



# **Review of Activities**

**Jan 2016 – Nov 2017**

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# Introduction

Skills Impact was formed out of an alliance between ForestWorks and the National Farmers Federation in late 2015 with the aim of securing a role as a national Skills Service Organisation (SSO). Skills Impact is a not for profit organisation with the National Farmers Federation and ForestWorks its members. On 27 January 2016, Skills Impact was successful in its SSO tender and began the work of creating an organisation with capacity to fulfil the role described in this summary of activities.

Australia is known as the lucky country; however, a key part of this “luck” has come from our world-renowned abilities to develop our people and their vocational skills as part of a productive society. Skills Impact has a key role to play in this process; we are contracted by the Commonwealth Government, in a process involving state and territory governments, to document current work practices, skills and knowledge required by industry.

We assemble this information into “Training Packages”, a collection of units of competency, skill sets and qualifications that outline the required knowledge and performance criteria for job roles and tasks within industry. These documents are used by training providers across Australia to train and assess workers and potential workers for productive careers in industry.

From a humble start consisting of our two members, three directors and a government contract, Skills Impact has developed into a thriving organisation with a full board, 20 staff, two partner organisations (ForestWorks and MINTRAC) and a host of service providers including our training package consultants.

Skills Impact provides support to 12 Industry Reference Committees (IRCs), these are the bodies that oversee our work, and ensure that all current industry practices and knowledge are included in the eight training packages we manage, on behalf of the vocational education and training system.

A large proportion of our work in 2016 involved building the organisation and our relationships, and then began working with IRCs and industry to identify current skills gaps and emerging skills needs. We documented these in official documents called *IRC Skills Forecasts and Proposed Schedules of Work* for submission to the Australian Industry Skills Committee (AISC). We are currently working on our third edition of these “Forecasts”. Based on these documents, Skills Impact has received approval from the AISC, and funding from the Department of Education and Training to commence work on the training package projects listed below.

## At the Finalisation Stage

- Greyhounds Project (animal welfare and racing integrity)
- Equine Safety in Training Project
- Forest Harvesting Optimisation Project
- Retail Baking Review Project
- Rice Processing Project
- Meat Industry Animal Welfare Officer Project

## In Progress

- Ag Machinery – Safety & Technology Project
- Ag Chemical Handling Project
- Apiculture (Bees) Project
- Pest Management Project
- Farriery Project
- Veterinary Nursing Project

- Food & Beverage Manufacturing – Cross Sector Project
- Food Science and Technology Project
- Pharmaceutical Manufacturing Standards Project
- Wine Operations Project
- Racing Project
- Environmental Sustainability Skills (Cross Sector) Project
- Automation Skills (Cross Sector) Project

Industry engagement on these projects starts with IRC members, includes subject matter experts, industry and enterprise visits and research. Interaction then takes place via meetings, workshops, webinars and presentations to stakeholders from industry associations, unions, enterprise, State Industry Advisory Bodies, trainers and RTO managers. Access to project information is via the Skills Impact website, where draft documents are made available for download and comment; the Skills Impact and industry associations' newsletters and via various forms of social media. News alerts about project updates and consultation opportunities are sent out to stakeholders from the start of a project and throughout its life via our e-newsletter, and published on the website, as a means to provide timely and easy to access information.

State and Territory Training Authorities (STAs/TTAs), IRCs and vocational education and training regulators also receive additional monthly e-newsletters, which provide an overview of each project and related IRC activities. Our members, ForestWorks and the National Farmers Federation, have been involved via regular meetings and discussions.

During 2016 and 2017, Skills Impact supported the AISC-led review into the structure and membership of the 70 IRCs (now 64) (that together cover all Australian industries), ensuring current industry coverage and expertise to support training package development. The structure and membership of each of the IRCs that Skills Impact supports was finalised at various points in time throughout 2017. The current membership of these IRCs can be viewed on the Skills Impact website.

Please read on for more detailed information about Skills Impact's activities as we work to improve Australia's vocational qualifications, skill sets and units.

While our work is funded by the Commonwealth Government, we cannot carry out our functions without the volunteer effort, knowledge and expertise of IRC members, subject matter experts, business owners/managers, associations, unions and workers who commit their time to the cause of assisting others to be able to learn and therefore be part of the ever changing world of work.

MichaelHartman,  
CEO

# Leadership and Management

## Board of Directors

Skills Impact Directors are nominated by members, consistent with its constitution and the requirements of an independent board. Directors contribute their industry knowledge, management and director expertise to guide the strategic direction and governance of Skills Impact.

From February 2016 to September 2017, eight meetings of directors were held, including a strategic planning meeting. Attendances by each director was as follows:

	<i>Number eligible to attend</i>	<i>Number attended</i>
<i>Julie George</i>	8	8
<i>Paula Fitzgerald</i>	8	8
<i>Duncan Fraser</i>	8	7
<i>Todd Loydell</i>	8	8
<i>Lisa Marty</i>	8	8
<i>Nicki Anderson</i>	8	8



### **Julie George, Chair**

Julie is an experienced board member with specialist governance and human resource capability and extensive experience in skills development, education and training.

Julie worked at an executive level in the timber processing sector for many years and has experience in business and human resource management, strategic and operational governance, strategic planning, risk management, change management, negotiation and communication, and financial and regulatory compliance.

She now carries out various consulting roles, including to a government enterprise and sporting associations, and is a Director of a large industry based financial institution. Julie holds post graduate qualifications in management, governance and human resources, is an Associate of the Governance Institute of Australia and graduate member of the Australian Institute of Company Directors and Australian Human Resource Institute.



### **Paula Fitzgerald, Deputy Chair**

Paula Fitzgerald is a senior professional with a background in stakeholder and government relations, policy development and advocacy, communication, regulatory affairs, issues management, membership engagement, and capacity building.

Paula has worked across a diverse stakeholder base and has established trusted networks, both nationally and internationally, to develop and lead local and global teams, to deliver strategies and solutions, particularly across the science and agriculture sectors.

Paula is currently a member of CSIRO's Agriculture Advisory Committee and a member of the Federal Government's Gene Technology Ethics and Community Consultative Committee.



**Duncan Fraser, Director**

Duncan Fraser is a passionate advocate and a dedicated member of the agricultural community, with 20 years of experience with various state, federal and commodity agri-political organisations. Former National Farmers' Federation president, in 2015 Duncan was made a Member in the General Division (AM) for his significant service to primary industry, to professional associations, and to education and training.

Duncan's role as an agricultural representative began when he was elected president and secretary of the Hay branch of the LGPA, the precursor to the NSW Farmers' Association. Since that time he held many executive positions within the Association, including places on the general council and committees for wool, sheepmeat, meat and livestock, education, workplace relations and conservation and resource management. His other previous roles include Chair of Farmsafe NSW Vice President of the NSW Farmers' Association. Duncan currently owns and manages "Narringa", a 9750-hectare pastoral and irrigation property near Hay, NSW, producing wool, sheep meat, rice and wheat.



**Lisa Marty, Director**

Lisa Marty is an experienced Director, Senior Executive and Consultant. She is a specialist in industry policy, industry strategy, governance, stakeholder engagement and advocacy. Her experience includes strategic and operational governance, including strategy development and strategic planning, managing change, risk, compliance and monitoring. Lisa's background includes executive level roles within the forestry and natural resource industries.

Lisa is currently a Director of First Super and a Consultant. She has also held directorships on the board of Wood Products Victoria, the Australian Forest Products Association and Timber Training Creswick. From 2011 to 2014 Lisa was the CEO of the Victorian Association of Forest Industries (VAFI). Prior to this, she was a Senior Consultant advising on Trade and Natural Resource Management Policy. She holds a Masters of Environment, Bachelor of Economics, Bachelor of Arts, and has completed an advanced Trustee Directorship Course at the Australian Institute of Superannuation Trustees (AIST). Lisa is also a member of the Australian Institute of Company Directors, AIST and Women in Super.



**Todd Loydell, Director**

As a stakeholder relations specialist with 13 years' experience, Todd has exceptional knowledge of government and government processes as well as excellent business and political networks. Todd has highly developed skills in policy development, written and oral communication, organisational leadership and staff development, complemented with sound strategic thinking and planning. Todd's familiarity with industry capacity needs is extensive. Todd's previous roles have included Senior Policy Analyst at the National Association of Forest Industries (NAFI); Media Advisor to the MP of Eden-Monaro; and Forestry and Conservation Advisor to the Minister for Fisheries, Forestry and Conservation. Todd holds a Bachelor of Arts and a Bachelor of Science.



**Nicki Anderson, Director**

Nicki is an accomplished leader and director with deep experience in strategy, sales, marketing and innovation within branded food, beverage and consumer goods businesses both in Australian and internationally (including, SPC Ardmona, Cadbury Schweppes, Nestle and McCain). She has a passion for the agricultural industry – strategy, marketing and innovation – from paddock to plate. Nicki has held senior positions in marketing and innovation within world class FMCG companies and was most recently Managing Director within the Blueprint Group, concentrating on sales, marketing and merchandising within the retail and pharmacy sales channels. She has an Executive MBA from AGSM, a Bachelor of Business and is a graduate of the Australian Institute of Company Directors. Nicki is Chairman of the Monash University Advisory Board for the marketing faculty. She is currently a Director on the Board of Australia Made Campaign Limited and ASX Listed Select Harvests, and a member of the Remuneration and Nomination Committee on both.

## Skills Impact Key Personnel

Michael Hartman and Rosalie Staggard oversee the strategic operation of Skills Impact's activities and services to Industry Reference Committees (IRCs), supported by nearly 20 staff.



**Michael Hartman, CEO**

Michael has been involved in work-based adult education, learning, and vocational education for over 30 years. His experience includes more than 10 years as the CEO of ForestWorks, where he led the development of industry skills standards and qualifications for the forestry industries as a part of that organisation's Industry Skills Council role. He has also led an industry-wide Innovation Skills Program to support enterprises grow and evolve their skills in the ever-present challenging economic environment. Michael has held a number of roles in the education and training sectors and bases his leadership on a wide knowledge of workplace learning, education and training which supports him to engage and add value with both industry and VET sector stakeholders. Michael holds a Diploma of Management (Community

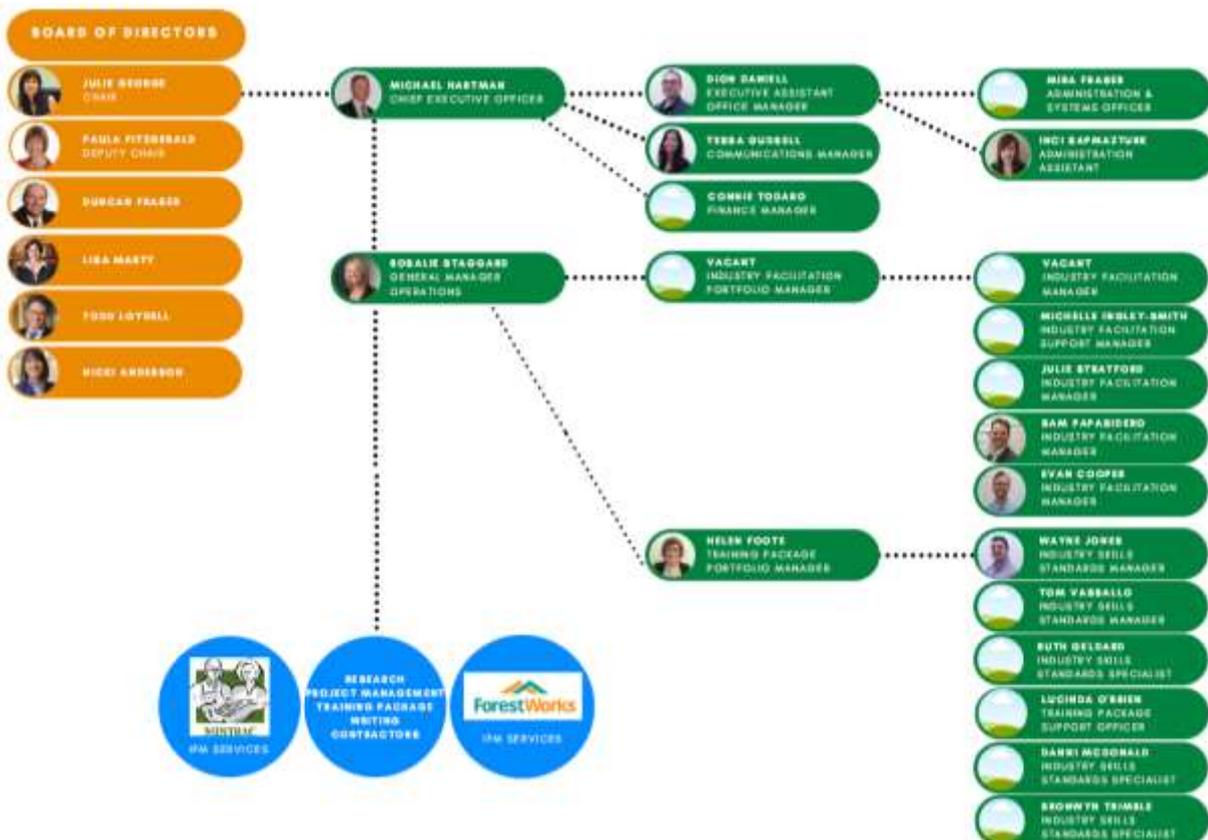
Services), Certificate IV in Workplace Training and Assessment, Corporate Governance Qualification, Innovation for Leaders Skill Set and trade qualifications.



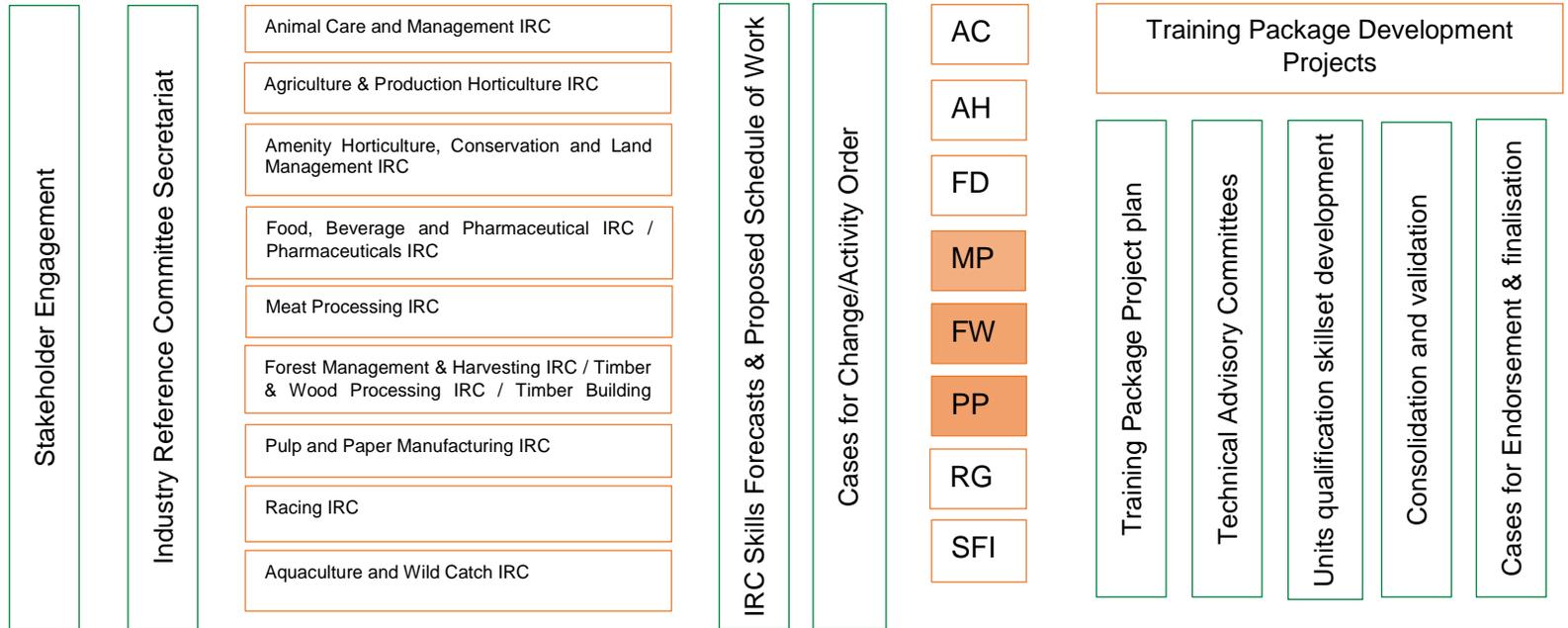
### Rosalie Staggard, General Manager Operations

Rosalie brings to Skills Impact extensive experience in stakeholder engagement and relationship management, and a creativeness and passion for the vocational education and training industry. In her past role at one of the leading Industry Skills Councils, Rosalie had the responsibility of managing six sector advisory committees, ensuring they met at least twice per year to have input into the continuous improvement plans for training packages and were kept informed on current projects. Her responsibilities have included the smooth transition of 13 training packages, to meet the new format determined by the Australian Government, by the end of 2015. Rosalie has a Masters in Educational Leadership, Masters in Business (Marketing), Graduate Certificate in Leadership in Education and Training, Diploma of Vocational Education and Training Practice, Diploma of Project Management, Certificate IV in Training and Assessment, Graduate Diploma, Business (Management) and a Bachelor of Arts (Humanities).

## Skills Impact Organisational Chart



# Skills Impact Functions, Teams and Work Flow Diagram (not line management)

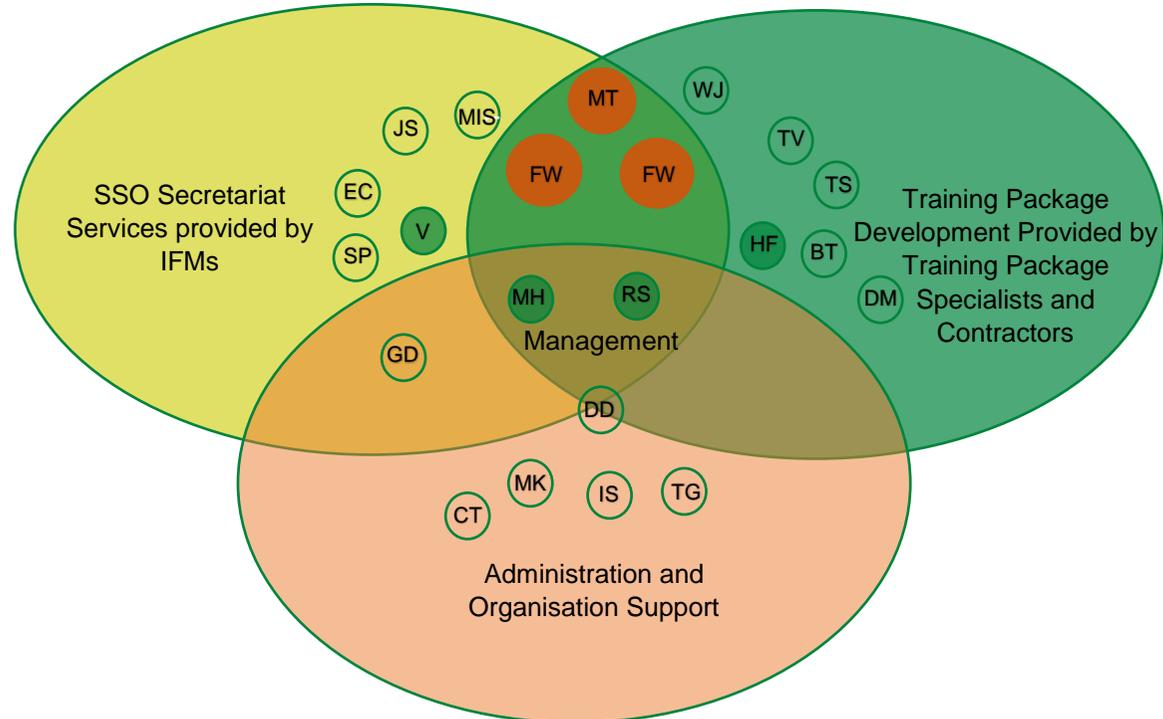


SSO Services start with IRC Secretariat Services that, through a number of processes and tools, lead to Training Package Projects.

Skills Impact uses a functional matrix model to carry out project activities through the creation of teams of in-house specialists supplemented with consultants/contractors

The level of Stakeholder and Training Package Project complexity/risk determines levels of inputs needed each from Management, IFMs, and Training Package Specialists.

- Management roles
- Partner organisation IRC and TP services (one dot per TP)
- Team members



# Support to Industry Reference Committees

Skills Impact's key role as a Skills Service Organisation, has been to provide support services to the following Industry Reference Committees (IRCs).

- Agriculture and Production Horticulture IRC
- Amenity Horticulture, Landscaping, Conservation & Land Management IRC
- Animal Care and Management IRC
- Aquaculture and Wild Catch IRC
- Food, Beverage and Pharmaceutical IRC
- Forest Management and Harvesting IRC
- Meat IRC
- Pharmaceutical Manufacturing IRC
- Pulp and Paper Manufacturing IRC
- Racing IRC
- Timber and Wood Processing IRC
- Timber Building Solutions IRC

During 2016 and 2017, Skills Impact provided secretariat services to these IRCs, assisting them with industry engagement, to gather information about skills needs.

Skills Impact also supported them to develop *IRC Skills Forecasts and Proposed Schedules of Work, Cases for Change* and proposals for training package projects to review units, skill sets and qualifications, and then supported them to undertake approved training package projects.

Skills Impact is fortunate to be able to work with key organisations in these sectors. In particular, ForestWorks and MINTRAC have training package development and industry engagement capacity second to none, and Skills Impact has contractual partnerships with these two organisations to support our responsibilities in the forest management, timber, pulp and paper and the meat processing sectors.

# Industry Reference Committee Meetings

## Rural & Related Industries IRC

- 12 April 2016
- 8 September 2016
- 16 January 2017\*
- 2 February 2017\*
- 10 April 2017\*
- 31 May 2017\*

## Agriculture & Production Horticulture IRC

- 27 July 2017
- 5 October 2017\*
- 12 October 2017

## Amenity Horticulture, Landscaping, Conservation & Land Management IRC

- 3 August 2017
- 26 October 2017

## Animal Care & Management IRC

- 19 July 2017
- 16 August 2017
- 6 September 2017
- 6 October 2017

## Food, Beverage & Pharmaceutical IRC

- 4 April 2016
- 25 July 2016
- 16 February 2017
- 10 March 2017
- 5 April 2017
- 14 September 2017
- 10 November 2017

## Racing IRC

- 14 April 2016
- 21 July 2016
- 10 November 2016
- 12 November 2016
- 1 December 2016\*
- 21 December 2016\*
- 6 April 2017\*
- 26 June 2017
- 18 September 2017
- 21 September 2017
- 14 November 2017

## Meat Processing IRC

- 5 April 2016
- 12 April 2016\*
- 14 June 2016
- 28 June 2016\*
- 7 July 2016\*
- 15 February 2017
- 28 March 2017
- 17 October 2017

## Forest and Wood Products IRC

- 5 June 2016
- 9 February 2017

## Timber Building Solutions IRC

- 14 February 2017
- 5 April 2017

## Timber & Wood Processing IRC

- 14 February 2017
- 5 April 2017

## Forest Management & Harvesting IRC

- 14 February 2017
- 5 April 2017

## Pulp & Paper Manufacturing IRC

- 16 March 2016
- 13 April 2016\*
- 16 June 2016
- 9 November 2016
- 11 November 2016
- 19 March 2017
- 29 March 2017\*

## Aquaculture & Wild Catch IRC

- 15 April 2016
- 11 July 2016
- 7 April 2017\*
- 21st April 2017\*
- 11th July 2017
- 27 July 2017
- 19th September 2017
- 16th November 2017\*

*Note: the Rural and Related Industries IRC divided into three separate IRCs for the agricultural sectors in March 2017. The Forest and Wood Products IRC divided into three separate IRCs for the forestry and timber industry in February 2017.*

*\*Meeting held via teleconference.*

# Development of IRC Skills Forecasts and Proposed Schedules of Work

At the beginning of each year, Industry Reference Committees (IRCs) are responsible for developing an *IRC Skills Forecast and Proposed Schedule of Work (IRC Skills Forecasts)*. Submitted to the Australian Industry Skills Committee (AISC) in April, these documents undergo consultation with industry.

*IRC Skills Forecasts* are key documents, which identify skills gaps and emerging skills needs for each industry as well as determining whether there is a need to change training packages (i.e. units of competency and qualifications). They seek funding for projects for the review and development of qualifications, skill sets, and units of competency. The AISC draws on this information to update their *National Schedule* as well as to determine future training package projects. Formal consultation periods for these documents occurred early in 2016 and 2017, however, feedback received at any point will be considered for the next draft document.

Based on the 2016 *IRC Skills Forecasts*, the following projects were approved for 2017:

- Ag Chemical Handling Project
- Ag Machinery – Safety and Technology Project
- Apiculture (Bees) Project
- Cross Laminated Timber Building Systems Project
- Farriery Project
- Food and Beverage Manufacturing – Cross Sector Project
- Food Science and Technology Project
- Paper and Pulp Manufacturing Compliance Project
- Pest Management Project
- Pharmaceutical Manufacturing Standards Project
- Prefabricated Building Systems Project
- Wine Operations Project

The following *Cases for Change* were also commissioned to become potential projects going forward:

- ACM Horse Education
- ACM Large animal emergency management and rescue
- AHC Aboriculture
- AMP Animal skins and hides
- AMP Cross-trade diagnostic and maintenance skills
- AMP Food safe pest control management
- AMP Traceability
- FWP Forestry safety culture
- FWP Safe Handling of trusses and beams
- RGR Racing - Stewards

# Projects: Training Package Development Work

## Ag Chemical Handling Project



This project will review and update units of competency and skill sets for chemical handling, to reflect current industry skills standards and practices, so that all job functions are accurately described.

Initial scoping began in August 2017. Subject Matter Experts were consulted in September and October 2017 to draft revised units and skill sets for chemical handling. As part of this process, feedback from industry on the existing units was also considered. The units and skill sets were revised in light of new practices, technology and industry standards, including the Globally Harmonised System (GHS) for classifying and labelling of chemicals and techniques for spray drift mitigation.

Drafts were made available for broad industry consultation and feedback on the Skills Impact website on 9 November 2017, until 10 December 2017. Face-to-face consultation workshops across states and territories and a webinar were also planned throughout November, for those that would prefer to speak to the team regarding feedback on the drafts.

After the draft units and skill sets have undergone industry consultation, they will be revised based on feedback received. In February 2018, they will undergo industry validation, to check the accuracy of the final drafts. A *Case for Endorsement* will then be prepared for review by the Agriculture and Production Horticulture Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in June 2018.

## Ag Machinery – Safety and Technology Project



This project will review units of competency, skill sets and qualifications relating to the use of new technology and safety measures across a range of mobile farm machinery operations. Industry identified important units of competency, skill sets and qualifications that needed to be updated or created to incorporate the use of new technology and safety measures in all farm mobile machinery operations within the agriculture sector, including riding quad bikes, tractors, seeders, two-wheel motorbikes and other specialised equipment.

Initial scoping began in August 2017. Experts with broad experience and knowledge of safety and technological issues related to the operation of mobile farm machinery were consulted throughout September and October 2017. This consultation informed the development of revised draft and qualifications related to farm machinery operations, with the draft materials becoming available for broad industry consultation and feedback on the Skills Impact website on 9 November 2017, until 10 December 2017. Face-to-face consultation workshops across states and territories and a webinar were also planned throughout November, for those that would prefer to speak to the team regarding feedback on the drafts.

After the draft units and skill sets have undergone industry consultation, they will be revised based on feedback received. In February 2018, they will undergo industry validation, to check the accuracy

of the final drafts. A *Case for Endorsement* will then be prepared for review by the Agriculture and Production Horticulture Industry Reference Committee (IRC) and the Amenity Horticulture, Landscaping, Conservation & Land Management IRC and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in June 2018.

## Apiculture (Bees) Project



The Apiculture (Bees) Project will improve and update units of competency and the qualification in bee keeping so that all job functions are accurately described, with appropriate current knowledge and skill needs. The units and qualification will be reviewed to address skills that relate to biosecurity, pollination, and business management.

Initial scoping began in August 2017. A workshop was held on 11 October 2017 with bee keeping Subject Matter Experts from five states to seek advice on the structure of the revised *Certificate III in Beekeeping*. Their advice was used to inform the draft qualification and units that were made available for industry feedback in November 2017. The draft qualification, skill set and units of competency were made available for download and feedback on the Skills Impact website on 2 November 2017, until 10 December 2017. Face-to-face consultation workshops and a webinar were also planned throughout November, for those that would prefer to speak to the team regarding feedback on the drafts.

After the draft *Certificate III in Beekeeping*, skill set and units have undergone industry consultation, they will be revised based on feedback received. In January 2018, they will undergo industry validation, to check the accuracy of the final drafts. A *Case for Endorsement* will then be prepared for review by the Agriculture and Production Horticulture Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in June 2018.

## Farriery Project



The farriery qualification and units of competency are being reviewed and updated so that all job functions are accurately described, with appropriate current knowledge and skill needs. The Master Farriers Association indicated that the *Certificate III in Farriery* and related farriery units do not align to current job roles. They suggested a review of the assessment requirements of the units within the qualification to enable sound delivery and implementation.

The *Certificate III in Farriery* and horse contact units were previously updated to consider safety in training and reformatted to become compliant to the *Standards for Training Packages 2012*. This work took place as part of the *Equine Safety in Training Project*, but it did not involve a full review of the skills standards or a functional analysis of the role of a Farrier, as project funding was only for embedding safety. This Farriery Project will look at these revised documents and update them to ensure they meet industry needs and become fit for purpose.

Initial scoping of the Farriery Project began in August 2017. Broad industry consultation on the revised draft qualification and units is scheduled to commence in January 2018. Validation of the drafts will occur in February and March 2018. A *Case for Endorsement* will then be prepared for review by the Animal Care and Management Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in May 2018.

## Pest Management Project



This project will review the *Certificate III in Pest Management* and the related skill set and units of competency so that all job functions are accurately described, with appropriate current knowledge and skill needs.

Initial scoping began in August 2017. Subject Matter Experts were consulted in September and October 2017 to draft revised qualification, skill sets and units for chemical handling. Skills to support various methods, regulations and standards for trapping and eradicating pests were considered when reviewing the current qualification, skill sets and units.

Specialisations in vertebrate pest management and/or pest animal control and weed management were also considered in the review of the *Certificate III in Pest Management*.

Drafts were made available for broad industry consultation and feedback on the Skills Impact website on 9 November 2017, until 10 December 2017. Face-to-face consultation workshops across states and territories and a webinar were also planned throughout November, for those that would prefer to speak to the team regarding feedback on the drafts.

After the draft units and skill sets have undergone industry consultation, they will be revised based on feedback received. In February 2018, they will undergo industry validation to check the accuracy of the final drafts. A *Case for Endorsement* will then be prepared for review by the Amenity Horticulture, Landscaping, Conservation & Land Management Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in June 2018.

## Food Science and Technology Project



The Food Science and Technology Project allows for the review and update of food processing and food science and technology qualifications and units of competency.

Initial scoping began in September 2017. In October 2017, workshops were held to consult with experts in the food processing and food science and technology industry. During these workshops, job roles, current gaps in training, and future trends for the industry were identified. Ongoing changes to the Food Standards and other regulations were raised as having an impact on both the industry and the delivery of these qualifications and units, and discussion was held about how the training package could be updated to be more flexible, to help facilitate these ongoing changes.

Draft qualifications, skill sets and units were made available for broad industry consultation and feedback on the Skills Impact website on 9 November 2017, until 15 December 2017. Face-to-face consultation workshops across states and territories and two webinars were also planned throughout November and December, for those that would prefer to speak to the team regarding feedback on the drafts.

Draft qualifications, skill sets and units were made available for broad industry consultation and feedback on the Skills Impact website on 9 November 2017, until 15 December 2017. Face-to-face consultation workshops across states and territories and two webinars were also planned throughout November and December, for those that would prefer to speak to the team regarding feedback on the drafts.

After the draft qualifications, skill sets and units have undergone industry consultation, they will be revised based on feedback received. In February 2018, they will undergo industry validation to check the accuracy of the final drafts. A *Case for Endorsement* will then be prepared for review by the Food, Beverage and Pharmaceutical Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in April 2018.

## Wine Operations Project



This project will review and update wine industry units of competency and qualifications to reflect changing industry skills requirements, especially in the area of technology.

Initial scoping began in February 2017. Consultation workshops with Subject Matter Experts and site visits and meetings took place throughout October and November 2017. Revised qualifications and units were drafted out of this consultation, ready for broad industry consultation that will commence mid-November.

The draft documents will be available on the Skills Impact website for download and comment during November and December. Face-to-face consultation workshops and a webinar will also take place in November and December, for those who would prefer to speak to the team regarding their feedback. Validation of the drafts will occur in February 2018. A *Case for Endorsement* will then be prepared for review by the Food, Beverage and Pharmaceutical Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in April 2018.

## Food & Beverage Manufacturing – Cross-Sector Project



Working concurrently with the *Food Science and Technology* and the *Wine Operations* projects, this project will review 38 cross-sector units of competency that apply across multiple qualifications in the *FBP Food, Beverage and Pharmaceutical Training Package*. These 'cross-sector' units are being reviewed to reflect current knowledge, skill requirements and industry practice.

Initial scoping began in February 2017. Consultation workshops with Subject Matter Experts occurred throughout September and October to draft the revised units. The drafts will be made available on the Skills Impact website for download and comment mid-November.

Broad industry consultation will take place in November and December, including face-to-face consultation workshops and a webinar. Validation of the drafts will occur in February 2018. A *Case for Endorsement* will then be prepared for review by the Food, Beverage and Pharmaceutical Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in April 2018.

## Pharmaceutical Manufacturing Standards Project



Units of competency and qualifications in the pharmaceutical manufacturing industry are being reviewed so that they reflect current skills standards and practices, and job functions are accurately described. A focus of the project is to align the units and qualifications to the skills required to apply Good Manufacturing Practice (GMP) principles and procedures.

Draft qualifications and units were made available for broad industry consultation and feedback on the Skills Impact website on 31 October 2017, until 30 November 2017. Face-to-face consultation workshops

across states and territories and a webinar were also planned throughout November, for those that would prefer to speak to the team regarding feedback on the drafts.

After the draft qualifications and units have undergone industry consultation, they will be revised based on feedback received. In January 2018, they will undergo industry validation to check the accuracy of the final drafts. A *Case for Endorsement* will then be prepared for review by the Food, Beverage and Pharmaceutical Industry Reference Committee (IRC) and State/Territory Training Authorities, before the final documents are submitted to the Australian Industry Skills Committee (AISC) for endorsement in April 2018.

## Environmental Sustainability Skills Project



Many of the skills most valued by industry apply in multiple sectors of Australia's economy. This cross-sectoral project involved a review of current and emerging developments in environmental sustainability skills, the skills required to support transition to a sustainable economy. Industry across various sectors were engaged to examine workforce skilling implications and to identify related skills needs shared by multiple industry sectors, in relation to environmentally sustainable products, manufacturing and waste processes, and sustainable energy production.

Skills Impact commissioned Ithaca Group to research shared environmental sustainability skills across industries. The resulting draft report drew on an investigation and analysis of current training package content to identify potential areas of duplication across industries, sectors, and occupational groupings; existing competencies with potential for modification to allow use across industries; and gaps where there might be opportunities to develop new units of competency, skill sets, or qualifications.

The Project Reference Group are currently considering stakeholder feedback. Feedback will inform the development of a *Case for Change*, which will help Skills Impact to identify units of competency, skill sets and qualifications that may need to be developed, modified, adapted or removed.

## Automation Skills Project



Engagement with industry across multiple sectors took place in this project, to review current and emerging developments in automated processes. The project examined the workforce skilling implications and identified related skills needs in relation to the use of robotics, drones, and remote operation systems.

Skills Impact worked collaboratively with industry stakeholders to collect feedback on how automation will impact organisations and the skills they will need in order to work with automation. The feedback helped to identify units of competency, skill sets, and qualifications that may need to be developed, modified, adapted, or removed. It also informed the development of a draft *Case for Change*, which became available for broad industry feedback early November 2017. The *Case for Change* analyses cross-industry automation skills areas in the light of existing training packages to identify gaps and areas of duplication. The analysis will identify existing sector-specific competencies that could be adapted for use across industries.

# Equine Safety in Training Project

## Requirements Set by the Australian Industry and Skills Committee (Key Deliverables)

- 154 revised units of competency that meet the Standards for Training Packages
- Develop 3 new units of competency
  - Manage horses for training learners
  - Apply knowledge of horse behaviour
  - Minimise risk of injury from falls from horses
- Two new Skill Sets
  - Beginners horse handling safety
  - Incorporating safety when training and assessing beginners in horse handling
- Complete the development of Certificate II in Horse care
- Companion Volume User Guide, including information about safety and risk management in handling and riding horses that addresses issues specific to horse-related units



## Work Undertaken and Why

During 2015, the Australian Skills Quality Authority (ASQA) undertook a strategic review of safety in equine training. In December 2015, ASQA released a report on *Training in equine programs in Australia*, which included recommendations relating to training package developers.

In response to the report, the Australian Industry and Skills Committee (AISC) requested Skills Impact to consult with relevant IRCs and industry concerning the delivery of equine training. The AISC flagged the review of equine qualifications and units of competency as a priority.

## Consultation with Stakeholders

During the development and review of the training package components (qualifications, skill sets and units of competency), a project page was set up on the Skills Impact website with information about the project. Meetings, both face-to-face and via teleconference, were held with Technical Advisory Committee (TAC) members and invited guests, and workshops were held with working groups comprising experts in their fields. Members attended face-to-face workshops, and public consultations workshops were held around Australia to enable as many industry stakeholders as possible to review and comment on safety aspects of units of competency. Emails and newsletters were sent to state and territory training authorities, VET regulators, and other stakeholders to keep them informed of the project's progress. Draft materials were hosted on the Skills Impact website, and stakeholders provided feedback.

## State/Territory Engagement

Workshops were conducted throughout Australia. Wherever possible, Skills Impact staff travelled to areas where equine-related businesses are situated in order to minimise the inconvenience to stakeholders and to maximise involvement. Feedback was received from various sources, including industry and state training authorities.

## Training Delivery and Implementation

This project was instigated by the AISC with a focus on increasing safety in equine training. Its primary purpose was to increase safety during training and delivery. Wider industry feedback has ensured that components have been examined and amended to address the safety requirements in industry. The resulting changes made to the training package components should potentially improve safety of horse operations in industry and address safety issues associated with the delivery of training.

The inclusion of prerequisite units will have an impact on delivery. This has been done to ensure that learners have basic knowledge of horse behaviour and in safe horse handling before doing other activities. There were differing views regarding prerequisite units, ranging from some RTOs raising concerns regarding the number of pre-requisites and others considering that there should be additional prerequisites.

## Forest Harvesting Optimisation Project

### Requirements Set by the Australian Industry and Skills Committee (Key Deliverables)

- Review 13 units of competency to reflect the new job requirements and level of performance expected in the forest harvesting and processing operations for in-forest optimisation
- Develop one new unit: use of on-board computer systems for mechanised harvesting operations



### Work Undertaken and Why

In 2015, industry indicated that improving the competence of forest harvesting operators to support product quality and maximising value recovery and efficiency is important for the Australian forest and wood products industry. It is essential that these skills and knowledge be reflected in the qualifications and units of competency.

The project commenced in December 2016 with the setting up of a Technical Advisory Committee (TAC) to support the training package development work with sound industry expertise.

During the development work, the following were addressed:

- Development of two new units of competency for the efficient use of on-board computer systems in relation to single grip harvester and forwarder
- Review and improvement of ten existing units of competency for harvesting machine operations. Following feedback from industry, the units were improved to include:
  - Safe and appropriate operation of the machines
  - Practices for production cycle efficiency and product quality with outcomes, including minimal damage to log products and correct product segregation, stacking, identification, and presentation to the roadside or landing area
- Deletion of one unit of competency as feedback from industry indicated that it was no longer relevant to Australia
- Review and application of minor changes to two existing units of competency
- Update of eight skill sets and deletion of one skill set
- Two new units added to the elective bank of *FWP30216 Certificate III in Harvesting and Haulage*

### Consultation with Stakeholders

During the development and validation stages of the training package components, a project page was set up on the Skills Impact website. Two consultation meetings via teleconference were held with TAC members, and considerable TAC feedback was received via the telephone and email.

Broad industry consultation took place in June 2017, when the draft units and skill sets were made available on the Skills Impact website. Further industry consultation was held in July and August 2017 to validate the final draft units. In addition, representative from Skills Impact and ForestWorks accepted an invitation and attended the training provider network meeting organised by the Australian Timber Trainers Association (ATTA) in Victoria to provide updates on the project.

## State/Territory Engagement

Project updates were also delivered to the industry through AFCA's regional meetings held in Victoria, South Australia, and Western Australia from June until August 2017. Communication was sent by Skills Impact to STAs, VET regulators, and other stakeholders to keep them informed of the project's progress.

The case for endorsement and *FWP Forest and Wood Products Training Package* components were submitted to State Training Authorities for consideration in October 2017.

## Training Delivery and Implementation

The aims of this project were to include competency-based content on process optimisation and efficient use of on-board computer systems for use in commercial forest environments to maximise log product recovery, quality, and transportation. Sufficient information was provided regarding expected outcomes from the tasks and instruments needed to perform the tasks.

The main challenge of the project was to maintain units of competency useful to the whole industry whilst accommodating variations in requirements based on variations in the operating environments. Solutions were discussed in the consultation process. Considering feedback and recommendations, the units were written to describe requirements around product quality in terms of meeting production plan or systems.

Industry continues to place heavy emphasis on skill currency and formal training, particularly due to the high-risk nature of the forest operations. The methods and knowledge base for product quality and efficiency vary according to the production system and type of log products. On this basis, the industry is keen to experience training contextualised to the production environment and requirements in which they operate.

Training is generally delivered on-the-job, with follow-up with students and employers to ensure that learning outcomes have been achieved and are being implemented. Industry is strongly in favour of training via skill sets. This is partly because individual skills can be recognised and linked to occupational job roles supported by the industry. It also allows those workers who complete skill sets to use these as credit towards a full qualification.

## Greyhounds Project (Animal Welfare and Racing Integrity)

### Requirements Set by the Australian Industry and Skills Committee (Key Deliverables)

- Review 23 units of competency
- Develop two new units of competency
- Review the Certificate II in Racing (Greyhounds) to identify whether new and/or revised units should be included and packaging rules adjusted
- Develop a new Certificate III in Racing (Greyhounds) qualification
- Develop twelve new skill sets



### Work Undertaken and Why

Principal Racing Authorities for greyhound racing indicated that racing integrity and animal welfare skills and knowledge are critical for the industry and that it is essential they be reflected in the qualifications and units of competency. Work was already required to ensure that units of competency and qualifications met the *Standards for Training Packages 2012*. To reduce the

administrative burden to both the racing and vocational education and training sectors, Principal Racing Authorities for greyhound racing suggested that other improvements should also occur.

During this project, the following were specifically addressed:

- Development of a new Certificate III in Racing (Greyhounds)
- Development of nine new skill sets designed to assist several jurisdictional licensing authorities who all wanted to see individual licences for particular roles in the industry and to ensure that all forms of training can be accumulated towards a full qualification
- 23 existing units of competency reviewed and reduced to ten, following feedback from industry
- Deletion of 13 units considered unnecessary
- Development of nine new units of competency
- For safety purposes *RGRPSG201 Handle greyhounds* was included as a prerequisite

### **Consultation with Stakeholders**

During the development and review of the training package components, a project page was set up on the Skills Impact website. Meetings, both face-to-face and via teleconference, were held with TAC members, and one public consultation webinar was held. Emails and newsletters were sent to state and territory training authorities, VET regulators, and other stakeholders to keep them informed of the project's progress. Draft materials were hosted on the Skills Impact website, and stakeholders provided feedback.

### **State/Territory Engagement**

Meetings were conducted during the project with Greyhound Racing Victoria and Greyhound Racing New South Wales, who are the largest Principal Racing Authorities. After consultation with the other states' greyhound racing authorities, it was considered that a webinar was the most appropriate method for broader industry consultation.

### **Training Delivery and Implementation**

One of the main aims of this project was to include content on animal welfare, animal behaviour, and racing integrity during training and delivery. This content is included in performance criteria and the knowledge evidence to ensure animal welfare and behaviour are part of delivery and assessment. To assist training providers in delivering and assessing this new content, there is information about animal welfare, animal behaviour and racing integrity in the Implementation Guide, including links to State and Territory health and safety authorities and the national rules of racing.

The industry was keen for all individuals to have access to or receive training as part of the process of their registration or licensing. Requirements for assessments to take place using live greyhounds and within a greyhound establishment were included in many units of competency.

In most cases, performance evidence clearly states that three live greyhounds must be used when undertaking assessments. This has obvious implications for training providers, but industry supports this approach to ensure that the individual can safely work with a range of greyhounds with different behaviours and needs.

The industry and the various jurisdictional regulators are strongly in favour of seeing availability of training via skill sets. This is so that individual skills can be recognised and linked to licences as well as allowing those who complete skill sets to use these as credit towards a full qualification.

# Retail Baking Review Project

## Requirements Set by the Australian Industry and Skills Committee (Key Deliverables)

- Review five qualifications
- Review 39 units of competency
- Develop eight new units
- Develop one new skill set



## Work Undertaken and Why

During 2015, the *FDF10 Food Processing Training Package* was reviewed to meet the *Standards for Training Packages 2012* by the AgriFoods Industry Skills Council. Although a review of retail baking components was undertaken (i.e. qualifications, skill sets and units of competency), there were unresolved issues at the time they were submitted for endorsement, resulting in the retail baking qualifications, skill sets and being excluded from the submission. The Australian Industry and Skills Committee (AISC) did not endorse the training package as it was not satisfied that consultation had been adequate, and there was concern that key components (i.e. retail baking qualifications, skill sets and units) had been removed. The Food, Beverage, and Pharmaceutical IRC submitted a business case to review and redevelop the retail baking components separately from the remainder of the training package as these components had not undergone significant change since 2003 and did not address the needs of the industry. This is what was recommended:

- determine more effective construction of units, including combining or deleting units
- define the expected outcomes of the units more clearly
- review units within qualifications to ensure more effective alignment with job outcomes
- review qualification packaging rules
- identify and develop new units and skills sets to ensure alignment with current industry skill needs.

The project also ensured that all components met the *Standards for Training Packages 2012*. It was guided by a Technical Advisory Committee (TAC), comprising industry representatives from across Australia. The advice of TAC members, together with wide industry feedback, has resulted in a suite of qualifications, skill sets, and units of competency that reflect contemporary job roles and that cater for workforce mobility and new and emerging roles.

The final results from the review include:

- Five revised qualifications
- A new *Certificate I in Baking* qualification
- Three new skill sets
- 28 revised units of competency
- Four new units of competency
- Four units of competency identified for deletion

## Consultation with Stakeholders

During development of the training package products, a project page was set up on the Skills Impact website. Emails and newsletters were sent to STAs, VET regulators, industry training advisory bodies (ITABs), and other stakeholders to keep them informed of the project's progress. Draft materials were hosted on the Skills Impact website, and stakeholders provided feedback. Meetings, both face-to-face and teleconference, were held with the TAC members, and consultation workshops were held around the country to enable as many industry stakeholders as possible to review and

comment on qualifications and units of competency. In addition, consultation webinars were provided for those who could not attend face-to-face consultation workshops.

### **State/Territory Engagement**

All stakeholders were invited to participate in face-to-face consultation workshops and consultation webinars and to provide feedback on draft materials. Feedback during the consultation workshops led to the qualification being redesigned as a more robust *Certificate IV in Baking*, with two clear technical baking streams.

Some feedback suggested that there should be a business stream available at the Certificate IV level. After broader industry consultation, it was determined that a number of qualifications be made available at this level in management and small business and that, where required, industry could access these qualification, skill sets, and units of competency.

During the consultation and validation stages of the project, the Victoria State Training Authority raised concerns that some of the performance and knowledge evidence requirements of some units were too prescriptive and onerous. A meeting was held, which led to a thorough review of the evidence requirements of these units.

Industry advice is that the demonstration of the prescribed skills and knowledge are both appropriate and essential to perform effectively in the industry, and that the qualifications and units are designed to make participants industry ready.

The project has resulted in four units of competency being deleted from the National Register.

### **Training Delivery and Implementation**

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

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

Discussions have been held with representative from the State Training Authority in Victoria who has responsibility for providing the nominal hours listed in the Victorian Purchasing Guide for this Training Package. The authority has been advised that the training and assessment requirements for the redesigned retail baking units have increased and therefore a review of the nominal hours for these components may be needed.

# Rice Processing Project

## Requirements Set by the Australian Industry and Skills Committee (Key Deliverables)

- Review three qualifications
- Review 20 units of competency
- Develop up to two skill sets



## Work Undertaken and Outline of Consultation

The *ZRG00 Rice Growers' Cooperative Limited Training Package*, released in October 2000, was an enterprise training package developed by the Rice Growers Cooperative to build skills and knowledge needed for the rice processing sector. The Australian Industry and Skills Committee (AISC) commissioned a project to review and update the 2005 draft rice processing qualifications and units. These would be included in the *FBP Food, Beverage, and Pharmaceutical Training Package*. The project reviewed 17 units of competency and three qualifications.

SunRice is the only rice processor in Australia making it the key single stakeholder in the project. SunRice provided access to the draft *ZRG05 Rice Growers Cooperative Limited Training Package*, and its rice processing plants and personnel to assist with the project.

The review and development of the training package components (qualifications and units) was undertaken with assistance from an Expert Working Group with representatives from SunRice and Riverina TAFE in NSW. Draft materials were released for broader stakeholder feedback on the Skills Impact website, which was used to inform the final draft. Industry advice has resulted in the redevelopment of one qualification and 13 units of competency.

## Training Delivery and Implementation

Industry advises that the training and assessment of the redesigned Rice Processing units of competency and their related Assessment Requirements should occur in a Rice Processing workplace, preferably via an apprenticeship pathway. The main reasons for this include:

- The assessment requirements specify the need for industrial scale plant and equipment to undertake the assessment of skills. This would be difficult to simulate in an RTO environment.
- The rice processing units cover the operation of several interrelated processes and their related equipment to process commercial quantities of rice.
- The benefits of learning on the job from experienced operators.

# Veterinary Nursing Project

## Requirements Set by the Australian Industry and Skills Committee (Key Deliverables)

- Review six qualifications in relation to:
  - Industry requests for minimum hours of practical experience and entry requirements for *Certificate IV in Veterinary Nursing* and four Diploma level qualifications.
  - Reduction of four Diploma qualifications to one qualification with specialisations.
  - Carry out a full review of the *Certificate II in Animal Studies*.
- Review 51 units of competency for veterinary nursing:
  - address quality issues identified in the Quality Report prepared November 2015
  - strengthen assessment conditions information and specific assessor requirements to comply with Standard 6.
- Transition the remaining units, skills sets and qualifications in *ACM10 Animal Care and Management Training Package* to meet the *Standards for Training Packages 2012*.



## Work Undertaken and Why

After considering the *ACM Animal Care and Management Training Package* in March 2016, the Australian Industry and Skills Committee (AISC) did not endorse it as it did not meet the *Standards for Training Packages 2012*. In addition, industry feedback indicated that a full review was required to ensure that the veterinary nursing components of the *ACM10 Animal Care and Management Training Package* reflected current skill needs.

## Consultation with Stakeholders

During the development and review of the training package components, a project page was set up on the Skills Impact website, with draft qualifications, skill sets and units available for stakeholders to download and provided feedback. There were meetings, both face-to-face and via teleconference, held with Technical Advisory Committee (TAC) members, and public consultation workshops were held around Australia. Emails and newsletters were sent to State Training Authorities, VET regulators, and other stakeholders to keep them informed of the project's progress.

## State/Territory Engagement

Workshops were conducted throughout Australia to gain industry feedback on all aspects of the Veterinary Nursing qualifications. Skills Impact staff also travelled to Coffs Harbour in New South Wales to consult on the veterinary nursing qualifications, which both minimised inconvenience to stakeholders and maximised involvement. Feedback was received from various sources, including industry and state training authorities.

## Training Delivery and Implementation

The creation of the *ACM Animal Care and Management Training Package* resulted in some significant changes to units and qualifications. To support delivery of the training package to meet industry expectations, as well as the *Implementation Guide*, two additional companion volumes were created to assist RTOs in developing training and assessment strategies.

The *Certificate IV in Veterinary Nursing* and *Diploma of Veterinary Nursing* are suitable and highly recommended qualifications for delivery as traineeships as students are required to have access to patients (animals), clients, medical and surgical cases, veterinary staff, practice policies and procedures, and be in a veterinary clinic or hospital for a minimum of 240 hours for assessment purposes.

The *Certificate IV in Equine Dentistry* is a suitable and highly recommended qualification for delivery as a traineeship as students are required to have access to an equine dental service provider who is engaged or employed to provide day-to-day dental care and treatment services for routine dental correction and oral care for equines for a minimum of 120 hours for assessment purposes