

# Case for Change – Construction Pathways

Construction, Plumbing and Services Training Package

Submitted by Artibus Innovation  
on behalf of the  
Construction, Plumbing and Services  
Industry Reference Committee (IRC)

May 2018



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## Administrative information

Industry Reference Committee (IRC)

Construction, Plumbing and Services IRC

Skills Service Organisation (SSO)

Artibus Innovation

Name of the Training Package examined to determine change required

CPC08 Construction, Plumbing and Services Training Package

Qualifications (3)

- CPC10111 Certificate I in Construction
- CPC20112 Certificate II in Construction
- CPC20211 Certificate II in Construction Pathways

Units of competency

- 23 units of competency
  - 19 units will be updated to reflect contemporary work requirements
  - 4 new units will be developed to address existing skills and knowledge gaps.

Brief description of how the case for change was developed

This Case for Change 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). The three qualifications are collectively referred to as 'construction pathways'. An IRC approved Technical Advisory Group (TAG) composed of industry stakeholders, including representatives from unions, industry associations and training providers, was established to provide key feedback on the effectiveness of the qualifications as introductory pathways into traditional construction trades.

A discussion paper, *Design Considerations & Options for the Construction Pathways Qualifications* (October 2017), provided desktop analysis of:

- NCVER vocstats enrolment data at unit and qualification level
- comparison of the packaging rules of the qualifications
- 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-Apprenticeship) and 52443WA Certificate II in Building and Construction (Pathway Trades).

The paper was also informed by site visits and consultation with training providers, including trade training centres in secondary schools. A submission was received from the Construction Industry Training Board South Australia.

A sensitivity that became apparent during consultation was that of qualifications and units attained through institutional training and implications for competency-based wage progression.

The Building and Construction Award has competency-based pay increases. This means a person moves to the next pay level when a certain percentage of the total competencies set out in their training plan (for example 25%) are attained.

This assumes that an apprenticeship model - an employment-based training agreement - has been followed. An issue arises with learners who have attained competencies without on-the-job experience, such as secondary school students who undertake a VET program through an institutional pathway.

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.

The structure of the construction pathways qualifications will be reviewed in considerations of the CPC trade-based qualifications to minimise potential complications with competency-based wage progression.

## The case for change

### Drivers for change

The Certificate I in Construction and Certificate II in Construction Pathways consistently rank highly in the NCVET list of most used qualifications across the VET system. The qualifications are used predominately as VET programs for school students to introduce the world of work and vocational pathways into apprenticeships, respectively. They are an important contributor to engagement and retention of young people at school and serve to promote the value of vocational careers in the construction industry.

The Certificate II in Construction meets the workforce training needs of entry level builder's laborers and trades assistants and provides a pathway for older workers who may be retraining.

Qualification	Driver/ Key Issues Considered	Proposed Action
<p><b>CPC10111 Certificate I in Construction</b></p>	<p>CPC10111 Certificate I in Construction is an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. This qualification is the highest enrolling Certificate I qualification in the VET system. From 2014 to 2016, enrolments for the Certificate I totaled 126,542, and there were 21,859 completions. (17%).</p> <p>It enables younger students, or people with no previous experience or exposure to the construction industry, to undertake vocational learning to support and inform career exploration. it is an introductory qualification that can lead to entry into a Certificate II in Construction.</p> <p>Research showed that the Certificate I in Construction required changes to update the units of competency, which were last reviewed in 2011 – 12, to better support the development of basic construction skills and knowledge and foundation employability skills.</p>	<p>Update CPC10111 Certificate I in Construction to ensure outcomes:</p> <ul style="list-style-type: none"> <li>• reinforce the intent as an introductory qualification providing exposure to the construction industry</li> <li>• reflect contemporary work and broad occupational profiles in the construction industry with a futures orientation.</li> </ul>
<p><b>CPC20112 Certificate II in Construction</b></p>	<p>This qualification, while also used in the provision of VET to secondary school students, is designed to support the skilling required for entry level builder's laborers and trades assistants. From 2014 to 2016, enrolments for the Certificate II totaled 11,892 with 4,498 (38%) completions.</p>	<p>Update the CPC20112 Certificate II in Construction, to:</p> <ul style="list-style-type: none"> <li>• address the duplication of units of competency in the</li> </ul>

	<p>The qualification enables training providers to deliver training that builds on the Certificate I in Construction and leads into Certificate III level qualifications. It aims to provide new entrants to the construction industry, such as older works retraining, a more meaningful pathway into Certificate III's and thus encourage the uptake of apprenticeships in the construction industry.</p> <p>Desktop research showed an overlap of units in the Certificates I and II in Construction. This may be an impediment to skill development in the Certificate II. It is suggested that the structure of the Certificate II be reassessed, and skills and knowledge development be strengthened.</p>	<p>Certificates I and II in Construction</p> <ul style="list-style-type: none"> <li>• review the suitability of the packaging rules in light of competency-wage progression.</li> </ul>
<p><b>CPC20211 Certificate II in Construction Pathways</b></p>	<p>This qualification is the fourth highest enrolling Certificate II qualification in the VET system. It is used extensively in the provision of VET programs for secondary school students to introduce learners to recognised building construction trades, except for plumbing.</p> <p>From 2014 to 2016, enrolments for the Certificate II in Construction Pathways totaled 207,766. Completions were 10,813 (5%).</p> <p>Strong enrolments in similar State accredited 'pathway' courses suggest that the CPC20211 Certificate II in Construction Pathways requires revision to fully address the needs of industry stakeholders nationally and to better support learner mobility.</p> <p>Industry provided feedback that employability skills relevant to progression into post-school apprenticeships in construction trades needed more focus in the qualification. Feedback also indicated that the provision of the Certificate II in Construction Pathways was constrained by high delivery costs and complicated by the duration required for the full qualification.</p> <p>An update is required to address gaps and constraints and ensure outcomes reflect contemporary work and are adaptable to the needs of the future workplace.</p>	<p>Update the CPC20211 Certificate II in Construction Pathways to support:</p> <ul style="list-style-type: none"> <li>• pathways into traditional construction trades including apprenticeships</li> <li>• enhance flexibility and adaptability to meet the needs of the future workplace</li> <li>• review the suitability of the packaging rules in light of competency-wage progression.</li> </ul> <p>This update will address gaps and constraints and ensure outcomes reflect contemporary work and are adaptable to the needs of the future workplace.</p>

The following components are proposed for review:

Three qualifications:

- CPC10111 Certificate I in Construction
- CPC20112 Certificate II in Construction
- CPC20211 Certificate II in Construction Pathways

A total of 23 units of competency (see full list in **Attachment A – Training Package components to change**):

- update 19 existing to reflect contemporary work requirements
- develop 4 new units competency
- consideration of suitable units to import.

## Impact of change

Positive Impact - The proposed changes will:

- update the qualifications to improve currency and integrity
- enhance foundation employability skills with a focus on careers in building and construction
- address industry concerns associated with institutional training and competency-based wage progression
- strengthen vocational outcomes in construction industry
- will address and minimise issues relating to competency-wage progression.

Negative Impact - By not implementing the proposed changes:

- continuation of delivery of out of date qualifications
- loss of currency and quality; the value of the qualifications will be comprised
- lost opportunity to develop the workforce of the future.

## Industry support for change

The case has been developed and supported through the following activities:

<b>Activity</b>	<b>Scope</b>
Nation-wide on-line survey	92 responses
Face-to-face interviews	Eight interviewees
Focus group	Thirty-two participants
Development of discussion paper on the redesign of the qualifications	Validation by the eight members of the Technical Advisory Group (TAG)
TAG Meetings	Four meetings held
Consultation with State Training Authorities (STAs)	Eight STAs participated via email
IRC Review	February 2018

Please refer to **Attachment B: Stakeholder Consultations**

# Implementing the COAG Industry and Skills Council reforms for training packages

The proposed changes aim to implement key principles of COAG Industry and Skills Council reforms to training packages.

<b>Reform</b>	<b>Evidence of reform being addressed</b>
Remove obsolete and superfluous qualifications from the training system.	The current arrangements with the Certificates I and II in Construction and Certificate II in Construction Pathways are meeting skills needs. No obsolete or superfluous units or qualifications were identified during industry consultations.
Make more information available about industry's expectations of training delivery to training providers to improve their delivery and to consumers to enable them to make more informed course choices.	Training package components will be written so they align with industry expectations for training delivery and additional information will be provided in the Companion Volume Implementation Guide.
Ensure the training system better supports individuals to move easily from one related occupation to another.	The qualifications will be amended to strengthen articulation and pathways into related construction industry Certificate III qualifications.
Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors.	Addressed in higher level qualifications for the Construction industry.
Foster greater recognition of skill sets.	Addressed in higher level qualifications for the Construction industry.

**This case for change was agreed to by the Construction, Plumbing and Services IRC.**

Robert Wilson

**(Name of Chair)**



**Signature of Chair**

**Date: 18 April 2018**



## Attachment A – Training Package components to change

**SSO:** Artibus Innovation

**Contact details:** 373 Elizabeth St. (Soundys Building) | North Hobart | TAS | 7000

**Date submitted:** May 2018

**IRC:** Construction IRC

**Training Package:** CPC08 Construction, Plumbing and Services

### Qualifications (3)

Code	Title	Status	Change Required
CPC10111	Certificate I in Construction	Open	Update units to better support the development of basic construction skills and knowledge and to reinforce the intent of the qualification as an introduction to the broad range of job roles in the building and construction industry.
CPC20112	Certificate II in Construction	Open	Update the packaging rules in light of competency-wage progression and reduce duplication with the Certificate I to strengthen skills and knowledge development.
CPC20211	Certificate II in Construction Pathways	Open	Update to ensure the qualification is flexible and adaptable to meet industry stakeholders nationally and to better support apprenticeship pathways.

### Units of competency (19)

Code	Title	Review Status	Proposed Action
CPCCCM2005B	Use construction tools and equipment	Open	Update to reflect contemporary work requirements
CPCCVE1011A	Undertake a basic construction project	Open	Update to reflect contemporary work requirements
CPCCCM1011A	Undertake basic estimation and costing	Open	Update to reflect contemporary work requirements
CPCCCM2004A	Handle construction materials	Open	Update to reflect contemporary work requirements
CPCCVE1002B	Undertake a basic computer design project	Open	Update to reflect contemporary work requirements
CPCCCM2002A	Carry out excavation	Open	Update to reflect contemporary work requirements
CPCCCO2013A	Carry out concreting to simple forms	Open	Update to reflect contemporary work requirements
CPCCCA2002B	Use carpentry tools and equipment	Open	Update to reflect contemporary work requirements
CPCCCA2011A	Handle carpentry materials	Open	Update to reflect contemporary work requirements
CPCCJN2001A	Assemble components	Open	Update to reflect contemporary work requirements
CPCCJN2002B	Prepare for off-site manufacturing process	Open	Update to reflect contemporary work requirements

CPCSSH2001A	Prepare surfaces	Open	Update to reflect contemporary work requirements
CPCCO2013A	Carry out concreting to simple forms	Open	Update to reflect contemporary work requirements
CPCCCM1012	Work effectively and sustainably in the construction industry	Open	Update to reflect contemporary work requirements
CPCCCM1013	Plan and organise work	Open	Update to reflect contemporary work requirements
CPCCCM1014	Conduct workplace communication	Open	Update to reflect contemporary work requirements
CPCCCM2001	Read and interpret plans and specifications	Open	Update to reflect contemporary work requirements
CPCCCM1015	Carry out measurements and calculations	Open	Update to reflect contemporary work requirements
CPCCCM1016	Identify requirements for safe tilt-up work	Open	Update to reflect contemporary work requirements
CPCxxxxxxxx	Source basic construction materials and products	n/a	New unit, which will focus specifying the skills and knowledge on how to source basic construction material and products.
CPCxxxxxxxx	Organise self	n/a	New unit to address work skills such as prioritising, clarifying tasks, following through and completing with care, showing initiative.
CPCxxxxxxxx	Maintain personal health and well-being (life skills approach, to awareness of risky substance use and psychological distress) Dealing with stress, workplace bullying, etc)	n/a	New unit. Recommended by National Centre for Education and Training on Addiction based on their research which indicated that among young construction trades apprentices, levels of risky alcohol and drug use and psychological distress, including bullying were substantially higher than age/gender equivalent Australian population norms.
CPCxxxxxxxx	Carry out basic construction task	n/a	New unit to address skills such as knowing to how to: <ul style="list-style-type: none"> <li>• load and unload material at construction sites</li> <li>• tidy a construction site of debris and waste</li> <li>• properly clean and store equipment and materials.</li> </ul>

## Attachment B – Stakeholder consultation method and scale

Stakeholder	Organisation	Method
<b>32 attendees at forum organised by the Victorian Carpentry Teachers Network</b>		
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
<b>State Training Authorities</b>		
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

<b>Organisations – 92 responses to on-line survey<sup>1</sup></b>		
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
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

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

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

## Survey Snapshot of Survey Respondents by Jurisdiction (June – July 2017)

