The updated [*Training Package Products Development and Endorsement Process Policy*](https://www.dewr.gov.au/skills-support-individuals/resources/training-package-products-development-and-endorsement-process-policy) *(TPPDEPP)* (effective January 2023) has a new requirement that *“an assessment that demonstrates that the training product meets anti-discrimination legislation, and associated standards and regulations has been undertaken, including the Disability Standards for Education 2005.1”* This is referred to as an Anti-Discrimination Assessment (ADA) and is included as part of the training package product submission pack to the Training Package Assurance Body (TPAB).

This Anti-Discrimination Assessment document describes the processes to be followed and considerations that must be made during a training package product project to ensure that:

* the methods and processes used to engage and consult with stakeholders and to receive feedback from them have been inclusive
* the content of products that are reviewed and developed do not discriminate in their language, and take into consideration any requirements in the products that may discriminate
* where possible, experts have been engaged to address any potential concerns related to meeting anti-discrimination requirements.

Further information is included below.

**Checklist**

The document also includes a checklist where project managers and developers must describe the actions taken and considerations made to meet anti-discrimination requirements during their project. Each project will have an allocated ADA assessor who will then check that the processes have been properly followed by reviewing the responses in the checklist and reviewing final draft products to check these requirements have been met.

A tracking document has been created to facilitate capturing feedback from the Assessor and responses from the Project Manager during the assessment process. This checking document should be included in the Submission Pack along with the final completed Assessment.

*1 Training Package Products Development and Endorsement Process Policy,* Section 5.1 Submission of draft training products to the Assurance Body, detail 13.

Purpose and application

Training products should incorporate contemporary language, for example, people/person with a disability, rather than special or additional needs, consider how the delivery of training may be supported through reasonable adjustments when creating assessment requirements, particularly performance evidence, and consider what terms are appropriate for their sector i.e., client, person, individual.

The anti-discrimination assessment (ADA) should consider the following (noting this is not an exhaustive list of considerations):

* the design of packaging rules that reduce disadvantage by providing a range of elective choices
* the inclusion of multiple entry and exit points to promote flexibility and increase access for a broad range of individuals
* whether the products limit unnecessary references to location to allow access by people in regional and remote areas
* whether the products limit the use of pre-requisites thereby limiting barriers to entry
* how foundation skills have been described and/or whether they are explicit in the products, and whether they reflect the foundation skills required for the vocational outcome
* whether the products use inclusive language
* whether the products have eliminated discriminatory language
* whether the products indirectly discriminate against a protected attribute\*. (The *Age Discrimination Act 2004, Disability Discrimination Act 1992 and Sex Discrimination Act 1984* specific areas where it is unlawful to discriminate.)

*\*The protected attributes broadly cover discrimination including race, colour, sex, sexual orientation, gender identity, relationship status, religion, age and disability (physical, intellectual, psychiatric, sensory, neurological or learning disability).*

The process on the following pages outlines some of the ways to avoid discriminatory language and tasks.

Information for project managers

Project managers (PM) should refer to and complete this document from the beginning of the project and through to its submission.

Prior to the review of existing products, take note of any language which exists that may be considered discriminatory or where reasonable adjustments may not be possible.

During the review period, consultation with stakeholders should include discussion about any problematic areas and an explanation given about the importance of the type of language which should be used and how reasonable adjustment can be included in the products.

All products must be checked against the requirements of the current legislation before signing the ADA checklist.

Once completed, it is to be checked and signed off by the ADA assessor.

This information is to be submitted in conjunction with the final submission package.

Information for training package product developers

The developer is to determine if the content of each product contains requirements that may be considered discriminatory. While it is preferred that requirements are not too prescriptive, care should also be taken about being too generic.

Non-discriminatory language is crucial especially in the areas of Foundation Skills, Performance Criteria, Performance Evidence and Assessment Conditions. Consideration should be given to:

* Foundation Skills – specifically ‘Oral Communication’. Is it critical to include? Consider someone who may be nonspeaking. Using this skill may be considered discriminatory.
* Performance Criteria and Performance Evidence – care should be taken to ensure that requirements in these areas are not too prescriptive. What is essential in the performance of the job role? Can reasonable adjustments be made?
* Assessment Conditions – are the requirements too specific? Can reasonable adjustments be made? Does the prescribed location prevent a person being able to complete the unit of competency, skill set or qualification? What alternatives can be included? For example, can the assessment be simulated or contextualised?
* Other areas to be discussed during stakeholder consultation should be prerequisites and entry requirements. Are they necessary and could they exclude an individual from completing the qualification, skill set or unit of competency?

Relevant documentation and requirements

| DOCUMENT | SECTION | ADA REQUIREMENTS |
| --- | --- | --- |
| TPPDEPP | Step 2.2  Step 3.1  Step 5.1 | Undertake consultations  Determine revisions  Submission of draft training products to the Assurance Body – Compliance with requirements |
| Training Product Submission form | 5.2 – Vulnerable and Minority Cohorts | This section of the submission requires a description of how the consultation addressed the needs of vulnerable or minority cohorts. It should include women, people with disability, culturally and linguistically diverse communities, and First Nations people. This includes a description of how the method, location and timing of consultation activities supported engagement.  This section must be completed regardless of changes to the strategy over time. |
| [Age Discrimination Act 2004](https://www.legislation.gov.au/Details/C2020C00283) | Part 1 – Preliminary. S4. Simplified outline  Part 4 – Unlawful age discrimination etc. S.26 Education | Direct discrimination – treating a person less favourably in situations where age should not be considered  Indirect discrimination – imposing a condition, requirement or practice which is unreasonable and likely to disadvantage  It is unlawful to discriminate against a person on the ground of the person’s age:   * By refusing to accept the person’s application as a student * By denying the person access to any benefit provided by the educational authority (the body administering and educational institution) * Schedule 1 Laws for which an exemption is provided -https://www.austlii.edu.au/cgi-bin/viewdoc/au/legis/cth/consol\_act/ada2004174/sch1.html |
| [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2023C00355) | S4  S 5 and 6 | The definition of disability in the DDA can be found in section 4 of the Act. Disability in relation to the DDA includes:   * Physical * Intellectual * Psychiatric * Sensory * Neurological, and * Learning disabilities, as well as * Physical disfigurement.   These sections set out the types of conduct that will constitute direct and indirect disability discrimination. Direct disability discrimination is when a person with disability is treated less favourably than a person without disability   * because of the disability, and * in circumstances that are not materially different.   Indirect disability discrimination occurs when a person with disability:   * is required to comply with a requirement or condition but they cannot comply because of their disability, and * that requirement or condition is not reasonable in the circumstances. * a failure to make reasonable adjustments to assist the person with disability to meet requirements or conditions |
| [Sex Discrimination Act 1984](https://www.legislation.gov.au/Details/C2023C00316) | S 5, 6 and 7 | The Sex Discrimination Act 1984 (Cth) (‘SDA’) covers discrimination on the ground of:   * sex (defined in s 5); * marital status (defined in s 6); * pregnancy or potential pregnancy (defined in s 7); and * family responsibilities (defined in s 7A) |
| [Racial Discrimination Act 1975](https://www.legislation.gov.au/Details/C2022C00366) |  | The Act makes it unlawful to discriminate against a person because of his or her race, colour, descent, national origin or ethnic origin, or immigrant status.  Direct discrimination happens when a person is treated less favourably than another person in a similar situation because of his or her race, colour, descent, national or ethnic origin or immigrant status.  Indirect discrimination can happen when employers or service providers put in place conditions, requirements or practices which appear to treat everyone the same, but which disadvantage some people because of their race, colour, descent, national or ethnic origin or immigrant status. If the requirement is not reasonable regarding the circumstances of the case, it could be indirect discrimination. |

Anti-discrimination assessment checklist

**Project title: Essential Meat Processing Skills**

**Project scope:**

| Checklist Item | Project manager response and evidence | ADA assessor Response  (insert comments where necessary) |
| --- | --- | --- |
| 1. Have the packaging rules been designed to reduce disadvantage?  *For example, the range of elective choices.* | YES   *How?*   * Total number of units required to achieve the Meat Retailing qualification has been reduced to be more reasonable and to match the current job role * Merged 2 qualifications to become Certificate II in Meat Processing to allow for flexibility within the industry * Units, or parts of units, have been merged where possible to remove duplication and the need for learners to repeat training and assessment for the same skills and knowledge * Electives choices have been revised to be more targeted towards the work carried out in meat processing or meat retailing environments * Packaging rules now allow for the flexibility to choose up to 2 units (Certificate II in Meat Processing) or 3 units (Certificate II in Meat Retailing) from this or any other endorsed training package or accredited course, relevant to the job role * Points system removed to allow for meaningful selection of electives to suit job roles * Unit sectors included in unit codes to provide a ‘heads-up’ about the unit content and streamline elective selection * Mandatory workplace requirements (MWR) have been added to many units, **but not core units**, to allow for pathways into meat processing, or meat retailing, across different contexts, including VET in Schools environments * In many of the meat processing units, Performance Evidence volume and frequency has been updated to accommodate performance in micro processing premises or large processing premises, where appropriate, so as not to put unnecessary requirements on those who work in different contexts.   **Colour blindness**  Some job tasks, or units of competency, that include identifying defects or contamination in meat, require that individuals see colour. This check should be carried out by the employer before enrolling students. Note that adaptive technologies are emerging to assist individuals to see colour with accuracy – this has been noted in the Companion Volume Implementation Guide (CVIG), so Registered Training Organisations (RTOs) do not discriminate against those who are colour blind, without considering options.  NO   *Why not?*  NOT APPLICABL*E*  *Why?* | Has this requirement been adequately considered?  YES  NO |
| 2. Have pre-requisites or entry requirements been limited to promote flexibility and increase access for a broad range of individuals? | YES   *How?*  No qualifications included in this submission contain entry requirements and pre-requisites have been kept to a minimum.  Pre-requisite units have been reviewed throughout the project and **only one pre-requisite**, *AMPWHS201 Sharpen and handle knives* *safely,* is included in many units for safety reasons. Its inclusion has been confirmed through thorough consultation with stakeholders. Information on how to deliver and assess *AMPWHS201 Sharpen and handle knives* *safely* is included in the CVIG Part 1.  In some instances, the feedback received indicated that using a knife to complete tasks applied in some contexts, and not others. This situation occurs in some job tasks where a knife is used in some plants, but not others, such as for the unit *AMPCRP2X02 Remove head*. In some meat processing premises this task is carried out using a knife, in other premises, heads are removed mechanically. To avoid duplicating units, the requirement for the pre-requisite has been added to the unit Application. The placement of this requirement in the unit Application has been carefully considered by industry experts and stakeholders, who agree it is appropriate. *Where a knife is used as part of the job task, the pre-requisite must be completed before or in conjunction with the target unit*. Accompanying information has been included in the CVIGs for unit identification and supporting advice for RTO delivery. | Has this requirement been adequately considered?  YES  NO |
| 3. How have Performance Criteria, Foundation Skills, Performance Evidence and Assessment Conditions been considered with respect to anti-discrimination? | The Performance Criteria, Foundation Skills, Performance Evidence and Assessment Conditions have been very carefully considered to include the essentials of the job tasks they cover, especially with respect to anti-discrimination. The Performance Criteria have been clarified to ensure there are no unnecessary requirements placed on learners, such as the ability to read complex documents, or take part in complex communications. This approach flows through to the Foundation Skills, which list the essential requirements required of work, such as the requirement to identify and follow workplace instructions, which may be in graphic format, or to clarify information (ask verbal or non-verbal questions) where required. This is essential for safety in meat retailing and meat processing environments.  Knowledge Evidence requirements have also been carefully considered to not include broad requirements, or complex documents. For example, references to specific Australian Standards or guiding regulations have been removed and replaced with ‘following workplace requirements’, or ‘following workplace instructions’, understanding that those workplace documents will include the essentials that workers will need to know about at AQF2, to guide the work that is compliant with the standards required of industry.  **The use of ‘where used’ or ‘where required’**  Some Performance criteria include ‘where used’ or ‘where required’. This phrase has been carefully considered during the development of units. It has been added where there are variations in what is required of a work task, between different employers and with work on different species. Where the Performance Criteria applies, it must be delivered and assessed.  **Performance evidence assessment**  Many units have been updated to include ‘Mandatory Workplace Requirements’, which means that Performance Evidence must be performed in and collected from a workplace. This approach has been taken to ensure that assessment is meaningful, robust, sufficient and valid.  The units that would be assessed in a meat processing environment, have detail about assessment in a ‘micro meat processing premises’, or a ‘larger meat processing premises’.  The definition of a ‘micro meat processing premises’ is clearly identified in the CVIG.  For the purposes of training and assessment, a ‘micro meat processing premises’ is defined as:  • operating fewer than four days a week with a small throughput for one or more species, or  • employing fewer than four workers on the processing floor.  The numbers required for Performance Evidence vary between a micro plant and a larger meat processing premises.  **Assessment Requirements**  Physical conditions updated to be the following as chain speeds will vary per workplace/task:  skills must be demonstrated in a meat processing premises, at workplace production speed. | Has this requirement been adequately considered?  YES  NO |
| 4. Do the products use contemporary language?  *For example, using people with a disability rather than ‘special needs’ or ‘additional needs’, using nonspeaking instead of nonverbal. Avoidance of acronyms like ‘ATSI’.* | YES  *How?*  The training products are all intended to be available for all learners without restrictions.  NO   *Why not?* | Has this requirement been adequately considered?  YES  NO |
| 5. Do the products limit unnecessary references to location, enabling access by people in regional and remote areas? | YES   *How?*  MWR included in most units, all CORE are able to be simulated, noting most meat processing premises do onsite training.  Assessment methods include 3 forms of evidence. This is included to promote good practice assessment processes. Examples of assessment and gathering evidence are provided in the CVIG Part 1 and are designed to be accessible/contextualised across a range of RTOs and learner accessibility.  Generic language has been used throughout the training products to allow for contextualisation due to the number of different delivery environments. ‘Meat processing premises’ may include one or all of the following:   * slaughtering premises * boning room * knackery * retailing premises * offal processing room * meat storage facility * wild game meat processing premises * wild game field depot * rendering premises * smallgoods processing premises * wild game field harvester vehicle * value adding premises * poultry processing premises * pet food processing premises * mobile abattoir * mobile butcher * food services * cold storage business * chilling and freezing areas * food service operations * smallgoods factory * wholesale butchery * game meat processing establishment * pet food premises   • farmed game processing premises.  NO   *Why not?* | Has this requirement been adequately considered?  YES  NO |
| 6. How have protected attributes been considered in the development of the training products?  *For example, ensuring products do not indirectly discriminate against a protected attribute.* | Throughout this project we have actively consulted with all stakeholder demographics.  Feedback received included recognition that some learners from diverse backgrounds require encouragement to ask questions. This has been implemented into the training products by including Foundation Skill – Oral Communication, example from *AMPCOM2X01 Communicate in the workplace*;   * Ask questions to clarify information * Provide accurate answers to questions * Explain issues or problems * Offer suggestions * Participate in routine discussions. | Has this requirement been adequately considered?  YES  NO |

**Declaration**

This Anti-discrimination assessment has been completed by Lucinda O’Brien and Jenni Oldfield. The assessor is satisfied by the information provided by the project manager and the products reviewed that the training products being submitted meet, as far as practicable, relevant anti-discrimination legislation, and that evidence of processes to address, (such as avenues to raise concerns is encouraged) is reasonable and adequate.

Signature:   
A close up of a sign

AI-generated content may be incorrect.

Date: 12/06/2025

Training products provided for assessment

Qualifications

|  |  |
| --- | --- |
| AMP20125 | Certificate II in Meat Processing |
| AMP20425 | Certificate II in Meat Retailing |
| AMP30622 | Certificate III in Meat Processing (Release 2) |

Skill sets

|  |  |
| --- | --- |
| AMPSS00001  Release 4 | Animal Welfare Officer Skill Set |
| AMPSS00083 | Bandsaw Operator Meat Processing Premises Skill Set |
| AMPSS00084 | Game Harvester Skill Set |
| AMPSS00085 | Green Offal Processing (Maws Processing) Skill Set |
| AMPSS00086 | Knife Sharpening Skill Set |
| AMPSS00087 | Meat Processing Cleaner (Amenities) Skill Set |
| AMPSS00088 | Meat Processing Core Skill Set |
| AMPSS00089 | Process Animal Covering Skill Set |
| AMPSS00090 | Animal Welfare Officer Assistant Skill Set |
| AMPSS00091 | Meat Processing New Supervisor Skill Set |
| AMPSS00092 | Introduction to Meat Retailing Skill Set |
| AMPSS00093 | Livestock Handler Skill Set |

Units of competency

|  |  |
| --- | --- |
| AMPABA203 | Process slinks |
| AMPCLE201 | Clean carcase hanging equipment |
| AMPCLE202 | Clean boning room after operations |
| AMPCLE203 | Clean slaughter floor after operations |
| AMPCLE204 | Clean amenities and grounds |
| AMPCOM201 | Communicate in the workplace |
| AMPCRP201 | Operate electrical stimulator |
| AMPCRP202 | Remove head |
| AMPCRP203 | Cut hocks |
| AMPCRP204 | Number carcase and head |
| AMPCRP205 | Punch pelts |
| AMPCRP206 | Prepare hide or pelt for removal |
| AMPCRP207 | Bag tail |
| AMPCRP208 | Seal or drain urinary tract |
| AMPCRP209 | Singe carcase |
| AMPCRP210 | Shave carcase |
| AMPCRP211 | Flush carcase |
| AMPCRP212 | Trim neck |
| AMPCRP213 | Trim forequarter to specification |
| AMPCRP214 | Trim hindquarter to specification |
| AMPCRP215 | Inspect hindquarter and remove contamination |
| AMPCRP216 | Inspect forequarter and remove contamination |
| AMPCRP217 | Remove spinal cord |
| AMPCRP218 | Sort carcases |
| AMPCRP219 | Weigh carcase |
| AMPCRP220 | Operate semi-automatic tagging machine |
| AMPCRP221 | Measure fat |
| AMPCRP222 | Stamp carcases |
| AMPCRP223 | Wash carcases |
| AMPCRP224 | Remove tenderloins from small stock |
| AMPCRP225 | Assess dentition |
| AMPCRP226 | Wash head |
| AMPCRP227 | Prepare carcase and equipment for hide puller |
| AMPCRP228 | Bone head |
| AMPCRP229 | Remove cheek meat |
| AMPCRP230 | Bar head and remove cheek meat |
| AMPCRP231 | Free tongue |
| AMPCRP232 | Shackle and hang animal |
| AMPCRP233 | Operate scalding and dehairing equipment |
| AMPCRP234 | Process blood |
| AMPCRP301 | Grade carcases |
| AMPENV201 | Apply environmentally sustainable work practices |
| AMPHSK201 | Trim hide or skin |
| AMPHSK202 | Salt hide or skin |
| AMPHSK203 | Sort hide or skin |
| AMPHSK204 | Chemically treat skins |
| AMPHSK205 | Chill or ice hides |
| AMPHSK206 | Perform sweating operation on fellmongered skins |
| AMPHSK207 | Operate fleshing machinery |
| AMPHSK208 | Operate wool puller |
| AMPHSK209 | Operate wool dryer and press |
| AMPHSK210 | Skirt and weigh fellmongered wool |
| AMPHSK211 | Prepare chemicals for fellmongering process |
| AMPLOA201 | Loadout meat and meat products |
| AMPLOA202 | Store carcases |
| AMPLOA203 | Store carton product |
| AMPLOA204 | Locate product in storage area |
| AMPLOA205 | Bag carcase |
| AMPLSK202 | Prepare animals for slaughter |
| AMPLSK203 | Feed race |
| AMPLSK204 | Restrain animals |
| AMPLSK205 | Perform emergency kill |
| AMPLSK206 | Unload animals |
| AMPLSK207 | Identify animals using electronic or other systems |
| AMPOFF201 | Separate offal |
| AMPOFF202 | Separate and seal runners |
| AMPOFF203 | Recover skirts |
| AMPOFF204 | Free flares |
| AMPOFF205 | Recover offal |
| AMPOFF206 | Open and wash rumen |
| AMPOFF207 | Process and pack rumen |
| AMPOFF208 | Process skirts |
| AMPOFF209 | Process offal |
| AMPOFF210 | Process runners |
| AMPOFF211 | Prepare and trim honeycomb |
| AMPOFF212 | Recover mountain chain |
| AMPOFF213 | Further process tripe |
| AMPOFF214 | Trim processed tripe |
| AMPOFF215 | Process small stock tripe |
| AMPOFF216 | Process bibles |
| AMPOFF217 | Process maws |
| AMPOPR201 | Clean work area during operations |
| AMPOPR202 | Operate scales and semi-automatic labelling machinery |
| AMPOPR203 | Clean chillers |
| AMPOPR204 | Undertake routine preventative maintenance |
| AMPOPR205 | Complete orientation to meat processing |
| AMPOPR206 | Operate whizard knife |
| AMPOPR207 | Work from rise and fall platform |
| AMPOPR208 | Operate nose roller |
| AMPOPR209 | Operate pneumatic cutter |
| AMPOPR210 | Operate circular saw |
| AMPOPR211 | De-rind meat cuts |
| AMPOPR212 | De-nude meat cuts |
| AMPOPR213 | Operate frenching machine |
| AMPOPR214 | Operate cubing machine |
| AMPOPR215 | Cure and corn product in a meat processing plant |
| AMPOPR216 | Operate head splitter |
| AMPOPR217 | Operate jaw breaker |
| AMPOPR218 | Transport meat and/or meat products |
| AMPOPR219 | Operate tenderiser |
| AMPOPR221 | Operate new technology or process |
| AMPOPR222 | Operate carcase steam vacuum equipment |
| AMPOPR223 | Operate vacuum blood collection process |
| AMPOPR224 | Use numeracy skills in meat processing |
| AMPOPR225 | Complete changeover operation |
| AMPOPR2X16 | Operate mincer |
| AMPOPR304 | Operate waste recovery systems |
| AMPOPR305 | Operate a forklift in a specific work area |
| AMPPET201 | Process pet meat |
| AMPPET202 | Break down and bone carcase for pet meat |
| AMPPKG201 | Package product using gas flushing process |
| AMPPKG202 | Assemble and prepare cartons |
| AMPPKG203 | Identify cuts and specifications |
| AMPPKG204 | Pack meat and meat products |
| AMPPKG205 | Operate carton scales |
| AMPPKG206 | Operate strapping machine |
| AMPPKG207 | Operate carton forming machine |
| AMPPKG208 | Complete re-pack operation |
| AMPPKG209 | Vacuum pack product |
| AMPPKG210 | Package product using automatic packing and labelling equipment |
| AMPPKG211 | Operate carton sealing machine |
| AMPPMG201 | Undertake pest control in a food processing establishment |
| AMPPOU201 | Operate the live bird receival process |
| AMPPOU202 | Operate the bird receival and hanging process |
| AMPPOU203 | Prepare birds for stunning |
| AMPPOU204 | Operate a poultry stunning, killing, scalding and defeathering process |
| AMPPOU205 | Operate a poultry washing and chilling process |
| AMPPOU206 | Operate a poultry evisceration process |
| AMPPOU207 | Harvest edible poultry offal |
| AMPPOU208 | Grade poultry carcase |
| AMPPOU209 | Operate a poultry dicing, stripping or mincing process |
| AMPPOU210 | Operate a poultry marinade injecting process |
| AMPQUA201 | Follow electronic labelling and traceability systems in a food processing establishment |
| AMPQUA202 | Monitor meat temperature |
| AMPQUA203 | Operate automatic chemical lean testing equipment |
| AMPQUA204 | Inspect meat for defects |
| AMPQUA205 | Apply hygiene and sanitation practices |
| AMPQUA206 | Follow food safety and quality programs |
| AMPQUA207 | Operate metal detection unit |
| AMPREN201 | Operate blow line |
| AMPREN202 | Operate meat meal mill |
| AMPREN203 | Pack and dispatch rendered products |
| AMPREN204 | Operate meat size reduction equipment |
| AMPREN205 | Break down carcase for rendering |
| AMPREN307 | Skin condemned carcase |
| AMPRET201 | Receive meat products |
| AMPRET202 | Identify species and meat cuts |
| AMPRET203 | Trim meat for further processing |
| AMPRET204 | Store meat product |
| AMPRET205 | Prepare minced meat and minced meat products |
| AMPRET206 | Provide service to customers |
| AMPRET207 | Process sales transactions |
| AMPWHS202 | Follow safe work policies and procedures |