



Australian  
Industry and  
Skills Committee

# AUSTRALIAN NATIVE AND BUSH FOODS (INDIGENOUS FOOD SKILL SET)

FBP FOOD, BEVERAGE & PHARMACEUTICAL  
TRAINING PACKAGE VERSION 8.0  
Case for Endorsement

Food, Beverage and Pharmaceutical Industry Reference  
Committee

Skills Impact

## Table of Contents

1. Administrative details of the Case for Endorsement .....	3
1.1 Case for Change details .....	3
1.2 Timeframes and delays.....	3
2. Changes to training products and how these will meet the needs of industry .....	3
3. Stakeholder consultation strategy .....	4
3.1 Identification of stakeholders .....	4
3.2 Strategies for engaging stakeholders .....	4
3.3 Participation by different types of stakeholders .....	5
4. Evidence of industry support .....	5
4.1 Industry support .....	5
4.2 Engagement of States and Territories .....	6
4.3 Mitigation strategies .....	6
4.4 Letters of industry support .....	6
5. Dissenting views .....	6
5.1 Dissenting views/issues raised .....	6
5.2 Rationale for approval.....	6
6. Reports by exception .....	7
7. Mandatory Workplace Requirements .....	7
8. Implementation of the new training packages .....	7
8.1 Implementation issues .....	7
8.2 Potential for traineeship or apprenticeships.....	7
8.3 Occupational and licensing requirements.....	7
8.4 Extension to transition period.....	7
9. Quality Assurance.....	7
10. Implementation of the Minister’s priorities in training packages .....	8
11. A link to the full content of the proposed training package component(s).....	9
This Case for Endorsement was agreed to by the Food, Beverage and Pharmaceutical IRC .....	9
Attachment A: Training products submitted for approval .....	10
Components developed/updated during this project that are not for endorsement.....	10
Attachment B: How qualification updates support job roles .....	11
Attachment C: Stakeholder consultation .....	12
Attachment D: Mandatory Workplace Requirements in Training Products .....	15
Attachment E: No enrolment and low enrolment training products .....	15
Attachment F: Quality assurance reports .....	16
Attachment G: Copies of Letters of Support.....	33

# 1. Administrative details of the Case for Endorsement

Refer to **Attachment A** for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products.

The *FBP Food, Beverage and Pharmaceutical Version 8.0* Case for Endorsement addresses the Australian Native and Bush Foods (Indigenous Food Skill Set) project.

## 1.1 Case for Change details

The Case for Change (Skills Impact Activity Order: Skills Impact/TPD/2020-21-007) was approved on 22nd June 2021. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work for the *FBP Food, Beverage and Pharmaceutical Training Package* are:

- Develop up to 3 units of competency and 1 skill set

## 1.2 Timeframes and delays

The Australian Native and Bush Foods (Indigenous Food Skill Set) project was delivered in accordance with the agreed timeframe. Acceptance by the Commonwealth of the Case for Endorsement is scheduled for 1 June 2022.

There will be however, a delay in the publishing of the components. The new Skill Sets include several units from the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* which are currently under review. This AHC project, Skills Impact Activity Order: Skills Impact/TPD/2020-21-005, is not due for submission to the AISC until the 30 September 2022 for their 29 November 2022 meeting. It is proposed that once approved, the components for the Australian Native and Bush Foods (Indigenous Food Skill Set) project will be published at the same time. This delay in publishing has the full support of the Food, Beverage and Pharmaceutical IRC.

# 2. Changes to training products and how these will meet the needs of industry

Refer to **Attachment B** for information on how the proposed updates to qualifications will better support job roles in industry.

- The burgeoning Australian Indigenous bush foods industry is experiencing an increase in demand for Indigenous products, resulting in new businesses and jobs working across a range of skill areas.
- These new job roles require specific skills for working in this field for which no single existing training product exists.
- One new unit of competency was developed to address the skills and knowledge gap in this field.
- Existing units from a range of other training packages have been collated into three new skill sets.
- The new unit of competency must be included in relevant and existing qualification/s and is recommended as an elective in *FBP20122 Certificate II in Food Processing*.
- Development of skill sets:
  - Three skill sets have been created addressing needs in three different areas:
    - Sourcing and harvesting bush and native food
    - Preparing to set up a food production business
    - Preparing products for sale.
  - These new skill sets include units of competency from the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* which are currently under review or are being developed as part of projects in that training package. The inclusion of these AHC units of competency is important to cover the full breadth of skills and knowledge required for the skill set tasks, however their inclusion will result in a delayed publication of this training package.

Case for Change Requirements	Components for Endorsement in FBP V8 CfE
<ul style="list-style-type: none"> <li>• Develop up to 3 new units of competency</li> <li>• Develop up to 1 skill set</li> </ul>	<ul style="list-style-type: none"> <li>• 1 new unit of competency</li> <li>• 1 updated qualification</li> <li>• 3 new skill sets (not for endorsement)</li> </ul>

### 3. Stakeholder consultation strategy

Refer to **Attachment C** for:

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues*

#### 3.1 Identification of stakeholders

Stakeholders were identified and targeted for participation in the project and included:

- Food, Beverage and Pharmaceutical Industry Reference Committee (FBP IRC) and Subject Matter Expert Working Group (SMEWG) members' recommended key stakeholders
- Members of relevant associations
- RTOs with relevant FBP qualifications on their scope of registration
- Stakeholders recommended by other stakeholders in their industry/organisational networks
- Stakeholders identified as having an interest in native and bush foods who have registered for Skills Impact's database
- Participants from previous FBP projects
- Relevant industry employers/employees.

#### 3.2 Strategies for engaging stakeholders

Consultation activities included:

- A project page was set up on the Skills Impact website for the project containing information about the project together with progress updates <https://www.skillsimpact.com.au/food-beverage-and-pharmaceutical/training-package-projects/australian-native-and-bush-food-project/>
- Stakeholders identified as potentially having an interest in the project were contacted via phone or email at the start of the project in July/August 2021. These stakeholders were kept informed throughout project development
- News articles and stories in Skills Impact newsletters, published throughout the project. These were distributed to the Skills Impact database of subscribers and on the Skills Impact website as news articles and were shared on the Skills Impact Twitter and LinkedIn accounts.
- Item in Velg VET News - October 2021
- IRC members were updated throughout the project and in turn, they informed their industry networks
- An SMEWG was created to provide input, advice and feedback throughout all stages of development, including sourcing additional stakeholders
- Functional analysis workshops held with SMEWG for the project, with additional SMEWG workshops held during validation phase
- SMEWG and key contributors were invited to view initial drafts and feedback prior to first draft consultation
- First draft consultation included: drafts available via feedback hub and webinars
- Validation consultation included: drafts available via feedback hub and online workshop
- Multiple additional consultation meetings and phone calls held with stakeholders to discuss specific feedback and address concerns throughout the project
- Feedback continued to be sought throughout the project. Interested stakeholders were regularly invited to provide feedback on draft components. A variety of methods to review drafts were made available; the project webpage link connected to the feedback hub, emails with drafts attached were sent, follow up emails and phone calls made.

Note: Face-to-face consultation workshops and site visits did not take place due to Covid-19 restrictions in place throughout this project's lifecycle.

### 3.3 Participation by different types of stakeholders

Every effort was made to ensure that as many stakeholders as possible were informed about the projects. Stakeholders included:

- Employers
- Industry groups
- Expert individuals and groups
- RTO managers and staff
- State and Territory Training Authorities / ITABs and CMM

The people contacted were either Aboriginal and/or Torres Strait Islanders or worked closely with First Nations people through their positions in government, Registered Training Organisations and as employers of Aboriginal and/or Torres Strait Islander people.

Initially, stakeholders were contacted by phone or email to invite them to contribute to the project either by providing expert advice or attending webinars and sharing project information. Stakeholders were contacted again throughout the project and invited to provide feedback on draft components, either by reviewing drafts sent by email or by reviewing components uploaded to the Skills Impact project page. This method ensured that stakeholders from rural, regional and remote areas, from all states and territories had an opportunity to participate.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)									
Government department									
Peak Industry Bodies									
Registered Training Organisations (RTO)									
Regulators	Not applicable								
State and Territory Training Authorities (STAs)									
Training Boards/Other									
Unions	Not applicable								

## 4. Evidence of industry support

### 4.1 Industry support

The Industry Engagement Manager together with members of the project team went to a lot of effort contacting employers, industry associations and training providers early in the project planning processes. This early undertaking of engagement was to ensure stakeholders were aware of the projects and the potential impact of changes, whilst encouraging them to be involved in whatever way was appropriate to their current situation.

During the validation phase, stakeholders were invited to provide feedback and to show their support for each of the training components via the online validation hub with alternative options to communicate their support or concerns via email or telephone. All components in the projects were checked, discussed and finally validated with stakeholder support.

Extent of consultation and support for the proposed changes:

- 100 stakeholders were contacted and invited to be involved, whereby:
  - 18 people provided feedback throughout the project, including:
    - 8 people representing employers
    - 3 representing state and national based peak bodies
    - 5 representing RTOs and
    - 2 representing government departments.

One of the biggest challenges in this project has been to get the right people involved in the project because it is a niche area. This has been achieved as the people who provided feedback are heavily involved in the Australian bush and native food industry and are committed to ensuring that Aboriginal and Torres Strait Islander people are given ownership.

## 4.2 Engagement of States and Territories

- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, ITABs and other stakeholders to keep them informed of the project's progress.
- All public consultation and validation phases included online webinars to allow stakeholders from all states and territories to participate and contribute to the project.

## 4.3 Mitigation strategies

Impact to the industry and users of the *FBP Food, Beverage and Pharmaceutical Training Package* is considered low as the component in this case for endorsement is new, and the qualification being updated is receiving only a minor change to include the unit as an elective.

To inform and prepare stakeholders for the addition of new units of competency developed during this project, the following information has been disseminated:

- One new unit of competency has been inserted into the Group A elective bank of the relevant qualification which will result in a minor change being applied to the updated qualification - *FBP20122 Certificate II in Food Processing*. The impact to RTOs will be minimal.

The Companion Volume Implementation Guides Part 1 and Part 2 for FBP version 8 have been updated to include current:

- Training pathways
- Occupational outcomes of qualifications
- Training package delivery and assessment advice
- Access and equity considerations
- Resources and equipment requirements
- Mapping of information.

## 4.4 Letters of industry support

Letters of support have been received from 1 employer, 1 peak bodies, 3 RTOs, and can be found in **Attachment G**. Support has been provided by the following organisations:

- First Nations Bushfood and Botanical Alliance Australia
- Taondi Aboriginal Corporation
- TAFE NSW - Green and Supply Chain Skills
- Playing with Fire Native Foods Pty Ltd
- TAFE NSW - Aboriginal Education & Engagement

## 5. Dissenting views

### 5.1 Dissenting views/issues raised

No outstanding issues remain – all issues raised during this project were considered, addressed, and resolved.

### 5.2 Rationale for approval

Not applicable

## 6. Reports by exception

No reports by exception.

## 7. Mandatory Workplace Requirements

There are no Mandatory Workplace Requirements in any of the proposed components of this project. The unit of competency must be assessed in a workplace or an environment that reflects a real workplace.

## 8. Implementation of the new training packages

### 8.1 Implementation issues

In general, no implementation issues have been raised by states or territories or any other stakeholders. However, the Assessment Conditions in the new unit of competency have a statement included about the requirements of an assessor.

In addition to assessors having to meet the requirements in vocational training legislation, frameworks and/or standards, there are specific requirements which apply due to the relevance of working and collaborating with Aboriginal and/or Torres Strait Islanders.

The assessment is to be undertaken by an assessor who has expertise in the unit of competency and who is an Aboriginal and/or Torres Strait Islander Elder and/or Custodian or is accompanied by and in communication with, an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience and knowledge of local native plants.

Stakeholders agreed this requirement was necessary to ensure cultural respect and inclusiveness

### 8.2 Potential for traineeship or apprenticeships

Not applicable for this project. However, the qualification *FBP20122 Certificate II in Food Processing* where the new unit of competency has been included as an elective, has been identified in the current Companion Volume Implementation Guide as potentially being suitable as an apprenticeship/traineeship.

### 8.3 Occupational and licensing requirements

No components have specific occupational and/or licensing requirements.

### 8.4 Extension to transition period

Not applicable.

## 9. Quality Assurance

<i>The Case for Endorsement meets the following requirements:</i>	
<i>Standards for Training Packages 2012</i>	<input checked="" type="checkbox"/>
<i>Training Package Products Policy</i>	<input checked="" type="checkbox"/>
<i>Training Package Development and Endorsement Process Policy</i>	<input checked="" type="checkbox"/>
<i>Companion Volume Implementation Guide is available and quality assured.</i>	<input checked="" type="checkbox"/>
<i>Copies of quality assurance reports are included in <b>Attachment F</b>.</i>	

## 10. Implementation of the Minister’s priorities in training packages

Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). **Attachment E** also includes the rationale for retaining no and/or low enrolment products when this is the proposal.

### Changes to the net number of units and qualifications in the training package

- If the products from this project are endorsed, the net number of units will increase by one (from 452 to 453) and the number of skill sets will increase by three (from 38 to 41). The number of qualifications will remain the same (22).

<p><b>Streamlining/rationalisation of training products</b></p>	<ul style="list-style-type: none"> <li>• The project developed 1 newly created unit of competency.</li> <li>• Best use has been made of cross-industry and cross-sector units in the three skill sets developed to prevent duplication of units.</li> <li>• The newly developed unit is packaged in an existing qualification, thereby making full use of existing training package components to reduce duplication.</li> </ul>
<p><b>Ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</b></p>	<p>The FBP Companion Volume Implementation Guide covers key industry expectations about the unit and skill sets developed in this project and information beyond this project including:</p> <ul style="list-style-type: none"> <li>• qualifications suitable for vocational education and training delivered to secondary students</li> <li>• qualifications suitable for delivery as apprenticeships or traineeships</li> <li>• amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge</li> <li>• key legislative requirements</li> <li>• essential knowledge requirements.</li> </ul> <p>The Assessment Conditions in the new unit of competency have a statement included about the requirements of an assessor. In addition to assessors having to meet the requirements in vocational training legislation, frameworks and/or standards, there are specific requirements which apply due to the relevance of working and collaborating with Aboriginal and/or Torres Strait Islanders.</p> <p>The assessment is to be undertaken by an assessor who has expertise in the unit of competency and who is an Aboriginal and/or Torres Strait Islander Elder and/or Custodian or is accompanied by and in communication with, an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience and knowledge of local native plants.</p>
<p><b>Ensure the training system better supports individuals to move more easily between related occupations</b></p>	<ul style="list-style-type: none"> <li>• The newly developed unit of competency will provide more opportunities for individuals to move between and gain recognition between related occupations in food processing</li> <li>• The developed unit <i>FBPBSH201 Participate in wild harvesting of native plants for food processing</i> has been packaged as an elective in the following qualification:             <ul style="list-style-type: none"> <li>• <i>FBP20122 Certificate II in Food Processing</i></li> </ul> </li> <li>• The packaging rules, qualifications framework, and pathways support movement within and across sectors in the Food, Beverage and Pharmaceutical Training Package.</li> <li>• The new unit has addressed the skills and knowledge required for individuals who work with Aboriginal and/or Torres Strait Islander people to gather, forage, harvest and</li> </ul>




	prepare local native plants for processing and commercial sale and added flexible training options to the above-mentioned qualification.
<b>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</b>	<ul style="list-style-type: none"> <li>The unit of competency <i>FBPBSH201 Participate in wild harvesting of native plants for food processing</i> has no prerequisite requirements and can be utilised by many industry sectors, including food processing, agriculture, horticulture and conservation and ecosystems management, business and retail.</li> </ul>
<b>Foster greater recognition of skill sets and work with industry to support their implementation</b>	<ul style="list-style-type: none"> <li>The project developed three new skill sets to meet industry needs: <ul style="list-style-type: none"> <li><i>FBPSS00058 Prepare Australian Bush and Native Foods Products for Sale Skill Set</i> has been created to provide the knowledge and skills for workers who are required to prepare products for sale in an Aboriginal and/or Torres Strait Islander Australian Bush and Native Foods Products business.</li> <li><i>FBPSS00059 Prepare to Set up an Australian Bush and Native Food Production Business Skill Set</i> has been created to cover the knowledge and skills required to prepare to set up an Australian bush and native food production business.</li> <li><i>FBPSS00060 Source and Harvest Bush and Native Food Skill Set</i> has been created provide the knowledge and skills required to source and harvest bush and native foods for a food production business.</li> </ul> </li> <li>All these skill sets create pathways to formally recognise the existing skills of workers, without having to complete a full qualification.</li> </ul>

## 11. A link to the full content of the proposed training package component(s)

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

*A link to the training package components proposed for endorsement is included here.*

This Case for Endorsement was agreed to by the Food, Beverage and Pharmaceutical IRC

Name of Chair	Fiona Fleming
Signature of Chair	
Date	8 April 2022

## Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Units of competency</b>				
FBPBSH201	Participate in wild harvesting of native plants for food processing	New	Not applicable	Newly created
<b>Qualifications</b>				
FBP20122	Certificate II in Food Processing	Updated	Equivalent	Qualification to include the new unit of competency developed as part of this project in the electives' bank.

## Components developed/updated during this project that are not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Skills Sets</b>				
FBPSS00058	Prepare Australian Bush and Native Foods Products for Sale Skill Set	New	Not applicable	Newly created
FBPSS00059	Prepare to Set up an Australian Bush and Native Food Production Business Skill Set	New	Not applicable	Newly created
FBPSS00060	Source and Harvest Bush and Native Food Skill Set	New	Not applicable	Newly created

## Attachment B: How qualification updates support job roles

No qualifications have been reviewed as part of this project. One qualification, *FBP20122 Certificate II in Food Processing* has only been consulted on regarding suitability to include the new unit of competency in the elective banks.

The new unit of competency and skill sets developed as part of this projects relate to the following job roles:

- Forager and Collector of bush plants for food processing
- Packaging worker (food processing)
- Sales assistant (food processing).

## Attachment C: Stakeholder consultation

### List of stakeholders that actively participated in stakeholder consultation for the project:

Name	Organisation	Title	Industry	Representation Type	State
Amanda Garner	First Nations Bushfood & Botanical Alliance Australia	General Manager	Australian native food and botanical sector	Peak Industry Bodies	NAT
Anthea Fawcett	Foodswell	Consultant, Sustainability, Strategy and Corporate Affairs	Research and Education	Peak Industry Bodies	NAT
Cat Clarke	Tully State High School	Chef/Teacher	Education	Employer	QLD
David Thompson	Department of Seniors, Disability Services and Aboriginal and Torres Strait Islander Partnerships (Qld)	David Thompson	Education	Government	ACT
Duncan Kerslake	Department of Innovation, Tourism Industry Development	Project Manager – Deadly Innovation	Indigenous Jobs creation	Government	QLD
Geraldine McGuire	Australian Native Food and Botanicals	Director and Company Secretary	Australian native food and botanical sector	Employer	NAT
Henrietta Marrie	Central Qld University	Associate Professor	Vocational Education and Training	Registered Training Organisations	QLD
Jude Mayall	Outback Chef, Wild Farm Food	CEO	Restaurant and Hospitality	Employer	VIC
Karen Sheldon	Karen Sheldon Catering	Managing Director	Restaurant and Hospitality	Employer	NT
Lani Houston	TAFE NSW	Industry Innovation Specialist Green and Supply Chain Skills	Education	Registered Training Organisation	NSW
Mindy Woods	Karkalla	Managing Director	Restaurant and Hospitality	Employer	NSW
Paul Della Libera	Greening Australia	Director	Environmental	Employer	NAT
Rebecca Barnes	Playing With Fire	Founding Director	Indigenous Food production	Employer	NSW

Name	Organisation	Title	Industry	Representation Type	State
Roy Clifford	Western Sydney Region Aboriginal Engagement, TAFE NSW	Manager, Aboriginal Education	Education	Registered Training Organisations	NSW
Sharon Baker	University of Queensland	Student	Education	Registered Training Organisations	QLD
Sharon Winsor	Indigiearth	Managing Director	Providore	Employer	NSW
Suzanne Thompson	Yambangku Aboriginal Culture Heritage & Tourism Development Aboriginal Corporation	Chair	Yambangku Aboriginal Culture Heritage & Tourism Development Aboriginal Corporation	Peak Industry Bodies	QLD
Tadashi Nakamura	Tauondi Aboriginal College	Operations Manager	Vocational Education and Training	Registered Training Organisations	SA

**Summary of Feedback by Stakeholder type:**

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Peak Industry Bodies</b>	<ul style="list-style-type: none"> <li>cultural respect and knowledge of it should be at the forefront of everything</li> <li>the need for the geographical indicators (origin of plants) to be recognised within training e.g. knowledge evidence</li> <li>the need for safety in remote areas especially around foraging and propagation projects</li> </ul>	<ul style="list-style-type: none"> <li>Skill sets address cultural protocols through inclusion of new unit <i>AHCILM3X06 Follow Aboriginal and/or Torres Strait Islander cultural protocols</i> (currently under review)</li> <li>New unit <i>FBPBSH201 Participate in wild harvesting of native plants for food processing</i> addresses this point in the Knowledge Evidence</li> <li>Two units included in skill set addresses this point: <ul style="list-style-type: none"> <li><i>FBPBSH201 Participate in wild harvesting of native plants for food processing</i></li> <li><i>FBPWHS2001 Participate in work health and safety processes</i></li> </ul> </li> </ul>
<b>Employers (Non-IRC)</b>	<ul style="list-style-type: none"> <li>Work Areas include adding in Foraging and Native Harvesting</li> <li>using titles/work areas such as culture, connection and country, production and harvesting (incorporates horticulture, ag and ecology etc), processing (includes projections and forecasting, food hygiene and storage), marketing, sales and logistics, supply chain, exports etc.</li> </ul>	<ul style="list-style-type: none"> <li>New Skill Set developed <i>FBPSS00060 Source and Harvest Bush and Native Food Skill Set</i></li> <li>Three skill sets have been developed which all include <i>AHCILM3X06 Follow Aboriginal and/or Torres Strait Islander cultural protocols</i> (currently under review). Each skill set addresses different stages of food processing - harvesting, processing and preparing for sale and starting new business</li> </ul>

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<ul style="list-style-type: none"> <li>a need for operating machinery safely</li> <li>skill set needs to look at developing small business skills</li> <li>pointed out the challenges involved in the harvesting of Australian native foods because they do not have an accredited system (quality guarantees) as opposed to the mass production of foods e.g. spinach.</li> </ul>	<ul style="list-style-type: none"> <li>The unit <i>FBPOPR2074 Carry out manual handling tasks</i> has been included in <i>FBPSS00059 Prepare to set up an Australian Bush and Native Food Production Business Skill Set</i></li> <li><i>FBPSS00059 Prepare to set up an Australian Bush and Native Food Production Business Skill Set</i> has been developed to address this need</li> <li>The new unit <i>FBPBSH201 Participate in wild harvesting of native plants for food processing</i> includes knowledge of legislation and codes of practice in Knowledge Evidence</li> </ul>
<b>Registered Training Organisations (RTOs)</b>	<ul style="list-style-type: none"> <li>the advantage of creating skill sets is you are creating employment pathways</li> </ul>	<ul style="list-style-type: none"> <li>Three new skill sets have been developed to facilitate these pathways</li> </ul>
<b>State and Territory Training Authorities (STAs)</b>	<ul style="list-style-type: none"> <li>To ensure there are no orphan units, could you please advise where the new unit <i>FBPBSH20XXX</i> will be housed?</li> </ul>	<ul style="list-style-type: none"> <li><i>FBPBSH201 Participate in wild harvesting of native plants for food processing</i> Participate in wild harvesting of plants for food processing is included in <i>FBP20122 Certificate II in Food Processing</i> as a general elective.</li> </ul>

### Summary of Issues raised during stakeholder consultation

No issues were raised during stakeholder consultation.

## Attachment D: Mandatory Workplace Requirements in Training Products

Not applicable

## Attachment E: No enrolment and low enrolment training products

Not applicable

## Attachment F: Quality assurance reports

### Editorial Report Template

1. Cover page	
Information required	Detail
Training Package title and code	FBP Food, Beverage and Pharmaceutical Training Package Version 8.0
Number of new qualifications and their titles 1	<b>0 new qualifications</b>
Number of revised qualifications and their titles	<b>0 revised qualifications</b> Note: FBP20122 Certificate II in Food Processing – minor change
Number of new units of competency and their titles	<b>1 new unit</b> FBPB201 Participate in wild harvesting of native plants for food processing
Number of revised units of competency and their titles	<b>0 revised units of competency</b>
Confirmation that the draft training package components are publication-ready	The draft components reviewed meet the requirements of the Standards for Training Packages 2012 and are publication-ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes – Sue Hamilton is a member of the Quality Assurance Panel.
Date of completion of the report	<b>28 March 2022</b>

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<sup>1</sup> When the number of training products is high the titles can be presented as an attachment.



## 2. Content and structure

### Units of competency

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> <li>The structure of units of competency complies with the unit of competency template.</li> </ul>	<p>The structure of the new unit complies with the unit of competency template specified in the Training Package Products Policy. This includes:</p> <ul style="list-style-type: none"> <li>Appropriate unit coding and titling.</li> <li>A statement in the Application field referring users to check with the local, relevant authority regarding legislation, regulations, and by-laws relating to the collection and removal of plant materials from public and private land.</li> <li>No prerequisite requirements.</li> <li>The elements are clearly expressed and demonstrable, and the performance criteria describe the performance needed to demonstrate achievement of the element.</li> <li>Foundation skills are described in the appropriate field utilising skills described in the Australian Core Skills Framework (ACSF).</li> <li>The status of the unit as 'newly created' is clearly stated in the unit mapping information table.</li> </ul>
<p>Standard 7:</p> <ul style="list-style-type: none"> <li>The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	<p>The associated assessment requirements for the new unit of competency complies with the assessment requirements template.</p> <ul style="list-style-type: none"> <li>The performance evidence reflects workplace tasks and includes a volume and frequency requirement.</li> <li>The knowledge evidence indicates the type and depth of knowledge required for the unit.</li> <li>The assessment conditions field clearly specifies the mandatory conditions for assessment including additional assessor requirements.</li> </ul>

### Qualifications

Editorial requirements	Comments by the editor
<p>Standard 9:</p> <ul style="list-style-type: none"> <li>The structure of the information for qualifications complies with the qualification template.</li> </ul>	Not applicable
<p>Standard 10:</p> <ul style="list-style-type: none"> <li>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</li> </ul>	Not applicable

## Companion Volumes

Editorial requirements	Comments by the editor
<p>Standard 11: A <b>quality assured</b> companion volume implementation guide is available and complies with the companion volume implementation guide template.</p>	<p>The <i>Companion Volume Implementation Guide</i> for the <i>FBP Food, Beverage and Pharmaceutical Training Package, Version 8.0</i> complies with the companion volume implementation guide template included in the 2012 Standards. It is structured in two separate documents:</p> <ul style="list-style-type: none"> <li>• Part 1: Overview and Implementation</li> <li>• Part 2: Component details</li> </ul> <p>The <i>FBP Companion Volume Implementation Guide</i> has been quality assured in line with Skills Impact's internal processes and this external editorial review.</p>

### 3. Proofreading

Editorial requirements	Comments by the editor
<p><b>Unit codes and titles</b> and <b>qualification codes and titles</b> are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.</p>	<p>The codes and titles have been proofread and cross-referenced throughout all components reviewed.</p> <p>Note: The codes for the AHC Training Package components (3 units and one qualification) utilised in the FBP skill sets will be finalised prior to joint publication of both the AHC and FBP components.</p>
<p>Units of competency and their content are <b>presented in full</b>.</p>	<p>The new unit of competency and its associated assessment requirements and the revised qualification were presented in full.</p> <p>The following (non-endorsed) components were also presented in full for review:</p> <ul style="list-style-type: none"> <li>• three new Skill Sets <ul style="list-style-type: none"> <li>• FBPSS00058 - Prepare Australian Bush and Native Foods Products for Sale Skill Set</li> <li>• FBPSS00059 - Prepare to Set up an Australian Bush and Native Food Production Business Skill Set</li> <li>• FBPSS00060 - Source and Harvest Bush and Native Food Skill Set</li> </ul> </li> </ul>
<p>The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: absence of spelling, grammatical and typing mistakes consistency of language and formatting logical structure and presentation of the document. compliance with the required templates</p>	<p>This editorial review has incorporated checking:</p> <ul style="list-style-type: none"> <li>• spelling, grammar and typing errors</li> <li>• numbering (codes and performance criteria)</li> <li>• checking acronyms</li> <li>• consistency of language throughout</li> <li>• structure and presentation of documents</li> <li>• compliance with templates.</li> </ul> <p>Throughout this process, the Skills Impact team responded to suggestions provided during the editorial review.</p>

# Equity Report Template

## Section 1 – Cover page

Information required	Detail
Training Package title and code	FBP Food, Beverage and Pharmaceutical Training Package Version 8.0
Number of new qualifications and their titles <sup>2</sup>	<b>0 new qualifications</b>
Number of revised qualifications and their titles	0 revised qualifications <ul style="list-style-type: none"> <li>Note: FBP20122 Certificate II in Food Processing has had a minor update.</li> </ul>
Number of new units of competency and their titles	<b>1 new unit</b> <ul style="list-style-type: none"> <li>FBPB201 Participate in wild harvesting of native plants for food processing</li> </ul>
Number of revised units of competency and their titles	<b>0 revised units of competency</b>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	The draft components reviewed meet the requirements in <i>Section 2 Equity checklist of draft training package components</i>
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes – Sue Hamilton is a member of the Quality Assurance Panel
Date of completion of the report	28 March 2022

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<sup>2</sup> When the number of training products is high the titles can be presented as an attached list.

## Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> <li>• Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</li> <li>• Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</li> </ul>	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>The new unit of competency presented for the equity review complies with Standard 2 of <i>the Standards for Training Packages</i> and the <i>2019 Training Package Products Policy</i>.</p> <p>The project methodology used to develop the training package components (one unit, one qualification and three skill sets) incorporated consultation with a range of stakeholder groups within a niche industry area to ensure stakeholder needs were incorporated in the draft components. The products are flexible and have been designed to be delivered in a range of industry contexts. The Case for Endorsement stated that although identifying appropriate stakeholders for this niche area was a challenge, sufficient people involved in the Australian bush and native food industry committed to ensuring that Aboriginal and Torres Strait Islander people are given ownership in this area, were engaged in the project. It is noted that additional assessment requirements are included in the new unit to ensure quality assessment and cultural respect.</p> <p>The <i>FBP Companion Volume Implementation Guide</i>. (FBP CVIG) includes guidance to ensure that learners are not discriminated against, and guidance around reasonable adjustment to accommodate learners with disabilities or particular needs. Reference has been made to Disability Standards for Education, 2005.</p>

## Section 3 - Training Package Quality Principles

### Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

#### Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?</p>	<p>The project developed one new unit of competency and three new skill sets to meet industry needs. The minor update to the qualification involves the inclusion of the new unit as an elective. The unit addresses knowledge and skills for wild harvesting of native plants for food processing. The skill sets provide the knowledge and skills for workers who: prepare products for sale in an Aboriginal and/or Torres Strait Islander First Foods business</p>

Equity requirements	Equity reviewer comments
	<p>set up an Australian bush and native food production business source and harvest bush and native foods for a food production business.</p> <p>The skill sets have been designed to be incorporate and potentially be imported into a number of Training Package areas. including:</p> <ul style="list-style-type: none"> <li>• AHC Agriculture, Horticulture and Conservation and Land Management</li> <li>• BSB Business Services</li> <li>• FBP Food, Beverage and Pharmaceutical</li> <li>• SRI Retail</li> </ul> <p>The skill sets create pathways to formally recognise the existing skills of workers in multiple industry sectors.</p>
2. Is there evidence of multiple entry and exit points?	<p>Although not a formal part of this endorsement submission, the three new skill sets developed allow for different entry and exit points in a range of potential Training Package areas. including:</p> <ul style="list-style-type: none"> <li>• AHC Agriculture, Horticulture and Conservation and Land Management</li> <li>• BSB Business Services</li> <li>• FBP Food, Beverage and Pharmaceutical</li> <li>• SRI Retail</li> </ul> <p>They provide options for skills to be recognised, or built on, without the need to achieve a full qualification, and to meet the needs of the various stakeholders.</p>
3. Have prerequisite units of competency been minimised where possible?	The unit of competency included in this submission does not have prerequisites.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The skill sets have been developed utilising units from four training packages.

### Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

#### Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	<p>The new unit of competency developed is included in <i>FBP20122 Certificate II in Food Processing</i> as an elective. The FBP CVIG states that this qualification is suitable for delivery in schools and potentially for traineeship/apprenticeship pathways.</p> <p>Pathway information is provided for the food processing qualification including relationship to relevant skill sets.</p>

### Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

#### Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>The FBP CVIG, includes comprehensive information about access and equity issues and training pathway information. Guidance is provided to ensure that learners are not discriminated against, and about reasonable adjustment to accommodate learners with disabilities. The FBP CVIG also provides detailed information about Foundation Skills and the framework/s adopted to describe them. It emphasises that RTOs must consider these skills as part of the training and assessment for each unit.</p>
<p>2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<p>The new unit includes a table addressing foundation skills. The foundation skills identified appear to be reasonable and not exceed the skills required in the workplace.</p>

## Quality Report Template

### Section 1 – Cover page

Information required	Detail
Training Package title and code	FBP Food, Beverage and Pharmaceutical Training Package 8.0
Number of new qualifications and their titles <sup>3</sup>	0
Number of revised qualifications and their titles	0
Number of new units of competency and their titles	1 FBPBSH201 Participate in wild harvesting of native plants for food processing
Number of revised units of competency and their titles	0
Confirmation that the panel member is independent of: the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	I confirm that I, Maree Thorne, am independent of: the Training Package or Training Package components' review (Yes) development and/or validation activities associated with the Case for Endorsement (Yes) undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (Yes)
Confirmation of the Training Packages or components thereof being compliant with the Standards for Training Packages 2012	Yes, I confirm that the Training Package components for endorsement are compliant with the Standards for Training Packages 2012
Confirmation of the Training Packages or components thereof being compliant with the Training Package Products Policy	Yes, I confirm that the Training Package components for endorsement are compliant with the Training Package Products Policy
Confirmation of the Training Packages or components thereof being compliant with the Training Package Development and Endorsement Process Policy	Yes, I confirm that the Training Package components for endorsement are compliant with the Training Package Development and Endorsement Process Policy
Panel member's view about whether: the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing	As indicated in Standard 3 below, the CfE stated that the project targeted a very niche industry area, and identifying appropriate stakeholders was challenging. Whilst the CfE indicates only 18 stakeholders, it is noted that three of the 18 participating stakeholders represent national membership or informational organisations involved in work directly relevant to the project, as well as several employers specialising in Indigenous food production and /or sale. The estimated impact of the proposed change to existing food processing employers and RTO providers – one unit of competency (supported by skill sets) identified in the CfE is minimal, and the additional assessor requirements in the component appear to be supported by stakeholders with a rationale provided in the case for endorsement.

<sup>3</sup> When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
Name of panel member completing Quality Report	Maree Thorne
Date of completion of the Quality Report	4/4/2022

## Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:  AISC endorsed components:  qualifications  units of competency  assessment requirements (associated with each unit of competency)  credit arrangements  One or more quality assured companion volumes</p>	Yes	<p>The components proposed for endorsement in the FBP Food, Beverage and Pharmaceutical Training Package 8.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) include:  One new unit of competency, and associated assessment requirements.</p> <p>A minor change (reflected in a non-endorsed release update) was made to one qualification to include the newly created unit of competency as an elective.</p> <p>An additional three new skill sets were included in the quality assurance process.</p> <p>The FBP Food, Beverage and Pharmaceutical Training Package Companion Volume Implementation Guide (CVIG) in two parts (Part 1: Overview and Implementation and Part 2: Component Details) has been updated to include the revised components and has been quality assured in this process.</p>



Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 2</p> <p>Training Package developers comply with the Training Package Products Policy</p>	<p>Yes</p>	<p>The Training Package developers have complied with Standard 2 – Compliance with the Training Packages Products Policy (TPPP), with supporting evidence including:</p> <p>Coding and titling of unit of competency  Addition of the new unit as an elective in an existing qualification (without specialisation elective groups)  As the qualification was not reviewed in the project (and only one other change to update a superseded unit of competency) the developer has applied a minor change and the qualification release has been updated to reflect  (Section 6.2 Minor Changes p. 11 Training Package Development and Endorsement Process Policy – ‘adding elective units of competency to a qualification’)  New unit does not include prerequisite requirements  The CVIG includes information about access and equity and as noted in the Equity Report ‘The <i>FBP Companion Volume Implementation Guide</i> includes guidance to ensure that learners are not discriminated against, and guidance around reasonable adjustment to accommodate learners with disabilities or particular needs. Reference has been made to Disability Standards for Education, 2005’  The CVIG outlines how Foundation Skills have been addressed in units of competency  Information about pathways, and qualification and unit mapping to inform users of changes, including equivalence, is clearly provided in the CVIG  The availability of three new skill sets included in this project provides additional flexibility and pathway options for individuals, employers and Aboriginal and/or Torres Strait Islander communities.</p>
<p>Standard 3</p> <p>Training Package developers comply with the AISC Training Package Development and Endorsement Process Policy</p>	<p>Yes</p>	<p>The CfE (and reference to the project webpage) provides detailed information about Skills Impact’s development, consultation and validation processes for the draft components, including details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices.</p> <p>It is noted in the CfE, and commented on in the Equity Report, that the project targeted a very niche industry area, and identifying appropriate stakeholders was challenging. It is noted that three of the 18 participating stakeholders represent national membership or informational organisations involved in work directly relevant to the project, as well as several employers specialising in Indigenous food production and /or sale.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 4  Units of competency specify the standards of performance required in the workplace	Yes	One unit of competency was reviewed. The standards of performance required in the workplace are presumed to be confirmed through stakeholder consultation during development, including working to supervisor's instructions.
Standard 5  The structure of units of competency complies with the unit of competency template	Yes	The structure the proposed unit of competency complies with the unit of competency template. The unit includes a statement that legislation, regulation and/or by-laws may apply in some jurisdictions in relation to collection and removal of plant materials.
Standard 6  Assessment requirements specify the evidence and required conditions for assessment	Yes	Assessment Requirements associated with the unit of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment, including specifying additional requirements for assessors. Reference to either frequency (number of occasions) and/or volume of Performance Evidence is clearly stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements.
Standard 7  Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	Yes	The new unit has associated assessment requirements, the structure of which complies with the assessment requirements template.
Standard 8  Qualifications comply with the Australian Qualifications Framework specification for that qualification type	Not Applicable	As indicated in the CfE the qualification has not been reviewed in this project.
Standard 9  The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	Not Applicable	As indicated in the CfE the qualification has not been reviewed in this project.
Standard 10  Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	Not Applicable	As indicated in the CfE the qualification has not been reviewed in this project. It is stated in the CVIG that no national credit arrangements exist at this time for any Skills Impact qualifications.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	<p>Yes</p>	<p>The training package components in this submission are accompanied by the FBP Food, Beverage and Pharmaceutical Training Package Companion Volume Implementation Guide (CVIG) Version 8.0 in two parts:  Part 1: Overview and Implementation, and  Part 2: Component Details  The FBP CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed components for endorsement.</p>
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<p>Not Applicable</p>	

### Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

#### Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Driven by industry's needs	Yes	<p>The components proposed for endorsement align to the Case for Change approved by the AISC and outlined in the CfE. Whilst the case for change specified units and skill sets only, the qualification proposed for endorsement has not been reviewed in this project.</p> <p>The CfE articulates the increase in demand for Australian Indigenous bush foods and products driving the demand for new skills to meet emerging job roles.</p> <p>The CfE provides detailed information about the extent of industry consultation and stakeholder engagement and narrative about the rationales for the development of the new unit and skill sets. It outlines involvement of the range of industry and other stakeholders, and details changes and communications throughout the project to meet needs of those stakeholders.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <p>ensure obsolete and superfluous qualifications are removed from the system</p> <p>ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</p> <p>ensure that the training system better supports individuals to</p>	Yes	<p>The proposed components for endorsement respond to the COAG Industry and Skills Council's (CISC) training package reforms, evidenced by:</p> <p>foster greater recognition of skill sets The proposed components will be supported by three new skill sets, which as referenced in a stakeholder comment in the CfE, acknowledging 'the advantage of creating skill sets is you are creating employment pathways'</p> <p>improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors The CfE notes that the new unit, whilst addressing a niche skill in harvesting native plants for food processing, may have application to other industry sectors (such as <i>agriculture, horticulture and conservation and ecosystems management, business and retail</i>) which work with Aboriginal and/or Torres Strait Islander businesses and communities.</p> <p>ensure that the training system better supports individuals to move easily from one related occupation to another The creation of three new skills sets, including units from AHC, AMP, SIR and BSB Training Packages provide flexibility and options for pathways into or from related qualifications and occupations.</p> <p>ensure that more information about industry's expectations of training delivery is available to training providers to improve their</p>

<p>move easily from one related occupation to another</p> <p>improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</p> <p>foster greater recognition of skill sets</p>		<p>delivery and to consumers to enable more informed course choices</p> <p>The newly created unit proposed for endorsement clearly specifies industry's expectations for Aboriginal and Torres Strait Islander persons' ownership of the unit, with the requirement for assessors, in addition to the requirements of the Standards for RTOs 2015, to be an Aboriginal and/or Torres Strait Islander Elder and/or Custodian, or for an assessor to be accompanied and in communication with an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience and knowledge of local native plants.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	Yes	<p>As indicated in the CfE, the driver for the project was to create training framework products specifically to address the increasing demand for contemporary and emergent job / work profiles in Australian native and bush foods (specifically indigenous foods) including identifying and wild harvesting native plants for food, setting up bush and native food production businesses and prepare native and bush foods for sale (skill sets).</p>

### Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle
		<p>Please see examples of evidence in the Training Package Development and Endorsement Process Policy</p>
<p>Support movement of skills within and across organisations and sectors</p>	Yes	<p>Whilst the qualification has not been reviewed in the project, existing packaging rules enable flexibility in the selection of electives and include enabling imported electives for broader job roles or specific industry applications.</p> <p>Endorsed components will be supported by three skill sets to provide entry, upskilling and skill movements within and across industry sectors.</p>
<p>Promote national and international portability</p>	Yes	<p>The proposed unit of competency enables national portability by specifying the need for local consultation, partnership and application of cultural Aboriginal and/or Torres Strait Islander protocols and consent.</p>
<p>Reflect regulatory requirements and licensing</p>	Yes	<p>Whilst the unit of competency proposed for endorsement does not have specific occupational and/or licensing requirements, it advises users to check with local jurisdictions with regards to legislation, regulations or by-laws related to removal of plants from public and/or private land.</p>

### Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Reflect national consensus	Yes	The CfE details the range of stakeholders involved in the project's consultation, including from most states/territories and national organisations, and specifies in section 5.1 that 'No outstanding issues remain – all issues raised during this project were considered, addressed, and resolved'.
Recognise convergence and connectivity of skills	Yes	Units in the skill sets include units from four other nationally endorsed training packages (including units still in development in other AHC projects) and other FBP units of competency.

**Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Meet the diversity of individual and employer needs	Yes	<p>Assessment requirements specify that assessment must take place 'on Country and/or within an Aboriginal and/or Torres Strait Islander Community or an environment that accurately represents these conditions', enabling flexibility for training and assessment to occur in a range of contexts for employers or communities whilst maintaining the intended ownership of the unit by Aboriginal and/or Torres Strait Islander people through the assessment condition to be or be accompanied by an Aboriginal and/or Torres Strait Islander Elder, Custodian or recognised community member with experience in native plants.</p> <p>The Equity Report specifies that: 'Although not a formal part of this endorsement submission, the three new skill sets developed allow for different entry and exit points in a range of potential Training Package areas including: AHC Agriculture, Horticulture and Conservation and Land Management BSB Business Services FBP Food, Beverage and Pharmaceutical SRI Retail They provide options for skills to be recognised, or built on, without the need to achieve a full qualification, and to meet the needs of the various stakeholders.'</p>
Support equitable access and progression of learners	Yes	Neither the unit proposed for endorsement, or the skill sets, require prerequisites or entry requirements, allowing entry and pathways and progression to qualifications.

**Quality principle 5: Facilitate recognition of an individual’s skills and knowledge and support movement between the school, vocational education and higher education sectors**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Support learner transition between education sectors	Yes	<p>The new unit proposed for endorsement is packaged in a skill set and as an elective in the Certificate II in Food Processing qualification, which can provide a range of pathways for users such as from work to skill set or qualifications or skill set to work and/or qualifications.</p> <p>The additional two skill sets also include units from a range of training package qualifications.</p> <p>As identified in the Equity Report, the CVIG outlines multiple ways to gain qualifications, showing pathways into and from qualifications, as well as listing qualifications recommended by the Industry Reference Committee (IRC) considered suitable for VET in Schools and traineeships/apprenticeship pathways. The CVIG specifies that there are no national credit arrangements between the revised qualifications and Higher Education qualifications at the time of endorsement.</p>

**Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Support implementation across a range of settings	Yes	<p>Industry advice about delivery implementation, including access and equity issues and training pathways, is provided via the FBP CVIG V8.0 which has been quality assured in this process.</p> <p>As indicated in the CfE, the FBP skill sets include proposed AHC units of competency which are still in development and expected to be proposed for endorsement later in 2022.</p> <p>As specified in the equity report: <i>‘The codes for the AHC Training Package components (3 units and one qualification) utilised in the FBP skill sets will be finalised prior to joint publication of both the AHC and FBP components’</i></p>
Support sound assessment practice	Yes	<p>Elements and Performance Criteria of the unit of competency, and the associated Assessment Requirements of Performance Evidence and Knowledge Evidence is closely aligned.</p> <p>Performance Evidence includes very specific and clear reference to volume and/or frequency of performance required, and the Assessment Conditions clearly specify physical conditions, specifications, resources, equipment, materials and additional assessor requirements necessary for assessment.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Support implementation	Yes	<p>The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication.</p> <p>Changes suggested during the Quality Assurance process were adopted by the developers.</p> <p>Components contain links as required by the templates to the FBP CVIG 8.0 which has been quality assured in this process and is ready for publication at the same time as the Training Package components.</p>



# Attachment G: Copies of Letters of Support



23rd March 2022

Dear Skills Impact,

I am writing to provide my support for the Australian Native and Bush Foods project. I have participated throughout the project and have provided feedback to help shape the draft standards to meet industry needs.

I am currently the General Manager of the First Nations Bushfoods & Botanicals Alliance Australia Ltd and have been the Chair and a Director of the Australian Native Foods & Botanicals Industry body for some 8 years prior to my current role.

I am a chef and a passionate advocate with a great understanding of the Native foods and Botanicals industry here in Australia, in all that it represents as possibilities and also the many barriers: here in Australia and the many strategic enablers that are required to enable industry growth.

Skills in the collection, foraging and processing of Australian native and bush foods will support the Aboriginal and Torres Strait Islander community who work and own businesses. It also allows for appropriate engagement with the Community to assist in developing the industry which is rapidly growing both nationally and internationally. The standards developed have created clear job pathways for those in this industry.

I look forward to enabling the new program skillset for our industry to be applied into educational facilities and programs nationally with the updated standards for Australian bush and native foods.

Yours Sincerely,

**Amanda Garner**  
General Manager of FNBBAA



[www.fnbbaa.com.au](http://www.fnbbaa.com.au) [info@fnbbaa.com.au](mailto:info@fnbbaa.com.au)



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**RE: Support for the Australian Native and Bush Foods project**

Dear Skills Impact

On behalf of Tauondi Aboriginal Corporation (trading as Tauondi Aboriginal College), I am writing to provide my support for the Australian Native and Bush Foods project. I have participated part of the project and have provided feedback to help shape the draft standards to meet industry needs.

Tauondi Aboriginal College is an independent registered training organisation (RTO) governed by the Aboriginal Community, and proud of our leadership in Aboriginal Vocational Education and Training since 1973. Tauondi Aboriginal College provides education and training for the whole person, upholding Aboriginal cultures and identities in ways that respect Aboriginal lore and custom and the diversity of students' experiences and ambitions. Our training is designed to be culturally inclusive, delivered in a culturally respectful manner and in a culturally informed environment. This project supports our design, with more focus on cultural knowledge and wisdom through the newly developed three skillsets.

We recognise that the demand of the Australian Native and Bush Foods is increasing. Skills in the collection, foraging and processing of Australian native and bush foods will support the Aboriginal and Torres Strait Islander jobseekers, existing workers and business owners. It also allows for appropriate engagement with the Community to assist in developing the industry which is rapidly growing both nationally and internationally. The standards developed have created clear job pathways for those in this industry.

Once approved, we are interested in adding the skillsets in our scope of registration, offering them to Aboriginal people in South Australia.

Yours faithfully

Tadashi Nakamura  
**Acting Chief Executive Officer**

4 April 2022

Ms Julie Stratford  
Industry Engagement Manger  
SkillsImpact  
559A Queensberry St  
North Melbourne NSW 3051

1 April 2022

Dear Julie,

This letter is to support the processes taken by SkillsImpact (Cathy Beven, Industry Skills Standards Specialist) to develop the Australian Native and Bush Food project. TAFE NSW has provided input into the project and recommended additional industry organisations such as Murrumbidgee Landcare and Nari Nari Tribal Council to be included in the consultation process, which they were. These organisations had expressed an interest in training for the collection and processing of Australian native or bush foods.

TAFE NSW is a Registered Training Organisation that delivers training in Food, Beverage & Manufacturing (FBP) and the Agriculture, Horticulture, Conservation and Land Management (AHC) qualifications across NSW. TAFE NSW has provided feedback into the development of the Australian Native and Bush Foods project and the development of 3 new skillsets and unit:-

- FBPSS000XX1 Prepare First Nationals Products for Sale Skill Set
- FBPSS000XX2 Prepare to Set up an Australian Bush and Native Food Production Business Skill Set
- FBPSS000XX3 Source and Harvest Bush and Native Food Skill Set
- Unit FBPBSH20XXX Participate in wild harvesting of plants and seed for food processing

TAFE NSW participated in the consultation workshops for the Australian Native and Bush Food project and also provided feedback on the initial draft on 10<sup>th</sup> November 2021.

Skills and training in collecting and processing Australian native and bush foods will support Aboriginal and Torres Strait Islander community members, especially those considering developing their own native food business. The new unit and skillsets also provide education in regard to the appropriate engagement with the Community to assist in developing the industry.

Thank you for the opportunity to participate in the project and if you have any further questions please feel free to contact us.

Yours sincerely



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**From:** Roy Clifford <Roy.Clifford@tafensw.edu.au>  
**Sent:** Friday, 8 April 2022 3:56 PM  
**To:** Julie Stratford <jstratford@skillsimpact.com.au>  
**Subject:** Bush/Native Australian food plants.

Good afternoon Julie,

Over the past 10 years the interest in native Australian plants used as food plants/cooking in my region has increased significantly to the point where there is now a definitive need to for accredited training in this burgeoning Horticultural sector to support the credibility of the growing industry.

I have had involvement either with consultation on delivery of programs or growing of native plants for food for some time now & was approached 2019 by the Agribusiness Skills point of TAFE NSW to investigate the need/viability for accredited training within this sector for Aboriginal organisations & Communities.

I was subsequently invited (along with others) by the Industry Engagement Manager of Food, Beverage and Pharmaceuticals to discuss the training needs & viability for this sector. Over several meetings of this group we discussed the training needs required by all facets of individuals who may be employed within this sector & how training would benefit future employment & training outcomes for Aboriginal Communities & individuals.

Specific attention was given throughout this process to consider Cultural heritage & knowledge of plants of particular Aboriginal significance, Aboriginal Cultural protocols to be followed & intellectual property of this information.

The outcome of this consultation process was the creation of a well-balanced set of Skills sets which will enable a pathway to further study (potentially) in to full qualifications across various training packages & build the capacity of Aboriginal organisations & Communities to form sustainable business opportunities.

*Roy Clifford*

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\*\*\*\*\* The contents of this email and its attachments are confidential and intended solely for the use of the individual or entity to whom they are addressed. \*\*\*\*\*



To: Australian Native and Bush Foods Project Team  
Skills Impact,  
Level 1, 165 Bouverie Street, Carlton, 3053

Dear Cathy and Julie,

As the Director of *Playing with Fire Native Foods Pty Ltd*, I was consulted about the development of skill sets and units of competency to fill identified skill needs within the Australian bush food industry. After participating in workshops, reviewing each draft of the skill sets and the newly developed unit of competency I am satisfied with the outcome of the Australian Native and Bush Foods project, managed by Skills Impact on behalf of the Food, Beverage and Pharmaceutical Industry Reference Committee.

Skills Impact consulted a range of people and organisations involved in this industry, facilitated discussions and undertook research into the industry and its need for formally recognised qualifications within the VET system. The outcome of three separate skill sets and one new unit of competency reflects the outcomes of these consultations.

I look forward to seeing these skill sets being used within the vocational education system, resulting in a more skilled workforce, including First Nations people, applying those skills in the bush food industry.

Sincerely,

Rebecca Barnes  
8 April 2022

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