseded qualifications into the new versions (which, unlike in the section above, did not prevent these RTOs from transitioning):

“Virtually no equivalence with superseded version, only 2 units able to be credited”

“Not equivalent, major changes to units with hugely complex requirements”

This creates logistical challenges for smaller operators, with associated impacts on business:

“Level of work required to get the course set up. We had one trainer working on this qualification 2 days a week for at least 6 months, who also was our only trainer for current students. Only 3 units under the old qualification were equivalent, we had to explain the reasoning behind this to employers and students and the impact on first and second years was huge. The requirement by ASQA to have all training assessment material ready before transition meant we were not able to accept new apprentices for approx. 6 months. This qualification was a total rewrite.”

“This has been a difficult transition that has upset employers and apprentices.”

There are also challenges in ensuring *learners* are not impacted significantly by the changes. In some cases, students are felt to be inconvenienced by the transition process:

“Students who transitioned from the old to the new received little credit for their previous training. Not sure about the rest of the country but it has been financially overwhelming for Victorian students to enrol yet it is free in NSW (@Cert III level).”

“When new packages are developed consider the impact these changes will have and allow the time when setting the transition date. Consider the financial and educational implications to a student who moves employer who has completed 70% of his course in the old qualification, now only has CT for possibly 3 units. The cost of re-enrolling, the requirement for an extension on their apprenticeship to either do RPL, gap training and complete more units than required in old qualification.”

One respondent mentions the issue of some “students not being transferred to the new Qualification” because, despite their advanced progress towards competency in the superseded certificate, enrolling in the superseding qualification would put them back to ‘square one’. Others cited their challenges with ensuring “Mapping and gap training¹ for the student and these students not being disadvantaged with the process”.

As well as in mapping Units of Competency, RTOs experience challenges with general compliance and documentation requirements, including developing or purchasing learning resources:

“Biggest challenge was the mapping of the units and finding or buying the resources for the new training package. Lots of RPL to do as well.”

“Training and assessment resources. Lack of communication and difficulty sourcing a guidance authority between sign off and delivery. Mapping document(s). Wish there was a general one for the whole package.”

“Getting all documentation ready and compliant.”

¹ Gap training is when competencies achieved in superseded units can be supplemented with additional training and assessment so that the learner is deemed competent in the non-equivalent superseding unit (perhaps also using the Recognition of Prior Learning process).

“Developing the resources and training for teaching staff”

Difficulties interpreting and developing curricula for relevant units extends to challenges in their *delivery*:

“Limited time to deliver units, poor resources, excessive compliance documentation”

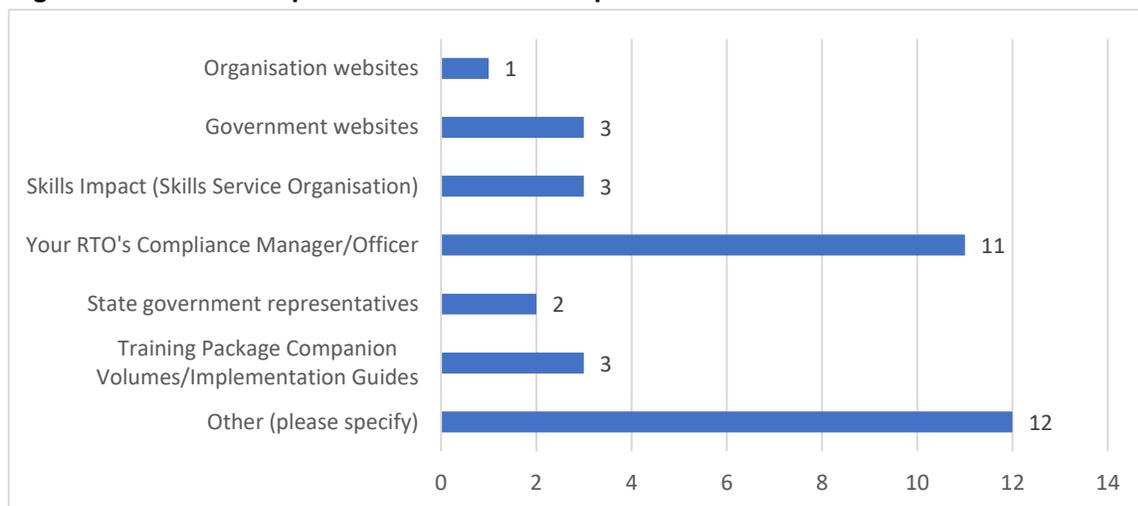
“Meeting training package requirements, assessments requirements & volume of learning”

“The increased amount of prescriptive performance evidence requirements and the amount of products needing to be assessed have created many challenges. The assessments for many of these units (for example FBPRBK3018 Produce basic artisan products) need to be carried out over a number of days to ensure compliance, and this is even when assessments have been developed to condense the amount of products as much as possible. These changes have required a complete change to how these qualifications are delivered, with the increased focus on assessment taking time away from delivery. The wording of the UOC's is ambiguous and confusing, making it difficult to formulate questions that the student (and teacher) is capable of understanding. For example, in FBPRBK3009 - characteristics and storage requirements of ingredients used in biscuit and cookie products production. We are unable to understand fully what is meant by this piece of knowledge evidence. This is also unfortunately repeated in all practical units.”

What has helped RTOs transition qualifications

In detailing what has helped their RTO transition baking qualifications, over half of respondents cite just one resource each. An RTO's Compliance Manager/Officer is the most common source of assistance.

Figure 6: What has helped RTOs to transition qualifications



“Other” responses include several that point to peer networking and information sharing:

“Networking with other RTOs and Industry to attempt to gain clarity on issues which were and remain to be unclear.”

“Conversing with other Victorian RTOs and trying to interpret what was written in the package”

“Collaboration with other TAFE teachers”

“Baking Training Network of Victoria”

Desired transition support resources and suggestions for a better system

Transitioning baking qualifications, as shown in many of the responses above, can impact on RTOs' business operations and training and assessment strategies. It can be especially challenging to transition to new qualifications if there are substantial changes to their content. Participants suggested a more manageable process might include:

“Changes that occur more frequently and not having to implement a whole re-write of qualifications.”

“Keeping better up to date with changes in industry and not taking 10 years to develop a new package which then has such significant changes.”

“Moderate change, with 75% equivalent units (currently only 20% is equivalent).”

Some participants suggest clearer sign-posting of changes would assist RTOs in adapting:

“A note for the industry skills council: never leave us in the situation where less than 25% of units have no equivalent. Have the individuals responsible for change provide us with mapping to new units and not leave it up to RTO's to bear the cost.”

“When redesigning a unit that includes content from a previous unit state the PC or PE content deemed equivalent to assist in standardizing mapping for RTOs.”

What information is available to explain Training Package changes?

Skills Impact publish a Companion Volume Implementation Guide when they revise a Training Package. The Companion Volume Implementation Guide is designed to help providers implement the Training Package, and contains information such as:

- version control and modification history
- mapping information (explaining whether the outcomes of the new products are equivalent or not equivalent to the superseded products)
- regulation and licensing implications for implementation
- mandatory entry requirements, pathways advice and access and entry conditions
- resource and equipment lists
- if relevant, links to learning strategies, knowledge and assessment guidance.²

To see how Training Package updates affect units, skill sets or qualifications, there are a number of steps that will help uncover any changes made:

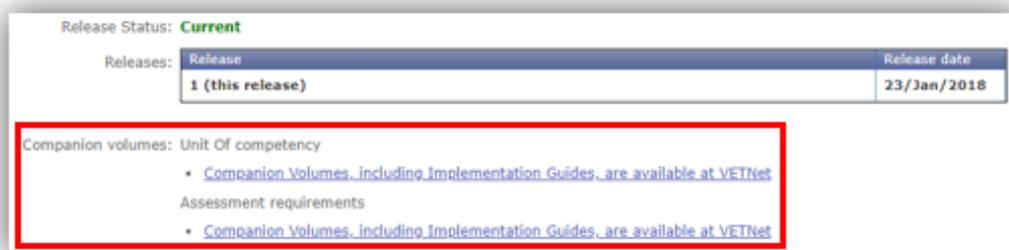
1. Search for the relevant unit, skill set or qualification on training.gov.au. For example, consider the unit 'FBPRBK4008 - Apply bread baking science':

² See: <https://www.asqa.gov.au/about/australias-vet-sector/training-packages>



2. From here, there are resources to help establish what changes have been made:

- a) In the “Summary” section at the top of the page, click on the link “[Companion Volumes, including Implementation Guides, are available at VETNet](#)”, either under unit of competency or assessment requirements (depending on the purpose of the enquiry).



On the page that opens, click to download the ‘[Companion Volume Implementation Guide, Part 2: Component details](#)’. Once the document is downloaded and open, search (Ctrl+F) for the unit code or name, which will take you to a mapping table that details any changes made to the unit:

Mapping of units of competency from FDF10 Food Processing Training Package Version 4.1 to FBP Food, Beverage and Pharmaceutical Training Package Version 1.0			
Code and title FDF10 V4.1	Code and title FBP V1.0	Comments	Equivalence statement
FDFRB4003A Apply baking science to work practices	FBPRBK4008 Apply bread baking science	Redesigned unit with a focus on bread products incorporating content from previous unit	No equivalent unit

(Alternatively, scroll towards the bottom of the unit’s page on training.gov.au to see “Unit Mapping Information”).

- b) In the “Content” section near the top of the page, click the link to “[Compare content of this unit of competency with other releases or training components](#)”

Content

Compare: [Compare content of this unit of competency with other releases or training components](#)

Download: [Unit Of competency \(1.26 MB\)](#) [Unit Of competency \(97.64 KB\)](#)

[Assessment requirements \(1.26 MB\)](#) [Assessment requirements \(185.38 KB\)](#)

This will take you to a page where there is a choice of which training components to compare.

Select a release

- FBPRBK4008 - Release 1
 - Assessment Requirements
 - Unit

Select release to compare with

- FBPRBK4008 - Release 1
 - Assessment Requirements
 - Unit
- FDFRB4003A - Release 2
 - Unit

Once selections are made, click on “Compare”. From here, different elements can be viewed to assess where wording has been updated, inserted or deleted (much like Track Changes in Word):

Elements	Performance Criteria				
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.				
	<table border="1"> <thead> <tr> <th style="text-decoration: underline;">ELEMENT</th> <th style="text-decoration: underline;">PERFORMANCE CRITERIA</th> </tr> </thead> <tbody> <tr> <td>1. Analyse aspects of Select and use ingredients on finished bread products to ensure quality outcomes</td> <td> 1.1 Read and interpret a Certificate of Analysis for breadmaking flour 1.2 Identify the impact of ingredients on final products, product is identified and consider these impacts when selecting ingredients 1.3 Identify processes, measurement and techniques used 1.2 Processes used in the manufacture of ingredients and how these their impact on ingredient characteristics 1.4 Identify types quality are identified and considered in the selection of ingredients </td> </tr> </tbody> </table>	ELEMENT	PERFORMANCE CRITERIA	1. Analyse aspects of Select and use ingredients on finished bread products to ensure quality outcomes	1.1 Read and interpret a Certificate of Analysis for breadmaking flour 1.2 Identify the impact of ingredients on final products, product is identified and consider these impacts when selecting ingredients 1.3 Identify processes, measurement and techniques used 1.2 Processes used in the manufacture of ingredients and how these their impact on ingredient characteristics 1.4 Identify types quality are identified and considered in the selection of ingredients
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While these resources are available online it is possible that they are not widely recognised or do not meet the needs of RTOs. Certainly, it is a complex process for RTOs to update the training and assessment materials/tools that they have developed. It requires identifying where relevant Training Package products have been modified/updated and then modifying/updating their resources/strategies accordingly. Skills Impact are committed to supporting RTOs in transitioning qualifications, including ensuring that they are accessing the resources available.

Several respondents feel that nationalised/standardised resources and procedures would be of great benefit, often with RTOs collaborating on their development:

“HOW COME WE DONT HAVE THE SAME RESOURCES AUSTRALIA WIDE!!! Why is it up to a school to develop the resources? In this case it means that some schools are better than others??? And also each TAFE is developing its own resources. Why can't one team develop it for everyone?”

“More collaboration with other RTOs to really work together in the development of resources and assessments to share the load. In the flow on from collaboration provide TAFEs equal financial support to develop new resources and assessments that will be developed for the sector - not in isolation.”

“Need to move to a national delivery pattern, systems and a standard for work place delivery, standardized assessment products”

“A vision from all states and territories to roll out a similar product nationally. Trial the qualification(s) and competencies in conjunction with an independent/leading RTO. A national conference. A national approach/standard for how many occasions a student should attend an RTO away from normal work duties”

There are a couple of references to SkillsPoints, for example at TAFE NSW, and how similar arrangements could potentially benefit training providers across the board:

“Skills point [could] deliver quality resources, assessment tools, online system that works, extend time to fully deliver and assess the training package requirements.”

Respondents' ideas for creating national resources are also reflected in their desire for a centralised source of advice/consultancy/training. Suggestions include:

“Hold forums where the new training package is introduced and RTOs have an opportunity to work through issues and get clarity on areas that are not clear in the UOCs.”

“Teacher training on new systems, products and standards for national assessment and delivery.”

“[We have] created all new assessment tools, student resources and class manuals for the FBP quals. What would have helped was access to Skills Impact members who designed the units, and the ability to ask their meaning and then suggestions of how to deliver and assess.”

“More open communication with the writers, and someone who could answer questions from Skills Impact.”

“Better connection with the Technical Advisory Committee.”

There appears to be support for boosting the resources available to RTOs, whether it be through participatory events, such as workshops, or the creation of national training and assessment materials. The latter arguably could provide RTOs with the foundation for improving the standard and consistency of delivery, and therefore facilitate greater learner skills transferability across occupations and businesses.

Skills Impact are taking steps to assist with providing additional implementation advice by directing training organisation representatives to currently available resources, such as Companion Volume Implementation Guides and User Guides, which contain mapping tables, and the training.gov.au qualification/unit of competency comparison tool. In addition, Skills Impact will endeavor to assist with providing helpful tips, resources and links for RTOs updating their qualifications.

RTOs' concerns

Several RTO respondents reflected on their concerns regarding the breadth and depth of industry

engagement that was undertaken to inform the review and update of qualifications. The survey was not directed at obtaining this information, and it should be noted that only 3 respondents identified the SSO or the Companion Volume as being of assistance to transition, indicating perhaps a lack of resources, time to participate in activities outside of learning design and delivery, and detailed knowledge of the development system.

Some feel that the updated baking qualifications contain content that “Does not reflect current industry practices” or does not demonstrate a nuanced understanding of current baking processes/terminology:

“FBPRBK2002 Use food preparation equipment to prepare fillings as a standalone unit does not make sense as a number of units - such as FBPRBK3018 Produce basic artisan products - require fillings to meet product requirements. Bakers do not make fillings without a product to fill. Also, the inclusion of knife sharpening skills in this unit is not applicable to the industry. The inclusion of glace fruits in FBPRBK3009 is outdated. Not all processes in FBPRBK4001 are applied in industry across commercial bakeries, such as creating a long ferment sour dough using a mother. There are instances in the bread units where terminology is different and used interchangeably such as in FBPRBK3007

- mixing and using the following three doughs:
 - scratch mix/no time/instant dough
 - bulk ferment sour doughs
 - all in mix (this is a method and the same as an instant dough)”

Perceived shortcomings in baking qualification content stem, in part, from the notion that industry has not been consulted in broad enough sectors: “More representative industry consultation [is needed]”.

For some, the suspicion that consultation has been too narrow results in qualifications that are biased towards specific types of production:

“Compatible units [should be] more broadly spread to include ALL of the 'baking' industry – at the moment the T/P's favour BREAD operators, in-store bakeries and franchisees – of bread not pastry cooks, ie less pastry content and NO chocolate work. [...] Product not compatible, content less focused on pastry cooking. Not suitable for ALL parts of industry”

As such, a couple of respondents call for greater transparency in the published qualifications, feeling they would gain insights from “Knowing who is signing off on the training package – Industry representatives”.

There are also responses indicating some RTOs feel that training organisations should be consulted more on *content* (with requests to have “Greater input into the development of the competencies content”) and how any changes will affect *delivery* (with requests for more “RTO consultation in implementing these training packages”). These appear to be bigger picture issues with the training package system as a whole, which may not be confined to the Baking qualifications.

It may be that research delving more into these issues may identify local factors such as needs of one specific training customer, market product differentiation and available resources that have influenced these responses.

Consultation with stakeholders

The [Food, Beverage and Pharmaceutical Industry Reference Committee](#) engaged in wide consultation during the Training Package development process, providing opportunity for any interested parties to contribute.

The project was guided by a Technical Advisory Committee (TAC) made up of industry representatives from across Australia. The advice of TAC members, together with wide industry feedback, has resulted in a suite of qualifications, skill sets and units of competency that reflect contemporary job roles and that are flexible enough to cater for workforce mobility and new and emerging roles.

A range of communication strategies were used for consultation with stakeholders during development of the retail baking Training Package products, including:

- A [project page](#) was set up on the Skills Impact website at its commencement, with information about the project and updated with regular progress reports. Visitors were invited to register their interest to receive email alerts about the project, including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.
- Emails and newsletters were sent to state and territory training authorities (STAs/TTAs), VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress.
- Draft materials were hosted on the Skills Impact website for a four-week period, with an additional two-week period for validation of final drafts. Stakeholders provided feedback via online questionnaires, emails and telephone calls.

Retail Baking draft for feedback	No. of respondents
Certificates I to III Consultation draft	27
Certificates I to III Validation draft	25
Certificate IV Consultation draft	7
Certificate IV Validation draft	33

Summary of consultative activities

- Meetings, both face-to-face and teleconference, were held with TAC members.
- Six public face-to-face consultation workshops were held in Melbourne (with ten participants), Hobart (one participant), Brisbane (18 participants), Sydney (11 participants), Darwin (17 participants), Perth (three participants) and Adelaide (ten participants), to enable as many industry stakeholders as possible to review and comment on qualifications and units of competency.
- Four webinars were promoted by Skills Impacts to cater for people who were unable to attend face-to-face consultation workshops.

Continuous improvement

Skills Impact are endeavouring to continuously improve their communications strategies to promote the participation of industry and training providers in consultation activities.

One respondent feels that a new qualification is insufficiently flexible to allow different modes of learning:

“The new qualification has total disregard for individuals that are not suited for classroom-based training. As RTOs we have to take into consideration the diversity and learning challenges facing our client group. Creating a system where individuals have to attend purely based on an individual’s ideology of what training should look like is not acceptable in today’s training environment.”

Training delivery

Significant changes have occurred in Retail Baking units and, in particular, the Assessment Requirements to ensure people undertaking these units are equipped with a broad and deep range of baking skills to enable them to work across a range of bakeries. In the Assessment Requirements, the Performance Evidence clearly specifies volume and frequency. The Assessment Conditions specify equipment and materials that must be available when assessment of skills is being undertaken. During consultation, these materials and equipment were confirmed as being commonly used across the bakery industry and should not pose any significant barrier to delivery.

The Implementation Guide provides a brief glossary of baking product terminology and suggestions for RTOs on how training could be provided if the apprentice does not have access to some of the required equipment in their current workplace.

Information about training pathways, access and equity considerations, foundation skills, key legislative requirements and other training and assessment advice can be found in the [FBP Food, Beverage and Pharmaceutical Training Package Implementation Guide](#).