

PROCESSING TECHNOLOGIES: IMPLEMENT A PROCESS

Implement a process focuses on undertaking appropriate procedures to process a specified product. Products may include but are not limited to: fermented or non-fermented foods and beverages; biologically active products; household chemicals; toiletries; cosmetics; paper; resin or fibreglass products.

Initially students learn to follow appropriate processing operations and undertake testing to make a product that meets specifications. Students progress to complex processing operations that require analysis, modification, testing and calculation of relevant factors.

	LEVEL 6	LEVEL 7	LEVEL 8
LO	<i>Implement basic procedures to make a processed product</i>	<i>Implement advanced procedures to make a processed product</i>	<i>Implement complex procedures to make a processed product</i>
TEACHER GUIDANCE	<p>To support students to implement basic procedures to make a processed product at level 6, teachers could:</p> <ul style="list-style-type: none"> • Provide opportunity for students to undertake basic processing operations. • Develop step by step guides to inform student practice. • Enable students to undertake basic testing such as pH, temperature, size to determine appropriateness of a product. • Ensure students apply relevant health and safety practices. 	<p>To support students to implement advanced procedures to make a processed product at level 7, teachers could:</p> <ul style="list-style-type: none"> • Support students with their undertaking of advanced processing operations. • Guide students with advanced testing techniques such as: viscosity; moisture content; and degree of fermentation. • Ensure students comply with health and safety documentation such as HACCP and HSNO (see AS/NZ3343.3:200s) 	<p>To support students to implement complex procedures to make a processed product, at level 8, teachers could:</p> <ul style="list-style-type: none"> • Support students in determining the techniques that have been involved in specific processing of materials. • Discuss the difference between process control in the classroom and in industry for a specified product. • Demonstrate complex processing operations such as: distilling; cryogenic freezing; and batch transfer • Support students in the implementation of complex processing operations. • Provide or negotiate with students the selection of a specified product. • Support students in the development of safety plans, risk management plans and quality assurance plans.
INDICATORS	<p>Students can:</p> <ul style="list-style-type: none"> • Implement basic processing operations. • Conduct basic tests to determine if a product has met required specifications. • Follow relevant health and safety practices 	<p>Students can:</p> <ul style="list-style-type: none"> • Work independently in the execution of advanced procedures. • Undertake advanced testing techniques to determine if a product meets established specifications. • Comply with relevant health and safety documentation. 	<p>Students can:</p> <ul style="list-style-type: none"> • Analyse and justify the procedures used to process a specified product. • Explain how processing operations can be controlled by test feedback. • Evaluate the appropriateness of safety, risk management and quality assurance plans • Make informed decisions based on knowledge of techniques, operations and testing feedback. • Modify processing operations based on feedback from testing. • Calculate yield and relevant financial costs. • Develop suitable safety, risk management and assurance plans.
AS	<p>AS91082 Processing Technologies 1.60 <i>Implement basic procedures to process a specified product</i></p>	<p>AS91351 Processing Technologies 2.60 <i>Implement advanced procedures to process a specified product</i></p>	<p>AS91643 Processing Technologies 3.60 <i>Implement complex procedures to process a specified product</i></p>
	Level 1 Digital Technologies standards & assessment resources	Level 2 Digital Technologies standards & assessment resources	Level 3 Technology achievement standards & assessment resources DRAFT