

UQ-GVEC

Gatton Vocational Education Centre

Australasian Milling Conference 2016

*Collaborative Industry Partnerships to Develop
Sustainable Training Programs*

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Snapshot of UQ-GVEC;



Create change

UQ-GVEC is the Universities RTO and supports applied practicum delivery within the Gatton Campus and externally to industry and seeks to deliver a balanced approach to attaining practical rural skills with theory

'Science with Practice'



Introduction

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The purpose of this presentation is to present the approaches and progress achieved between two principal entities, the *Stockfeeds Manufacturers' Council of Australia (SFMCA)* and the *University of Queensland Gatton Vocational Education Centre (UQ-GVEC)* to develop a specific industry based training program.

The drivers and external factors that impact upon any industry sector must embrace change as inevitable, which requires enterprises to either refresh their current practices or adopt new approaches that foster cultural change towards training and professional development.



SFMCA and their search for a Training Provider;



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More specific industries such as stockfeed manufacturing are not well represented in the national packages. On this basis, the SFMCA sought engagement with educational providers who could;

- *Provide an educational model where specific units or modules could be developed specific to their operational platform;*
- *Develop a specific curriculum which could be distributed amongst feed mills on a national basis;*
- *Foster a professional development approach, where feed millers can encourage and support various staff positions within enterprises engage, in a training program to promote professionalism and lift the profile of feed mills as a professional body of operators and manufacturers;*
- *Prepared to work outside the National framework to provide training product development and customisation.*



What are the Key Topical Drivers from Industry to a Training Provider

The representative peak body group (SFMCA) identified some years back that the industry sector collectively faces challenges to sustain and expand its operational platform and embrace a progressive educational and training framework to address the emerging trends of;

- New and sophisticating technologies;
- Increasing quality assurance standards;
- Workplace codes and practices, compliances, WHS and increasing liability;
- Changing production models and enterprise structures;
- Increasing competition and production profitability margins;
- Staff retention and staff progression;
- Career pathways;
- Attracting new employees and graduates into the sector.



What is Expected from a Training Provider

Engagement with the University of Queensland via UQ-GVEC commenced in mid-2014. Initial discussions centred on a range of factors focussing on the following:

- Suitability of the provider;
- Capacity and range of provider to engage with the SFMCA and their requirements;
- Suitability of appropriate staff to assist with the development of the training package;
- Development of modular topics customised to the sector;
- Ability to provide on line and flexible delivery strategies;
- Demonstrated value for money and delivery time frames.



What were the modules and topics determined by Industry as required?

MODULE 1. Introduction to feed milling

- Topic 1 Purpose of feed milling
- Topic 2 Mill design, layout, quality and safety
- Topic 3 FeedSafe Quality Assurance
- Topic 4 Mill safety

MODULE 2. Receiver, handling and storage

- Topic 1 receiver procedures and records
- Topic 2 Ingredient handling
- Topic 3 Storage – silos, bins, liquids, bags

MODULE 3. Particle size reduction

- Topic 1 Introduction
- Topic 2 Hammer-milling
- Topic 3 Roller milling
- Topic 4 Particle size reduction, maintenance and safety



What were the modules and topics determined by Industry as required?

MODULE 4. Ingredient batching and mixing

Topic 1 Production scheduling – sequencing and flushing

Topic 2 Batching - additives

Topic 3 Mixing

Topic 4 Batching & Mixing Quality Assurance

MODULE 5. Pelleting

Topic 1 Pelleting Introduction

Topic 2 Pelleting in the Stock feed Manufacturing Process

Topic 3 The Pelleting System

Topic 4 Theory of Pelleting 1

Topic 5 Theory of Pelleting 2

Topic 6 Steam and Conditioning

Topic 7 Pelleting Quality

Topic 8 Pelleting System Operation

Topic 9 Post-Pelleting Processes

Topic 10 Ration Composition and Pellet Quality

Topic 11 Computerised Systems

Topic 12 Advances and Alternatives in Pelleting Equipment and Procedures



What were the modules and topics determined by Industry as required?



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MODULE 6. Finished feed storage and handling

Topic 1 Methods of handling and storing product prior to and during out-loading

Topic 2 Finished feed quality assurance

Topic 3 Despatch

Topic 4 Safety – manual and handling, forklifts, automated packing



Key factors that influence training product development

Key Factor Number 1:

Engagement with the RTO must demonstrate flexibility, innovation and capacity to deliver such training products that can be developed outside of the normal training delivery mode and adopted via industry to achieve the KPI and criteria sought.



Key factors that influence training product development



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Key Factor Number 2:

Packaged and Nationally accredited training qualifications did not present as viable or strategically necessary to progress the SFMCA training initiative program. It was decided to proceed with a “non accredited” industry training program.



Key factors that influence training product development



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Key Factor Number 3:

Access to adequate funds to initiate customised training programs assists to develop specific curriculums which can be liberated from either over complex compliance systems or broad educational outcomes when dealing with non-major industry programs such as stockfeed manufacture.



Key factors that influence training product development

Key Factor Number 4:

The value of Intellectual Property (IP) is significant when investing substantial funds into product development. Any collaboration must consider the distribution of IP and apportioning either copyright, sole rights, joint rights or licencing agreements to ensure the commercialisation process becomes both financially sustainable and endorses capacity building as the primary intent of such educational models.



Key factors that influence training product development

Key Factor Number 5:

Effective engagement and distribution of the training model amongst affiliated association members is essential and requires management to endorse and support staff to engage. This approach requires all levels of staff to consider engagement and to provide avenues for cultural change or in limited circles, resistance to embracing educational programs as a means to career advancement.



Key factors that influence training product development

Key Factor Number 6:

The delivery of high quality training and customer/participant support to ensure the cross flow of engagement between the Peak Body (SFMCA) the Enterprise/Manufacturer and Educational provider reflects a consistent product or package.



Progress and Establishment to Date

The value of training is best translated when;

- enterprises observe increases in productivity or efficiencies;
- decreases in product defects or irregularities;
- decreases in staff or workplace incidents;
- staff engagement towards the training culture is translated to career pathways, advancement or promotions.

This model is still in an early implementation phase with the first live on line module and its 12 topics (Pelleting) being released for enrolments in December 2015.



Delivery Mode and Engagement

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The training is flexible in allowing completion of either individual modules or the full course. Training provision is online using the University of Qld Blackboard external student system. Employees complete the training at their own pace.

They are required to complete training assessment tasks both by submitting to GVEC for assessment as well as on-site assessment projects. Each company enrolling staff needs to have their own onsite supervisor.

The model is a “Fee for Service” and payment is required to undertake the program, however at very reasonable rates.

The remaining modules and course information is under development with completion expected by the end of 2016.



Progress and Establishment to Date

With such a limited amount of time it is difficult to report significant data that either supports or suggests revisions to the current model.

Of significance is the endorsement of the curriculum and module development approach by the SFMCA and the trialling process to selected enterprises that considered the program, study guides and on line content as appropriate to address the professional development of enterprise staff at all levels.

This model will require the rest of 2016 to complete all topics and modules and then require some 12 months to evaluate uptake and completion rates. The flexibility to either undertake specific topics, modules or the entire program is appropriate and it is intended that over a period of time the value of this model will be recognised and engagement will accelerate across all the stakeholders.



In Conclusion

We thank you for your time to listen to this delivery and we applaud the SFMCA for taking the initiative to engage in this challenging domain and for Manufacturers to consider the model currently available to them.

Any Questions and Thank You?

