



Developing industry skills.

Case for Endorsement

Construction Pathways Project

CPC Construction, Plumbing and Services Training
Package

Release 5.0

Submitted by Artibus Innovation
on behalf of the Construction,
Plumbing and Services IRC
February 2020

Artibus Innovation

Artibus Innovation is the Skills Service Organisation (SSO) supporting the Industry Reference Committees (IRCs) for the Construction, Plumbing and Services, and Property Services sectors in Australia. It develops, manages, and supports nationally recognised Training Packages.

The IRCs are responsible for providing guidance, direction, and advice in relation to the workforce training and skills development needs of these two industry sectors. Together industry, employees and enterprises contribute significantly to Australia's infrastructure, underpinning the nation's economic and social fabric.

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A. Administrative details of Case for Endorsement

Name of allocated IRC

The submission of this Case for Endorsement is made by Construction, Plumbing and Services (IRC).

Name of the SSO

Artibus Innovation is the Skills Service Organisation (SSO) supporting this submission.

Training package components submitted for approval

This Case for Endorsement put forward three qualifications and 15 units of competency.

Qualifications

- CPC10120 Certificate I in Construction
- CPC20120 Certificate II in Construction
- CPC20220 Certificate II in Construction Pathways

Units of competency

- 16 units of competency:
 - 14 revised units of competency
 - 2 new units of competency.

Further mapping information on the qualifications and units of competency can be located in **Section H: Proposed Training Package components**.

Case for Change details

The Australian Industry and Skills Committee (AISC) approved the activity to update the plumbing and fire services training package components to the 2012 Standards for Training Packages.

Activity order number:	TPD/2018-19/001
Activity start date:	11 September 2018
Original finish date:	31 July 2019
Activity finish date:	20/28 February 2020

Requirement set by the Australian Industry and Skills Committee (AISC) in relation to the training package activity

The AISC's requirements were to:

1. update the structure and content of the three qualifications and transition them to the 2012 Standards for Training Packages.
This requirement has been met.
2. update 19 existing units of competency: this requirement has been met, 14 of the 19 units have been updated in this project, the remaining five units were developed in the Carpentry and Joinery project.
3. develop four new units to address skills and knowledge gaps.
Only two new units were developed to address current skills and knowledge gaps in the industry.

B. Description of work and request for approval

This project was commissioned by the Australian Industry and Skills Committee (AISC) and developed with the support of the Construction, Plumbing and Services Industry Reference Committee (IRC).

Project scope

The project scope included the review of following three qualifications collectively referred to as 'construction pathways.'

Code	Title
CPC10111	Certificate I in Construction
CPC20112	Certificate II in Construction
CPC20211	Certificate II in Construction Pathways

The project commenced with a technical review of the qualifications and associated units of competency to improve currency and industry integrity.

The additional objectives were explored through response to a discussion paper developed to inform the project, *Design Considerations & Options for the Construction Pathways Qualifications* (October 2017).

The discussion paper included an analysis on:

- NCVET vocstats enrolment and completion figures
- An analysis of the packaging rules of the qualifications to strengthen vocational outcomes
- the relationship of qualifications to relevant accredited courses 22216VIC Certificate II in Building and Construction, Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry, Pre-Apprenticeships and 52443WA Certificate II in Building and Construction (Pathway Trades) to minimise issues relating to competency-based wage progression.

Key issues driving the project

The key issues were outlined in a Case for Change considered and approved by the AISC in June 2018. The project objectives detailed in the Case for Change recommended to:

- update the qualifications to improve currency and integrity. All the training components have been reviewed by subject matter experts and validated by industry and RTOs
- address industry concerns associated with institutional training and competency-based wage progression through the removal of series AQF level III units of competency from the unit listing
- strengthen vocational outcomes in construction industry through packaging rules of the qualification to incorporate a family of trades model, meet minor trade licensing and remote area requirements
- address and minimise issues relating to competency-based wage progression through the packaging rules.

Competency-based wage progression

Competency-based wage progression was the main driver for change across the three qualifications. The Building and Construction Award has competency-based pay increments.

Employers and the IRC expressed concern that competency-based wage progression is triggered if Certificate II Construction Pathways enables greater than a 25% credit transfer (e.g. 25% achievement of competency) into a Certificate III in trade-based qualification.

If such learners go on to do an apprenticeship they are entitled to recognition for the units of competency they have already attained, which may equate to 25% of the Certificate III in Carpentry, for example.

This would attract a second-year apprentice pay level. Employers have expressed strong concerns that such learners lack the skills commensurate with an apprentice who has been on the job for a year.

It should be noted that issues relating to competency-based wage progression and or other industrial relations matters are outside the remit the IRC and SSO, however industry guided the design of the qualifications.

Industry engagement and consultation activities

As this suite of qualifications supports pre-vocational outcomes, without a specific job description, as expected, industry had a limited interest in the outcomes of this project. Educational institutions were far more engaged and provided feedback on the content and packaging of the qualifications.

The Case for Change had been developed and supported through the following engagement activities:

Activity	Industry participants
Nation-wide on-line survey	92 responses
Face-to-face interviews	8 interviewees
Focus group	32 participants
Development of discussion paper on the redesign of the qualifications	Validation by the 8 members of the Technical Advisory Group (TAG)
TAG Meetings	8 meetings held
Consultation with State Training Authorities (STAs)	8 STAs participated via email
IRC Review at four meetings	19 representatives

Project page

With the commencement of the project, a project web page was developed on the Artibus Innovation website. The project pages were kept updated throughout the duration of the project.

The purpose of project web page was to:

- update industry on the progress of the project
- provide industry the opportunity to provide feedback
- allow stakeholders to download draft materials.

The project page received 1620-page views.

https://www.artibus.com.au/project/?project_id=10

Technical Advisory Group

The Construction, Plumbing and Services IRC endorsed the establishment of a TAG to provide strategic input on, and oversight of, the review of the training package components throughout the project. Nominations for the formation of the TAG were published on the project page.

TAG Member	Organisation
Adam Cox (Chair)	Fernbrooke Homes (small home builder)
Adam Profke	Master Builders of Queensland
Alan Davis	Construction Training Council WA
Tim Mead	Mead Construction (medium commercial builder)
Daniel Bonnici	Department of Education VIC
Liam O`Hearn	CFMMEU
Peter Forsingdal	Hutchinson Builders (large commercial builder)
Rod Eske	Hutchinson Builders (RTO arm of Hutchinsons)
Tristan Howison	TAFE NSW (part time) & Residential carpenter

The TAG held eight meetings and met in person or by videoconference over the course of the project.

They discussed and made unanimous or majority decisions on the following matters:

- the existing training package components and future packaging models
- interpreting divided stakeholder feedback, using their subject-matter expertise and industry knowledge to identify models of best practice
- assisting with the development of draft components
- engaging industry and other stakeholders to provide input into unit development.

At two points of the development areas of consensus were unable to be reached and the TAG sought the guidance of the Industry Reference Committee. This was in relation to:

1. The 'treatment of common units' – a consensus could not be reached on the merging of common units and the implications this would have on articulation between the qualification levels. The IRC recommended the units not be merged to assist articulation.

2. The treatment of competency-based wage progression issues as they relate to the packaging rules of qualifications. The IRC advised that less than 25% of a Certificate III level qualification should be achievable by way of credit transfer from a Certificate I or Certificate II pathways qualification.

TAG meeting considerations and decisions are outlined in the following table.

Table 2: TAG Meetings and Actions

Meeting	Key actions
1	<ul style="list-style-type: none"> • TAG member induction • Approved distribution of options paper to inform project design
2	<p>The TAG discussed findings of option paper and agreed following design considerations:</p> <ul style="list-style-type: none"> • The Certificate I – is a school to work program that should ensure: <ul style="list-style-type: none"> ○ an increased the focus on employability skills, life skills ○ improved core knowledge ○ mandated work experience ○ mandated trainer and assessor experience (Vic mandates 7 years industrial experience, Certificate III and above – this surpasses the requirements of ASQA) ○ a holistic training and assessment approach – recommended project-based delivery ○ provide exposure across a range of work in the building industry ○ end goal may be into a trade or another construction related pathway – paraprofessional and professional stream. <p>Agreed Outcome: Certificate I to be designed as a “school to work program” for industry.</p> <ul style="list-style-type: none"> • Certificate II in Construction and Certificate II in Construction Pathways be combined – including the best of both certificates, and consideration be given to the following principles: <ul style="list-style-type: none"> • adopt a family of trades • focus on construction labourer role • amend the packaging to enable pre apprenticeships • mandate the skills required for the trainers • structured workplace learning – needs to be included in the Certificate II but not to be mandated. <p>This advice was overturned by the IRC. The IRC noted the different vocational outcome of each Certificate II citing the numbers of enrolments in each showing evidence of this.</p>
3	<p>The TAG:</p>

4	<ul style="list-style-type: none"> • reviewed feedback from the consultation round • deemed the qualifications as not suitable for Australian School Based Apprenticeships • to provide additional information in the companion volume implementation guide in relation to industry expectations and career pathways • to review the qualification packaging rules of the Certificate II in Construction Pathways to consider the inclusion of: <ul style="list-style-type: none"> ○ An indigenous pathway for public housing projects ○ Inclusion of specialist products such as steel framing and Hebel. • state pathways and qualification requirements not currently met by the qualifications. <p>The mandating of assessor requirements and consideration of Registered Training Organisation standard 1.13. The TAG agreed that AQSA regulations mandate trade currency.</p> <p>Agreed Outcome: there is no need to mandate additional assessors' requirements above the standard assessment clause.</p>
5	<p>The TAG:</p> <ul style="list-style-type: none"> • was unable to form consensus on the merging of foundational units and so deferred to IRC for advice • agreed to remove AQF level III units from the qualifications • reviewed of qualification application statements • considered and agreed to minimise cross over of units between Certificate I and Certificate II Pathways given the different audience of each • removed CPCCCM1014 Conduct workplace communication since it is subsumed in CPCCCM1012 Work effectively and sustainably in the construction industry • agreed to draft qualification templates for Certificate I and Certificate II • sought guidance from the IRC on the issue of competency-based wage progression.
6	<p>The TAG:</p> <ul style="list-style-type: none"> • actioned the IRCs recommendation to be mindful of competency-based wage progression in qualification packaging • actioned the development of a new unit to support a pathway into tiling • approved the Certificate II in Construction Pathways for validation
7	<p>The TAG actioned the unanimous decision of the Construction, Plumbing and Services IRC that the unit <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> be a core unit in all CPC qualifications.</p>
8	<p>The TAG:</p> <ul style="list-style-type: none"> • considered feedback from the validation round and actioned changes • approved the activity for IRC sign off • approved the activity for quality assurance.
9	<p>The TAG unanimous decision of the Construction, Plumbing and Services IRC that the unit <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> be an entry requirement for all CPC AQF I-III qualifications.</p>

Industry surveys

Industry surveys were published to enable industry stakeholders a platform to provide feedback on the development of the training package components. Industry was notified of the surveys via newsletter.

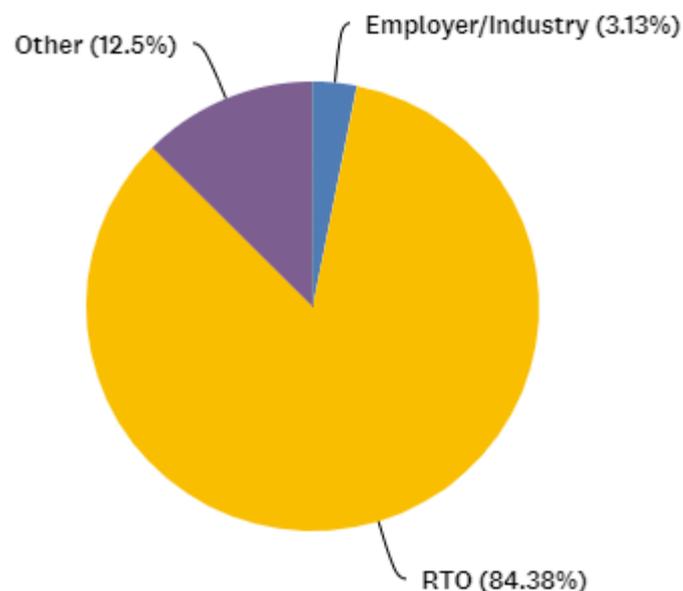
Industry stakeholders were able to download the draft materials and provide feedback on the qualifications and individual units of competency.

Two rounds of industry consultation were opened via surveys. Outlined below are the details of each survey:

Draft Pack 2 Consultation – Qualification feedback

This survey focused on seeking input on the packaging rules of the qualifications. It was expected that the majority of respondents would be RTOs because this qualification set is pre-employment.

The survey opened from 20 March 2019 and closed 5 April 2020.



A total of 32 stakeholders participated in the survey. The majority of the stakeholders who participated through this channel were training providers.

The feedback on the qualifications was positive and focused on:

- nominating units to be considered in the qualifications
- competency-based waged progression
- unit details.

Draft Pack 3 – Validation

The purpose of this validation round was to:

- offer industry stakeholders the opportunity to provide feedback on the qualifications and or units of competency
- outline the IRC's rationale to include CPCCWHS1001 Prepare to work safely in the construction industry in the core.

A survey was opened from 17 – 31 October 2019. No industry feedback was received through this channel.

National webinar

A national webinar was arranged on 31 October 2019 to provide industry the opportunity to comment on the qualifications and units of competency.

Key feedback from the webinar is outlined below:

Certificate I in Construction:

- The IRC Chair requested that the following units be relocated to the core.
- CPCCCOM2001 Read and interpret plans and specifications.
- CPCCCOM1014 Conduct workplace communication.
- The relevancy of following elective unit was queried: BSBUS201 Participate in environmentally sustainable work practices.

Certificate II in Construction:

- There is a double up of CPCCWHS1001 Prepare to work safely in the construction industry in the core. This has been rectified.
- RIIWHS210D Install trench support to be considered for replacement updated CPC trench support unit being developed in the plumbing project. As the plumbing unit was not ready at the time of writing the RII unit remains.

Certificate II in Construction Pathways

- The IRC Chair commented that the Remote Area Building stream has not yet been approved the IRC. That further consideration will be required by the IRC to see what the best fit would be:
 - a stand-alone qualification – focusing on remote area building or
 - included remote area building units in the existing pathways qualifications and drop the stream.
- The IRC Chair requested:
 - a painting stream be included in the qualification
 - CPCCCM2010 work safely on scaffolding higher than two metres be replaced by CPCCCM2012 work safely at heights.

Unit feedback

- CPCCM1017 Prepare simple construction sketches requires further work to clarify wording across the units and mention the related Australian Standard.

- CPCCCM2002 Carry out hand excavation can be a stand-alone new unit and CPCCCM2002A should be updated, like for like.
- CPCCCM2002 Carry out hand excavation should also be considered for inclusion across the qualifications for consistency.
- CPCCM2005 Use construction tools and equipment requires further work to ensure the tools and equipment in the performance evidence are relevant.
- Further unit feedback will be provided through the forums in the near future.

State/Territory Training Authorities (STAs)

STAs have been kept abreast of the project via face to face meetings, newsletters and direct email correspondence. STA feedback, when received, on the project was reviewed and put forward to the TAG to consider.

Dissenting views and alternative approaches explored

Issue:

The Victorian STA wishes to record a dissenting view based on a lack of clarity regarding the qualification approved by the IRC. In response to a query regarding a non-existent unit listed in the Certificate II in Construction Pathways, Artibus advised that the inclusion of this unit was a typo. The unit listing was subsequently changed in the qualification framework and therefore Victoria is unsure as to what was approved by the IRC.

Response:

In error, the SSO accidentally listed CPCCJN2002 *Prepare for off-site manufacturing process* instead of CPCCJN3004 *Manufacture and assemble joinery components* which is listed for endorsement in the Certificate III in Joinery project. This unit is proposed as an elective unit within the Certificate II in Construction Pathways under the Joinery group.

TAG members participated in robust conversations but worked collaboratively throughout the project to support the IRC in its aim to develop qualifications that fit industry needs.

Summary of proposed key changes:

Key Change	Description
KC1	CPC10120 Certificate I in Construction supersedes and is equivalent to CPC10111 Certificate I in Construction.
KC 2	CPC20120 Certificate II in Construction supersedes and is equivalent to CPC20112 Certificate II in Construction.
KC 3	CPC20220 Certificate II in Construction Pathways supersedes and is equivalent to CPC20211 Certificate II in Construction Pathways.
KC 4	2 new units of competency were developed to address current skills gaps: CPCCCM1017 Prepare simple construction sketches and CPCCCM2013 Undertake basic installation of wall tiles.
KC 5	13 existing units have been updated to the <i>Standards for Training Packages 2012</i>
KC 6	The packaging rules on all three qualifications support the minimisation of competency-based wage progression issues in the industry.

Occupational outcomes

Certificate I Construction

This qualification provides an introduction to construction industry job roles and expectations and the use of basic tools and materials and is suitable for VET in schools programs and for other learners seeking an introduction to construction work skills.

Certificate I in Construction

This qualification provides an opportunity for candidates to develop skills and experiences in a range of construction skills.

It is often used as an endpoint qualification in general construction skills, for example, for those seeking general skills as a builder's labourer.

Certificate II in Construction Pathways provides an introduction to traditional trade qualifications such as carpentry, bricklaying and plastering and can be a stepping-stone into Certificate III training trades.

This supports candidates into apprenticeships, minor trade licencing and remote area repair and maintenance pathways.

Decision being sought from the AISC

To note the work undertaken and approve the submission.

C. Evidence of industry support

This Case for Endorsement presents evidence of broad-based industry support for the proposed training package components as outlined in the Training Package Development and Endorsement Process Policy.

This section provides evidence that the Construction, Plumbing and Services Training Package Version 5.0 is supported by industry.

Support by the IRC

The Construction IRC supports the submission of the submission of the training package components put forward in this Case for Endorsement.

Signed on behalf by the appointed Chair of the Construction IRC.

Name of Acting Chair: Alan Waldron



Signature of Acting Chair:

Date: 21st January 2020

STA comments:

ACT	<p>Thank you for the opportunity to review Construction Pathways Case for Endorsement.</p> <p>While the ACT endorses the training package we would like the following caveats noted to our support.</p> <p>Noting that the ACT enrolments have been declining since 2015, the rationale regarding competency based wages for apprenticeships is likely to lead to further decline and the decision to support should take this consequence into account. At the very least the enrolments need to be monitored for any large declines.</p> <p>If we agree to units of competency to evaluate skills and experience why should this not be reflected in wage progression? This actually highlights the issue of what should be packaged in a qualification that is based on levels of competence and should be revisited post the Government's response to the AQF review of certificate level qualifications.</p>
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	<p>While employers have expressed concern about skills commensurate with time in the job, It should be noted that the level of consultation does not appear to be exhaustive with only 40 face to face consultations. In addition, there is no evidence provided by the employers that the skills are not possessed by the apprentice. The argument seems more about reducing costs than rewarding worker skills appropriately. As industry was initially in favour of competency-based wages the current response would appear to need further investigation.</p> <p>As the issuing of a white card is dependent on completion of CPCCWHS1001 it is suggested that perhaps the requirement should be a pre requisite rather than included in all qualifications as there is no site admittance without a white card. It should also be noted that the online survey was split 57% in favour to 43% against the unit being core. Also, only 61 responses of which 40 (66%) were from RTOs who stand to gain from inclusion as a core unit.</p>
NSW	NSW supports the Case for Endorsement for the Certificate II in Construction Pathways, noting that the unit CPCCJN3004 'Manufacture and assemble joinery components' was not included in the actual case for endorsement.
NT	The NT STA has no objections to the AISC considering for approval the CPC Construction, Plumbing and Services Training Package, Constructions Pathways Project - Case for Endorsement
QLD	While supporting the Case for Endorsement, Qld does not support the addition of CPCCWHS1001 Prepare to work safely in the construction industry to the core of the qualification.
SA	The SA STA supports the Construction Pathways Case for Endorsement.
TAS	Providing any concerns raised by Tasmanian stakeholders has been addressed, Skills Tasmania have no objections.
VIC	<p>Does not support Remote Area stream</p> <p>We would like the following comments recorded under 'Dissenting Views':</p> <p>'The Victorian STA wishes to record a dissenting view based on a lack of clarity regarding the qualification approved by the IRC. In response to a query regarding a non-existent unit listed in the Certificate II in Construction Pathways, Artibus advised that the inclusion of this unit was a typo. The unit listing was subsequently changed in the qualification framework and therefore Victoria is unsure as to what was approved by the IRC.'</p>
WA	<p>Based on the materials provided, the Western Australian State Training Authority supports the Case for Endorsement for the CPC Construction, Plumbing and Services Training Package Release 5, which relates to the following qualifications:</p> <ul style="list-style-type: none"> • CPC10120 Certificate I in Construction • CPC20120 Certificate II in Construction • CPC20220 Certificate II in Construction Pathways

Industry support



NT Stakeholder Feedback: Construction Pathways

Feedback provided to: Artibus

Date of Submission: November 5, 2019

NT Stakeholders:

- Charles Darwin University

Stakeholders Feedback:

- Happy with it as there is not much different
- My comment would be that the package is a good mix, the small project unit is a good start, I normally do this with the use of templates so I have no issue that the reading of plans unit is an elective. They have put in as a unit CPCCOM1016 which should be CPCCCM1016 Identify requirements for safe tilt-up work, however it is not on any list as an elective.
- I believe it is still a suitable set of units aimed at remote community and school students.

NT Stakeholder Feedback: Construction Pathways- Validation Draft

Feedback provided to: ARTIBUS Innovation

Date of Submission: Friday 1st November 2019

NT Stakeholders:

- Civil safety
- Batchelor Institute of Indigenous Tertiary Education

Stakeholders Feedback:

Certificate I in Construction

- NT Stakeholders support the inclusion of the White Card unit within the core of the qualification.
- NT Participates identified an incorrect unit code on 'Plan and organise work', unit code should be CPCCCM1013.

Certificate II in Construction

- NT Stakeholders support the inclusion of the White Card unit within the core of the qualification.
- Participants felt that it would be suitable to include updated units of competency within the qualification, as opposed to the superseded. (E.g. Within the Certificate II in Construction, unit TLILIC2001 Licence to operate a forklift truck, should be replaced with TLILIC0003.
- NT Participants support the inclusion of the elective units of competency within the qualification.

Certificate II in Construction Pathways

- NT Stakeholders support the inclusion of the White Card unit within the core of the qualification.

D. Industry expectations about training delivery

Advice about industry's expectations of training delivery

At its meeting in November 2019 the Construction IRC reasoned that the addition of the CPCCWHS1001 *Prepare to work safely in the construction industry* unit of competency to the core of the qualifications did not change the equivalency status as the job outcomes are unchanged.

All three qualifications and all the units of competency remain equivalent. The IRC and the TAG endorsed deeming the training package components equivalent to support training providers as they update and adjust their training and assessment strategies to the new training and assessment requirements.

The revised units of competency have been transitioned to align with the *Standards for Training Packages 2012*.

The impact of the changes of the proposed endorsed components are as follows:

- RTOs will be notified by training.gov.au of the changes in the units of competency and their assessment requirements
- RTOs will be required to adapt all aspects of training and assessment to the changes in structure and content in the units of competency and their assessment requirements.

RTOs can expect a series of changes. RTOs will be required to:

- assess and implement the mandatory delivery and assessment requirements specified in the endorsed components
- adjust training and assessment strategies
- review delivery and assessment resources
- address and enhance supporting material and resources to meet assessment requirements.

E. Implementation of new training package components

Advice on occupational and licensing requirement

The qualifications and units of competency are not licensed in any jurisdiction. The CPC20220 Certificate II in Construction Pathways elective stream enables minor trade licencing outcomes in NSW.

No advice was received, concerning changes to occupational and licensing requirements from the IRC or TAG.

Implementation issues of note and management strategy

As noted before, all the training package components were deemed equivalent. This was done to support training providers, including STA as the update training package components are implemented.

The proposed endorsed components meet the requirements for the *Standards for Training Packages 2012* and have been uploaded onto the National Register through the Training Package Content Management System (TPCMS) and published on Training.gov.au (TGA).

Advice on downstream effects of the change

Minimal downstream effects are expected, given that training packaging components have been deemed equivalent.

Further advice regarding regulatory, training and delivery requirements associated with the training package components is provided in the *CPC Construction, Plumbing and Services Training Package Version 5.0 Companion Volume Implementation Guide*.

F. Quality assurance reports

Editorial and Equity Reports have undertaken by Anna Henderson.

Editorial Report

1. Cover page	
Information required	Detail
Training Package title and code	CPC Construction, Plumbing and Services Training Package Release 5.0 Project: <i>Construction Pathways Project</i>
Number of new qualifications and their titles	-
Number of revised qualifications and their titles	3 revised qualifications: CPC10120 Certificate I in Construction CPC20120 Certificate II in Construction CPC20220 Certificate II in Construction Pathways
Number of new units of competency and their titles	2 new units of competency <i>See attached Appendix A</i>
Number of revised units of competency and their titles	14 revised units of competency <i>See attached Appendix B</i>
Confirmation that the draft training package components are publication-ready	Yes – the draft training package components are publication-ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes – Anna Henderson
Date of completion of the report	18 th Dec 2019
2. Content and structure	

Units of competency

Editorial requirements	Comments
<p>Standard 5: The structure of units of competency complies with the unit of competency template.</p>	<p>The structure of the new and revised units of competency complies with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information.</p>
<p>Standard 7: The structure of assessment requirements complies with the assessment requirements template.</p>	<p>All draft units of competency specify the performance evidence (including references to volume and frequency) and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment as per the appropriate template. The assessment requirements cross-reference well to the performance criteria requirements.</p>

Qualifications

Editorial requirements	Comments by the editor
<p>Standard 9: The structure of the information for qualifications complies with the qualification template.</p>	<p>All qualifications mostly comply with the template from the Standards for Training Packages 2012. Some editorial suggestions were provided to and addressed by Artibus Innovation as part of the editorial review. The following recommendations were not accepted: That tables be inserted for the units of competency that have pre-requisites, listing the codes and titles of the prerequisites against the relevant units (<i>this is a mandatory requirement of the Qualification template</i>). The removal of superfluous statements in the qualifications' descriptions regarding assessment processes that are already in the Assessment Conditions in the units. Artibus Innovation advised that these statements were mandated by industry stakeholders.</p>
<p>Standard 10: Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</p>	<p>The CPC Construction, Plumbing and Services Training Package Release 5.0 Companion Volume Implementation Guide (CVIG) states that <i>"There are currently no credit arrangements between qualifications in the Construction, Plumbing and Services Training Package and higher education qualifications."</i></p>

Companion Volumes

Editorial requirements	Comments by the editor
<p>Standard 11: A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.</p>	<p>The Training Package components in this submission are accompanied by the CPC Construction, Plumbing and Services Training Package Release 5.0 CVIG. The CVIG complies with the companion volume implementation guide template included in the 2012 Standards.</p>

3. Proofreading

Editorial requirements	Comments by the editor
Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	The unit codes and titles have been proofread and cross-referenced throughout all documentation provided – qualifications, Case for Endorsement, and CVIG.
Units of competency and their content are presented in full.	Yes, the units of competency in this submission are presented in full.
The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: absence of spelling, grammatical and typing mistakes consistency of language and formatting logical structure and presentation of the document. Compliance with the required templates	I am satisfied with the quality of the training products with regard to the points listed opposite, apart from aspects of the qualifications template – <i>see Standard 9</i> .

Appendix A: Construction Pathways New Units of Competency

CPCCCM2013 Undertake basic installation of wall tiles

CPCCOM1017 Prepare simple construction sketches

Appendix B: Carpentry Pathways Revised Units of Competency

CPCCCM1011 Undertake basic estimation and costing

CPCCCM2002 Carry out hand excavation

CPCCCM2004 Handle construction materials

CPCCCM2005 Use construction tools and equipment

CPCCCM2009 Carry out basic demolition

CPCCOM1012 Work effectively and sustainably in the construction industry

CPCCCO2013 Carry out concreting to simple forms

CPCCOM1013 Plan and organise work

CPCCOM1014 Conduct workplace communication

CPCCOM1015 Carry out measurements and calculations

CPCCOM2001 Read and interpret plans and specifications

CPCCSH2003 Apply and install sealant and sealant devices

CPCCVE1002 Undertake a basic computer design project

CPCCVE1011 Undertake a basic construction project

Equity Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	CPC Construction, Plumbing and Services Training Package Release 5.0 Project: <i>Construction Pathways Project</i>
Number of new qualifications and their titles	-
Number of revised qualifications and their titles	3 revised qualifications: CPC10120 Certificate I in Construction CPC20120 Certificate II in Construction CPC20220 Certificate II in Construction Pathways
Number of new units of competency and their titles	2 new units of competency <i>See attached Appendix A</i>
Number of revised units of competency and their titles	14 revised units of competency <i>See attached Appendix B</i>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	Yes – the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i> .
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes – Anna Henderson
Date of completion of this updated report	18 th of Dec 2019

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements: Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</p>	<p>The units of competency in this submission comply with Standard 2 of the <i>Standards for Training Packages</i>.</p> <p>The CPC Construction, Plumbing and Services Training Package Release 5.0 Companion Volume Implementation Guide (CVIG) provides advice on access and equity considerations including reasonable adjustment for learners with disabilities.</p>

Section 3 - Training Package Quality Principles

Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	The Construction Pathways draft qualifications and units of competency enable flexible application within as an entry point into the construction industry.
2. Is there evidence of multiple entry and exit points?	There are no entry requirements to the draft qualifications, enabling open access.
3. Have prerequisite units of competency been minimised where possible?	Some units have prerequisite requirements for WHS reasons. Prerequisites have been minimised where possible.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The packaging rules of the qualifications in this submission are flexible so as to meet vocational education and training in schools and entry level requirements in the construction industry.

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?</p>	<p>VET information for legal requirements for learners in the workplace or involved in work experience that apply to industry-specific sectors covered in the CPC Construction, Plumbing and Services Training Package is discussed in the CVIG. These requirements vary across each state and territory and can change from time to time. The CVIG advises users to contact the relevant state or territory training authorities provided at the end of this Guide to check if legal requirements apply.</p> <p>Pathways from entry and preparatory level are discussed in the CVIG, where it is noted that work placements should always involve appropriate supervision and guidance from individuals in the workplace as well as from RTO trainers and assessors who must adhere to required legislation that applies in their jurisdiction.</p> <p>Apprenticeships and traineeships are also discussed in the CVIG, where it is noted that where a qualification is used for an apprenticeship or traineeship, the training must be recognised by the state or territory training authority. This includes the form and registration of indenture.</p>

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: Pathways Access and equity Foundation skills? (see Training Package Standard 11)	Yes - The CVIG provides advice on: Occupational outcomes and pathways advice Access and equity are described and addressed with advice on reasonable adjustments for learners with disabilities Foundation skills.
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	Yes, in these draft units all skills are explicit in the units of competency. In training packages developed by Artibus Innovation the foundation skills incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF).

Appendix A: Construction Pathways New Units of Competency

CPCCCM2013 Undertake basic installation of wall tiles

CPCCOM1017 Prepare simple construction sketches

Appendix B: Carpentry Pathways Revised Units of Competency

CPCCCM1011 Undertake basic estimation and costing

CPCCCM2002 Carry out hand excavation

CPCCCM2004 Handle construction materials

CPCCCM2005 Use construction tools and equipment

CPCCCM2009 Carry out basic demolition

CPCCOM1012 Work effectively and sustainably in the construction industry

CPCCCO2013 Carry out concreting to simple forms

CPCCOM1013 Plan and organise work

CPCCOM1014 Conduct workplace communication

CPCCOM1015 Carry out measurements and calculations

CPCCOM2001 Read and interpret plans and specifications

CPCCSH2003 Apply and install sealant and sealant devices

CPCCVE1002 Undertake a basic computer design project

CPCCVE1011 Undertake a basic construction project

The Quality Report is expected to be completed by Maree Thorne.

Declaration

Artibus Innovation declares that the proposed components adhere to the requirements of the 2012 *Standards for Training Packages*, the Training Package Products Policy, and the Training Package Development and Endorsement Process Policy.

The CPC Construction, Plumbing and Services Training Package Version 5.0 Companion Volume Implementation Guide can be located on the VETNet website at:

- <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad>
- Artibus Innovation official website, through an external link: www.artibus.com.au.

G. Implementation of COAG Industry Skills Council reforms to training packages

The table below demonstrates the alignment of the Construction Pathways components of the CPC Construction, Plumbing and Services Training Package Release 5.0 with the COAG Industry Skills Council reforms to training packages.

Reform	Evidence of reform being addressed
1. Remove obsolete and superfluous qualifications from the system.	N/A
2. Make more information about industry's expectations of training delivery available.	The units of competency and assessment requirements of each unit outline what industry expects of training and assessment (e.g. what is competency, how it is demonstrated and how it is assessed).
3. Ensure the training system better supports individuals to move easily from one related occupation to another.	The qualifications have been developed to strengthen learner mobility across qualifications and into different job roles. The qualifications have also been developed to support articulation into trade-based qualifications.
4. Improve the efficiency of the training system at unit level.	The units of competency have been developed in a clear and concise manner. This approach should support clarity and efficiencies within the training system. Furthermore, all the existing units of competency have been deemed equivalent, an approach which supports implementation.
5. Foster greater recognition of skill sets.	The development of skill set where not considered in the project.

Evidence of completion of the training package development work

This Case for Endorsement will be put forward to the AISC February 2020.

Evidence that training package components are prepared for publication

The proposed components are currently in pre-publishing mode on the TPCMS.

Approximate Publication Timeframe

The endorsed components will be ready for publication on endorsement and the official release of the AISC communique.

H. Proposed training package components

Qualification mapping

CPC Construction, Plumbing and Services Training Package	CPC08 Construction, Plumbing and Services Training Package	Comments	Equivalency statement
CPC10120 Certificate I in Construction	CPC10111 Certificate I in Construction	Supersedes and equivalent to CPC10111 Certificate I in Construction	E
CPC20120 Certificate II in Construction	CPC20112 Certificate II in Construction	Supersedes and equivalent to CPC20112 Certificate II in Construction	E
CPC20220 Certificate II in Construction Pathways	CPC20211 Certificate II in Construction Pathways	Supersedes and equivalent to CPC20211 Certificate II in Construction Pathways	E

Units of competency mapping

CPC Construction, Plumbing and Services Training Package	CPC08 Construction, Plumbing and Services Training Package	Comments	Equivalency statement
CPCCCM1011 Undertake basic estimation and costing	CPCCCM1011A Undertake basic estimation and costing	Supersedes and equivalent to CPCCCM1011A Undertake basic estimation and costing. Updated to the Standards for Training Packages.	E
CPCCCM2002 Carry out hand excavation	CPCCCM2002A Carry out excavation	Supersedes and equivalent to CPCCCM2002A Carry out excavation. Updated to the Standards for Training Packages.	E
CPCCCM2004 Handle construction materials	CPCCCM2004A Handle construction materials	Supersedes and equivalent to CPCCCM2004A Handle construction materials. Updated to the Standards for Training Packages.	E
CPCCCM2005 Use construction tools and equipment	CPCCCM2005B Use construction tools and equipment	Supersedes and equivalent to CPCCCM2005B Use construction tools and equipment. Updated to the Standards for Training Packages.	E
CPCCCM2009 Carry out basic demolition	CPCCCM2009A Carry out basic demolition	Supersedes and equivalent to CPCCCM2009A Carry out basic demolition. Updated to the Standards for Training Packages.	E
CPCCOM1012 Work effectively and sustainably in the construction industry	CPCCCM1012A Work effectively and sustainably in the construction industry	Supersedes and equivalent to CPCCCM1012A Work effectively and sustainably in the construction industry. Updated to the Standards for Training Packages.	E
CPCCCM2013 Undertake basic installation of wall tiles	New unit		

CPC Construction, Plumbing and Services Training Package	CPC08 Construction, Plumbing and Services Training Package	Comments	Equivalency statement
CPCCCO2013 Carry out concreting to simple forms	CPCCCO2013A Carry out concreting to simple forms	Supersedes and equivalent to CPCCCO2013A Carry out concreting to simple forms. Updated to the Standards for Training Packages.	E
CPCCOM1013 Plan and organise work	CPCCCM1013 Plan and organise work	Supersedes and equivalent to CPCCCM1013 Plan and organise work. Updated to the Standards for Training Packages.	E
CPCCOM1014 Conduct workplace communication	CPCCCM1014 Conduct workplace communication	Supersedes and equivalent to CPCCCM1014 Conduct workplace communication. Updated to the Standards for Training Packages.	E
CPCCOM1015 Carry out measurements and calculations	CPCCCM1015 Carry out measurements and calculations	Supersedes and equivalent to CPCCCM1015 Carry out measurements and calculations. Updated to the Standards for Training Packages.	E
CPCCOM1017 Prepare simple construction sketches	New unit		
CPCCOM2001 Read and interpret plans and specifications	CPCCCM2001 Read and interpret plans and specifications	Supersedes and equivalent to CPCCOM2001 Read and interpret plans and specifications. Updated to the Standards for Training Packages.	E
CPCCSH2003 Apply and install sealant and sealant devices	CPCCSH2003A Apply and install sealant and sealant devices	Supersedes and is equivalent to CPCCSH2003A. Apply and install sealant and sealant devices. Updated to the Standards for Training Packages.	E
CPCCVE1002 Undertake a basic computer design project	CPCCVE1002B Undertake a basic computer design project	Supersedes and equivalent to CPCCVE1002B Undertake a basic computer design project. Updated to the Standards for Training Packages.	E
CPCCVE1011 Undertake a basic construction project	CPCCVE1011A Undertake a basic construction project	Supersedes and equivalent to CPCCVE1011A Undertake a basic construction project. Updated to the Standards for Training Packages.	E

Imported units of competency

Code	Title
BSBSUS201	Participate in environmentally sustainable work practices
MEM05050	Perform routine gas metal arc welding
RIIWHS202D	Enter and work in confined spaces
RIIWHS205D	Control traffic with stop-slow bat
RIIWMG203D	Drain and dewater civil construction site
TLILIC2001	Licence to operate a forklift truck
UEENEEE101A	Apply Occupational Health and Safety regulations, codes and practices in the workplace
UEENEEP026A*	Conduct in-service safety testing of electrical cord connected equipment and cord assemblies

Appendix A: Stakeholder Register

Case for change stakeholders

Stakeholder	Organisation	Method
32 attendees at forum organised by the Victorian Carpentry Teachers Network		
Russell Thorn	GOTAFE Shepparton	Forum, August 2017
Lindsay Moore	GOTAFE Shepparton	Forum, August 2017
Greg O'Toole	Holmesglen Institute	Forum, August 2017
Craig Keating	Holmesglen Institute	Forum, August 2017
Susan Armstrong	Construction Skills Queensland	Forum, August 2017
Mark Robinson	Melbourne Polytechnic	Forum, August 2017
Kevin Radcliffe	Melbourne Polytechnic	Forum, August 2017
Susan Fechner	Holmesglen Institute	Forum, August 2017
Paul Greaves	TAFESA	Forum, August 2017
Don Miranda	TAFESA	Forum, August 2017
Rob Staley	Wodonga TAFE	Forum, August 2017
Colin Halliday	Chisholm Institute	Forum, August 2017
Matt Enever	Chisholm Institute	Forum, August 2017
Adam Laxton	Chisholm Institute	Forum, August 2017
Glen Thomas	Federation University	Forum, August 2017
Paul Mackley	Federation University	Forum, August 2017
Tristan Howison	TAFE NSW	Forum, August 2017
Michael Kent	Federation University	Forum, August 2017
Peter Scully	Box Hill Institute	Forum, August 2017
Alfred Inguanez	Kangan Institute	Forum, August 2017
Robert Brodie	Swinburne Institute	Forum, August 2017
Daniel Bonnici	Victorian Carpentry Teachers Network, Chair	Forum, August 2017
Greg Cheetham	TAFE NSW	Forum, August 2017
Robert Moseley	North Metro TAFE	Forum, August 2017
Trevor Ingram	Australia-Pacific Technical College	Forum, August 2017
Elizabeth Janz	Holmesglen Institute	Forum, August 2017
David Dekort	Swinburne Institute	Forum, August 2017
Mark Pullin	Victorian Curriculum and Assessment Authority	Forum, August 2017
Brad Schaffer	Holmesglen Institute	Forum, August 2017
Ian Malcolm	Chisholm Institute	Forum, August 2017
Nick Del Grosso	Victoria University	Forum, August 2017
Damien Coats	Federation University	Forum, August 2017
Construction Industry Training Board	South Australia	Correspondence by email
Prof. Ann Roche	National Centre for Education and Training on Addiction (NCETA)	Correspondence by email

Tim Jones	Rosny College	Face to face interviews
Rod Eske	Gold Coast School of Construction	Face to face interviews
Peter Forsingdal	Gold Coast School of Construction	Face to face interviews
Tracyee Di Virgilio	Bridgewater Training Centre	Face to face interviews
Penny Diressen	Guilford Young College	Face to face interviews
Mike Frost	Mike Frost and Associates (consultant VET in Schools)	Face to face interviews
Susan Armstrong	Construction Skills QLD	Face to face interviews
Mandy Fallon	Construction Skills QLD	Face to face interviews
Stacey Ozolins	Construction Skills QLD	Face to face interviews
State Training Authorities		
Australian Capital Territory – Skills Canberra		Email/face to face
New South Wales – NSW Department of Industry		Email and submission
Northern Territory – Department of Trade, Business and Innovation		Email
Queensland – Department of Education, Training		Email
South Australia – Department of State Development		Email
Tasmania – Skills Tasmania, Department of State Growth		Email
Victoria – Department of Education and Training		Email/face to face
Western Australia – Department of Training and Workforce Development		Email
Organisations – 92 responses to on-line survey¹		
NSW DET-Tamworth RTO	MPA Skills	On-line survey
Department of Education	Alltrades Qld	On-line survey
Queensland TAFE	Central Queensland University	On-line survey
Learning Partners	Swinburne TAFE	On-line survey
NM TAFE	Catholic Schools Office – Wagga Wagga	On-line survey
South Regional TAFE	ATQ	On-line survey
S/R TAFE	Federation Training	On-line survey
Victoria Polytechnic	South Regional TAFE Bunbury	On-line survey
Holmesglen Institute	Kangan Institute	On-line survey
SMTAFE	MPA Training	On-line survey
Fairbridge Western	TAFE South West, WA	On-line survey
Kangan Institute	BlueScope	On-line survey
Clontarf Aboriginal College	Salter	On-line survey
TasTAFE	BAA	On-line survey
Melbourne Polytechnic	GET Education Australia	On-line survey

¹ This case for change relates to pre-vocational qualifications resulting in high RTO and school interest across Australia.

Federation University TAFE	Hutt	On-line survey
Chisholm Institute	Master Builders Association of NSW	On-line survey
CITB	Morayfield SHS	On-line survey
Novaskill Port Macquarie	Hunter Trade College	On-line survey
Australia Pacific Technical College	TQSTA	On-line survey
Wodonga TAFE	ABC training and consulting	On-line survey
GOTAFE	Orange International College	On-line survey
Bayside p-12 college	SRHS	On-line survey
Staughton College	Bendigo TAFE	On-line survey
SMTAFE	VOCAT Pty Ltd	On-line survey
Apprenticeship Engagement Forum ITAB	INVENT Solutions Group	On-line survey
Construction Training Council	Orbus3	On-line survey
Wilkins	Australian skills and Training academy	On-line survey
Central Queensland University	WA College of Agriculture - Narrogin	On-line survey
North Metropolitan TAFE Perth	North Melbourne TAFE	On-line survey
North East Vocational College	South Regional TAFE Bunbury	On-line survey
Rod Pearce Painting	Hutchinson Builders	On-line survey
St Joseph's College	Perth Training Centre	On-line survey
Skills Connect Institute	Vetis consulting services	On-line survey
South Metropolitan TAFE, WA	All Trades Queensland	On-line survey
National Association of Steel-framed Housing	South Metropolitan TAFE	On-line survey
Charles Darwin University	Hills Regional Skills Centre	On-line survey
LivingIN Constructions Pty Ltd	TAFE NSW Newcastle campus	On-line survey
North Metro TAFE	The Gordon TAFE	On-line survey
Master Plumbers Association of SA Inc	Directions	On-line survey
Capital Training Institute	Australian Brick and Block Training Foundation	On-line survey
TAFE/DECD	SMYL Community Services	On-line survey
South. Metro TAFE, Queensland	Blue Dog Training	On-line survey
Construction Training Institute	Youth Futures	On-line survey

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Name	Company	Jurisdiction	Stakeholder type
Andrew Benzie	CRTafe	WA	RTO
Christina Fraser	Catholic Education Wollongong	NSW	RTO
David Fagan	Tas Building Group Apprenticeship Scheme	TAS	RTO
Elie Asmar	Maronite College of the Holy Family	NSW	RTO
Heather White	NSW Department Of Education	NSW	RTO
Ian Yensch	O'Connor Catholic College Armidale	NSW	RTO
Irene Pereira	Catholic Education Diocese of Parramatta	NSW	RTO
Jennifer Keeley	TAFE NSW	NSW	RTO
Joanne Brooks	Foundation Training Australia	QLD	RTO
Justin Rodman	Don College	TAS	RTO
Karen Ruppert	Catholic Education Diocese of Parramatta	NSW	RTO
Kiernan Gettinby	CQUniversity	QLD	RTO
Mark Baker	South Regional TAFE Bunbury Campus	WA	RTO
Mark Hodgson	SMTafe	WA	RTO
Mark Pincott	Catholic Education Office	ACT	Other (Secondary Education)
Matthew Scrimgeour	Fairbrother	TAS	Employer/Industry
Michael Johnston	MIT	QLD	Other (Training Company)
Nathan Milburn	St Joseph's Catholic High School	NSW	RTO
Paul Wahrmy	TAFE WA	WA	RTO
Robert Verryt	Central Regional TAFE	WA	RTO
Scott Asimus	ST Mary's Gateshead	NSW	RTO
Shane Kennedy	Bendigo TAFE	VIC	RTO
Stephen Mitchell	Catholic Education Diocese of Bathurst	NSW	RTO
Tony Martin	CSQ	QLD	Other (Industry Training Fund)
Trisch Baff	FCTA - Building Careers	SA	RTO
Veronica Niessen	Catholic Education Diocese of Parramatta	NSW	RTO

National webinar participants

Registrants	Type of stakeholder
Grahame Goddard	RTO
Jennifer Mason	Regulator
Stuart Maxwell	Union
Catherine Sip	RTO
Karen RUPPERT	RTO
Katherine Jagger	RTO

Appendix B: Construction IRC consultation methodology

The Construction Industry Reference Committee members advise that each uses a multitude of different communication strategies and methodologies to engage with their members and stakeholders to provide feedback on matters relating to training package development.

Each industry occupation and qualification present with a unique set of conditions that involve deliberation and discussion about how best to engage in order to maximise industry feedback and response.

The IRC members work closely with countless stakeholders from all levels of the Australian construction industry, which they represent very broadly, to achieve a workable compromise in all qualifications. The majority of IRC members represent national associations who each have state and territory networks and formal training development committee structures that work to fully represent sector requirements. The networks consist of industry members; registered training organisations, builders, contractors, manufacturers, suppliers and group training schemes that provide advice on specific issues in relation to the Construction Training Package. These organisations also engage industry through regional membership, professional development, technical and policy committees which report to National Service Committees and National Policy Congress. One organisation has over 250 industry representatives on their committees at any one time.

To provide cohesion between the IRC and Technical Advisory Groups (TAGs), the IRC appoints a member of its committee to Chair each TAG and that Chair reports back to the IRC meetings by way of a project briefs and verbal reports. The Technical Advisory group members are chosen in accordance with terms of reference that biases employer representation and subject matter experts. Members of TAGs are recommended and selected because of their expertise in specific trades and their connections with industry. No more than two RTOs are recommended on each TAG.

IRC members employ a range of strategies to engage their networks, including engagement with:

- Industry strategy groups
- Major employers
- Industry associations
- Various industry boards
- Commercial construction site personnel;
 - Site managers
 - Tradespersons
 - Foreman
 - Safety managers
 - Apprentices
- RTO based personnel
- Schools
 - Students
 - Apprentices
- Regulators
- Group schemes

Forms of engagement to provide input into construction projects include face to face meetings, telephone calls, emails, formal meetings, conferences, professional development seminars, website articles, LinkedIn posts, online meetings and forums.

Construction, Plumbing and Services IRC members encourage their networks to participate in industry surveys and online sessions and hold industry forums.

Contentious issues are discussed in depth at IRC meetings and, where consensus is not reached, a vote is held to determine the way forward. It is rare that consensus is not found.

IRC Member	Representing	Membership
Adam Cox	Fernbrooke Homes	<p>Adam Cox is a bespoke builder who works with your individual requirements to build your dream, either by renovating, extending or building your new home. Adam is passionate about servicing our clients and work predominately in and around Brisbane and Ipswich.</p> <p>Awards</p> <p>HIA-CSR 2015 QLD Business Partner of the Year HIA-CSR 2015 National Finalist Business Partner of the Year HIA Greensmart Professional with 20 years of experience HIA Women in Construction Finalist 2015</p>
Alan Waldron Deputy Chair	Construction Consultant	Retired Training Manager of Hutchinson Builders
Andrew Marshall	Marshall & Brougham Constructions P/L	The executive team of Marshall & Brougham is Johan Marshall OAM FAIB, Andrew Marshall AM FAIB, FAICD, James Marshall and Daryl Crebbin. It is a privately-owned company with over 70 years of experience in delivering construction solutions for commercial, residential, restoration, heritage and retail constructions.
Glenn Menzies	Communication, Electrical and Plumbing Union	The Plumbers Union is one of the fastest growing and most progressive trade unions in Australia. Our record of protecting workers' rights and entitlements since 1850 is second to none. We have been Federally registered since 1912
Greg Smith	National Fire Industry Association	The National Fire Industry Association (NFIA) is an Australia-wide community of Fire Protection contractors and their people, suppliers, friends and stakeholders representing a wide and varied membership from the smallest sub-contractor through to

		<p>large Australia- wide construction and service businesses.</p> <p>NFIA is full-on, hands-on cohort of contractors, their suppliers and supporters who are passionately committed to improving the industry.</p>
Jocelyn Martin	Housing Industry Association	<p>HIA represents over 40,000 builders, contractors, manufacturers and suppliers. We are a national body which has been in business for over 70 years and we have 22 offices across Australia. Our membership ranges from small 2 person enterprises right through to the majors including for example Henley, Metricon and McDonald Jones homes.</p> <p>HIA has a significant and robust committee structure. All 9 regions have a Regional Training Committee made up of industry. We also engage industry through our regional membership, professional development, technical and policy committees. These feed through to our National Service Committees and National Policy Congress. We run two events annually involving these committee members to consider issues raised through the committee structure. All up there are over 250 industry representatives on our committees at any one time.</p>
Ken Gardner	Master Plumbers	<p>Master Plumbers and Mechanical Services Association of Australia (Master Plumbers) was established in 1891 and is the industry's representative and voice on safety, standards and training.</p>
Lindsay Le Compte	Australian Industry Group	<p>Ai Group has been partnering with Australian Businesses for over 150 years to improve the bottom line – it's the reason we exist.</p> <p>Ai Group Apprentice and Trainee Centre, the Group Training arm of Ai Group, are experienced and passionate about providing cost effective, customised Apprentice and Trainee Employment and Management Solutions to businesses to improve the productivity of the workplace.</p>
Lynda Douglas	Dept of Defence	

Marie Paterson	Construction Industry Training Board SA	CITB is a whole of industry led organisation that provides support to attract, train and retain building and construction workers by providing leadership in training and skills development.
Michael McLean	Master Builders	Master Builders Australia is structured as a federation comprising 8 state & territory Associations, collectively comprising over 30,000 members. These members are each businesses from a broad range of stakeholders from the commercial/industrial, civil engineering & residential sectors of the building & construction industry. These members are usually builders, special contractors, suppliers or professional organizations with high & low turnovers. Most of these businesses, however, are small businesses which employ less than 5 staff.
Paul Baxter	Australian Metal Workers Union	<p>The Australian Manufacturing Workers' Union fights for a fair deal for Australian workers – both at work and in the community. We believe in a fair and equal society of all, with the provision of public social services including education and health care and of dignity in retirement.</p> <p>We represent tens of thousands of workers in all areas of manufacturing around Australia.</p>
Robert Berryman	Construction Training Fund WA	The Construction Training Fund (CTF) is a statutory authority that assists Western Australia's building and construction industry to meet its demands for skilled workers. The Board also carries out the role of a Construction Training Council, which works closely with industry stakeholders and provides advice to the Government and State Training Board to ensure that training meets the needs of one of Western Australia's biggest and most diverse industries
Steven Crockett	Australian Workers' Union	The Australian Workers' Union is the nation's oldest and largest blue-collar trade union representing over 100,000 working men and women and their families. All members of the AWU are part of the seven Branches which make constitute the AWU.

Stuart Maxwell (Chair)	Construction, Forestry, Maritime, Mining and Energy Union	The Construction Forestry Maritime Mining and Energy Union is Australia's main trade union in building and construction. It has offices in all capital cities in Australia and in many major regional centres. The union has around 150,000 members and employs around 400 full time staff and officials.
Therese Lauriola	Master Painters	Master Painters Australia is the peak industry body and is not for profit association. Set up 100 years ago but many of the state associations had already been in existence for many years. It protects both consumers and members, setting standards for business practice and delivering training to upskill members and to ensure quality workmanship. It is represented by a Board delegate from each participating State.
Tony Roberts	Association of Wall & Ceiling Lining Industries of NSW	The Association of Wall and Ceiling Industries Australian and New Zealand is the peak representative body for contractors, suppliers and manufacturers throughout the wall and ceiling industries.
Yvonne Webb	Industry Skills Advisory Council NT	The Industry Skills Advisory Council NT is an independent, not for profit organisation that provides advice to and gathers feedback from Northern Territory businesses on skills shortages. Its purpose is to increase industry skills capacity and capability across the Northern Territory.

Appendix C: Inclusion of CPCWHS1001 in the core of CPC qualifications

Safe Work Australia's Model Code of Practice states that any person who is to carry out construction work, for example managers and engineers, foreman, supervisors, surveyors, labourers and tradespersons must successfully complete general construction induction training before starting work.

General construction induction training provides basic knowledge of construction work, the work health and safety laws that apply, common hazards likely to be encountered in construction work, and how the associated risks can be controlled.

General construction induction training must be delivered in Australia by a Registered Training Organisation (RTO) and cover the content set out in the specified VET course for general construction induction training.

The unit of competency CPCWHS1001 *Prepare to work safely in the construction industry* covers this requirement.

In April 2019, the Construction Industry Reference Committee (IRC) recommended the inclusion of the unit CPCWHS1001 *Prepare to work safely in the construction industry* as an entry requirement for all proposed updates of the Certificate I, II, and III qualifications in the Construction Training Package.

Four Cases for Endorsement were forwarded to the Australian Industry and Skills Committee (AISC) in August 2019 for endorsement with CPCWHS1001 *Prepare to work safely in the construction industry* listed as an entry requirement. The IRC's recommendation was not approved and the AISC requested:

- further evidence of industry support
- the IRC consider how WHS is covered within existing units
- that the IRC reconsider the entry requirement

In October 2019 following the AISC's request, the Construction IRC determined that CPCWHS1001 *Prepare to work safely in the construction industry* be a core unit in these qualifications and all other forthcoming CPC Certificate I, II and III qualifications.

Whilst acknowledging many learners undertake the unit of competency to gain a White Card as a regulatory requirement, the IRC recommended embedding the unit as a core so delivery will ensure that construction sector candidates:

- know their rights and responsibilities under Work Health and Safety law;
- know common hazards and risks in the construction industry;
- undertake basic workplace construction induction training ;
- have demonstrated knowledge of personal protective equipment and workplace health and safety practice;
- basic risk management principles; and
- the standard of behaviour expected of workers on construction sites.

When making this recommendation the Construction IRC considered the following issues:

- **Perceived (not actual) duplication of WHS content in the qualification(s)**
 - The qualifications include two related units:
 - I. CPCCWHS1001 *Prepare to work safely in the construction industry*; an induction unit which will ensure that learners:
 - undertake basic workplace construction induction training and
 - have demonstrated knowledge of personal protective equipment and workplace health and safety practice.
 - Where delivered by an appropriately endorsed RTO will enable issuance of a White Card.
 - II. CPCCWHS2001 *Apply WHS requirements, policies and procedures in the construction industry*;
 - covers fundamental WHS requirements necessary to undertake work tasks within any sector in the construction industry. It includes the identification of hazardous materials, including asbestos, and compliance with legislated work safety practices.
- **Regulatory requirements relating to issuing the White Card (Feedback received from Safe Work regulators)**

When the AISC rejected the IRC's proposal to include the unit of competency as an entry requirement, Artibus Innovation wrote to 68 Safe Work regulators to seek their views on the inclusion of the unit in the qualifications. Four responses were received (Commonwealth, NSW, Qld and WA). The issues they raised, documented below, were tabled with the IRC to assist it in forming their position:

- There is a national requirement under State and Territory WHS laws for construction workers to hold a general construction induction (white) card. Students and workers complete CPCCWHS1001 in order to be issued with a construction induction card (white card). Students will be required to have a current white card to carry out any work on site (practical construction work). Therefore, may be required to complete the training and be issued a white card in order to start their training with an employer. Having the unit as an entry requirement rather than as a pre-requisite part of the training will see many students having to complete the training separate to the course, at an additional cost, to begin on site training.
- RTOs can have scope with ASQA to deliver the CPCCWHS1001 nevertheless, they must seek approval from the State or Territory WHS regulator to issue a white card to students on completion of the training. Therefore, RTOs will be training students and issuing a statement of attainment but not a white card. Each state will have its own process for a white card to be issued. In some states the students may be able to make application and pay a fee, to an approved RTO or the WHS Regulator, to be issued a card based on the training they have completed through a non-approved RTO. However, some students will not be eligible to be issued a white card without having completed their training through a WHS regulator approved RTO.
- All states except WA and TAS require the white card training to be delivered face to face in order for a white card to be issued to the students. In Qld the students will

- also be required to provide evidence of the method of training delivery to prove their eligibility for a card.
- If the desired outcomes is all students enrolling in these courses having completed CPCCWHS1001 it would seem the most appropriate course of action would be to make the course a pre-requisite; this would ensure that students complete their training through WHS regulator approved RTOs and obtain a card without additional cost or impost and are able to immediately begin any onsite practical training.
- Safe Work Australia does not support the inclusion of the white card as a core requirement to construction, plumbing and services qualifications based on the following:
 - Although there are obvious linkages between the CPC courses and the construction industry, our primary concern is that the proposed pre-requisite will also apply to workers who obtain qualifications but work outside of the construction industry (e.g. manufacturing, maritime and mining). In these instances, CPCCWHS1001 will not be relevant to their work.
 - Conversely, for workers who intend to work in the construction industry, current legislative requirements already ensure no worker can commence construction work without completing CPCCWHS1001 and obtaining a white card.
 - Safe Work Australia does not support the Committee’s proposal based on the possible undue administrative and financial burden it will place on workers and employers who require an occupational licence but operate outside of the construction industry
- **Administrative burden for RTOs with credit transfer arrangements**
 - If a learner is unable to provide their Statement of Attainment, but have a White Card, it will be time consuming for the RTO to assist the student in obtaining evidence of completion.
- **Lack of on-line options for the delivery of the unit of competency (due to Safe Work requirements)**
- **Administrative burden in extending scope of delivery to include CPCCWHS1001 *Prepare in the construction industry.***
 - Extending scope already has an administrative and cost burden but in order to issue a White Card on completion of the unit, most States and Territories will also require the RTO to be WHS accredited.”

Given the anticipated change to the packaging rules and the above issues, the IRC requested that Artibus Innovation undertake a national round of consultation to inform stakeholders and obtain their feedback to this change on the updated packaging structure of the qualifications.

The industry engagement strategy consisted of national face-to-face forums, webinars and online polls.

The forums and webinars were advertised by way of the Artibus Innovation newsletter which has around 4000 subscribers. The NSW and Victorian Artibus Innovation Industry Liaison Officers also personally encouraged industry representatives to participate, particularly in the Newcastle, Bendigo and Geelong region.

National Forums

National forums were held in Adelaide, Bendigo, Brisbane, Canberra, Darwin, Geelong, Hobart, Launceston, Melbourne, Newcastle, Perth and Sydney. These were advertised through the Artibus Innovation newsletter and IRC members undertook to encourage their networks to attend.

Attendees were informed of the history to date and of the proposed addition of the unit to the core of each qualification. Attendees were also offered the opportunity to instantly undertake an electronic poll, either in support or against this packaging.

A diverse mix of industry stakeholders attended the forums, these included industry employers, training fund authorities, VET in Schools training providers, both public and private RTOs, industry regulators, members of the Australian Industry and Skills Committee (AISC), project TAG members, IRC members and trade practitioners. Although the majority of attendees were RTOs, industry business and employers were offered the opportunity and encouraged to attend the forums or the webinar. 186 stakeholders registered to attend, and seven Construction IRC members attended in person.

Feedback from the forums was mixed, with a general view that the IRC's approach was understood but noting the challenges that inclusion of the unit as a core posed for RTOs who are not currently scoped to provide the unit of competency.

National webinars

In addition to the Nation forums, online webinars were facilitated to support stakeholder participation, particularly for rural and regional participants who may have been unable to attend a forum in person. The webinars followed the approach of the national forums.

A total of 8 national webinar were held with 144 stakeholders registering. The webinars were designed to provide industry with project specific updates, as well as to consult regarding the inclusion of CPCCWHS1001 *Prepare to work safely in the construction industry* to the core.

Online poll

Across 3 online surveys, the majority preference was to include CPCCWHS1001 as a core unit. An online survey of national forum attendees yielded 61 responses drawn from RTOs (40), Industry Employers (7), Associations (7), and Regulators (5), of which 57% approved of the inclusion of the unit of competency as a core and 43% disagreed.

Seventy-one stakeholders, who were identified as employers within the Construction sector, were targeted for invitation to participate in the survey and were sent an email on 28th November 2019, yielding 14 responses, with 71% supporting the inclusion of the unit as a core. A further independent survey was also undertaken by the Industry Skills Advisory Council NT (ISANCT), which asked respondents preference between keeping CPCCWHS1001 as an entry requirement or making it core. The majority, and all 4 industry employers surveyed, supported CPCCWHS1001 as a core.

The link to this survey was distributed to IRC members on 26 November 2019 with a request that they distribute it to industry practitioners within their network.

Summary of key issues

Whilst there was an overall understanding by stakeholders of the IRC's approach to include the unit in the core, key issues raised at the national forums, webinars and online poll were consistent with feedback received previously, as follows:

Topic	Key issue raised	IRC Response
Packaging rules	<p>Most qualification have <i>CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> as a core unit. This unit is also a prerequisite across a large portion of CPC AQF level III units of competency.</p> <p>Under this context, industry perceived duplication between <i>CPCWHS1001 Prepare to work safely in the construction industry</i> and <i>CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i>.</p>	<p>Whilst there are two WHS units in the core of CPC qualifications, both units offer different workplace outcomes and support WHS training and assessment.</p> <p>The IRC considered this issue a perceived rather than actual problem.</p>
Training and assessment delivery	<p>High administrative burden for RTOs (challenges relating to credit transfer arrangements for learners possessing a White Card but not being in possession of their Statement of Attainment). This feedback was particularly strong from training providers in NSW, VIC, ACT and QLD.</p>	<p>This is an RTO administration issue that requires citing the statement of attainment (not the white card licence) for credit transfer purposes. Since most candidates undertake the training to attain a licence, anecdotally many lose their statement of attainment. Standards for RTOs require such records to be kept by the issuing RTO, so the records are attainable, albeit with extra effort.</p>
	<p>RTO scope change challenges, in some states and territories inclusion of this unit of competency automatically triggers an audit and/or requiring approval of Safe Work.</p>	<p>This is an RTO administration issue which is out of the remit of the IRC and the SSO. The 'white card unit' is deemed by ASQA to be a 'high risk' training product which necessitates additional processes to place the unit on scope of delivery. Similar checks are required at a jurisdictional level with Safe Work. This challenge is noted.</p>

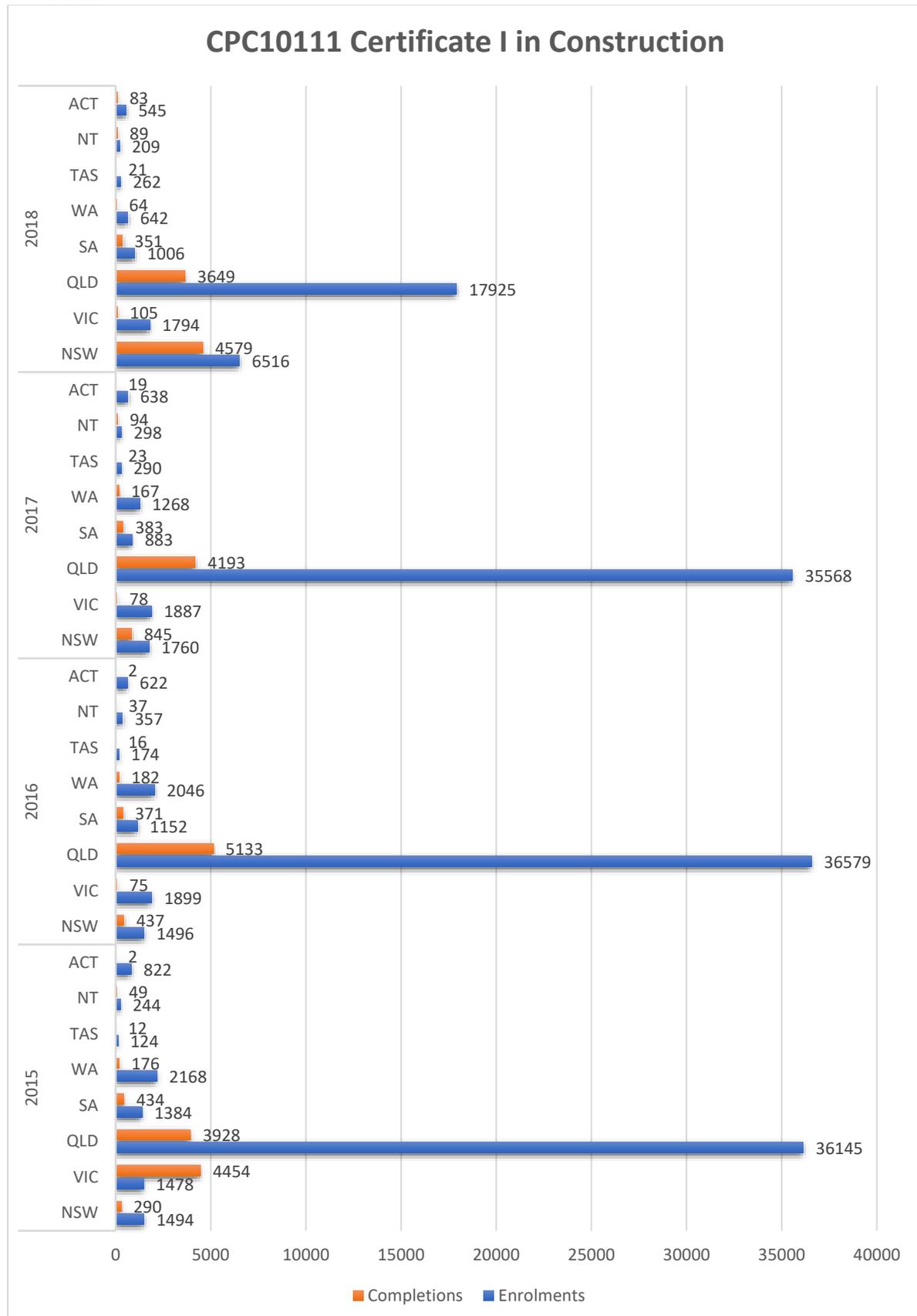
Topic	Key issue raised	IRC Response
	<p>WHS Legislation does not mandate that any individual who already holds a White Card be retrained to the new unit. The White Card holder is only required to be retrained if they have not carried out construction work in the preceding 2 years.</p>	<p>Some state regulators will not accept recognition of prior learning assessments for the issuance of general construction induction cards however for the purposes of meeting the qualification requirements RPL arrangements are mandatory for all RTOs under their standards framework and are not specifically an issue relating to this unit of competency.</p>
	<p>In all states and territories other than Western Australia and Tasmania, RTOs can have scope with ASQA to deliver CPCWHS1001 nevertheless, they must seek approval from the State or Territory WHS regulator to issue a White Card to students on completion of the training.</p>	<p>This is a Safe Work administration issue which is out of the remit of the IRC and the SSO. The packaging of the qualification requires attainment in the unit of competency not the achievement of the licence and is therefore not substantive to the inclusion of the unit of competency.</p>
	<p>All states at present, except Western Australia and Tasmania, require the training to be delivered face to face for the outcome of a White Card being issued to students. In Queensland students are also required to provide evidence of the method of training delivery to prove their eligibility for a card. This is a requirement of Safe Work Australia and is therefore a challenge for on-line providers would no longer be able to deliver solely through this medium.</p>	<p>This is a Safe Work policy issue which is out of the remit of the IRC and the SSO. The unit of competency does not preclude online delivery, albeit with caveats. The packaging of the qualification requires attainment in the unit of competency not the achievement of the licence.</p>
	<p>Overseas students not expecting to work in the Australian construction industry will be required to obtain a white card.</p>	<p>WHS training within the context of each qualification should be afforded to all candidates. The qualification requires the attainment of competency not the licence.</p>

Given that the previously recommended entry requirement strategy was rejected, the IRC considered that adding the CPCWHS1001 *Prepare to work safely in the construction industry* is the only other available method of mandating this training within the qualifications.

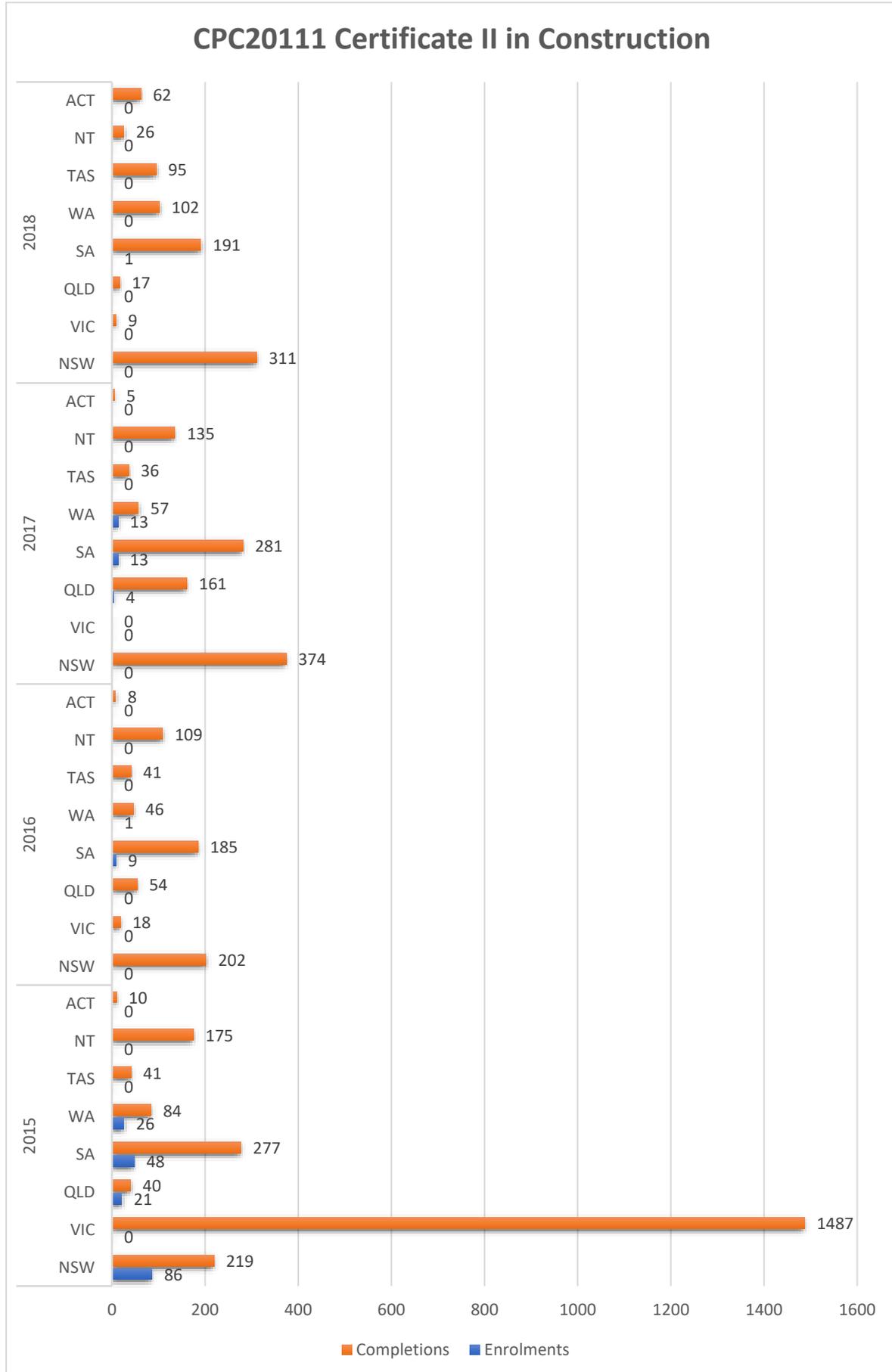
In conclusion, the Construction IRC recognises that there will be an added administrative duty on training providers and regulators. However, as the representatives of the construction industry, it considers that candidates enrolled in CPC qualifications should undertake mandatory work health and safety training, which promotes personal awareness and knowledge of workplace health and safety practices, in order to work safely and prevent injury or harm to self and others.

Appendix D: Enrolment and completions (2015 – 2018)

CPC10111 Certificate I in Construction



CPC20111 Certificate II in Construction



CPC20211 Certificate II in Construction Pathways

