



# FOOD PROCESSING OPERATOR UPSKILLING PROJECT

November 2010



## ACKNOWLEDGEMENTS

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Do you know about the new national Food Training Package? New units, new qualifications, new flexibility for selecting areas of training, new 'green skills'...

*From 2011 the Victorian Government will subsidise foundation skills in literacy and numeracy training for all eligible food industry workers.*

Victorian food processors should be up skilling workers to meet an ever-increasing demand for compliance.

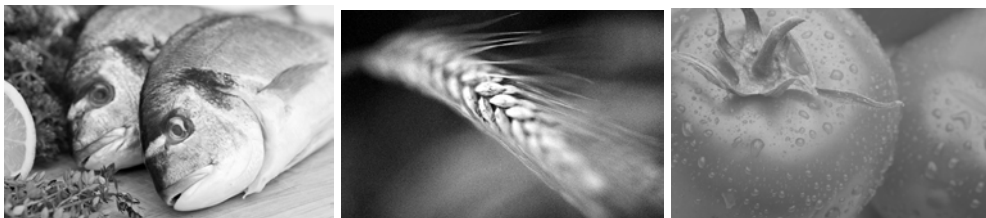
*One Victorian company saved \$400,000 in one year alone on WorkCover premiums thanks to formal training in safety for their workers.*

A Melbourne HR Manager was 'amazed' at the number of courses suitable for his workers! He now uses five RTOs and a wide range of training packages.

*Improve your company's reputation for quality by having workers with nationally-recognised qualifications.*

Major bottom line improvements are being made by implementing basic training in quality assurance, lean manufacturing, OH&S and sustainable work practices.

Accredited training can facilitate job and career opportunities for process operators and job satisfaction.



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## EXECUTIVE SUMMARY

### PURPOSE

Instigated and managed by the Victorian Food Industry Training Board (VFITB) and funded by Skills Victoria via the *Manufacturing Skills and Training Taskforce*, the Food Processing Operator Upskilling Project examines skills required in the food processing industry and the industry's approach to training. It identifies strategies for improved participation by industry in the formal training and qualification system.

The purpose of the research was to:

- analyse changes and trends in skill requirements for food operators in food processing industries;
- identify and propose training options and solutions to meet current and future industry needs;
- increase food operators' skill levels and involvement in the formal training system and
- increase the dialogue between the food processing industry and the training sector regarding training needs and opportunities.

### BACKGROUND

The food processing industry is vital to the Victorian and Australian economies. It has an annual turnover of almost \$A21 billion and exports worth approximately \$6 billion in 2005-06. Victoria's food processing industry accounts for 30 per cent of Australia's total food processing output, and more than 850 companies export to over 150 countries, making food and beverage Victoria's biggest export. Over 80 per cent of Australia's dairy exports and 70 per cent of Australia's confectionery exports originate in Victoria.

In Victoria there are over 2000 food processing companies in over 3000 locations producing dairy, confectionery, oils, bakery, fruit, vegetable, meat and wine products. Food is produced in every Victorian region, with approximately 32 per cent of food and beverage processing businesses located outside the Melbourne metropolitan area, representing 43 per cent of the total number of workers employed in the industry.

In 2009, there were almost 9000 Vocational Education and Training (VET) enrolments in food processing. Of these, more than 6000 were government-funded and almost 2500 were fee-for-service. Most food processing students were enrolled at Technical and Further Education (TAFE) institutions, followed by private Registered Training Organisations (RTOs) and the Adult and Community Education (ACE) providers. An examination of qualifications most pertinent to this project revealed a total of 2691 enrolments.

The Victorian food processing industry covers a large number and diverse range of food processing sub-sectors. There are some 16 recognised food processing sub-sectors all with specialist and/or unique skill needs. In addition, the industry is made up of enterprises that range from the small family business through to enterprises that are part of multinational organisations which employ several hundred staff and utilise state-of-the-art technology.

### METHODOLOGY

The project uses information gleaned through consultation with general food manufacturing, confectionery and beverage sectors to establish recommendations in relation to increasing engagement with upskilling by food processing operators and their employers. These industry sectors predominantly utilise the qualification of FDF03 Certificates I, II and III in Food Processing for training their process operator staff. While referencing the FDF03 endorsed Training Package, the report also referenced the new FDF10 Training Package, which was endorsed on 27 October 2010.

The project looks at training and development activities at the *enterprise* level, where an enterprise is defined as a stand-alone worksite, rather than a business or company which may have one or more enterprises operating under its banner.

The food processing industry in Victoria covers a diverse range of enterprises both within and between product sectors. These enterprises vary in size, employee numbers, ownership arrangements, staff employment arrangements, technology used, management structures, and location. Workforce development at the process operator level must be in the context of the operating circumstances of the enterprise, an important observation when developing training and industry policy and planning training delivery. The areas selected for enterprise consultation were representative of the general food processing industry in Victoria.

Consultation with over 65 key stakeholders included industry personnel at enterprise and corporate level, RTOs that are delivering Certificates I, II or III in Food Processing and labour hire companies that service the food processing industry sector. The consultations included direct interviews, telephone interviews and responses to a detailed discussion paper devised for this purpose.

## **RESULTS**

### **Reasons for upskilling**

The most common reason for upskilling food operators is the requirement to meet legislative and regulatory compliance and customer standards. Such requirements include food safety and handling standards, OH&S and related skills. Increasingly rigorous standards imposed by an enterprise's customers are driving training.

Secondly, operators need to have the competencies necessary to undertake required tasks. Often this related directly to the knowledge and skill needed to operate production equipment and/or systems. However, the requirement for process operators to be competent did not necessarily translate to an engagement with formal training: for many enterprises, necessary skills were acquired on the job in a 'watch and learn' model or under the supervision of an experienced operator.

### **Training practices**

A significant number of food processing enterprises have utilised the Australian Traineeship model in upskilling new and existing process operators, developing an employment entry pathway where new process operators are employed as direct casuals or labour hire casuals.

New recruits are required to complete a mandatory probationary period, after which they are encouraged to take up a food processing traineeship at Certificate II or III level. Only 'new' workers can sign on to a Certificate II traineeship: those permanently employed for more than three months are ineligible. Industry must enrol new workers before the first three months have elapsed.

It is common practice for trainees to be signed up at Certificate III, even if the expectation is that not all trainees will go on to complete the full qualification, due to the above limit on Certificate II traineeships.

A number of employers expressed an interest in traineeship opportunities for production employees at Certificate IV level, with the target employee group being the more experienced process operators moving into lead operator or supervisory roles. As industry learns more about the funding available, uptake may grow for this higher qualification in food processing in addition to qualifications in allied areas such as competitive manufacturing.

Since the early 1990s government and industry have placed great importance on developing a national VET qualification system based on industry standards that, amongst other things, supports the portability of skill

and industry career paths. The research, however, found little evidence that employers or employees across the food processing sector considered portability an important benefit for food processing qualifications. Both employers and employees placed more emphasis on the requirements of the job and career path opportunities created within the enterprise as a result of upskilling. There was no evidence that employers either targeted or recruited new process operator staff based on the food processing qualifications they held. Workers at the process operator level are generally recruited at entry-level classification for that enterprise when changing jobs, regardless of the worker's existing skill level.

## **CONCLUSIONS**

There is a range of issues confronting enterprises when contemplating the introduction of training programs for process employees. A lack of understanding or appreciation of these issues by a potential training provider (RTO) can result in an employer deciding not to implement a program or lead to an unsatisfactory experience by the employer and/or the employees undertaking the training program.

At the enterprise level, industry does not have a thorough understanding of the VET system enabling it to make informed decisions about participating in structured training programs to upskill the workforce.

Throughout the consultation process it became evident that employers were unaware of the changes to the funding of VET programs under the Skills Victoria Training Guarantee model, and did not understand the impact the changes will have on the provision of VET training in the future.

Management must be in a position to justify the cost of training and be able to present a business case for this expenditure to be made. RTOs that have a record of building successful relationships with enterprises understand this and invest their time and resources to assist the client organisation develop a sustainable business case for training.

While the focus of government training policy is currently on full qualifications, employers felt a more flexible approach based on competency sets would increase participation in accredited training and support the targeted skills development necessary for driving improved productivity. The number one focus when promoting training at operator level should be the skill needs of the enterprise. Government policy and initiatives that are intended to support industry upskilling should encourage and reflect this focus.

Employees indicated that the focus of training should be on the skills needed by them at their workplaces. They saw the learning of new skills as most important to be able to do their jobs better and improve their job prospects within the company.

RTO training fees and student registration represent only a portion of the total cost to enterprises for formal training programs. There are also a range of direct and indirect costs, including:

- lost production;
- replacement labour costs;
- costs of training materials;
- non-productive use of equipment;
- learning resources, such as access to company computers;
- cost of additional levels of supervision for trainees;
- cost of meeting and maintaining administrative records; and
- providing training facilities.

Although there is no evidence to suggest that enterprises participate in training in order to access government funding, ensuring the enterprise is fully aware of, and has tapped into, available financial assistance for industry skilling programs can mean that an enterprise is more likely to be in a position to participate in accredited training.

Enterprises are more likely to take up formal training if they are working with an RTO that operates as a business partner, sharing the risks and providing the enterprise with expert training advice.

In addition to employability skills, such as literacy and numeracy, enterprises identified a range of key skills required by process operators to be effective: meeting compliance; hygiene practices; cleaning practices; manual handling and operate load shifting equipment; and minor/incidental maintenance skills.

### **RECOMMENDATIONS**

As a result of the research undertaken for this project, a series of recommendations have been made for Industry, Registered Training Organisations, policymakers and the Victorian Food Industry Training Board.

Primarily for industry, it is recommended that management invest time and effort to understand and source available resources and utilise RTOs capacity to improve business productivity. Where employees with poor literacy and numeracy skills are reluctant to undergo training, enterprises should work with RTOs to investigate training subsidies and options for integrating food operator training with literacy and numeracy upskilling. HR and training managers should devise strong business cases to demonstrate the positive impact of a highly skilled workforce to ensure commitment and support from enterprise decision-makers. Training needs analysis and implementation should be developed to ensure compatibility with the enterprise's production and operational requirements.

RTOs should work with industry to identify the direct and indirect benefits flowing from a strong training culture, and ensure training plans respond to enterprise needs and priorities. RTOs themselves should be aware of training agreements, relevant Awards and employee classification levels.

Government-funded training needs to respond to industry needs, and policymakers must review training and training funding policies to ensure they are not solely driven by qualification outcomes. Consideration also needs to be given to the nature of the food processing industry in Victoria and the financial impact of the shift to workplace training delivery in this sector. Policies should be 'user friendly' and accessible by the wide range of enterprises which make up the food processing industry.

Finally, the VFITB should encourage communication between food training managers, broadly promote training opportunities and developments, conduct regional workshops and updates and ensure that the VET sector and workforce development are addressed by university curricula for Human Resources students who will implement the system in the future.

## PROJECT SCOPE

The Food Processing Operator Upskilling Project examined skill requirements and approaches to training in the food processing industry. This report identifies training strategies for improved participation by industry in the formal training and qualification system.

The purpose of the research was to examine these issues:

### ***To analyse changes and trends in skill requirements for Food Operators in Food Processing Industries***

A comprehensive consultation process was undertaken with stakeholders, including industry personnel at enterprise and corporate level, RTOs (registered training organisations) that are delivering Certificate I, II or III in Food Processing, and labour hire companies servicing the food processing industry sector. The consultations included direct interviews, telephone interviews and responses to a detailed discussion paper prepared for this purpose. Over 65 stakeholders participated in the consultation process.

The key findings were that:

- training of food process operators in the food industry is overwhelmingly driven by the need of the enterprise to meet legislative and regulatory compliance and customer standards. This includes occupational health and safety, food safety and HACCP and, ever increasingly, the quality standards set by customers;
- there is a clear trend by enterprises to target “competency sets” in preference to signing up for a qualification;
- when looking at enterprise participation in the formal training system, three distinct groupings are evident:
  1. Enterprises that train outside the formal training system. This group represents a large proportion of existing enterprises particularly amongst the micro and SME enterprises.
  2. Enterprises that selectively do some of their training through the formal training system.
  3. Enterprises that access the formal training system for most of their training needs.
- accredited training is little understood by many in the industry and for some it is seen as costly, overly structured and imposing complex administrative requirements; and
- traineeships play an important role in supporting skilling of process operators in the food industry, but eligibility for Certificate II trainees is limited to ‘new’ workers, less than three months in employment.

### ***Identify and propose training options and solutions to meet current and future industry needs***

Industry believes many operator skill requirements can be adequately met by the competency units within the Food Processing Certificate I and II. A large number of food processing enterprises use informal, non-structured training to skill process workers to the competency levels required. Others use the formal training system only for specific skill areas. To encourage food processing enterprises to formalise their training via the Vocational Education and Training (VET) system, policies and training delivery need to be aligned to industry requirements.

Skills development via the VET system benefits industry when:

- RTOs demonstrate the relevance of training by providing sample training units as an introduction to the accredited training system;
- government funding allows flexible workplace delivery and assessment strategies;
- RTOs participate in non-accredited training, such as induction programs, to encourage future formalised training; and
- governments ensure that eligibility for traineeship incentives matches industry recruitment and training needs.

***Increase food operators' skill levels and involvement in the formal training system***

Formal training can provide opportunities for process operators to achieve ongoing employment and higher roles and responsibilities. The specialised technical nature of the sector places limitations on the portability of qualifications from one enterprise to the next, and for this reason competency sets are as important as complete qualifications. Employers and employees can be shown the relevance of formal training and its application to productivity improvements through a range of activities such as:

- customising training to match the enterprise's Standard Operating Procedures (SOPs);
- introducing training managers and operators to the rich array of knowledge and skills contained in the Food Training Package (see *Appendix 6*) and the benefits of the nationally-accredited system, such as its recognition and universal application; and
- using the company's own staff to assist in training and assessment to best embed its specific requirements, workplace culture and objectives.

***Increase the dialogue between the food processing industry and the training sector regarding training needs and opportunities***

Few employers have enough detailed understanding of the complexities of the VET training system to make informed decisions about participating in accredited training. Key changes that have been introduced include the increase in the number of private providers, competency-based training, recognition of prior learning (RPL), and government-subsidised training versus commercial fee-for-service training. From 2011, all training providers will be funded based on the number of eligible enrolments for each program. New businesses, and the small-to-medium enterprises (SMEs), are often 'out of the loop' and thus, inadvertently, 'locked out' of VET sector training.

Stakeholders can address these challenges by:

- promoting the newly-accredited FDF10 Food Training Package (see *Appendix 6*), and new technical and sustainability units to training managers and industry in general;
- promoting the FDF10 Food Training Package guidelines, allowing for more electives and units from other training packages (such as the popular Competitive Manufacturing units);
- promoting the new Victorian funding model that enhances upskilling;
- communicating training system developments, such as new funding and incentives, new qualifications, competency-based completion opportunities for apprenticeships; and
- establishing links between industry and training providers.

This report provides information and identifies a range of best practise examples and proposed workplace strategies that will encourage greater participation in the VET system.

As a result of the research a range of recommendations are proposed:

### **Recommendations for Industry**

1. Federal and state governments provide many resources to assist the food processing industry to grow its skill base. Management should invest time and effort to understand and source these resources. Where an enterprise has limited human resources to undertake this effort, organisations such as RTOs can provide support and assistance. The Victorian Training Guarantee, to be fully implemented in 2011, provides significant support to upskill food processing employees.
2. Training Managers can join the Training Managers Network, to be facilitated by the VFITB, to increase awareness of changes and developments in relevant food training matters.
3. Enterprise awareness of relevant training can be heightened for both management and personnel by including the names or fields of qualifications in all production staff Position Descriptions – not necessarily that they are a pre requisite for employment but that training in those areas will possibly be an expectation of employment and advancement within the organisation.
4. Many enterprises have found that employees with poor language and/or numeracy skills are reluctant to take on further training. Government-funded programs are available to raise staff levels of literacy and numeracy to establish a basis for further training. Enterprises can work with RTOs to investigate training subsidies and options for integrating food operator training with literacy and numeracy upskilling.
5. The benefits of a highly skilled workforce positively impact on virtually every area of an enterprise, such as the cost of injuries and WorkCover premiums, attraction and retention of staff, productivity gains, improved work culture, reduced waste, quality assurance, and sustainability improvements. HR and training managers can devise a strong business case to demonstrate these benefits to ensure commitment and support from senior decision-makers.
6. Training needs analysis and implementation plans should be developed utilising the knowledge and support of the production/process leadership to ensure compatibility with production and operational requirements.
7. The new FDF10 Training Package has flexible options to mix and match electives to better suit individual enterprise needs. Seek guidance from RTOs. Mixing units from Food Processing and Competitive Manufacturing, for instance, is now easier. (See *Appendix 6.*) Customise the Food Career Pathways Chart (*Appendix 4*) to suit your business and display for all staff to see.

### **Recommendations for Registered Training Organisations**

1. Work with industry personnel to develop a business case identifying both direct and indirect benefits of a strong training culture.
2. Ensure training plans respond to enterprise needs and priorities and are not just driven by qualification outcomes.

3. The RTO and employer can develop strategies that allow for a coordinated and comprehensive approach to literacy and numeracy training by combining programs such as Workplace English Language and Literacy (WELL) or Certificate I Foundation Skills programs with food processing training.
4. RTOs should ensure their training staff members are aware of training agreements, relevant Awards and employee classification levels. Consultation with industry indicates that many enterprises cannot upskill workers due to the IR implications of higher qualifications and higher classifications and, consequently, higher pay rates.
5. Where RTOs are targeting SMEs, they can assist in setting up and managing employee training plans and records for the enterprise, suggesting efficient models and strategies.

#### **Recommendations for Policymakers**

1. Review training and training funding policies to ensure government-funded training is responding to industry needs and not just driven by qualification outcomes.
2. When reviewing the criteria for determining the cost of training, consideration should be given to the nature and circumstances of the food processing industry in Victoria and the cost impact of the shift to workplace delivery in this sector. (In many other industries people attend training institutes and gain qualifications before they enter industry and therefore do not require training; due to the specialist nature of the food industry, few employees have prior food sector training. Consequently, food enterprises must shoulder the burden of training costs, including lost productivity time. As noted by a regional training manager: "You don't get anyone coming through the door saying they have got their food processing qualifications.")
3. Address the information gap. Policy developments should be formulated to make sense to users. To be 'user friendly', information about the actual nature of government services and available funding should be presented in plain English, and include all relevant information about state and federal programs, rather than information in isolation. (See *Appendix 7* for an example of the system's complexity.)

#### **Recommendations for VFITB**

1. Create a Food Training Managers network and promote its existence across Victoria.
2. Promote training opportunities via the VFITB website covering Training Package developments and other initiatives.
3. Conduct regional presentations/workshops to promote the VET system, and work with existing networks' meetings, such as Dairy Food Safety Victoria and the Australian Industry Group to raise the profile of the VET system.
4. Investigate how university Human Resources curricula cover the VET sector and workforce development for future graduates entering industry as HR and Training Managers, identifying gaps and proposing solutions.
5. Encourage companies to include reference to specific training and qualifications in position descriptions – to note that these units/fields of training would be a part of the employment expectations. Include the Appendix 4 Chart contained here, in information provided to new employees.

## INTRODUCTION

### Purpose

This report has been prepared by the Victorian Food Industry Training Board (VFITB) for Skills Victoria. Its aim is to provide employers, industry employees and training providers with information on key drivers and the training and delivery processes used for upskilling food operators working in the food processing industry in Victoria.

By analysing and reporting on changes and trends in the skill requirements of food operators and identifying training options and solutions to meet current and future industry skill needs, the report can be used to assist employers, industry employees and training providers develop training solutions that lead to increased involvement in the formal training and qualification system by food processing enterprises in Victoria.

### Context

The Victorian food processing industry sector covers a large number and diverse range of food processing sub-sectors including the following areas:

- Meat products
- Dairy products
- General food manufacturing
- Pet food
- Baking (including large scale production of cakes, pastry, bread, biscuits and plant baking)
- Retail baking
- 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
- Egg processing
- Grain processing (including stock feed, animal feeds, milling wheat, barley, oats and flour milling)
- Fruit and vegetables
- Grocery products and supplies (including honey, jams, spreads, sauces, dressings, condiments, spices, edible oils and fats and pasta)
- Pharmaceutical manufacturing
- Plant baking
- Winemaking
- Poultry products

A number of these industry sub-sectors, such as winemaking, baking and meat products, have dedicated qualifications that are not the subject of this study.

This report focuses on consultations with general food manufacturing, confectionery and beverage sectors. These industry sectors predominantly utilise the qualification of FDF03 Certificates I, II and III in Food Processing for training their process operator staff. The areas selected for enterprise consultation are representative of the general food processing industry in Victoria, insofar as providing representation of enterprise sizes, locations, manufacturing processes and level of technologies used.

While referencing the FDF03 endorsed Training Package, the report also referenced the new FDF10 Training Package, which was endorsed on 27 October 2010.

## THE FOOD PROCESSING INDUSTRY IN VICTORIA – AN OVERVIEW

With an annual turnover of almost \$A21 billion and exports worth approximately \$6 billion in 2005-06, the food processing industry is vital to the Victorian and Australian economies. Victoria's food processing industry accounts for 30 per cent of Australia's total food processing output. More than 850 companies export to over 150 countries making food and beverage Victoria's biggest export. Over 80 per cent of Australia's dairy exports and 70 per cent of Australia's confectionery exports originate in Victoria.

There are over 2000 food processing firms (in 3428 locations) producing dairy, confectionery, oils, bakery products, fruit and vegetables, meat and wine products. Food is produced in every region and is enormously significant for rural and regional Victoria. Approximately 32 per cent of food and beverage processing businesses are located outside of the Melbourne metropolitan area representing 43 per cent of the total number of workers employed in the industry in Victoria.

**Table 1: Number of food processing locations in metropolitan Melbourne and regional Victoria and associated employment.**

Region	Food Product Manufacturing Locations	Number of Employees
<b>Melbourne and metro area</b>	<b>2341</b>	<b>30,783</b>
<b>Regional areas</b>		
Barwon	153	2347
Western District	64	1827
Central Highlands	109	2458
Wimmera	36	277
Mallee	89	1342
Loddon	166	3336
Goulburn	191	6033
Ovens Murray	123	3043
Gippsland	101	1343
East Gippsland	55	1148
<b>Total non-metro</b>	<b>1087 (31.7%)</b>	<b>23,154 (42.9%)</b>
<b>COMBINED TOTAL</b>	<b>3428</b>	<b>53,937</b>

Source: ABS Manufacturing census 2006-07

(Data from Australian Food Statistics signals an increase of 7484 employees in the food processing sector by 2008, with the total number reaching 61,421 [see Table 2].)

The food processing industry, like many other Australian manufacturing sectors, is competing for market share with companies from around the globe but particularly from a number of the developing economies including China and India.

In addition, an increase in the number of multinational companies has led to intra-company competition with individual plants competing against sister enterprises in overseas locations. Maintaining the viability of

enterprises in regional locations is particularly important for those communities where the enterprise and the employment it offers form the financial basis on which the community exist.

**Table 2: Employment by food processing sector in Victoria.**

<b>Industry Sector</b>	<b>Number of Employees</b>
Meat and meat products	11,750
Dairy products	10,800
Fruit and vegetable processing	2875
Oil and fats	575
Flour mill and cereal foods	1900
Bakery products	11,850
Beverage and malts	5700
Food, beverage and tobacco	7000
Pharmaceuticals	671
Other food processing	8300
<b>TOTAL</b>	<b>61,421</b>

Source: Australian Food Statistics 2008

## ACCREDITED TRAINING IN THE FOOD PROCESSING SECTOR – AN OVERVIEW

In 2009, the total number of VET enrolments in Food Processing<sup>1</sup> was 8882. Of these, 6610 were government-funded and 2272 were fee-for-service. This includes all food qualifications, not just food processing.

**Table 3: Government-funded enrolments and qualification levels including apprentices and trainees in 2009.**

Qualification level	Enrolments	Apprentices & trainees
Diploma	165	0
Certificate IV	266	2
Certificate III	3131	2438
Certificate II	2869	1547
Certificate I	179	0
<b>Total</b>	<b>6610</b>	<b>3985</b>

Source: Skills Victoria – 2009 Enrolments

Most food processing students were enrolled at TAFE (5153), followed by private RTOs (1336) and the Adult and Community Education providers (ACE) (121). An examination of qualifications most pertinent to this project revealed a total of 2691 enrolments.

**Table 4: Student enrolments, type and number of RTOs providing the Food Processing qualification.**

Qualification	2009 Student enrolments	Fee for service	Govt funded	Apprentices & Trainees	Number of RTOs 2010
Cert I in Food Processing	366	199	167	0	35
Cert II in Food Processing	1028	105	923	242	66
Cert III in Food Processing	1266	677	589	387	72
Cert IV in Food Processing	31	14	17	1	27
<b>Total</b>	<b>2691</b>	<b>995</b>	<b>1696</b>	<b>630</b>	<b>81*</b>

Source: Skills Victoria – 2009 Enrolments

\*The National Training Information Service lists 81 RTOs operating in Victoria with these qualifications on their Scope of registration<sup>2</sup> (see *Appendix 4*). This includes 16 TAFEs, three of which are interstate. There is no guarantee that all RTOs listed will actually deliver training in 2010. In 2008, when there were a greater number of student enrolments, 35 RTOs were involved in the delivery of training for the same qualifications, so it could be assumed that a reasonably similar number of RTOs delivered in 2009, rather than the 81 RTOs that list it on their Scope of Registration.

<sup>1</sup> Skills Victoria figures include Baking, General, Pharmaceutical Manufacturing, Milling & Confectionery, Wine & other beverages and Meat.

<sup>2</sup> NTIS, June 2010

## INDUSTRY CONSULTATION

This report focuses on training and development activities at the *enterprise* level and for its purposes an enterprise is defined as a stand-alone worksite. A business or a company, on the other hand, may have one or more enterprises operating under its banner. By looking at the training and development activities at the enterprise level, a better understanding emerges of the key drivers for training and development and what practices are employed to upskill process operators in the workplace.

Information was gathered through consultation with key stakeholders, including industry personnel at enterprise and corporate level, RTOs that are delivering Certificates I, II or III in Food Processing and labour hire companies that service the food processing industry sector. The consultations included direct interviews, telephone interviews and responses to a detailed discussion paper prepared for this purpose.

The food processing industry in Victoria covers a diverse range of enterprises both within and between product sectors. Enterprises vary in size, employee numbers, ownership arrangements, staff employment arrangements, the sophistication of technology used, management structures, and location, etc. When reporting on workforce development at the process operator level it must be in the context of the operating circumstances that apply to that enterprise. This in itself is an important observation when developing training and industry policy and planning the delivery of training as each factor can influence how an enterprise addresses its workforce development requirements.

What follow are the key findings of the stakeholder consultations.

### **Key Drivers of Training at the Enterprise Level**

Stakeholders were asked to rate the factors that influence decisions to train food process operators in order of importance. See following table.

**Table 5: Factors influencing decisions on implementing programs to train food process operators.**

Highest Influence		Second Highest Influence	Third Highest Influence
Meet legal compliance requirements (safety, quality assurance, food safety, etc.)	<b>60%</b>	<b>40%</b>	
Meet operational skill needs	<b>40%</b>	<b>55%</b>	
Comply with industrial agreement			<b>30%</b>
Improve production productivity			<b>45%</b>
Lack of available skilled labour for recruitment			<b>5%</b>
Employer of choice – benefits			
Building desired workforce culture		<b>5%</b>	<b>5%</b>
Government support and/or incentives			<b>5%</b>
Other – Please state  <i>Improving/meeting sustainability requirements</i>			<b>10%</b>

The most common reason given for upskilling food operators is the requirement to meet legislative and regulatory compliance and customer standards. Such requirements include food safety and handling standards, OH&S and related skills. For example, failure to comply with required food handling and storage standards can lead to expensive product recalls or even to a business being shut down by health authorities. Meeting all occupational health and safety requirements, including adequate induction training, is also of the highest priority. Recent WorkSafe figures show there is still an unacceptably high incidence rate of workplace injuries resulting in WorkCover claims throughout the food manufacturing sectors. The following extract from a recent incident report resulted in fines of almost \$100,000:

A 19-year-old employee at company X was cleaning a machine. Grabbing a piece of food with his left hand his bangle became caught on one of the hooks and he was pulled into the plant. The anti-jam mechanism on the plant activated and the worker became trapped from the hips down between the plant and a metal frame pole. He was freed by the fire brigade after 90 minutes with the assistance of a contract engineer. The worker suffered a number of injuries, spent eight days in hospital and is continuing outpatient treatment for his arm. Investigations found the plant had guarding equipment missing as the company believed it was a hygiene risk. In addition, the young worker had not been

inducted into the workplace and was provided with only minimal training, instruction or supervision in relation to cleaning the various machines.

Formalising training can achieve outstanding results in this area. Said one company representative:

*“Recently our company was pleasantly surprised by a huge reduction in WorkCover costs that seem directly attributable to a training program that delivered the core of Certificate I in food processing to all employees but in particular the casual workforce. The premium dropped from \$1.36 million to \$936K from one year to the next (2009/2010).*

*An examination of the result saw our LTIFR (lost time industry frequency rate) plummet from the mid 30s in 2004 to 7 in 2009, with most of the drop occurring as the training plan rolled out over the past two years.*

*It seems the formal approach taken through training emphasises that the company takes OH&S seriously and people are much more aware that they are in a potentially dangerous environment.*

*The old approach, through an induction process, did not demand that participants analyse what they had just been told, whereas the training approach implies assessment and as such demands comprehension.*

*It also means a proper approach to performance management on OH&S can be implemented because ignorance is clearly no longer an excuse. This can only be good for everyone.”*

In another workplace incident, an employee was killed in 2006 in a beverages factory, and the company fined \$1.23million. This was the largest fine in Victoria for a workplace death, as the company had had a similar incident in 2002 and had not rectified the underlying safety issues. Providing training, printed materials and plant signage in languages other than English was part of the situation that needed rectification.

Another death occurred recently due to lack of training in a meat plant in regional Victoria; but the meat sector and its safety issues was not in the scope of this report.

This enterprise hosts visits by international buyer representatives to inspect its production quality standards, and this emphasis on stringent standards has reinforced the need for training and greater attention to hygiene and safety procedures. The international market’s expectation of the highest standards has been driving these improvements, and Australian food exports are significantly enhanced by their ‘clean, green’ image.

These increasingly rigorous standards imposed by customers – retailers – are driving training. Enterprises stated that the compliance standards demanded and regularly audited by their customers are more stringent than those required by the regulatory bodies. For example, a supplier of processed materials for products processed by a major food manufacture is required to meet a range of production, product quality, and record-keeping standards that are audited by the customer organisation biannually. These standards are in addition to normal product specifications. Non-compliance to the customer’s standards is reported back and the company is re-audited within a set timeframe. Continued non-compliance places supply contracts at risk.

The second most common reason for upskilling is the need for operators to have the competencies necessary to undertake required tasks. Often this related directly to the knowledge and skill required to operate production equipment and/or systems. The requirement for process operators to be competent

did not necessarily translate to an engagement with formal training. For many enterprises, particularly the SMEs, the skills required by operators to work on a line or carry out specific tasks were gained on the job in a 'watch and learn' model or under the supervision of an experienced operator.

Improving production productivity was clearly the third most important rated influence. However, it was more highly rated among the larger enterprises, particularly national and multinational organisations. The larger enterprises utilise more advanced technologies on their production lines and have more sophisticated work organisation strategies in place to measure and drive productivity gains. A number of the multinational enterprises are required to report on a series of productivity measures which are then used to measure the enterprise's performance when compared with sister enterprises interstate or elsewhere in the world.

A number of enterprises are party to labour agreements that include skill-based classification structures for process operators. Many labour agreement classification structures directly referenced the national food processing qualifications as the basis for determining progression through the classification levels. In other cases, the classifications made reference to key tasks and skills sets. Most enterprises that had process operator classification levels referencing national qualifications had workforce development programs utilising the accredited VET sector.

Building a desirable workplace culture was, for most enterprises, a by-product of training, and not necessarily a key objective. Many enterprises stated there were "spin off benefits" that came as a result of upskilling their employees. One of the most common was that employees recognised and valued the investment being made in them with a resultant improvement in attitude to work and loyalty to the company.

Meeting current and future enterprise sustainability requirements was highlighted by some enterprises as a growing area of concern for operators' work practices and attitudes. Most respondents, however, viewed sustainability as a future compliance requirement and not yet as a stand-alone separate driver for upskilling operators. Many enterprises are waiting to see what additional regulations might come into effect as government and regulatory bodies finalise their policies around sustainability. A smaller number of enterprises are active in implementing sustainability practices. At this stage the training associated with implementing sustainable practices is mostly directed at technical and management levels within the enterprise. The new FDF10 training package contains the mandated Julia Gillard-instigated 'green skills' units and it will be interesting to track industry's take-up of these in coming years.

### **Current Training Practices**

Current training practices vary greatly across the food processing sector. There are three broad scenarios.

#### **Scenario 1: Little or no participation in the formal vocational education and training (VET) system.**

This project did not have the scope to research and quantify the extent of enterprises not participating in the formal training system. However, it appears that few micro-sized enterprises and only a small number of SMEs participate in the formal vocational training. This is particularly the case with those working in the general food processing sectors. A large proportion of these organisations are family or partnership-based business that produce limited product lines with limited or targeted outlets.

Reasons given for not participating in the formal training system include:

**"Operator skills required for our workplace are very basic"**

Producer of specialist products for food service

**“We give our employees all the training they need”**

Small manufacturer in regional area

**“We only need our operators to learn what is required to do the job”**

Family run business (regional)

**“Training is too costly – can’t afford it ...”**

Family-run food processing and packaging business

**“We don’t have the capacity to take employees off the job for training ...”**

Numerous micro and small enterprises

New employees usually start as casual and/or part-time workers. For the vast number of employees this remains the ongoing mode of employment in this category of business. A new employee is generally provided with a basic in-house induction covering topics such as OH&S, food safety/handling and company policies. Job skills are learnt on the job via one-on-one instruction and then the employee is closely supervised to ensure the job is being done correctly. Over time, through more informal learning, the employee may pick up additional skills in order to take on a broader range of work. The exception is where an employee is required to be licensed to perform work such as forklift driving or boiler operation. In such cases, where the employer does not already have the licence, the enterprise would sponsor the employee to undertake the necessary accredited training. OH&S-mandated programs also include working in confined spaces and working at heights, where those environments or tasks are required.

Many enterprises have free vendor training provided as part of their contracts, for example with cleaning chemicals. While not accredited it is definitely valuable training regarding OH&S and food safety handling requirements. Cleaning is a major aspect of work and quality management in food processing businesses.

For most employees working in micro or SMEs, their employment is about having a job, rather than developing skills or industry career paths, and there is little or no expectation by the employee of access to employer-sponsored accredited training.

**Scenario 2: Limited and selected participation in accredited vocational education and training.**

Enterprises in this category can vary in size but the majority are well-established or larger newly-established enterprises.

These businesses have generally had some exposure to the VET system and therefore have a level of understanding of its elements, including training packages, qualification structures and RTO arrangements. Many have established a relationship with at least one RTO, or, in some cases, a group training company (GTO). This connection between enterprise and RTO/GTO provides access to training-related information and ensures currency of understanding of the system.

There are several ways that enterprises in this group employ new process operators. Often new workforce labour is recruited through a labour hire company, through direct employment as a full or part-time casual employee or as a permanent part-time employee. The new employee is subject to a probationary period during which time they undertake an induction process. In many instances enterprises have formalised the induction process into a structured in-house training program. Where accredited training is provided the enterprise will seek recognition of prior learning (RPL) for the skills gained by the employee as a result of completing the induction. The RPL process generally acknowledges that the in-house induction program is equivalent to the Certificate I in Food Processing or in some cases provides advanced standing for higher level food processing qualifications.

The pattern that emerges in this group is that formal training commences with employees moving from casual/part-time to direct and permanent positions. By far the largest proportion of accredited training is at Certificate II level. There is a mix of private and public RTOs delivering the Certificate II in Food Processing and it is generally evenly divided across the industry.

The most common form of delivery of Certificate II is work-based. RTOs, in consultation with the enterprise, develop learning materials for each competency unit based around the application of the skills required. Assessment of competence is also undertaken on the job.

### **Scenario 3: Enterprise-wide, systemic use of accredited vocational education and training.**

Structured participation in accredited VET is more prevalent with the larger, well-established enterprises and to a lesser extent medium-sized enterprises. However there are examples of small and even micro enterprises whose production employees are undertaking accredited VET programs.

Reasons given by enterprises and RTOs for bigger enterprises using accredited VET training include:

- larger enterprises generally have a greater capacity to fund training;
- many of the larger enterprises have workplace agreements that specify training requirements that are aligned to accredited VET programs;
- many of the larger enterprises have a unionised workforce. The key unions that cover the food processing industry sectors encourage and support VET training that leads to nationally-recognised qualifications;
- it is much more likely that the larger enterprise will have dedicated staff to manage the site's training and development requirements. These people are often more knowledgeable about the VET system and act as internal champions for structured training;
- the larger organisations are more likely to utilise technology and automated equipment requiring a higher skilled workforce; and
- TAFE and private RTOs tend to target the larger enterprises because they provide economies of scale in resource development and training capacity.

A number of the enterprises have developed a lasting working partnership with selected RTOs. Where this partnership exists it has generally evolved as a result of the RTO investing time and resources to support the enterprise to develop a learning culture.

Another enterprise has only recently embraced accredited training for all staff via the Skills For Growth program. The HR Manager was pleasantly surprised by the variety of programs and has utilised the food processing package as well as asset maintenance for the cleaners, Certificate IV in Competitive Manufacturing and a host of other programs. He is juggling five providers but believes the variety of training programs and providers is working to best meet specific enterprise needs.

#### **The Role of Traineeships**

A significant number of food processing enterprises have utilised the Australian Traineeship model in upskilling new and existing process operators.

#### **Food Processor Recruitment Practices**

A large number of businesses utilising the traineeship model have developed an employment entry pathway where new process operators are employed as direct casuals or labour hire casuals. The casual recruits supplement the permanent workforce on an 'as needs' basis. Casual employees are provided with an induction program primarily covering the basics, including OH&S, hygiene and site procedures. In most cases basic skills required to perform functional tasks are learnt on the job under supervision.

The pool of casual production operators is used to recruit permanent employees. New recruits are then required to complete a mandatory probationary period, after which the recruit is encouraged to take up a food processing traineeship at Certificate II or III level. This situation is made more complex as only 'new' workers can sign on to a Certificate II Traineeship. Those permanently employed for more than three months are ineligible. Industry must enrol new workers before the first three months have elapsed.

It is common practice for trainees to be signed up at Certificate III, even if the expectation is that not all trainees will go on to complete the full qualification due to the above limit on Certificate II traineeships.

This practice is also driven by the Federal Government's traineeship incentives structure that provides more attractive incentive payments for signing a trainee to a Level III qualification. From 2011 the existing worker category stops and other eligibility criteria come in to play, so any student/worker without formal qualifications can have their Certificate II training subsidised. The complexity of competing 'eligibility' requirements to satisfy both state government-subsidised training and federal government traineeship status to receive employer incentive payments makes this space difficult for all stakeholders to negotiate and achieve clarity.

A significant number of employers stated that the Federal Government's traineeship incentive payment, along with the trainee being eligible to receive a state-funded training place, were major factors in their decision to take up structured training. But when formally asked to prioritise training motivations (see Table 5) it did not rank very highly.

### **Certificate II and III Traineeships in 2011 and training subsidies**

Employers will not benefit from any changes to state government subsidies for training Certificate II units and staff will continue to be ineligible for Certificate II Traineeships and the incentive payments if employed for more than three months.

A number of employers and RTOs highlighted that by limiting eligibility for traineeships to employees with restricted employment service, many employees that would benefit from training miss out altogether. A further disadvantage was that if an employee was not eligible for a traineeship under the Federal Government guidelines, that employee was also ineligible to receive state government-funded training at Certificate III level. The new 2011 Victorian training system removes this barrier if the employee is eligible via the upskilling model. Employers will benefit by having both the federal incentive payments for all new and existing staff signed to Certificate III Traineeships, plus the state government-subsidised training, instead of paying 'fee for service' commercial rates, if their staff members are 'upskilling'; that is, completing a higher level qualification than one they already hold. All stakeholders can assist industry by reinforcing the changes in 2011.

The government requires employers to provide 90 minutes and 180 minutes respectively for training time per week, on or off the job, as part of the Certificate II and III Traineeship arrangements. This can be bundled into half or whole day sessions, according to needs and preferences, throughout the weeks and months.

A number of employers expressed an interest in traineeship opportunities for production employees at Certificate IV level. The target employee group is the more experienced process operators moving into lead operator or supervisory roles. They may have previously been ineligible for subsidised training funding and incentive payment, but now funded training is changing. As industry learns more about the funding available, uptake may grow for this higher qualification in food processing in addition to qualifications in allied areas such as competitive manufacturing.

The Certificate III is a popular and useful qualification, and takes employees from the plant floor into higher positions of responsibility and leadership. The following sample is delivered by a TAFE.

Sample Certificate Training Plan delivered in 2010

**FDF03 Cert III in Food Processing**

Student Name:

ID No:

Unit code	Unit - Title	Unit type	Date theory Attended	Assessment Mode					Date completed
				Project	Activity	observation	Oral questions	Third party	
FDFCORWCM2A	Present and apply workplace information	Core							
FDFCORHS3A	Monitor implementation of OH&S policies & procedures	C							
FDFCORQFS3A	Monitor implementation of QA & food safety programs	C							
FDFCORBM2A	Use basic mathematical concepts	C							
FDFCOPTPIP3A	Participate in Improvement processes	Optional							
FDFPIOWP4A	Optimise a work process	O							
FDFZPRSYS3A	Operate processes in a production system	Specialist							
FDFZPRPR2A	Operate a production process	S							
FDFZPRC12A	Operate a process control interface	S							
FDFOPTTG2A	Participate in work teams and groups	O							
FDFOPTTG3A	Lead work teams and groups	O							
FDFZMHHM1A	Carry out manual tasks	S							
FDFZPRIPK3A	Apply raw materials/ingredients & process knowledge	S							

This training plan was devised for a company that processes and packages meat products. It demonstrates the depth and range of units the training package provides covering safety, team work, process control and other skills. A typical employee on this plan would have usually been employed for two years, without any formal qualifications. They are being trained to become supervisors of a production team. The units were selected by the **Quality Assurance Department** in conjunction with the production supervisor to embed an understanding of the high standard of food safety requirements and bring a lean manufacturing approach to the production processes. The quality and food safety training materials were developed in close partnership with industry and the RTO, taking in to account all of the company's SOPs and relevant document, check sheets, recording and reporting requirements. The incoming **FDF10 Food Training Package** will be available for delivery in 2011 and will have a slightly different set of definitions and packaging, including a compulsory 'environmental sustainability' unit.

### **Career Paths and Portability of Skills Held By Process Operators**

Since the early 1990s government and industry have placed great importance on developing a national VET qualification system based on industry standards that, amongst other things, supports the portability of skill and industry career paths.

The research found little evidence that employers or employees across the food processing sector considered portability an important benefit for food processing qualifications. Both employers and employees placed more emphasis on the requirements of the job and career path opportunities created within the enterprise as a result of upskilling. There was no evidence that employers either targeted or recruited new process operator staff based on the food processing qualifications they held. Workers at the process operator level are generally recruited at entry level classification for that enterprise when changing jobs, regardless of the worker's existing skill level. Their skills and industry experience will greatly improve the applicant's employability, but in most cases it is only when the new worker enters into training with the new employer that the existing skills and training will be taken into account through RPL, etc.

## KEY FINDINGS

### THE CHALLENGES FOR ENTERPRISES IMPLEMENTING PROCESS OPERATOR UPSKILLING PROGRAMS

There is often a range of issues confronting enterprises when contemplating the introduction of training programs for process employees. A lack of understanding or appreciation of these issues by a potential training provider (RTO) can result in an employer deciding not to implement a program or lead to an unsatisfactory experience by the employer and/or the employees undertaking the training program, leading to an incomplete training program or no further commitment to further formal training.

#### Understanding the VET System

It is an ongoing problem that, at the enterprise level, there are few industry people that have a thorough understanding of the VET system enabling them to make informed decisions about participating in structured training programs to upskill their workforce. This is particularly the case with new businesses and SMEs.

The majority of employers are ill informed about some of the most fundamental aspects of the VET system. The diversity of registered training organisations (RTOs) is a case in point. There are mainstream TAFE (Technical and Further Education) providers, commercial TAFEs, private commercial providers, private non-commercial providers and not for profit organisations registered as providers, all of whom are referred to as RTOs but market themselves as different and unique. As one employer stated, "It's a bit like trying to compare mobile phone service charges; you can't make sense of it because you're not comparing apples with apples."

Industry personnel have little understanding of the fee structures and have difficulty comprehending why training in some areas is government-funded and some is not (see *Appendix 7*). Because all the providers are in competition with each other they do not provide broad overviews of their funding policies, but rather focus on business arrangements that suit their own companies. The details regarding traineeships can also work to hide or sidestep the true cost of the training continuing to leave employers in the dark about how this sector actually funds itself.

Throughout the consultation process it became evident that no employer was aware of the changes to the funding of VET programs under the Skills Victoria Training Guarantee model, nor understood what impact the changes will have on the provision of VET training in the future.

#### Preparing a business case for investment in training

As is the case with other expenditure at the enterprise level, management must be in a position to justify the cost of training and be able to present a business case for this expenditure to be made. It is a fallacy to think industry invests in training for any other reason than to impact positively on its bottom line. Major areas to improve bottom-line outcomes include training to improve safety and quality, reduce waste, introduce new technology and improve work organisation.

RTOs that have a record of building successful relationships with enterprises understand this and invest their time and resources to assist the client organisation develop a sustainable business case for training.

### **Targeting enterprise skill needs**

The focus of government training policy is currently on full qualifications. This can be seen as inconsistent with what is required at the enterprise level. Employers felt that a more flexible approach based on competency sets would increase participation in accredited training and support the targeted skills development necessary for driving improved productivity. Employees too indicated that the focus of training should be on the skills needed by them at their workplace. They saw the learning of new skills as most important to be able to do their jobs better and improve their job prospects within the company.

Enterprises generally support the training package units and will utilise skill units to assist them identify skill standards and training requirements. However, very few found it easy to fit the enterprise skill requirements to the complex set of rules that govern the requirements for the industry qualification. A number of, mostly larger, enterprises, had arrangements in place that supported employees who undertook training to meet the enterprise skill needs and to then sponsor or support these employees to complete additional training to meet the requirements of the industry qualification.

The number one focus when promoting training at operator level should be the skill needs of the enterprise. Government policy and initiatives that are intended to support industry upskilling should encourage and reflect this focus.

An example of this approach is the National Centre for Dairy Education (NCDEA) Goulburn Ovens Institute of TAFE (GOTAFE) program for the dairy sector where the operators complete a short program called **'Fundamentals of Food Safety and Quality for Dairy Manufacturers'**, comprising two Certificate II Food Processing units, *FDFCORFSY2A Implement the food safety program and procedures* and *FDFCORQA2A Implement quality systems and procedures*. It was developed in conjunction with Dairy Food Safety Victoria which recognised the need for the program as a result of audits it conducted for licensing dairy premises. Further units may be undertaken to complete the Certificate II in Food Processing.

This has been subsidised by the Victorian State Government and it is expected that it will continue in 2011 but will not be subsidised if the operator already has this level or higher qualification. One government trainer noted that the food and dairy sector in particular requires personnel to undergo regular refresher programs. How these will be funded, in the new 'upskilling' model, is unknown at this stage.

### **The true cost of training: direct and indirect costs**

RTO training fees and student registration represent only a portion of the total cost to companies in running formal training programs. In addition to the direct training fees there are a range of direct and indirect costs incurred, including:

- lost production;
- replacement labour costs (or, if labour cannot be replaced, no production) where employees need to attend structured lessons or undertake assessments;
- costs of training materials;
- non-productive use of equipment;
- learning resources such as access to company computers;
- cost of additional levels of supervision for trainees;
- cost of meeting and maintaining administrative records; and
- providing training facilities (room, computers, furniture, etc.).

Although there is no evidence to suggest that enterprises participate in training in order to access government funding, ensuring the enterprise is fully aware of, and has tapped into, available government funding for industry skilling programs can often make the difference for an enterprise being in a position to participate in accredited training. This is particularly the case with micro and SMEs.

## **THE CHALLENGES FOR REGISTERED TRAINING ORGANISATIONS (RTOs) IMPLEMENTING TRAINING PROGRAMS IN THE FOOD PROCESSING SECTORS**

The Victorian food processing industry covers a large number and diverse range of food processing sub-sectors. There are some 16 recognised food processing sub-sectors all with specialist and/or unique skill needs. In addition, the industry is made up of enterprises that range from the small family cottage-type business through to enterprises that are part of multinational organisations which employ several hundred staff members and utilise state-of-the-art technology.

The diversity of workplaces in the food processing sectors presents RTOs with a range of challenges. Managing the cost of workplace delivery within the current funding model is a major challenge for RTOs generally. The introduction of industry competency standards as the basis for meeting national qualifications has in many industry sectors allowed for a shift from predominantly institutionally-based training to workplace training delivery. For food processor levels, on the job training is by far the preferred method for training delivery. This places additional demands on providers in the following areas:

- **Customising delivery**

Employers are increasingly requesting customised training with content and delivery reflecting their operations. This might be accommodated within the funding model for a large enterprise with a continuous group of employees cycling through training. However, it is often not cost effective for RTOs to spend too long customising resources for small companies, where long-term use of the materials is limited or unlikely.

The solution is not to increase the training cost but to devise ways of developing learning resource materials that are easily adaptable to customisation. After all, the fundamental skill and knowledge covered within a competency unit remains the same.

- **Meeting thin market areas**

As stated earlier in this report, the food processing industry is made up of a diverse range of enterprises with a large proportion of micro and SMEs. Enterprises of all sizes are located throughout Victoria with an estimated 43 per cent of process workers being employed in regional Victoria. There is no evidence<sup>3</sup> that any significant clustering of similar food processing enterprises exists in any particular region within Victoria. The diverse nature of the food processing industry means RTOs are often faced with the challenge of attempting to meet training demands from enterprises wanting training for limited numbers of employees.

Those RTOs that have successfully dealt with these challenges have done so by developing innovative delivery strategies in consultation with the enterprise and student employees.

- **Providing flexible training options**

Employers will quickly abandon formal training for their employees if the training delivery impacts negatively on daily production requirements. RTOs with a successful record of delivering quality training in food processing have developed training delivery and assessment strategies that are integrated with daily work duties. Where structured training is required the effective RTOs will ensure that this takes place at a time and place most convenient to the employer and student employee. This can include delivery to night shift staff in the early hours of the morning.



Casey van Berkel, VFITB project consultant, with Petrina Wetzel, Skilled National Manager – Training Services

- **Developing lasting and effective relationships/partnerships**

A training provider is generally seen by enterprise management as no different from any other external service provider. If you do a good job you will continue to be used; provide an unsatisfactory service and management will either opt out of the formal training system or seek a new provider for the services it requires.

A number of RTOs have developed partnerships with client enterprises that are ongoing and have proved to be mutually beneficial. When examining examples of where lasting relationships have been established between an RTO and an enterprise a set of common themes appear. A successful RTO:

- thinks long-term;
- researches the enterprise thoroughly (gets to know the enterprise history, links/connections to other organisations, management structure, understands who makes the key decisions, what training has taken place in the past and by whom, etc.);
- develops professional relationships between key decision-makers. The customer relationship aspect is separated from the services function (account management model);
- is prepared to invest in the enterprise and recoup the costs over time, not necessarily on an annual basis; and
- offers a total training service by assisting the enterprise with every aspect of upskilling the workforce. For example:
  - assist in preparing training budgets
  - assist in identifying training needs and develop training plans
  - implement RPL and other time/cost saving initiatives
  - provide advice on and source government training support
  - provide expert advice to develop delivery and assessment strategies to align with production needs
  - act as training broker where specialist training is required
  - establish/manage site training records
  - cater for employees with low entry level skills or employees with learning difficulties

In summary, enterprises are more likely to take up formal training if they are working with an RTO that operates as a business partner, sharing the risks and providing the enterprise with expert advice in this non-core area of the business – training. Examples include:

### ***Minimising impact on production***

One of the most challenging aspects of implementing a structured training program for process operators is to find ways to minimise disruption to production while still catering for training delivery. Some of the enterprise representatives stated that for a training program to work effectively it was important to get “buy in” from key production managers and the way to do this is to develop training delivery and assessment strategies that fit with production requirements. RTOs need to be prepared to develop flexible training delivery and assessment strategies to minimise disruption to normal production requirements.

### ***Developing a total skills package***

Many enterprises have found job applicants for food processing positions are people with limited levels of formal education and little, if any, post-secondary education or training. In many cases language literacy and numeracy are at very basic levels and require upgrading before development of industry and occupational skills can be successfully undertaken.

### ***Potential reclassification issues***

A number of enterprises have workplace agreements that have direct links between the skills held and used by workers and wage classifications. This can become an issue if the RTO is not aware of the impact of skills gained and their implication for wage classification.

### ***Administration***

One of the major constraints for employers when sponsoring formal training or applying and receiving government training support is the additional administrative compliance workload. This is particularly the case with micro and SMEs where the administrative support is often minimal. RTOs can gain significant credibility with employers if they take a lead role in assisting the enterprise to establish and manage the administrative requirements for enterprises to participate in government-funded support training.

## **SECURING JOBS FOR YOUR FUTURE**

The introduction of Victorian reforms accompanying the Securing Jobs for Your Future strategy should have a positive impact on the provision of formal training in the food processing industry sector. It is anticipated more enterprises will have access to government-funded training places via the upskilling model.

## **KEY SKILL AREAS FOR PROCESS OPERATORS**

In addition to the employability skills, such as literacy and numeracy, enterprises identified a range of key skills required by process operators to be effective. The following is a list of those nominated areas. To assist enterprises, competency units from the FDF10 Training Package that may be relevant to the identified skill area have been itemised.

### **1. Meeting Compliance**

Having process operators understand and comply with internal and external compliance requirements is seen as critical for this industry sector. The term ‘compliance’ can cover a range of areas such as occupational health and safety, food safety, wastage handling/disposal and record-keeping, etc. Compliance can be mandated by regulations, based on industry/company prescribed standards or imposed by client organisations. Compliance training incorporates both applied skills and changed practices and behaviours.

## Related Competency Units

### Level – Certificate I Units

FDFOP1009A	Follow work procedures to maintain quality
FDFOP1008A	Take and record basic measurements
SIRXINV001A	Perform stock control procedures

### Level – Certificate II Units

MSACMT270A	Use sustainable energy practices
FDFOHS2001A	Participate in OH&S processes
FDFOP2063A	Apply quality systems and procedures
FDFFS2001A	Implement the food safety program and procedures
MTMP2006A	Apply animal welfare and handling requirements
FDFOP2012A	Maintain food safety when loading, unloading and transporting food
FDFOP2013A	Apply sampling procedures
FDFOP2014A	Participate in sensory analyses
FDFOP2015A	Apply principles of statistical process control
TLIA907D	Complete and check import/export documentation
TLID307D	Handle dangerous goods/hazardous substances
MSACMT270A	Use sustainable energy practices
MSACMT271A	Use sustainable environmental practices
MSACMT240A	Apply 5S procedures in a manufacturing environment
MSACMT251A	Apply quality standards

### Level – Certificate III Units

FDFOHS3001A	Contribute to OH&S processes
FDFFS3001A	Monitor the implementation of quality and food safety programs
FDFOP3006A	Identify cultural, religious and dietary requirements for food products
FDFPPL3005A	Participate in an audit process
	FDFOHS200A Participate in OH&S processes
	FDFOP2063A Apply quality systems and procedures
	MSACMT271A Use sustainable environmental practices
FDFPPL3006A	Establish compliance requirements for work area
FDFTEC3001A	Participate in a HACCP team* new in FDF10
	FDFFS2001A Implement the food safety program and procedures
FDFTEC3002A	Implement the pest prevention program
MEM13003B	Work safely with industrial chemicals
LMTGN3007B	Monitor and operate trade waste process
MSACMT271A	Use sustainable environmental practices
MSAENV472A	Implement and monitor environmentally sustainable work practices

## 2. Hygiene Practices

An understanding of personal hygiene, food safety, and food handling is recognised as an essential requirement for all operators in the food processing sector. This skill is covered in most enterprises by the employee induction programs and often reinforced by more formal training such as vendor or accredited training.

### Related Competency Units

#### Level – Certificate I Units

FDFOP1009A	Follow work procedures to maintain quality
FDFFS1001A	Follow work procedures to maintain food safety

#### Level - Certificate II Units

FDFFS2001A	Implement the food safety program and procedures
FDFOP2012A	Maintain food safety when loading, unloading and transporting food
FDFOP2016A	Work in a food handling area for non-food handlers
TLID307D	Handle dangerous goods/hazardous substances

#### Level - Certificate III Units

FDFOP3001A	Control cross contamination and allergens in the work area
FDFFS3001A	Monitor the implementation of quality and food safety programs
FDFPPL3001A	Participate in improvement processes
FDFPPL3006A	Establish compliance requirements for work area

### 3. Cleaning Practices

Cleaning practices include cleaning and sanitising, safe use and storage of chemicals, biological testing, etc.

### Related Competency Units

#### Level – Certificate I Units

FDFOP1009A	Follow work procedures to maintain quality
FDFFS1001A	Follow work procedures to maintain food safety

#### Level – Certificate II Units

FDFFS2001A	Implement the food safety program and procedures
MTMP2197B	Clean after operations – boning room
FDFOP2003A	Clean work area and in place equipment
FDFOP2004A	Clean and sanitise equipment
TLID307D	Handle dangerous goods/hazardous substances

#### Level – Certificate III Units

FDFOP3001A	Control cross contamination and allergens in the work area
FDFPPL3001A	Participate in improvement processes
FDFTEC3002A	Implement the pest prevention program
PMLTEST300B	Perform basic tests
FDFFS3001A	Monitor the implementation of quality and food safety programs
FDFPPL3006A	Establish compliance requirements for work area

### 4. Manual Handling and Operate Load Shifting Equipment

This covers both licensed and non-licensed load-shifting equipment.

### Related Competency Units

#### Level – Certificate I Units

FDFOP1003A	Carry out manual handling tasks
TLID207C	Shift a load using manually-operated equipment

Level – Certificate II Units

RTE3008A	Handle bulk materials in storage area
FDFOP1003A	Carry out manual handling tasks
TLD407C	Load and unload goods/cargo
TLID1007C	Operate a forklift

**5. Minor/Incidental Maintenance Skills**

A number of enterprises suggested that for a process operator to be fully effective they need the skills to use hand tools and an understanding of basic mechanics. This requirement was more prevalent among the larger enterprises, particularly those with automated, semi-automated and continuous process lines. Hand tools are required for dismantling/reassembling equipment for cleaning, undertaking minor equipment adjustments and setting up machines for product changeovers. It is also recognised that operators need to have sufficient mechanical knowledge to be able to identify faulty machinery and be able to accurately communicate faulty symptoms to maintenance personnel.

**Related Competency Units**

Level – Certificate I Units

None available at this level.

Level – Certificate II Units

FDFOP2011A	Conduct routine maintenance
MSACMT280A	Undertake root cause analysis
MSACMT281A	Contribute to the application of a proactive maintenance strategy
MEM18002B	Use power tools/hand held operations
MEM18011C	Shutdown and isolate machine/equipment

Level – Certificate III Units

MSAPMSUP303A	Identify equipment faults
MSAPMOP405A	Identify problems in fluid power system
MSAPMOPS406A	Identify problems in electronic control systems
MSACMT482A	Assist in implementing a proactive maintenance strategy
MSACMT483A	Support proactive maintenance

## CASE STUDIES

### Case Study 1

#### Training Model incorporating food processing, literacy and numeracy

<b>Location:</b>	Regional Victoria
<b>Employee Numbers:</b>	280 Process Employees
<b>Employment Type:</b>	Casual, Part-time, Full-time
<b>Industry Sector:</b>	Poultry Processing
<b>Operation:</b>	Two shifts – 6-day week

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This enterprise operates a high volume chicken-processing line. The key considerations of the business are operator safety and product quality.

New operators start as casual employees either in full or part-time casual positions. The recruitment process is undertaken by an external company. New recruits complete a pre-employment screening process that assesses their job suitability and existing competencies. Selected applicants are then referred to the enterprise for final selection. This arrangement has been in place for over 10 years and a good level of understanding and trust exists between the enterprise and the recruitment company.

The recruitment company is also a registered RTO with a delivery scope that includes the Certificates I, II and III in Food Processing and it delivers these qualifications to the enterprise.

All recruits are provided with a structured in-house induction program that covers the key safety, organisational and operational requirements which allow them to commence work.

***“We don’t have a training budget and so the traineeship model with the incentive payments allows us to upskill our employees while the employees pick up a range of portable skills.”***

As the need arises, permanent operator positions are filled from the pool of casual employees. Once appointed as a permanent employee the staff member will be signed onto a traineeship to undertake a Certificate III in Food Processing. Although not all operator employees will complete the Certificate III, there is an expectation that all permanent process operators will complete at least a Certificate II in Food Processing.

The Certificate III in Food Processing is delivered over two or more years. Each year a training program commences for new trainee operators. In parallel to this the RTO runs a Certificate III program for those employees entering their second year of the traineeship or those trainees still completing their Certificate III.

***“It has taken many years for us to develop the learning materials we have now. It’s a big investment on the part of both us and our training provider.”***

Teaching and learning resources are based on the plant's operational requirements. Training program content is selected to meet both the enterprise skill needs and Australian Quality Training Framework (AQTF) compliance. The development of training resources required the mapping of the units into learning objectives to ensure the skills, knowledge, and attitude requirements of each unit were covered.

***“For training to be sustainable it is important to get and retain support from the production managers. One of the major challenges was to ensure we could manage the training of process operators in a way so it did not unduly impact on our production requirements.”***

Each month, eight days are selected and designated as training days. They are publicised well in advance so production managers can organise the release of staff to best fit their schedules.

The RTO trainer is on-site on the designated days to deliver the program and provide assistance as required. Each trainee must attend at least one of the training days each month.

Theoretical and practical assessment tools are developed to be relevant to the application of the skills in the workplace. Where appropriate, assessment tools are developed to assess skills across a number of areas. This provides greater continuity for the trainee and is more relevant to their job tasks. Assessments include practical demonstrations of job tasks, work-related projects and feedback from production supervisors.

Employees successfully completing the Certificate II level are invited to undertake Certificate III.

Where an employee lacks the required standards of language, literacy or numeracy the RTO incorporates additional training. Workplace English Language and Literacy (WELL) funding has been used to cover the additional services involved.

***“It has taken a lot of work to get to where we are now with our training but the benefits are worthwhile. There is always a notable difference in the employee attitude and willingness to take responsibility for the quality of their work after the employee has commenced the training. Many go on to do Certificate III and some have even gone on to do quality or leadership programs at Certificate IV.”***

The enterprise does not engage a formal process to measure the impact of training. However, their experience suggests that those employees who have undertaken and completed structured training generally require less supervision, are more accurate in their work and show more initiative in identifying potential risks and non-compliance issues. Anecdotal evidence also points to training improving worker safety with reductions in reported accidents.

### **Key Learnings**

- Developing a trusted relationship between enterprise and RTO takes time and commitment by both parties.
- On-site training delivery and assessment timetables need to be structured to minimise disruption to production demands while facilitating ample support for trainees.
- Designing and implementing assessment to incorporate holistic task activities will lead to more effective skill acquisition.
- Enterprises are encouraged to participate in training where the RTO can offer comprehensive programs and support to individuals where required, such as integrating WELL with the Certificate II in Food Processing.

## Case Study 2

### An Informal Training Model

<b>Location:</b>	Metro Melbourne
<b>Employee Numbers:</b>	90 Process Employees
<b>Employment Type:</b>	Casual and full-time
<b>Industry Sector:</b>	Food Canning Operation
<b>Operation:</b>	Varies from five to seven days a week

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This enterprise processes and packages canned produce for distribution to supermarket and grocery outlets. Key considerations for the enterprise are safety, HACCP (Hazard Analysis Critical Control Point), product quality and downtime. Recruitment of new employees is managed by the enterprise.

At one time this enterprise had training for process operators delivered by an external RTO. Qualifications delivered were the Food Processing Certificates I and II. For a number of reasons, including cost, inflexibility and a lack of relevance of the skills learnt to the job, the enterprise withdrew from this training and developed its own training program.

***“We had accredited training on the site but in the end one had to ask why. Besides the cost and the lack of control over the content and process, it was not delivering what we and the employees needed ... so with the agreement of our employees we opted out.”***

All new production staff start on a casual basis and are provided with a structured ‘Level 1’ induction program which covers OH&S and HACCP and the skills and knowledge required to undertake basic tasks under supervision.

***“Recruitment of production personnel focuses on ensuring recruits fit with our values and work culture. We can train them in the work skills ... relevant industry experience helps but it is not the key employment criteria.”***

The company recruits all full-time operators from its pool of casual workers. When casual employees move to permanent positions they are required to undertake a ‘Level 2’ induction program. This program focuses on the basic requirements of the employee’s area of work. When an employee transfers from one area to another they must complete the Level 2 induction program for the new area. The area supervisor is responsible for ensuring area employees successfully complete this training within a given timeframe.

The enterprise has had the competencies covered by induction levels 1 and 2 mapped by an RTO showing their Level 2 induction is equivalent to a formal Certificate I in Food Processing.

***“The training focuses on the operational skills required by us ...”***

Additional vocational training for process operators is determined by the job roles within each work area. The relevant Standard Operating Procedures (SOPs) are used to identify skill requirements around which to develop training plans. The majority of learning takes place on the job. Where required, additional support is provided, via workbooks and/or structured learning, to ensure a grasp of the underpinning knowledge. Employees are assessed against a comprehensive checklist that is based on the SOPs. This includes a process to ensure the employee also understands why certain things need to happen.

The training is managed and conducted internally by enterprise staff. It is based on the needs of the enterprise and facilitates the internal career structure available to employees.

***“We need to find a good reason before moving back into the formal VET system.”***

Management and employees are currently reviewing the FDF10 industry qualifications to assess the value of dovetailing the in-house training with the national qualifications.

#### **Key Learnings**

- Training must be contextualised with operational functions.
- On-site training delivery and assessment timetables need to be structured to minimise disruption to production demands.
- Implementing timely assessment events to incorporate work task applications will lead to more effective skill acquisition.

## **APPENDIX 1**

### **STAKEHOLDER CONSULTATIONS**

The VFITB wishes to acknowledge and thank the following organisations for contributing to the development of this report:

#### **Industry Enterprises**

Australian Dairy Blends  
Brancourts  
Breakfast Milk\Country Harvest  
Burra  
Castalare Pasta  
Coca Cola Amatil  
Dennison Food Group  
Edlyn  
Ferguson - Plarre Bakehouses  
Fonterra Cobden  
Fonterra Darnum  
Fyna  
George Western Foods (Don KRC)  
H J Heinz  
Inghams  
Jindi Cheese  
Kraft Australia  
La Ionica Poultry/Golden Farms/Turi Foods  
Luv A Duck  
Mars  
Murray Goulburn Co Op  
National Foods  
Nestle  
Nestle Confectionery  
Pasta Master, PowerHouse Foods  
Patties Foods  
Peters Ice Cream  
Pink Lady  
Pure Harvest  
Riverside  
Simplot Australia  
Southern Food Processing  
SPC Ardmona  
Swift Australia  
Tatura Milk  
Top Cut Foods  
Unilever  
Veg Co/One Harvest  
Warrnambool Cheese & Butter

#### **Registered Training Organisations**

Ashley Institute of Training  
Ballarat Uni/TAFE  
DIVERSITAT  
East Gippsland TAFE  
Gordon Institute of TAFE  
GOTAFE  
National Food Institute  
National Workplace Training  
NCDEA, Gilbert Chandler Campus (part of GOTAFE)  
RMIT University  
Skilled  
SW TAFE  
William Angliss Institute of TAFE

#### **Other Stakeholders**

AgriFood Skills Australia  
AMWU  
Australian Industry Group  
Curriculum Maintenance Manager, Engineering (Box Hill Institute of TAFE)  
Curriculum Maintenance Manager, General Manufacturing (Chisholm Institute of TAFE)  
Dairy Australia  
Dairy Industry Ass of Australia  
DIIRD  
MESAB  
MINTRAC  
National Union of Workers  
Regional Development Victoria (Campaspe)  
Richard Jenkins and Associates

**APPENDIX 2**

**RTOS WHICH DELIVER FDF03 FOOD PROCESSING CERTIFICATES**

RTOS operating in Victoria with Certificates I–IV in Food Processing on scope of registration (TAFEs highlighted)

Name of RTO	Cert I Food Processing	Cert II Food Processing	Cert III Food Processing	Cert IV Food Processing
ABEX Institute			√	
Academia International		√		√
Access Training & Logistics Pty Ltd			√	
Apex Human Resources Pty Ltd	√	√	√	
Applied Training Solutions Pty Ltd	√	√	√	
Ascent Training Group		√	√	
Ashley Institute of Training	√	√	√	
AUS-MEAT Limited		√		
Australian College of Training		√	√	√
Australian Food Training Centre	√	√	√	
Australian Management Academy		√	√	
Australian Red Cross Society			√	
Bannister Technical	√	√	√	
Baxter Institute				√
Bridgeworks Employment & Training		√	√	
Brisbane North Institute TAFE	√	√	√	√
BSIL Southern Edge		√	√	
Chisholm Institute of TAFE	√	√	√	√
Choice Training Solutions Pty Ltd		√	√	√
Diversitat		√	√	
East Gippsland Institute of TAFE	√	√	√	
FGM Consultants Pty Ltd		√	√	
Food Safety Operations (Qld) Pty Ltd		√	√	
Franklyn Scholar			√	
FS Learning		√	√	
Goldfields Employment & Learning Centre	√	√		
Gordon Institute of TAFE		√	√	√
Goulburn Ovens Institute of TAFE	√	√	√	√
Holmesglen Institute of TAFE	√	√	√	√
icareers		√	√	
JCE Positive Outcomes PL (ACT)		√	√	
JCE Positive Outcomes PL (NSW)		√	√	
Kangan Institute	√	√	√	√
Key Training & Personnel Pty Ltd	√	√	√	
Management Consultancy International Pty Ltd		√	√	
MRP International	√	√	√	
National Food Institute	√	√	√	√
National Institute of Training		√	√	√
National Retail Association Limited, National Retail Institute		√		
National Training Institute		√		
National Training Pty Ltd	√	√	√	
National Workplace Training		√	√	

Name of RTO	Cert I Food Processing	Cert II Food Processing	Cert III Food Processing	Cert IV Food Processing
Newskills Ltd		√	√	√
Northern Melbourne Institute of TAFE		√	√	
Performis		√	√	√
Pivotal Training & Development Pty Ltd	√	√	√	√
Pow Wow Training Pty Ltd			√	
Quality Connect Pty Ltd School of Cultural Arts	√	√	√	√
River Murray Training Pty Ltd		√	√	√
SG Innovative Learning Solutions	√	√	√	
Skills Base Australia Pty Ltd		√		
Skill Up Australia & Giant International College		√	√	
Southern Queensland Institute of TAFE		√	√	
South West Institute of TAFE	√	√	√	√
Strategix Training Group Pty Ltd			√	√
Superior Food Safety Pty Ltd		√	√	
Symbio Alliance		√	√	√
Sunraysia Institute of TAFE	√	√	√	√
TAFE NSW – New England Institute			√	
Targeted Training	√	√	√	
Technology Institute of Vic			√	
The Daniels Associates Australasia PL	√	√	√	
The Factory - Building Your Future	√	√	√	
The Health Advantage Pty Ltd	√			
The Malka Group		√	√	√
Tocal College		√	√	√
Top End Training	√	√	√	
Total Training Solutions (Vic)		√	√	
Training Solutions for Life			√	
Training & Quality Management Services Pty Ltd	√	√	√	
Training Consultants Aust Pty Ltd	√	√	√	
University Ballarat TAFE	√	√	√	√
VETASSESS			√	
VET Train Pty Ltd	√	√	√	
Victoria University TAFE	√	√	√	√
Virginia Horticulture Centre Inc	√	√	√	
William Angliss Institute of TAFE	√	√	√	
Wiseman Institute			√	
Wiseman Institute of Applied Learning			√	
Wodonga Institute of TAFE	√	√	√	√
Workplace Learning Initiatives Pty Ltd	√	√	√	√
<b>TOTAL NUMBER</b>	<b>81</b>	<b>35</b>	<b>66</b>	<b>27</b>
<b>TAFE</b>	<b>16</b>			
<b>Non-TAFE RTOs</b>	<b>65</b>			

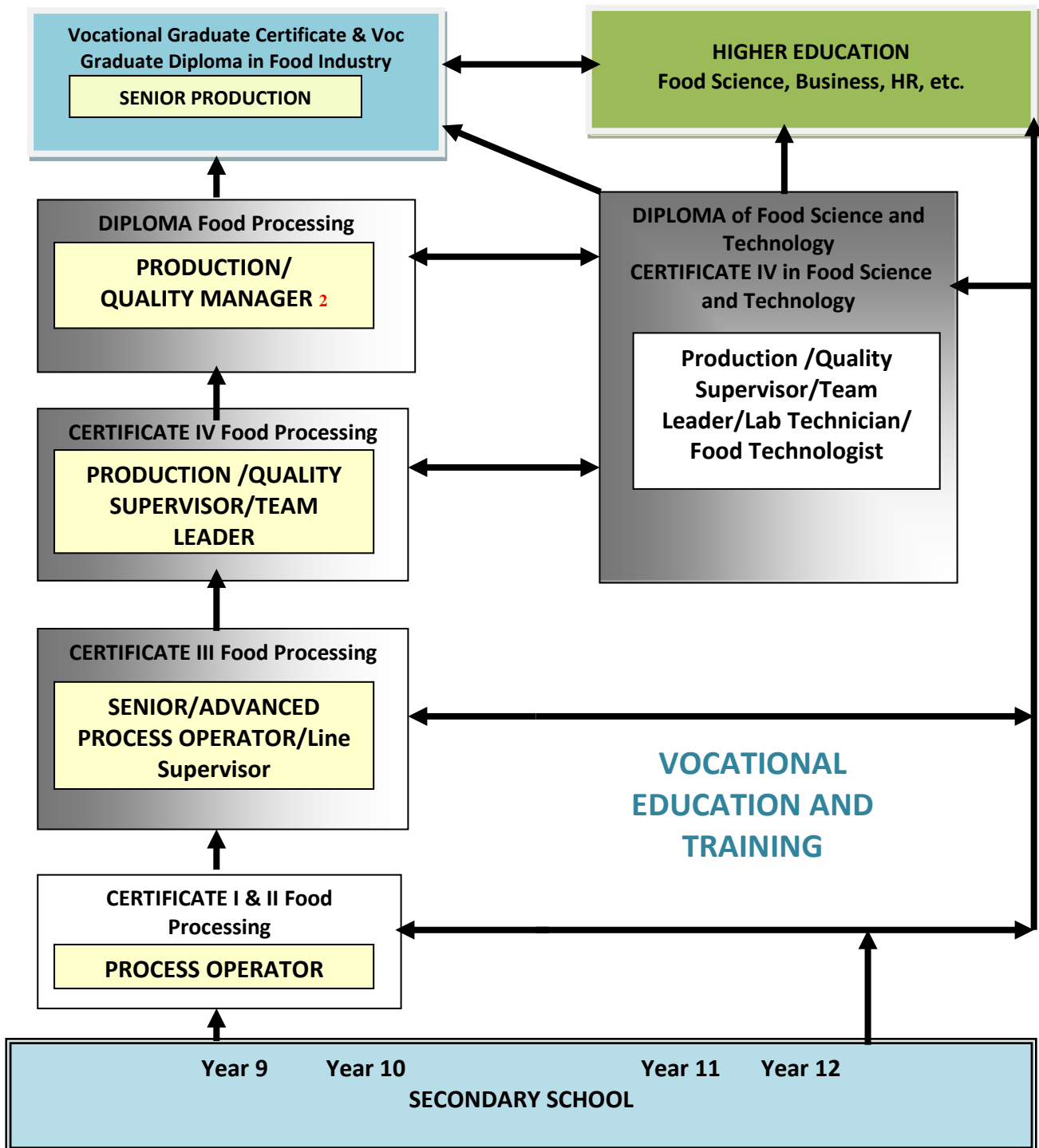
**APPENDIX 3**

**NEW TECHNICAL UNITS IN FDF10 FOOD INDUSTRY TRAINING PACKAGE**

FDFTEC3001A	Participate in a HACCP team
FDFTEC3002A	Implement the pest prevention program
FDFTEC3003A	Apply raw materials, ingredient and process knowledge to production problems
FDFTEC4001A	Determine handling processes for perishable food items
FDFTEC4002A	Manage controlled atmosphere storage
FDFTEC4003A	Control food contamination and spoilage
FDFTEC4004A	Apply basic process engineering principles to food processing
FDFTEC4005A	Apply an understanding of food additives
FDFTEC4006A	Apply an understanding of legal requirements of food production
FDFTEC4007A	Describe and analyse data using mathematical principles
FDFTEC4008A	Apply principles of food packaging
FDFTEC4009A	Identify the physical and chemical properties of materials, food and related products
FDFTEC4010A	Manage water treatment processes
FDFTEC4011A	Participate in product recalls
FDFTEC5001A	Manage and evaluate new product trials
FDFTEC5002A	Manage utilities and energy for a production process

APPENDIX 4

FOOD INDUSTRY VOCATIONAL QUALIFICATION PATHWAYS



1. Qualifications will vary depending on industry food sector requirements and may include formal qualifications in business, competitive manufacturing, process manufacturing, quality assurance, food safety, food safety auditing, laboratory operations, etc.
2. The *Vocational Graduate Certificate in Food Industry Management* is currently available at NCDEA Gilbert Chandler (Werribee) campus of GOTAFE (Note: this qualification is a Victorian accredited qualification, not part of the national training package). The *Vocational Graduate Diploma of Food Industry Management* was [accredited](#) in December 2010.

## APPENDIX 5

# FOOD INDUSTRY TRAINING PACKAGE – MAPPING FDF10/FDF03 QUALIFICATIONS

AgriFood Skills Australia has reviewed and updated the first half of the food qualifications training package, and is finalising the specialist qualifications and units in the second half of the review process. It is waiting on final accreditation from the National Quality Council before the new qualifications can be implemented. The submitted course documents are on the AgriFoods website.

Although this report primarily addresses the skill levels of Certificates I, II and III in food processing, the information provided in the following table highlights all qualifications covered by the food processing training package.

Full qualification details can be found at [www.agrifoodskills.net.au/training-packages](http://www.agrifoodskills.net.au/training-packages)

### Mapping of Qualifications FDF10 to FDF03

FDF10 qualification code and title	FDF03 qualification code and title
FDF10110 Certificate I in Food Processing	FDF10103 Certificate I in Food Processing
FDF20110 Certificate II in Food Processing	FDF20103 Certificate II in Food Processing
FDF30110 Certificate III in Food Processing	FDF30103 Certificate III in Food Processing
FDF40110 Certificate IV in Food Processing	FDF40103 Certificate IV in Food Processing
FDF50110 Diploma of Food Processing	FDF50103 Diploma of Food Processing
<i>deleted</i>	<i>FDF10903 Certificate I in Food Processing (Sales)</i>
FDF20910 Certificate II in Food Processing (Sales)	FDF20903 Certificate II in Food Processing (Sales)
FDF30910 Certificate III in Food Processing (Sales)	FDF30903 Certificate III in Food Processing (Sales)
FDF10210 Certificate I in Pharmaceutical Manufacturing	FDF10203 Certificate I in Pharmaceutical Manufacturing
FDF20210 Certificate II in Pharmaceutical Manufacturing	FDF20203 Certificate II in Pharmaceutical Manufacturing
FDF30210 Certificate III in Pharmaceutical Manufacturing	FDF30203 Certificate III in Pharmaceutical Manufacturing
FDF40210 Certificate IV in Pharmaceutical Manufacturing	FDF40207 Certificate IV in Pharmaceutical Manufacturing
FDF50210 Diploma of Pharmaceutical Manufacturing	FDF50207 Diploma of Pharmaceutical Manufacturing
<i>deleted</i>	<i>FDF10303 Certificate I in Food Processing (Plant Baking)</i>
<i>deleted</i>	<i>FDF20303 Certificate II in Food Processing (Plant Baking)</i>
FDF30310 Certificate III in Plant Baking	FDF30303 Certificate III in Food Processing (Plant Baking)
<i>deleted</i>	<i>FDF10803 Certificate I in Food Processing (Retail Baking)</i>
FDF20510 Certificate II in Retail Baking Assistance	<i>New qualification</i>
FDF30510 Certificate III in Retail Baking (Cake and Pastry)	FDF30503 Certificate III in Food Processing (Retail Baking – Cake and Pastry)
FDF30610 Certificate III in Retail Baking (Bread)	FDF30603 Certificate III in Food Processing (Retail Baking – Bread)
FDF30710 Certificate III in Retail Baking (Combined)	FDF30703 Certificate III in Food Processing (Retail Baking – Combined)
<b>This set of qualifications to be submitted in the future:</b>	FDF41007 Certificate IV in Food Processing (Food Safety Auditing)
	FDF51007 Diploma of Food Processing (Food Safety Auditing)
	FDF10403 Certificate I in Food Processing (Wine)
	FDF20403 Certificate II in Food Processing (Wine)
	FDF30403 Certificate III in Food Processing (Wine)

**APPENDIX 6**

**FDF10 CERTIFICATE I, II AND III IN FOOD PROCESSING**

<b>FDF10110</b>	<b>Certificate I in Food Processing</b>
<b>Qualification Notes</b>	
<p>This qualification covers a range of food processing industries, such as:</p> <ul style="list-style-type: none"><li>• Grain processing (including stock feed, animal feeds, milling wheat, barley, oats and flour milling)</li><li>• Baking (including large scale production of cakes, pastry, bread, biscuits and plant baking)</li><li>• Retail baking</li><li>• 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)</li><li>• Confectionery</li><li>• Dairy processing</li><li>• Fruit and vegetables</li><li>• Grocery products and supplies (including honey, jams, spreads, sauces, dressings, condiments, spices, edible oils and fats and pasta)</li><li>• Poultry.</li></ul> <p><b>Job Roles</b></p> <p>The Certificate I in Food Processing is an introductory qualification to food, beverage and grain processing providing basic skills relevant to all FDF10 Food Processing Training Package sectors apart from pharmaceutical manufacturing. It is designed for application in a highly supervised context, such as VET in schools, induction to industry, or other equivalent introduction environments.</p> <p><b>Pathways into the qualification</b></p> <p>Pathways for candidates considering this qualification include direct entry.</p> <p><b>Pathways from the qualification</b></p> <p>After achieving this qualification, candidates may move into employment in a food, beverage or grain processing enterprise and undertake the FDF20110 Certificate II in Food Processing, FDF20510 Certificate II in Retail Baking or FDF20210 Certificate II in Pharmaceutical Manufacturing, or any other suitable qualification according to the needs of the enterprise and higher level job functions.</p> <p><b>Additional qualification advice</b></p> <p>Units selected from other training packages must be relevant to the work outcome, local industry requirements and the qualification level.</p> <p><b>Note:</b> AgriFood Skills Australia expects that the design of any training delivery and assessment program to support the achievement of this qualification is based on:</p> <ul style="list-style-type: none"><li>• the context required by the industry and/or enterprise;</li><li>• a holistic and integrated training delivery and assessment plan that identifies learning activities and evidence required; and</li><li>• flexible delivery options including on-the-job and work-based training that support the development of competency.</li></ul> <p><b>Licensing, Legislative, Regulatory or Certification Considerations</b></p> <p>There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, all work must comply with food safety, occupational health and safety (OH&amp;S) and environmental regulations and legislation that apply to the workplace.</p>	

FDF10110	Certificate I in Food Processing																																				
<p><b>Packaging Rules</b> This qualification requires the achievement of nine (9) units of competency in accordance with the following rules:</p> <p>Total units must include a minimum of five (5) units coded FDF.</p> <p>Five (5) Core units Four (4) Elective units</p> <p><b>Elective selection must include:</b></p> <ul style="list-style-type: none"> <li>• Two (2) Group A elective units</li> </ul> <p><b>Two (2) remaining elective units may be selected from:</b></p> <ul style="list-style-type: none"> <li>• Group A elective units below, not previously selected;</li> <li>• units packaged in any Certificate I or II level Food Processing Training Package qualification; and</li> <li>• units from any nationally endorsed Training Package and accredited course that are packaged at Certificate I level or Certificate II level (maximum 1 unit)</li> </ul> <p><b>CORE UNITS</b> Complete all five (5) core units:</p> <table border="0"> <tr> <td>FDFFS1001A</td> <td>Follow work procedures to maintain food safety*</td> </tr> <tr> <td>FDFOHS1001A</td> <td>Work safely</td> </tr> <tr> <td>FDFOP1009A</td> <td>Follow work procedures to maintain quality</td> </tr> <tr> <td>FDFOP1010A</td> <td>Communicate workplace information</td> </tr> <tr> <td>MSAENV272A</td> <td>Participate in environmentally sustainable work practices</td> </tr> </table> <p>*In the case where this qualification is to be applied in a work environment where food is processed for non-human consumption, such as pet food and stock feed or other situations where human food safety skills are not required, then this unit may be replaced by <b>FDFOP2062A Apply work procedures to maintain integrity of product.</b></p> <p><b>ELECTIVE UNITS</b> <b>GROUP A</b> Select a minimum of two (2) Group A Cross Sector elective units</p> <table border="0"> <tr> <td>FDFOP1001A</td> <td>Pack or unpack product manually</td> </tr> <tr> <td>FDFOP1002A</td> <td>Operate automated washing equipment</td> </tr> <tr> <td>FDFOP1003A</td> <td>Carry out manual handling tasks</td> </tr> <tr> <td>FDFOP1004A</td> <td>Prepare basic mixes</td> </tr> <tr> <td>FDFOP1005A</td> <td>Operate basic equipment</td> </tr> <tr> <td>FDFOP1006A</td> <td>Monitor process operation</td> </tr> <tr> <td>FDFOP1007A</td> <td>Participate effectively in a workplace environment</td> </tr> <tr> <td>FDFOP1008A</td> <td>Take and record basic measurements</td> </tr> <tr> <td>FDFOP2061A</td> <td>Use numerical applications in the workplace</td> </tr> <tr> <td>FDFRB1001A</td> <td>Finish products</td> </tr> <tr> <td>SIRXCCS001A</td> <td>Apply point-of-sale handling procedures</td> </tr> <tr> <td>SIRXCCS002A</td> <td>Interact with customers</td> </tr> <tr> <td>SIRXICT001A</td> <td>Operate retail technology</td> </tr> </table>		FDFFS1001A	Follow work procedures to maintain food safety*	FDFOHS1001A	Work safely	FDFOP1009A	Follow work procedures to maintain quality	FDFOP1010A	Communicate workplace information	MSAENV272A	Participate in environmentally sustainable work practices	FDFOP1001A	Pack or unpack product manually	FDFOP1002A	Operate automated washing equipment	FDFOP1003A	Carry out manual handling tasks	FDFOP1004A	Prepare basic mixes	FDFOP1005A	Operate basic equipment	FDFOP1006A	Monitor process operation	FDFOP1007A	Participate effectively in a workplace environment	FDFOP1008A	Take and record basic measurements	FDFOP2061A	Use numerical applications in the workplace	FDFRB1001A	Finish products	SIRXCCS001A	Apply point-of-sale handling procedures	SIRXCCS002A	Interact with customers	SIRXICT001A	Operate retail technology
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FDF10110	Certificate I in Food Processing
SIRXINV001A	Perform stock control procedures
SIRXSL001A	Sell products and services
TLIA1407C	Use product knowledge to complete work operations
TLID207C	Shift a load using manually-operated equipment

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
<b>Certificate I in Food Processing</b>	
The following table contains a summary of the employability skills as identified by the food processing industries for this qualification. It should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements that reflect skill requirements for this level.	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Complete all reporting as required Receive and relay oral and written messages Read and apply workplace procedures and instructions Communicate information about problems with work
Teamwork	Work as a team member Identify own role and responsibilities within a team Share workplace information
Problem solving	Recognise and report any workplace hazards Identify common problems and take required action Follow workplace food safety procedures
Initiative and enterprise	Inspect quality of work on an ongoing basis Take appropriate corrective action to routine work problems Select appropriate equipment Distinguish between urgent and non-urgent tasks
Planning and organising	Identify work requirements Identify work priorities Plan work activities to meet daily work requirements Direct items to the correct area for further processing Identify and use relevant personal protective equipment Organise work area to maintain housekeeping standards Organise relevant equipment and tools
Self-management	Identify personal responsibilities and work requirements Manage time to meet own work requirements Plan activity to meet own work requirements Keep the work area clean and tidy at all times Monitor the quality of own work against quality standards Follow OH&S practices Identify safety requirements for working in food processing industry Seek assistance from other team members where appropriate
Learning	Check work outcomes against workplace standards and identify inconsistencies Assess own ability to meet job requirements Listen to feedback and advice of supervisors Identify own skill requirements and seek skill development if required Attend training or skill development activities Ask questions to expand own knowledge self-check numerical information
Technology	Use work tools, machines and equipment safely and according to workplace procedures Use manual handling technologies in the workplace Use information technology devices as required

FDF20110	Certificate II in Food Processing
<p><b>Qualification Notes</b></p> <p>This qualification covers a range of food processing industries, such as:</p> <ul style="list-style-type: none"><li>• Grain processing (including stockfeed, animal feeds, milling wheat, barley, oats and flour milling)</li><li>• Baking (including large scale production of cakes, pastry, bread, biscuits and plant baking)</li><li>• 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)</li><li>• Confectionery</li><li>• Dairy processing</li><li>• Fruit and vegetables</li><li>• Grocery products and supplies (including honey, jams, spreads, sauces, dressings, condiments, spices, edible oils and fats and pasta)</li><li>• Poultry.</li></ul> <p><b>Job Roles</b></p> <p>The Certificate II in Food Processing targets those working within a production or production support role, for example packaging, machine operations and bottling. This qualification is designed for application in supervised environments where the work is predictable with some basic problem-solving requirements.</p> <p><b>Pathways <u>into</u> the qualification</b></p> <p>Pathways for candidates considering this qualification include:</p> <ul style="list-style-type: none"><li>• FDF10110 Certificate I in Food Processing</li><li>• direct entry</li><li>• limited vocational training and/or work experience.</li></ul> <p><b>Pathways <u>from</u> the qualification</b></p> <p>After achieving this qualification, candidates may undertake the FDF30110 Certificate III in Food Processing with an industry specialisation according to the needs of the enterprise and higher level job functions, FDF30810 Certificate III in Plant Baking or FDF30310 Certificate III in Food Processing (Sales) or any other suitable qualification.</p> <p><b>Additional qualification advice</b></p> <p>Units selected from other training packages must be relevant to the work outcome, local industry requirements and the qualification level.</p> <p>Many units in this qualification assume a basic level of mathematics equivalent to a school sector Year 10 standard. If a student does not possess this level of mathematics then the unit FDFOP2061A Use numerical applications in the workplace should be selected as part of this qualification.</p> <p><b>Note:</b> AgriFood Skills Australia expects that the design of any training delivery and assessment program to support the achievement of this qualification is based on:</p> <ul style="list-style-type: none"><li>• the context required by the industry and/or enterprise;</li><li>• a holistic and integrated training delivery and assessment plan that identifies learning activities and evidence required; and</li><li>• flexible delivery options including on-the-job and work-based training that support the development of competency.</li></ul>	

FDF20110	Certificate II in Food Processing										
<p><b>Licensing, Legislative, Regulatory or Certification Considerations</b> There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, all work must comply with food safety, OH&amp;S and environmental regulations and legislation that apply to the workplace.</p>											
<p><b>Packaging Rules</b> This qualification requires the achievement of thirteen (13) units of competency in accordance with the following rules.</p> <p>Total units must include a minimum of eight (8) units coded FDF.</p> <p>Five (5) Core units Eight (8) Elective units</p>											
<p><b>Elective selection must include:</b> Five (5) Group A elective units</p>											
<p><b>Three (3) remaining elective units may be selected from:</b></p> <ul style="list-style-type: none"> <li>• Group A elective units below, not previously selected</li> <li>• Group B elective units</li> <li>• A maximum of two (2) units from this Training Package, other endorsed Training Packages and accredited courses that are packaged at Certificate I level (maximum 1 unit), Certificate II level (maximum 2 units) and Certificate III level (maximum 1 unit)</li> </ul>											
<p><b>Note:</b> Units marked with an asterisk (*) require completion of prerequisite unit/s which is identified under the unit.</p>											
<p><b>CORE UNITS</b> Complete all five (5) core units:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">FDFFS2001A</td> <td>Implement the food safety program and procedures*</td> </tr> <tr> <td>FDFOHS2001A</td> <td>Participate in OH&amp;S processes</td> </tr> <tr> <td>FDFOP2063A</td> <td>Apply quality systems and procedures</td> </tr> <tr> <td>FDFOP2064A</td> <td>Provide and apply workplace information</td> </tr> <tr> <td>MSAENV272A</td> <td>Participate in environmentally sustainable work practices</td> </tr> </table>		FDFFS2001A	Implement the food safety program and procedures*	FDFOHS2001A	Participate in OH&S processes	FDFOP2063A	Apply quality systems and procedures	FDFOP2064A	Provide and apply workplace information	MSAENV272A	Participate in environmentally sustainable work practices
FDFFS2001A	Implement the food safety program and procedures*										
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FDFOP2063A	Apply quality systems and procedures										
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<p>* In the case where this qualification is to be applied in a work environment where food is processed for non-human consumption, such as pet food and stock feed or other situations where human food safety skills are not required, then this unit may be replaced by <b>FDFOP2062A Apply work procedures to maintain integrity of product</b></p>											
<p><b>ELECTIVE UNITS</b></p>											
<p><b>GROUP A</b> Select a minimum of five (5) Group A Sector Specialist and Cross Sector elective units</p>											
<p><b>Sector Specialist units</b></p>											
<p><b>Baking</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">FDFBK2001A</td> <td>Operate a cooling and slicing process</td> </tr> <tr> <td>FDFBK2002A</td> <td>Operate a pastry forming and filling process</td> </tr> </table>		FDFBK2001A	Operate a cooling and slicing process	FDFBK2002A	Operate a pastry forming and filling process						
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FDF20110	Certificate II in Food Processing
FDFBK2003A	Manufacture rye crisp breads
FDFBK2004A	Manufacture wafer products
FDFBK2005A	Operate a doughnut making process
FDFBK2006A	Operate a griddle production process
FDFBK2007A	Operate a pastry production process
FDFOP2024A	Operate a cooling, slicing and wrapping process
FDFOP2055A	Freeze dough
SIRRMER004A	Prepare and display bakery products
<b>Beverages</b>	
FDFBV2001A	Operate a de-aeration, mixing and carbonation process
FDFBV2002A	Manufacture coffee (roast and ground)
FDFBV2003A	Operate an ice manufacturing process
<b>Confectionery</b>	
FDFCON2001A	Examine raw ingredients used in confectionery
FDFCON2002A	Operate a boiled confectionery process
FDFCON2003A	Operate a chocolate conching process
FDFCON2004A	Operate a chocolate depositing or moulding process
FDFCON2005A	Operate a confectionery depositing process
FDFCON2006A	Operate a granulation and compression process
FDFCON2007A	Operate a panning process
FDFCON2008A	Operate a chocolate refining process
FDFCON2009A	Operate a starch moulding process
<b>Dairy processing</b>	
FDFDP2001A	Operate a butter churning process
FDFDP2002A	Operate a butter oil process* <i>FDFOP2043A Operate an homogenising process OR FDFDP2001A Operate a butter churning process</i>
FDFDP2003A	Operate a curd production and cutting process
FDFDP2004A	Operate a cooling and hardening process
FDFDP2005A	Operate a cheese pressing and moulding process
FDFDP2006A	Operate a fermentation process
<b>Grocery products and supplies</b>	
FDFGPS2001A	Operate a bleaching process
FDFGPS2002A	Operate a completing process
FDFGPS2003A	Operate a deodorising process
FDFGPS2004A	Operate a flake preparation process
FDFGPS2005A	Operate a fractionation process
FDFGPS2006A	Operate a hydrogenation process
FDFGPS2007A	Operate an interesterification process
FDFGPS2008A	Operate a neutralisation process
FDFGPS2009A	Operate a soap splitting process
FDFGPS2010A	Operate a winterisation process
FDFGPS2011A	Operate a creamed honey manufacture process
<b>Grain processing</b>	
FDFGR2001A	Operate a liquid, mash or block stockfeed process
FDFGR2002A	Understand mill operations and technologies
FDFGR2003A	Operate a grain conditioning process
FDFGR2004A	Operate a grain cleaning process
FDFGR2005A	Operate a purification process
FDFGR2006A	Operate a scalping and grading process

FDF20110	Certificate II in Food Processing
FDFGR2007A	Operate a scratch and sizing process
FDFGR2008A	Operate a break roll process
FDFGR2009A	Operate a pelleting process
FDFGR2010A	Handle grain in a storage area
RTE2212A	Prepare grain storages
TLIJ407C	Implement grain monitoring measures
<b>Fruit and vegetables</b>	
FDFV2001A	Apply hydro-cooling process to fresh produce
<b>Poultry</b>	
FDFPO2001A	Operate a dicing, stripping or mincing process
FDFPO2002A	Operate an evisceration process
FDFPO2003A	Grade carcass
FDFPO2004A	Harvest edible offal
FDFPO2005A	Operate a marinade injecting process
FDFPO2006A	Operate a washing and chilling process
FDFPO2007A	Operate the bird receival and hanging process
FDFPO2008A	Operate a stunning, killing and defeathering process
FDFPO2009A	Work in an egg grading floor
FDFPO2010A	Operate egg grading and packing floor equipment* <i>FDFPO2009A Work in an egg grading floor</i>
MTMP2197B	Clean after operations – boning room
MTMP2006A	Apply animal welfare and handling requirements
<b>Cross Sector units</b>	
FDFOP1003A	Carry out manual handling tasks
FDFOP2001A	Work effectively in the food processing industry
FDFOP2002A	Inspect and sort materials and product
FDFOP2003A	Clean equipment in place
FDFOP2004A	Clean and sanitise equipment
FDFOP2005A	Work in a socially diverse environment
FDFOP2006A	Operate a bulk dry goods transfer process
FDFOP2007A	Work in a freezer storage area
FDFOP2008A	Operate a bulk liquid transfer process
FDFOP2009A	Load and unload tankers
FDFOP2010A	Work with temperature controlled stock
FDFOP2011A	Conduct routine maintenance
FDFOP2012A	Maintain food safety when loading, unloading and transporting food
FDFOP2013A	Apply sampling procedures
FDFOP2014A	Participate in sensory analyses
FDFOP2015A	Apply principles of statistical process control
FDFOP2016A	Work in a food handling area for non-food handlers
FDFOP2017A	Operate a blending, sieving and bagging process
FDFOP2018A	Operate a case packing process
FDFOP2019A	Fill and close product in cans
FDFOP2020A	Operate a form, fill and seal process
FDFOP2021A	Operate a fill and seal process
FDFOP2022A	Operate a high speed wrapping process
FDFOP2023A	Operate a packaging process
FDFOP2024A	Operate a cooling, slicing and wrapping process
FDFOP2025A	Manufacture extruded and toasted products

FDF20110	Certificate II in Food Processing
FDFOP2026A	Operate a forming or shaping process
FDFOP2027A	Dispense non-bulk ingredients
FDFOP2028A	Operate a mixing or blending process
FDFOP2029A	Operate a baking process
FDFOP2030A	Operate a process control interface
FDFOP2031A	Operate a coating application process
FDFOP2032A	Work in a clean room environment
FDFOP2033A	Operate a depositing process
FDFOP2034A	Operate an evaporation process
FDFOP2035A	Operate an enrobing process
FDFOP2036A	Operate an extrusion process
FDFOP2037A	Operate a filtration process
FDFOP2038A	Operate a grinding process
FDFOP2039A	Operate a frying process
FDFOP2040A	Operate a heat treatment process
FDFOP2041A	Operate a mixing or blending and cooking process
FDFOP2042A	Operate a drying process
FDFOP2043A	Operate an homogenising process
FDFOP2044A	Operate a retort process
FDFOP2045A	Operate pumping equipment
FDFOP2046A	Operate a production process
FDFOP2047A	Operate a portion saw
FDFOP2048A	Pre-process raw materials
FDFOP2049A	Operate a reduction process
FDFOP2050A	Operate a separation process
FDFOP2051A	Operate a spreads production process
FDFOP2052A	Operate a chocolate tempering process
FDFOP2053A	Operate a washing and drying process
FDFOP2054A	Operate a water purification process
FDFOP2055A	Freeze dough
FDFOP2056A	Operate a freezing process
FDFOP2057A	Operate a membrane process
FDFOP2058A	Operate a holding and storage process
FDFOP2059A	Operate a continuous freezing process
FDFOP2060A	Operate an automated cutting process
FDFOP2061A	Use numerical applications in the workplace
FDFPPL2001A	Participate in work teams and groups
MSL973001A	Perform basic tests
MTMMP11C	Sharpen knives
MTMPSR201B	Vacuum pack product
PMBPROD211B	Operate blow moulding equipment
PMBPROD270B	Operate injection blow moulding equipment
SUGPWWT2A	Operate a waste water treatment system
TLIA1407C	Use product knowledge to complete work operations
TLIA2107C	Despatch stock
TLIA2507D	Regulate temperature controlled stock
TLIA907D	Complete and check import/export documentation
TLID307D	Handle dangerous goods/hazardous substances
TLID407C	Load and unload goods/cargo
TLID1007C	Operate a forklift

FDF20110	Certificate II in Food Processing
TLIK107C	Use infotechnology devices and computer applications in the workplace
<b>GROUP B</b>	
BSBITU201A	Produce simple word processed documents
BSBITU202A	Create and use spreadsheets
BSBWOR204A	Use business technology
HLTFA201A	Provide basic emergency life support
MSACMC210A	Manage the impact of change on own work
MSACMS200A	Apply competitive manufacturing practices
MSACMS201A	Sustain process improvements
MSACMT221A	Apply Just in Time (JIT) procedures
MSACMT230A	Apply cost factors to work practices
MSACMT231A	Interpret product costs in terms of customer requirements
MSACMT240A	Apply 5S procedures in a manufacturing environment
MSACMT250A	Monitor process capability
MSACMT251A	Apply quality standards
MSACMT260A	Use planning software systems in manufacturing
MSACMT261A	Use SCADA systems in manufacturing
MSACMT280A	Undertake root cause analysis
MSACMT281A	Contribute to the application of a proactive maintenance strategy
SIRXFIN001A	Balance point-of-sale terminal
SIRXFIN002A	Perform retail finance duties
SIRXMER001A	Merchandise products
SIRXSLS002A	Advise on products and services
SIRXRSK001A	Minimise theft
SITHFAB012A	Prepare and serve espresso coffee
SUGPOBB2A	Operate a boiler – basic

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
<p><b>Certificate II in Food Processing</b></p> <p>The following table contains a summary of the employability skills as identified by the food processing industries for this qualification. It should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements that reflect skill requirements for this level.</p>	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> <li>Complete work forms and required written documentation</li> <li>Use communication and information technologies to support work operations</li> <li>Demonstrate effective and appropriate interpersonal skills</li> <li>Interpret and apply workplace procedures and instructions</li> <li>Share workplace information</li> <li>Communicate information about problems with work</li> <li>Communicate information relating to OH&amp;S</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Work as part of a team</li> <li>Provide assistance to others in the work area</li> <li>Identify own role and responsibilities within a team</li> <li>Identify team goals</li> <li>Share work related information</li> <li>Maintain health and safety of work area for self and others</li> </ul>

<b>FD20110</b>	<b>Certificate II in Food Processing</b>
Problem solving	<ul style="list-style-type: none"> <li>Identify and report any workplace hazards</li> <li>Identify workplace problems and make contributions to their solution</li> <li>Identify and apply health and safety issues relating to work in the food industry</li> <li>Apply knowledge of materials, product purpose and processes to work operations</li> <li>Check performance of machines and equipment and identify signs of faulty operations</li> <li>Monitor workplace activities and identify and report non-compliances</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>Provide feedback on procedures and processes</li> <li>Gather and interpret information to support safe and efficient work</li> <li>Ask questions regarding requirements and expectations</li> <li>Make suggestions for continuous improvement</li> <li>Inspect quality of work on an ongoing basis</li> <li>Record basic information on the quality and other indicators of work outcomes</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Identify work requirements and work load priorities</li> <li>Plan work activities to meet daily work requirements</li> <li>Direct items to the correct area for further processing</li> <li>Identify and use relevant personal protective equipment</li> <li>Organise work area to maintain housekeeping standards</li> <li>Select and organise relevant equipment and tools</li> <li>Identify and report issues affecting ability to meet work outcomes</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Understand own work activities</li> <li>Identify personal responsibilities</li> <li>Accept responsibility for quality of own work</li> <li>Participate in OH&amp;S practices</li> <li>Apply food safety practices</li> <li>Plan to meet required work outcomes of self and team</li> <li>Monitor own work</li> <li>Maintain own work efficiency</li> <li>Keep the work area clean and tidy at all times</li> </ul>
Learning	<ul style="list-style-type: none"> <li>Assess own competencies in meeting job requirements</li> <li>Listen to feedback and advice of supervisors</li> <li>Identify own skill requirements and seek skill development if required</li> <li>Attend training or skill development activities</li> <li>Ask questions to expand own knowledge</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Use work tools, machines and equipment safely and effectively</li> <li>Perform minor maintenance on machinery in accordance with workplace practice</li> <li>Use manual handling technologies in the workplace</li> </ul>

FDF30110	Certificate III in Food Processing
<p><b>Qualification Notes</b></p> <p>This qualification covers a range of food processing industries, such as:</p> <ul style="list-style-type: none"><li>• Grain processing (including stock feed, animal feeds, milling wheat, barley, oats and flour milling)</li><li>• 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)</li><li>• Confectionery</li><li>• Dairy processing</li><li>• Fruit and vegetables</li><li>• Grocery products and supplies (including honey, jams, spreads, sauces, dressings, condiments, spices, edible oils and fats and pasta)</li><li>• Poultry.</li></ul> <p><b>Job Roles</b></p> <p>The Certificate III in Food Processing targets those performing production related roles that require an application of industry specific skills and knowledge, including some technical and problem solving ability. This qualification caters for multi-skilled outcomes and roles that include team leader functions within the production environment.</p> <p><b>Pathways <u>into</u> the qualification</b></p> <p>Pathways for candidates considering this qualification include:</p> <ul style="list-style-type: none"><li>• FDF20310 Certificate II in Food Processing.</li><li>• direct entry</li><li>• relevant vocational training and/or work experience.</li></ul> <p><b>Pathways <u>from</u> the qualification</b></p> <p>After achieving this qualification, candidates may undertake the FDF40110 Certificate IV in Food Processing or FDF41007 Certificate IV in Food Safety Auditing, other food processing-related qualifications or any other suitable qualification.</p> <p><b>Additional qualification advice</b></p> <p>Units selected from other Training Packages must be relevant to the work outcome, local industry requirements and the qualification level.</p> <p>Many units in this qualification assume a basic level of mathematics equivalent to a school sector Year 10 standard. If a student does not possess this level of mathematics then the unit FDFOP2061A Use numerical applications in the workplace should be selected as part of this qualification.</p> <p><b>Note:</b> AgriFood Skills Australia expects that the design of any training delivery and assessment program to support the achievement of this qualification is based on: the context required by the industry and/or enterprise a holistic and integrated training delivery and assessment plan that identifies learning activities and evidence required flexible delivery options including on-the-job and work-based training that support the development of competency.</p>	

FDF30110	Certificate III in Food Processing
<p><b>Licensing, Legislative, Regulatory or Certification Considerations</b> There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, all work must comply with food safety, occupational health and safety (OH&amp;S) and environmental regulations and legislation that apply to the workplace.</p>	
<p><b>Packaging Rules</b> This qualification requires the achievement of <b>seventeen (17)</b> units of competency in accordance with the following rules.</p>	
<p><b>Total units must include a minimum of ten (10) units coded FDF.</b></p>	
<p><b>Five (5) Core units</b> <b>Twelve (12) Elective units</b></p>	
<p><b>Elective selection must include:</b> One (1) Group A elective unit Six (6) Group B Specialist and Cross Sector elective units. The Group B selection may include the unit not previously selected from Group A.</p>	
<p><b>Five (5) remaining elective units may be selected from:</b></p> <ul style="list-style-type: none"> <li>• Group A elective units below, not previously selected</li> <li>• Group B elective units below, not previously selected</li> <li>• Group C (maximum of 3 units)</li> <li>• Units packaged at Group A in the Certificate II in Food Processing (maximum of 5)</li> <li>• Units packaged at Certificate IV in Food Processing (maximum of 3)</li> <li>• A maximum of 3 units from any nationally endorsed training package and accredited course that are packaged at Certificate I level (maximum 1 unit), Certificate II level (maximum 2 units) and Certificate III level (maximum 3)</li> </ul>	
<p><b>Note:</b> Units marked with an asterisk (*) require completion of prerequisite unit/s which is identified under the unit.</p>	
<p><b>CORE UNITS</b> Complete all five (5) core units</p>	
<p>FDFFS2001A FDFFS3001A  FDFOHS3001A FDFOP2064A MSAENV272A</p>	<p>Implement the food safety program and procedures Monitor the implementation of quality and food safety programs* <i>FDFFS2001A Implement the food safety program and procedures</i> Contribute to OH&amp;S processes Provide and apply workplace information Participate in environmentally sustainable work practices</p>
<p><b>ELECTIVE UNITS</b> <b>GROUP A</b> Select a minimum of one (1) Group A elective units.</p>	
<p>FDFOP3003A FDFOP3004A</p>	<p>Operate inter-related processes in a production system Operate inter-related processes in a packaging system</p>

FDF30110	Certificate III in Food Processing
<b>GROUP B</b>	
Select a minimum of six (6) Specialist and Cross Sector elective units from Group A and B.	
<b>Sector Specialist units</b>	
FDFFV3001A	Conduct chemical wash for fresh produce
FDFFV3002A	Program fresh produce grading equipment
FDFGR3001A	Work with micronutrients or additions in stockfeed manufacturing processes
FDFGR3002A	Demonstrate knowledge of animal nutrition principles
FDFOP3001A	Control contaminants and allergens in the workplace
FDFOP3005A	Prepare food products using basic cooking methods
FDFOP3006A	Identify cultural, religious and dietary requirements for food products
FDFPO3001A	Operate a chickway system
FDFPO3002A	Debone and fillet product (manually)
MTMR308B	Prepare and produce value-added products
RTE4029A	Assess olive oil for style and quality
<b>Cross Sector units</b>	
FDFOP2061A	Use numerical applications in the workplace
FDFOP3002A	Set up a production or packaging line for operation
FDFPPL3001A	Participate in improvement processes
FDFPPL3002A	Report on workplace performance
FDFPPL3003A	Support and mentor individuals and groups
FDFPPL3004A	Lead work teams and groups
FDFPPL3005A	Participate in an audit process* <i>FDFOHS2001A Participate in OH&amp;S processes</i> <i>FDFOP2063A Apply quality systems and procedures</i> <i>MSAENV272A Use sustainable environmental practices</i>
FDFPPL3006A	Establish compliance requirements for work area
FDFTEC3001A	Participate in a HACCP team* <i>FDFFS2001A Implement the food safety program and procedures</i>
FDFTEC3002A	Implement the pest prevention program
FDFTEC3003A	Apply raw materials, ingredient and process knowledge to production problems
BSBSMB405A	Monitor and manage small business operations
BSBSMB407A	Manage a small team
LMTGN3007B	Monitor and operate trade waste process
MEM13003B	Work safely with industrial chemicals and materials
MSACMC411A	Lead a competitive manufacturing team
MSACMC413A	Lead team culture improvement
MSAENV472A	Implement and monitor environmentally sustainable work practices
MSAPMSUP303A	Identify equipment faults
MSAPMSUP330A	Develop and adjust a production schedule
MSL973001A	Perform basic tests
SIRXINV002A	Maintain and order stock
SIRXRSK002A	Maintain store security
TLIA1507C	Complete receiptal/despatch documentation
TLIA1607C	Use inventory systems to organise stock control

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TLIA1807C	Organise despatch operations
TLIA1907C	Organise receival operations
TLIA2607C	Monitor storage facilities
TLIA3807B	Control and order stock
TLIA3907B	Receive and store stock
<b>GROUP C</b>	
Select a maximum of three (3) Group B elective units.	
FDFOHS2001A	Participate in OH&S processes
FDFOP2063A	Apply quality systems and procedures
BSBCUS301A	Deliver and monitor a service to customers
BSBSMB301A	Investigate micro business opportunities
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB406A	Manage small business finances
BSBWRT301A	Write simple documents
HLTFA301B	Apply first aid
MSACMC210A	Manage the impact of change on own work
MSACMS200A	Apply competitive manufacturing practices
MSACMS201A	Sustain process improvements
MSACMT221A	Apply Just in Time (JIT) procedures
MSACMT230A	Apply cost factors to work practices
MSACMT231A	Interpret product costs in terms of customer requirements
MSACMT240A	Apply 5S procedures in a manufacturing environment
MSACMT250A	Monitor process capability
MSACMT251A	Apply quality standards
MSACMT260A	Use planning software systems in manufacturing
MSACMT261A	Use SCADA systems in manufacturing
MSACMT280A	Undertake root cause analysis
MSACMT281A	Contribute to the application of a proactive maintenance strategy
MSAPMPER300A	Issue work permits
MSAPMSUP310A	Contribute to development of plant documentation
MSAPMSUP390A	Use structured problem solving tools
MSACMC410A	Lead change in a manufacturing environment
MSACMS401A	Ensure process improvements are sustained
MSACMT421A	Facilitate a Just in Time (JIT) system
MSACMT423A	Monitor a manufacturing levelled pull system
MSACMT440A	Lead 5S in a manufacturing environment
MSACMT441A	Facilitate continuous improvement in manufacturing
MSACMT450A	Undertake process capability improvements* <i>MSACMT452A Apply statistics to processes in manufacturing</i>
MSACMT451A	Mistake proof a production process
MSACMT452A	Apply statistics to processes in manufacturing
MSACMT460A	Use planning software systems in manufacturing
MSACMT482A	Assist in implementing a proactive maintenance strategy
MSACMT483A	Support proactive maintenance
MSAPMOPS405A	Identify problems in fluid power system

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MSAPMOPS406A	Identify problems in electronic control systems
MSL922001A	Record and present data
TAEDL301A	Provide work skill instruction
TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
<p><b>Certificate III in Food Processing</b></p> <p>The following table contains a summary of the employability skills as identified by the Food Processing industries for this qualification. It should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements that reflect skill requirements for this level.</p>	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> <li>Confirm relevant industry and workplace requirements</li> <li>Understand personal and team requirements of relevant industry and workplace standards, regulations and policies</li> <li>Complete standard documentation</li> <li>Use communication technologies efficiently</li> <li>Provide relevant work-related information to others</li> <li>Ensure records are accurate and legible</li> <li>Establish effective working relationships with colleagues</li> <li>Undertake interactive workplace communication</li> <li>Support team communication practices</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Explain and implement work team reporting requirements</li> <li>Provide support to team members</li> <li>Monitor work team tasks in accordance with regulatory and workplace requirements</li> <li>Demonstrate and encourage others in working cooperatively with people of different ages, gender, race or religion</li> <li>Undertake appropriate and effective communication with team members</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identify risks and implement risk control measures for machinery and equipment</li> <li>Identify and address problems and faults</li> <li>Provide problem solving support to team members</li> <li>Evaluate skill requirements of work tasks</li> <li>Use problem solving techniques to determine work requirements</li> <li>Assess processes and outcomes against quality criteria</li> <li>Implement food safety procedures</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>Contribute to and promote continuous improvement processes</li> <li>Seek and provide feedback on procedures and processes</li> <li>Collect and assess data and information on work processes</li> <li>Identify non-conformances to standards and take appropriate action</li> <li>Rectify problems promptly and appropriately</li> <li>Monitor and adjust activity in response to operational variations</li> <li>Identify, assess and act on existing and potential risks</li> </ul>

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Planning and organising	Determine work requirements in order to meet output targets Identify priorities and variables that impact on work planning Plan work tasks for self and others as required Allocate tasks to operators and monitor outcomes Implement contingency plan promptly when incidents occur Ensure work tools are ready and available for operations
Self-management	Manage own work to meet performance criteria Monitor information in work area Conduct regular housekeeping activities during shift to keep work area clean and tidy at all times Maintain currency of relevant, work-related information Monitor own work against quality standards and identify areas for improvement Understand own work activities and responsibilities Identify and apply safety procedures, including the use of protective equipment Manage work load priorities and timelines
Learning	Recognise limits of own expertise and seek skill development if required Assess competencies in meeting job requirements Ask questions to expand own knowledge Maintain skill and knowledge currency Participate in meetings to inform work practices
Technology	Use work machines or equipment in correct operational mode Monitor machine operation Perform minor maintenance on machinery Work with technology safely and according to workplace standards



**Left:** Scott McKenzie, Training Manager, Patties Foods, August 2010. He spoke with the VFITB about food operator training and conducted a tour of the facility.

The company produces 1,000 tonnes of product a week in Bairnsdale. They have signed the Skills Pledge and are embedding formal training across the production facility. A new training room with computer facilities is being introduced.

**Right:** Dawn Pinkerton, Quality Assurance Manager/Training Manager at Jindi Cheese, displays recent national awards. Dawn participated in the 'Upskilling Food Operators' project.

All Jindi staff have a skills matrix to track their training, annual reviews and refresher courses. Approximately half the training is in the accredited VET sector, the other half in-house. All staff complete a Certificate II or III in Process Manufacturing covering OH&S, food safety, time management, problem-solving and efficient manufacturing.

## APPENDIX 7

### APPRENTICESHIP AND TRAINEESHIP INCENTIVES 2010 – links to Victorian State Subsidised training (changes in 2011 state funding for training)

	COMMONWEALTH FUNDING	VICTORIAN STATE FUNDING
New entrant Apprentice/Trainee	<b>Employer incentives:</b> commencement, completion, recommencement, special circumstances incentives etc. apply <b>Apprentice incentives:</b> includes Tools for Trade, Adult extra support, Living away from home, etc. (for full list see the website below)	Applicant is ELIGIBLE for a Govt subsidised place under L  Trade bonus of \$500.00 paid to <b>Apprentice</b>  Completion bonus of possible \$2750.00 (criteria applies) paid to <b>Employer</b>
New entrant Apprentices with prior qualifications	<b>Employer incentives</b> do not apply if Apprentice has Cert III or higher qualification <b>unless</b> Trade is on the National Skills list or qualification is more than 7 years old	Applicant is ELIGIBLE for a Govt subsidised place under L
New entrant trainees at Cert II-IV with prior qualifications	<b>Employer incentives</b> do not apply if Apprentice has Cert III or higher qualification <b>unless</b> Trade is on the National Higher Technical Skills list or qualification is more than 7 years old	Applicant is ELIGIBLE for a Govt subsidised place under L
New entrant Apprentice/Trainee at Diploma level with prior qualifications	Apprentices/Trainees that have completed Diplomas and Advanced Dip qualifications will not be eligible for <b>Employer incentives</b> irrespective of when the qual was completed	Applicant is ELIGIBLE for a Govt subsidised place under L <b>if</b> prior qualification is below Diploma level
Existing Worker Apprentice	If Trade is on National Skills list (NSL) all above incentives are paid	Applicant is ELIGIBLE for a Govt subsidised place under L as long as they are upskilling
Existing Worker Trainees Cert III-IV	<b>Employer incentives:</b> standard commencement, recommencement and completion incentives apply, subject to criteria	Applicant is ELIGIBLE for a Govt subsidised place under L as long as they are upskilling
Existing Worker Trainees – Diploma and Advanced – in approved traineeship programs (mostly Eng and Children's Services)	<b>Employer incentives:</b> standard commencement, recommencement and completion incentives apply	Applicant is ELIGIBLE for a Govt subsidised place under L
OUT OF TRADE APPRENTICES (not trainees)	<b>Employer incentives:</b> Will apply if an employer takes on and completes an out of trade Apprentice	Can re-enrol under L funding to complete qualification

Website listing State Government approved Apprenticeship & Traineeship programs  
[https://secure.otte.vic.gov.au/gftp/Tims/ATTP/ATTP\\_Courses.asp?\\_yN=2010&\\_iSAT=1](https://secure.otte.vic.gov.au/gftp/Tims/ATTP/ATTP_Courses.asp?_yN=2010&_iSAT=1)

Website with National Skills List and Commonwealth Incentives  
<http://www.australianapprenticeships.gov.au/about/publications.asp>

Website with Skills Victoria Early Completion Bonus information  
[http://www.skills.vic.gov.au/apprentices/financial-assistance?SQ\\_DESIGN\\_NAME=print\\_friendly](http://www.skills.vic.gov.au/apprentices/financial-assistance?SQ_DESIGN_NAME=print_friendly)

TAFE Delivery Guidelines for Apprenticeships and Traineeships  
[http://www.skills.vic.gov.au/data/assets/pdf\\_file/0005/132872/2010-TAFE-Guidelines-20091109.pdf](http://www.skills.vic.gov.au/data/assets/pdf_file/0005/132872/2010-TAFE-Guidelines-20091109.pdf)