



Final Report

Labour market and training issues in the baking industry

July 2011

This AgriFood Skills Australia project was conducted by Dumbrell Consulting Pty Ltd at the request of the Baking Associations of Australia. Support was provided by the Queensland, New South Wales, Victoria, South Australia, West Australia and Tasmanian baking industry associations.

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Final Report

Background

This is the second and final report on the national labour market for bakers and pastry cooks prepared for AgriFood Skills Australia by Dumbrell Consulting Pty Ltd. The researchers on this project, Tom Dumbrell and Christine Schwartzkoff, would like to express their thanks and gratitude to the members of the Steering Committee chaired by Tony Smith and the Project Manager Ross Ord for the substantial assistance provided to us during the course of the study. The introductions to a range of employers, industry bodies and training organisations, arranged by members of the Steering Committee and the Project Manager, made the task of conducting a large number of interviews across Australia in a short space of time achievable.

Steering Committee

Tony Smith	BAA (Chair)
Ross Ord	AgriFood Skills Australia (Project Manager)
Andrew O'Hara	BIAVic
Lex Brown	BIASA
Ian Nicolson	Victorian Food Industry Training Board
Margaret Darwin	BIA Qld
David Palmer	BIEAWA
Melissa Wortman	AgriFood Skills Australia (NSW)

Methodology

The researchers conducted the study in two phases. The first phase involved an analysis of a range of relevant statistical information from a range of sources including the Australian Bureau of Statistics, the National Centre for Vocational Education Research and the Commonwealth Department of Immigration and Citizenship. The findings from phase one of the study are summarised later in this report.

The second phase of the study involved a series of interviews with employers of bakers and pastry cooks across Australia, apprentices and full-time baking and pastry cooking students, together with interviews with industry bodies and teachers of baking and pastry cooking. Firms included in the interview program were identified by members of the Steering Committee. It is possible that this methodology has introduced a bias into the sample of firms interviewed and it is difficult to state to what extent this bias might have influenced the findings. Despite numerous attempts, there were some employers that did not respond to requests for interviews and it is not clear whether this represents simply an unwillingness to spend time on the study or whether there is a more active disaffection with the current industry structure and issues of representation. As well, the researchers became aware during the course of the interviews that a significant segment of the baking industry was not represented in the sample of firms, namely Asian and other ethnic bakeries. Other employers and teachers did however provide their own observations on this segment of the industry and these observations are included in this report.

The following table from Phase One of the study shows the notional mix of firms by market segment necessary to obtain a reasonably representative sample of firms. The final survey has probably slightly over-sampled for bakeries with attached cafés and slightly under-sampled for manufacturing bakeries although this is not of great significance given that most of the information sought was qualitative rather than quantitative. Moreover, the total number of employers interviewed substantially exceeded the original number identified below and in the initial project proposal.

Table 1 Employment of Bakers and Pastrycooks by Industry Sector, 2006 Census

Industry	No. of bakers & pastrycooks	Percentage	Number of employers needed in sample
Food Retailing	13517	57.56	17-18
Food, Beverage & Tobacco Manufacturing	5686	24.21	7-8
Accommodation, cafés & restaurants	1819	7.75	2
Personal & Household Goods Wholesaling	1205	5.13	1
Remainder*	1255	5.34	0
<i>Total</i>	23482	100	28

*Most of these are in undefined industries and are in reality likely to be mostly in the larger sectors listed.

As can be seen from the table below the number of employers interviewed was 37, nine more than initially planned. The researchers believe that this number represents a range of views from the industry segments identified. The following table summarises the number of interviews conducted.

Table 2: Interviews conducted

Role of interviewee	Number interviewed	No. of bakers/pastry cooks employed	No. of apprentices employed
Employer	37	1824*	1130*
Teachers of baking etc	18	n.a.	n.a.
Other/industry bodies	2	n.a.	n.a.
Apprentices and full-time students	10	n.a.	n.a.

*Note: One large employer did not provide total numbers employed but provided other comments on bakers and pastry cooks meaning that these figures understate the total number of bakers, pastry cooks and apprentices employed in surveyed firms by a substantial amount.

The research was conducted using a structured interview format, a copy of which is attached in Appendix 3. This interview format was initially trialled with four firms in the Newcastle and NSW Central Coast regions after which some minor amendments were made before the remaining interviews were conducted. Some of the interviews were conducted jointly by the researchers while others were conducted by one of the researchers alone. All but three of the interviews were conducted face-to-face, with comments provided electronically by the remaining three. Employers interviewed were located in all state capitals (Canberra and Darwin were excluded from the sample) as well as in Newcastle, the NSW Central Coast, the Gold Coast, Launceston, Devonport and in several regional areas of Victoria and Western Australia. Several large chains/franchises including Coles, Woolworths, Bakers Delight and Banjos were interviewed at their head offices, each of these organisations have bakeries distributed widely across Australia. Because of time and cost constraints no face-to-face interviews were conducted in rural and remote areas.

The interviews were conducted during April and May 2011. While a greater number of firms could probably have been surveyed using electronic or mail distribution of questionnaires, it has been the experience of Dumbrell Consulting that much more valuable qualitative information can be gained in a semi-structured, face-to-face interview.

Interviewees were encouraged to speak freely and were assured that individuals would not be identified in the final report. To this purpose the report aims to avoid the indirect identification of individuals or individual firms. The researchers are confident that employers, teachers and others interviewed spoke frankly and thoughtfully about the issues under study and we are very grateful for their generous support of the study.

Findings

Summary of findings from Phase One

The main findings from the Phase One analysis were:

- Nearly 60% of bakers and pastry cooks are employed in the food retailing sector, an industry that has shown strong growth over the last 25 years.
- About 25% of bakers and pastry cooks work in the food manufacturing sector – an industry that has grown quite slowly over the last 25 years.
- Close to half of the bakers and pastry cooks counted in the last Census held no formal post-school qualifications.
- The majority of bakers and pastry cooks are aged under 40, an age distribution pattern unlike many other trade categories.
- Immigration has been a very variable source of skilled bakers and pastry cooks over the last 15 years. While immigrant numbers peaked over the period 2006-07 to 2008-09, when the supply of migrants was comparable with the number of completing apprentices, in other years migration has been only a minor source of supply, especially for bakers.
- Apprenticeship commencements in baking and pastry cooking peaked in 2002 and by 2010 were only at about 57% of the 2002 level.
- Rates of attrition among apprentices in the baking and pastry cooking trades are among the highest of any trades. While the overall average for all apprenticeships is around 50%, in the case of the food trades in general and baking and pastry cooking in particular, attrition rates are well over 60%.
- If apprenticeship attrition rates had been around the total apprenticeship rate of 50% there would have been an additional 1500 bakers and pastry cooks available to the Australian labour market over the last 10 years.
- Training rates in NSW and South Australia are poor in comparison with the other states.
- The level of apprenticeship commencements in recent years indicates that there is unlikely to be any significant improvement in the availability of qualified bakers and pastry cooks from domestic sources over the next 3 to 4 years.
- Females represented just over one quarter of bakers and pastry cooks.

As a result of these findings the interviews conducted sought to address a number of the issues raised above, including:

- why only half of those working as bakers and pastry cooks held formal qualifications,
- why there appeared to be relatively few bakers and pastry cooks aged over 40,
- why attrition rates among baking and pastry cooking apprentices were noticeably higher than for all apprentices,
- what qualities employers sought in potential apprentices,
- why apprenticeship commencements were lower in 2010 than they were in the years prior to 2005,
- what are employer attitudes to the employment of females.

Data on the number of business units operating in baking and pastry cooking were not included in the initial statistical report. When considering the following data it is important to understand that the numbers do not include all businesses employing bakers and pastry cooks. The Australian Bureau of Statistics classifies businesses according to their major activity, so that the main omission from the following tables are the large retail chains, Coles and Woolworths, which, while employing large

numbers of bakers are not counted in that area of retailing because retailing of breads and cakes is not their main business. Similarly, businesses that are primarily cafés or restaurants are also not included in these figures. Data from June 2007 is used in the following table. Data for June 2009 have been published by the ABS, however as a different version of the industry code is used there is no separate count for retail bakeries in that more recent publication. For this reason the older data have been used here.

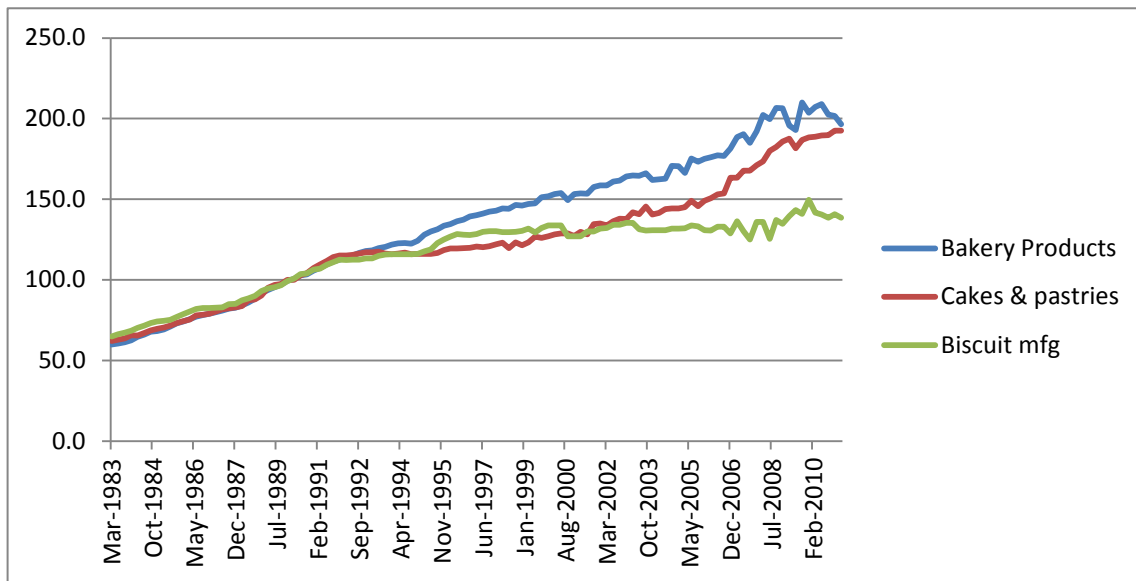
Table 3: Manufacturing and retail establishments, baking, pastry cooking and biscuits, by state/territory, June 2007

	Number of establishments
New South Wales	2709
Victoria	1869
Queensland	1521
South Australia	465
Western Australia	528
Tasmania	219
Northern Territory	36
Australian Capital Territory	90
Australia	7437

The Phase One report also did not include some detailed data on production trends in the baking industry and is therefore included and discussed here (See Fig-1). Using production data dating back to 1983 and extending to March 2011 it is apparent that there was a steady and consistent growth in the production of bakery products, cakes, pastries and biscuits from 1983 to the early 1990s. After that time production trends diverged with biscuit manufacturing losing ground to bakery products and, to a lesser extent, cakes and pastries.

Since the end of 2006 the production of cakes and pastries appears to have shown stronger growth than the other sectors, with bakery products showing little or no growth over the last 3 years. Despite this, production levels in bakery products were about 18% higher in March 2011 than they were in March 2005, while apprenticeship commencements for the full years prior to these two points were 31% lower in 2010 than in 2004. This seems to indicate convincingly that there are either systemic shortcomings in the apprenticeship system as it operates in the baking industry – with production levels up 18% but apprenticeship commencements down 31% over the last 6 years – or that technological or structural changes in the industry mean that there is a reduced demand for skills.

Figure 1: Production trends 1983 -2011, Bakery products, cakes and pastries, biscuits



Such a finding also suggests that there might be a major concern for the capacity of the industry to meet its skill needs in future years. The report will examine later our findings into why the apprenticeship system does not appear to be functioning as well as it should within the industry.

Findings from Consultations

Aims as stated in AgriFood's brief:

For the qualitative component of the project:

- *Gain information on attitudes to joining the industry, retention intentions, climate at the workplace, value of pre-employment qualifications/apprenticeship training through surveying existing employees and other stakeholders.*
- *Gain an insight into issues faced by employers/employees relating to attracting and retaining staff, career prospects, value of and attitude to existing training programs, skill gaps, image of the industry through direct consultations in each state capital.*
- *Gain information on the extent and nature of skill shortages across the industry and how well the current migration policy meets these.*

The findings from the consultations are divided into the following issues:

- The employment of bakers and pastry cooks
- Apprenticeship and training issues

The labour market situation for bakers and pastry cooks is largely a result of the level of retention of qualified bakers and pastry cooks within the industry and the rate at which new bakers and pastry cooks emerge from the Australian training system, mainly through completion of apprenticeships. As noted in the Phase One report immigration has provided only a small and variable supply of qualified bakers and pastry cooks over the last 20 years or so.

Employment issues for bakers and pastry cooks

Working conditions for bakers and pastry cooks present some challenging problems regarding retention of apprentices and skilled staff. Most people in the industry work unsociable hours, with very early morning starts, sometimes rotating shifts, relatively poor pay rates exacerbated by the growing loss of penalty rates through technological innovations, a lack of clearly defined career pathways and work that can often be physically demanding.

Despite the inherent difficulties in the trade we observed many work places in which bakers and pastry cooks had long and stable employment histories within the one firm. For some, the non-standard working hours presented opportunities, such as allowing child care to be shared with a partner working normal day-time hours whilst others enjoyed the freedom to pursue leisure activities during the day.

Another factor affecting the retention of qualified bakers and pastry cooks was the repetitive nature of the work in some sectors of the industry and the lack of a career pathway, however the researchers noted that in some work places employers had taken steps to develop a supportive and flexible work place culture that seemed to ensure very low rates of turnover among tradespersons. These steps included allowing bakers and pastry cooks to attend short training courses relevant to their work, encouraging them to develop new products, paying over-award rates, and, in larger organisations, providing career pathways into supervisory and management positions.

Many of those interviewed believed that the main motivation of those joining the industry was the attraction of eventually establishing their own business. However it was acknowledged that the low

level of wages for bakers and pastry cooks makes this difficult to achieve without additional financial support.

As noted in the Phase One Report about 50% of all persons who said they were working as bakers and pastry cooks in the last Australian Population Census, conducted in 2006, did not hold any formal post-school qualifications. In addition, during the consultations the researchers interviewed bakers and pastry cooks who held other unrelated qualifications. Most commonly, there were several who were qualified as chefs and some who held university degrees, having learnt their baking skills entirely on the job. A number of the business owners held no formal qualifications but were self-taught. The qualifications profile of those who provided these details is revealing.

Of the 37 firms interviewed 31 interviewees provided details of their own qualifications. (Those interviewed from some of the larger employers were human resource or other management specialists who did not necessarily come from a baking or pastry cooking background.) Of these 31, 13 held formal trade qualifications in baking or pastry cooking or both. Two were chefs, one was a butcher, three held university qualifications while 8 held no formal qualifications. The remainder held either other unrelated qualifications or were not employed as bakers or pastry cooks – including those interviewed as representatives of the large chains and franchises. Despite this low level of formal qualification, most of those interviewed regarded a formal trade qualification in baking/pastry cooking as either essential or very important. In some of the larger businesses it was seen as necessary that they employ at least some bakers holding a trade qualification in order to solve technical problems or to develop new products.

On the other hand it was obvious that some of the most successful and innovative firms included in the interview schedule had been established by individuals without formal qualifications in baking or pastry cooking. Several in this category clearly had a passion for the industry and had taught themselves the skills of baking through reading and experimentation. Our sample therefore largely mirrored the 2006 Census data showing a relatively low level of formal qualifications being held by those working as bakers and pastry cooks. The implications of this finding are discussed later in this report.

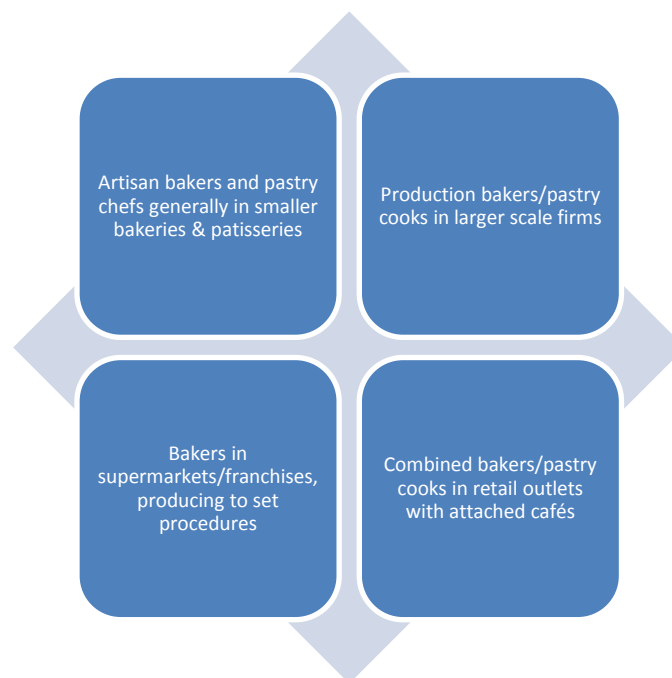
During the interviews several questions were asked regarding the experience of the firm in recruiting qualified bakers and pastry cooks within the last 1-5 years (see Appendix 3: Interview Format, Part 1). Some bakeries had not needed to recruit within that period because no staff had left. Of the 23 firms that had recruited in the last 12 months, 20 believed there was either a shortage or severe shortage of qualified bakers, pastry cooks or combined bakers/pastry cooks while the other firms believed there was either a minor shortage or a balanced labour market. Several commented that their advertisements for tradespeople failed to elicit any responses at all. Many commented that of those who applied, often fewer than half were suitable. One regional firm detailed the long and difficult process of recruiting foreign workers via the 457 visa process after failing to attract suitably qualified local applicants following a lengthy recruitment drive.

One avenue of skills supply that appears not to be fully utilised is the recognition of prior learning (RPL) of unqualified bakers who are already working in the industry. While many of these workers are likely to lack some specific areas of knowledge of baking it does not seem unrealistic to attempt to provide short course training to address knowledge gaps and thus increase the skill levels within the industry and improve the self-esteem of these workers. A national approach is likely to be the most successful way for the industry to address this issue. There was a view that some employers have not been supportive in implementing a wide-ranging RPL policy in the industry as there might be wages implications for them.

We concluded that there is a marked shortage of qualified bakers and pastry cooks nationally and that it is unlikely that this situation will change over the next 4 to 5 years. There was some evidence that the shortage of bakers and pastry cooks might have been somewhat alleviated recently, especially in Western Australia and South Australia, because of lower levels of activity in the economy elsewhere, particularly in the mining industry as a result of the GFC. However it was thought that over the next couple of years there would again be baking industry employees being attracted into other higher paying jobs particularly in mining. Some employers also noted a recent increase in turnover rates as a result of the introduction of revised rosters and the greater use of retard provers that have reduced the availability of penalty rates.

The researchers also noted that there are clearly differences in the level and nature of skills required according to the type of business and the size of the establishment. In small, artisan bakeries and high end patisseries it was clear that highly trained tradespeople were regarded as a necessity. In larger bakeries there was clearly scope to break down tasks so that lesser skilled workers could do some of the work normally undertaken by bakers. Skilled tradespersons were used to train unqualified workers, to solve problems and to develop new products in addition to their usual baking role. Even those organisations employing unqualified bakers indicated a preference to have fully qualified bakers if they were available. In the sample of firms interviewed the researchers believed that there were perhaps three or four categories of trades workers (see Figure 2).

Figure 2: Occupational segments observed



The researchers have not undertaken detailed skills analysis as part of this project, so the above figure should only be seen as our initial hypothesis of the occupational segments that we observed during the interview process. On the basis of these observations it is clear that firms in these different segments of the market are likely to have different expectations of the training system and require different strategies to address any skill shortages.

There were a few employers among the artisan bakeries who were highly critical of the new Certificate III training package and what they perceived as a deskilling of the baking trade. There was

particular criticism of one of the state's major local public training providers which was seen as lacking imagination in delivery and very out dated in the skills that they provided. On the other hand, in at least three states most employers regarded the local TAFE provider as a quality training institution. There was often criticism of the private providers who were sometimes seen to be keen to mark off competencies without ensuring that the skills had been achieved.

Training of bakers and pastry cooks

The consultations with employers, training organisations and industry bodies produced a range of views on the training package, the apprenticeship system, the recruitment and retention of apprentices, the role of schools and the role of representative bodies in increasing the attractiveness of the industry to new recruits.

Views on the apprenticeship system

The apprenticeship system in Australia is currently undergoing scrutiny in the light of wide-ranging concerns over its relevance and attractiveness to young people. One aspect of apprenticeships not well understood is the change in the age of apprentices in recent years. In 2010 only 57% of apprentices (in all trades) were aged under 20, whereas in 1995 more than 78% were under 20. A number of the firms interviewed noted that they were either currently employing or had previously employed mature age apprentices. This situation is probably the result of several factors, including more post school, tertiary education options, industrial relations changes making adult apprenticeships more feasible, rapid changes in the structure of the labour market and demographic changes. While some adjustments to the apprenticeship system have reflected these changes, (such as reduced terms) some employer views have not. Apprentices are now generally more educated, have different expectations from employment and are likely to have quite different personal responsibilities than apprentices did when current employers undertook their apprenticeship.

As well as the change in the age of apprentices there have also been changes in the ways apprenticeships can be undertaken. School-based apprenticeships have been introduced, although their take up varies between the states. Private training organisations have stimulated new modes of delivery, including fully on the job training and assessment and various options for block release. The recent Federal Budget allocated additional funding to supporting accelerated apprenticeship completion and also allocated funding for special mentoring programs. Accelerated apprenticeship initiatives are designed to ensure that competency-based progression is implemented more widely than has been the case in the past. The recently released publication, *A shared responsibility: Apprenticeships for the 21st Century - Final Report of the Expert Panel, 31 January 2011*, <http://www.australianapprenticeships.gov.au/FAQ/Documents/Apprenticeshipsforthe21stCenturyExpertPanel.pdf> includes a range of proposals to ensure that the national apprenticeship system is more attuned to current realities. A number of these proposals appear to be of relevance to the baking industry and will be noted later in this report. Of particular interest is a recommendation that there should be minimum standards set for employers who take on apprentices and that employers meeting these standards would receive financial compensation.

During consultations with employers a range of opinions were expressed on current apprenticeship arrangements. Some employers clearly supported current arrangements and were satisfied with the options for either day or block release or for fully on the job training. Most employers of apprentices however, expressed difficulty in recruiting suitable apprentices. Many were shocked to be told of the excessively high dropout rates of apprentices from baking and pastry cooking apprenticeships, with

some employers stating that they enjoyed good rates of retention. A slightly greater number of employers favoured block release for their apprentices with about equal numbers supporting day release and fully on the job training. Several expressed the need for options depending on circumstances, while some bakers in regional areas without local RTOs viewed block release (in distant venues) as imposing financial difficulties on their apprentices.

A number of employers, especially the smaller independents, were critical of fully on the job training for several reasons. They believed that such a delivery mode resulted in poorer quality training for apprentices and that it was designed to favour employers at the expense of apprentices. They contended that this was a delivery mode favoured by some large employers and that many of the supervisors in these firms lacked the required skills. (One large franchise representative shared this view.) Others believed that there were positive benefits for apprentices in attending either day or block release in that they could network with apprentices from other firms and broaden their knowledge of the baking industry. On the other hand, some smaller independent bakeries favoured fully on the job training claiming they could provide much more realistic and higher quality training than in off the job arrangements. The researchers formed the view that the quality of on the job supervision of apprentices is very variable and that government regulation of this aspect of the apprenticeship system needs to be closely examined. There were regular accusations that some RTOs provided a “tick and flick” approach to wholly on the job training and that many apprentices felt let down and were likely to leave the industry as a result of such experiences. One apprentice interviewed confirmed that he received very little structured on the job learning and was consigned to boring and repetitious tasks. Another apprentice interviewed believed that her supervisor had very little knowledge of baking and that she was receiving no worthwhile on the job training.

If fully on the job apprenticeships are to be extended, the recommendations of the *Apprenticeships for the 21st Century* report should be endorsed by the baking industry. The recommendation related to this point states,

“Establish a formal accreditation process for the pre-qualification and training of all employers of apprentices and trainees to ensure a nationally consistent minimum standard of high quality employment and training is provided. In addition establish an Excellence in Employment Scheme to recognise and reward those employers who have consistently demonstrated their commitment to excellence in training apprentices and trainees.”¹

The duration of the apprenticeship was another issue raised in consultations. Currently there are variations between the states, with the normal period of the apprenticeship varying between 3 and 4 years. A few employers were critical of the reduction to 3 years while others strongly supported the move and believed that accelerated or normal completion in 2.5 years was appropriate in some circumstances. Those who wanted a longer duration believed that current apprentices are not receiving sufficiently in-depth learning either in their Certificate III or on the job. At the other extreme one large employer stated that they could train bakers to meet their needs in 3 weeks of full time training combined with 6 months of supervised work place learning.

The variability in opinions on the duration of the apprenticeship and the suitability of the new Certificate III was probably the central issue identified in the consultations. These issues were certainly the issues that raised the most passion among employers. One aspect of this debate that was raised only infrequently was the question of the core role of the apprenticeship system. In brief,

¹ **A shared responsibility** *Apprenticeships for the 21st Century - Final Report of the Expert Panel*
31 January 2011

<http://www.australianapprenticeships.gov.au/FAQ/Documents/Apprenticeshipsforthe21stCenturyExpertPanel.pdf> p.14

the issue is whether the apprenticeship is for the benefit of the apprentice or of the employer, or more accurately, how are the different needs of both parties fairly balanced?

The other related issue is that different employers clearly have quite different expectations of what the training involved in the apprenticeship should provide. These expectations generally reflected the market segments in which each business operates. Additionally it should be recognised that some employers believed that existing competency standards were inadequate and that training had been “dumbed down” to a level reflecting the barest minimum, rather than excellence in trade skills. One employer stated:

“I wish it were possible to provide you with some suggestions that would work and make a difference within the current training framework, unfortunately I can't, and despite what other so called industry leaders may say, I assure you that it is impossible to do so. Due to the extreme complacency, lack of understanding and vision by both Agri-skills and our present rabble of State Associations, we are now left with a system that produces no value, and provides no benefit, to the Australian Baking Industry in any way, shape, or form.”

This employer went on to say,

“How can I ever be proud of, or support a system that treats apprentices with such contempt, and fails to provide business owners with trades people that can't even competently do the basic requirements of baking?... How can it be, that I can today, have a more intelligent and informed discussion on bread making with a home baker than I can with someone with a certificate 3 level qualification?... You can't fix a skill shortage by speeding up the course, and removing the base knowledge, this removes the skill, which is the very thing that was the problem in the first place!!!! The only way to fix this is to start again.”

The researchers note that this employer challenged us to pass on his comments to the Steering Committee. The above quotes are extracts from a longer email that members might wish to view, although it is our view that these extracts only reflect the views of that individual and at least one other employer contacted.

Other views on the training package and apprenticeship arrangements varied between satisfaction with the current position and concerns over various aspects of the current training situation.

- A number of employers believed that more differentiation was needed in the training package to reflect more accurately the widely different needs of employers within the industry. It was noted that the Certificate III Retail Baking (Combined) requires the completion of 17 core units and 3 elective units.

While the researchers were not explicitly considering the training package within the terms of reference of this report it became clear that the adequacy and structure of the training package is of concern to many employers and trainers. More detailed comments on the training package are provided later.

- Several employers expressed concerns over the delivery of the Certificate III to students who were not apprentices. The researchers interviewed three full time students undertaking the Certificate III in baking and pastry cooking. We found that two of the three were currently working in the industry, while the other was an unemployed chef seeking to extend her skills. We believe that there is a role for such a delivery mode but it must be conducted with due care for the employment prospects of the students, if employment in the industry is

their goal. Some employers aired concerns that overseas students were completing the Certificate III as a full time course of study but were unemployable on completion as they had not developed the practical skills required to justify the pay rate. It was suggested that the course of study was used to acquire points towards migration rather than acquiring skills. It is widely asserted that this does not enhance the skills base of the industry.

- Several employers were using school-based apprenticeships and found them a useful way to introduce students to the industry. The researchers interviewed 3 school-based apprentices and were impressed with their attitude to their studies and their employment. The baking industry should endorse recommendation eight of the Final Report of the Expert Panel on apprenticeship which states:

“Formally regulate the quality of VET in Schools within the VET system to enhance the consistency and quality of training across all jurisdictions and to recognise the potential of VET in Schools as a pathway into an apprenticeship or traineeship.”

- Several employers expressed support for the wider use of pre-apprenticeships in the baking industry, with one employer (an artisan baker) expressing the opinion that the best approach for his business would be a model that provided 3 months of up-front theory training followed by fully on the job learning for the remainder of the apprenticeship. Some pre-apprenticeship training has occurred in the industry in the past however training providers find that such courses are expensive and often require RTOs to locate employers to provide industry experience for those undertaking these courses. Nevertheless, in some other trades, such as electrical and aircraft maintenance, pre-apprenticeships have become very popular and provide both intending apprentices and prospective employers several benefits². In this regard the baking industry should consider the advantages of implementing pre-apprenticeship courses in baking and pastry cooking and should endorse the ninth recommendation³ of the Final Report of the Expert Panel on apprenticeship which states:

“Increase national consistency in preparatory training by directing the National Quality Council to develop definitions for pre-apprenticeship and pre-vocational training.”

One mode of apprenticeship training that does not appear to be widely used in the baking industry is group training. Under this mode apprentices are employed by a group training company and are allocated to different firms, allowing a wider exposure to the range of skills required in the occupation concerned. Given the large number of small firms in the baking industry with varying skill requirements it is somewhat surprising that this mode of apprenticeship has not been used, as it would in part overcome some of the shortcomings resulting from apprentices' exposure to a narrow range of skills in the one work place. Some employers did comment that group training arrangements can be more expensive than directly employing an apprentice and may result in the apprentice leaving and joining an alternative employer.

² For example, see Dumbrell, T and Smith, E. [Pre-apprenticeships in three key trades](http://www.ncver.edu.au/publications/1781.html) (NCVER 2007) <http://www.ncver.edu.au/publications/1781.html>

³ *A shared responsibility: Apprenticeships for the 21st Century - Final Report of the Expert Panel* 31 January 2011

<http://www.australianapprenticeships.gov.au/FAQ/Documents/Apprenticeshipsforthe21stCenturyExpertPanel.pdf> p.14

Recruiting and retaining apprentices

As well as the issue of the quality of training delivered to apprentices it is also apparent that a significant proportion of employers of tradespersons in baking and pastry cooking either have a policy of not employing apprentices or have found the task of finding apprentices too difficult. This report will now consider both the issue of retention of apprentices and the disappointingly low number of apprenticeship commencements that have been recorded in recent years across Australia.

Retention rates for apprentices in baking and pastry cooking, as noted earlier are very poor, with well over 60% of commencing apprentices failing to complete their course. This failure is a major contributor to the shortages of bakers and pastry cooks experienced by the industry. These poor retention and completion rates appear to be caused by a range of factors including:

- Poor selection of apprentices and a poor understanding of the industry on the part of the apprentice
- Poor employment practices by employers
- Study courses that are either too difficult or disconnected from the work place realities
- Low rates of pay relative to alternative occupations
- Early morning starts and rostered weekend work
- The physical demands of some work places as well as some indications that bullying and sexism still occur in some businesses.

Most employers reported difficulties in recruiting apprentices, stating that a poor “attitude” was the major factor in rating the applicant as unsuitable. A number of employers also expressed the view that schools were not helpful in encouraging young people to consider an apprenticeship. Several employers believed that some students remained in school unnecessarily and would be better served by undertaking an apprenticeship. Some felt that schools actively discouraged entry into an apprenticeship. There was a widespread view that much too little activity was being undertaken by most industry associations to promote apprenticeships in the baking trades, although in one state, Queensland, there was approval for steps taken there to liaise with schools and to promote the baking industry.

A number of employers also cited low wages for apprentices as a deterrent to recruitment, comparing their wages unfavourably with alternative, unskilled casual jobs and with baking assistants. One large employer cited poor recruitment practices by many employers as a factor in low retention rates. Some employers stated that they would not employ female apprentices because they had in the past found that the work was too arduous for them. Other employers disagreed with this premise saying that females were frequently their best apprentices. Many recognised that older apprentices need to be treated differently to younger apprentices. They cited the attractions of socialising with friends in pubs and clubs when they turned 18 as a significant cause of leaving their apprenticeship. Several employers also believed that some apprentices found the current theory subjects within the Certificate III too difficult. Several pleaded for a training course that taught the basics simply and others commented on the need to support apprentices with literacy and numeracy problems.

It seems that some of the poor employment practices that deter apprentices from remaining in the industry are the result of low skill levels and poor management on the part of some employers and ignorance of new technologies and more innovative work practices that might make the work place more attractive. The use of retard provers has allowed some businesses to provide more friendly starting times. Other firms have changed their working hours and educated their customers to change their buying habits while others have made special arrangements for apprentices to be

rostered off for at least some weekends. Providing more varied work to apprentices, ensuring some form of mentoring, either from within the business or from an external source, discussing possible future career paths and ensuring that bullying and harassment do not occur are all options generally valuable in improving retention of apprentices.

As noted earlier the researchers recognise that the sample of firms visited, selected from a wider range of firms nominated by the industry representatives, did not include “ethnic” and especially Asian-owned bakeries. Some employers and some teachers interviewed raised the issue of Asian bakeries, stating that these bakeries generally do not employ apprentices but rather learn their skills on the job and then often use employment in their business as a way of implementing a chain migration of other family members into the business. The rapid growth of this segment of the market was believed by some to be part of the explanation for the reduction in apprenticeship commencements.

The researchers formed the view that the changes in society, especially the higher school leaving age combined with low pay rates, unsociable working hours and a wider range of alternative employment options are the main factors causing difficulties in both recruiting and retaining apprentices in the industry. If the apprenticeship system is to survive as a means of providing skilled labour to the baking industry it is clear that numerous reforms are necessary. The apparent reduction in apprenticeship commencements appears to be the result of additional factors, including a lack of understanding of the apprenticeship system among secondary teachers and careers advisers, and in some cases negative attitudes towards apprenticeships, an increase in the proportion of employers not hiring apprentices, either through past frustrations with the system or the lack of suitable applicants, the use of chain migration by ethnic bakeries and the lack of a unified, national approach by the baking industry to ensure that the industry is adequately promoted among young people.

The situation that exists where some employers train apprentices and others do not creates an unfair position for those with apprentices in that they assume the additional costs associated with apprentices in the early years of their course. As all employers of tradespersons benefit from the actions of those employers training apprentices it is recommended that the baking industry endorse the sixth recommendation of the Expert Panel⁴ that governments should:

“Reinforce the need for a shared responsibility for the Australian Apprenticeships system by establishing an Employer Contribution Scheme in which employer contributions will be matched by the Australian Government. Employers who meet defined benchmarks for training and support of eligible apprentices and trainees would have their contribution rebated, either in part or in full.”

There seems to be a poor appreciation of the fact that there is a competitive market for young workers and that other industries will attract the best applicants if an industry fails to promote itself and the opportunities available in that industry. The lack of a unified, national body representing the whole industry appears to be a major disadvantage.

⁴ *A shared responsibility: Apprenticeships for the 21st Century - Final Report of the Expert Panel*
31 January 2011

<http://www.australianapprenticeships.gov.au/FAQ/Documents/Apprenticeshipsforthe21stCenturyExpertPanel.pdf> p.14

The Certificate III options

As noted earlier a number of employers were critical of the Certificate III in Retail Baking (Combined) course, believing it did not adequately teach the basics of bread baking while some felt that it failed to address basic food hygiene issues sufficiently. Others believed that there should be a wider range of options available and fewer core subjects. The researchers find that there is a disparity between the combined course and the Certificate III Retail Baking (Bread), in that the first requires 20 units and the second only 13 units. We note that the Certificate II in Retail Baking Assistance also requires the completion of 13 units. (Details of these courses are included in the Appendix to this report.) While this report is not primarily concerned with the available training packages the researchers felt that, given the strident criticisms of them made by some employers, together with our observations on the range of skills required by different segments of the industry, that there are some points to be made in regard to these training packages.

It is our view that, without some more radical reforms to apprenticeships within the industry it will become increasingly difficult to recruit sufficient numbers of apprentices to provide an adequate supply of skills to the industry in the foreseeable future. One critical area of reform appears to be a requirement for more rigorous monitoring of the assessment process – an area of government responsibility. It was apparent in our consultations that many in the industry believe that on the job training is not being adequately monitored for consistent quality and, as a result, some apprentices are receiving inadequate preparation for becoming a tradesperson.

Given the comments of some employers it appeared to the researchers that many employers do not require Certificate III level training for those bakers undertaking routine and repetitive tasks subject to strictly regulated and often highly mechanised processes. It would appear that these bakers require no more than Certificate II level training and, it seems, they often do not acquire the skills that would normally be associated with trade level qualifications in other industries.

The researchers also formed the view that the combined Certificate III does not provide the flexibility needed in what is quite a diverse industry. A revised course that allowed for a wider range of optional units and fewer core units would be better placed to provide the greater in-depth learning in specific areas that some critics believed was missing from the current course. We also believe that attention to basic food hygiene might not be adequately addressed in the current course.

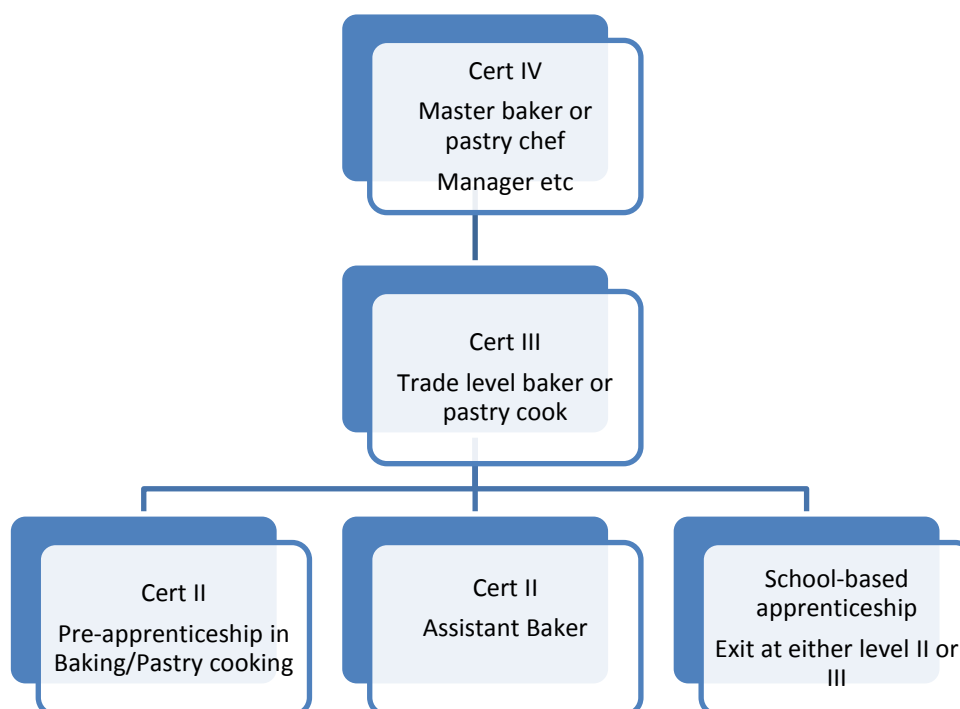
The researchers also formed the view that a four year apprenticeship is no longer appropriate for this industry in the light of the very low completion rates and the nature of the learning required. Traditionally the long duration of the apprenticeship has operated as a form of compensation to the employer, trading off the employer's provision of on the job training for the lower wages of an apprentice. If this proposition is accepted there are several constructive ways to address the difficulties that a shortened duration apprenticeship might raise.

One way this dilemma has been addressed in some industries is to require the completion of some full time, initial training, such as through a pre-apprenticeship course at Certificate II level followed by a reduced term of apprenticeship. Typically the intending apprentice might undertake a 12 to 15 week full time course either in a pre-apprenticeship course aimed specifically at one occupation or alternatively a course that has a broader industry focus. In this case the choice might be between a pre-apprenticeship in baking/pastry cooking or one more broadly focussed on the food industry, covering baking/pastry cooking together with cooking and perhaps other food trades. It is often the case that such courses include one day a week of relevant industry experience.

At the conclusion of such a course the student would be granted advanced standing as an apprentice with perhaps one more year of part time or block release study necessary to achieve the Certificate III and perhaps between 2.5 and 3 years to complete the contract of training to achieve trades status. If the employer has reached a satisfactory level of quality in on the job training provision, the remaining units required to achieve the Certificate III could be undertaken fully on the job. Some employers will contend that such up front training does not prepare the apprentice for the pace of work required in a bakery and that they prefer to “get ‘em young” and impart their own ways of doing things. Whilst this view may be understandable employers need to consider that apprentices are not merely units of production but learners who should eventually carry on the traditions, skills and deep knowledge gained by high quality tradespersons. They also need a broad understanding of the industry in which they operate in order to be of value to the wider industry and to be able to find future employment.

As an alternative to the pre-apprenticeship model there was support for block release programs that release the apprentice for shorter, more frequent periods although most employers seemed content with the available options of day release or current block release options. A shortened period of apprenticeship to a maximum of 3 years would not require major changes to current formal training courses.

Figure 3 Proposed training pathways



Within the above scheme there would be a wider choice of options within the Certificate III and IV allowing for distinct career pathways into either artisan/master bakers/pastry chef or into a management stream suited to larger organisations. Completion of the Certificate II would address the needs of chain stores and some franchise operations and there would be a clear pathway to trade level via a Certificate III. The Certificate II could be presented optionally as a pre-apprenticeship program allowing for a 12-15 week full-time course with industry experience

obligatory. This would allow for better apprentice selection as those completing the pre-apprenticeship course would know what to expect. They would also be of more immediate value to an employer than a first year apprentice.

We note that the current training package refers to the work of a baking assistant in the following terms:

“Job Roles: *The Certificate II in Retail Baking Assistance targets those working within a retail baking environments (sic) undertaking non-trade related work or working as a trade assistant. This qualification is designed for application in supervised environments where the work is primarily predictable with some basic problem solving requirements. Typically this role would include some predetermined, routine baking functions with customer service and general preparation and cleaning skills.”*⁵

Based on our consultations and observations in the field we believe that the notion of “trade” and “non-trade” work has largely disappeared in this industry. The fact that about 50% of bakers have no formal qualifications underlines this. Therefore we suggest that the distinction should be in terms of the level of variation in the work involved, the level of skill in problem solving, developing new products and the capacity to work with raw materials rather than pre-mixes in a largely automated environment. From our observations it seems that this level of qualification, with perhaps minor modifications, would satisfy the training needs of the larger supermarkets and many franchises as well as some large plant bakeries. In essence the researchers came to the conclusion that the Certificate III Retail Baking (Bread) was excessively long for the needs of this market segment and that the workers for whom the course was designed are generally not working with the level of skill normally associated with tradespersons. In our view the choice for trade training should be the Certificate III (Combined) with fewer core units and more optional units, while the need for lesser skilled bakery workers could be met by a modified Certificate II, which could also be delivered as a pre-apprenticeship course. This would provide an easier pathway into the Certificate III if the worker sought to upgrade his or her skills.

⁵ <http://www.ntis.gov.au/Default.aspx?trainingpackage/FDF10/qualification/FDF20510/rules>

Summary of findings in relation to terms of reference

In summary our conclusions in relation to our terms of reference are:

“Gain information on attitudes to joining the industry, retention intentions, climate at the workplace, value of pre-employment qualifications/apprenticeship training through surveying existing employees and other stakeholders.”

- We find that there is a relatively poor level of understanding of apprenticeships in schools in general and of the baking industry in particular that has probably limited the number of potential apprentices available to the industry.
- Some of the apprentices interviewed were not experiencing adequate supervision in their work places.
- Many employers reported difficulties in recruiting apprentices, finding that many young people did not have the right attitude to work.
- Completion of an apprenticeship is generally highly valued by employers however there was a minority who expressed major criticisms of the current Certificate III courses.
- Pre-apprenticeship courses are not widespread in the industry, although several employers regarded such courses as good preparation for an apprenticeship.
- School-based apprenticeships were also well regarded and the school-based apprentices interviewed in the consultations expressed satisfaction with their courses of study.
- TAFE s interviewed noted that pre-apprenticeship courses had not always been well funded.
- There appear to be four distinct occupational categories within the baking industry at what is currently regarded as the trade level.
 - The large chain stores and franchises do not require bakers with high levels of technical competence but do need to be able to advance their bakers to management levels
 - Plant bakers require at least some of their bakers to have deep technical skills for dough making and problem solving, as well as supervision skills
 - Small retail bakeries and patisseries require highly skilled bakers and pastry cooks with diverse skills to match the establishment, as well as the ability to work at speed and to show initiative in developing new products
 - Artisan bakeries and high end patisseries
- We believe that greater flexibility within the Certificate III would better serve the diverse needs of the latter two categories above, while a modified Certificate II would be an appropriate level of training for most of those in the first category.
- We believe a three year apprenticeship would assist in increasing retention rates; a pre-apprenticeship program and greater use of school-based apprenticeships could be used to accelerate completion of the apprenticeship.

“Gain an insight into issues faced by employers/employees relating to attracting and retaining staff, career prospects, value of and attitude to the quantitative component of the project: existing training programs, skill gaps, image of the industry, through direct consultations in each state capital.”

- Most employers reported shortages of bakers and pastry cooks. Many had to resort to using unqualified workers with limited skills to make up for this shortage. A small number of employers had recruited skilled bakers and/or pastry cooks from overseas on 457 immigration visas but this avenue is both costly and time-consuming.

- Many employers agreed that wages for both apprentices and qualified tradespersons were too low to retain workers in times of strong demand for labour in other sectors of the economy.
- Most employers were surprised by the low retention rates for apprentices in the industry in comparison with other trades; some employers reported that they enjoyed high retention rates.
- While prospects for advancement in the trade are limited there is no doubt that highly skilled and committed bakers and pastry cooks can achieve either advancement to senior positions in larger businesses or financial success in running their own business.
- The employment of large numbers of unqualified bakers at the trade level suggests there is an opportunity for upskilling many existing workers through the provision of short courses addressing specific gaps in their knowledge.
- Skill gaps identified relevant to many trade qualified bakers and pastry cooks include food hygiene, business management, stock control and higher level technical skills.
- Many of those consulted believe too little is done by industry associations to improve the image of the industry. Some believe that with the current interest in cooking promoted through television programs such as Masterchef, there is a unique opportunity to promote the industry as part of the fine food sector.

“Gain information on the extent and nature of skill shortages across the industry and how well the current migration policy meets these.”

- There was strong evidence of widespread and persistent shortages of qualified bakers and pastry cooks across Australia, with almost all employers indicating difficulties in filling vacancies for these trades. The continuation of the listing of these trades on the National Skill Needs List and on the Department of Immigration’s Migration Occupations in Demand List seems to be fully justifiable.
- Most employers reported difficulties in recruiting apprentices, identifying low pay, unattractive working hours and poor promotion of apprenticeships by schools and the industry as major factors.
- Immigration is usually not a major source of skilled workers to the industry, although as detailed in our first report, there was a spike in arrivals of bakers and pastry cooks in 2007-08 when more than 600 foreign bakers and pastry cooks entered Australia under either the General Skilled or Employer Nomination migration categories. By contrast, in 2008 only 412 bakers and pastry cooks completed an apprenticeship in Australia, so for that year immigration was by far the larger source of skilled workers. By 2010 however immigration contributed only about 200 qualified bakers and pastry cooks to the Australian labour market, whereas apprenticeship completions in 2010 amounted to 471. The process required to sponsor skilled workers under the Employer Nomination Scheme has been described as expensive and very time consuming.
- A number of those interviewed did however note that other sources of migration were of importance to the industry. Many contended that ethnic bakeries, especially Asian, often brought in family members to work in their bakeries under the Family Reunion category. Such bakeries, it was believed, rarely provided apprenticeships or other formal training to their staff. Some ascribed this development as contributing to reduced apprenticeship positions in the industry.
- The lesser skilled role of baker’s assistant and other positions in bakeries and patisseries were not suffering shortages in any of the enterprises interviewed.

Recommendations

The most important recommendations for addressing the current and future expected skills shortages relate to the apprenticeship system and current training arrangements. These first 9 recommendations aim to increase the number of apprentices entering the trade and completing their course as well as improving the quality of the training received.

It is recommended that AgriFood:

1. Support the introduction of a national standard 3 year apprenticeship in baking and pastry cooking and that apprentices undertake either the Retail Baking (Combined) course or the Certificate III in Plant Baking.
2. Modify the Certificate III Retail Baking (Combined) to allow for fewer core units and more optional units. Ensure that food hygiene training is a core unit.
3. Consider the modification of the Certificate II Retail Baking Assistance into a course suitable for the needs of supermarkets and franchises in which the full range of trade skills are not used and promote such a modified Certificate II to be delivered optionally as a pre-apprenticeship course. Such a course also needs to ensure that access is readily available to support students' literacy and numeracy requirements.
4. Promote the use of school-based apprenticeships within the baking industry on a national basis and develop strategies targeted at school careers advisers aimed at engaging more students with the industry.
5. Develop a national approach to the recognition of prior learning in the industry, given the high level of unqualified bakers currently employed. Undertake skills audits of unqualified bakers to identify the major areas of skills deficiencies and arrange the provision of short training courses to allow for such workers to receive formal Certificate III level qualifications. Liaise with RTOs to ensure RPL is practised as a matter of course.
6. Support a reduced term of apprenticeship both for apprentices who have completed the relevant pre-apprenticeship course and for apprentices able to attain the full range of competencies in a shorter period.
7. Strongly support the following five recommendations of the Expert Panel⁶:

Establish a formal accreditation process for the pre-qualification and training of all employers of apprentices and trainees to ensure a nationally consistent minimum standard of high quality employment and training is provided. In addition establish an Excellence in Employment Scheme to recognise and reward those employers who have consistently demonstrated their commitment to excellence in training apprentices and trainees.

Establish structured support for employers to provide high quality employment and workforce development experiences for eligible apprentices and trainees. The focus of Australian Government support should be on assisting employers to provide high quality on-the-job and off-the-job training through support services such as mentoring and pastoral care.

⁶ A shared responsibility: Apprenticeships for the 21st Century - Final Report of the Expert Panel
31 January 2011

<http://www.australianapprenticeships.gov.au/FAQ/Documents/Apprenticeshipsforthe21stCenturyExpertPanel.pdf> p.14

Formally regulate the quality of VET in Schools within the VET system to enhance the consistency and quality of training across all jurisdictions and to recognise the potential of VET in Schools as a pathway into an apprenticeship or traineeship.

Increase national consistency in preparatory training by directing the National Quality Council to develop definitions for pre-apprenticeship and pre-vocational training.

8. Propose that fully on the job training and assessment of apprentices can only be undertaken in work locations where fully qualified tradespersons are employed whenever an apprentice is at the workplace. Raise with state/territory training agencies the importance of rigorously auditing on the job assessment procedures and request the deregistering of RTOs that fail to meet quality standards.
9. Develop a national strategy to promote apprenticeships in the industry and consider how the current media attention to cooking skills can be used to increase the attraction of the industry.
10. Develop national programs to educate employers in ways to counter bullying and sexism in the work place.
11. Develop or identify existing short courses aimed at employers to improve their capacity to recruit and select apprentices, including educating them in anti-discrimination and mentoring.
12. Promote the value of all employees in bakeries undertaking short training courses as a means of increasing their skill level, bolstering self-esteem and enhancing their career prospects.
13. Develop a national approach to the use of 457 visas so that there is a streamlined and well documented process for all employers in the industry to access. A unified, national industry body would be well placed to offer a service to its members in this area.
14. Raise the idea with the Commonwealth Government of adding apprenticeships in the baking industry to the immigration Occupations in Demand list as there was substantial evidence that many employers, especially in affluent areas and in some regional areas, were unable to attract any applicants for apprenticeship positions.
15. Publicise within the industry the innovations made by enterprises to improve the working hours of bakers and pastry cooks, including the use of retard provers and educating consumers to change their purchasing behaviour.
16. Advise the various state and national industry bodies that many of their objectives would more readily be met by having one, unified national body. Many of those consulted identified the absence of such a body as a major handicap for the industry.

Appendix 1: Training Packages

Food Processing Training Package – Baking related units

FDF30710: Certificate III in Retail Baking (Combined)

Qualification notes

This qualification covers the retail baking - cake and pastry and bread specialisations within the food processing industry.

Job Roles The Certificate III in Retail Baking (Combined) provides trade baking skills and knowledge for those working in a retail baking environment with a focus on cakes and pastry and bread.

Pathways into the qualification Pathways for candidates considering this qualification include:

- FDF20510 Certificate II in Retail Baking Assistance
- direct entry
- relevant vocational training and/or work experience.

Pathways from the qualification After achieving this qualification, candidates may undertake FDF40101 Certificate IV in Food Processing or other suitable Certificate IV qualifications.

Additional qualification advice

Units selected from other Training Packages must be relevant to the work outcome, local industry requirements and the qualification level.

Some units imported into this qualification from the SIR07 Retail Services and SIT07 Tourism, Hospitality and Events Training Packages require prerequisite units in hygiene and food safety from the source Training Packages. These prerequisite units have not been imported as they duplicate food safety units already required as core skills within the Food Processing Training Package qualifications. If selecting these units, the RTO should facilitate recognition of the FDF units as suitable prerequisite unit alternatives.

Note: AgriFood Skills Australia expects that the design of any training delivery and assessment program to support the achievement of this qualification is based on:

- the context required by the industry and/or enterprise
- a holistic and integrated training delivery and assessment plan that identifies learning activities and evidence required
- flexible delivery options including on-the-job and work-based training that support the development of competency.

Licensing, Legislative, Regulatory or Certification Considerations There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, all work must comply with food safety, occupational health and safety (OHS) and environmental regulations and legislation that apply to the workplace.

Packaging Rules

This qualification requires the achievement of **twenty (20)** units of competency in accordance with

the following rules.

Seventeen (17) Core units

Three (3) Elective units

Elective selection must include:

- One (1) Group A elective unit

Two (2) remaining elective units may be selected from:

- Group A elective units below, not previously selected
- Units packaged at Group A in FDF20510 Certificate II in Retail Baking Assistance
- Units packaged at FDF40110 Certificate IV in Food Processing (maximum of 1)
- Units from any nationally endorsed Training Package and accredited course that are packaged at Certificate I level (maximum 1 unit), Certificate II level (maximum 1 unit) and Certificate III level

NOTE: Units marked with an asterisk (*) require completion of prerequisite unit/s which is identified under the unit.

CORE UNITS

Complete all seventeen (17) core units.

FDFFS2001A	Implement the food safety program and procedures
FDFOHS3001A	Contribute to OHS processes
FDFOP2061A	Use numerical applications in the workplace
FDFOP2064A	Provide and apply workplace information
FDFRB2001A	Form and fill pastry products
FDFRB2002A	Prepare fillings
FDFRB3001A	Produce pastry
FDFRB3002A	Produce bread dough
FDFRB3003A	Produce sponge, cake and cookie batter
FDFRB3004A	Decorate cakes and cookies
FDFRB3005A	Bake bread
FDFRB3006A	Bake sponges, cakes and cookies

FDFRB3007A	Bake pastry products
FDFRB3010A	Process dough
	Diagnose and respond to product and process faults (bread)*
	<i>FDFRB3002A Produce bread dough</i>
FDFRB3011A	<i>FDFRB3005A Bake bread</i>
	<i>FDFRB3010A Process dough</i>
	Diagnose and respond to product and process faults (pastry, cake and cookies)*
	<i>FDFRB3001A Produce pastry</i>
	<i>FDFRB2002A Prepare fillings</i>
	<i>FDFRB2001A Form and fill pastry products</i>
FDFRB3012A	<i>FDFRB3007A Bake pastry products</i>
	<i>FDFRB3003A Produce sponge, cake and cookie batter</i>
	<i>FDFRB3006A Bake sponges, cakes and cookies</i>
	<i>FDFRB3004A Decorate cake and cookies</i>
MSAENV272A	Participate in environmentally sustainable work practices

GROUP A

Select a minimum of one (1) Group A elective units

FDFOP3005A	Prepare food products using basic cooking methods
FDFOP3006A	Identify cultural, religious and dietary requirements for food products
FDFPPL3003A	Support and mentor individuals and groups
FDFPPL3004A	Lead work teams and groups
FDFRB2003A	Produce meringue-based products
FDFRB3008A	Store, handle and use frozen dough
FDFRB3009A	Retard dough

	Produce artisan breads*
FDFRB3013A	<i>FDFRB3005A Bake bread</i> <i>FDFRB3010A Process Dough</i> <i>FDFRB3002A Produce bread dough</i>
FDFRB3014A	Produce sweet yeast products Produce and decorate gateaux and tortes* <i>FDFRB3007A Bake pastry products</i> <i>FDFRB3006A Bake sponges, cakes and cookies</i> <i>FDFRB3004A Decorate cakes and cookies</i>
FDFRB3015A	<i>FDFRB2002A Prepare fillings</i> <i>FDFRB2003A Produce meringue-based products</i> <i>FDFRB3001A Produce pastry</i> <i>FDFRB3003A Produce sponge, cake and cookie batter</i>
FDFRB3016A	Plan and schedule production for retail bakery
FDFRB3017A	Participate in product development
FDFTEC3001A	Participate in a HACCP team* <i>FDFFS2001A Implement the food safety program and procedures</i>
BSBCUS301A	Deliver and monitor a service to customers
HLTFA301B	Apply first aid
MSACMS401A	Ensure process improvements are sustained
SITHCCC022A	Prepare chocolate and chocolate confectionery* <i>SITHOHS002A Follow workplace hygiene procedures</i>
SITHFAB012A	Prepare and serve espresso coffee
SITHPAT007A	Prepare and display petits fours* <i>SITHOHS002A Follow workplace hygiene procedures</i>

SITHPAT008A	Prepare and model marzipan* <i>SITHOHS002A Follow workplace hygiene procedures</i>
SITHPAT010A	Prepare and display sugar work* <i>SITHOHS002A Follow workplace hygiene procedures</i>
TLIA3807B	Control and order stock

FDF30610: Certificate III in Retail Baking (Bread)

Qualification notes

This qualification covers the retail baking - bread specialisation within the food processing industry.

Job Roles The Certificate III in Retail Baking (Bread) provides trade baking skills and knowledge for those working in a retail baking environment with a focus on bread baking.

Pathways into the qualification Pathways for candidates considering this qualification include:

- FDF20510 Certificate II in Retail Baking Assistance
- direct entry
- relevant vocational training and/or work experience.

Pathways from the qualification After achieving this qualification, candidates may undertake FDF40110 Certificate IV in Food Processing or other suitable Certificate IV qualifications.

Additional qualification advice

Units selected from other Training Packages must be relevant to the work outcome, local industry requirements and the qualification level.

Some units imported into this qualification from the SIR07 Retail Services and SIT07 Tourism, Hospitality and Events Training Packages require prerequisite units in hygiene and food safety from the source Training Packages. These prerequisite units have not been imported as they duplicate food safety units already required as core skills within the Food Processing Training Package qualifications. If selecting these units, the RTO should facilitate recognition of the FDF units as suitable prerequisite unit alternatives.

Note: AgriFood Skills Australia expects that the design of any training delivery and assessment program to support the achievement of this qualification is based on:

- the context required by the industry and/or enterprise
- a holistic and integrated training delivery and assessment plan that identifies learning activities and evidence required
- flexible delivery options including on-the-job and work-based training that support the development of competency.

Licensing, Legislative, Regulatory or Certification Considerations There is no direct link between this

qualification and licensing, legislative and/or regulatory requirements. However, all work must comply with food safety, occupational health and safety (OHS) and environmental regulations and legislation that apply to the workplace.

Packaging Rules

This qualification requires the achievement of **thirteen (13)** units of competency in accordance with the following rules.

Nine (9) Core units

Four (4) Elective units

Elective selection must include:

- Two (2) Group A elective units

Two (2) remaining elective units may be selected from:

- Group A elective units below, not previously selected
- Units packaged at Group A in FDF20510 Certificate II in Retail Baking Assistance
- Units packaged at FDF40110 Certificate IV in Food Processing (maximum of 1)
- Units from any nationally endorsed Training Package and accredited course that are packaged at Certificate I level (maximum 1 unit), Certificate II level (maximum 1 unit) and Certificate III level

NOTE: Units marked with an asterisk (*) require completion of prerequisite unit/s which is identified under the unit.

CORE UNITS

Complete all nine (9) core units.

FDFFS2001A	Implement the food safety program and procedures
FDFOHS3001A	Contribute to OHS processes
FDFOP2061A	Use numerical applications in the workplace
FDFOP2064A	Provide and apply workplace information
FDFRB3002A	Produce bread dough
FDFRB3005A	Bake bread
FDFRB3010A	Process dough
FDFRB3011A	Diagnose and respond to product and process faults (bread)*

FDFRB3002A Produce bread dough

FDFRB3005A Bake bread

FDFRB3010A Process dough

MSAENV272A Participate in environmentally sustainable work practices

GROUP A

Select a minimum of two (2) Group A elective units.

FDFOP3005A	Prepare food products using basic cooking methods
FDFOP3006A	Identify cultural, religious and dietary requirements for food products
FDFPPL3003A	Support and mentor individuals and groups
FDFRB3008A	Store, handle and use frozen dough
FDFRB3009A	Retard dough
	Produce artisan breads*
	<i>FDFRB3005A Bake bread</i>
FDFRB3013A	<i>FDFRB3010A Process dough</i>
	<i>FDFRB3002A Produce bread dough</i>
FDFRB3016A	Plan and schedule production for retail bakery
FDFRB3017A	Participate in product development
	Participate in a HACCP team*
FDFTEC3001A	<i>FDFFS2001A Implement the food safety program and procedures</i>
BSBCUS301A	Deliver and monitor a service to customers
BSBSMB401A	Establish legal and risk management requirements of small business
HLTFA301B	Apply first aid
MSACMS401A	Ensure process improvements are sustained
SITHFAB012A	Prepare and serve espresso coffee

TLIA3807B

Control and order stock

Retail Baking Units

http://www.ntis.gov.au/Default.aspx?/trainingpackage/FDF10/volume/FDF10_2/unitsector/Retail_baking_1083#

Code Name FDFRB1001A [Finish products](#)
FDFRB2001A [Form and fill pastry products](#)
FDFRB2002A [Prepare fillings](#)
FDFRB2003A [Produce meringue-based products](#)
FDFRB2004A [Provide production assistance for bread products](#)
FDFRB2005A [Provide assistance in cake, pastry and biscuit production](#)
FDFRB3001A [Produce pastry](#)
FDFRB3002A [Produce bread dough](#)
FDFRB3003A [Produce sponge, cake and cookie batter](#)
FDFRB3004A [Decorate cakes and cookies](#)
FDFRB3005A [Bake bread](#)
FDFRB3006A [Bake sponges, cakes and cookies](#)
FDFRB3007A [Bake pastry products](#)
FDFRB3008A [Store, handle and use frozen dough](#)
FDFRB3009A [Retard dough](#)
FDFRB3010A [Process dough](#)
FDFRB3011A [Diagnose and respond to product and process faults \(bread\)](#)
FDFRB3012A [Diagnose and respond to product and process faults \(pastry, cake and cookies\)](#)
FDFRB3013A [Produce artisan breads](#)
FDFRB3014A [Produce sweet yeast products](#)
FDFRB3015A [Produce and decorate gateaux and tortes](#)
FDFRB3016A [Plan and schedule production for retail bakery](#)
FDFRB3017A [Participate in product development](#)

Baking Units

FDFBK2001A [Operate a cooling and slicing process](#)
FDFBK2002A [Operate a pastry forming and filling process](#)
FDFBK2003A [Manufacture rye crisp breads](#)
FDFBK2004A [Manufacture wafer products](#)
FDFBK2005A [Operate a doughnut making process](#)
FDFBK2006A [Operate a griddle production process](#)
FDFBK2007A [Operate a pastry production process](#)

Plant Baking Units

FDFPB3001A [Operate a dough mixing process](#)
FDFPB3002A [Operate a final proof and baking process](#)
FDFPB3003A [Operate a dough make up process](#)

Food Safety Units

FDFFS1001A [Follow work procedures to maintain food safety](#)

FDFFS2001A [Implement the food safety program and procedures](#)

FDFFS3001A [Monitor the implementation of quality and food safety programs](#)

FDF20510: Certificate II in Retail Baking Assistance

<http://www.ntis.gov.au/Default.aspx?/trainingpackage/FDF10/qualification/FDF20510/rules>

Qualification notes

This qualification covers the retail baking specialisation within the food processing industry.

Job Roles The Certificate II in Retail Baking Assistance targets those working within a retail baking environments undertaking non-trade related work or working as a trade assistant. This qualification is designed for application in supervised environments where the work is primarily predictable with some basic problem solving requirements. Typically this role would include some predetermined, routine baking functions with customer service and general preparation and cleaning skills.

Pathways into the qualification Pathways for candidates considering this qualification include:

- FDF10110 Certificate I in Food Processing
- direct entry
- limited vocational training and/or work experience.

Pathways from the qualification After achieving this qualification, candidates may undertake FDF30510 Certificate III in Retail Baking (Cake and Pastry), FDF30610 Certificate III in Retail Baking (Bread) or FDF30710 Certificate III in Retail Baking (Combined).

Additional qualification advice

Units selected from other Training Packages must be relevant to the work outcome, local industry requirements and the qualification level.

Some units imported into this qualification from the SIR07 Retail Services and SIT07 Tourism, Hospitality and Events Training Packages require prerequisite units in hygiene and food safety from the source Training Packages. These prerequisite units have not been imported as they duplicate food safety units already required as core skills within the Food Processing Training Package qualifications. If selecting these units, the RTO should facilitate recognition of the FDF units as suitable prerequisite unit alternatives.

Note: AgriFood Skills Australia expects that the design of any training delivery and assessment program to support the achievement of this qualification is based on:

- the context required by the industry and/or enterprise
- a holistic and integrated training delivery and assessment plan that identifies learning activities and evidence required
- flexible delivery options including on-the-job and work-based training that support the development of competency.

Licensing, Legislative, Regulatory or Certification Considerations There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, all work must comply with food safety, occupational health and safety (OHS) and environmental regulations and legislation that apply to the workplace.

Packaging Rules

This qualification requires the achievement of **thirteen (13)** units of competency in accordance with the following rules.

Total units must include a minimum of eight (8) units coded FDF.

Eight (8) Core units

Five (5) Elective units

Elective selection must include:

- Three (3) Group A elective units

Two (2) remaining elective units may be selected from:

- Group A elective units below, not previously selected
- Units from this Training Package, any other nationally endorsed Training Package and accredited course that are packaged at Certificate I level (maximum 1 unit) Certificate II level, and Certificate III level (maximum 1 unit)

NOTE: Units marked with an asterisk (*) require completion of prerequisite unit/s which is identified under the unit.

CORE UNITS

Complete all eight (8) core units.

FDFFS2001A	Implement the food safety program and procedures
FDFOHS2001A	Participate in OHS processes
FDFOP2061A	Use numerical applications in the workplace
FDFOP2063A	Apply quality systems and procedures
FDFOP2064A	Provide and apply workplace information
FDFRB2004A	Provide production assistance for bread products
FDFRB2005A	Provide assistance in cake, pastry and biscuit production
MSAENV272A	Participate in environmentally sustainable work practices

GROUP A

Select a minimum of three (3) Group A units. At least two (2) units must start with the code FDFRB or FDFBK.

FDFBK2001A	Operate a cooling and slicing process
FDFBK2002A	Operate a pastry forming and filling process
FDFBK2005A	Operate a doughnut making process
FDFBK2006A	Operate a griddle production process
FDFBK2007A	Operate a pastry production process
FDFOP1003A	Carry out manual handling tasks
FDFOP2003A	Clean equipment in place
FDFOP2004A	Clean and sanitise equipment
FDFOP2005A	Work in a socially diverse environment
FDFOP2011A	Conduct routine maintenance
FDFOP2022A	Operate a high speed wrapping process
FDFPPL2001A	Participate in work teams and groups
FDFRB1001A	Finish products
FDFRB2001A	Form and fill pastry products
FDFRB2002A	Prepare fillings
FDFRB2003A	Produce meringue-based products
HLTFA301B	Apply first aid
SIRXFIN002A	Perform retail finance duties
SIRXFIN001A	Balance point-of-sale terminal
SIRXMER001A	Merchandise products
SIRRMER004A	Prepare and display bakery products*
	<i>FDFFS2001A Implement the food safety program and procedures</i>
SIRXRSK001A	Minimise theft
SIRXSLS002A	Advise on products and services

SITHFAB012A

Prepare and serve espresso coffee

Appendix 2: The Terms of Reference

SCHEDULE THREE – SERVICES

The key outcome sought from this project is to identify whether there is a labour and/or skill shortage in the baking industry.

The baking industry has concerns over a number of labour market and workforce development issues especially relating to current and emerging labour and skill shortages. AgriFood and the industry are keen to confirm or otherwise the existence and extent of these shortages, and to identify strategies to address them.

The project will include quantitative and qualitative components. Data will need to be gathered to be used as a basis for determining whether a shortage exists across occupations listed under “Boundaries”. Future industry requirements are also to be addressed.

A second and linked outcome is to identify strategies the industry may choose to adopt to address skill/labour shortages. This will be achieved through a series of consultation meetings by the Consultant involving industry stakeholders in each state.

In addition to the broad outcomes detailed above, more specific outcomes of the project are as follows:

For the quantitative component of the project:

Industry scale and structure - identify employment numbers and characteristics of the labour market including number of businesses, supply and demand for labour, and qualifications held in the baking industry through:

- collection and analysis of existing data e.g. ABS, taxation, NCVER, DEEWR and
- reviewing existing research findings and gap analysis and industry reports e.g. State Training Authority reports.
- Profile industry workforce composition by state, region, gender, age, ethnicity and migration status
- Identify employment trends through, for example reviewing job advertisements (as undertaken by DEEWR)
- Identify short comings of existing data and ways of overcoming these shortages

For the qualitative component of the project:

- Gain information on attitudes to joining the industry, retention intentions, climate at the workplace, value of pre-employment qualifications/apprenticeship training through surveying existing employees and other stakeholders
- Gain an insight into issues faced by employers/employees relating to attracting and retaining staff, career prospects, value of and attitude to the quantitative component of the project: existing training programs, skill gaps, image of the industry, through direct consultations in each state capital.
- Gain information on the extent and nature of skill shortages across the industry and how well the current migration policy meets these.

The two project components may be undertaken as separate phases or concurrently. A survey of industry stakeholders is to be conducted.

Component Two will involve at least one round of discussions in each state capital. The meetings will involve industry members and other stakeholders e.g. RTOs, state skills councils. Meetings such as focus groups will be arranged with the assistance of state ITCs and industry associations e.g. in Sydney BIA NSW.

The project will include the occupations of baker (ANZSCO 351111) and Pastry Cook (ANZSCO 351112) who work with four key commodity groups: bread, biscuits, cakes and pastries.

As well, data and information pertaining to the following related occupations/job types is to be collected:

- Baker's Assistant
- Pastry Chef
- Production/Plant Manager
- Artisan Bakers

The project will cover "bakers" employed by:

- Small/medium size retail bakers
- Franchise bakers eg Bakers Delight
- Supermarkets eg Coles
- Wholesalers/Manufacturers
- Service Industry e.g. hotels, hospitals

Appendix 3

This is the interview guide used for interviews with employers.

Interview Format

Name of firm:

Name of contact & phone no.:

Address:

Introduction

1. Introduce self; thank employer for participating in the study; note survey was initiated and funded by AgriFood Skills Australia, the national body advising the Commonwealth Government on skills shortages in the baking and other food industries.
2. Advise interview will last about 45 minutes and that we would like to speak with other bakers/pastry cooks employed there.
3. Advise that their comments are confidential to us the researchers and that unless they specifically request it we will not identify them in our report to AgriFood and the steering committee.
4. Inquire whether the person doing the interview holds trade qualifications in baking or pastry cooking? Note here:

Please describe the nature of this business:

--

Interview

Part 1: Current employment and recruitment	Bakers	Pastry cooks	Combined baker & pastry cook	Apprentices
How many bakers and pastry cooks are employed in this firm?				
Have you tried to recruit either of these occupations in the last 12 months?				
How many of these have you taken on as new staff in the last 12 months?				
If none recruited in last 12 months how many have you employed over the last 5 years?				
Of the staff taken on from the above how many were unemployed?				
How many of the applicants for these positions did you regard as suitable?				

Comments:

	Bakers	Pastry cooks	Combined baker & pastry cook	Apprentices
How many of the applicants for these positions held trade qualifications in baking/pastry cooking?				
How many of your current trade staff hold trade qualifications in that trade?				
How many of your bakers/pastry cooks are females?				
Do you think formal trade qualifications are necessary in your business?				

**Part 2:
Apprentices**

If some of the applicants for apprenticeships were unsuitable what did you judge to be the main reasons for this?

Do your apprentices encounter any difficulties in their face to face training? (i.e. with their RTO)

Are there any changes you would like to see to current apprenticeship arrangements?

Why do you think there are relatively few female apprentices?

Part 3: Other occupations			
Do you employ other categories of workers? If yes please list titles including any trainees.	Number employed		
	Occupation title	Males	Females

Do any of these other workers require formal qualifications? Please list occupation below and qualifications in column 2.	Qualification required
Do you have difficulties recruiting workers in any of these categories? Please comment.	

Part 4:
Labour market issues

Why do you think qualified bakers and/or pastry cooks leave the industry?

Why do you think apprentices drop out before completing their course?

To your knowledge, do many who drop out of their apprenticeship remain in the industry working as bakers/pastry cooks?

Part 5:
Interviews with other staff

Only attempt if employer is willing to allow

	Person 1	Person 2	Person 3	Person 4	Person 5
What is your job title?					
Do you have qualifications related to this job?					
How long have you worked here?					
Were you unemployed before taking up this job?					
Would you be prepared to do further study if you could upgrade your qualifications to trade level?					
Do you think there is a shortage of bakers/pastry cooks?					
What was your job before this one?					

Other comments on the industry: