



Companion Volume Implementation Guide

Release 9.0

Part 1: Overview and Implementation

**FBP Food, Beverage and
Pharmaceutical
Training Package**

Version 6.0

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Disclaimer

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Introduction

About this Guide

This Companion Volume Implementation Guide (Implementation Guide) is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to use the *FBP Food, Beverage and Pharmaceutical Training Package*.

Structure of this Guide

This Implementation Guide for the *FBP Food, Beverage and Pharmaceutical Training Package* consists of two parts. Each part can be downloaded from VETNet at: <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>.

This document is **Part 1** and it contains two sections.

1. Overview

This section includes information about:

- what training packages are, and how they are developed
- qualifications, skill sets and units of competency (including imported and prerequisite units of competency) in the training package
- mapping between previous and current versions of the qualifications and units of competency
- key work, training and regulatory/licensing requirements in the industry.

2. Implementation

This section explains some of the key features of the *FBP Food, Beverage and Pharmaceutical Training Package* and the industry that will impact on the use of the Training Package. It includes information about:

- training pathways
- occupational outcomes of qualifications
- entry requirements for qualifications
- access and equity considerations
- resources and equipment requirements.

Note about Part 2

Please refer to the *FBP Food, Beverage and Pharmaceutical Training Package Implementation Guide Release 8.0 Part 2: Component Details* file for:

- lists of qualifications, skill sets and units of competency in the *FBP Food, Beverage and Pharmaceutical Training Package Version 6.0*
- units of competency from the *FBP Food, Beverage and Pharmaceutical Training Package Version 6.0* with prerequisite requirements
- units of competency imported from other training packages included in qualifications in the *FBP Food, Beverage and Pharmaceutical Training Package Version 6.0*
- mapping information, providing a summary of the key changes between current and previous versions of the training package components (qualifications, skill sets and units of competency).

Other Companion Volumes

An additional **Companion Volume User Guide** for the *FBP Food, Beverage and Pharmaceutical Training Package* has been developed to support training and delivery of some sectors. This is:

- *Companion Volume User Guide: Artisanal Food and Beverages*

All Companion Volumes, including the User Guide for the Training Package can be downloaded from VETNet at <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>.

Overview

About training packages

Training packages specify the skills and knowledge (known as competencies) that individuals need in order to perform effectively in workplaces. Training packages:

- reflect identified workplace outcomes
- support national (and international) portability of skills and competencies
- reflect the core, job-specific and transferable skills, required for job roles
- enable the awarding of nationally recognised qualifications
- facilitate recognition of peoples' skills and knowledge, and support movement between school, VET and higher education sectors
- promote flexible modes of training to suit individual and industry requirements.

Note: To make them easy to interpret, training packages are written in simple, concise language, with delivery and assessment requirements clearly described. Training package products do not prescribe how an individual should be trained so that users can develop training and assessment strategies to suit the needs of their particular learners.

Training package components

Training packages consist of endorsed and non-endorsed components¹.

Although all components must be developed to comply with the *Standards for Training Packages 2012*², endorsed components must be submitted for approval by the Australian Industry and Skills Committee before they are released for use.

A summary of endorsed and non-endorsed components is provided on the following page.

¹ Note that the words 'components' and 'products' are used in currently applicable legislation standards and policies. Both words are generally used to refer to the qualifications, skill sets, units of competency, assessment requirements, credit arrangements and supporting materials produced for training packages.

² The *Standards for Training Packages 2012*, and accompanying policies, are available from the Australian Department of Education, Skills and Employment website <<https://docs.employment.gov.au/documents/standards-training-packages>>.

Endorsed components

| Product | Description |
|--------------------------------|---|
| Qualification | A qualification combines the skills standards (called units of competency) into meaningful groups that meet workplace roles and align to the Australian Qualifications Framework (AQF). |
| Unit of competency | A unit of competency describes the requirements for effective performance in a discrete area of work, work function, activity or process. They specify the standard against which training delivery and assessment of competency can take place. |
| Assessment requirements | Assessment requirements accompany each unit of competency and include the performance evidence, knowledge evidence and conditions for assessment. |
| Credit arrangements | Credit arrangements provide details of existing arrangements between training package qualifications and higher education qualifications in accordance with the AQF. Note: There are currently no nationally applicable credit arrangements between any Skills Impact training package qualification and higher education qualification. |

Non-endorsed components

| Product | Description |
|-------------------------|---|
| Skill set | A skill set addresses a particular industry need or a licensing or regulatory requirement. A skill set is not endorsed but includes endorsed units of competency. |
| Companion volume | This general term refers to any product (including this Implementation Guide) which supports training and assessment. |

Training package development

Training packages are developed through a process of national consultation with industry. There are some key stakeholders that drive training package development.

Key stakeholder roles³

| | |
|--|--|
| COAG Industry and Skills Council (CISC) | The CISC is the ministerial council responsible for industry and skills. The CISC provides a forum for intergovernmental collaboration and decision-making about industry competitiveness, productivity and labour market pressures, and skills development and national training arrangements, including training packages. |
| The Australian Industry and Skills Committee (AISC) | The AISC was established by the CISC in 2015 to provide industry leadership within the national training system. As well as setting the priorities for the review of training packages in a national review schedule, the AISC approves training packages for implementation. |
| Industry Reference Committees (IRCs) | IRCs are the key industry advisory bodies to the AISC. They are made up of people who are experts in their particular industry sectors. IRCs drive the process of training package development so that the qualifications and units of competency are aligned with modern work practices. |
| Skills Service Organisations (SSOs) | SSOs are funded by the Australian Government to provide technical, operational and secretariat support to IRCs. SSOs assist IRCs to identify the skills required for jobs. Under the direction of the IRCs, SSOs develop and review compliant training packages that meet industry needs. Skills Impact is an SSO. |
| Government | The Australian Government supports the AISC and its network of IRCs and manages the SSOs. State and territory governments (referred to as State or Territory Training Authorities (STAs/TTAs)) canvass stakeholder views about training packages, provide implementation advice, identify issues and develop purchasing guides for training providers. |
| Vocational education and training regulators | The national VET regulator, the Australian Skills Quality Authority (ASQA), and two state-based VET regulators, Victorian Registration and Qualifications Authority (VRQA) and Western Australian Training Accreditation Council (WA TAC), regulate the training and assessment strategies and practices of registered training organisations. Their aim is to ensure consistency with the requirements of the endorsed components of training packages. |

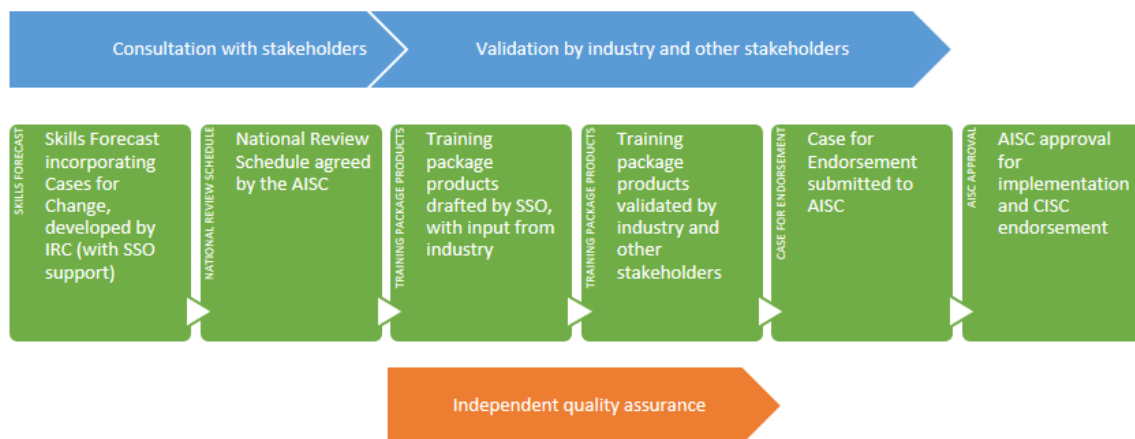
³ More information about key stakeholder roles is available on the AISC website < <https://www.aisc.net.au> >.

The development process

The process used to develop and endorse training packages is based on the following principles:

- open and inclusive industry participation in development, validation and endorsement of training packages
- strong stakeholder engagement and the opportunity for industry to drive change
- highly responsive and capable of meeting industry needs and priorities for new skills
- clear and transparent arrangements for resolving contentious issues
- accountability of all stakeholders for the role that they play in the process.

The diagram summarises the process of training package development. ⁴



⁴ The training package development and endorsement process policy can be downloaded from the Department of Education, Skills and Employment website < <https://docs.employment.gov.au/documents/training-package-development-and-endorsement-process-policy-0>>

Contents of this training package

The *FBP Food, Beverage and Pharmaceutical Training Package* contains AQF aligned qualifications, skill sets and units of competency.

Prerequisite requirements

Some units of competency have prerequisite requirements. This means that an individual must be competent in the prerequisite unit(s) of competency before undertaking any assessment in the unit containing the prerequisite(s).

Imported units

Qualifications include units of competency from different training packages, including:

- AHC Agriculture, Horticulture and Conservation and Land Management Training Package
- AMP Australian Meat Processing Training Package
- BSB Business Services Training Package
- CPC08 Construction, Plumbing and Services Training Package
- FSK Foundation Skills Training Package
- HLT Health Training Package
- MEM05 Metal and Engineering Training Package
- MSL Laboratory Operations Training Package
- MSM Manufacturing Training Package
- MSS Sustainability Training Package
- PMA Chemical, Hydrocarbons and Refining Training Package
- PMC Manufactured Mineral Products Training Package
- RII Resources and Infrastructure Industry Training Package
- SIR Retail Services Training Package
- SIT Tourism, Travel and Hospitality Training Package
- TAE Training and Education Training Package
- TLI Transport and Logistics Training Package
- UEP12 Electricity Supply Industry – Generation Sector Training Package.

Please refer to the *FBP Food, Beverage and Pharmaceutical Training Package Implementation Guide Release 6.0 Part 2: Component Details* file for lists of:

- qualifications, skill sets and units of competency in the training package
- units of competency with prerequisite requirements
- imported units of competency.

This file can be downloaded from VETNet at:

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>.

Mapping information

Mapping to previous versions of a training package can be useful for delivery and assessment because it:

- outlines the changes between current and previous versions of qualifications, skill sets and units of competency
- states whether the vocational outcomes of the current and previous versions of units of competency and qualifications are equivalent or not equivalent
- shows any components that have been added to, or removed from, the training package.

Note: The mapping tables are summary documents only and cannot be used alone to determine an individual's competence.

Please refer to the *FBP Food, Beverage and Pharmaceutical Training Package Implementation Guide Release 6.0 Part 2: Component Details* file for details of mapping between previous and current qualifications, skill sets and units of competency. This file can be downloaded from VETNet at: <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>.

Registered Training Organisation (RTO) use

An RTO may use the mapping information to help design training and assessment strategies, including recognition of prior learning (RPL) systems. In addition to the mapping information, RPL processes must take into account other evidence of current competency, for example, how long ago an individual was awarded a superseded unit of competency and current work experience.

Employer use

An employer may use the mapping information to determine any gaps between a qualification held by workers and the current expectations of a job role. If gaps in skills and/or knowledge are identified, this could assist in planning professional development activities.

How equivalence is determined

Units of Competency

The training package developer determines equivalence based on the definition provided in the *Training Package Products Policy*⁵ which state that:

“Training package developers are responsible for mapping units and determining their equivalence status.

- Where a unit of competency is superseded and the workplace outcome of the unit has changed, the superseding unit must be deemed ‘Not Equivalent’.
- The workplace outcome can be determined to have changed when the skills and knowledge (reflected through the elements, performance criteria and assessment requirements) required to achieve the workplace outcome of the superseded and superseding units cannot be mapped to each other.
- Determinations of ‘Not Equivalent’ may also be used to support licensing, regulatory, legislative or certification requirements. The equivalence table must list the units of competency and clearly identify the status of each unit according to the following categories:
 - **Equivalent** - the workplace outcomes of the superseded and superseding units are equivalent
 - **Not Equivalent** - the workplace outcomes of the superseded and superseding units are not equivalent (refer Section 2.5)
 - **Newly created** - the unit has been created to address an emerging skill or task required by industry
 - **Deleted** - the unit is deleted as the skill or task is no longer required by industry”

If two units are determined to be equivalent, an RTO can recognise an ‘old’ unit as satisfying the outcomes of a new unit (including RPL). However, an RTO cannot assume that no changes are needed for the training and assessment of the new unit.

If a unit of competency is not equivalent to its predecessor, this means that there are significant changes in the new unit. These changes would need to be addressed, for example, through training, providing additional RPL evidence.

⁵ The policy is available from the Department of Education, Skills and Employment website at <<https://docs.employment.gov.au/system/files/doc/other/tppp.pdf>>

Qualifications

'Training package developers are responsible for mapping qualifications and determining their equivalence status.

- Where a qualification is superseded and the occupational outcome and/or the AQF level of the qualification has changed, the superseding qualification must be deemed 'Not Equivalent'.
- The occupational outcome can be determined to have changed when the skills and knowledge required to achieve the occupational outcome of the superseded and superseding qualifications cannot be mapped to each other.
- Determinations of 'Not Equivalent' may also be used to support licensing, regulatory, legislative or certification requirements.
- The equivalence table must list the qualifications and clearly identify the equivalence status of each qualification according to the following categories:
 - **Equivalent** - the occupational outcomes of the superseded and superseding qualifications are equivalent
 - **Not Equivalent** - the occupational outcomes of the superseded and superseding qualifications are not equivalent
 - **Newly Created** - the qualification has been created to address an original skill or occupational outcome required by industry
 - **Deleted** - the qualification is deleted as the skill or occupational outcome is no longer required by industry.'

Superseded and deleted training package products

A product is **superseded** when another training product replaces it. This happens if the skill needs of industry change so training package developers need to alter a qualification, unit of competency or skill set.

A product is **deleted** when another training product does not replace it. This happens if industry determines that there is no longer sufficient demand for a qualification, unit of competency or skill set. Note that a unit of competency is only deemed **deleted** when it has been removed from all qualifications and/or skill sets in its host training package.

Please note that 'deleted' units and qualifications are not actually removed from training.gov.au, however they will no longer be considered part of the VET delivery system and will not be funded for delivery. They are marked as deleted and can still be used for the design and delivery of non-funded and non-accredited training.

The rules around the use of superseded and deleted products for training purposes are in Clause 1.26 of the *Standards for Registered Training Organisation (RTOs) 2015*.

ASQA has a useful guide that explains how to manage the transition from superseded and deleted training products. This can be accessed from: <https://www.asqa.gov.au/standards/chapter-4/clauses-1.26-1.27>.

Coding conventions

There are agreed conventions for the national codes used for training packages and their components.

Training package codes

Each training package has a unique three-letter national code assigned when the Training Package is endorsed, for example, FBP is the code used for the *Food, Beverage and Pharmaceutical Training Package*.

The practice of assigning two numbers to identify the year of endorsement is no longer used as it is not consistent with national policy.

Qualification codes

Within the training package, each qualification has a unique eight-character code that is used to identify the qualification, along with its title. The table explains the format of a qualification code for the *Food, Beverage and Pharmaceutical Training Package*.

| Identifiers | Description | Example for FBP30121 |
|-----------------------------|---|----------------------|
| Training package identifier | Three letters | = FBP |
| AQF level identifier | One number identifying the Australian Qualifications Framework level | = 3 |
| Sequence identifier | Two numbers identifying the sequence of the qualification at that level in the Training Package | = 01 |
| Version identifier | Two numbers identifying the year in which the qualification was endorsed. | = 21 |

Unit of competency codes

Within the training package, each unit of competency has a unique code (up to 12 characters). The code, as well as the title, is used to identify the unit of competency. The table explains the format of a unit of competency code for the *Food, Beverage and Pharmaceutical Training Package*.

| Identifiers | Description | Example for FBPRBK3001 |
|-----------------------------|--|------------------------|
| Training package identifier | Three letters | = FBP |
| Sector identifier | Two to four letters | = RBK (retail baking) |
| AQF level indicator | One number that is a guide as to the type and depth of skills and knowledge described in the unit. This identifier is loosely tied to the Australian Qualifications Framework and can range from 1 (indicates Certificate 1) to 8 to (indicates Graduate Certificate/Graduate Diploma) | = 3 |
| Sequence identifier | The final numbers identify the sequence of the unit in the particular unit sector and AQF level, and allows each unit to have a unique code | = 001 |
| Cross sector unit | Cross-sector units must have 'X' as the final character | = X |

Under the *Standards for Training Packages*, units of competency no longer include a version identifier (e.g. A, B, C). In training.gov.au the release history of each unit is shown in both the web view of the unit and in the unit modification history and mapping tables.

Key work and training requirements in the industry

The food, beverage and pharmaceutical product manufacturing industry includes four main sectors: food processing and manufacturing, beverage manufacturing, pharmaceutical manufacturing, and wholesaling/retailing of the above. Each of these sectors has a range of sub-sectors.

In general, the sectors are characterised by a large number of small and medium-size producers who are producing for local or niche markets, and a smaller number of large producers who are often multinational companies and operating globally.

A significant number of the workforce occupies roles specific to:

- factory process workers such as food/beverage process workers, packers, product assemblers and product quality controllers; and
- food trade workers such as bakers and pastry cooks.

A significant portion of the workforce is also employed to undertake more general roles, such as specialist managers (i.e. business administration, marketing and sales, production, supply and distribution), clerical and administrative work, and sales.

Various sectors within the industries are highly regulated, some more so than others, driving the need to review and update, or develop new, units of competency ensuring training package components reflect current regulatory requirements.

Key macro forces that currently challenge and provide opportunities for these four industry sectors include:

- global food security significance and higher food demand in expanding markets, such as the Asia Pacific region, reflected also in a number of government policies aimed at facilitating the sector's growth
- the range of therapeutic goods reforms, which is expected to encourage innovation and provide patients with faster and early access to lifesaving, innovative medicines
- climate change and its effects on the upstream sectors, which create both challenges and opportunities for many food processing sectors to increase collaboration with the supply chains; these partnerships will aim to support decisions and development of more resilient crop varieties and large-scale farming systems
- export growth of food, beverage and pharmaceutical products and clear customer trends, which provide opportunities for businesses to achieve greater adaptation of products to more diversified markets; and, where there is the greatest potential for value-adding, develop targeted marketing of different product qualities to market segments
- ongoing development of enabling technologies that allow for more efficient and sustainable food, beverage and pharmaceutical processing, integrated packaging, enhancement of the nutritional value of products and reduction of waste and water use.

Artisanal food and beverages

Artisanal food and beverage products are premium, high-value products usually produced in a small business food or beverage production environment, usually on a small scale, where the provenance of the product is known, and where the production process is controlled, monitored and changed as required by the maker.

The impetus for the Artisanal Food and Beverage qualifications came from a recognition of many new business start-ups in this sector. Artisanal cheeses, beers, spirits and fermented foods and beverages are growing in popularity, and small entrepreneurial businesses are flourishing and employing staff. Small breweries, cideries, distilleries, food processors and farmhouse cheeseries across Australia have experienced substantial growth in production and continued growth in employee numbers is expected. The numbers of new independent enterprises and the trend to partner with larger producers will enable further growth and market penetration.

The following artisanal qualifications have been developed in response to these growing niche markets:

- *FBP40621 Certificate IV in Artisan Fermented Products*, offering specialisations in
 - Brewing
 - Distilling
 - Food and non-alcoholic beverages
- *FBP50321 Diploma of Artisan Cheesemaking*.

Further information about these artisan qualifications and advice on delivery and assessment can be found in the *Companion Volume User Guide: Artisanal Food and Beverages*, available on VETNet at <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>.

Food allergens

One of the main drivers for the Food and Beverage Processing project in FBP Version 6.0 has been the need to address allergen management in food processing, especially given that the data on recent food product recalls in Australia are predominantly allergen related (www.foodstandards.gov.au/industry/foodrecalls). Stakeholders have provided a consistent message to say that allergens need to be addressed through food safety. Typically, food allergen management has not been considered part of food safety and there needs to be a cultural shift to ensure that allergens are included under this banner. To that end, some units of competency have had requirements around food safety updated to include allergen management (usually within the Knowledge Evidence field).

Further to updates in current units, the following new units have been developed:

- FBPFYSY4003 Perform an allergen risk review
- FBPFYSY4004 Provide accurate food allergen information to consumers
- FBPFYSY5002 Develop an allergen management program
- FBPFYSY5004 Plan to mitigate food fraud.

These new units will be added to the elective banks of the following existing qualifications:

- FBP40421 Certificate IV in Food Science and Technology
- FBP50121 Diploma of Food Science and Technology
- FBP40621 Certificate IV in Artisan Fermented Products
- FBP50321 Diploma of Artisan Cheesemaking
- FBP50221 Diploma of Food Safety Auditing

A new skill set has also been developed to manage food allergens:

- FBPSS00052 Manage Allergens in Food Processing.

The language of allergens

It's important to note some of the language used around food allergen management. In some contexts, allergens are treated as a 'contaminant', like physical, microbiological or chemical contaminants in food processing. The Allergen Bureau takes the approach that some products may

be allergenic to some people and not others, and that often allergens are an intended ingredient in a processed food product. The VITAL (Voluntary Incidental Trace Allergen Labelling) Program is a standardised allergen risk assessment process for food industry, developed by the Allergen Bureau.

The VITAL Program produces a 'labelling outcome' that summarises the food allergens present in a food due to intentional inclusion as part of a recipe and where food allergens, present due to cross contact, should be included (or not) on the label in the form of the precautionary statement 'May be present: allergen x, allergen y.'

(<http://allergenbureau.net/vital>).

The Food Industry Guide to Allergen Management and Labelling, 2019, developed by the Australian Food and Grocery Council also explains:

Allergen risk review (as defined by the Allergen Bureau) is the thorough investigation of the allergen status of a food product. The investigation process identifies the presence of allergens that are intentionally formulated into a product and quantifies the risk of allergens which may be unintentionally present (cross contact allergens). This information can be used to create or update an AMP or for making allergen labelling decisions.

(https://www.afgc.org.au/wp-content/uploads/2019/10/FINAL-Food_Industry_Guide_to_Allergen_Management_and_Labelling_ANZ_2019_VD3.pdf)

Both guides (the Food Industry Guide to the VITAL Program, Version 3.0 and the Food Industry Guide to Allergen Management and Labelling) note the following definition:

Cross contact allergen: a residue or other trace amount of a food allergen that is unintentionally incorporated into another food. Cross contact sources can be from ingredients, raw materials, personnel, inadequate cleaning of equipment, or concurrent and/or co-located plants.

Based on this information, the new and revised units of competency included in the *FBP Food, Beverage and Pharmaceutical Training Package* Version 6.0, refer to 'cross contact allergens' rather than allergens as 'contaminants', wherever possible.

Parliamentary enquiry into allergens

During the project to develop units that address allergen management, the Parliamentary Inquiry into allergies and anaphylaxis was conducted. The recommendations in the final report include the following:

xxi

Recommendation 14

- 4.130 The Committee recommends that the Australian Government review all work, health and safety standards within vocational education training to ensure all food service and food preparation training modules include training on allergies and anaphylaxis, including the prevention of food cross contact.

The final report from the inquiry, titled 'Walking the allergy tightrope', is available at https://www.aph.gov.au/Parliamentary_Business/Committees/House/Health_Aged_Care_and_Sport/Allergiesandanaphylaxis/Report.

Food processing

Food processing work in Australia is carried out by several small, medium and large enterprises that focus on manufacturing confectionary, dairy products, meat, poultry and seafood products, beverages, egg-based products, fruit, vegetable, nut, herb and spice products. Much of the work is covered by Certificate II and III qualifications.

When considering Food Processing qualifications, stakeholders should consider the audience for which the qualifications are targeted, in keeping with the specifications set out in the Australian Qualifications Framework (AQF).

The *FBP10121 Certificate I in Food Processing* is designed for workers that are new to the food processing industry, and who will work under direct supervision.

The *FBP20121 Certificate II in Food Processing* is targeted at those who work in food or beverage processing carrying out operational type tasks under general supervision.

The *FBP30121 Certificate III in Food Processing* is targeted at those who work in operational roles in larger food processing sites, where the work is mainly automated and large scale. This does not preclude the qualification being delivered to those who work in smaller, more artisanal settings, providing the selection of units suits the client need and can be assessed in an appropriate setting, as specified in the Assessment Conditions of each unit.

The *FBP40321 Certificate IV in Food Processing* offers a pathway for those who work in food processing environments and/or those who may choose to progress from Certificate III qualifications. The work outcomes at this level focus on team leadership / quality production type roles and delivery and assessment is usually in a workplace environment.

Food safety auditing

Currently, regulatory food safety audits in Australia are covered by state/territory legislative frameworks that support the requirements of the National Food Safety Audit Policy, incorporating the Model Food Act, the Food Standards Code and the National regulatory food safety auditor guideline and policy (which incorporates the National Regulatory Food Safety Auditor Framework). The Framework specifies the competencies and educational and technical requirements required of food safety auditors to comply with policy.

The revised *FBP40421 Certificate IV in Food Science and Technology* offers a specialisation in Food Safety Auditing, which could provide a pathway from the *FBPSS0004 Food Safety Auditor Skill Set*, and into the *FBP50221 Diploma of Food Safety Auditing*. This Food Safety Auditing pathway was added to Version 2.0 of the *FBP Food, Beverage and Pharmaceutical Training Package* in a response to state government and industry concerns about the quality of food safety in the broader community, and to provide options for future regulators to set higher standards for food safety auditors.

These pathway qualifications provide options for those beginning work as food safety auditors, who typically have experience in working in food handling environments.

Users must refer to the National regulatory food safety auditor guideline and policy at: <http://foodregulation.gov.au/internet/fr/publishing.nsf/Content/publication-National-Regulatory-Food-Safety-Auditor-Guideline-and-Policy> for details.

Users must also note there are several other international standards and schemes in operation in the Australian food sales, processing and production arena. Auditors who work under these schemes usually require higher education qualifications and experience to be certified by bodies such as SAI Global, BSI Group and HACCP Australia.

Flour Milling

When considering Food Processing qualifications, stakeholders should consider the audience for which the qualifications are targeted, in keeping with the specifications set out in the AQF.

The FBP30121 Certificate III in Food Processing (Milling) is targeted at those who work in operational roles (mill operative) in grain processing mills, where the work is highly automated and large scale, and overseen by a head miller. This does not preclude the qualification being delivered to those who work in smaller, more artisanal settings, providing the selection of units suits the client need and the units can be assessed in an appropriate setting, as specified in the Assessment Conditions of each unit.

High Volume Baking

When considering whether to take up the revised qualification, stakeholders should consider the audience for which the qualifications are targeted, in keeping with the specifications set out in the Australian Qualifications Framework (AQF).

The FBP31121 Certificate III in High Volume Baking is targeted at those who work in high volume production baking sites, where the work is mainly automated and large scale. This does not preclude the qualification being delivered to those who work in smaller, more artisanal settings, providing the selection of units suits the client need and can be assessed in an appropriate setting, as specified in the Assessment Conditions of each unit.

General Manufacturing Practice (GMP) units

The revised versions of the FBP20121 Certificate II in Food Processing and the FBP30121 Certificate III in Food Processing now include core units that cover GMP:

- FBPOPR2096 Follow procedures to maintain good manufacturing practice in food processing
- FBPOPR3021 Apply good manufacturing practice requirements in food processing.

These units have been developed and added to qualifications in response to stakeholder feedback, highlighting that more and more purchasers of processed food products (e.g. supermarkets) require compliance with both GMP and HACCP quality systems. There was some discussion around the term 'GMP' vs 'prerequisite programs' and most stakeholders agreed that the term GMP was more broadly used and provides the appropriate focus for units of competency.

Repetition between core units in qualifications

During development, some stakeholders provided feedback to say that the new GMP units duplicated some content included in the food safety units (and both units are included in the core of the Certificate II and Certificate III in Food Processing). It is true that there is some cross-over, but each unit exists to cover different requirements.

Both GMP and HACCP are monitoring programs intended to ensure the safety of food. GMP is the 'first step' in that monitoring process and identifies a series of principles to be fulfilled to ensure food safety. GMP principles underpin HACCP, which is a more systematic monitoring approach identifying problems in food processing through analysis of critical control points.

The emphasis in the GMP units is to ensure the food processing work environment is safe and that workers' personal hygiene standards are maintained.

The emphasis in the food safety units is to ensure the work aligns with the HACCP plan (through systematic analysis at critical control points in the process), the Food Standards Code and the environmental plan.

It is also worth noting that the focus of the WHS units is about protecting one's self and other workers from potential risks and hazards within the workplace.

Some of the dot points in the Knowledge Evidence fields of the core units are similar and this is deliberate to ensure that the units can stand alone. When they are delivered as part of a qualification, the same dot points do not need to be repeated – they can be delivered once to cover the requirement of combined units.

Pharmaceutical Manufacturing Standards

The Australian Pharmaceuticals industry is a knowledge-based, technology-intensive industry comprising; bio-medical research, biotechnology firms, originator and generic medicines companies and service-related segments including wholesaling and distribution. With exports of \$3.9 billion in 2012-13, pharmaceuticals were one of Australia's major manufactured exports. The industry

employed approximately 16,500 people in manufacturing and spent around \$404 million on pharmaceutical manufacturing research and development (R&D) in 2011-12. The Australian complementary medicines industry has now reached sales of \$4.9 billion, having doubled over the past 10 years⁶.

Despite Australia's relatively small population, Australians consume large amounts of medicines. In 2012, pharmaceutical sales in Australia made up a significant share of the global market and ranked Australia as the twelfth largest consumer market.

The pharmaceuticals industry receives significant financial support from the Australian Government through the sales of medicines listed in the Pharmaceutical Benefits Scheme (PBS); and the R&D tax incentive.

Current data available from the Australian Pharmaceuticals Industry Data Card 2013, reports a steady increase of employment in the Australian Pharmaceutical Manufacturing Industry from 2008 to 2012. With employment of 16,465 being reported at the end of June 2012.

The main roles identified within the sector are:

- Equipment and Facility Cleaner
- Production Machinery Operator
- Packing Line Worker
- Production Worker
- Packaging Worker
- Team Leader
- Supervisor
- Quality Assurance
- Specialist technical roles
- Senior Managers.

Many of the staff employed in these roles are tertiary qualified, however there are specific skills required of these roles that are not covered by tertiary qualifications. In particular, there is a considerable amount of machine operation, logistics, and warehousing work involved in these roles (particularly at the lower levels) with this work being undertaken in the context of current Good Manufacturing Practice (GMP). GMP describes a set of principles and procedures that when followed helps ensure that therapeutic goods are of high quality. A basic tenet of GMP is that:

- quality cannot be tested into a batch of product
- quality must be built into each batch of product during all stages of the manufacturing process.

There are different codes of GMP, depending on the type of therapeutic good:

- [Good Manufacturing Practice for Medicines](#)
- [Good Manufacturing Practice for Human Blood and Tissues](#)

A different system, known as conformity assessment, is used to ensure that [medical devices](#) are of high quality. More information on GMP requirements is available at: <https://www.tga.gov.au/good-manufacturing-practice-overview>

⁶ Complementary Medicines Australia, 2018, Australia's Complementary Medicines Industry Snapshot 2018, p.3 <http://www.cmaustralia.org.au/resources/Documents/Australian%20Complementary%20Medicines%20Industry%20snapshot%202018_English.pdf>

The Pharmaceutical Manufacture qualifications and units of competency that are included in the *FBP, Food Beverage and Pharmaceutical Training Package* were initially redesigned in response to industry advice that the existing *FDF10 Food Processing Training Package* Pharmaceutical Manufacture components no longer aligned with the current industry roles and work functions. The redesigned Pharmaceutical Manufacture units and related assessment requirements covered the practical skills and knowledge required of the industry including the legislative GMP requirements of the Therapeutic Goods Administration (TGA). These requirements were not specified sufficiently in the previous version of these units.

In the *FBP Food Beverage and Pharmaceutical Training Package Version 5.0*, several units of competency were updated to create more flexibility so they can be utilised in bioprocessing manufacture. Bioprocessing in pharmaceutical manufacture is currently in high demand due to the COVID-19 pandemic. It is used to create testing kits and is hoped to eventually become the standard process for the manufacture of a COVID-19 vaccination.

Traditionally the Pharmaceutical Manufacture industry has employed newly graduated tertiary students (such as a bachelor's Degree in chemistry, Chemical Engineering or Pharmacy) to fulfil low level production and support roles, and then provided on the job training to develop specific workplace skills. However, as the industry has been experiencing growth it has identified that this employment model is not sustainable or flexible enough to meet industry needs.

The qualifications in this project have been designed to enable flexible direct entry. This will enable learners to come from a range of backgrounds and provide accessible pathways for new entrants to the industry that do not have higher education qualifications.

Retail Baking

The Retail Baking sector involves the commercial baking of bread, cake, pastry, biscuit and cookie products for sale in retail outlets, typically on the same premises where they are made. Business models include large-scale retail baking (supermarkets), franchise bakeries, small bakery chains, small to medium independent retail bakers and specialist bakeries and patisseries.

There is some overlap with the plant baking sector for those retail baking businesses that bake off-site (i.e. away from the retail outlet). However, these businesses can be distinguished from those in the Plant Baking sector by their smaller scale of operations and the diversity of baking products produced.

There is also some overlap with the hospitality sector for those businesses that could also be described as patisseries.

There are approximately 3,000 retail bakeries in Australia. Key job roles include:

- Baker's assistant
- Bread baker
- Pastry cook
- Baker
- Advanced bread baker
- Advanced pastry cook
- Advanced Baker
- Bakery supervisor.

In addition, there is wide acceptance of a combined skill in both bread baking and pastry cooking.

The Retail Baking sector qualifications and units of competency that were reviewed as part of *FBP Food Beverage and Pharmaceutical Training Package Version 1.0* were redesigned in response to industry advice that the existing *FDF10 Food Processing Training Package* Retail Baking components no longer aligned with current industry roles and work functions. Industry specifically requested the design of the qualification and units of competency should ensure people undertaking the qualifications are equipped with a broad and deep range of baking skills to enable them to work across a range of bakeries. The redesigned Retail Baking units and the related assessment requirements cover the practical skills and knowledge to make a broad range of baked products, which were not specified sufficiently in the previous version of these units.

Rice Processing

SunRice is the only rice processor in Australia making it the key stakeholder in the training of rice processing workers. The company comprises 10 business entities employing approximately 2,100 staff. In 2016, 204,184 tonnes of rice were harvested contributing to a revenue of more than \$1 billion. The volume of rice harvested is expected to double in 2017 resulting in growth in the workforce, and suitably trained staff are critical to the industry's ability to manage the anticipated increase in rice processing over the coming years.

Rice processing from paddy to brown or white rice is aligned to Australian rice growing as raw paddy rice is delivered from the field and cleaned and prepared through milling it to brown or white rice grains. Rice milling and processing is affected by seasonal variations of paddy rice growing in Australia. During periods of dry weather and reduced access to irrigation water, paddy rice from the farm declines and the demand for rice milling reduces, which in turn results in lower demand for milling operations and skilled milling staff.

The seasonal effects may last for a number of years depending on drought and weather conditions. Australian grown rice is currently in a growth phase following a period of prolonged drought. This means an increase in milling operations demand and a related increasing demand for skilled milling operations staff.

Other rice processing operations such as flour milling, rice cake manufacture, and rice retort manufacturing are less affected by local paddy production due to the availability of imported raw materials to continue this side of the rice-manufacturing sector. Demand for competent rice flour millers and production workers remains steady.

A review of the job roles in the transition of the Rice Processing qualifications and units of competency from the previous *ZRG00 Ricegrowers' Co-operative Limited Enterprise Training Package* to the *FBP Food Beverage and Pharmaceutical Training Package* identified the following key roles:

- Rice miller
- Rice flour miller
- Rice production worker
- Rice packaging worker
- Rice food manufacturing worker.

Sugar Milling

- The Australian sugarcane industry is one of Australia's largest rural industries, with sugarcane being Queensland's largest agricultural crop. Up to 35 million tonnes of sugarcane is crushed annually. This can produce up to 4.5 million tonnes of raw sugar, 1 million tonnes of molasses and 10 million tonnes of bagasse annually. Approximately 85% of raw sugar is exported, generating up to \$2.0 billion in export earnings.
- The industry's major product is raw crystal sugar, which is sold to refineries both domestically and abroad. Approximately 95% of the Australian sugar produced comes from Queensland, with the balance coming from northern New South Wales.
- Sugar mills are self-sufficient in energy, burning the sugar processing by-product bagasse (which is a renewable fuel) to generate electricity and steam for factory operations. In addition, more than half of the electricity generated (around 500 GWh in 2014) is exported to the electricity network, supporting electricity infrastructure and reducing greenhouse gas emissions from power generation. The use of renewable bagasse for the production of 'green' energy reduces the nation's greenhouse gas emissions by over 1.5 million tonnes annually.
- The sugar manufacturing sector is characterised by a small number of operators, which are a combination of publicly owned entities, private companies and cooperatives. Large producers include Australian-owned companies and global operators with a high level of vertical integration.
- Sugar processing facilities are located mainly along Australia's eastern coastline, from Mossman in far north Queensland to Grafton in northern New South Wales. There are

approximately 4,400 cane-farming entities growing sugarcane on a total of 380,000 hectares annually, supplying 24 mills, owned by 8 separate milling companies. Sugar refinery facilities operate from Port Melbourne in Victoria to Mackay in Queensland. Chocolate and confectionery producers are located in most Australian states, with the majority in metropolitan areas in New South Wales and Victoria.

Traceability

A driver for projects in version 6.0 of the *FBP Food, Beverage and Pharmaceutical Training Package* has been to address the issue of traceability. This driver relates to the high number of food recalls and the need for workers to understand how traceability systems are incorporated into operational food processing roles. To that end, the following units of competency have been developed within this project:

- FBPF3004 Participate in traceability activities (included in the core of the FBP30121 Certificate III in Food Processing)
- FBPF4005 Conduct a traceability exercise
- FBPF5003 Design a traceability system for food products.

As with the allergen-focussed units, these traceability-focussed units will be added to the elective banks of the following existing qualifications:

- FBP40421 Certificate IV in Food Science and Technology
- FBP50121 Diploma of Food Science and Technology
- FBP40621 Certificate IV in Artisan Fermented Products
- FBP50321 Diploma of Artisan Cheesemaking
- FBP50221 Diploma of Food Safety Auditing

A skill set has also been created:

- FBPS00053 Check Traceability of Food Products.

Wine Operations

The role of the VET sector in the wine industry to date is focused on 'wine operations' at the vocational level.

Work roles at the vocational level are based on five traditional sectors/specialisations in these areas:

- Viticulture (grape growing)
 - covering the grape growing cycle from propagation to harvesting
- Cellar Operations (wine making)
 - covering the manufacture of wine from raw product to cellaring
- Laboratory
 - covering the analysis, sampling and testing of production products
- Bottling and Packaging
 - covering the bottling and packaging of wine product
- Cellar Door Sales
 - covering the sales, promotion and merchandising of wine product.

The wine operations industry typically relies heavily on a highly skilled permanent workforce that is supplemented by a large proportion of itinerant workers during harvest and vintage. These itinerant workers are vital to the success of most large scale wineries, and require training, coordination and leadership to develop and perform to the levels of skill demanded by the industry. Job roles within these sectors align broadly with the Wine Industry Award 2010, with the exception of warehousing and supply, where work roles are covered in the Transport and Logistics Training Package.

Demand for wine products across quality categories varies, for both domestic consumption and export. In general, the lower/middle priced products dominate domestic sales, whereas there has been growth, especially in Asia, for premium brands. Increasing exports is a major strategic focus of

the industry, especially with Australian free trade agreements that have opened up markets and opportunities. Export growth has been erratic and is affected by the performance of global competitors. Despite the global competition, the industry has a strong vision for future growth based on innovation, technology and quality improvements across the sector.

The wine industry is broadly represented Australia wide, with significant areas covering:

- South Australia
(Barossa Valley, Clare Valley, Coonawarra, McLaren Vale)
- Victoria
(Swan Hill, Yarra Valley, Rutherglen, Mornington Peninsula)
- New South Wales
(Hunter Valley, Mudgee, Riverina)
- Western Australia
(Margaret River, Great Southern, Swan District)
- Queensland
(Granite Belt, Gold Coast Hinterland)
- Tasmania
(Tamar Valley, North West, Southern).

Industry feedback during development activities, and information from ABS and other Government agencies suggests a workforce characterised by the following:

- an essentially static labour market predicted over the next five years in occupations relevant to wine industry operations
- anticipated growth in tourism and hospitality-based occupations
- small increase in nursery workers whilst vineyard type employment may decline, which may be reflecting proposed increased use of technology
- a predicted decline in warehousing occupations, again possibility due to more automation.

Factors in the industry that are driving change in wine operations work roles include:

- continued drive for efficiency and productivity in the workforce
- development of innovation in processes and methods
- increased emphasis on wine as a customer focused industry, especially in sales and service
- continued response to environmental impacts and water availability
- development of leadership in the vineyard and production
- clear employment and qualification pathways.

Critical Skills for Recovery project

In April 2020 the Australian Industry and Skills Committee (AISC) Emergency Response Sub-Committee was established under the direction of the COAG Skills Council, to enable fast-tracked adjustments and training package products ensuring that Australia's VET sector can quickly respond to areas of critical workforce and skill needs during the COVID-19 pandemic.

(More information on the AISC Emergency Response Sub-Committee can be found on the website - <https://www.aisc.net.au/covid-19>)

Industry Reference Committees (IRCs) worked with the Emergency Response Sub-Committee to provide appropriate responses during the stages of the COVID-19 pandemic. These stages have been:

- Immediate crisis response
 - Identification of immediate training issues relating to workplace and campus-based training (completed April 2020)

- Identification and meeting skills needs of essential workforces (completed May 2020)
- Supporting training for worker movement and potential surge workforces to meet current needs
 - Analysis of the existence of training products and potential surge workforces (Completed May 2020)
 - Analysis of available infection control training (Completed June 2020)
- Support for workforce recovery
 - Critical Response Projects to create pathways for displaced workers (Completed September 2020)
 - Promotion of pathways for displaced workers (Completed September 2020).

Critical Response Projects – Skill Set for Pharmaceutical Manufacturing

Skills Impact proposals for Critical Response projects to the Australian Industry and Skills Committee (AISC), which outlined critical skills areas as a result of COVID-19. These projects described training package solutions to provide immediate support to workers displaced as a result of COVID-19, and those at risk of displacement, to quickly upskill or reskill in areas of current or forecast future jobs growth. The projects also sought to address any urgent and unmet skills needs of businesses as they sought to adjust to the significantly altered economic environment and transition to new opportunities.

In the *FBP Food, Beverage and Pharmaceutical Training Package* a new skill set for Pharmaceutical Manufacturing was approved as a Critical Skills for Recovery project. The new *Pharmaceutical Manufacturing Operator Induction Skill Set* addresses the foundation skills and knowledge required by workers entering the pharmaceutical manufacturing industry, especially those employed to work with bioprocessed products, such as vaccines and antibody testing devices. The skill set may also be useful for the medical technology manufacturing industry, particularly workers involved in manufacturing devices and equipment to meet various needs relating to COVID-19.

Pharmaceutical Manufacturing Operator Induction Skill Set was added to the *FBP Food, Beverage and Pharmaceutical Training Package* in Version 4.1.

Future needs

Each year, Skills Impact works on behalf of Industry Reference Committees (IRCs) to develop an *IRC Skills Forecast and Proposed Schedule of Work (IRC Skills Forecasts)*.

Through consultation with industry, *IRC Skills Forecasts* identify skills gaps, emerging skills needs and associated training needs for industry, and determine whether there is a need to change training packages. The *IRC Skills Forecasts* propose a plan for reviewing and developing the relevant units, skill sets and qualifications and they are submitted annually (usually in April) to the [Australian Industry Skills Committee](#) (AISC) for its consideration and approval.

The AISC draws on information from Skills Forecasts to prepare and update the *National Schedule*. The *National Schedule* provides details of all training package review and development work currently underway and work commissioned by the Australian Industry and Skills Committee (AISC).

The Food, Beverage and Pharmaceutical Industry Reference Committee is responsible for the *FBP Food, Beverage and Pharmaceutical Training Package*. *IRC Skills Forecasts* are available to view and download from the Skills Impact website <https://www.skillsimpact.com.au/irc-skills-forecasts/>.

Implementation information

'Food' versus 'food and beverages' language

During the work carried out to develop components for the artisanal food and beverage project, the team proposed changing the language in some existing units of competency, so that 'food' became 'food and beverages', including in some existing unit titles. Industry stakeholders pointed out that the FSANZ Food Standards Code covers both food and beverages (a 'beverage' is a 'food'), so users are encouraged to use that 'definition' for existing units. This means that title changes to existing units were not required.

Users should note that references to 'food' in new and existing training package components, cover 'beverages' as well.

Food (and beverage) and feed safety requirements

Many units of competency specify the need to work according to food safety requirements. In keeping with the approach taken by Food Standards Australia and New Zealand (FSANZ) in the Food Standards Code, 'food' can apply to 'feed' for animals, and 'food' encompasses 'beverages', depending on the context.

Industry sectors and occupational outcomes of qualifications

The *FBP Food, Beverage and Pharmaceutical Training Package Version 6.0* includes the following industry sectors.

| Code | Unit Sector |
|------|------------------------------|
| AUD | Food Safety Auditing |
| BEV | Beverages |
| BPG | Bottling and Packaging |
| CDS | Cellar Door Sales |
| CEL | Cellar Operations |
| CHE | Cheese |
| CON | Confectionery |
| DPR | Dairy Processing |
| EGG | Egg |
| FAV | Fruit and Vegetable |
| FST | Food Science and Technology |
| FSY | Food Safety |
| GPS | Grocery and Product Supplies |
| GRA | Grain Processing |
| HVB | High Volume Baking |
| OIL | Edible Oils |
| OPR | Operational |
| PBK | Production Baking |

| Code | Unit Sector |
|------|--------------------------------|
| PHM | Pharmaceutical |
| PPL | People, Planning and Logistics |
| RBK | Retail Baking |
| SUG | Sugar |
| TEC | Technical |
| VIT | Viticulture |
| WHS | Work Health and Safety |
| WIN | Wine Operations |

Occupational outcomes of qualifications

The units of competency, skill sets and qualifications in *FBP Food, Beverage and Pharmaceutical Training Package* cover a diverse range of work activities within the industry.

The following table lists the qualifications and provides an overview of occupational outcomes for each qualification.

| Qualification | Overview of occupational outcomes |
|--|---|
| <p>Diploma</p> <ul style="list-style-type: none"> ▪ FBP50121 Diploma of Food Science and Technology ▪ FBP50221 Diploma of Food Safety Auditing ▪ FBP50321 Diploma of Artisan Cheesemaking | <p>The Diploma qualification reflects the role of individuals who apply integrated technical and theoretical concepts in a broad range of contexts and undertake skilled or paraprofessional work. The Diploma is suitable for supervisors, managers and specialist job roles. The Diploma serves also as a pathway for further learning.</p> |
| <p>Certificate IV</p> <ul style="list-style-type: none"> ▪ FBP40221 Certificate IV in Baking ▪ FBP40321 Certificate IV in Food Processing ▪ FBP40421 Certificate IV in Food Science and Technology ▪ FBP40518 Certificate IV in Pharmaceutical Manufacturing ▪ FBP40621 Certificate IV in Artisan Fermented Products | <p>The Certificate IV qualification reflects the role of individuals to undertake work in varied contexts using a broad range of specialised knowledge and skills. Certificate IV is suitable for senior workers and technicians who supervise or lead teams. Certificate IV also serves as a pathway for further learning.</p> |
| <p>Certificate III</p> <ul style="list-style-type: none"> ▪ FBP30121 Certificate III in Food Processing ▪ FBP30321 Certificate III in Cake and Pastry ▪ FBP30421 Certificate III in Bread Baking ▪ FBP30521 Certificate III in Baking ▪ FBP30721 Certificate III in Rice Processing ▪ FBP30821 Certificate III in | <p>The Certificate III qualification reflects the role of individuals required to apply a broad range of knowledge and skills in varied contexts and undertake skilled work. Certificate III is suitable for experienced operators, technicians and trades workers. Certificate III serves also as a pathway for further learning.</p> |

| | |
|--|---|
| <p>Pharmaceutical Manufacturing</p> <ul style="list-style-type: none"> ▪ FBP30921 Certificate III in Wine Industry Operations ▪ FBP31018 Certificate III in Sugar Milling Industry Operations ▪ FBP31121 Certificate III in High Volume Baking | |
| <p>Certificate II</p> <ul style="list-style-type: none"> ▪ FBP20121 Certificate II in Food Processing ▪ FBP20221 Certificate II in Baking ▪ FBP20418 Certificate II in Pharmaceutical Manufacturing ▪ FBP20521 Certificate II in Wine Industry Operations ▪ FBP20618 Certificate II in Sugar Milling Support | <p>The Certificate II qualification reflects the role of individuals who undertake mainly routine work. Generally, Certificate II is used as an induction into the industry and is aligned to operator, production and assistant roles. Certificate II serves also to offer a pathway for further learning.</p> |
| <p>Certificate I</p> <ul style="list-style-type: none"> ▪ FBP10121 Certificate I in Food Processing ▪ FBP10221 Certificate I in Baking | <p>The purpose of Certificate I qualifications is to provide individuals with basic functional knowledge and skills to undertake work, further learning, and community involvement in the industry. Certificate I may be used as an induction into to the industry.</p> |

Occupational outcomes for industry sectors

The following tables provide a summary of typical occupational outcomes of each AQF qualification in each industry sector.

Artisanal food and beverages

| Qualification | Typical occupational outcomes |
|---|---|
| FBP40621 Certificate IV in Artisan Fermented Products | <ul style="list-style-type: none"> ▪ Lead brewer ▪ Lead distiller ▪ Fermented food/beverage producer |
| FBP50321 Diploma of Cheesemaking | <ul style="list-style-type: none"> ▪ Artisan Cheesemaker |

Food processing

| Qualification | Typical occupational outcomes |
|---|--|
| FBP10121 Certificate I in Food Processing | <ul style="list-style-type: none"> ▪ Closely supervised food processing workers across a range of food processing sectors |
| FBP20121 Certificate II in Food Processing | <ul style="list-style-type: none"> ▪ Grain processing operator ▪ Dairy food processing operator ▪ Drinks processing operator ▪ Fruit and vegetable production worker (food processing) ▪ Poultry processing operator ▪ Plant baking assistant ▪ Packaging worker (food processing) ▪ Sales assistant (food processing) |
| FBP30121 Certificate III in Food Processing | <ul style="list-style-type: none"> ▪ Advanced packaging operator ▪ Advanced production operator ▪ Food processing operator (grain) ▪ Food processing technician (poultry) ▪ Salesperson (food processing) |
| FBP40321 Certificate IV in Food Processing | <ul style="list-style-type: none"> ▪ Quality control supervisor ▪ Production line manager ▪ Line supervisor/team leader ▪ Processing systems coordinator ▪ Environmental systems officer (food processing) |

Food Safety Auditing

| Qualification | Typical occupational outcomes |
|--|---|
| FBP50221 Diploma of Food Safety Auditing | <ul style="list-style-type: none"> ▪ Internal auditor ▪ Food safety auditor |

Food Science and Technology

| Qualification | Typical occupational outcomes |
|---------------|-------------------------------|
|---------------|-------------------------------|

| | |
|--|---|
| FBP40421 Certificate IV in Food Science and Technology | <ul style="list-style-type: none"> ▪ Food technologist ▪ Quality systems coordinator ▪ Food safety auditor ▪ Product development team member |
| FBP50121 Diploma of Food Science and Technology | <ul style="list-style-type: none"> ▪ Food product developer/designer ▪ Quality assurance supervisor/manager ▪ Operations manager ▪ Food product commercial manager ▪ Food technologist |

Grain processing

| Qualification | Typical occupational outcomes |
|---|---|
| FBP30721 Certificate III in Rice Processing | <ul style="list-style-type: none"> ▪ Rice miller ▪ Rice flour miller ▪ Rice production worker ▪ Rice packaging worker ▪ Rice food manufacturing worker |

Pharmaceutical Manufacturing

| Qualification | Typical occupational outcomes |
|--|--|
| FBP20418 Certificate II in Pharmaceutical Manufacturing | <ul style="list-style-type: none"> ▪ Equipment and facility cleaner ▪ Production machinery operator ▪ Packing line worker |
| FBP30821 Certificate III in Pharmaceutical Manufacturing | <ul style="list-style-type: none"> ▪ Production operator ▪ Packaging operator |
| FBP40521 Certificate IV in Pharmaceutical Manufacturing | <ul style="list-style-type: none"> ▪ Team leader ▪ Supervisor ▪ Quality assurance ▪ Specialist technical roles |

Production baking

| Qualification | Typical occupational outcomes |
|--|--|
| FBP31121 Certificate III in High Volume Baking | <ul style="list-style-type: none"> ▪ Bread plant production baker ▪ Bread plant production team leader |

Retail Baking

| Qualification | Typical occupational outcomes |
|---|---|
| FDF10221 Certificate I in Baking | <ul style="list-style-type: none"> ▪ Supervised baking assistant |
| FBP20221 Certificate II in Baking | <ul style="list-style-type: none"> ▪ Baker's assistant ▪ Bakery sales assistant |
| FBP30321 Certificate III in Cake and Pastry | <ul style="list-style-type: none"> ▪ Pastry cook |
| FBP30421 Certificate III in Bread Baking | <ul style="list-style-type: none"> ▪ Bread baker |
| FBP30521 Certificate III in Baking | <ul style="list-style-type: none"> ▪ Combined bread baker and pastry cook |
| FBP40221 Certificate IV in Baking | <ul style="list-style-type: none"> ▪ Advanced bread baker ▪ Advanced pastry cook ▪ Advanced baker ▪ Bakery supervisor |

Sugar Milling

| Qualification | Typical occupational outcomes |
|---|---|
| FBP20618 Certificate II in Sugar Milling Support | <ul style="list-style-type: none"> ▪ Assistant boiler operator ▪ Sugar mill process attendant ▪ Transport/cane train assistant ▪ Yard attendant |
| FBP31018 Certificate III in Sugar Milling Industry Operations | <ul style="list-style-type: none"> ▪ Boiler operator ▪ Sugar mill process worker ▪ Transport/cane train driver/controller ▪ Yard worker |

Wine Operations

| Qualification | Typical occupational outcomes |
|--|---|
| FBP20521 Certificate II in Wine Industry Operations | <ul style="list-style-type: none"> ▪ Bottling and packaging assistant or bottling and packaging line attendant ▪ Cellar door sales assistant or food and beverage attendant ▪ Cellar assistant ▪ Laboratory assistant ▪ Viticulture assistant or vineyard hand |
| FBP30921 Certificate III in Wine Industry Operations | <ul style="list-style-type: none"> ▪ Bottling and packaging operator ▪ Cellar door salesperson ▪ Cellar hand or cellar operator ▪ Laboratory technician ▪ Viticulture hand or vineyard operator |

Key features of the training package and the industry that will impact on the selection of training pathways

A *pathway* is the route or course of action taken to get to a destination. A *training pathway* describes learning activities or experiences used to attain the competencies needed to achieve career goals.

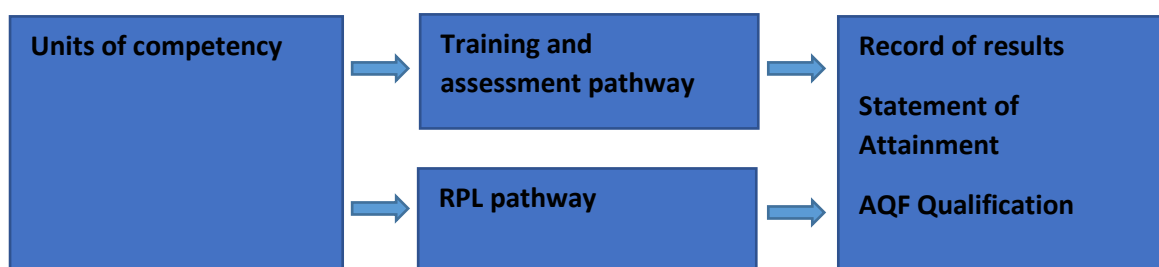
AQF Qualifications Pathways Policy Requirements

The AQF Qualifications Pathways Policy,⁷ as part of the Australian Qualifications Framework, supports students' lifelong learning by aiming to:

- recognise the multiple pathways that students take to gain AQF qualifications and that learning can be formal and informal
- enhance student progression into and between AQF qualifications, both horizontally (across AQF qualifications at the same level) and vertically (between qualifications at different levels).
- support the development of clear pathways in the design of qualifications.

Multiple pathways to gain qualifications

In line with requirements of the *AQF Pathways Policy*, the *FBP Food, Beverage and Pharmaceutical Training Package Training Package* allows for individuals to follow a training and assessment pathway, or recognition of prior learning (RPL) pathway (or combinations of each pathway) to complete the units of competency needed to be awarded a qualification. These pathways are shown in the following diagram.



Training and assessment pathway

Training and assessment pathways usually incorporate a mix of formal, structured training and workplace experience to build skills and knowledge together with formative and summative assessment activities through which individuals can demonstrate their skills and knowledge. Structured training and assessment courses may be conducted:

- face-to-face
- by distance or e-learning
- in the workplace.
- by combining face-to-face, distance, e-learning and/or workplace delivery.

⁷ The AQF Qualifications Pathways Policy is available to download from the Australian Qualifications Framework website: <<https://www.aqf.edu.au/aqf-policies>>

Recognition for Prior Learning (RPL) pathway

RPL acknowledges that individuals may already have the skills and knowledge required for all or part of a qualification. Individuals can gain credit towards a qualification by providing evidence of their current competency, which may have been gained through formal or informal learning, work experience or general life experience.

Australian apprenticeships/traineeships

Apprenticeships and traineeships are legally binding training arrangements, between an employer and employee, which combine training with paid employment. Australian Apprenticeships are delivered through a cooperative arrangement between the Australian Government, State and Territory Governments, industry employers and RTOs. Each State or Territory Training Authority (STA/TTA) is responsible for apprenticeships and traineeships in its jurisdiction.⁸

Industry stakeholders consider that the qualifications listed below may be suitable for delivery as apprenticeships/traineeships. Training package users are advised to contact the relevant STA/TTA for further advice.

- FBP20121 Certificate II in Food Processing
- FBP20221 Certificate II in Baking
- FBP20418 Certificate II in Pharmaceutical Manufacturing
- FBP20521 Certificate II in Wine Industry Operations
- FBP20618 Certificate II in Sugar Milling Support
- FBP30121 Certificate III in Food Processing
- FBP30321 Certificate III in Cake and Pastry
- FBP30421 Certificate III in Bread Baking
- FBP30521 Certificate III in Baking
- FBP30721 Certificate III in Rice Processing
- FBP30821 Certificate III in Pharmaceutical Manufacturing
- FBP30921 Certificate III in Wine Industry Operations
- FBP31018 Certificate III in Sugar Milling Industry Operations
- FBP31121 Certificate III in High Volume Baking
- FBP40321 Certificate IV in Food Processing
- FBP40421 Certificate IV in Food Science and Technology
- FBP40518 Certificate IV in Pharmaceutical Manufacturing
- FBP40621 Certificate IV in Artisan Fermented Products
- FBP50321 Diploma of Cheesemaking.

⁸ The Australian Apprenticeships website has information about traineeships and apprenticeships. Visit <http://www.australianapprenticeships.gov.au> for more information. STA contact details are provided in the Links section of this Implementation Guide.

VET for secondary students

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school. Successful completion of a VET program provides a student with a nationally recognised AQF qualification (or particular units of competency), usually as part of a senior secondary certificate. VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work in partnership with RTOs.

The following qualifications may be suitable for delivery to secondary students. Training package users are advised to contact the relevant STA/TTA for further advice.

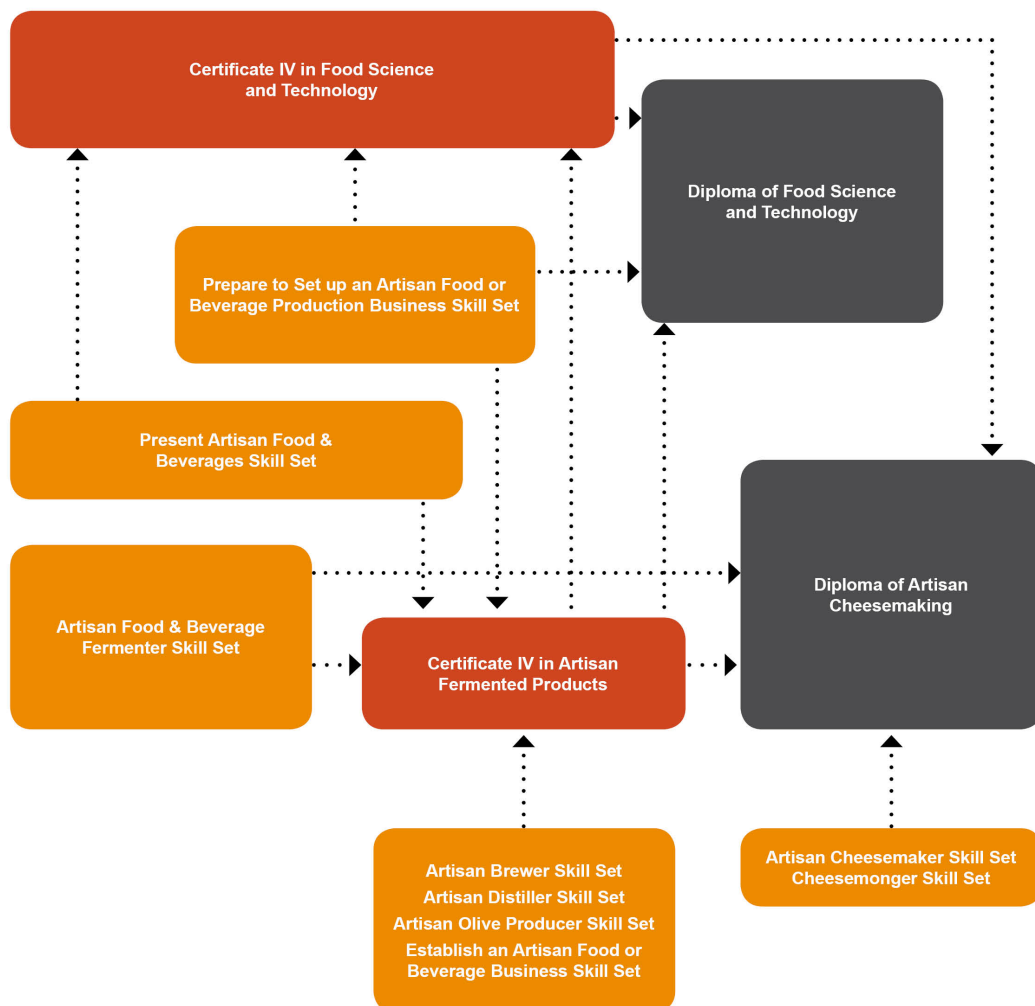
- FBP10121 Certificate I in Food Processing
- FBP10221 Certificate I in Baking
- FBP20121 Certificate II in Food Processing
- FBP20221 Certificate II in Baking
- FBP20418 Certificate II in Pharmaceutical Manufacturing
- FBP20521 Certificate II in Wine Industry Operations.

Progression between qualifications

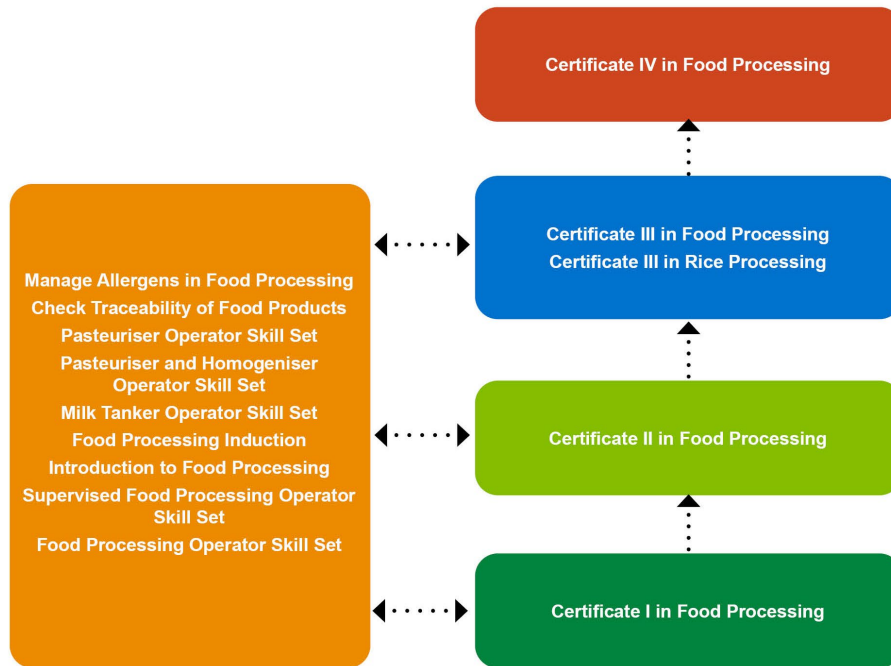
Qualifications have been designed to allow learners to progress into and between qualifications. The following diagram shows the various options for movement into and between qualifications in the *FBP Food, Beverage and Pharmaceutical Training Package*.

There are currently no formal national credit arrangements for FBP qualifications and higher education qualifications.

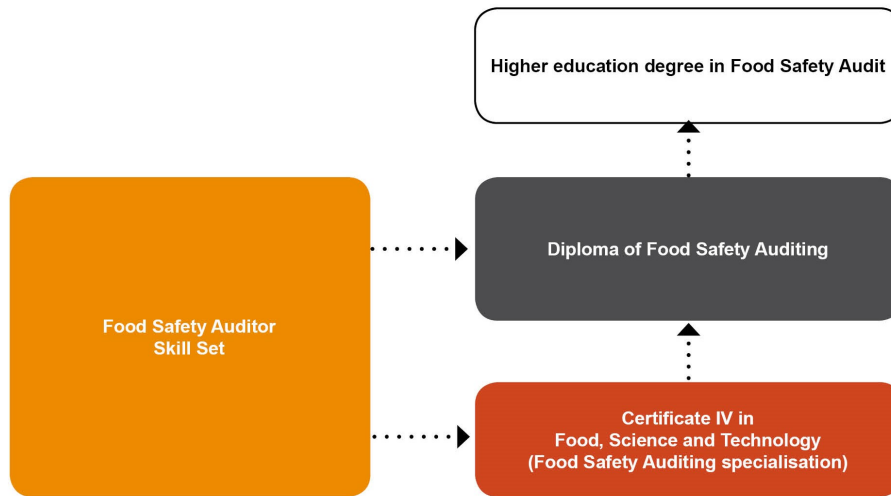
General Artisan Food & Beverages Pathways



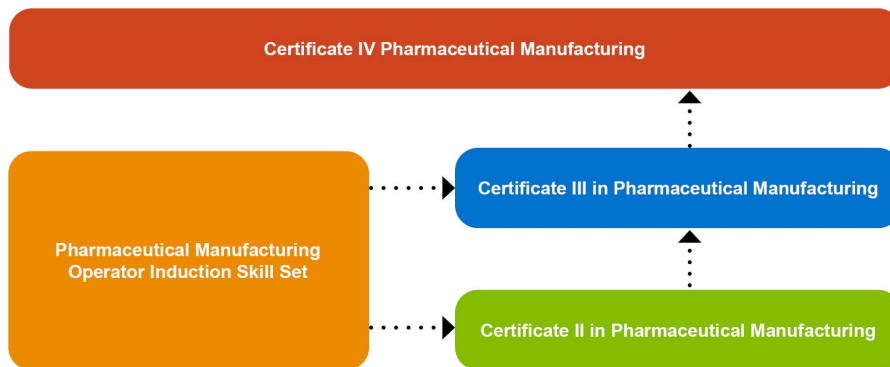
Food Processing Pathways



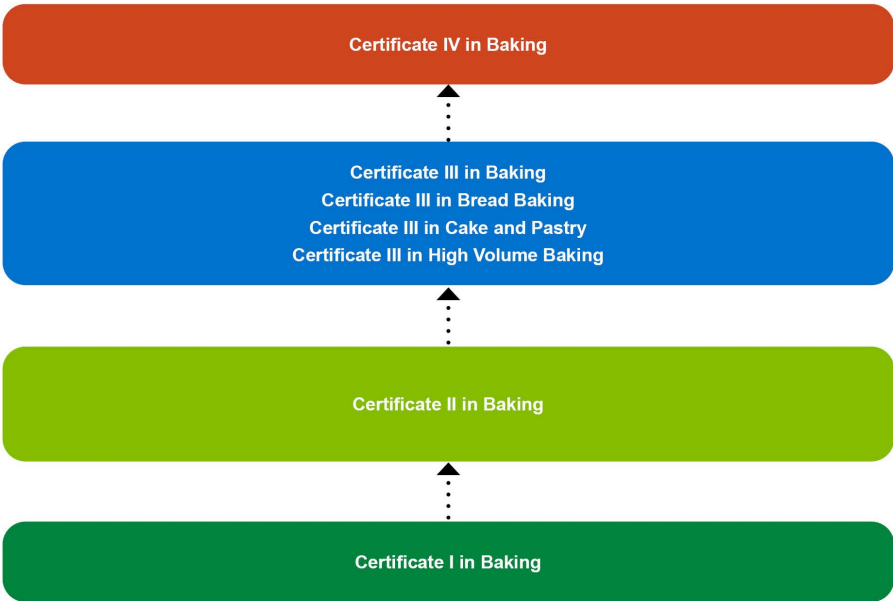
Food Safety Auditing Pathways



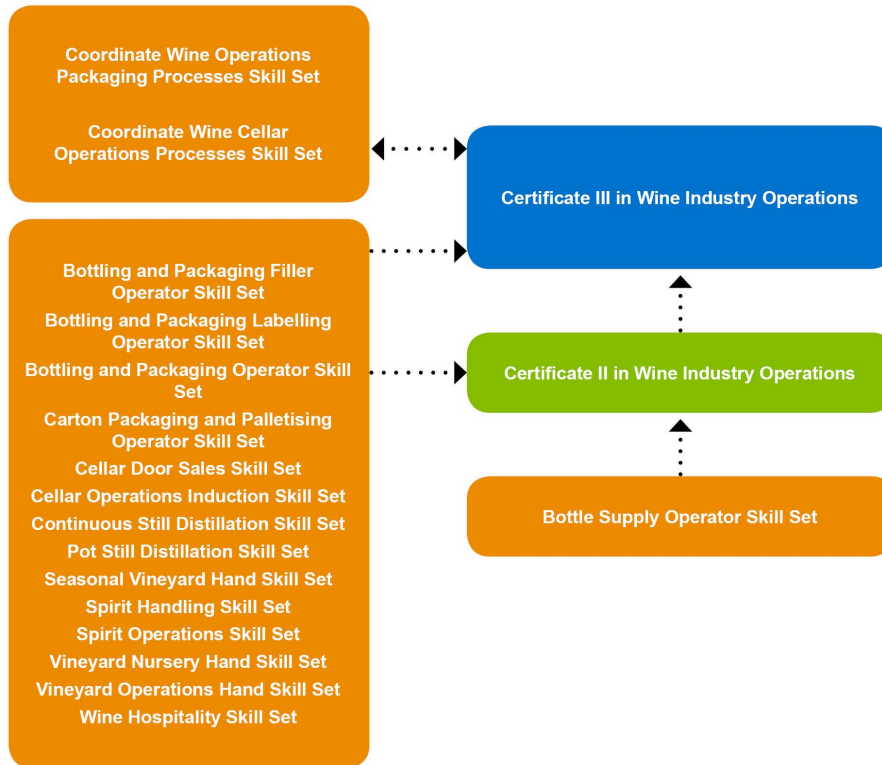
Pharmaceutical Manufacturing Pathways



Baking Pathways



Wine Operations Pathways



Entry requirements for qualifications

Any specific entry requirement for qualifications in the *FBP Food, Beverage and Pharmaceutical Training Package* are included in each qualification. These entry requirements ensure an individual has the skills and knowledge required to undertake the qualification.

The table provides a summary of the qualification with particular entry requirements.

| Qualification | Entry requirements |
|-----------------------------------|---|
| FBP40221 Certificate IV in Baking | To commence this qualification an individual must have: <ul style="list-style-type: none"><li data-bbox="603 517 1318 584">▪ completed a Certificate III qualification in a field of study related to commercial baking, or <ul style="list-style-type: none"><li data-bbox="603 651 1396 719">▪ at least 3 year's full time relevant employment in a commercial baking environment. Note: Certificate III in Patisserie is included as a Certificate III qualification related to commercial baking. |

Selecting electives to enable different occupational outcomes

Qualifications include elective units that should be selected according to the needs of the learner. The choice of elective units may be negotiated between the learner and/or employer, and the RTO conducting the training program.

Some qualifications allow electives to be selected from within the training package, and also from other training packages and accredited courses. Wherever they are selected from, elective units should provide a vocational focus for the qualification and be relevant to the:

- AQF qualification level
- job role
- work outcomes
- local industry needs
- area of specialisation (if required).

Mandatory requirements for specialisations

Some qualifications in the *FBP Food Beverage and Pharmaceutical Training Package* have been designed to allow specialisations. The area of specialisation can be included on a testamur to certify attainment of an AQF qualification as shown in the example.

| |
|---|
| <p>This is to certify that</p> <p>John Smith</p> <p>has fulfilled the requirements for</p> <p>FBP30817 Certificate III in Rice Processing (Rice Flour Miller)</p> |
|---|

Choosing electives for specialisations

| Qualification | Specialisation | Mandatory elective choices |
|--|---|---------------------------------------|
| FBP30121 Certificate III in Food Processing | Bottling and Packaging | Choose 5 from Group A |
| | Brewing | Choose 5 from Group B |
| | Confectionery | Choose 5 from Group C |
| | Edible Oils (refining or cold pressing edible oils) | Choose 5 from Group D |
| | Dairy Processing (cheese, powder and/or milk) | Choose 5 from Group E |
| | Distilling | Choose 5 from Group F |
| | Milling | Choose 5 from Group G |
| | Quality (for operator roles) | Choose 5 from Group H |
| | Non-alcoholic Beverages (fruit juice, cordial) | Choose 5 from Group I |
| | Pet Food (companion animals) | Choose 5 from Group J |
| | Sales | Choose 5 from Group K |
| Stock Feed | Choose 5 from Group L | |
| FBP30821 Certificate III in Rice Processing | Rice Miller | A minimum of 3 electives from Group B |

| Qualification | Specialisation | Mandatory elective choices |
|---|----------------------------------|---------------------------------------|
| | Rice Flour Miller | A minimum of 3 electives from Group C |
| | Rice Product Manufacturer | A minimum of 3 electives from Group D |
| | Rice Receival and Storage | A minimum of 3 electives from Group E |
| FBP30921 Certificate III in Wine Industry Operations | Bottling and Packaging | A minimum of 6 electives from Group A |
| | Cellar Door | A minimum of 6 electives from Group B |
| | Cellar Operations | A minimum of 6 electives from Group C |
| | Laboratory | A minimum of 6 electives from Group D |
| | Viticulture | A minimum of 6 electives from Group E |
| FBP40221 Certificate IV in Baking | Advanced bread baker | A minimum of 5 electives from Group A |
| | Advanced pastry cook | A minimum of 6 electives from Group B |
| FBP40421 Certificate IV in Food Science and Technology | Food Safety Auditing | All electives from Group A |
| FBP40621 Certificate IV in Artisan Fermented Products | Brewing | All electives from Group A |
| | Distilling | All electives from Group B |
| | Food and non-alcoholic beverages | All electives from Group C |

RTOs will need to decide whether to 'gear up' to deliver one or more of the optional specialisations that are included in the FBP30121 Certificate III in Food Processing has been updated to include optional specialisations covering:

- Bottling and Packaging
- Brewing
- Confectionery
- Dairy Processing (cheese, powder and/or milk)
- Distilling
- Edible Oils (refining or cold pressing edible oils)
- Milling
- Non-alcoholic Beverages (fruit juice, cordial)
- Pet Food (companion animals)
- Quality (for operator roles)
- Sales
- Stock Feed (cattle, horses, sheep, pigs, poultry, fish – animals that produce for human consumption).

These specialisations will allow RTOs to award learners a qualification that lists a specialisation, where appropriate.

Training package delivery and assessment

RTOs must ensure that both training and assessment complies with the relevant standards⁹. In general terms, training and assessment must be conducted by individuals who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

Assessors of some units of competency may have to meet requirements in addition to those of the *Standards for Registered Training Organisations (RTOs) 2015/AQTF* requirements for assessors.

Check the *Assessment Conditions* section (provided in the assessment requirements that accompany each unit of competency) for specific assessor requirements.

Some specific considerations in relation to the FBP Food, Beverage and Pharmaceutical Training Package are included below.

A note about updates to units in Food Processing qualifications released in FBP Food, Beverage and Pharmaceutical Training Package Version 6.0:

Transitioning delivery

Many units have been revised and recoded through this project. RTOs will need to update training and assessment materials to ensure content is appropriate for the revised units.

Several units that were coded at AQF2 have been updated to reflect AQF3. All units that have undergone this change are deemed as equivalent to the previous version. This may impact on learners that are currently enrolled in the previous version of the qualification (FBP20117 Certificate II in Food Processing). If learners are not scheduled to complete training and assessment for the previous qualification before the transition date (12 months after endorsement), then RTOs will need to utilise the mapping information and identify whether learners will be transitioned into the FBP20121 Certificate II in Food Processing or the FBP30121 Certificate III in Food Processing, depending on which units have been selected for delivery.

⁹ RTOs regulated by Australian Skills Quality Authority (ASQA) must comply with the Standards for Registered Training Organisations (RTOs) 2015. RTOs regulated by the Western Australian Training Accreditation Council (WA TAC) or the Victorian Registration and Qualifications Authority (VRQA) must check with their regulator for current requirements.

Amount of training and volume of learning

RTOs must create a training and assessment strategy for delivery of AQF qualifications that reflects the complexity required of that qualification. An essential consideration in the training and assessment strategy is to ensure the amount of training provided is sufficient so that the learner can:

- meet the requirements of each qualification
- gain the skills and knowledge specified in the units of competency.

The amount of training involves all the formal learning activities provided to a learner, for example, classes, tutorials, field-work, lectures, online or self-paced study, as well as workplace learning. Training should take into account the need to allow learners to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

AQF qualifications differ in terms of their complexity. The complexity of a qualification is defined by:

- the breadth and depth of the knowledge
- skills required
- application of knowledge and skills, and
- the AQF volume of learning.

The AQF volume of learning describes how long a learner, without any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification level. The volume of learning includes all teaching, learning and assessment activities that are undertaken by the typical student to achieve the learning outcomes of the particular qualification.¹⁰

'Batches' for assessment

The Assessment Requirements of many processing-based units of competency require the candidate to "...produce at least one batch of [product] to meet specifications". The size of a batch, or the length of time taken to produce one batch will vary enormously for different products over different contexts. Some batches are small and produced in a few hours, others run over several days. The point of the requirements is for candidates to be assessed operating processing equipment for long enough to be able to cover all the elements and performance criteria in the units, to resolve problems as they arise, and to produce a 'reasonable amount' of product to ensure that it consistently meets the product specification. How much is a 'reasonable amount' will sometimes need to be determined by assessors, where a batch run covers several days.

The requirement must be more rigorous than turning equipment on for a short time and turning it off.

Assessors do not need to be present to watch the production of a whole batch, but they must observe key skills identified for assessment in the Performance Evidence. Where assessors cannot observe the performance of the production of a whole batch, the assessment may be supported by third party reports provided by a workplace supervisor.

¹⁰ Information sourced from Australian Government, ASQA, *Fact Sheet: Determining the amount of training*, <https://www.asqa.gov.au/sites/g/files/net2166/f/FACT_SHEET_Amount_of_training.pdf> viewed June 2017:

Access and equity considerations

An RTO's training and assessment practices should minimise any barriers to training and assessment by considering the individual needs of learners. Some needs that could affect an individual's participation in training and assessment include:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

While the design and content of this training package supports equitable access and progression for all learners, it is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individuals
- determine the needs of individuals and provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes for learners located at a distance from a campus location
- checking that materials are culturally appropriate for learners and amending, as necessary
- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

Reasonable adjustment for learners with disabilities

A legislative framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, RTOs must take steps to provide enrolled learners with recognised disabilities access to same training as learners without disabilities.

In some cases, 'reasonable adjustments' are made to the training environment, training delivery, learning resources and/or assessment tasks to meet the needs of a learner with a disability. An adjustment is 'reasonable' if it can accommodate the learner's particular needs, while also taking into account factors such as:

- the views of the learner
- the potential effects of the adjustment on the learner and others
- the costs and benefits of making the adjustment to the RTO.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.¹¹

¹¹ The *Disability Standards for Education, 2005* and accompanying guidance notes can be downloaded at <<http://education.gov.au/disability-standards-education>>.

Foundation skills in units of competency

Foundation skills are the ‘non-technical skills’ that individuals need so they can participate effectively in workplaces, in education and training, and in their communities.

Under the *Standards for Training Packages 2012*, training package developers must include foundation skills in units of competency, however, the method and format for doing this has not been prescribed.

In the *FBP Food, Beverage and Pharmaceutical Training Package* (and all training packages developed by Skills Impact) the foundation skills are shown in a table format as shown in the following example.

| Foundation Skills | |
|---|--|
| This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria. | |
| Skill | Description |
| Reading | <ul style="list-style-type: none"> ▪ Interpret recipes and ingredient labels ▪ Comprehend equipment operating instructions |
| Writing | <ul style="list-style-type: none"> ▪ Maintain production records using required format, language and structure |
| Numeracy | <ul style="list-style-type: none"> ▪ Calculate and measure ingredients ▪ Set cooking temperatures and timers |
| Navigate the world of work | <ul style="list-style-type: none"> ▪ Follow legislative and workplace requirements including food safety, quality and environmental requirements, associated with own role and area of responsibility |
| Get the work done | <ul style="list-style-type: none"> ▪ Plan own workload and monitor own progress against schedules and task requirements ▪ Make routine decisions directly related to task requirements ▪ Use digital technologies to set equipment parameters and to access information |

Frameworks used

The foundation skills are derived from two national frameworks:

- The *Australian Core Skills Framework* (ACSF) is used to identify learning, language, literacy and numeracy (LLN) skills.
- The *Core Skills for Work Developmental Framework* (CSfW) is used to identify employability/employment skills.

The skills included in these two frameworks are summarised in the table below.

| ACSF | CSfW | |
|--|----------------------------|---|
| Skills | Skills clusters | Skills or focus area |
| <ul style="list-style-type: none"> ▪ Learning ▪ Reading ▪ Writing | Navigate the world of work | <ul style="list-style-type: none"> ▪ Managing one’s own career and work life ▪ Understanding one’s own work role, and the associated rights and obligations |

| | | |
|--|----------------------|---|
| <ul style="list-style-type: none"> ▪ Oral Communication ▪ Numeracy | Interact with others | <ul style="list-style-type: none"> ▪ Communicating in the workplace ▪ Connecting and working with others ▪ Recognising, respecting and using diverse perspectives |
| | Get the work done | <ul style="list-style-type: none"> ▪ Planning and organising workplace tasks ▪ Making decisions ▪ Identifying and solving problems ▪ Being creative and innovate ▪ Working with digital systems/technologies |

The five skills from the ACSF are identified separately with descriptions explaining how the skill underpins the performance criteria. The three skill clusters from the CSfW are identified with descriptions explaining how the respective skill or focus area(s) underpin the performance criteria.

The foundation skills table in each unit:

- identifies applicable underpinning skills
- describes the application of each skill in the context of the performance criteria.

Only those foundation skills that **ARE NOT** explicit in the performance criteria appear in the foundation skills mapping table.

The foundation skills are an integrated part of the unit for training and assessment purposes. Therefore, it is important that users look closely at both the foundation skills and the performance criteria, to make sure that **all** foundation skills are considered during delivery and assessment.

Key legislative implications for implementation

Regulatory or licensing requirements are identified in the *Application* field of units of competency and the *Qualification description* field in qualifications. If there are no particular requirements, then the statement 'No occupational licensing, legislative or certification requirements apply to this unit/qualification at the time of publication' will appear.

Health and safety requirements

In general, health and safety requirements are addressed in specific work health and safety units of competency or embedded in particular units of competency in the *FBP Food, Beverage and Pharmaceutical Training Package*.

RTOs must make sure that delivery of health and safety content is contextualised to comply with the relevant legislation in the state/territory in which they are training. Details of state and territory regulators, together with some useful workplace health and safety organisations, have been included in the following tables.

State/Territory Regulators

| State/Territory | Regulating Body | Website |
|------------------------------|---|---|
| Australian Capital Territory | WorkSafe ACT | http://www.worksafe.act.gov.au |
| New South Wales | SafeWork NSW | http://www.safework.nsw.gov.au |
| Northern Territory | NT WorkSafe | http://www.worksafe.nt.gov.au |
| Queensland | Workplace Health and Safety Queensland (WHSQ) | http://www.worksafe.qld.gov.au |
| South Australia | SafeWork SA | http://www.safework.sa.gov.au |
| Tasmania | WorkSafe Tasmania | http://worksafe.tas.gov.au |
| Victoria | WorkSafe Victoria | http://www.worksafe.vic.gov.au |
| Western Australia | WorkSafe WA | http://www.commerce.wa.gov.au/WorkSafe |

National organisations

| Name | Function | Website |
|---|--|--|
| Safe Work Australia | Leads the development of national policy to improve work health and safety and workers' compensation arrangements across Australia. | http://www.safeworkaustralia.gov.au Model Code of Practice Confined Spaces https://www.safeworkaustralia.gov.au/system/files/documents/1705/mcop-confined-spaces-v3.pdf |
| Comcare | The Comcare scheme provides rehabilitation and workers' compensation and occupational health and safety arrangements for Australian Government employees and for the employees of organisations which self-insure under the scheme. | http://www.comcare.gov.au |
| National Industrial Chemicals Notification and Assessment Scheme (NICNAS) | NICNAS is the Australian Government regulator of industrial chemicals. NICNAS is responsible for: <ul style="list-style-type: none"> ▪ providing a national notification and assessment scheme to protect the health of the public, workers and the environment from the harmful effect of industrial chemicals, and ▪ assessing all chemicals new to Australia and those chemicals already used (existing chemicals) on a priority basis, in response to concerns about their safety on health and environmental grounds. | http://www.nicnas.gov.au |

Other legislative requirements

The Food and Beverage industry operates under a range of acts, regulations and/or industry standards. In general, food safety requirements are addressed in specific food safety units of competency or embedded in particular units of competency in the *FBP Food, Beverage and Pharmaceutical Training Package*.

RTOs must make sure that delivery of food safety content is contextualised to comply with the relevant legislation in the state/territory in which they are training. Details of state and territory regulators have been included below.

Products for oral use that are not regulated under the *Therapeutic Goods Act 1989* are likely to be regulated under food legislation. Food Standards Australia New Zealand (FSANZ) is the Commonwealth statutory authority responsible for developing food standards which make up the Australia New Zealand Food Standards Code (the Food Standards Code). The Food Standards Code is enforced by the states and territories which regulate the sale and supply of food within their respective jurisdictions.

The importation of food is regulated by the Australian Department of Agriculture and Water Resources under the *Imported Food Control Act 1992*.

More information is available from government departments with the responsibility food safety and regulations. Website details are listed in the following table.

| National/State/Territory | Department | Website |
|---------------------------------|--|---|
| National | Department of Agriculture and Water Resources | http://www.agriculture.gov.au |
| New South Wales Government | Food Authority | http://www.foodauthority.nsw.gov.au |
| Victorian State Government | health.vic | https://www2.health.vic.gov.au |
| Queensland Government | Queensland Health | https://www.health.qld.gov.au/public-health |
| Government of Western Australia | Department of Health | http://ww2.health.wa.gov.au |
| Government of South Australia | SA Health | http://www.sahealth.sa.gov.au |
| Tasmanian Government | Department of Health and Human Services | http://www.dhhs.tas.gov.au |
| ACT Government | ACT Health | http://health.act.gov.au/public-information |
| Northern Territory Government | Northern Territory Government information and services | https://nt.gov.au/industry/hospitality |

More information on the Foods Standards Code can found on the Food Standards Australia New Zealand (FSANZ) website: <http://www.foodstandards.gov.au>.

RTOs must address legislative and regulatory requirements when training and assessing units of competency that address artisanal food and beverage production. There are several Acts of parliament (both State and Commonwealth) that cover the production of food and beverages.

- *Excise Tariff Act 1921*
- *Excise Act 1901 and Excise Regulation 2015*
- *National Measurement Act 1960 and the National Trade Measurement Regulations 2009* (trade measurement law)
- Australia New Zealand Food Standards Code (FSANZ)
- State liqueur licensing and regulations
- Food business licences

Whether or not businesses require a business licence will depend on the type of business it is. Most businesses are not allowed to sell food to the public unless they are registered with their local council. Before opening a new business, operators should contact their local council to find out what the requirements are, including food safety requirements.

There are some food businesses that don't need to register with their local council. Most primary producers will need to register with certain industry regulators. PrimeSafe is the regulator for most businesses whose main activity is selling raw and processed meats, poultry and seafood and Dairy Australia has state bodies that regulate the dairy industry.

The Australian Taxation Office (ATO) regulate the payment of excise tax that applies to the production and sale of alcohol.

Wine Operations

The following legislative requirements are specific to Wine Operations (in addition to any other relevant national and state/territory requirements):

- Federal Wine Industry Legislation 'Wine Australia Act 2013'
<https://www.legislation.gov.au/Details/C2014C00371>

- Australian Taxation Office License for Stills and Alcohol
<https://www.ato.gov.au/Business/Excise-and-excise-equivalent-goods/Alcohol-excise/Spirits-and-other-excisable-beverages/Stills-and-distillation/>.

Users of this Implementation Guide are advised to keep up-to-date with changes to legislative requirements by checking with the relevant regulatory authority.

Training and assessing environments

The Assessment Conditions section of the Assessment Requirements states whether assessment must take place in a real workplace or whether an environment that 'accurately represents workplace conditions' can be used.

An environment that accurately represents workplace conditions is one which offers real life working conditions with the actual characteristics of that working environment, including equipment, interactions with other people and completion of tasks within timeframes, if these are requirements of the working environment.

Sometimes conducting training and assessment in a real workplace is not possible or practical. If conducting training and assessment in a non-workplace environment, trainers and assessors must make sure that learners have opportunities to complete tasks:

- to the quality standards, and within the acceptable timeframes, required by the industry
- in a manner that meets the industry's safety standards.

Assessment Conditions

The Assessment Conditions specify that the assessment of skills must be carried out in a 'food processing [or other specific] workplace or an environment that accurately represents workplace conditions'. This means an environment that is an actual workplace, or an environment that replicates a workplace fitted out with real work-like processing equipment, health and safety equipment, standard operating procedures, and workplace policies and procedures. This environment is not a domestic kitchen.

The information included in the Assessment Conditions field of Skills Impact Assessment Requirements, has a standard layout:

Assessment of skills must take place under the following conditions:

- physical conditions:
 - *[e.g. a food processing workplace or an environment that accurately represents workplace conditions]*
- resources, equipment and materials:
 - *[e.g. raw product]*
 - *[e.g. use of specific tools]*
 - *[e.g. use of specific items of personal protective equipment]*
- specifications:
 - *[e.g. use of specific workplace documents such as policies, procedures, processes]*
 - *[e.g. use of manufacturer's operating instructions for specific equipment, machinery, etc.]*
 - *[e.g. use of workplace instructions/job specifications/client briefs]*
- relationships:
 - *[e.g. client(s), customer(s)]*
 - *[e.g. team member(s), supervisor(s)]*
- timeframes:
 - *[e.g. according to time specified in job sheet].*

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Through the Food and Beverage processing project stakeholders have questioned the dot point that says 'relationships', saying that candidates do not really 'build relationships' with those identified under the dot point. The 'relationships' dot point is really intended to introduce the dot point/s below, so in some Food Processing units, what's required is that the candidate has interactions with his/her supervisor or with team members.

Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific sectors covered by this Training Package vary across each state and territory and can change from time to time. Contact the relevant state or territory department/s to check. STA/TTA contact details are provided in the Links section of this Implementation Guide. The Fair Work Ombudsman has some general guidelines and fact sheets about unpaid work.¹²

Work placements should always involve the appropriate supervision and guidance from individuals in the workplace and trainers and assessors from the RTO and must adhere to required legislation that applies in the jurisdiction e.g. learners must be supplied with the appropriate personal protection equipment (PPE) and training on how to use the PPE effectively prior to undertaking tasks that include health and safety risks.

¹² Fair Work Ombudsman: <<https://www.fairwork.gov.au/pay/unpaid-work>>, accessed 28 June 2019.

Resources and equipment lists

RTOs must make sure that all resources and equipment required to train and assess units of competency are available. Details of specific resources, including equipment and materials essential for assessment, are listed in the Assessment Conditions sections of Assessment Requirements documents. Where units of competency require assessment in the workplace, the workplace must include the full range of equipment required to do the task, as listed in the Assessment Conditions.

Retail baking equipment

With the release of the *FBP Food, Beverage and Pharmaceutical Training Package Version 1.0*, significant changes were made in Retail Baking units and their 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 the type and number of baked products that must be produced to provide evidence of competency. The Assessment Conditions specifies the equipment and materials that must be available when the assessment of skills is being undertaken.

Skills Impact is aware of concerns that the nature of the products specified in the units and their related Assessment Requirements may lead to training and assessment solely in the environment of a Registered Training Organisation (RTO). The units and their assessment requirements do not stipulate that training and assessment must occur in an RTO. The units of competency and their related Assessment Requirement list the equipment required to make the products required in the Baking Industry, which are commonly used across a broad range of bakeries. If an apprentice does not have access to some of the required equipment in their current workplace, the RTO will need to train and assess the apprentice at a site that has that equipment.

Skills Impact is also aware that there are variations in the terms used to describe baked products in the Retail Baking sector. To assist users, a brief glossary of baking product terminology is provided below.

Wine Industry Operations

The release of the *FBP Food, Beverage and Pharmaceutical Training Package Version 4.0*, included eight new units of competency that develop advanced skills in Bottling and Packaging and Cellar Operations. Industry advised that these new units can only be assessed in a commercial winery or an industrial packaging plant and this is reflected in the Assessment Conditions of Assessment Requirements of these units. The term 'container' is used in the Performance Evidence in the Assessment Requirements for *FBPBPG4003 Coordinate wine operations packaging processes*. In the context of this unit, container includes bottles or cans.

Sequencing of training and assessment

Certificate III retail baking qualifications

Industry advice is that the core units in the three AQF level 3 Retail Baking qualifications should be delivered in the sequence they are listed in the qualification. There is a 'schedule and produce production' unit listed as the final core unit in each of these AQF level 3 qualifications. While these 'schedule and produce production' units do not contain prerequisites, industry recommends that these units to be trained and assessed after the other core units have been completed. The rationale for this is the Assessment Requirements for the 'schedule and produce production' units requires several products to be scheduled and baked, and the skills and knowledge to make these products is included in the outcomes of the other core units. Industry also recommends that the 'schedule and produce production' units are best assessed in a bakery environment.

Artisanal Food and Beverage qualifications

Advice about suggested sequencing of delivery for the *FBP50319 Diploma of Cheesemaking* and the *FBP40619 Certificate IV in Artisan Fermented Products* and its specialisations can be found in the *Companion Volume User Guide: Artisanal Food and Beverages*, available from VETNet at <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>.

Wine Industry Operations

The release of the *FBP Food, Beverage and Pharmaceutical Training Package Version 4.0*, included the following five new units of competency that were created to develop skills for workers that coordinate several processes and workers across cellar, bottling and packaging functions:

- FBPBPG4003 Coordinate wine operations packaging processes
- FBPCEL4001 Coordinate wine operations vintage processes
- FBPCEL4002 Coordinate wine operations clarification processes
- FBPCEL4003 Coordinate wine operations filtration processes
- FBPCEL4004 Coordinate wine operations general cellar processes

These five new units do not have any prerequisites, but industry strongly recommends that these units are undertaken after gaining competence in other lower level units related to the processes covered by the units or by experienced wine operations industry workers.

Glossary of selected baking terms

The following terms are used in several FPBRBK (Retail Baking) units of competency and their related assessment requirements to describe baked products. The definitions below are provided to assist with users of these units.

| Baking term | Definition |
|---|--|
| Brown bread | Brown bread contains a minimum 50% wholemeal flour |
| Enriched | Enriched means no more than 20% total enriching agents (i.e. -between 3 - 20%) |
| Enriched bread product | Enriched bread product – is a non lean formula using typically no more than 20% total enriching agents such as fat and sugar (e.g. - finger buns, cream buns etc.) |
| Flat breads | Typical flat breads found in Australia could include <ul style="list-style-type: none"> ▪ Focaccia ▪ Gozleme ▪ Lavash ▪ Pide ▪ Pita ▪ Pizza ▪ Chapati ▪ Naan ▪ Roti ▪ Tortilla |
| Fruit enriched bread | Fruit enriched bread is enriched breads with the incorporation of dried prepared fruits (fruit buns, Boston buns, scrolls, etc.) |
| Highly Enriched | A product with greater than 20% total enriching agents such as fat, sugar and eggs (i.e. - 21+ %) |
| Highly enriched artisan product | Highly Enriched product is a non lean formula using typically more than 20% total enriching agents such as fat, sugar and eggs (e.g. - brioche, Panettone, stollen). |
| Lean | Lean means less than 2% total enriching agents such as fat/oil and sugar (0 – 2%) |
| Lean basic artisan product | Lean product is a lean formula using typically less than 2% total enriching agents such as fat and sugar (e.g. - crusty rolls, crusty breads). |
| Lean bread product | Lean product is a lean formula using typically less than 2% total enriching agents such as fat and sugar (e.g. - crusty rolls, crusty breads) |
| Non-sour pre-ferment dough | This is a pate ferment dough using yeast in a levain to aid the maturing and fermentation process. |
| Sponge and dough – two step dough method. | Sponge and dough is a two-step dough method. First step a sponge is made and allowed to ferment for a typical period of time (2 – 4 hour). Second step the sponge is added to the remaining second stage dough ingredients to create a final dough. |
| Wholemeal bread | Wholemeal bread contains a minimum 90% wholemeal flour |

Training Package developer's quality assurance process for Companion Volumes

Companion Volumes are developed in consultation with industry representatives, trainers and assessors, members of Industry Reference Committees (IRCs) and their representatives. These key stakeholders provide and review content to ensure that information is relevant and useful.

The Companion Volumes undergo continuous improvement in response to feedback lodged on the Skills Impact website (<http://www.skillsimpact.com.au/contact/>).

Additional advice

Packaging rules in revised qualifications

The information in the following text boxes includes some coloured text to assist with interpreting the packaging rules for each of the three revised qualifications.

FBP10121 Certificate I in Food Processing

To achieve this qualification, competency must be demonstrated in:

- 9 units of competency:
 - 5 core units plus
 - 4 elective units.

The electives are to be chosen as follows:

- at least 2 units from Group A (must be at least 2, could be as many as 4)
- up to 2 units from Group B (could be fewer, or none)
- up to 2 units (could be fewer, or none) from any currently endorsed Training Package or accredited course. Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.

FBP20121 Certificate II in Food Processing

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:
 - 4 core units plus
 - 9 elective units.

The electives are to be chosen as follows:

- at least 5 units from Group A (must be at least 5, could be as many as 9)
- up to 3 units from Group B (could be fewer, or none)
- up to 3 units (could be fewer, or none) from any currently endorsed Training Package or accredited course. Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.

FBP30121 Certificate III in Food Processing

To achieve this qualification, competency must be demonstrated in:

- 17 units of competency:
 - 5 core units plus
 - 12 elective units.

The electives are to be chosen as follows:

- at least 6 different units from elective Groups A – L (could be more, up to 12)
- up to 3 units from elective Group M (could be fewer, could be none)
- up to 4 units from this or any other endorsed training package or accredited course (could be fewer, could be none). Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.

Any combination of electives that meets the packaging rules above can be selected for the award of the *FBP30120* Certificate III in Food Processing. Electives for this general qualification can be selected from any group, so long as they adhere to the limits listed in the rules above.

Where appropriate, electives may be packaged to provide a qualification with a specialisation area as follows:

- At least 5 (could be more, but must be at least 5) Group A electives must be selected for the award of the *Certificate III in Food Processing (Brewing)*
- At least 5 Group B electives must be selected for the award of the *Certificate III in Food Processing (Confectionery)*
- At least 5 Group B electives must be selected for the award of the *Certificate III in Food Processing (Bottling and Packaging)*
- At least 5 Group D electives must be selected for the award of the *Certificate III in Food Processing (Dairy Processing)*
- At least 5 Group E electives must be selected for the award of the *Certificate III in Food Processing (Distilling)*
- At least 5 Group F electives must be selected for the award of the *Certificate III in Food Processing (Edible Oils)*
- At least 5 Group G electives must be selected for the award of the *Certificate III in Food Processing (Non-alcoholic Beverages)*
- All Group H electives must be selected for the award of the *Certificate III in Food Processing (Pet Food)*
- At least 5 Group I electives must be selected for the award of the *Certificate III in Food Processing (Quality Control)*
- At least 5 Group J electives must be selected for the award of the *Certificate III in Food Processing (Sales)*
- At least 5 Group K electives must be selected for the award of the *Certificate III in Food Processing (Stock Feed)*

Where two specialisations are chosen the award of qualification would read *Certificate III in Food Processing (Confectionary and Quality)*, for example.

Working in COVID-19 times

This project was conducted during COVID-19 times and the development team were constantly asking what could be done to assist workers during these times. Stakeholders provided feedback that infection control should certainly be addressed, and a mapping exercise identified that the units of competency already include skills and knowledge that addresses infection control, through processes that focus on WHS and wearing appropriate PPE, through GMP and the focus on personal hygiene, and through food safety related units.

Other stakeholders suggested that two new skill sets would be useful to refresh workers knowledge around safe work practices and controlling infection in food processing settings. These new skill sets are:

- FBPSS00056 Supervised Food Processing Operator Skill Set
- FBPSS00057 Food Processing Operator Skill Set.

These skill sets offer pathways into food processing for those transitioning from different industry area or sectors, or they could be a refresher program that addresses safe work in the food processing industry. They also provide training pathways into the FBP20121 Certificate II in Food Processing and the FBP30121 Certificate III in Food Processing.

Links

Industry links

| Organisation | Details | Website |
|--|---|---|
| Australian Dairy Products Federation (ADPF) | ADPF is the peak policy body for commercial/non-farm members of the Australian dairy industry and is open to entities operating in Australia that are engaged in the manufacture, marketing or trading of dairy products and/or dairy related products. | http://www.adpf.org.au/ |
| Australian Distillers Association (ADA) | A peak body representing independent distillers | http://australiandistillers.org.au |
| Australian Food and Grocery Council (AFGC) | The AFGC exists to represent this vital industry, to support its growth in the future, creating more jobs and income for Australia, supporting farmers and regional communities and providing the highest quality products for Australians. | https://www.afgc.org.au/ |
| Australian Industry Group | A peak body representing employer organisations in traditional, innovative and emerging industry sectors. | http://www.aigroup.com.au |
| Australian Manufacturing Workers' Union | The main trade union representing workers in the manufacturing industry, including: food and confectionery; metal and engineering; printing, design and packaging; technical, laboratory, supervisory and administrative; and vehicle building, service and repair. | www.amwu.org.au/ |
| Australian Pesticides and Veterinary Medicines Authority | Australian government statutory authority for registration of all agricultural and veterinary chemical products into the Australian marketplace. | http://apvma.gov.au |
| Australian Society of Baking | This society aims to foster interest and progress in the baking industry by sharing information, innovation, best practice and collaboration. | http://australiansocietyofbaking.com.au/ |

| Organisation | Details | Website |
|--|---|---|
| Australian Society of Sugar Cane Technologists | The Australian Society of Sugar Cane Technologists Limited (ASSCT) is a leading technical society which provides a forum for scientists, engineers, chemists, institutions, farmers, companies and individuals interested in sugar cane technology to publish and discuss current developments as well researching recorded technology. | https://www.assct.com.au |
| Australian Specialist Cheesemakers' Association (ACSA) | A peak body representing specialist cheesemakers | https://australiancheese.org |
| Australian Sugar Industry Alliance | The Australian Sugar Industry Alliance brings the whole Australian sugar industry together to provide a united front on matters of common interest. | http://www.sugaralliance.com.au/ |
| Australian Sugar Milling Council | The Australian Sugar Milling Council is a voluntary organisation, established in 1987 to represent Australian raw sugar mill owners. | http://asmc.com.au/ |
| Australian Tax Office (ATO) | The ATO regulate taxation requirements, including excise | https://www.ato.gov.au |
| Bakers Association Australia (BAA) | BAA is a national employer body for the baking industry. | http://www.baa.asn.au/ |
| Complementary Medicines Australia | A peak body representing the complementary healthcare products industry Australia. | http://www.cmaustralia.org.au |
| Consumer Healthcare Products Australia (CHP Australia) | A peak body representing companies involved in the manufacture and distribution of non-prescription consumer healthcare products. | https://www.chpaustralia.com.au |
| Dairy Australia | Dairy Australia is a national service body for the Australian dairy industry. | https://www.dairyaustralia.com.au/ |

| Organisation | Details | Website |
|--|---|---|
| Dairy Food Safety Victoria | Dairy Food Safety Victoria (DFSV) is a statutory authority that reports to the Victorian Minister for Agriculture. | https://www.dairysafe.vic.gov.au/ |
| Dairy Industry Association of Australia Inc (DIAA) | The Dairy Industry Association of Australia (DIAA) is a not-for-profit industry association for dairy product manufacturers and allied trades. | https://diaa.asn.au/ |
| Food and Beverage Importers Association | The Food and Beverage Importers Association aims to assist members by providing information about the regulations applying to food and beverage imports, responding to specific queries. It also aims to influence the development of standards and regulatory controls so that their impact is the minimum necessary to achieve good public policy objectives. | http://www.fbia.org.au/ |
| Food Industries Association of Queensland (FIAQ) | FIAQ is a representative association of the agribusiness and food sectors. | http://www.foodindustries.com.au/ |
| Food Regulation Secretariat | Government funded website that provides information about the activities and processes in the joint Australia and New Zealand food regulation system, including history of food regulation, roles and responsibilities of the relevant food standards setting and regulatory authorities. | http://foodregulation.gov.au Key documents include: National regulatory food safety auditor guideline and policy at: http://foodregulation.gov.au/internet/fr/publishing.nsf/Content/publication-National-Regulatory-Food-Safety-Auditor-Guideline-and-Policy History of food regulation in Australia at https://foodregulation.gov.au/internet/fr/publishing.nsf/Content/history-and-governance Key documents that underpin the joint food regulatory system at https://foodregulation.gov.au/internet/fr/publishing.nsf/Content/key-system-documents |
| Food Standards Australia New Zealand | Food Standards Australia New Zealand (FSANZ) is an independent statutory agency established by the <i>Food Standards Australia New Zealand Act 1991</i> (FSANZ Act). | http://www.foodstandards.gov.au |

| Organisation | Details | Website |
|---|---|---|
| Food Standards Code | The standards in the Australia New Zealand Food Standards Code are legislative instruments under the Legislation Act 2003. | http://www.foodstandards.gov.au/code/Pages/default.aspx |
| Food Technology Association of Australia | The Food Technology Association of Australia is a major food industry body for companies involved with the food industry in Australia. | http://www.ftaaus.com.au/ |
| Foodservice Suppliers Association Australia (FSAA) | The FSAA is a national organisation representing all suppliers to the Foodservice Industry | http://fsaa.org.au/ |
| Generic and Biosimilar Medicines Association (GBMA) | A peak body representing generic and biosimilar medicine suppliers in Australia. | http://www.gbma.com.au |
| Independent Brewers Association (IBA) | A peak body representing independent brewers in Australia | http://iba.org.au |
| Institute of Brewing and Distilling (IBD) | Offer international qualifications in brewing and distilling (not accredited in Australian VET system) | https://www.ibd.org.uk/home |
| ISO 19011:2018 Guidelines for auditing management systems | <p>This document provides guidance on auditing management systems, including the principles of auditing, managing an audit programme and conducting management system audits, as well as guidance on the evaluation of competence of individuals involved in the audit process. These activities include the individual(s) managing the audit programme, auditors and audit teams.</p> <p>ISO 19011:2018 is applicable to all organizations that need to plan and conduct internal or external audits of management systems or manage an audit programme.</p> | https://www.iso.org/standard/70017.html |
| Medicines Australia | A peak body representing the discovery-driven pharmaceutical industry in Australia. | https://medicinesaustralia.com.au |
| MTP Connect | A not-for-profit organisation which aims to accelerate the rate of growth of the medical technologies, biotechnologies and pharmaceuticals sector. | https://www.mtpconnect.org.au |

| Organisation | Details | Website |
|--|---|--|
| National Baking Industry Association (NBIA) | The NBIA is the representative and employer body for the baking industry. | https://nbia.org.au/nbia |
| Nutrition Australia | Nutrition Australia is an independent, member organisation that aims to promote the health and wellbeing of all Australians. | http://www.nutritionaustralia.org/ |
| Queensland Sugar Limited | QSL has a reputation for quality, service and innovation in the international sugar market. | http://www.qsl.com.au/ |
| Rice Growers Association of Australia | The Ricegrowers' Association of Australia Inc. represents more than 1500 voluntary members and supports growers on issues affecting the viability of their business and communities. | http://www.rga.org.au/ |
| South Australian Wine Industry Association | The association provides practical information and advice to members on a wide range of topics, including industrial relations, work, health and safety, environment, viticulture and export. | https://www.winesa.asn.au/ |
| State Health Services | State Health Departments have responsibilities for food safety auditing. | Links to all services are available at: https://www.health.gov.au/internet/main/publishing.nsf/Content/state-health-services.htm |
| Stock Feed Manufacturers' Council of Australia (SFMCA) | SFMCA is the peak national body representing the Australian animal feed manufacturing industry. | https://www.sfmca.com.au |
| Sugar Research Australia (SRA) | Sugar Research Australia invests in and manages a portfolio of research, development and adoption projects that drive productivity, profitability and sustainability for the Australian sugarcane industry. | https://sugarresearch.com.au/ |
| Sugar Research Institute | Australia's Sugar Research Institute (SRI) offers global expertise in sugar milling and refining technology. | https://www.sri.org.au/ |

| Organisation | Details | Website |
|---|--|---|
| Sugar Terminals Limited | STL is a public company owned by Queensland sugar industry miller and grower shareholders. | https://www.sugarterminals.com.au/ |
| The Allergen Bureau | The Allergen Bureau is the peak industry body representing food industry allergen management in Australia and New Zealand. | http://allergenbureau.net/ |
| The Australian Institute of Food Science Technology (AIFST) | The AIFST is a national independent voice and network for Australia's food industry professionals. | https://www.aifst.asn.au/ |
| Therapeutic Goods Administration (TGA) | Australia's regulatory authority for therapeutic goods. | http://www.tga.gov.au |
| Vine Health Australia | Vintage biosecurity best practice information | http://vinehealth.com.au/checklist-and-protocols/vintage-biosecurity-practice/ |
| The Winemakers' Federation of Australia (WFA) | The national peak industry body for Australia's Winemakers, achieving policy, trade & business outcomes that drive the wine industry forward | https://www.wfa.org.au/ |
| Australian Grape and Wine Authority (AGWA), | Trading as Wine Australia, is the single Australian Government statutory service body for the Australian grape and wine community. It is the research and development, marketing and regulatory body for the Australian wine industry. | https://www.australia.gov.au/directories/australia/agwp |

State and Territory Training Authorities

| | |
|------------------------------|---|
| Australian Capital Territory | https://www.education.act.gov.au/ |
| New South Wales | https://www.education.nsw.gov.au/ |
| Northern Territory | http://www.education.nt.gov.au/ |
| Queensland | https://desbt.qld.gov.au/training |
| South Australia | http://www.education.sa.gov.au/ |
| Tasmania | http://www.skills.tas.gov.au/ |
| Victoria | http://www.education.vic.gov.au/ |
| Western Australia | http://www.dtwd.wa.gov.au |

General

| Organisation/Resource | Details | Website |
|---|--|---|
| Australian Qualifications Framework: Second edition, January 2013 | National policy for regulated qualifications in Australian education and training | http://www.aqf.edu.au/ |
| Training.gov | National register of training packages | http://www.training.gov.au/ |
| Australian Apprenticeships | Quick and easy access to information about Australian apprenticeships | www.australianapprenticeships.gov.au |
| Australian Skills Quality Authority (ASQA) | National regulator for Australia's vocational education and training sector | http://www.asqa.gov.au |
| Training Accreditation Council Western Australia (WA TAC) | Regulates vocational education and training in WA | http://www.tac.wa.gov.au |
| Victorian Registration and Qualifications Authority (VRQA) | Regulates vocational education and training in in Victoria Regulates apprenticeships and traineeships in Victoria | http://www.vrqa.vic.gov.au/ |
| Safe Work Australia | Leads the development of national policy to improve work health and safety and workers' compensation arrangements | http://www.safeworkaustralia.gov.au/sites/SWA |