



Business Needs and Learning Solutions

Business Needs & Learning Solutions

Training should be regarded as an integral part of any professional business, and wine industry businesses are no exception. If you're serious about developing an integrated training plan, read on to discover how to create a learning culture, improve the skills of your employees and develop a suitable training plan.

In this section:

- Growing your Business – Identifying Business Objectives
- How to Get the Right Skills on Board
- Finding the Gaps – The Assessment Process
- Learning Approaches to meet Business Needs
- Wine Industry Standards as a Learning Framework
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- Choosing & Working with a Training Provider
- Individual Skills Profile/Training Needs Analysis Template
- Glossary
- Qualifications Available in the Wine Industry
- Benefits of New Apprenticeships to your business

The information contained in this document has been generously supplied by WINETAC. WINETAC is the peak body for learning and skills development within the Australian grape and wine industry.

For further information and support, visit www.winetac.com.au

Growing Your Business – What Are Your Business Goals?

Enhanced processes, products, people and profile = increased profit

A good way to build a business plan is by focusing on the 4Ps: Processes, Products, People and Profile. They might not all apply to you. There are others you could add. Some of the benefits of getting the 4P's right are:

<p>a. Processes</p> <ul style="list-style-type: none"> Increased sustainability of practices <ul style="list-style-type: none"> eg water usage Redesign of processes Facilitation of change Improved implementation of new work practices Increased flexibility – employees Compliance with regulatory requirements Compliance with customer standards Reduced waste 	<p>c. People</p> <ul style="list-style-type: none"> Increased productivity Increased skill Recognition of skill Consistency of standards Reduced workers compensation premiums, reduced sick and accident leave Reduced turnover and associated costs Awarding qualifications Improved morale and confidence Increased capacity to adopt new practices, more innovation Increased capacity to solve routine and non routine problems Improved interpersonal relationships – commitment to team goals Enhanced career pathways Simplified industrial relations structures Receipt of financial incentives in some circumstances
<p>b. Products</p> <ul style="list-style-type: none"> Improved quality Increased consistency of output Increased sales Increased customer satisfaction Increased production 	<p>d. Profile</p> <ul style="list-style-type: none"> Improved quality Raised profile of self, organisation and region Increased consistency of output Expansion into new markets Become an employer of choice

How to Get the Right Skills On Board

Have you decided your business goals? If so can they be achieved with existing job roles? If not, you will need to redesign jobs.

How to do it:

1. Ask what tasks need to be done now and in the future to achieve the desired outcome. Consider all the jobs that need to be done over a given period of time – and at particular seasons

Note these in column A of the skills profile template.

2. Then match the job tasks with relevant competency standards or relevant operating procedures. These will become your tools for developing training plans. (Refer to the hints and tips below). **Note on columns B and C of the skills profile template.**
3. Are these required tasks currently in the job descriptions? If not, rewrite the descriptions to accurately reflect what it is you want done. This will help you develop a performance management system. **Check off in column D of the skills profile template.** Note that columns E and F are not filled in at this stage.

An example follows:

Skills profile example					
A	B	C	D	E	F
What do you want your employee to do?	Relevant competency standard	Relevant standard operating procedure	Check against job description	Assessment	Training
Conduct a product tasting	Conduct a standard product tasting Conduct a specialised product tasting	Conducting product tastings	Included Included		

Completing a skills profile for each job (existing or to be created) is good for two reasons: it provides a valuable link to your objectives and sets the framework for a skills audit (essential for ensuring any time and \$ spent on training is spent on current gaps rather than current skills).

Matching Skills Profile and Competency Standards

Hints and tips:

- Use the list of cellar door sales competency standards from the Wine Sector Training Package. These are relevant for basic vocational skills in the cellar door.
- View competency standards – using a copy of the Training Package or by going to www.ntis.gov.au and clicking on 'competency standards' to make your search. This will help you refine your match.
- Check other training packages that may have more appropriate standards to your business, e.g. Hospitality and Tourism or Retail
- Check some of the competency standards and subject modules available at the higher 'trade' level by visiting www.ntis.gov.au and/or contacting WINETAC for further information.
- Work with your training provider – to select appropriate competencies and to discuss how to customise a competency standard to better suit your workplace.
- Discuss with WINETAC.

So now you have identified what your employees need to do. Do they currently have that skill and knowledge? It's time to find the gaps.

Finding the Gaps

Do your employees have the skills and knowledge to perform the tasks required?

This is achieved through the assessment process.

Q. What is assessment?

A. The process of collecting evidence and making judgements on whether competency has been achieved. Your training approach will dictate whether competency is rated against competency standards, standard operating procedures, or a mix of both.

Q. What is the value of this process?

A. It:

- Contributes to a training needs analysis
- Contributes to the development of a training plan
- Avoids unnecessary training or duplication of effort
- Supports training – checking on progress towards desired outcomes
- Contributes to awarding of a qualification
- Contributes to awarding of a statement of attainment
- Recognises competency/ Contributes to quality management
- Assists in industrial classification processes
- Supports performance reviews
- Compliance with statutory requirements

How can I assess?

For assessment to be effective, make sure you fully understand the competency standard or standard operating procedure.

For more information on using both documents, contact WINETAC.

NB If assessment is for a qualification or statement of attainment, the assessor must be 'qualified'. To be qualified, The Australian Quality Training Framework standard 7.3 states that:

- a** *The Registered Training Organisation (RTO) must ensure that assessments are conducted by a person who has*
 - i) the following competencies from the Training Package for Assessment and Workplace Training or demonstrated equivalent competencies:*
 - a* *BSZ401A Plan Assessment*
 - b* *BSZ402A Conduct Assessment*
 - c* *BSZ403A Review Assessment; and*
 - ii) relevant vocational competencies, at least to the level being assessed.*
- b** *However, if a person does not have all the competencies in 7.3 a (i) and 7.3 a (ii), one person with the competencies listed in 7.3 a (i), and one or more persons who have the competencies listed in 7.3 a (ii) may work together to conduct assessments.*

Recording the assessment

The Skill Profile template is an effective tool for assessing staff.

Once columns A – D have been completed, note the outcome of assessment in column E and the need for training in column F. Use this information to formulate your training plans.

Skills Profile example					
A	B	C	D	E	F
What do you want your employee to do?	Relevant competency standard	Relevant standard operating procedure	Check against job description	Assessment C= competent NYC=not yet competent	Training to be conducted
Conduct a product tasting	Conduct a standard product tasting Conduct a specialised product tasting	Conducting product tastings	Included Included	C NYC	– √

Recognising existing skills and knowledge

The system recognises competencies currently held, regardless of how, when or where the learning occurred. Under the Australian Qualifications Training Framework, competencies may be attained in a number of ways. These include any combination of formal or informal training and education, work experience or general life experience.

In order to be granted recognition, the person must be assessed as currently competent against the endorsed industry or enterprise competency standard or outcomes specified in an Australian Qualification Framework accredited course.

The evidence for this could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

Where does recognition fit in with the implementation of training?

As a formal process, recognition should be conducted **prior to training** as it helps ensure training addresses gaps only, rather than current skills and knowledge. This process of assessment and recognition is essential in all forms of training.

What does your training provider do for recognition?

- Offer it to **all** trainees
- Support the evidence gathering process

What do you/others do for recognition?

- Request it
- Support the evidence gathering process

Increasing the Chance of Success – Meeting the Language, Literacy and Numeracy Needs of a Trainee

The assessment process is an opportunity to assess the trainee's language, literacy and numeracy needs. Some of the ways you can do this are by:

- Discussing with the trainee and seeking their input into areas for support
- Questionnaire
- A self identification checklist
- Recording of previous training
- Screening test
- Checking their application form and/or resume for clues
- Enlisting the help of your training provider, if you are using one.

You may be able to access **funding** to support the development of your trainee's skills in these areas. Contact your State or Territory authority or Registered Training Organisation for further information.

So now you have identified your employees' learning needs. How do you meet them in the best way for your business?

Which Learning Approach Best Meets Your Business Needs?

A mix of the following at different times may work best for your business.

Approach	Features				
Fee for service Work with a Registered Training Organisation (RTO) to implement training on a fee-for-service basis. The training may be on-the-job, off-the-job or both, and may be accredited or non-accredited.	Method of delivery				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">On-the-job</td> <td style="width: 50%;">Off-the-job</td> </tr> <tr> <td> Reduces time away from work Learning usually directly related to work, linked with procedures Need to ensure it is well planned so it doesn't slip down the priority list </td> <td> Focus on training rather than production Can allow for greater use of training tools and group participation May require some time away from work May incur travel and accommodation expenses </td> </tr> </table>	On-the-job	Off-the-job	Reduces time away from work Learning usually directly related to work, linked with procedures Need to ensure it is well planned so it doesn't slip down the priority list	Focus on training rather than production Can allow for greater use of training tools and group participation May require some time away from work May incur travel and accommodation expenses
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	Reduces time away from work Learning usually directly related to work, linked with procedures Need to ensure it is well planned so it doesn't slip down the priority list	Focus on training rather than production Can allow for greater use of training tools and group participation May require some time away from work May incur travel and accommodation expenses			
Recognition					
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Accredited Nationally recognised May be subsidised by government Access to Recognition processes Customisation of units may be available Requires qualified trainers and assessors Certificate of qualification or statement of attainment issued by training provider upon competence </td> <td style="width: 50%;"> Non-accredited Customisation of course may be available May be 'one off' training specific to need </td> </tr> </table>	Accredited Nationally recognised May be subsidised by government Access to Recognition processes Customisation of units may be available Requires qualified trainers and assessors Certificate of qualification or statement of attainment issued by training provider upon competence	Non-accredited Customisation of course may be available May be 'one off' training specific to need			
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Become a Registered Training Organisation (RTO)	Required to comply directly with standards regulating Registered Training Organisations May receive funding from government Can be a costly process in time and \$ Dedicated resources are required You deliver the training and assessment Certificate or statement of attainment issued by you (as the RTO) upon competence				
New Apprenticeship agreement Enter into a contract of training and work with an RTO to implement nationally accredited training.	Financial incentives may be available to you Need qualified assessors and trainers for on-the-job Workers compensation may be paid in some circumstances Training may be on-the-job, off-the-job or both You need to comply with the requirements of the legally binding contract				
Use workplace personnel and company standards/ procedures to train and assess new and existing employees without using an RTO	Not nationally recognised training Uses existing resources Specific to organisation standards rather than national Recognition of Prior Learning (RPL) available later				
Regional approach	Collaborate with other employers in the region and Registered Training Organisations to get the training and assessing you want				
Other indirect approaches	A wide range of other indirect approaches is available, including workshops, networks, and field days. These are often specific to a group need and may or may not be aligned to national competency standards.				

Wine Industry Standards as a Learning Framework

Do you need someone to:

- Conduct winery tours,
- Promote wine tourism information,
- Perform cellar door stock control duties and
- Sell your wine?

If you do, you can find the relevant skill and knowledge within industry developed, nationally recognised competency standards. There are over 200 competency standards specific to the wine industry – 21 of which are specifically related to cellar door operations. It is likely that you will find within these standards many of things that you want your staff to do. There are also hundreds of competency standards available in other industry sectors that may be just what you are looking for.

What are competency standards?

These define the skill and knowledge required for a task - and how, and to what standard, they are applied in employment. Competency standards provide a framework for your business standards and goals. They make the task of training easier and more systematic. (They can also be customised to suit the particular requirements of your organisation).

Competency standards form part of a Training Package. The wine industry has its own Training Package – the [Food Processing \(Wine Sector\) Training Package](#).

What is their value?

Regardless of your approach, you can use these competency standards as a basis for your learning. Accessing what currently exists will save you time, effort and money.

Competency standards also help you:

- Coach, appraise performance and give feedback
- Set goals
- Motivate people
- Identify skills already possessed and therefore training needs
- Quality Assure your operation
- Write job descriptions and recruit new staff
- Train people in the why's as well as the how's – broadening their knowledge and application
- Benchmark your business performance
- Simplify and streamline your industrial relations structure.

Competency standards can be 'packaged' to create nationally-recognised qualifications. For example Certificate 1 in Food Processing, Wine) can help your business by:

- Providing access to standards that have been developed by your industry
- Offering a large range of standards from which to choose – you can even select across skill sets, eg wine grape growing and cellar door sales competencies might be most appropriate for your business needs
- Their flexibility – you can negotiate the training and assessment approach that best suits your business needs
- Increasing opportunities for workplace training and assessment – meaning less time off the job and increasing ownership of all parties
- Recognising current skills and knowledge – avoiding duplication of training
- Providing a benchmark for performance
- Enhancing career pathways for your employees
- Establishing quality parameters and evidencing attainment of quality standards.

Areas for Training Include:

- Responsible Service of Alcohol
- Wine Evaluation
- Product Knowledge (company wines, vineyards)
- Winemaking Process
- Viticulture Process
- Winery History
- Local Knowledge
- General Wine Industry Knowledge (size, growth, production, history, GI's)
- Interpretation of Wine Labels & Label Law
- Major Wine Shows & Wine Awards System
- Phylloxera (inc. prevention techniques)
- Regional Tourism Information
- Conducting Tastings
- Selling Products & Services
- Leading Tours
- Presentations
- Stock Control
- Using Point of Sale System

For more information on competency standards contact WINETAC and/or a training provider.

Addressing the Gaps

Training Plans to meet your business needs

So now you have:

- Identified the skills and knowledge required to help achieve your business objectives and
- Selected the learning approach most relevant to your operations.

You are ready to start training.

Why use Training Plans?

They are useful to:

- Check progress is on track against objectives – ensuring an effective use of time, \$ and resources
- Ensure people are clear on what training and assessment is required
- Have something to map progress against
- Serve as a record of training and assessment
- Demonstrate commitment to the process
- Make training specific to the organisation, team and individual.

What is a Training Plan?

This outlines the skills or competencies a trainee should develop during their training. It broadly outlines how the skill or competency will be achieved and assessed. It may include:

- A list of all skills, competencies or modules to be undertaken
- Time frames
- Details of training to be delivered and by whom
- Details of assessment arrangements
- Details re monitoring and obligations
- Identified current competencies (recognition of prior learning)
- Support for special needs, eg language, literacy, numeracy
- Details of the qualification or statement of attainment to be issued upon competence/completion.

Ideally, the training plan should be negotiated between employer and trainee, and your training provider if you are using one.

It must be specific to the individual (in the case of a trainee or apprentice under contract of the New Apprenticeship scheme). Individual training plans are not formally required for students who are not trainees or apprentices under the scheme. However it is naturally an advantage to tailor plans to specific individual needs to ensure the best return on your investment.

Copies of the training plans should be kept by the employer, trainee and training provider (if you are using one).

Do you need a Training Provider?

If you have decided on a more direct learning approach you might need to work with a training provider. To find one:

- Refer to the fact sheets 'Training providers – Vocational' and 'Training provider – Tertiary' available from WINETAC
- Visit www.ntis.gov.au and search training organisations
- Other – Internet search, phone book etc.

How to find the right Training Provider for your business

Tip 1: You may need to select more than one to accommodate your needs.

Tip 2: How you rate a provider's service will vary slightly, depending upon your training approach.

Questions to ask Training Provider candidates:

1. Does the provider have an understanding of your industry, enterprise and needs?
2. Does the provider have people skilled in your enterprise area? (Ask to see the qualifications and industry experience of trainers and how they keep up-to-date)
3. What sort of track record does the provider have in industry? (Ask for a recent client list and check it).
4. Is the provider willing to adapt to your special needs? (Can they tailor the program to your workplace needs, negotiate training delivery options, work schedules, etc?)
5. Is the provider registered with a State or Territory training authority to deliver the competencies/Training Package relevant to your needs?
6. What do they charge for comparable services?
7. Do they offer recognition of existing skills and knowledge and how comparable is it in time, resources and \$?
8. What training resources do they make available – are they up-to-date, relevant, able to be modified and user friendly?
9. How do they manage the assessment process – who, when, where and how etc?
10. Do they have access to public funding to subsidise training?
11. How much assistance do they offer with the paperwork associated with training and assessment?
12. What professional development will they offer your trainers and assessors?
13. If some training and assessing is on the job, how often will they visit?
14. What feedback and evaluation methods do they use?

Maintaining a Good Working Relationship with your RTO

After recruiting your training provider(s), it is important to stay in touch with the training process for the following reasons:

- To initiate and facilitate good working relationships between their personnel and your own team
- To monitor the quality of the outcomes and detect any shortfalls early in the program
- To provide timely advice and encouragement.

Get the best value out of your relationship by:

- Being clear about the role of each party in the training and assessment process – who will do what and when
- Negotiating the training and assessment process to best suit your business needs
- Providing feedback on their products and services
- Working together to maintain the skill of trainers and assessors
- Supporting your training provider when visiting your organisation to monitor and review progress.

If you have any concerns regarding the service you are being provided, talk with your training provider to determine what can be done to improve the situation. If you are not happy with the outcomes, contact WINETAC for information regarding your options to resolve the issue.

Skills Profile/Training Needs Analysis Template

1. Identify tasks that need to be performed now and in the future to achieve your business objectives
2. Match these tasks against competency standards/standard operating procedures
3. Check tasks are contained within current job descriptions – if not, redevelop job descriptions
4. Assess individual employee's competence in the task to be performed to identify gaps in skill and knowledge
5. Conduct training in these gaps

Identify tasks to be performed (Examples below)	Matching competency standard	Matching standard operating procedure	Check against job description	Assessment C = competent NYC = not yet competent	Training to be conducted X or ✓
<i>Understand responsible alcohol service</i>					
<i>Evaluate wine</i>					
<i>Explain winemaking process</i>					
<i>Prepare wine for tasting</i>					
<i>Conduct standard tastings</i>					
<i>Use point of sale terminal</i>					
<i>Sell products and service</i>					
<i>Process debtors & creditors</i>					
<i>Open/ Close Cellar Door</i>					

Glossary

Accredited	A course or training program is accredited when it is officially recognised and approved. To become accredited, the course or program must meet the guidelines of the Australian Qualifications Framework.
Apprenticeship	A system of training regulated by law, where a person is in paid employment while learning. It combines on-the-job training and work experience with off-the-job training. A contract (or training agreement) is drawn up between the apprentice and employer, where both parties agree to mutual obligations for the length of the apprenticeship.
AQF – Australian Qualifications Framework	A framework for all qualifications in post-compulsory education and training.
AQTF – Australian Quality Training Framework	The quality assurance and recognition arrangements that underpin the national training framework.
Assessment	A process of collecting evidence and making judgements on whether competency has been achieved.
Auspicing	A process of authorising a non-registered industry or training organisation to deliver training and/or conduct assessments, in relationship with a Registered Training Organisation.
Certificate	An award of skill level in the vocational education and training system. A certificate is achieved through the achievement of a 'package' of competency standards taken from a training package.
Competency	The ability to apply a specified level of knowledge and skill to achieve a standard of performance required in the workplace.
Competency Standards	Define the specific knowledge and skills required for a task, job or function and how, and to what standard, that knowledge and skill should be applied in employment.
CBT – Competency Based Training	Refers to training concerned with the attainment and demonstration of skills and knowledge defined by a competency standard.
Core units of competency	The essential competencies required by every employee in every workplace - including basic numeracy, communication, occupational health and safety, food safety and quality assurance. A person must be competent in these to receive a qualification.
Endorsed component	The core component of a training package, made up of competency standards, assessment guidelines and qualifications. The National Training Framework Committee must formally approve of or recognise a component for it to become endorsed.
Equivalent competence	Competent in all aspects of a competency standard without holding the formal certificate or statement of attainment. Evidence is produced to support competence gained via another route.

Key competencies	Generic competencies that enable a person to integrate knowledge and skills in a range of contexts. They are: <ul style="list-style-type: none"> • Collect, analyse and organise information • Communicate ideas and information • Plan and organise activities • Work with others and in teams • Use mathematical ideas and techniques • Solve problems • Use technology
Level (of certificate/ qualification)	Refers to the Australian Qualifications Framework level, eg Level 1 = Certificate 1.
Nationally Accredited Course	A course that is officially recognised and approved under the guidelines of the Australian Qualifications Framework. Once accredited, it receives mutual recognition throughout Australia.
New Apprenticeship	An updated version of the previous apprentice or trainee system. It is an employment based training arrangement where an apprentice or trainee has the opportunity to combine practical experience in the workplace with structured training. The training is bound by a training contract between an employer and apprentice/trainee.
NAC – New Apprenticeship Centre	An organisation which provides advice and assistance with training arrangements/agreements and financial incentives to employers, apprentices and trainees.
Non-accredited	A course or training program that has <i>not</i> been officially recognised and approved. To become accredited, the course or program must meet the guidelines of the Australian Qualifications Framework.
Off-the-job training	Training which takes place away from a person’s job – can be done on the same premises in a ‘training area’, but is usually off the premises.
On-the-job training	Training which takes place in the workplace.
Optional units of competency	Broad competency standards that are applicable to a range of industries, including the wine industry, eg using hand tools. Once approved for inclusion in a specific training package, they are available for inclusion in the qualifications within that package.
Partnership Agreement	A Registered Training Organisation and a non-registered organisation (eg. wine industry employer) work together to achieve recognised training.
Points and pools	Within the wine sector training package, points have been assigned to the competency standards based on the amount of training required, the amount of knowledge and experience required and the complexity of the skill. Pools broadly align with the AQF levels, eg pool 1 = AQF Level 2.
Qualification	Issued upon attainment of competency of a ‘package’ of competency standards, a qualification recognises and certifies a person’s knowledge and skills. The qualification receives mutual recognition throughout Australia.

Qualified trainer/ Assessor	Standards apply to both trainers and assessors if used in relation to the issuing of a qualification or statement of attainment. The requirements are stated in standards 7.3 and 7.4 of the Australian Quality Training Framework standards for RTO's. For more information on the standards – contact your State Training Authority
Recognised	When a training organisation, product or service within the vocational education and training sector is recognised, it is formally approved. To gain approval, the organisation, product or service must conform to the relevant State/Territory legislation.
RPL – Recognition of Prior Learning	When a person undertaking training already has some skills or knowledge relevant to the training. This can be from training or work in the past, or from life experiences, and can be used as a credit in a part of training. It is a process that recognises current competency regardless of how, where or when it was gained. Sometimes called 'Recognition of Current Competency' (RCC).
RTO – Registered Training Organisation	A training organisation that has been registered by a State or Territory Training Authority. This allows the organisation to deliver training, conduct assessments and issue qualifications.
Specialist units of Competency	Cover competencies specific to the wine industry including wine grape growing, cellar, bottling & packaging, laboratory, cellar door sales.
State or Territory Training Authority	An organisation in the State/Territory responsible for managing the vocational education and training system for that State/Territory.
Statement of Attainment	A record of recognised learning which, although falling short of an AQF qualification, may contribute towards a qualifications outcome, either as a partial completion of a course leading to a qualification, attainment of competencies within a Training Package, or completion of a national accredited short course which may accumulate towards a qualification through the RPL process.
Tertiary education	Formal education taking place after secondary education. This can be higher education at University/College, or vocational education and training which is undertaken after completing secondary education. Sometimes referred to as 'higher education'.
Traineeship	A system of vocational education, generally for a shorter length of time than apprenticeships, which includes on-the-job training and work experience off-the-job training.
Training Package	A set of standards, guidelines and qualifications used to train and assess in the vocational education and training system. Each training package is developed by the particular industry/group to meet their needs. Each consists of core components, which are nationally endorsed, and include competency standards, assessment guidelines, qualifications and optional components which are not endorsed, and include support materials such as learning strategies, assessment resources and professional development materials .
Unit	A single competency standard, eg 'pick grapes by hand'.
User choice	Part of the New Apprenticeships system, allowing employers and apprentices/trainees freedom to choose a training provider for their off-the-job training.
VET – Vocational Education and Training	Education and training, undertaken after compulsory educations are completed, which provides work-related knowledge and skills. It excludes degrees and higher level programs.

Qualifications Available in the Wine Industry

Level of skill and knowledge	AQF Qualification (example)	AQF Level
School sector		
	Senior secondary Certificate of Education	
Vocational education and training (VET) sector		
Certificates I-IV prepare candidates for both employment and further education and training. Certificates I and II recognise basic vocational skills and knowledge and Certificate III and IV largely replace the outdated category of trade certificates.	Certificate I in Food Processing (Wine) Certificate II in Food Processing (Wine) Certificate III in Food Processing (Wine) Certificate IV in Viticulture	I II III IV
Diplomas and Advanced Diplomas prepare candidates for self-directed application of skills and knowledge based on fundamental principles and/or complex techniques.	Diploma of Viticulture Advanced Diploma of Viticulture Diploma of Wine & Food	V VI V
Tertiary sector		
Diplomas and Advanced Diplomas prepare candidates for self-directed application of skills and knowledge based on fundamental principles and/or complex techniques.	Diploma of Wine Technology Advanced Diploma in Viticulture	V VI
A Bachelor Degree provides initial preparation for professional careers and postgraduate study.	Bachelor of Viticultural Science and Wine Production	VII
Graduate Certificates and Graduate Diplomas are generally designed for vocational purposes, either broadening the skills and knowledge already gained in an undergraduate program, or vocational skills and knowledge in a new professional area.	Graduate Certificate in Wine Business Graduate Diploma in Wine Marketing	VIII IX
The Masters Degree provides a mastery or high-order overview of a relevant field of study or areas of professional practice.	Masters of Wine Technology and Marketing	X
The Doctoral Degree recognises a substantial original contribution to knowledge in the form of new knowledge or significant and original adaptation, application and interpretation of existing knowledge.	Doctoral Degree	XI

It should be noted that vocational education and training is increasingly provided in the schools sector (VET in schools), which may be recognised at the appropriate Certificate I-IV level or as credit towards the Senior Secondary Certificate of Education. Some Certificate I-IV qualifications are also issued in the higher education sector and there is also a vocational education and training pathway to the Graduate Certificate and Graduate Diploma.

Benefits of New Apprenticeships to Your Business

What are some of the benefits of recruiting an apprentice or trainee under a New Apprenticeship scheme?

- It is an effective way of training and inducting people into both your business and the wine industry
- The training plan can be tailored to meet your business requirements
- The training process speeds up the contribution of the employee to the workplace by improving productivity
- It provides individuals with an industry based career path with nationally recognised qualifications based on standards developed by industry
- It enhances the individual's capacity to be flexible and adaptable to change – increasing your capacity for business development
- You may receive financial incentives and payroll tax and workers compensation rebates or exemptions – these vary from state to state; check with the NAC (New Apprenticeship Centre) info line (see contact details below).

What are New Apprenticeships?

New Apprenticeships are a Commonwealth Government incentive covering traineeships and apprenticeships – all trainees and apprentices are referred to as 'New Apprentices' under this scheme. The terms trainee and apprentice are often used interchangeably, although there are some differences under law between the two in some States and Territories. Check your State's specifics with the NAC info line.

Trainees and apprentices are generally new employees, defined as:

- New (not yet employed by you)
- Casuals who have been with you for less than 12 months or
- Fulltime employees who have been on the payroll for less than 3 months.

Check with your NAC for the latest definition on 'new' if exploring this training approach.

Under the New Apprenticeship arrangement, you enter a Training Contract when employing a trainee or apprentice. It specifies the rights and responsibilities of both parties. Structured training is part of the paid work time of an apprenticeship or traineeship and detailed within a Training Plan that is developed in conjunction with the Training Contract.

The Training Plan outlines the skills or competencies that the trainee or apprentice should achieve during their traineeship/apprenticeship. It is negotiated between you (the employer) and the trainee/apprentice with the Registered Training Organisation (RTO).

Other information

NAC Info line – www.nacinfo.com.au - for information on your local New Apprenticeship Centre, incentives, links and general information – or phone 1800 338 022

State Training Authority – may have a range of information sheets, guidelines and other references to support you recruiting a new apprentice.