



# Case for Endorsement

## Bricklaying and Blocklaying

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 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 the Case for Endorsement

### Name of allocated IRC

Construction, Plumbing and Services Industry Reference Committee (IRC)

### Name of SSO

Artibus Innovation

### Training Package Components submitted for approval

This submission puts forward the Case for Endorsement for two qualifications and 60 units of competency.

### Qualification(s)

Code	Title
CPC32320	Certificate III in Stonemasonry
CPC33020	Certificate III in Bricklaying and Blocklaying

CPC31611 Certificate III in Paving will be deleted from the National Register.

### Units of competency

#### New units

Code	Title
CPCST2007	Use stonemasonry tools, plant and equipment
CPCST3023	Apply drawing principles to stonemasonry
CPCST3024	Apply conservation principles and practices to heritage stonework
CPCST3025	Carry out basic stonemasonry demolition

#### Revised units

Code	Title
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002	Use bricklaying and blocklaying tools and equipment
CPCCBL3001	Lay paving
CPCCBL3002	Carry out masonry veneer construction
CPCCBL3003	Carry out cavity brick construction
CPCCBL3004	Construct masonry steps and stairs
CPCCBL3005	Lay masonry walls and corners
CPCCBL3006	Lay multi-thickness walls and piers
CPCCBL3007	Install glass blockwork

CPCCB3009	Install flashings and damp proof course
CPCCB3010	Construct masonry arches
CPCCB3011	Construct curved walls
CPCCB3012	Construct fireplaces and chimneys
CPCCB3013	Construct masonry structural systems
CPCCB3014	Install fire-rated masonry construction
CPCCB3015	Construct decorative brickwork
CPCCB3016	Construct battered masonry walls and piers.
CPCCB3017	Carry out tuck pointing and repointing to masonry
CPCCB3018	Install aerated autoclaved concrete products
CPCCPA3001	Prepare subgrade, base and bedding course for segmental paving
CPCCPA3002	Lay segmental paving
CPCCPA3003	Cut segmental paving
CPCCPA3004	Finish segmental paving
CPCCPA3005	Maintain and repair segmental paving
CPC CST2001	Prepare for stonemasonry construction process
CPC CST2003	Finish stone
CPC CST2004	Lay stone
CPC CST2005	Carry out load slinging of off-site materials
CPC CST2006	Identify and use stone products
CPC CST3001	Dress and mould stone
CPC CST3002	Shape solid stone
CPC CST3003	Spilt stone manually
CPC CST3004	Dress stone manually
CPC CST3006	Machine stone
CPC CST3007	Turn stone
CPC CST3009	Use computer-controlled static machinery to produce stone components
CPC CST3010	Set out and cut letters in stone
CPC CST3011	Plan monument construction
CPC CST3012	Build stone veneer walls
CPC CST3013	Carry out cemetery monument fixing
CPC CST3014	Set and anchor stone facades
CPC CST3015	Apply gilding to stone
CPC CST3016	Build solid stonemasonry walls
CPC CST3017	Construct stone arches

CPCST3018	Inlay lead to stone
CPCST3019	Lay stonemasonry stairs
CPCST3020	Produce reconstituted stone
CPCST3021	Restore stone work
CPCST3022	Carry out profile work
CPCST4001	Prepare to undertake the heritage restoration process
CPCST4002	Undertake the heritage restoration process
CPCST4003	Undertake preparations for refractory work
CPCST4004	Initiate the heritage works process
CPCST4005	Prepare drawings for heritage work
CPCST4006	Prepare report for heritage restoration work
CPCST4007	Construct a fire wall and arch using refractory materials

Further mapping information on the 60 units of competency can be located in **Section H: Training package components**.

### Case for Change details

On behalf of the Construction, Plumbing and Services IRC, Artibus Innovation prepared a Case for Change to undertake a full review of CPC30111 Certificate III in Bricklaying and Blocklaying, CPC32313 Certificate III in Stonemasonry (Monumental/Installation) and CPC31611 Certificate III in Paving and their 49 associated units of competency.

The Case for Change was submitted to the Australian Industry and Skills Council (AISC) in April 2017 for their consideration. The ASIC approved the project in June 2017.

In consultation with industry, the review focused on:

1. ensuring the qualifications and units of competency reflect the needs of all stakeholders involved in the bricklaying/blocklaying, paving and stonemasonry industries
2. developing four new units of competency to address skills gaps in the stonemasonry industry
3. merging the Certificate III in Paving into the Certificate III in Bricklaying/ Blocklaying as a result of very low enrolments since 2014, zero completions in the last three years, and only three RTOs with the qualification on scope – with no delivery
4. updating the training package components to the 2012 Standards for Training Packages.

### Activity order details

Reference number: TPD/2016-17-007

Date executed: 10 May 2017

Project scope: 2 qualifications and 49 units of competency.

## B. Description of work and request for approval

### Summary of key changes

Key Change	Description
<b>KC 1</b>	CPC32320 Certificate III in Stonemasonry supersedes and is equivalent to CPC32313 Certificate III in Stonemasonry (Monumental/Installation). It has been updated to the 2012 Standards for Training Packages and has had a title change.
<b>KC 2</b>	CPC33020 Certificate III in Bricklaying and Blocklaying has been updated to the Standards for Training Packages 2012 and supersedes and is equivalent to CPC30111 Certificate III in Bricklaying and Blocklaying
<b>KC 3</b>	CPC31611 Certificate III in Paving will be deleted from the National Register.
<b>KC 4</b>	Four new stonemasonry units of competency have been developed to address current skills needs.
<b>KC 5</b>	Seven CPCBC units of competency have been recoded to CPCST to align with the industry sector.

All the units of competency were updated to provide clarity, remove duplication and reflect the Standards for Training Packages 2012. The elements and performance criteria were written more clearly.

### Specific job outcomes

CPC30120 Certificate III in Bricklaying and Blocklaying reflects the trade qualified role of a bricklayer, blocklayer or paver who may have responsibility for undertaking heritage bricklaying, refractory bricklaying, bricklaying, Blocklaying and paving work in residential, industrial and commercial contexts, in both existing and new constructions.

The occupations relevant to the above are:

- Bricklayer
- Blocklayer
- Paver

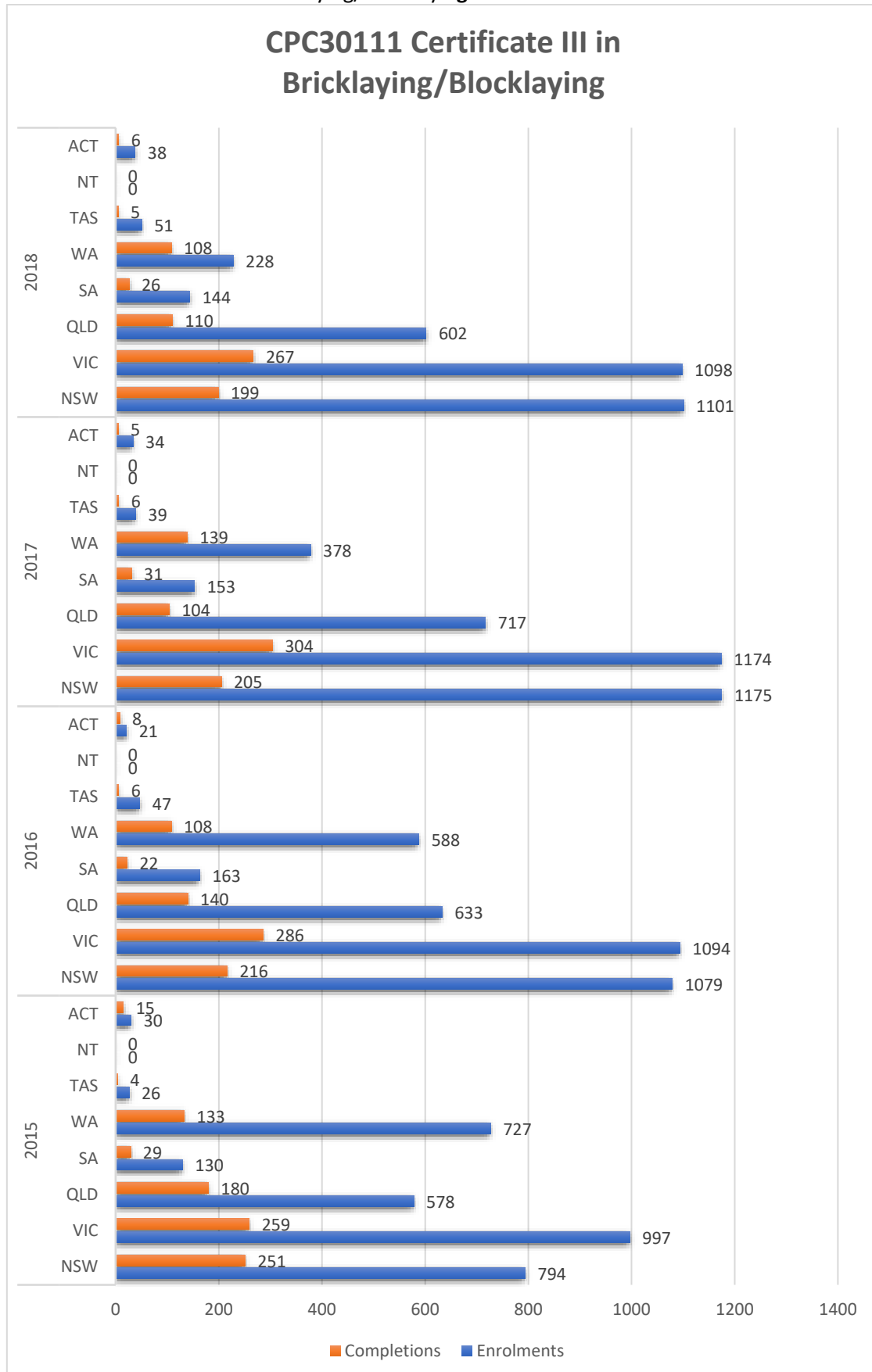
CPC32320 Certificate III in Stonemasonry stonemasons working with sandstone, limestone, marble and other types of stone and stone products to produce stone monuments, buildings (heritage and new) and building components, such as walls, floors, arches, chimneys, stairs, windows, decorative mouldings, fireplaces and benchtops.

The occupations relevant to the above may include:

- Architectural stonemason
- Monumental stonemason
- Heritage stonemason
- Finisher
- Bench-top mason
- Stonemasonry.

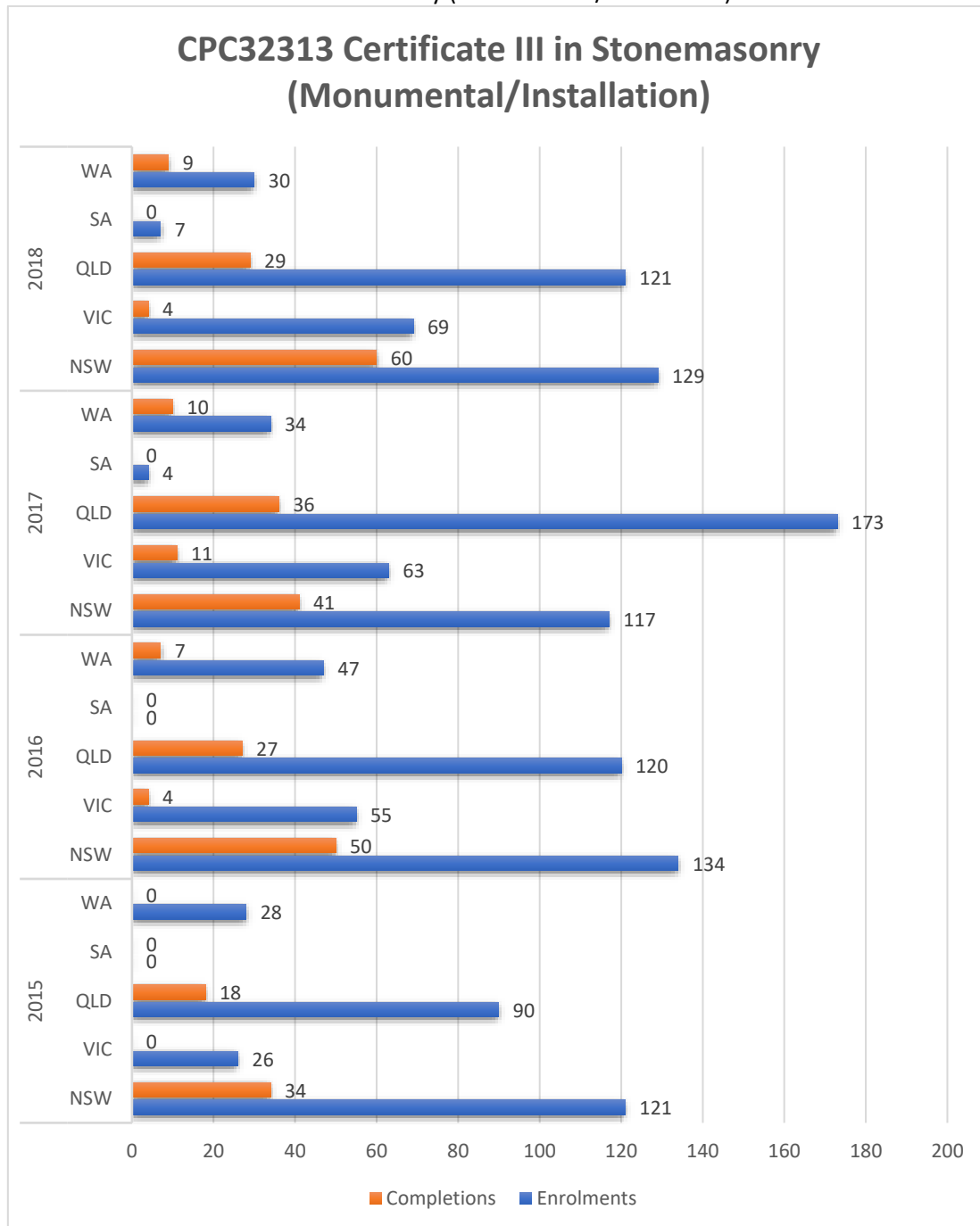
**Enrolment and Completion figures (2015 – 2018)**

**CPC30111 Certificate III in Bricklaying/Blocklaying**





CPC32313 Certificate III in Stonemasonry (Monumental/Installation)



This section describes the strategies used to promote the project to industry and key stakeholders, the specific methods used to gather and analyse feedback, and how the Technical Advisory Group (TAG) made informed decisions to ensure the qualifications were fit to meet the current and future needs of industry and key stakeholders.

#### IRC decision on Entry Requirements on CPC qualifications

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 this qualification. This approach was rejected by the AISC at the August

2019 meeting. Considering this rejection, the IRC determined that CPCWHS1001 *Prepare to work safely in the construction industry* should be included in the core of the qualification as a method of mandating this training for all candidates.

This change of approach was discussed at national forums and webinars held in November 2019. The findings of the forums and webinars is available at Appendix B.

## Training Package review process and industry consultation

### Consultation approach

**Purpose:** to engage a cross-section of the brick/blocklaying, paving and stonemasonry industries, and provide them with accessible opportunities to provide input into the project.

The industry and stakeholder consultation strategy devised by the TAG and Artibus Innovation was tailored to build on well-established industry and practitioner engagement with the National Training Package through the Australian Brick and Blocklaying Foundation (ABBTF) and industry representation through Cathedral Stone. To complement high-level industry association engagement, additional broad-based and targeted channels for employer and stakeholder consultation was undertaken.

Stakeholders were offered multiple opportunities to participate in general and targeted consultations throughout the packaging, qualification and unit development process, as detailed in the Project Timeline below.

The main channels for stakeholder consultation provided throughout the project were:

- industry forums
- stonemasonry and brick/block industry stakeholder working groups
- five nationwide online industry surveys to explore and consolidate feedback
- targeted one to one consultation with small, medium and large employers in Brick/Block and Stonemasonry industries to engage a cross section of industry.

Timeframe	Activity	Industry Engagement
Prior to current project	Review previous industry work towards review of the qualifications	West Australian Technical Group initially formed to redevelop and clarify the existing Training Package at the ABBTF headquarters in Perth. This industry group then reformed to work on the current project with Artibus Innovation.
August 2017 – February 2018	Stakeholder consultation to discuss: <ul style="list-style-type: none"> <li>• Brick &amp; Block</li> <li>• Stonemasonry and</li> <li>• Paving qualifications.</li> </ul>	100 interactions by varying methods (telephone, email, teleconference and face to face meetings) to determine: <ul style="list-style-type: none"> <li>• currency of existing units of competency</li> <li>• apprenticeship frameworks</li> <li>• apprentice attrition</li> <li>• industry future needs and technology demands</li> <li>• pathways from apprenticeship and post trade, professional</li> </ul>

Timeframe	Activity	Industry Engagement
		development and trade contractor licensing.
10 October 2017	White Card Survey link emailed to subscribers	1046 subscribers
12 October 2017	Newsletter	4500 subscribers
2 November 2017	First TAG Meeting	Considered scope of work and reached agreement on direction of project and need for paving to become an elective.
22 November 2017	Brick and Block newsletter: update	4301 subscribers
22 November – 5 December 2017	Surveys 1 and 2 on the draft qualifications (Draft Pack 1)	18 responses (combined Brick/Block and Stonemasonry)
6 December 2017	Stonemasonry and Refractory Bricklaying units of competency Working Group	Consultations with leading industry employer and employee representatives, Cathedral Stone and CFMMEU
6 February 2018	Newsletter	4177 subscribers
1 May 2018	Second TAG Meeting	Discussion of electives, core and packaging issues.
31 May 2018	Stonemasonry Working Group	11 industry attendees, 2 TAG members, with Project Manager and Technical Writer
30 July 2018	General Newsletter	3894 subscribers
10 August 2018	Third TAG Meeting	Agreement to removing paving from qualification title and on process.
19 October 2018	Newsletter: Brick and Block survey	3927 subscribers
19 October – 9 November 2018	Survey 3 on the draft qualifications (Draft Pack 2) for Brick/Block and Paving	7 responses
15 November 2018	Working Group: Stonemasonry	Industry, RTO and practitioner representatives from: Cathedral Stone TAFE NSW FCTA
19 December 2018 – 31 January 2019	Survey 4 on the draft qualifications for Stonemasonry (Draft Pack 2)	1 response
February 2019	Consensus 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 qualifications between AQF	

Timeframe	Activity	Industry Engagement
	Level I-III.	
13 March 2019	Fourth TAG Meeting	Discussion of CPCCWHS1001 inclusion as an entry requirement and TAG validation of training components.
3 April 2019	Fifth TAG Meeting	Minor changes approved to training components.
April 2019	Revised 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 AQF I-III qualifications.	
26 August 2019	AISC request for more evidence of consultation	
September 2019	Targeted consultations with Brick and Blocklaying and Stonemasonry industry employers	Additional consultation with large, small and medium sized employers in NSW.
November 2019	National forums and webinar	Focus on CPCCWHS1001 as a core requirement to the qualifications.

### Project page

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

It provided industry stakeholders information on national forums, workshops, the status of the project and opportunities to provide input on the components.

[http://www.artibus.com.au/project/?project\\_id=7](http://www.artibus.com.au/project/?project_id=7). The project page received 1155 views.

***The purpose of project page was to make all draft material available to all interested stakeholders and to invite their feedback.***

### Newsletters

Over the life of the review, 10 newsletters were distributed to a broad range of industry participants to:

- (1) inform about project milestones
- (2) invite nominations from industry experts for the Technical Advisory Group (TAG)
- (3) inform about opportunities to provide feedback
- (4) provide invitations to forums and webinars
- (5) to validate the qualifications and units

***The purpose of the newsletters was to inform all interested industry stakeholders and to invite their feedback.***

## Technical Advisory Group (TAG) and Working Group

The Construction, Plumbing and Services IRC endorsed the establishment of a Technical Advisory Group (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 membership included representatives from employers, employees, industry associations, training providers, businesses and regulators.

The TAG met either in person or by videoconference to analyse the existing training package, identify areas for improvement and develop draft components. At each meeting, the TAG reviewed and discussed industry feedback and agreed on amendments to the training package components to reflect industry needs.

TAG meetings are outlined in the following table, including key actions taken to engage industry and stakeholders, and a record of TAG reached decisions on key project issues.

**Table 2: TAG Meetings and Actions**

Meeting	Date	Key Actions
1	2 November 2017	<p>TAG members considered:</p> <ul style="list-style-type: none"> <li>• Scope of work (and excluded considerations outside this scope, such as accuracy of NCVER data, relationships between licensing, quality and completions)</li> <li>• How do we build skills for the future, considering pace of technological development and core skills required</li> <li>• Unit quality and missing skills.</li> </ul> <p>TAG agreement reached on:</p> <ul style="list-style-type: none"> <li>• need for asbestos awareness and dangers of silicosis</li> <li>• relevance of qualifications to manufacturers</li> <li>• paving to become an elective in both Brick/Block</li> <li>• investigating advanced skill streams to reflect regional requirements.</li> </ul>
2	1 May 2018	<p>TAG review and discussion of Certificate III Brick Block and Paving issues:</p> <ul style="list-style-type: none"> <li>• units proposed to be combined</li> <li>• occupational Health and Safety unit requirements</li> <li>• number of core units</li> <li>• determination of elective units</li> <li>• consideration of alternative packaging</li> <li>• review of project timelines.</li> </ul>
3	10 August 2018	<p>TAG discussed:</p> <ul style="list-style-type: none"> <li>• process of providing unit level input and redrafting</li> <li>• update on heritage electives stream and Stonemasonry issues.</li> </ul> <p>TAG agreement reached on:</p> <ul style="list-style-type: none"> <li>• removal of Paving from the title of Brick and Blocklaying qualification because qualification can be achieved without undertaking any paving units of</li> </ul>

		competency <ul style="list-style-type: none"> <li>• non-standard practice to be identified and removed</li> </ul>
4	13 March 2019	TAG discussed: <ul style="list-style-type: none"> <li>• project status and communication issues</li> <li>• unanimous decision of the Construction, Plumbing and Services IRC that the unit <i>CPCWHS1001 Prepare to work safely in the construction industry</i> be an entry requirement of all CPC AQF I-III qualifications</li> <li>• process of TAG validation of training components.</li> </ul> TAG members noted that: <ul style="list-style-type: none"> <li>• CPCWHS2001 unit requires inclusion of silicosis into the knowledge evidence however this is outside the scope of this review.</li> </ul>
5	3 April 2019	TAG approved minor changes to: <ul style="list-style-type: none"> <li>• Brick, Block and Paving components</li> <li>• Stonemasonry components.</li> </ul>

Additionally, a working group was established to focus specifically on the Certificate III in Stonemasonry.

#### Stonemasonry Working Group Meetings and Actions

Meeting	Date	Attendees	Key Actions
1	31 May 2018	Cathedral Stone	Pathways discussion, including Heritage, Monumental, Marble and Granite, and Architectural and Landscape.
2	15 November 2018	TAFE NSW FCTA Cathedral Stone	Full review of the Stonemasonry qualification and all units of competency, including core and the full range of electives.

The key outcomes determined from these advisory and working group meetings included:

1. Revised packaging rules for each qualification, in particular resulting from the merging of previous qualifications into new streams and better alignment to various vocational outcomes required by industry
2. Determination to incorporate units of competency in paving into the brick and blocklaying qualification to remove obsolete qualifications from the national register
3. Transition, review, amendment and validation of unit of competency detail, recasting performance evidence, knowledge evidence and the sequencing of performance criteria to current practice
4. Establishment of four new units in stonemasonry and the strengthening of heritage skills and knowledge

These outcomes were refined and validated through a range of consultation processes:

## 1. Industry forums and webinars

Industry consultation forums were held to provide stakeholders the opportunity to meet with the project team and learn about the project and provide their feedback.

Jurisdiction	City	Date	No. of attendees	Details of forum
NSW	Sydney	19 October 2017	14	Telephone, hangout conferencing and face-to-face (F2F) forum. Discussed the national review into bricklaying and blocklaying, stonemasonry and paving and in terms of determining the currency of the existing units of competency, discussing apprenticeship frameworks, apprentice attrition, industry future needs and technology demands, structural framework of the apprenticeship and the need for pathways from entry level into apprenticeship and post trade and professional development and trade contractor licensing.
SA	Adelaide	5 Feb 2018	12	Full review of Stonemasonry qualification and all the units of competency, including core and the full range of electives.
National Forums		November 2019		See register at Appendix B.

## 2. Industry survey

Five industry surveys were developed to give industry and stakeholders a platform to provide feedback on the development of the training package components throughout the different consultative stages of the project. The surveys were made available publicly on the Artibus Innovation website and promoted through the Artibus Innovation newsletter and members of the TAG and working group.

Survey	Draft Pack	Timeframe	Number of respondents
Certificate III in Bricklaying/ Blocklaying	Draft Pack 1 – stakeholder feedback on first draft of training package components	22 November 2017 – 5 December 2017	16
Certificate III in Stonemasonry	Draft Pack 1 – stakeholder feedback on first draft of training package components	22 November 2017 – 5 December 2017	2
Bricklaying/Blocklaying and Paving Project	Draft Pack 2 – stakeholder feedback on second draft of training package components	19 October 2018 – 9 November 2018	7
Bricklaying/Blocklaying and Paving, and Stonemasonry Project	2 <sup>nd</sup> round of Draft Pack 2 including stonemasonry	19 December 2018 – 31 January 2019	1
Bricklaying, Blocklaying and Stonemasonry – Final Consultation	Draft Pack 3 – Validation for both Certificate III in Bricklaying and Blocklaying and Certificate III in Stonemasonry	18 April 2019 – 9 May 2019	7

Respondents were able to download the draft materials from the website to provide feedback on the qualifications and individual units of competency. The types of questions industry members and other stakeholders were asked in these surveys include:

3. Are you aware of any emerging trends or changes happening in the [name of industry] industry that should be considered in reviewing this/these qualification/s? If so, what are they?
  - What skills and knowledge might these emerging trends or changes bring about for the industry that will need to be reflected in [the qualification name]?
  - Do the core units capture the underpinning skills and knowledge of [the vocational outcome]? Y/N, if no, what is missing?
  - Are any skills and knowledge missing from these units that should be part of the elective bank?
  - It is proposed that [state proposed change to qualification]. Do you think [this change] will add value to the qualification?
  - Do you think there are any other changes needed to this qualification? (Y/N) What are they and why?

The TAG tabled the industry feedback to ensure the components reflected the necessary changes outlined in the feedback.

The feedback through the surveys covered:

- unit title relevance to unit content
- performance criteria and evidence – making sure they are relevant to industry
- ensuring knowledge evidence covers current and emerging workplace health and safety issues such as silicosis



## **Summary of feedback Survey 1: Certificate III in Bricklaying/Blocklaying Stakeholder survey**

The first survey explored industry and stakeholder views of the current Certificate III in Bricklaying and Blocklaying. There were 16 responses to this survey, the majority from registered training organisations (RTOs). Key findings were:

- The majority of respondents were satisfied with the occupational outcomes that the current qualification provides.
- The two employers who responded employ qualified employees and believe they are 'work ready' after completing training. They did not think that any skills or tools and materials were missing from the training.
- One employer thought there was too much focus on soft skills and that assessment should focus on technical skills needed to lay bricks.
- Five respondents thought that the competencies taught were not relevant to a bricklayer/blocklayer, although they were divided on the need to construct curved and serpentine walls and chimneys and arches. This possibly reflects local demands, with skills needed for restoration and maintenance of older housing stock but not for new builds.
- While six respondents were satisfied with the current core and elective packaging, eight believed that this could be changed, with some suggesting that the number of core units be reduced from 21 to six.
- Respondents were evenly divided on the question of whether brick and blocklaying units are missing/should be removed/replaced in the current qualification.

These feedback comments were presented to the TAG for further consideration.

## **Summary of Survey 2: Certificate III in Stonemasonry Stakeholder Survey**

The second survey explored stakeholder views of the Certificate III in Stonemasonry. Two employers in Western Australia and South Australia responded to the survey. Key comments were:

- Both employers said that their apprentice employees were 'work ready' after training.
- Both said that there were skills not included in training, including in:
  - new forms of stone cladding which to be shaped and worked
  - geology
  - material technology appropriate for stone.
- One employer said that training does not include tools, equipment and materials regularly used by the industry.

These comments were presented to the TAG for their consideration.

## **Summary of Surveys 3 and 4: feedback on Draft Pack 2**

The third survey sought stakeholder feedback on the Draft Pack 2 proposal to incorporate Paving as an elective stream into the Certificate III in Bricklaying/Blocklaying. There were seven responses to this survey, including four from RTOs and three from employers. Feedback was chiefly qualitative comments, including the following themes:

- Three respondents were satisfied with the inclusion of paving units as an elective stream, while four respondents felt that paving was not required for varied reasons (lack of demand, waste of time, pavers not being bricklayers). One participant said that the current elective unit on laying paving (CPCCB3001A) already meets industry requirements and that few pavers require Certificate III qualification.
- Some concern was expressed about changing the name of the qualification to include 'paving' in the title. This was acknowledged and changed by the TAG, in recognition that the qualification could be completed without undertaking paving units.
- The majority of respondents felt the qualification template and combination of core and elective units captured the range of skills and knowledge required of a brick/block layer or paver.

These comments were presented to the TAG for their consideration.

There was one respondent to the Stonemasonry survey. Due to the difficulties engaging small to medium sized stonemasonry employers, further one to one consultation was undertaken (reported below).

### **Summary of Survey 5: feedback on Draft Pack 3**

There were eight responses to the final survey. Responses were received from New South Wales, Victoria, Western Australia and Queensland. Respondents were evenly divided between industry/employers and RTOs. Respondents skipped some questions in this short survey. The majority agreed that the content and structure of the proposed training package components meets industry needs. Those with dissenting views were concerned about:

- performance criteria for arches
- tuck pointing and inappropriate mortar use within the industry
- inclusion as core units CPCCB3013 – Construct Masonry Structural Systems, CPCCB3010A – Construct Masonry Arches and CPCCA3002 – Carry Out Setting Out. This RTO respondent suggested these units were more appropriate as electives.

These comments were presented to the TAG for their consideration.

### **One to One Consultations**

To engage a cross section of small, medium and large employers, Artibus conducted one to one interviews with seven employers in New South Wales. These included:

- one of the largest bricklaying companies in Australia (Favetti's)
- a medium sized stonemasonry company (Traditional Stone)
- three small bricklaying companies
- two small stonemasonry companies.

Each employer interviewed supported the endorsement and implementation of the proposed qualification. It was noted by some that employees would have needed to complete CPCWHS1001 *Prepare to work safely in the construction industry* in any case to work on site, including stonemasons working in cemeteries.

All but one of these companies employ staff or subcontractors trained through the National Training Package. Several issues were raised, including:

- the need for learners to make careful choices among the electives in order to satisfy industry needs.
- for the delivery of stonemasonry to include sandstone materials as this is commonly used in the heritage industry. The qualification does specify sandstone as a possible material to be included, so this is an issue that industry can raise directly with RTOs as a relevant consideration in their delivery of the qualification. Two respondents noted that arches are becoming popular with architects and the need for industry and training to reflect trends and their underpinning skills. This was noted as general advice as this trend is addressed through the core unit CPCCL3010 Construct masonry arches and a Group B elective in Refractory Bricklaying.
- issues beyond the scope of this project, such as the contemporary practice of separating brick laying from brick cleaning, and the need for employees to have basic maths and English proficiency.

There was a general consensus that paving could be deleted as a separate qualification as there is not strong demand for paving and the required skills can be delivered as part of the Certificate III in Brick and Blocklaying.

### **Other Consultation Correspondence**

Additional industry feedback was recorded throughout the project in a project register. Throughout the project, industry members from across the country emailed Artibus Innovation to give feedback on qualification packaging, units of competency and industry skills and knowledge needs.

### **IRC Consultations**

The Construction Industry Reference Committee was appointed by the Australian Industry Skills Committee (AISC) to represent the industry and is made up of people with experience, skills and knowledge of the construction industry. The role of the IRC is to ensure that the Construction, Plumbing and Services Training Package meets the needs of employers. They are the formal point through which industry requirements for skills are considered and defined in the Construction, Plumbing and Services Training Package. Membership of the IRC and consultation methodology is available at Appendix C.

### **Decision being sought from the AISC**

To note the work undertaken and approve the submission.

## C. Evidence of industry support

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

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 Deputy Chair: Alan Waldron

Signature of Deputy Chair:



Date: 21 January 2020

State/Territory Training Authorities (STAs)

STAs were sent the Case for Endorsement for sign-off of December 2019.

**Support** was received as follows:

Jurisdiction	Response
ACT	<p>Thank you for the opportunity to review the Bricklaying, Blocklaying and Stonemasonry Case for Endorsement.</p> <p>While the ACT supports the case for endorsement it should be noted that the numbers of enrolments are relatively low in the ACT. In addition, we would like to highlight the following:</p> <ul style="list-style-type: none"><li>• The response rates to the requests for information are extremely low. While it could be an indication that employers have few issues the responses that were received do indicate some divergence of opinion.</li><li>• As the issuing of a white card is dependent on completion of CPCCWHS1001 it is suggested that perhaps the requirement should be a prerequisite rather than included in all qualifications as there is no site admittance without a white card.</li></ul>
NSW	NSW supports the following CPC Case for Endorsement: Bricklaying/Blocklaying
NT	The NT STA has no objections to the AISC considering for approval the CPC Construction, Plumbing and Services Training Package - Case for Endorsement comprising the Bricklaying and Blocklaying, and Stonemasonry projects:
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 Brick Block / Stonemasonry Case for Endorsement.
TAS	Thanks, and providing any issues raised by Tasmania stakeholders have been addressed, Skills Tasmania is able to support the Brick/Block/Stonemasonry Case for Endorsement.
VIC	Victoria supports the Bricklaying and Blocklaying Case for Endorsement proceeding to the AISC for approval.
WA	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: CPC30120 Certificate III in Bricklaying and Blocklaying.

## D. Industry expectations about training delivery

### **Advice about industry's expectations of training delivery**

This project aimed to follow the AISCs requirements and support the COAG Industry and Skills Council reforms to training packages. The revised units of competency have been transitioned to align with the *2012 Standards for Training Packages*.

Industry can expect an upskilled workforce that meets their demands. The skills and knowledge embedded in the units of competency will support national training and assessment consistency. Industry can, therefore, expect consistent learner outcomes.

### **IRC Recommendations on traineeships and apprenticeships**

The Construction, Plumbing and Services IRC acknowledged that there continue to be apprenticeship pathways CPC32320 Certificate III in Stonemasonry CPC33020 and Certificate III in Bricklaying and Blocklaying in all Australian jurisdictions ie., apprenticeship pathways have not changed. The proposed qualifications are deemed equivalent.

### **Quality principles**

#### *Flexibility*

The proposed qualifications provide a range of elective choices which support the transferability of skills and knowledge across various sectors. Examples include sole traders who may require a very broad range of skills including job planning, specifying masonry supply requirements and briefing the work team.

The proposed qualifications also provide vocational outcomes for specialist contractors in very specific pathways including structural, non-structural and heritage/conservation/restoration, refractory and paving pathways.

The development of these training package components aligns with current industry regulatory and skills needs and expectations.

#### *Recognition*

The skills and knowledge embedded in the endorsed components, facilitate and support:

- the application of skills and knowledge acquired by the learner in a range of workplaces
- transferability and portability of skills in different industries.

The assessment requirements in the proposed endorsed components are designed to:

- provide valid evidence of performance and knowledge based on workplace competencies
- provide RTOs with a flexible framework to develop and administer assessment material
- offer a consistent standard of assessment to support positive workplace outcomes.

By aligning the endorsed components against the specific requirements within each national policy document, national and industry portability has been ensured.

#### *Access*

There are no entry requirements proposed in the qualifications.

#### *Equity*

The units of competency include foundation skills and support equitable access and progression of learners by:

- allowing direct entry
- facilitating occupational pathways in the sector.

Please refer to the *CPC Construction, Plumbing and Services Training Package Version 5.0 Companion Volume Implementation Guide*.

## E. Implementation of the new training packages

### **Advice on occupational and licensing requirements**

The qualifications and associated units of competency do not lead to licensing outcomes because the industry does not licence these occupations. Workers who are employed by bricklaying, blocklaying, paving or stonemasonry contractors do not need to be licensed. However, contractor licensing requirements may apply in different states and territories.

### **Implementation issues of note and management strategy**

The endorsed components have been developed to:

- align with the Standards for Training Packages 2012
- support the approach of the standards to develop qualifications that are accessible in content, format and logic
- support industry relevant training and assessment practices.

The impact for enterprises is expected to be a positive one. The proposed endorsed components will provide enterprises with a workforce that can apply relevant skills and knowledge across sectors.

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).

### **Equivalency**

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.

The TAG consider that the updated CPC33020 Certificate III in Bricklaying and Blocklaying is equivalent to its predecessor because the paving units of competency that have been incorporated into the qualification are electives and the packaging rules do not stipulate that they must be chosen in order to achieve the qualification. The inclusion of the paving units into the qualification is aimed to provide a range of competencies that industry agree are relevant to vocation(s).

### **Advice on downstream effects of the change**

The Construction, Plumbing and Services IRC has made the decision to delete the CPC31611 Certificate III in Paving from the Register. The IRC based their decision on low enrolments since 2014. Based on NCVER enrolment data, there has been a total of 9 enrolments in Victoria in the last 4 years. Zero enrolments were registered for 2017. One of COAGs directives is to remove superfluous qualifications from the National Register, this qualification will have a 12-month teach out period and then be removed from the National Register due to its low enrolments.

Minimal downstream effects are expected due to minimal enrolments, completions and delivery of CPC31611 Certificate III in Paving over the last four years. The unique paving units have been incorporated into the updated CPC33020 Certificate III in Bricklaying and Blocklaying.



## F. Quality assurance reports

### Editorial Report

The Editorial and Equity Reports have been undertaken by Sue Hamilton.

### Editorial Report Template

#### 1. Cover page

Information required	Detail
Training Package title and code	CPC Construction, Plumbing and Services Training Package, Release 5.0
Number of new qualifications and their titles <sup>1</sup>	Nil
Number of revised qualifications and their titles	There are two revised qualifications: <ul style="list-style-type: none"><li>• CPC30120 Certificate III in Bricklaying and Blocklaying</li><li>• CPC32320 Certificate III in in Stonemasonry</li></ul>
Number of new units of competency and their titles	Four new units of competency have been developed: <ul style="list-style-type: none"><li>• CPCST2007 Use stonemasonry tools, plant and equipment</li><li>• CPCST3023 Apply drawing principles to stonemasonry</li><li>• CPCST3024 Apply conservation principles and practices to heritage stonework</li><li>• CPCST3025 Carry out basic stonemasonry demolition</li></ul>
Number of revised units of competency and their titles	56 revised units of competency. – see Attachment 1.
Confirmation that the draft training package components are publication-ready	The draft components relating to bricklaying, blocklaying and stonemasonry reviewed meet the requirements of the Standards for Training Packages 2012 and are publication ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes - Sue Hamilton is a member of the Quality Assurance Panel.
Date of completion of the report	19 December 2019

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<sup>1</sup> When the number of training products is high the titles can be presented as an attachment.

## 2. Content and structure

### Units of competency

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> <li>The structure of units of competency complies with the unit of competency template.</li> </ul>	<p>The structure of the four new and 56 revised units complies with the unit of competency template.</p> <p>The coding and titling of the units comply with the unit of competency template. The revised units that have been transitioned to meet the requirements of the Standards for Training Packages (2012) have retained their coding with the suffix removed.</p> <p>No units have occupational licensing or certification requirements. The requirement for persons who carry out construction work, specified in the model Code of Practice for Construction Work, is noted appropriately in the Application field of each unit.</p> <p><i>“Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of CPCCWHS1001 Prepare to work safely in the construction industry meets this requirement.”</i></p> <p>With the exception of four units, all other units contain the prerequisite unit <i>CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i>. This unit is included as a core unit in both qualifications.</p> <p>Foundation skills are described in the appropriate field utilising skills as described in the Australian Core Skills Framework (ACSF). The additional employment skills of technology and team work have been included in some units.</p> <p>The equivalence (old to revised/new) is stated in each unit.</p>
<p>Standard 7:</p> <ul style="list-style-type: none"> <li>The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	<p>All 60 units of competency have associated assessment requirements, which comply with the assessment requirements template and the Standards for Training Packages 2012.</p> <p>The assessment requirements are clearly written and have consistent breadth and depth. The performance evidence reflects workplace tasks and includes appropriate volume and frequency requirements.</p> <p>Artibus Innovation has indicated that all aspects of the assessment requirements are approved by stakeholders and the Construction, Plumbing and Services Industry Reference Committee (IRC).</p>

## Qualifications

Editorial requirements	Comments by the editor
<p>Standard 9:</p> <ul style="list-style-type: none"> <li>The structure of the information for qualifications complies with the qualification template.</li> </ul>	<p>The two revised qualifications comply with the qualification template with all required fields completed.</p> <ul style="list-style-type: none"> <li>Coding and titling are appropriate reflecting changes from the previous version of each qualification.</li> <li>There are no entry requirements specified for either qualification</li> <li>The core and electives cover a broad range of units in the bricklaying and blocklaying, stonemasonry and general construction sectors. The packaging rules allow for specialisations with units selected from groups of electives.</li> <li>The equivalence of the revised to previous version is stated in each qualification.</li> </ul>
<p>Standard 10:</p> <ul style="list-style-type: none"> <li>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</li> </ul>	<p>No credit arrangements with Higher Education apply to either qualification reviewed. Artibus Innovation provided separate documentation in a format that complies with the credit arrangements template.</p>

## Companion Volumes

Editorial requirements	Comments by the editor
<p>Standard 11:</p> <ul style="list-style-type: none"> <li>A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.</li> </ul>	<p>The training package components in this submission are accompanied by the <i>CPC Construction, Plumbing and Services Training Package Companion Volume Implementation Guide, Release 5.0</i></p> <p>The CPC CVIG complies with the companion volume implementation guide template included in the 2012 Standards, and has been quality assured in line with Artibus Innovation's internal processes and editorial review.</p>

### 3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li>• <b>Unit codes and titles</b> and <b>qualification codes and titles</b> are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.</li> </ul>	<p>The unit codes and titles have been proofread and cross-referenced throughout all documentation provided – units, qualifications, CfE and CPC CVIG. Artibus Innovation addressed a range of edits, sequencing of units and typographical errors noted during the editorial review.</p>
<ul style="list-style-type: none"> <li>• Units of competency and their <b>content</b> are <b>presented in full</b>.</li> </ul>	<p>All 60 units of competency and their associated assessment requirements were presented in full.</p>
<ul style="list-style-type: none"> <li>• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:               <ul style="list-style-type: none"> <li>○ absence of spelling, grammatical and typing mistakes</li> <li>○ consistency of language and formatting</li> <li>○ logical structure and presentation of the document</li> <li>○ compliance with the required templates</li> </ul> </li> </ul>	<p><b>This editorial review has incorporated checking:</b></p> <ul style="list-style-type: none"> <li>• spelling/typing mistakes</li> <li>• numbering (codes and performance criteria)</li> <li>• checking acronyms</li> <li>• consistency of language throughout</li> <li>• structure and presentation of documents</li> <li>• compliance with templates.</li> </ul> <p>Throughout this process, the Artibus Innovation team incorporated many of the suggestions provided in an interim report during the editorial review, or clearly explained why aspects should stay as they are.</p>

## Attachment 1: CPC training package components

### Qualifications

<b>CPC qualifications</b>
<ul style="list-style-type: none"> <li>• CPC30120 Certificate III in Bricklaying and Blocklaying</li> <li>• CPC32320 Certificate III in in Stonemasonry</li> </ul>

### Units of competency

<b>CPC Units of Competency</b>
<b>New units</b>
<ul style="list-style-type: none"> <li>• CPCSST2007 Use stonemasonry tools, plant and equipment</li> <li>• CPCSST3023 Apply drawing principles to stonemasonry</li> <li>• CPCSST3024 Apply conservation principles and practices to heritage stonework</li> <li>• CPCSST3025 Carry out basic stonemasonry demolition</li> </ul>
<b>CPC Units of Competency</b>
<b>Revised units</b>
<ul style="list-style-type: none"> <li>• CPCSBL2001 Handle and prepare bricklaying and blocklaying materials</li> <li>• CPCSBL2002 Use bricklaying and blocklaying tools and equipment</li> <li>• CPCSBL3001 Lay paving</li> <li>• CPCSBL3002 Carry out masonry veneer construction</li> <li>• CPCSBL3003 Carry out cavity brick construction</li> <li>• CPCSBL3004 Construct masonry steps and stairs</li> <li>• CPCSBL3005 Lay masonry walls and corners</li> <li>• CPCSBL3006 Lay multi-thickness walls and piers</li> <li>• CPCSBL3007 Install glass blockwork</li> <li>• CPCSBL3009 Install flashings and damp proof course</li> <li>• CPCSBL3010 Construct masonry arches</li> <li>• CPCSBL3011 Construct curved walls</li> <li>• CPCSBL3012 Construct fire places and chimneys</li> <li>• CPCSBL3013 Construct masonry structural systems</li> <li>• CPCSBL3014 Install fire-rated masonry construction</li> <li>• CPCSBL3015 Construct decorative brickwork</li> <li>• CPCSBL3016 Construct battered masonry walls and piers.</li> <li>• CPCSBL3017 Carry out tuck pointing to brickwork</li> <li>• CPCSBL3018 Install aerated autoclaved concrete products</li> <li>• CPCSBA3001 Prepare subgrade, base and bedding course for segmental paving</li> <li>• CPCSBA3002 Lay segmental paving</li> <li>• CPCSBA3003 Cut segmental paving</li> <li>• CPCSBA3004 Finish segmental paving</li> <li>• CPCSBA3005 Maintain and repair segmental paving</li> <li>• CPCSST2001 Prepare for stonemasonry construction process</li> <li>• CPCSST2003 Finish stone</li> <li>• CPCSST2004 Lay stone</li> <li>• CPCSST2005 Carry out load slinging of off-site materials</li> <li>• CPCSST2006 Identify and use stone products</li> <li>• CPCSST3001 Dress and mould stone</li> <li>• CPCSST3002 Shape solid stone</li> <li>• CPCSST3003 Spilt stone manually</li> <li>• CPCSST3004 Dress stone manually</li> <li>• CPCSST3006 Machine stone</li> <li>• CPCSST3007 Turn stone</li> <li>• CPCSST3009 Use computer-controlled static machinery to produce stone components</li> </ul>

### **CPC Units of Competency**

- CPCST3010 Set out and cut letters in stone
- CPCST3011 Plan monument construction
- CPCST3012 Build stone veneer walls
- CPCST3013 Carry out cemetery monument fixing
- CPCST3014 Set and anchor stone facades
- CPCST3015 Apply gilding to stone
- CPCST3016 Build solid stonemasonry walls
- CPCST3017 Construct stone arches
- CPCST3018 Inlay lead to stone
- CPCST3019 Lay stonemasonry stairs
- CPCST3020 Produce reconstituted stone
- CPCST3021 Restore stone work
- CPCST3022 Carry out profile work
- CPCST4001 Prepare to undertake the heritage restoration process
- CPCST4002 Undertake the heritage restoration process
- CPCST4003 Undertake preparations for refractory work
- CPCST4004 Initiate the heritage works process
- CPCST4005 Prepare drawings for heritage works
- CPCST4006 Prepare report for heritage restoration work
- CPCST4007 Construct a fire brick wall and arch using refractory materials

# Equity Report Template

## Section 1 – Cover page

Information required	Detail
Training Package title and code	CPC Construction, Plumbing and Services Training Package, Release 5.0
Number of new qualifications and their titles <sup>2</sup>	Nil
Number of revised qualifications and their titles	There are two revised qualifications: <ul style="list-style-type: none"> <li>• CPC30120 Certificate III in Bricklaying and Blocklaying</li> <li>• CPC32320 Certificate III in in Stonemasonry</li> </ul>
Number of new units of competency and their titles	Four new units of competency have been developed: <ul style="list-style-type: none"> <li>• CPCST2007 Use stonemasonry tools, plant and equipment</li> <li>• CPCST3023 Apply drawing principles to stonemasonry</li> <li>• CPCST3024 Apply conservation principles and practices to heritage stonework</li> <li>• CPCST3025 Carry out basic stonemasonry demolition</li> </ul>
Number of revised units of competency and their titles	56 revised units of competency. – see Attachment 1.
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	The draft components relating to bricklaying, blocklaying and stonemasonry reviewed meet the requirements of the Standards for Training Packages 2012.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes - Sue Hamilton is a member of the Quality Assurance Panel.
Date of completion of the report	19 December 2019

<sup>2</sup> When the number of training products is high the titles can be presented as an attached list.

## 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:</p> <ul style="list-style-type: none"> <li>• Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</li> <li>• Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</li> </ul>	<p>The 60 (new and revised) units of competency and two qualifications reviewed comply with Standard 2 of the <i>Standards for Training Packages</i> and the Training Package Products Policy.</p> <p>The <i>CPC Companion Volume Implementation Guide, Release 5</i>. (CPC CVIG) includes guidance to ensure that learners are not discriminated against, and guidance around reasonable adjustment to accommodate learners with disabilities or particular needs. Reference has been made to <i>Disability Standards for Education, 2005</i>.</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
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?</p>	<p>Two qualifications have undergone a major revision to provide more flexible qualifications and improve pathways. This includes:</p> <ul style="list-style-type: none"> <li>• merging the Certificate III in Paving and the Certificate III in Bricklaying/Blocklaying to develop a qualification that meets the broader needs of the sector (CPC30120 Certificate III in Bricklaying and Blocklaying)</li> <li>• addressing skills gaps in the stonemasonry sector - four new units were developed for the revised qualification (CPC32320 Certificate III in Stonemasonry)</li> </ul> <p>Both qualifications include CPC units from other sectors, imported units and the ability to import additional electives from suitable training packages which allows mobility across sectors. They also group electives to provide options for individuals and employers in different contexts or in specialist occupational areas. The assessment requirements of all the units submitted for review, specify that assessment must take place in a workplace or in a simulated workplace environment. This allows for assessment to occur in a range of different contexts.</p>
<p>2. Is there evidence of multiple entry and exit points?</p>	<p>Both qualifications make use of 'common' construction and work health and safety units across different indicative AQF levels that would gain credits in qualifications in a number of construction sectors. They also provide groupings of electives to allow specialist skills to be developed.</p> <p>At this stage there is limited information in the CPC CVIG outlining pathway options (refer to Quality Principle 5).</p>
<p>3. Have prerequisite units of competency been minimised where possible?</p>	<p>With the exception of four units, all other units contain the prerequisite unit <i>CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i>. This unit is included as a core unit in both qualifications and once completed should not limit flexibility in accessing other units.</p>
<p>4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?</p>	<p>Both revised qualifications include options in the packaging rules that allow for a general or specialist occupational outcome.</p> <p>The qualifications include imported units within the electives and the packaging rules allow for additional units to be imported as elective units.</p> <p>The use of common/cross sector CPC units also allows for mobility across different construction sectors.</p>

## 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
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>There is limited information in the CPC CVIG on career pathways for bricklaying, blocklaying and stonemasonry in the construction industry. This is due to the training package being partially transitioned from CPC08). Pathways advice provided in the CPC CVIG is that both qualifications are suitable for an Australian Apprenticeship pathway.</p> <p>There are no credit arrangements for pathways to Higher Education. This is stated in separate credit arrangement documents for each qualification.</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: <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> (see Training Package Standard 11)	<p>The <i>CPC CVIG, Release 5.0</i>, includes adequate information about access and equity issues and basic training pathway information. Guidance to ensure that learners are not discriminated against, and guidance about reasonable adjustment to accommodate learners with disabilities or particular needs is provided in the CPC CVIG.</p> <p>The CPC CVIG also outlines information about Foundation Skills and the main framework adopted, namely: the Australian Core Skills Framework (ACSF). Some units include additional foundation skills including those relating to use of technology.</p>
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?	<p>Many of the Foundation Skills are explicit in the performance criteria. Those that are not, are clearly stated in the Foundation Skills field of relevant CPC units of competency. They do not exceed the foundation skills required in the workplace.</p>

## Attachment 1: CPC training package components

### Qualifications

CPC qualifications
<ul style="list-style-type: none"> <li>• CPC30120 Certificate III in Bricklaying and Blocklaying</li> <li>• CPC32320 Certificate III in in Stonemasonry</li> </ul>

### Units of competency

CPC Units of Competency
<b>New units</b>
<ul style="list-style-type: none"> <li>• CCCCST2007 Use stonemasonry tools, plant and equipment</li> <li>• CCCCST3023 Apply drawing principles to stonemasonry</li> <li>• CCCCST3024 Apply conservation principles and practices to heritage stonework</li> <li>• CCCCST3025 Carry out basic stonemasonry demolition</li> </ul>
<b>CPC Units of Competency</b>
<b>Revised units</b>
<ul style="list-style-type: none"> <li>• CCCCBL2001 Handle and prepare bricklaying and blocklaying materials</li> <li>• CCCCBL2002 Use bricklaying and blocklaying tools and equipment</li> <li>• CCCCBL3001 Lay paving</li> <li>• CCCCBL3002 Carry out masonry veneer construction</li> <li>• CCCCBL3003 Carry out cavity brick construction</li> <li>• CCCCBL3004 Construct masonry steps and stairs</li> <li>• CCCCBL3005 Lay masonry walls and corners</li> <li>• CCCCBL3006 Lay multi-thickness walls and piers</li> <li>• CCCCBL3007 Install glass blockwork</li> <li>• CCCCBL3009 Install flashings and damp proof course</li> <li>• CCCCBL3010 Construct masonry arches</li> <li>• CCCCBL3011 Construct curved walls</li> <li>• CCCCBL3012 Construct fire places and chimneys</li> <li>• CCCCBL3013 Construct masonry structural systems</li> <li>• CCCCBL3014 Install fire-rated masonry construction</li> <li>• CCCCBL3015 Construct decorative brickwork</li> <li>• CCCCBL3016 Construct battered masonry walls and piers.</li> <li>• CCCCBL3017 Carry out tuck pointing to brickwork</li> <li>• CCCCBL3018 Install aerated autoclaved concrete products</li> <li>• CCCCBA3001 Prepare subgrade, base and bedding course for segmental paving</li> <li>• CCCCBA3002 Lay segmental paving</li> <li>• CCCCBA3003 Cut segmental paving</li> <li>• CCCCBA3004 Finish segmental paving</li> <li>• CCCCBA3005 Maintain and repair segmental paving</li> <li>• CCCCST2001 Prepare for stonemasonry construction process</li> <li>• CCCCST2003 Finish stone</li> <li>• CCCCST2004 Lay stone</li> <li>• CCCCST2005 Carry out load slinging of off-site materials</li> <li>• CCCCST2006 Identify and use stone products</li> <li>• CCCCST3001 Dress and mould stone</li> <li>• CCCCST3002 Shape solid stone</li> <li>• CCCCST3003 Spilt stone manually</li> </ul>

### **CPC Units of Competency**

- CCCCST3004 Dress stone manually
- CCCCST3006 Machine stone
- CCCCST3007 Turn stone
- CCCCST3009 Use computer-controlled static machinery to produce stone components
- CCCCST3010 Set out and cut letters in stone
- CCCCST3011 Plan monument construction
- CCCCST3012 Build stone veneer walls
- CCCCST3013 Carry out cemetery monument fixing
- CCCCST3014 Set and anchor stone facades
- CCCCST3015 Apply gilding to stone
- CCCCST3016 Build solid stonemasonry walls
- CCCCST3017 Construct stone arches
- CCCCST3018 Inlay lead to stone
- CCCCST3019 Lay stonemasonry stairs
- CCCCST3020 Produce reconstituted stone
- CCCCST3021 Restore stone work
- CCCCST3021A Renovate and restore stone work
- CCCCST3022 Carry out profile work
- CCCCST4001 Prepare to undertake the heritage restoration process
- CCCCST4002 Undertake the heritage restoration process
- CCCCST4003 Undertake preparations for refractory work
- CCCCST4004 Initiate the heritage works process
- CCCCST4005 Prepare drawings for heritage works
- CCCCST4006 Prepare report for heritage restoration work
- CCCCST4007 Construct a fire brick wall and arch using refractory materials

## Quality Report

A Quality Report has been undertaken by Maree Thorne.

## Quality Report Template

### Section 1 – Cover page

Information required	Detail
Training Package title and code	<b>CPC Construction, Plumbing and Services Training Package V5.0</b>
Number of new qualifications and their titles <sup>3</sup>	<b>0</b>
Number of revised qualifications and their titles	2 CPC33020 Certificate III in Bricklaying and Blocklaying CPC32320 Certificate III in Stonemasonry
Number of new units of competency and their titles	4 CPCST2007 Use stonemasonry tools, plant and equipment CPCST3023 Apply drawing principles to stonemasonry CPCST3024 Apply conservation principles and practices to heritage stonework CPCST3025 Carry out basic stonemasonry demolition
Number of revised units of competency and their titles	56 Refer to Attachment 1 for details
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> <li>the Training Package or Training Package components review ('Yes' or 'No')</li> <li>development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	I confirm that I, Maree Thorne, am independent of: <ul style="list-style-type: none"> <li>the Training Package or Training Package components review (YES)</li> <li>development and/or validation activities associated with the Case for Endorsement (YES)</li> <li>undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (YES)</li> </ul>

<sup>3</sup> When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	The Training Package components in the Case for Endorsement comprising two (revised) qualifications, four new and 56 revised units of competency and their associated assessment requirements as part of the <i>CPC Construction, Plumbing and Services Training Package V5.0</i> are compliant with the <i>Standards for Training Packages 2012</i> .
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	The Training Package components in the Case for Endorsement comprising two (revised) qualifications, 4 new and 56 revised units of competency and their associated assessment requirements as part of the <i>CPC Construction, Plumbing and Services Training Package V5.0</i> are compliant with the <i>Training Package Products Policy</i> .
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	The Training Package components in the Case for Endorsement comprising two (revised) qualifications, 4 new and 56 revised units of competency and their associated assessment requirements as part of the <i>CPC Construction, Plumbing and Services Training Package V5.0</i> are compliant with the <i>Training Package Development and Endorsement Process Policy</i> .
<p>Panel member's view about whether:</p> <ul style="list-style-type: none"> <li>• the evidence of consultation and validation process being fit for purpose and commensurate with the scope</li> <li>• estimated impact of the proposed changes is sufficient and convincing</li> </ul>	<p>It is the panel member's view that evidence of the consultation and validation processes undertaken by the developer are fit for purpose and commensurate with the scope of the Case for Endorsement (CfE). The estimated impact of the proposed changes is sufficiently outlined in the CfE. Feedback, suggestions and recommendations were provided to the developers during the course of the Quality Assurance process, most of which have been incorporated in the components. Additional feedback in relation to four additional units and CfE amendments was provided at the time of the report.</p>
Name of panel member completing Quality Report	<b>Maree Thorne</b>
Date of completion of the Quality Report	<b>19 December 2019</b>

## Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• qualifications</li> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes</li> </ol>	<p><b>Yes</b></p>	<p>The proposed components of the CPC Construction, Plumbing and Services Training Package Version 5.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) include:</p> <ul style="list-style-type: none"> <li>• two revised qualifications</li> <li>• four new and 56 revised units of competency, each with associated assessment requirements.</li> </ul> <p>The CfE specifies that no credit arrangements exist for the proposed Construction, Plumbing and Services Training Package (CPC) qualifications at the time of development.</p> <p>The CPC Construction, Plumbing and Services Training Package V5.0 Companion Volume Implementation Guide (CVIG) provides implementation advice and has been quality assured in this process.</p>

<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p><b>Yes</b></p>	<p>Artibus Innovation has complied with the requirements of the <i>Standards for Training Packages 2012</i> for the two revised qualifications, as well as the four new and 52 revised units of competency.</p> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• Compliance with coding and titling of qualifications and units of competency. Where units of competency have undergone review with changes to performance criteria, knowledge or performance evidence or assessment conditions, codes have been changed to reflect</li> <li>• Most units of competency prescribe a prerequisite unit (predominately the same unit <i>CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i>) which is indicated in the qualifications by an asterix (*) with users directed to the units to confirm prerequisite requirements. Prerequisite units of competency are listed as a core or elective unit in the qualification.</li> <li>• The CPC Companion Volume Implementation Guide Version 5.0 (CVIG) includes guidance to ensure that learners are not discriminated against and guidance around reasonable adjustment to accommodate learners with disabilities or particular needs. Reference has been made to Disability Standards for Education, 2005.</li> <li>• The CVIG further outlines how Foundation Skills have been addressed in units of competency. Foundation skills have been explicitly included in performance criteria in all units of competency where possible or listed as implicit skills in the relevant section of the Unit of Competency template.</li> <li>• The CVIG outlines qualification and unit mapping to inform users of changes to qualifications and units. All qualifications and units of competency are equivalent to those they supersede.</li> <li>• The qualifications have clearly written, achievable packaging rules, and a range</li> </ul>
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Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		of elective options to cover a broad range of outcomes.
<p>Standard 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	<b>Yes</b>	<p>The CfE provides detailed information about Artibus Innovation's development and endorsement processes of the draft components, including alignment to and compliance with the Australian Industry and Skills Council's (AISC) Activity Order. The CfE outlines the details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices and supports evidence of consultation undertaken throughout the development process with stakeholders, including the establishment by the IRC of a Technical Advisory Group (TAG), Subject Matter Experts (SME) groups, face to face consultation workshops and webinars, as well as provision of access to draft materials on the website for the duration of the project to enable feedback opportunities.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	<b>Yes</b>	<p>All units of competency have been reviewed to ensure they specify the standards of performance required in the workplace.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	<p><b>Yes</b></p>	<p>This quality report confirms the Editorial Report's detailed opinion that the structure of the new and revised units of competency comply with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information.</p> <p>No units specify occupational licensing or certification requirements, but most units are impacted by work health and safety (WHS) legislation and/or local regulations - requirements which vary between industry sectors and state/territory jurisdictions.</p> <p>Prerequisite units are included in most units of competency to address WHS risks associated with brick, block and stonemasonry work.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<p><b>Yes</b></p>	<p>All Assessment requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment as per the appropriate template.</p> <p>Reference to frequency and volume of Performance Evidence is stated.</p> <p>The Editorial Report notes and this QA process confirms that:</p> <p><i>The assessment requirements are clearly written and have consistent breadth and depth. The performance evidence reflects workplace tasks and includes appropriate volume and frequency requirements.</i></p> <p><i>Artibus Innovation has indicated that all aspects of the assessment requirements are approved by stakeholders and the Construction, Plumbing and Services Industry Reference Committee (IRC)</i></p> <p>The assessment requirements cross-reference to the unit requirements.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	<p><b>Yes</b></p>	<p>Every unit of competency has associated assessment requirements, the structure of which complies with the assessment requirement's template.</p> <p>The performance evidence notes realistic volume and frequency of the tasks to be performed</p>
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	<p><b>Yes</b></p>	<p>The CfE identified that consideration of inclusion of 'level' one and two units in the qualifications was a focus during development, to enable skill and knowledge progression from entry level to trade outcome.</p> <p>Qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met through selection of electives which <i>'contribute to a valid, industry-supported vocational outcome and support the AQF level of this qualification.'</i></p> <p>Artibus Innovation responded to packaging feedback raised in the quality assurance and previous editorial and equity process that the TAG confirmed the packaging to meet desired industry outcomes.</p>
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	<p><b>Yes</b></p>	<p>The structure of the information for the revised qualifications complies with the qualification template.</p> <p>Each qualification specifies a total number of core and elective units to achieve the qualification and packaging rules are clear, including enabling flexibility of importing units for varying contexts.</p>

<b>Standards for Training Packages</b>	<b>Standard met 'yes' or 'no'</b>	<b>Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)</b>
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	<b>Yes</b>	<p>The CfE and CVIG indicate that no national credit arrangements exist at this time for either of the proposed qualifications.</p>
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	<b>Yes</b>	<p>The training package components in this submission are accompanied by the CPC Construction, Plumbing and Services Training Package Companion Volume Implementation Guide Version 5.0.</p> <p>The CPC CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed endorsed components.</p>
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<b>N/A</b>	

### Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

#### Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The CfE provides information about the extent of, and strategies for industry consultation and engagement that have occurred in the review.</p> <p>There is evidence in the CfE and proposed endorsed components that the developer has addressed industry's requirements and has undertaken appropriate stakeholder consultation including consideration of the 2015 training package reforms, in the development and validation process for the endorsed components submitted.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> <li>• ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</li> </ul>	Yes	<p>The endorsed components respond to the COAG Industry and Skills Council's (CISC) training package reforms, specifically:</p> <ul style="list-style-type: none"> <li>• <b>ensure obsolete and superfluous qualifications are removed from the system</b></li> </ul> <p>The CfE includes the proposal to delete the CPC31611 Certificate III in Paving from the national register due to low enrolments since 2014, zero completions in last three years, and only three training organisations with the qualification on scope and no active delivery. Paving units of competency have been retained in the CPC33020 Certificate III in Bricklaying and Blocklaying to continue to meet industry skill needs.</p> <ul style="list-style-type: none"> <li>• <b>ensure that the training system better supports individuals to move easily from one related occupation to another</b></li> </ul> <p>The proposed qualifications import units of competency from other training packages (BSB, AHC) to avoid sector specific duplication.</p>

<ul style="list-style-type: none"> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> <li>• improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</li> <li>• foster greater recognition of skill sets</li> </ul>		<p>As noted in the Equity Report,</p> <p><i>Both qualifications include CPC units from other sectors, imported units and the ability to import additional electives from suitable training packages which allows mobility across sectors</i></p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The CfE outline of communication strategies and contributing personnel listed in the Appendix, supports evidence of consultation undertaken throughout the development process with a range (national) of stakeholders, including industry and subject matter experts (SME), training organisations and regulators to ensure proposed endorsed components reflect contemporary work organisation and job profiles.</p>

**Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements**

<p><b>Key features</b></p>	<p><b>Quality principle is met: Yes / No or N/A</b></p>	<p><b>Evidence demonstrating compliance with the quality principle</b></p> <p><b>Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i></b></p>
<p>Support movement of skills within and across organisations and sectors</p>	<p>Yes</p>	<p>The draft Units of Competency and associated Assessment Requirements are written in a manner that allows adaptability and flexibility in relation to a range of industry (workplace) variables. This enables the units to be contextualised to meet the various needs of a range of contexts.</p> <p>All qualifications include elective options, including options to import units from other training packages, to enable movement within organisations, within each sector, and through inclusion of import units, to other sectors.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Promote national and international portability	Yes	<p>Proposed endorsed components promote and reference national standards and codes of practice where applicable.</p> <p>The CfE specifies: <i>Qualifications and units of competency also reference, where relevant, Australian standards and requirements of the National Construction Code (NCC) which serves to ensure portability and industry-wide relevance.</i></p>
Reflect regulatory requirements and licensing	Yes	<p>As noted in Standard 5 above no individual units specify occupational licensing or certification requirements, but skills and knowledge for work in most units are impacted by work health and safety (WHS) legislation and/or local regulations - requirements which vary between industry sectors and state/territory jurisdictions.</p> <p>The CfE states that <i>'jurisdictional licencing requirements were taken into consideration in the review of the qualifications'</i>.</p> <p>Prerequisite units are included in most units of competency to address WHS risks associated with bricklaying, blocklaying and stonemasonry work.</p> <p>Because regulatory and licencing requirements vary across jurisdictions, the qualifications refer users to state or territory regulatory authorities, in the statement:</p> <p><i>State and territory jurisdictions may have different licensing, legislative, regulatory or certification requirements. Relevant state and territory regulatory authorities should be consulted to confirm those requirements.</i></p>

**Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	The CfE evidences a national consultation process providing stakeholders with opportunities to participate via a number of communication channels (SME workshops, email and online surveys, national forums) to capture feedback on the endorsed components throughout the duration of the review.  The CfE Appendix reflects a range of respondent stakeholders including national industry participants, state training authorities, industry /content experts and training practitioners.
Recognise convergence and connectivity of skills	Yes	Units listed in the qualifications include imported units from the BSB and AHC Training Package, as well as ‘common’ construction industry units of competency.



**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	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	<p>The Equity Report notes that the:</p> <p><i>Two qualifications have undergone a major revision to provide more flexible qualifications and improve pathways. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>merging the Certificate III in Paving and the Certificate III in Bricklaying/Blocklaying to develop a qualification that meets the broader needs of the sector</i></li> <li>• <i>addressing skills gaps in the stonemasonry sector with four new units developed for the revised qualification.</i></li> </ul> <p>The assessment requirements of all units of competency specify that assessment must take place in a workplace, or in a close simulation reflecting a realistic workplace environment, thereby enabling assessment to meet diversity of individual and employer needs.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support equitable access and progression of learners	Yes	<p>The CfE speaks to considering the inclusion of units in the qualifications during the redesign to enable equitable access and progression of learners:</p> <p><i>A number of common units and units at different indicative AQF levels are used in the two revised qualifications. This assists in promoting career pathways and facilitating movement between schools and VET, from entry level into work, and between and across sectors.</i></p> <p>Whilst prerequisites could create potential barriers, and most units of competency do require WHS as a prerequisite due to the nature of bricklaying, blocklaying and stonemasonry work, the same prerequisite unit(s) are common to most units.</p> <p>Assessment conditions enable use of ‘closely simulated’ workplaces allowing units to be delivered and assessed in a variety of workplace contexts.</p>

**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	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	<p>Both proposed qualifications are identified as suitable for Australian apprenticeship pathways.</p> <p>The qualification packaging, including entry level skills and knowledge support learning progression from entry level to trade outcome.</p> <p>The CfE notes that there are currently no nationally applicable credit arrangements between CPC qualifications proposed for endorsement and higher education qualifications.</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	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	<p>Industry advice about delivery is provided via the CPC Construction, Plumbing and Services Training Package Version 5.0 Companion Volume Implementation Guide (CVIG) which has been quality assured and is ready for publication at the same time as the Training Package.</p> <p>The CVIG provides advice about work placement supervision arrangements, delivery requirements including reasonable adjustments, foundation skills, and progressions and pathways between qualifications, as well as specific information about construction safety induction requirements.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support sound assessment practice	Yes	<p>The draft Units of Competency and associated Assessment Requirements include references to volume and frequency of Performance Evidence and include Assessment Conditions specifying that units <i>'Assessment must be conducted in the workplace or in a simulated workplace environment'</i>, with additional unit specific information about assessment materials that must be made available to or provided to assessment candidates.</p> <p>Units are written in a manner that allows adaptability and flexibility which enables the units to be contextualised to meet the varied and broad needs of the CPC industries.</p>
Support implementation	Yes	<p>The Editorial Report and quality assurance process confirms the components are compliant with the TGA/National Register requirements for publication.</p> <p>Implementation advice is ready for publication at the same time as the training package release in the CVIG.</p>

## Attachment 1

### Revised Units of Competency (56):

- CPCCBL2001 Handle and prepare bricklaying and blocklaying materials
- CPCCBL2002 Use bricklaying and blocklaying tools and equipment
- CPCCBL3001 Lay paving
- CPCCBL3002 Carry out masonry veneer construction
- CPCCBL3003 Carry out cavity brick construction
- CPCCBL3004 Construct masonry steps and stairs
- CPCCBL3005 Lay masonry walls and corners
- CPCCBL3006 Lay multi-thickness walls and piers
- CPCCBL3007 Install glass blockwork
- CPCCBL3009 Install flashings and damp proof course
- CPCCBL3010 Construct masonry arches
- CPCCBL3011 Construct curved walls
- CPCCBL3012 Construct fire places and chimneys
- CPCCBL3013 Construct masonry structural systems
- CPCCBL3014 Install fire-rated masonry construction
- CPCCBL3015 Construct decorative brickwork
- CPCCBL3016 Construct battered masonry walls and piers.
- CPCCBL3017 Carry out tuck pointing and repointing to masonry
- CPCCBL3018 Install aerated autoclaved concrete products
- CPCCPA3001 Prepare subgrade, base and bedding course for segmental paving
- CPCCPA3002 Lay segmental paving
- CPCCPA3003 Cut segmental paving
- CPCCPA3004 Finish segmental paving
- CPCCPA3005 Maintain and repair segmental paving
- CPCCST2001 Prepare for stonemasonry construction process
- CPCCST2003 Finish stone
- CPCCST2004 Lay stone
- CPCCST2005 Carry out load slinging of off-site materials
- CPCCST2006 Identify and use stone products
- CPCCST3001 Dress and mould stone
- CPCCST3002 Shape solid stone
- CPCCST3003 Spilt stone manually
- CPCCST3004 Dress stone manually
- CPCCST3006 Machine stone
- CPCCST3007 Turn stone
- CPCCST3009 Use computer-controlled static machinery to produce stone components
- CPCCST3010 Set out and cut letters in stone
- CPCCST3011 Plan monument construction
- CPCCST3012 Build stone veneer walls
- CPCCST3013 Carry out cemetery monument fixing
- CPCCST3014 Set and anchor stone facades
- CPCCST3015 Apply gilding to stone
- CPCCST3016 Build solid stonemasonry walls
- CPCCST3017 Construct stone arches
- CPCCST3018 Inlay lead to stone
- CPCCST3019 Lay stonemasonry stairs

- CPCST3020 Produce reconstituted stone
- CPCST3021 Restore stone work
- CPCST3022 Carry out profile work
- CPCST4001 Prepare to undertake the heritage restoration process
- CPCST4002 Undertake the heritage restoration process
- CPCST4003 Undertake preparations for refractory work
- CPCST4004 Initiate the heritage works process
- CPCST4005 Prepare drawings for heritage works
- CPCST4006 Prepare report for heritage restoration work
- CPCST4007 Construct a fire brick wall and arch using refractory materials

## 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](http://www.artibus.com.au) Innovation official website, through an external link: [www.artibus.com.au](http://www.artibus.com.au).

## G. Implementation of the Industry Skills Council reforms to training packages

### Supporting COAG Industry Skills Council reforms to training packages

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

<b>Principle</b>	<b>Evidence of reform being addressed</b>
1. Remove obsolete and superfluous qualifications from the system	N/A. Both qualifications still have industry vocational outcomes. The deletion of the Certificate III in Paving supports the principle to remove obsolete qualifications from the National Register.
2. Make more information about industry's expectations of training delivery available	The training package components are written to reflect industry expectations and an updated Companion Volume Implementation Guide with additional information targeted at training providers and consumers will be issued at endorsement.
3. Ensure the training system better supports individuals to move easily from one related occupation to another	The qualifications offer the opportunity for candidates to progress through the Certificate II in Construction Pathways.
4. Improve the efficiency of the training system at unit level	Where appropriate relevant cross industry and cross sector units have been imported to minimise duplication of units in the system.
5. Foster greater recognition of skill sets	Skill sets were not deemed relevant under this review.

#### **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 Release 5.0	CPC08 Construction, Plumbing and Services Training Package	Comments	Equivalency
CPC32320 Certificate III in Stonemasonry	CPC32313 Certificate III in Stonemasonry (Monumental / Installation)	Supersedes and is equivalent to CPC32313 Certificate III in Stonemasonry (Monumental / Installation) Title changes to the qualification. Updated to meet the Standards for Training Package.	E
CPC33020 Certificate III in Bricklaying and Blocklaying	CPC30111 Certificate III in Bricklaying / Blocklaying	Supersedes and is equivalent to CPC30111 Certificate III in Bricklaying / Blocklaying. Updated to meet the Standards for Training Package.	E

CPC31611 Certificate III in Paving will be deleted from the National Register.



## Units of competency mapping

CPC Construction, Plumbing and Services Training Package Release 5.0	CPC08 Construction, Plumbing and Services Training Package	Comments	Equivalency
CPCCB2001 Handle and prepare bricklaying and blocklaying materials	CPCCB2001A Handle and prepare bricklaying and blocklaying materials	Supersedes and is equivalent to CPCCB2001A Handle and prepare bricklaying and blocklaying materials. Updated to meet the Standards for Training Packages.	E
CPCCB2002 Use bricklaying and blocklaying tools and equipment	CPCCB2002A Use bricklaying and blocklaying tools and equipment	Supersedes and is equivalent to CPCCB2002A Use bricklaying and blocklaying tools and equipment. Updated to meet the Standards for Training Packages.	E
CPCCB3001 Lay paving	CPCCB3001A Lay paving	Supersedes and is equivalent to CPCCB3001A Lay paving. Updated to meet the Standards for Training Packages.	E
CPCCB3002 Carry out masonry veneer construction	CPCCB3002A Carry out masonry veneer construction	Supersedes and is equivalent to CPCCB3002A Carry out masonry veneer construction. Updated to meet the Standards for Training Packages.	E
CPCCB3003 Carry out cavity brick construction	CPCCB3003A Carry out cavity brick construction	Supersedes and is equivalent to CPCCB3003A Carry out cavity brick construction. Updated to meet the Standards for Training Packages.	E

CPCCB3004 Construct masonry steps and stairs	CPCCB3004A Construct masonry steps and stairs	Supersedes and is equivalent to CPCCB3004A Construct masonry steps and stairs. Updated to meet the Standards for Training Packages.	E
CPCCB3005 Lay masonry walls and corners	CPCCB3005A Lay masonry walls and corners	Supersedes and is equivalent to CPCCB3005A Lay masonry walls and corners. Updated to meet the Standards for Training Packages.	E
CPCCB3006 Lay multi-thickness walls and piers	CPCCB3006A Lay multi-thickness walls and piers	Supersedes and is equivalent to CPCCB3006A Lay multi-thickness walls and piers. Updated to meet the Standards for Training Packages.	E
CPCCB3007 Install glass blockwork	CPCCB3007A Install glass blockwork	Supersedes and is equivalent to CPCCB3007A Install glass blockwork. Updated to meet the Standards for Training Packages.	E
CPCCB3009 Install flashings and damp proof course	CPCCB3009A Install flashings and damp proof course	Supersedes and is equivalent to CPCCB3009A Install flashings and damp proof course. Updated to meet the Standards for Training Packages.	E
CPCCB3010 Construct masonry arches	CPCCB3010A Construct masonry arches	Supersedes and is equivalent to CPCCB3010A Construct masonry arches. Updated to meet the Standards for Training Packages.	E
CPCCB3011 Construct curved walls	CPCCB3011A Construct curved walls	Supersedes and is equivalent to CPCCB3011A	E

		Construct curved walls. Updated to meet the Standards for Training Packages.	
CPCCB3012 Construct fireplaces and chimneys	CPCCB3012A Construct fireplaces and chimneys	Supersedes and is equivalent to CPCCB3012A Construct fireplaces and chimneys. Updated to meet the Standards for Training Packages.	E
CPCCB3013 Construct masonry structural systems	CPCCB3013A Construct masonry structural systems	Supersedes and is equivalent to CPCCB3013A Construct masonry structural systems. Updated to meet the Standards for Training Packages.	E
CPCCB3014 Install fire-rated masonry construction	CPCCB3014A Install fire-rated masonry construction	Supersedes and is equivalent to CPCCB3014A Install fire-rated masonry construction. Updated to meet the Standards for Training Packages.	E
CPCCB3015 Construct decorative brickwork	CPCCB3015A Construct decorative brickwork	Supersedes and is equivalent to CPCCB3015A Construct decorative brickwork. Updated to meet the Standards for Training Packages.	E
CPCCB3016 Construct battered masonry walls and piers	CPCCB3016A Construct battered masonry walls and piers	Supersedes and is equivalent to CPCCB3016A Construct battered masonry walls and piers. Updated to meet the Standards for Training Packages.	E
CPCCB3017 Carry out tuck pointing and repointing to masonry	CPCCB3017A Carry out tuck pointing to brickwork	Supersedes and is equivalent to CPCCB3017A Carry out tuck pointing to brickwork.	E

		Title change. Updated to meet the Standards for Training Packages.	
CPCCBL3018 Install aerated autoclaved concrete products	CPCCBL3018A Install aerated autoclaved concrete products	Supersedes and is equivalent to CPCCBL3018A Install aerated autoclaved concrete products. Updated to meet the Standards for Training Packages.	E
CPCCPA3001 Prepare subgrade, base and bedding course for segmental paving	CPCCPA3001A Prepare subgrade, base and bedding course for segmental paving	Supersedes and is equivalent to CPCCPA3001A Prepare subgrade, base and bedding course for segmental paving. Updated to meet the Standards for Training Packages.	E
CPCCPA3002 Lay segmental paving	CPCCPA3002A Lay segmental pavers	Supersedes and is equivalent to CPCCPA3002A Lay segmental pavers. Title change Updated to meet the Standards for Training Packages.	E
CPCCPA3003 Cut segmental paving	CPCCPA3003A Cut segmental pavers	Supersedes and is equivalent to CPCCPA3003A Cut segmental pavers. Updated to meet the Standards for Training Packages.	E
CPCCPA3004 Finish segmental paving	CPCCPA3004A Finish segmental paving	Supersedes and is equivalent to CPCCPA3004A Finish segmental paving. Updated to meet the Standards for Training Packages.	E
CPCCPA3005 Maintain and repair segmental paving	CPCCPA3005A Maintain and repair segmental paving	Supersedes and is equivalent to CPCCPA3005 Maintain and repair segmental paving.	E

		Updated to meet the Standards for Training Packages.	
CPC CST2001 Prepare for stonemasonry construction process	CPC CST2001A Prepare for stonemasonry construction process	Supersedes and is equivalent to CPC CST2001A Prepare for stonemasonry construction process. Updated to meet the Standards for Training Packages.	E
CPC CST2003 Finish stone	CPC CST2003A Finish stone	Supersedes and is equivalent to CPC CST2003A Finish stone. Updated to meet the Standards for Training Packages.	E
CPC CST2004 Lay stone	CPC CST2004A Lay stone	Supersedes and is equivalent to CPC CST2004A Lay stone. Updated to meet the Standards for Training Packages.	E
CPC CST2005 Carry out load slinging of off-site materials	CPC CST2005A Carry out load slinging of off-site materials	Supersedes and is equivalent to CPC CST2005A Carry out load slinging of off-site materials. Updated to meet the Standards for Training Packages.	E
CPC CST2006 Identify and use stone products	CPC CST2006A Identify and use stone products	Supersedes and is equivalent to CPC CST2006A Identify and use stone products. Updated to meet the Standards for Training Packages.	E
CPC CST2007 Use stonemasonry tools, plant and equipment		New unit	E
CPC CST3001 Dress and mould stone	CPC CST3001A Dress and mould stone	Supersedes and is equivalent to CPC CST3001A Dress and mould stone. Updated to meet the Standards for Training Packages.	E

CPCST3002 Shape solid stone	CPCST3002A Shape solid stone	Supersedes and is equivalent to CPCST3002A Shape solid stone. Updated to meet the Standards for Training Packages.	E
CPCST3003 Split stone manually	CPCST3003A Split stone manually	Supersedes and is equivalent to CPCST3003A Split stone manually. Updated to meet the Standards for Training Packages.	E
CPCST3004 Dress stone manually	CPCST3004A Dress stone manually	Supersedes and is equivalent to CPCST3004A Dress stone manually. Updated to meet the Standards for Training Packages.	E
CPCST3006 Machine stone	CPCST3006A Machine stone	Supersedes and is equivalent to CPCST3006A Machine stone.	E
CPCST3007 Turn stone	CPCST3007A Turn stone	Supersedes and is equivalent to CPCST3007A Turn stone. Updated to meet the Standards for Training Packages.	E
CPCST3009 Use computer-controlled static machinery to produce stone components	CPCST3009A Use computer-controlled static machinery to produce stone components	Supersedes and is equivalent to CPCST3009A Use computer-controlled static machinery to produce stone components. Updated to meet the Standards for Training Packages.	E
CPCST3010 Set out and cut letters in stone	CPCST3010A Set out and cut letters in stone	Supersedes and is equivalent to CPCST3010A Set out and cut letters in stone. Updated to meet the Standards for Training Packages.	E

CPCST3011 Plan monument construction	CPCST3011A Plan monument construction	Supersedes and is equivalent to CPCST3011A Plan monument construction. Updated to meet the Standards for Training Packages.	E
CPCST3012 Build stone veneer walls	CPCST3012A Build stone veneer walls	Supersedes and is equivalent to CPCST3012A Build stone veneer walls. Updated to meet the Standards for Training Packages.	E
CPCST3013 Carry out cemetery monument fixing	CPCST3013A Carry out cemetery monument fixing	Supersedes and is equivalent to CPCST3013A Carry out cemetery monument fixing. Updated to meet the Standards for Training Packages.	E
CPCST3014 Set and anchor stone facades	CPCST3014A Set and anchor stone facades	Supersedes and is equivalent to CPCST3014A Set and anchor stone facades. Updated to meet the Standards for Training Packages.	E
CPCST3015 Apply gilding to stone	CPCST3015A Apply gilding to stone	Supersedes and is equivalent to CPCST3015A Apply gilding to stone. Updated to meet the Standards for Training Packages.	E
CPCST3016 Build solid stonemasonry walls	CPCST3016A Build solid stonemasonry walls	Supersedes and is equivalent to CPCST3016A Build solid stonemasonry walls. Updated to meet the Standards for Training Packages.	E
CPCST3017 Construct stone arches	CPCST3017A Construct stone arches	Supersedes and is equivalent to CPCST3017A Construct stone arches.	E

		Updated to meet the Standards for Training Packages.	
CPCST3018 Inlay lead to stone	CPCST3018A Inlay lead to stone	Supersedes and is equivalent to CPCST3018A Inlay lead to stone. Updated to meet the Standards for Training Packages.	E
CPCST3019 Lay stonemasonry stairs	CPCST3019A Lay stonemasonry stairs	Supersedes and is equivalent to CPCST3019A Lay stonemasonry stairs. Updated to meet the Standards for Training Packages.	E
CPCST3020 Produce reconstituted stone	CPCST3020A Produce reconstituted stone	Supersedes and is equivalent to CPCST3020A Produce reconstituted stone. Updated to meet the Standards for Training Packages.	E
CPCST3021 Restore stone work	CPCST3021A Renovate and restore stone work	Supersedes and is equivalent to CPCST3021A Renovate and restore stone work. Updated to meet the Standards for Training Packages.	E
CPCST3022 Carry out profile work	CPCST3022A Carry out profile work	Supersedes and is equivalent to CPCST3022A Carry out profile work. Updated to meet the Standards for Training Packages.	E
CPCST3023 Apply drawing principles to stonemasonry		New unit	
CPCST3024 Apply conservation principles and practices to heritage stonework		New unit	
CPCST3025 Carry out basic		New unit	



stonemasonry demolition			
CPCCCST4001 Prepare to undertake the heritage restoration process	CPCCCBC4036A Prepare to undertake the heritage restoration process	Supersedes and is equivalent to CPCCCBC4036A Prepare to undertake the heritage restoration process. Minor code change and updated to meet the Standards for Training Packages.	E
CPCCCST4002 Undertake the heritage restoration process	CPCCCBC4039A Undertake the heritage restoration process	Supersedes and is equivalent to CPCCCBC4039A Undertake the heritage restoration process. Minor code change and updated to meet the Standards for Training Packages.	E
CPCCCST4003 Undertake preparations for refractory work	CPCCCBC4041A Undertake preparations for refractory work	Supersedes and is equivalent to CPCCCBC4041A Undertake preparations for refractory work. Minor code change and updated to meet the Standards for Training Packages.	E
CPCCCST4004 Initiate the heritage works process	CPCCCBC4035A Initiate the heritage works process.	Supersedes and equivalent to Supersedes and equivalent to CPCCCBC4035A Initiate the heritage works process. Unit has been recoded.	E
CPCCCST4005 Prepare drawings for the heritage works	CPCCCBC4037A Prepare drawings for heritage works	Supersedes and equivalent to CPCCCBC4037A Prepare drawings for heritage works. Unit has been recoded.	E
CPCCCST4006 Prepare report for heritage restoration work	CPCCCBC4040A Prepare report for heritage	Supersedes and equivalent to CPCCCBC4040A	E

	restoration work	Prepare report for heritage restoration work.	
CPCST4007 Construct a fire brick wall and arch using refractory materials	CPCBC4042A Construct a fire brick wall and arch using refractory materials	Supersedes and equivalent to CPCBC4042A Construct a fire brick wall and arch using refractory materials.	E

### Imported units of competency

Code and title	Training Package
<b>AHCLSC307 Implement a retaining wall project</b>	<b>Agriculture, Horticulture and Conservation and Land Management Training Package</b>
<b>BSBSMB301 Investigate micro business opportunities</b>	Business Services Training Package
<b>BSBSMB421 Manage small business finances</b>	Business Services Training Package

## Appendix A: Industry stakeholders

### Technical Advisory Group (TAG) Members

<b>TAG Member</b>	<b>Organisation</b>
Alan Davis – TAG Chair	WA Construction Training Council
Loris Moriconi	ABN Training GTO
James Charlwood	Cathedral Stone
Trisch Baff	FCTA Building Career
David Taylor	North Metro Tafe
Fergal Doyle	CFMMEU
Trent O’Sullivan	Masonry Contractor’s Association
Tony Bishop	ABBTF
Peter Locke	Bricklayer–Instructor (MBA)
Brendan Coyle	ABBTF – Proxy for Tony Bishop

### Stonemasonry Working Group Members

<b>Working Group Member</b>	<b>Organisation</b>
Franz Wegner	Roskstone Industries – representing the SA Stone Standards Board
Ben Wegner	Custom Stone
Keith McAllistar	Heritage Stone Restoration
Mark Gosden	CITB
David Williams	Holmesglen TAFE
Kim Lukomski	Stone Ideas
Justin Bon Ventre	JPC Granite
Jose Paim Bruges	Tradition Rebuilt
Mark Burns	
Jodie Badcock	RESA/ CITB
Matt Hogg	FCTA –Building Careers
James Charlwood	Cathedral Stone
Trisch Baff	CEO FCTA –Building Careers

## Industry stakeholders

Stakeholder Name	Organisation	Type of Stakeholder	Jurisdiction
Alan Davis, Glen Hicky, Mark White, David Taylor, Rob Berryman, Jason Pepenell	Smtafe, Nmtafe, TAG Chair, TAG industry expert		
Andrew Vercoe	Heritage Brickwork Restoration	Employer	NSW
Brad Butcher	Brad Butcher Memorial Headstones & Monumental Services	Employer	NSW
Bruce Dickie	Nmtafe	RTO	WA
Ciaran Cassidy	C Cassidy Bricklaying	Employer	NSW
Dave Taylor	NM TAFE	RTO	WA
Dean Pearson	ABBTF	Peak body	WA
Eddie Campbell	Nmtafe WA	RTO	WA
Eric Davis	WorldSkills Qld manager	RTO	QLD
Eric Parletta	TafeSA	RTO	SA
Jim	Cartaar Bricklaying	Employer	NSW
Kris Krawczyk	Traditional Restoration Company	Employer	NSW
Kris Schache	Nmtafe	RTO	WA
Loris Moriconi	ABN Group	TAG member	WA
Mark Bowen	Nmtafe	RTO	WA
Mark Bowen	Nmtafe	RTO	WA
Paul Mc Kay	TasTAFE	RTO	TAS
Paul Muenchow	State Workforce Planning WA	STA	WA
Paul Venn, Greg Ible, Rudi Meuwissen, Tim Murphy, Trent O'Sullivan, Peter Moore, Greg Todman, Andrew Bryson, Vince Ball, Greg Cheethman	TAFE, MCA Registered Builders, Bricklayers Industry Liaison		
Paul Wharmby	Smtafe	RTO	WA
Peter Carr	Qld Uni	RTO	QLD
Ray Lamey	Smtafe	RTO	WA
Ray Wills	Sydney Bricklayers	Employer	NSW
Ryan Cocoran	Ryan's Bricklaying	Employer	NSW
Shayne Street	Hampton Building	Employer	NSW
Stan Bowie	Smtafe	RTO	WA

Steve Smith	Macquarie Masons	Employer	NSW
Tony Bishop, Eric Davis, Ian Pedley, Peter Carr, Ian Fowler, Blair Elwin	ABBTF (Qld & NT), TAFE & Worldskills, Contractor, TAFE, Builder/Bricklayer, Brickworks Austral		QLD
Brendan Coyle	President, Masonry Contractors	Peak body	National
Fergal Doyle	CFMEU		National
Hagop Tchamkertenian	Think Brick		National
James Charlwood	Cathedral Stone		VIC
James Nash	Nash Training	RTO	VIC
Katherine Jagger	TAFE NSW	RTO	NSW
Michael Landers	TAFE NSW	RTO	NSW
Darren Reid	DLR Brickwork	Employer	VIC
Charlie Grey	Concourse Brick	Employer	VIC
Matthew Cutler	MJ Cutler & MD Ryan	Employer	VIC
Brad Davis	Davis Bricklaying Contractors	Employer	VIC
Kurt Anderson	Statewide Bricklaying	Employer	VIC
Rod Skewes	Rod Skewes Bricklaying	Employer	VIC
John Charles	Melbourne Brick & Block	Employer	VIC
Gary Beer	GJ Beer Professional Bricklaying Services	Employer	VIC
Tim	Bayview Brick & Block Laying	Employer	VIC
Trisch Baff	FCTA	RTO	SA

### Forum attendees

Location: Sydney, NSW

Date: 19/10/2017

Name of attendee	Organisation
Peter Moore	Bathurst TAFE
Paul Venn	Coffs Harbour TAFE
Tracey Van Breugel	Masonry Contractors Association
Greg Cheethman	Nirimba TAFE
Beverly Glover	Masonry Contractors Association
Trent O'Sullivan	Masonry Contractors Association
Nick Gordon	Masonry Contractors Association
Tim Murphy	Masonry Contractors Association
Andrew Bryson	NSW Construction and Select Property Services ITAB
Rudi Meuwissen	TAFE NSW
Greg Ible	TAFE NSW
Greg Todman	Illawarra TAFE
Vince Ball	Construction Industry Training Council

Location: Adelaide, SA  
Date: 05/02/2018

<b>Name of attendee</b>	<b>Organisation</b>
Trisch Baff	CEO FCTA –Building Careers
Justin Bon Ventre	JPC Granite Pty Ltd
Franz Wegner	Roskstone Industries – representing the SA Stone Standards Board
Kim Lukomski	Stoneideas Pty Ltd
Ben Wegner	Custom Stone
Keith McAllistar	Heritage Stone Restoration
Mark Burns	Trustee for Bruzier National Family Trust
Jose Paim Bruges	Tradition Rebuilt Investments Pty Ltd
Mark Gosden	CITB
Elizabeth Jansz	Holmesglen TAFE
David Williams	Holmesglen TAFE
Jodie Badcock	RESA/CITB Training Package Consultant

## Appendix B: Inclusion of CPCCWHS1001 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 CPCCWHS1001 *Prepare to work safely in the construction industry* covers this requirement.

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In April 2019, the Construction Industry Reference Committee (IRC) recommended the inclusion of the unit CPCCWHS1001 *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 CPCCWHS1001 *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 CPCCWHS1001 *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. CPOCWHS1001 *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. CPOCWHS2001 *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 CPOCWHS1001 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 CPOCWHS1001 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 CPCWHS1001 *Prepare to work safely in the construction industry* to the core.

### **Online poll**

Across 3 online surveys, the majority preference was to include CPCWHS1001 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 28<sup>th</sup> 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
<b>Packaging rules</b>	<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. The IRC considered this issue a perceived rather than actual problem.</p>
<b>Training and assessment delivery</b>	<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>

	<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 CPCCWHS1001 *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 C: 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 TAG 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		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><b>Awards</b>  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	<p>The executive team of Marshall &amp; 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.</p>
Glenn Menzies	Communication, Electrical and Plumbing Union	<p>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</p>
Greg Smith	National Fire Industry Association	<p>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 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	<p>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.</p>
Michael McLean	Master Builders	<p>Master Builders Australia is structured as a federation comprising 8 state &amp; 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 &amp; residential sectors of the building &amp; construction industry. These members are usually builders, special contractors, suppliers or professional organizations with high &amp; low turnovers. Most of these businesses, however, are small businesses which employ less than 5 staff.</p>

Paul Baxter	Australian Metal Workers Union	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. We represent tens of thousands of workers in all areas of manufacturing around Australia.
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.