

Australian  
Industry and  
Skills Committee

# CPCCWHS1001 PREPARE TO WORK SAFELY IN THE CONSTRUCTION INDUSTRY

Case for Endorsement

Name of allocated IRC(s): Construction, Plumbing and Services

Name of the SSO: Artibus Innovation

July 2021

## 1. Administrative details of the Case for Endorsement

Refer to *Attachment A* for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products

### 1.1 Case for Change details

- **August 2018 – April 2019:** The Australian Industry and Skills Committee (AISC) requested the IRC develop a Case for Change to address concerns raised from Safe Work Australia on how current unit of competency does not sufficiently address the delivery related issues raised by the Australian Skills and Quality Authority (ASQA) White Card Strategic Review, 2013.
- **April 2019:** The Case for Change was lodged with the Department of Education, Skills and Employment.
- **August 2019:** The AISC considered and approved the Case for Change with the following caveats:  
  
*‘Given the importance and widespread use of the White Card, the project is to be progressed as a major change and submitted to the AISC as a Case for Endorsement. Project work is to commence in early 2020 following consultation with STAs on the proposed project.’*
- **October 2020: Activity Order Artibus/TPD2020-21/001** was executed. The following scope of work included the review of CPCCWHS1001 Prepare to work safely in the construction industry as approved by the AISC to:
  1. include processes regarding learner identity verification
  2. provide more information on how to support the needs of students with poor language, literacy and numeracy skills and students with disability
  3. update and strengthen assessment conditions to clearly outline industry endorsed assessment methods. This should include enhancing how performance evidence and knowledge evidence are written to effectively provide consistent methods of assessment and detailing specific assessment conditions.

### 1.2 Timeframes and delays

- The project has been delivered in accordance with the agreed timeframe.

## 2. Changes to training products and how these will meet the needs of industry

Refer to *Attachment B* for information on how the proposed updates to qualifications will better support job roles in industry.

- Under WH& S legislation; *'To be able to carry out construction work, a person must complete an introductory safety training course called 'general construction induction training'. This is also commonly known as 'white card' training'*. Achievement of CPCCWHS1001 Prepare to work safely in the construction industry supports candidates to apply for a White Card.

### The Proposed Changes

- **Three key changes** are being proposed to the **Assessment Requirements** of CPCCWHS1001 Prepare to work safely in the construction industry. The proposed changes and rationale against each proposed change is provided below.

### Two proposed changes to the Performance Evidence:

#### Proposed key change #1

Removal of the word 'orally' to offer greater flexibility for a candidate to demonstrate competency.

The need to assess critical safety hazards and their related signs is maintained.

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills, and range of conditions of this unit, in addition to the specific performance and knowledge evidence described below.

The person must:

- identify and orally report two construction hazards
- ~~orally~~ explain how risk could be reduced or removed in relation to those two hazards
- select appropriate personal protective equipment (PPE) to control the risk
- ~~orally~~ explain basic procedures for responding to incidents and emergencies, including types and purpose of the following fire safety equipment:
  - fire blankets
  - fire extinguishers, including water, carbon dioxide, powder and foam
  - hose reels and mains
- identify and orally explain the meaning of required safety signs and symbols
- ~~orally~~ explain the purpose of job safety analyses (JSAs), safe work method statements (SWMS) and safety data sheets (SDS)
- ~~orally~~ explain the roles of the following designated health and safety personnel:
  - first aid officers
  - work health and safety representatives
  - work health and safety committee members
  - supervisors.

#### Proposed key change #2

Rewording of high vis section in Performance Evidence to meet current industry expectations. Safety clothing include high visibility vests, shirts and jackets.

Vests are generally for office staff or visitors to the site not necessarily workers.

The person must also demonstrate correctly fitting to themselves the PPE listed below:

- eye protection
- hearing protection
- hard hat
- high visibility ~~retro-reflective~~ vest, shirt or jacket.

### One proposed change to the Assessment Conditions:

## How these proposed changes respond to changes in industry skills needs

#### Proposed key change #3

Inclusion of wording to require multiple assessment approaches to better ensure evidence of practical demonstration and knowledge gained.

#### Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
  - all of the PPE listed in the performance evidence
- specifications:
  - state or territory Act relevant to the location of the learner, as specified in the range of conditions.

The assessment must reflect a range of methods including practical demonstration, oral and written reporting.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically or by an assessor observing the learner via audio and visual media in real time.

#### Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Assessors must hold the unit CPCCWHS2001A-Apply WHS requirements, policies and procedures in the construction industry, or its successor.

- The Industry Reference Committee (IRC) and Technical Advisory Group (TAG) undertook efforts to ensure that the proposed changes undertaken to the Assessment Requirements strengthened the Performance Evidence and Assessment Conditions whilst at the same time not causing a major disruption to the industry.
- In the Performance Evidence the removal of the word 'orally' in four instances supports training and assessments flexibility. The requirement to orally report two construction hazards remains, a candidate must still be assessed orally. The enhancements to the statement regarding high visibility clothing better aligns the requirements to flexibly cater for the large range of users requiring the unit of competency for the access to a construction site –different jobs wear different visibility clothing.
- The Assessment Conditions now require and highlight the importance of three modes of assessment.
- These proposed changes satisfy the last criteria of the project scope outlined by the AISC: update and strengthen Assessment Conditions to clearly outline industry endorsed assessment methods. This should include enhancing how Performance Evidence and Knowledge Evidence are written to effectively provide consistent methods of assessment and detailing specific assessment conditions.
- A standalone Companion Volume Implementation Guide (CVIG) was developed with industry feedback to satisfy the first two criteria outlined by the AISC:
  1. include processes regarding learner identity verification
  2. provide more information on how to support the needs of students with poor language, literacy and numeracy skills and students with disability.
- The stand-alone CVIG improves the accessibility of advice for RTOs, in acknowledgement this unit features in over 90 qualifications and is used across a range of industries.
- The advice includes guidance for RTOs on learner verification of identity with how this can be implemented in an RTO setting. This issue was raised as a significant concern in the Case for Change.
- Further advice has also been provided in relation to reasonable adjustment. The Case for Change noted RTO requests for greater clarity on adjustment in relation to language, literacy and numeracy. The IRC recognise that reasonable adjustment is an issue for resolution by the learner and chosen RTO and has sought expert advice on the inclusions provided.

### 3. Stakeholder consultation strategy

Refer to *Attachment C* for:

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues*

#### 3.1 Identification of stakeholders

- As outlined in the approved project management plan, a stakeholder register was established, comprising of all RTOs scoped to assess the unit, State and Territory Training Authorities (STAs), industry associations/peak bodies, unions, regulators and businesses.
- Stakeholders on the Artibus Innovation database who had expressed an interest or concern with this unit of competency were also informed of the project and invited to participate.

#### 3.2 Strategies for engaging stakeholders

- A project webpage was created to enable stakeholders track the proposed changes, project progress and to download and view project materials.
- Directed/targeted engagement with STAs, Australian Council of Trade Unions (ACTU), regulators and the Heads of SafeWork Australia via email to inform and seek feedback on the project.
- Multiple newsletter alerts and ongoing updates to remind industry of the opportunity to comment on the proposed changes.
- Online questionnaires which outlined the proposed changes and provided the opportunity to provide direct feedback on the project.
- Three national industry webinars to allow stakeholders to canvass their feedback/positions on the proposed changes.
- Industry submissions were welcomed throughout the duration of the project.
- Social media channels were used to inform stakeholders of the project and offer an opportunity to provide feedback directly to the project manager or using an online feedback form.

#### 3.3 Participation by different types of stakeholders

- Participation by rural and remote stakeholders was enabled by the wide range of consultation strategies described above.

## 4. Evidence of industry support

### 4.1 Industry support

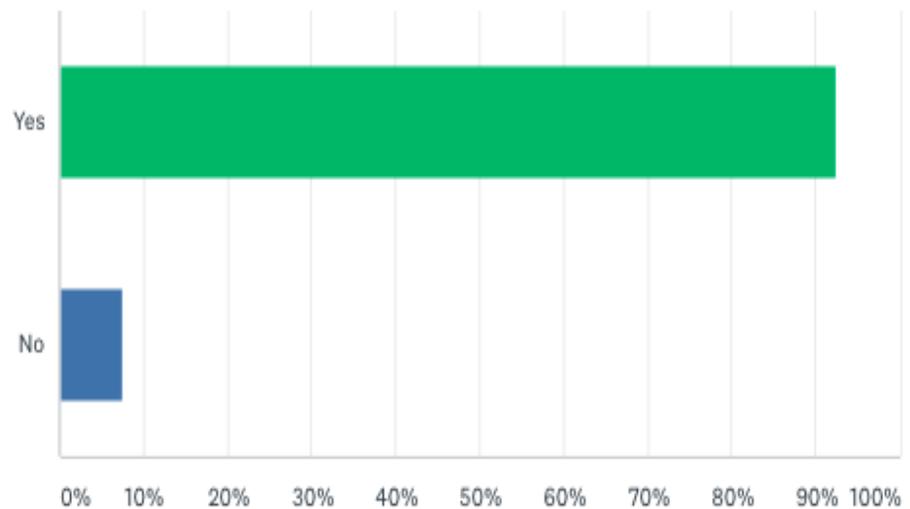
- Consultation phase - the majority of feedback received by industry stakeholders in this round welcomed the proposed changes.
- Validation phase – minor updates were undertaken on the first set of proposed changes put forward in the consultation phase. The proposed changes in the validation were welcomed by industry stakeholders.

#### Validation industry feedback outlook

*Support on the proposed changes to the Performance Evidence – removal of 'orally' in 4 instances*

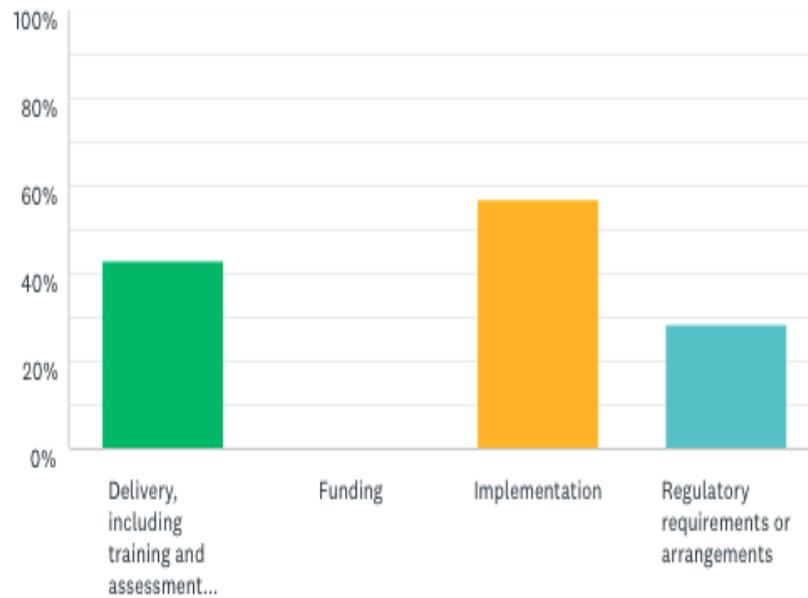
Do you support this proposed change

Answered: 79 Skipped: 8



## If not, do you believe this proposed change negatively impacts:

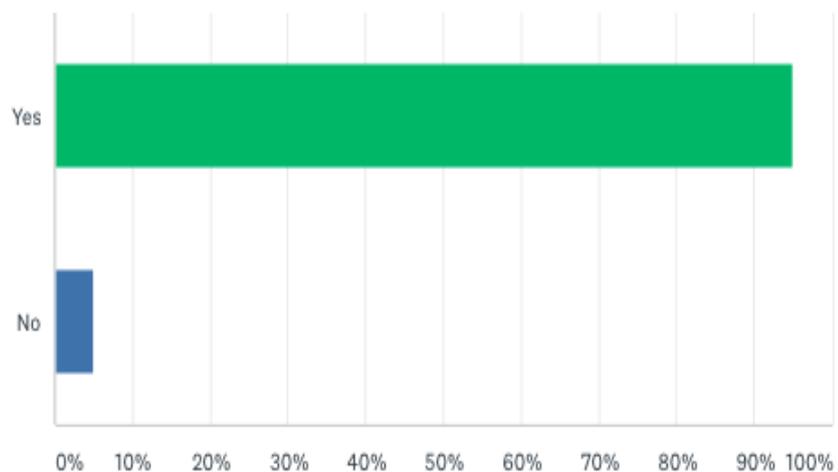
Answered: 7 Skipped: 80



*Support for proposed changes on the Performance Evidence - high visibility vests, shirts and jackets.*

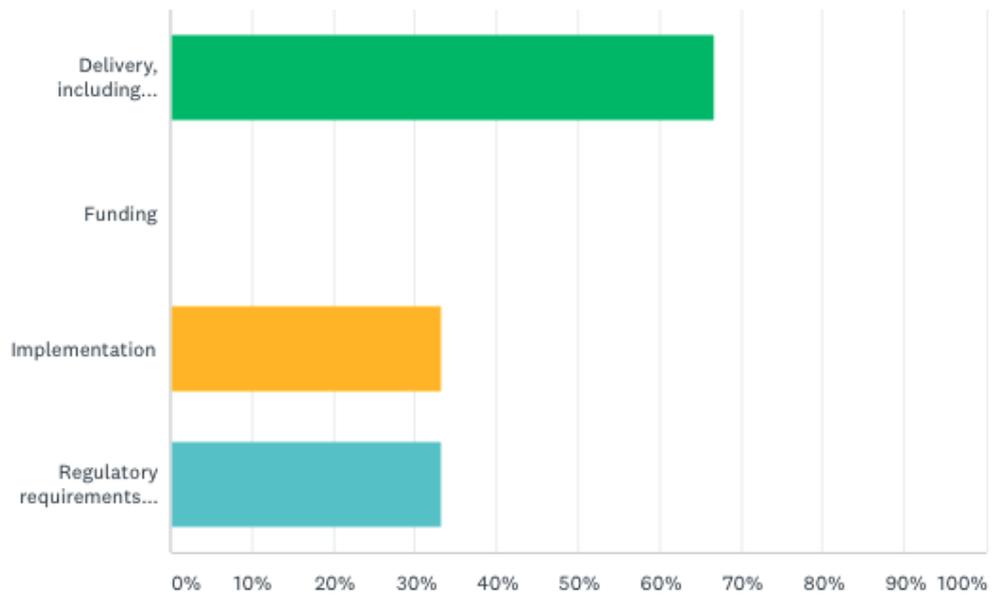
## Do you support this proposed change

Answered: 79 Skipped: 8



## If not, do you believe this proposed change negatively impacts:

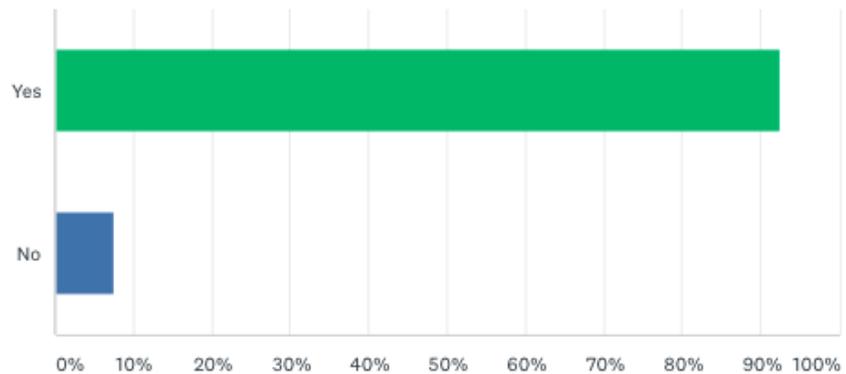
Answered: 6 Skipped: 81



### *Support for the proposed changes on the Assessment Conditions*

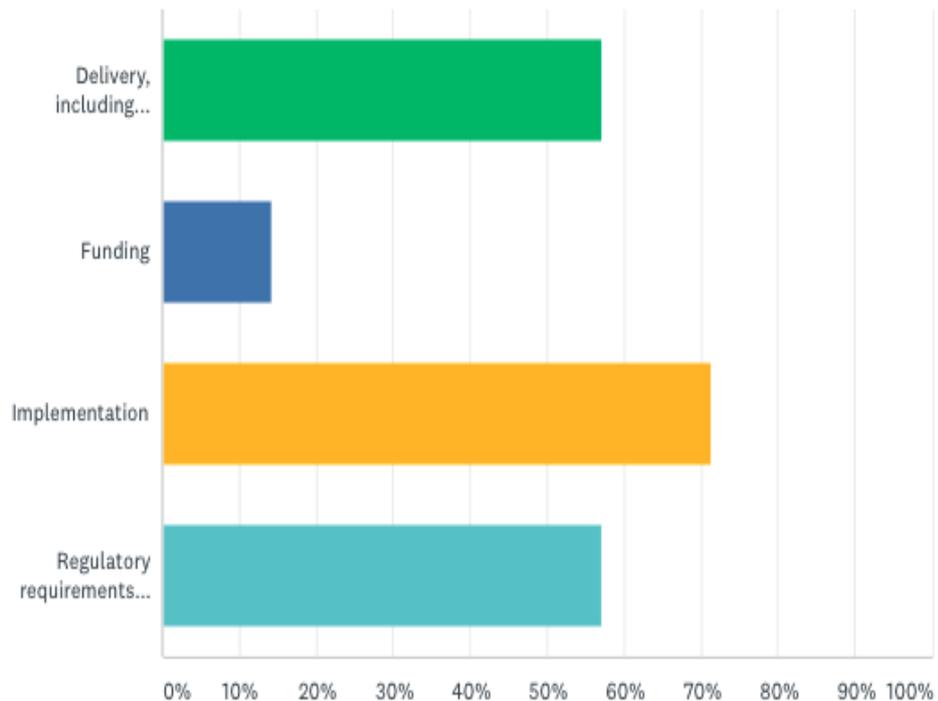
## Do you support this proposed change

Answered: 79 Skipped: 8



## If not, do you believe this proposed change negatively impacts:

Answered: 7 Skipped: 80



### 4.2 Engagement of States and Territories

- STAs were kept informed at all project stages.
- **30 March 2021:** STAs were invited to attend a project update webinar. This webinar was held to allow STAs to canvass any issues or concerns on the proposed changes being considered in the validation round. Western Australia (WA) and the Australian Capital Territory (ACT) attended the session. No further feedback on the project was received from the other STAs.
- 27 May 2021: STAs were invited to attend a project update webinar. Victoria (Vic), Western Australia (WA) and Queensland (Qld) attended.

### 4.3 Mitigation strategies

- Feedback reports were made public to provide industry an opportunity to view how their issues and comments were addressed. These Reports remain publicly available to support transparency.
- Public webinars were held at consultation and validation stages to address concerns and impacts of the changes.

#### 4.4 Letters of industry support

- Nil received to date. See section 4.1 of this Case for Endorsement: survey results outline endorsement and support for the proposed changes.

## 5. Dissenting views

### 5.1 Dissenting views/issues raised

- Clarity around reasonable adjustment, LLN and the proposed wording in the Assessment Conditions, 'written reporting,' were key themes that arose throughout the consultation process.
- The IRC was briefed on these themes throughout each consultation phase. The IRC supported and endorsed the advice provided by the TAG on these matters.

### 5.2 Rationale for approval

- The IRC is confident that the proposed changes support and satisfy the AISC directives.
- To further support consistency and alignment with the proposed changes to the Assessment Requirements, the inclusion of 'basic form' to the Foundations Skills is being put forward to the AISC for endorsement. A 'written skills' category has been added to the Foundations Skills to support the inclusion of 'basic form'.
- Whilst this piece of work is outside of the scope of the project, approval of the updated Foundations Skills will strengthen the consistency across the unit of competency and its delivery.
- It is worth noting that this review alone cannot fully resolve the concerns raised by Safe Work Australia to address delivery related issues raised by the ASQA White Card Strategic Review 2013:
  - Processes re learner identity verification
  - Information to support student needs in language, literacy and students with disability
  - Strengthen assessment conditions/methods and provide consistent methods of assessment and specify assessment conditions.

## 6. Reports by exception

- The Victorian STA does not support the following mandated text within the Assessment Conditions:
  - The assessment must reflect a range of methods including practical demonstration, oral and written reporting.
  - This does not support learners with lower language LLN skills where written reporting is mandated. Further, it is not evident within the UoC what learners are to report in writing on. A learner with low LLN Skills may be able to clearly identify all requirements orally but this is not provided for with the current wording that mandates written reporting. This is inconsistent with one of the aims of the project and RTOs will not have the flexibility to make reasonable adjustments.

## 7. Mandatory Workplace Requirements

*Refer to Attachment D for a list of the units of competency, the MWR, the rationale for this, and evidence of employer support for this requirement.*

- Not applicable. There are no mandatory workplace requirements for this unit of competency.

## 8. Implementation of the new training packages

### 8.1 Implementation issues

- The proposed changes will not disrupt existing funding arrangements. The proposed changes are minor in nature and aim to provide clarity and consistency around assessment.
- The proposed changes to the assessment requirements of the unit of competency do not have any impact on other projects in the training system.
- This Case for Endorsement is proposed as a minor update to the training package so therefore no change to the unit code or title is required even though AISC endorsement of the proposed changes is sought. The unit code and title remained unchanged during the consultation and validation rounds.

### 8.2 Potential for traineeship or apprenticeships

- Not applicable.

### 8.3 Occupational and licensing requirements

- Under WH&S legislation; *To be able to carry out construction work, a person must complete an introductory safety training course called 'general construction induction training'. This is also commonly known as 'white card' training*. Achievement of CPCCWHS1001 Prepare to work safely in the construction industry supports candidates to apply for a White Card.

### 8.4 Extension to transition period

*Where the need for an extension to the transition period is identified for training products that are the subject of this Case for Endorsement, the SSO will apply to the relevant regulator for an extension to transition, to mitigate the identified impact on other training products, particular student cohorts or industry business needs*

- It not anticipated that there will be a need for an extension to the transition period.
- No dependencies or delays are associated with this project.

9. Quality Assurance	
<i>The Case for Endorsement meets the following requirements:</i>	
<i>Standards for Training Packages 2012</i>	<input checked="" type="checkbox"/>
<i>Training Package Products Policy</i>	<input checked="" type="checkbox"/>
<i>Training Package Development and Endorsement Process Policy</i>	<input checked="" type="checkbox"/>
<i>Companion Volume Implementation Guide is available and quality assured.</i>	<input checked="" type="checkbox"/>
<i>Copies of quality assurance reports are included in <b>Attachment F</b>.</i>	
10. Implementation of the Minister’s priorities in training packages	
<i>Refer to <b>Attachment E</b> for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). Attachment D also includes the rationale for retaining no and/or low enrolment products when this is the proposal.</i>	
<i>Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:</i>	
<i>Streamlining/rationalisation of training products</i>	<ul style="list-style-type: none"> <li>• Not applicable.</li> </ul>
	<ul style="list-style-type: none"> <li>• Not applicable.</li> </ul>
	<ul style="list-style-type: none"> <li>• Not applicable.</li> </ul>
	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

<p><i>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</i></p>	<p>A standalone CVIG created to support training providers assess the units of competency. The advice contained within the CVIG provides guidance for RTOs on:</p> <ul style="list-style-type: none"> <li>• verification of learner identity</li> <li>• reasonable adjustment – including language, literacy and numeracy.</li> </ul> <p>This CVIG also provides training providers and other stakeholders information on workplace safety requirements in the construction industry.</p>
<p><i>Ensure the training system better supports individuals to move more easily between related occupations</i></p>	<p>Not applicable.</p>
<p><i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors Foster greater recognition of skill sets and work with industry to support their implementation</i></p>	<p>Not applicable.</p>

**11. A link to the full content of the proposed training package component(s)**

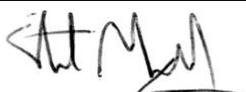
The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

[Training package components proposed for endorsement is included here.](#)

This Case for Endorsement was agreed to by the Construction IRC

Name of Chair  
Signature of Chair

Stuart Maxwell



Date

16 June 2021

## Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Training Product Name		Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<i>Qualifications</i>				
N/A		Updated		
		New		
		Deleted		
<i>Units of competency</i>				
CPCCWHS1001 Prepare to work safely in the construction industry		Updated	Equivalent	
		New		
		Deleted		

**Attachment B: How qualification updates support job roles**

**Please use the table below to demonstrate how the proposed updates to qualifications will better support job roles**

<b>Job role</b>	<b>Qualification</b>	<b>Proposed updates and how this better support the job role</b>
	N/A	

## Attachment C: Stakeholder consultation

### List of stakeholders that actively participated in stakeholder consultation for the project:

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
John Azcune	WHSQ	Inspector	Regulator	Compliance Qld Government	QLD
Mark Norris	WHSQ	CPB Contractor	Regulator	Regulator/Licensing Authority	QLD
Bill Smith	Safe Work Australia	Director	Regulator	National WHS policy Agency	SA
Neil Storey	SafeWork NSW	Senior Project Officer	Regulator	Regulator/Licensing Authority	NSW
Peter Holliday	Australian SafeT Training		Training	Registered Training Organisation (RTO)	VIC
Cathy Lawson	Lawson's Training and Assessment		Industry	Employer	VIC
Luke	Master Builders Association		Industry association	Representative Association	NSW
John McGhee	Master Builders Association (Safety Department)	Safety Officer	Training	Registered Training Organisation (RTO)/Employer	NSW
Mark Fitzgerald	Calibre Construction Group Pty Limited	Manager	Industry	Employers/Industry	NSW
Robert Green	Saferight	PPX Site Co-coordinator	Training	Registered Training Organisation (RTO)/Employer	WA
Michael Bennett	Master Plumbers Association NSW	Senior executive and Vet Professional	Training/industry association	Registered Training Organisation (RTO)/Employer	NSW
Mike Wallace	Site Skills Training	CEO	Training	Registered Training Organisation (RTO)/Representative Association	QLD
Bob Alford	WorkSafe ACT	Senior Manager Enforcement and Compliance	Regulator	Regulator/Licensing Authority	ACT
Julie Bevacqua	Master Builders Association of NSW	Quality Assurance Coordinator	Training	Registered Training Organisation (RTO)	NSW

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
David Solomon	Master Builders Association of NSW	Management Systems Specialist & Safety & Risks Executive Officer	Industry	Employers/Industry	NSW
Sean John Crane	TasTAFE	Education Manager	Training	Registered Training Organisation (RTO)	TAS
Matthew Zaranski	TAFE Queensland	Trainer and Assessor	Training	Registered Training Organisation (RTO)	TAS
Dwayne Fraser	Rexcel Training	Trainer and Assessor	Training	Registered Training Organisation (RTO)	SA
Blake Richman	Rexcel Training	Trainer and Assessor	Training	Registered Training Organisation (RTO)	SA
John Murray				Employers/Industry/Representative Association	4108
Gerry Ryan	TAFE Qld	Teacher and Event co-ordinator	Training	Registered Training Organisation (RTO)	QLD
Nav Jagdeo		Assessment Validator/developer and Coordinator	Training	Registered Training Organisation (RTO)	VIC
Barry Trinder	Qld Government - WHSQ	Construction Workplace Health and Safety Inspector		Regulator/Licensing Authority	QLD
Danny Harmer	Access Training Centre	Training Manager	Training/Industry	Registered Training Organisation (RTO)/Employer	SA
Benjamin Ogunshola	Frontier Institute Technology		Training	Registered Training Organisation (RTO)	VIC
Marcela Ganicoche	TAFESA	Lecturer	Training	Registered Training Organisation (RTO)	SA
Ahmed Hamodeh	AdvanceOHS	Director	Training	Registered Training Organisation (RTO)	NSW
Rob Whitehurst	NMTAFE	Lecturer	Training	Registered Training Organisation (RTO)	WA
Belinda Goddard	AWCI WA	Executive Officer	Industry association	Representative Association	WA
Peter Forsingdal	Hutchinson Builders	Operation Manager	Training	Registered Training Organisation (RTO)	QLD

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<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
Jim McWilliam	AGA	Instructor	Training	Registered Training Organisation (RTO)	VIC
James			Training	Registered Training Organisation (RTO)	QLD
Deborah Walker	Blue dog Training	Chief Executive Officer	Training	Registered Training Organisation (RTO)	QLD
Ehab Wahib	St Moses The Black Pty Ltd	Chief Executive Officer	Training	Registered Training Organisation (RTO)	NSW
Scott			Training/Industry	Registered Training Organisation (RTO)/Employer	ACT
Thomas Brown			Training	Registered Training Organisation (RTO)	QLD
Mark White	South Metropolitan TAFE	Site Safety Administrator Compliance Officer	Training	Registered Training Organisation (RTO)	WA
Emma	SGS Australia	Compliance Manager	Training	Registered Training Organisation (RTO)	NSW
Sameer Mathur	TDT Training Australia	Compliance Manager	Training	Registered Training Organisation (RTO)	VIC
Youssef Kahwaji	Just Careers Training		Training	Registered Training Organisation (RTO)	NSW
max Giordano	Holmeslgen TAFE		Training	Registered Training Organisation (RTO)	VIC
Rob Mason	TasTAFE		Training	Registered Training Organisation (RTO)	TAS
Roland Szenasi			Training	Registered Training Organisation (RTO)	NSW
Andrew Azzopardi	Kyneton High School	Woodwork Teacher	Training	Employers/Industry/ Secondary School VET Teachers	VIC
Paul Findlay	SafeWork SA		Regulator	Regulator/Licensing Authority	SA
Martin Grundy	ACE Training	Operation Manager	Training	Registered Training Organisation (RTO)	VIC
Paul Kenny	Certificate 2 Training	Trainer and Assessor	Training	Cert II Trainer and Assessor	WA
Brock Elliss	Master Builders Association South Australia	Safety Quality and Environment manager	Training/Industry	Representative Association	
Ralph Tattersall	Site Institute	Quality Assurance Manager	Training	Registered Training Organisation (RTO)	QLD

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Marnie Campbell	NIDA	Employee	Training	Registered Training Organisation (RTO)	NSW
jonathan Potter	Combined Team Services	Learning and Development Consultant	Training	Registered Training Organisation (RTO)	WA
Rod Pearce	Rod Pearce Painting	Training Coordinator	Training/Industry	Employers/Industry	QLD
Eilysh	MBA Group Training	Administrative Assistant	Training	Registered Training Organisation (RTO)	ACT
Jeanette Te Rina Cheney	Training Course Experts		Training	Registered Training Organisation (RTO)	WA
Bronwyn Musgrove	Hunter Plant Operator Training School	RTO Manager	Training	Registered Training Organisation (RTO)	2325
Steven Bennetts	Bendigo TAFE	Teacher Carpentry	Training	Registered Training Organisation (RTO)	VIC
Ann Murray	Murray ACE	Compliance and Training Co-ordinator	Training	Registered Training Organisation (RTO)	VIC
Scott Leisemann	Pinnacle Height Safety Pty Ltd	RTO Manager	Training	Registered Training Organisation (RTO)	QLD
Sue Sheppard	ElectroGroup Training QLD	General Manager	Training	Registered Training Organisation (RTO)	QLD
Rene Nikolic	Carey Training Pty Ltd	Training Manager Trades	Training	Registered Training Organisation (RTO)	SA
Vicki Zammit	Community College Northern Inland Inc	VET Manager	Training	Registered Training Organisation (RTO)	NSW
Robert Verryt			Training	Registered Training Organisation (RTO)	WA
Angela Hunter	Master Builders QLD	Compliance and Resource Development Manager	Training	Registered Training Organisation (RTO)	QLD
gene gall	tastafe	Teacher and High-Risk Assessor	Training	Registered Training Organisation (RTO)	TAS
Daniel Cotton	TasTAFE		Training	Registered Training Organisation (RTO)	TAS
Charlotte Blank	Youth Futures Inc.	Quality System Manager	Training	Registered Training Organisation (RTO)	TAS
Peter Rees	OIR WHSQ	Lead Inspector	Regulator	Regulator/Licensing Authority	QLD
Mark Norris	Workplace Health & Safety Queensland	CPB Contractor	Regulator	Regulator/Licensing Authority	QLD

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Emelie Adams	Department of Education	Deputy Principle	Training	Registered Training Organisation (RTO)	QLD
Dean Pratt	TafeSA	Lecturer	Training	Registered Training Organisation (RTO)	SA
Jeffrey Halpin	Open Colleges	Trainer and Assessor	Training	Registered Training Organisation (RTO)	NSW
William Cope	Australian Safe T Training	Sales Manager	Training	Registered Training Organisation (RTO)	VIC
Julia Cattanach	Marist College Canberra	Vocational Education Coordinator	Training	Registered Training Organisation (RTO)	ACT
Glenn thomas	Federation University-Tafe	Teacher	Training	Registered Training Organisation (RTO)	VIC
Ernie Kretschmer	Master Plumbers' Association of Queensland	Technical Services Manager	Training/Industry association	Registered Training Organisation (RTO)/Representative Association	QLD
Kamal Haddad	stes	Employee	Training	Registered Training Organisation (RTO)	WA
Michael		Employee	Training	Registered Training Organisation (RTO)	QLD
Gay McNeill	QLD Training Solutions Pty Ltd	Employee	Training	Registered Training Organisation (RTO)	QLD
Scott Kind	Bristile Roofing	National Contracting and Operations Manager	Industry	Employer	QLD
Colin Wilkins	South Metro TAFE, WA		Training	Registered Training Organisation (RTO)	WA
Garry Paul Matthias	Corrsafe Training & Safety	Managing Director	Training	Registered Training Organisation (RTO)	QLD
Rhonda PICTON	DTC Training	Training Manager	Training	Registered Training Organisation (RTO)	NSW
Lana		Employee	Training	Registered Training Organisation (RTO)	SA
Karina Roth	Trans-Plant Training Pty Ltd	Compliance Manager	Training	Registered Training Organisation (RTO)	NSW
Jennifer Lawrence	Master Builders Australia	Employee	Industry	Employer	ACT
Andrew Graves	Comcare	Director	Regulator	Regulator/Licensing Authority	ACT

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
Dale Gollop	All Skills Services Pty Ltd	Owner/Director	Training/Industry	Registered Training Organisations (RTOs)/Employer	VIC
Karen Turner	SafeWork NSW	Employee	Regulator	Regulator/Licensing Authority	NSW
Angela Hunter	Master Builders QLD	Compliance and Resource Development Manager	Training	Registered Training Organisations (RTOs)/Employer	QLD
Anika Duffy	CEG Training Partnerships	Compliance Manager	Training	Registered Training Organisations (RTOs)	SA
Walker Tabua	Office of Industrial Relations	Principle Inspector	Regulator	Regulator/Licensing Authority/Representative Association	QLD
Maureen Kohlman	Contractor - self employed	Contract Trainer	Training	Registered Training Organisations (RTOs)	NT
Marlene Barratt	Australian Trade Training College	Resource Developer	Training	Registered Training Organisations (RTOs)	QLD
Corey Ward	Chisholm Institute	RTO	Training	Registered Training Organisations (RTOs)	VIC
alexis	blue dog training		Training	Registered Training Organisations (RTOs)	QLD
JL			Industry	Employer	ACT
Anna Roberts	Master Builders Association of Victoria	Training Operation Manager	Training	Registered Training Organisations (RTOs)	VIC
Deborah Walker	Blue Dog Training	Chief Executive Officer	Training	Registered Training Organisations (RTOs)	QLD
Grant Mills	Blue Dog Training	Trainer	Training	Registered Training Organisations (RTOs)	QLD
Melissa Northey	SafeWork NSW	Manager	Regulator	Regulator/Licensing Authority	NSW
Peter Stevens	WHSQ	Principle Inspector	Regulator	Regulator/Licensing Authority	QLD
Melissa Northey	SafeWork NSW		Regulator	Regulator/Licensing Authority	NSW
Andrew Fitzsimmons	Charles Darwin University	Lecturer Carpentry and Joinery	Training	Registered Training Organisations (RTOs)	NT
Barry Trinder	Qld Government	Health and Safety Inspector	Regulator	Regulator/Licensing Authority	QLD
Peter Rees	OIR WHSQ	Lead Inspector	Regulator	Regulator/Licensing Authority	QLD

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
Mark Norris	Workplace Health & Safety Queensland	Employee	Regulator	Regulator/Licensing Authority	QLD
Carmosino	Office of Industrial Relations		Regulator	Regulator/Licensing Authority	QLD
Michael Van Den Broek	TAFE Gippsland	Interim Program Manager	Training	Registered Training Organisations (RTOs)	VIC
Jason Plevras	MBAV	Team Leader	Training	Registered Training Organisations (RTOs)	VIC
Graham Easterby	Queensland Building and Construction Commission	Manager Licensing Services Branch	Training	Regulator/Licensing Authority	QLD
Cameron Larner	Narbil	Employee	Training	Registered Training Organisations (RTOs)	QLD
Wes Metcalf	QCAA		Training	Regulator/Licensing Authority	QLD
Phil Handstock	Adelaide Training & Employment Centre (ATEC)	RTO Industry Contract Consultant	Training/Industry	Registered Training Organisations (RTOs)/Employer	SA
Damien Brider		Employee	Training	Registered Training Organisations (RTOs)	SA
Leslie Soos	MTO Group		Training	Registered Training Organisations (RTOs)	QLD
Eilysh Scowcroft	MBA Group Training	Administrative Assistant	Training	Registered Training Organisations (RTOs)	ACT
Marlene Barratt	Australian Trade Training College	Resource Developer	Training	Registered Training Organisations (RTOs)	QLD
Simon Last	CITC	Chief Executive Officer	Training	Registered Training Organisations (RTOs)	SA
Steve Bazal	Australian Trade Training College	Resource Development Co-ordinator	Training	Registered Training Organisations (RTOs)	QLD
Brad Nathan	Easy HR		Training	Registered Training Organisations (RTOs)	NSW
Susan Knight			Regulator	Regulator/Licensing Authority	VIC
Tania Harris	Trademark Plumbing & Gasfitting Pty ltd	Director	Industry	Employers/Industry	NT
Nicole Shang	TAFE Queensland	Educational Designer	Training	Registered Training Organisations (RTOs)	

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
Raelene Bartlett	RTO Doctor	Founding Director	Training	Compliance Specialist	WA
thomas rangi	tk		Training	Registered Training Organisations (RTOs)	QLD
craig mackellar	paragon corporate training	Employee	Training	Registered Training Organisations (RTOs)	WA
Jason Anfield	Site Institute	Chief Executive Officer	Training	Registered Training Organisations (RTOs)	QLD
semiti tuberi	APTC		Training	Registered Training Organisations (RTOs)	QLD
Craig Webber	master Plumbers Association S.A.		Industry association	Registered Training Organisations (RTOs)/Employer/industry/Representative Association	SA
Rhonda PICTON	Dubbo Traffic Control	Training Manager	Training	Registered Training Organisations (RTOs)	NSW
Kim Wells	Eclipse Vale	Employee	Training	Registered Training Organisations (RTOs)	VIC
Martin Baine	Federation TAFE		Training	Registered Training Organisations (RTOs)	VIC
Leona Seakins	1 Stop Driving School		Training	Registered Training Organisations (RTOs)	VIC
Nicholas Walsh			Training	Registered Training Organisations (RTOs)	QLD
Nigel Stephen Smart	NMTAFE	Unit Co-ordinator	Training	Registered Training Organisations (RTOs)	WA
Brian Chamberlin	Worksafe Vic	Construction Industry Education Officer/Inspector	Regulator	Regulator/Licensing Authority	VIC
ian moggs	Just careers training		Training	Registered Training Organisations (RTOs)	NSW
Ralph Tattersall	Site Institute	Quality Assurance Manager	Training	Registered Training Organisations (RTOs)	QLD
Heather White	NSW Department of Education	Senior Education Officer	Training	Registered Training Organisations (RTOs)	NSW
Jane Clancy	Swinburne	Senior Educator	Training	Registered Training Organisations (RTOs)	VIC
Dale Gollop	All Skills Services Pty Ltd	Employee	Regulator	Registered Training Organisations (RTOs)/Employer/Regulator/Licensing Authority	VIC

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
Daniel Wurm	Green Building Institute	Instructional Designer	Industry	Registered Training Organisations (RTOs)/Employer	VIC
David West	Active TEC		Training	Registered Training Organisations (RTOs)	VIC
Amber Mountford	Department of Justice	Senior Curriculum Officer	Training	Registered Training Organisations (RTOs)	WA
Peter Lowe	St Raphaels's Catholic School	Employee	Training	Registered Training Organisations (RTOs)	NSW
Jeanette Cheney	Training Course Experts	Learning and Development Advisor	Training	Registered Training Organisations (RTOs)	WA
Robert Stephens	TAFE NSW	Scaffolding/Rigging teacher	Training	Registered Training Organisations (RTOs)	NSW
Shadi Faraj	Leading Training Services	Learning & Organisational Development	Training	Registered Training Organisations (RTOs)	NSW
Jim Mcwilliam	AGA	Instructor/Assessor	Training	Registered Training Organisations (RTOs)	VIC
Tim Harris	Inscope Training Pty Ltd		Training	Registered Training Organisations (RTOs)	QLD
Paul Botwright	Pinnacle Safety and Training	Director	Training	Registered Training Organisations (RTOs)	QLD
Ahmed Hamd	Advance OHS	Director	Training	Registered Training Organisations (RTOs)	NSW
Darren	Victoria University Polytechnic		Training	Registered Training Organisations (RTOs)	VIC
Craig Sandford	RENTOKIL INITIAL	Employee	Industry	Registered Training Organisations (RTOs)/Employer	VIC
David McDonald	Morayfield shs	Teaching Staff	Training	Registered Training Organisations (RTOs)	QLD
Kevin Burns	TAFE SA		Training	Registered Training Organisations (RTOs)	SA
Tony Lane	The Management Edge	Chief Executive Officer	Training	Registered Training Organisations (RTOs)	VIC

### Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	<ul style="list-style-type: none"> <li>• Validate work at each milestone</li> <li>• Support the project</li> </ul>	<ul style="list-style-type: none"> <li>• The IRC reviewed project brief at its meeting and noted the work undertaken at each particular stage of the project</li> </ul>
<b>Peak Industry Bodies</b>	<ul style="list-style-type: none"> <li>• Improve identity verification</li> <li>• Increase the modes of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Updated advice in the CVIG</li> <li>• Amended the Assessment Conditions</li> </ul>
<b>Employers(Non-IRC)</b>	<ul style="list-style-type: none"> <li>• Improve identity verification</li> <li>• Increase the modes of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Updated advice in the CVIG</li> <li>• Amended the assessment condition</li> </ul>
<b>Regulators</b>	<ul style="list-style-type: none"> <li>• Safe Work Australia had no issues with the proposed changes</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback report was developed to respond to industry input. These were made publicly available</li> </ul>
<b>Registered Training Organisations (RTOs)</b>	<ul style="list-style-type: none"> <li>• Increase the modes of assessment</li> <li>• Greater guidance on reasonable adjustment</li> </ul>	<ul style="list-style-type: none"> <li>• Updated advice in the CVIG</li> <li>• Amended the Assessment Conditions</li> <li>• Amended the Performance Evidence</li> </ul>
<b>Training Boards/Other</b>	<ul style="list-style-type: none"> <li>• Improve identity verification</li> <li>• Increase the modes of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Updated advice in the CVIG</li> <li>• Amended the Assessment Conditions</li> </ul>
<b>State and Territory Training Authorities (STAs)</b>	<ul style="list-style-type: none"> <li>• Conditions of assessment are appropriate to the level of the unit of competency</li> <li>• Is the terminology ‘written response’ appropriate, and if so, how will VET regulators audit RTOs?</li> <li>• Concern regarding SSO and IRC mandating assessment methods.</li> <li>• The Victorian STA advised that the AISC requested this project progress as a major change and this is not occurring or rationale for a minor change explained in the Case for Endorsement.</li> <li>• Lack of inclusion of simulated workplace environment in the assessment conditions, while stated in the CVIG is a consistency issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest AISC direct the IRC to update the foundation skills to ensure alignment between the unit of competency and the Assessment Requirements. The wording in the Foundation Skills will include reference to a ‘standard form’. This inclusion will support consistency and alignment with the inclusion of ‘written report’ in the Assessment Conditions. Further advice will be provided in the CVIG.</li> <li>• Advice and feedback were sought from VET regulators. Advice received did not suggest it was beyond of AQF level of the unit nor inappropriate or un-auditable (e.g., a written response can include multiple choice):  <i>ASQA advice, 12 April 2021: ‘White Card assessment conditions specify the conditions under which evidence for assessment must be gathered. That is, they are read in collaboration with all other Assessment Requirements – including the Performance Evidence and Knowledge Evidence.</i></li> </ul>

		<p><i>The requirements for practical demonstrations, oral and written reporting would therefore be in the context of the Assessment Requirements. In particular, the Performance Evidence would describe what the student must demonstrate, and how they must show competency orally and in writing.</i></p> <p><i>While we don't define written reporting, we would seek to understand the written requirements as described in the parts of the Assessment Requirements. In the context of this unit (and the workplace), it may possible include completing forms to 'sign out' PPE, completing health and safety documents, and/or completing an incident or injury report (pre-filled document).'</i></p> <ul style="list-style-type: none"> <li>• Regarding simulated workplace environment: the comment from the Victorian STA is noted.</li> <li>• Regarding the issues around SSO and IRC mandating assessment methods and duration: the comment from the Victorian STA is noted.</li> </ul>
<b>Unions</b>	<ul style="list-style-type: none"> <li>• Maintain oral assessment for site critical risks</li> <li>• Increase the modes of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Updated advice in the CVIG</li> <li>• Amended the Assessment Conditions</li> </ul>
<i>Please add other categories as appropriate</i>		

## Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
<p><b>Removal in 4 instances of the word 'orally' from the Performance Evidence</b></p>	<p><b>RTO:</b> <i>'Considering the very different LLN levels of the students that I have delivered the White Card training to over the last 13 years, I feel that removing these four statements from being orally reported by the student, will decrease the actual retained knowledge of safety by the student. For example, asking students to verbally/orally name two construction hazards and then explain how the risks could be reduced or removed for these two construction hazards, is a good method to show if the student actually knows the options that are available to reduce or remove a hazard. If the question requires a written response, I find that sometimes the student is very good at remembering the answer to write but not always understanding why.'</i></p> <p><b>RTO:</b> <i>'Removing the term "orally" and not specifying its replacement, leaves the issue subject to interpretation. The default assessment methodology would potentially remain oral, thus rendering the change moot. Suggest a caveat that suggests oral responses are only accepted where LLN is an issue.'</i></p> <p><b>Regulator:</b> <i>[...] not sure how the two instances of "orally" maintain a requirement for the provision of performance evidence for the other dot points. Both points maintain the same dot point level as the others from which "orally" has been removed. This can be taken to mean that ONLY those two dot points require an oral demonstration of</i></p>	<ul style="list-style-type: none"> <li>• Feedback was tabled with TAG to gather strategic input on the appropriateness of the proposed change. The response noted that the removal of mandatory oral assessment does not mean it cannot continue to be done orally.</li> <li>• Advice noted the removal of mandatory oral assessment does not mean it cannot continue to be done orally and updates to the CVIG provide advice regarding reasonable adjustment.</li> </ul>

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
	<p><i>performance evidence. If the aim is that the succeeding points require an oral demonstration, then it stands to reason that the succeeding points are further indented.'</i></p>	
<p><b>Inclusion of Rules of Assessment</b></p>	<p><i>"Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment" this statement is not necessary as it should go without saying that RTOs must follow the principles and rules regarding assessment practice. Having it listed in this one unit, is not going to encourage a noncompliant RTO to meet the standards and I feel that it also causes confusion as this statement is not included in other units of competency, that I have seen.</i></p>	<ul style="list-style-type: none"> <li>• Feedback noted: TAG recommended removal of proposed items 2 &amp; 3.</li> </ul>
<p><b>Inclusion of 'written report' to Assessment Conditions</b></p>	<p>Conditions of assessment are appropriate to the level of the unit of competency.</p> <p>Is the terminology 'written report' appropriate, and if so, how will VET regulators audit RTOs?</p>	<ul style="list-style-type: none"> <li>• Suggest AISC direct IRC to update the foundation skills to ensure alignment between the unit of competency and the assessment requirements.</li> <li>• Advice and feedback was sought from VET regulators. Advice received did not suggest it was beyond the AQF level of the unit nor inappropriate or un-auditable.</li> </ul>

### Attachment D: Mandatory Workplace Requirements in Training Products

Please set out in the table below training products which include a mandatory workplace requirement (i.e. which must be completed in a workplace)

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
	N/A		

## Attachment E: No enrolment and low enrolment training products

### No Enrolment:

Please set out in the table below those training products that have had no enrolments over the past three years for which data is available

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
N/A		
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
N/A		

### Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available<sup>1</sup>

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
N/A		
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
N/A		

<sup>1</sup> Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years (*this is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016 - 2018*)

## Attachment F: Quality assurance reports

### Independent Quality Report

## Quality Report

### Section 1 – Cover page

Information required	Detail
Training Package title and code	CPC Construction, Plumbing and Services Training Package Review of the Assessment Requirements of <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> , 'White Card' project
Number of new qualifications and their titles	-
Number of revised qualifications and their titles	-
Number of new units of competency and their titles	
Number of revised units of competency and their titles	One (1) revised unit (Assessment Requirements only): <ul style="list-style-type: none"><li>• CPCCWHS1001 Prepare to work safely in the construction industry</li></ul>

Information required	Detail
<p>Confirmation that the panel member is independent of:</p> <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>	<p>Yes, I am independent of:</p> <ul style="list-style-type: none"> <li>• CPC Training Package and the review of the Assessment Requirements of <i>CPCWHS1001 Prepare to work safely in the construction industry</i></li> <li>• The development and validation activities</li> <li>• The Equity and Editorial reports.</li> </ul>
<p>Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i></p>	<p><b>Yes</b>, the review of the Assessment Requirements of <i>CPCWHS1001 Prepare to work safely in the construction industry</i> in the CPC Construction, Plumbing and Services Training Package R6.3 is compliant with the <i>Standards for Training Packages 2012</i></p>
<p>Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i></p>	<p><b>Yes</b>, the review of the Assessment Requirements of <i>CPCWHS1001 Prepare to work safely in the construction industry</i> in the CPC Construction, Plumbing and Services Training Package R6.3 is compliant with the <i>Training Package Products Policy</i>.</p>

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	<b>Yes</b> , the review of the Assessment Requirements of <i>CPCWHS1001 Prepare to work safely in the construction industry</i> in the CPC Construction, Plumbing and Services Training Package R6.3 is compliant with the <i>Training Package Development and Endorsement Process Policy</i>
Panel member's view about whether: <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>	<b>Yes</b>
Name of panel member completing Quality Report	Anna Henderson
Date of completion of the updated Quality Report	26 May 2021

## 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>	Yes	<p>The 'White Card' component of the CPC Construction, Plumbing and Services Training Package R6.3 submission consists of the following endorsed components:</p> <ul style="list-style-type: none"> <li>• 1 unit of competency (Assessment Requirements Only)</li> <li>• Credit arrangements for broader aspects of the CPC Construction, Plumbing and Services Training Package are discussed in its Companion Volume Implementation Guide (CVIG).</li> <li>• A quality assured stand-alone Companion Guide – specific for the delivery and assessment of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> accompanies this submission.</li> </ul>
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	Yes	<p>The draft Training Package component comply with this Standard:</p> <ul style="list-style-type: none"> <li>• <b>Coding and titling</b> –: the unit of competency complies with the coding and titling policy.</li> <li>• <b>Foundation Skills</b> -: N/A in this project because changes were only made to the Assessment Requirements of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i>. The stand-alone 'White Card' CVIG provides information about Foundation Skills, noting that they incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF).</li> </ul>

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 3</p> <p>Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i></p>	<p>Yes</p>	<p>The Case for Endorsement (CfE) provides information about work on <i>CPCWHS1001 Prepare to work safely in the construction industry</i>.</p> <p>The Construction, Plumbing and Services Industry Reference Committee (IRC) and the Technical Advisory Group (TAG) undertook consultation activity to ensure the proposed changes undertaken to the Assessment Requirements strengthen Performance Evidence and Assessment Conditions whilst at the same time did not cause a major disruption to the industry. Artibus Innovation note that the changes respond to industry concerns outlined in the Case for Change.</p> <p><b>Consultation</b> included:</p> <ul style="list-style-type: none"> <li>• Meetings with TAG members: <ul style="list-style-type: none"> <li>○ Australian Industry Group</li> <li>○ Commonwealth Department of Defence</li> <li>○ CFMMEU</li> <li>○ Housing Industry Australia</li> <li>○ Safework NSW</li> <li>○ Master Builders Australia</li> <li>○ TAFE NSW</li> <li>○ Lendlease</li> <li>○ Hansenyuncken</li> </ul> </li> <li>• Advice from registered training organisations (RTOs)</li> <li>• Engagement with State Training Authority (STA), Australian Council of Trade Unions (ACTU), regulators and Heads of SafeWork Australia</li> <li>• Online questionnaires</li> <li>• Virtual meetings/webinars</li> <li>• Newsletter alerts/ongoing updates</li> <li>• Feedback avenues via social media</li> <li>• Validation of changes.</li> </ul> <p><i>See CfE for detail.</i></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)
Standard 4  Units of competency specify the standards of performance required in the workplace	N/A	
Standard 5  The structure of units of competency complies with the unit of competency template	N/A	
Standard 6  Assessment requirements specify the evidence and required conditions for assessment	Yes	<i>CPCCWHS1001 Prepare to work safely in the construction industry</i> specifies the performance evidence, the assessment conditions and the knowledge evidence to be demonstrated for assessment.
Standard 7  Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	Yes	In <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> , the assessment requirements comply with the assessment requirements template.
Standard 8  Qualifications comply with the Australian Qualifications Framework specification for that qualification type	N/A	
Standard 9  The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	N/A	

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 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>	N/A	
<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>	Yes	<p>A quality assured stand-alone Companion Guide – specific for the delivery and assessment of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> accompanies this submission. This Companion Guide includes advice about pathways, access and equity (including reasonable adjustment for persons with disabilities) and foundation skills.</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>	Yes	<p>Artibus Innovation has also produced an overall CPC Construction, Plumbing and Services Training Package CVIG R6.3 which complies with the companion volume implementation guide template included in the 2012 Standards and has been quality assured in line with the Artibus Innovation editorial processes.</p>

## 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 AISC Activity Order: for this project was to:</p> <ul style="list-style-type: none"> <li>• Include processes regarding learner identity verification</li> <li>• Provide more information on how to support the needs of students with poor language, literacy and numeracy skills and students with disability</li> <li>• Update and strengthen assessment conditions to clearly outline industry endorsed assessment methods.</li> </ul> <p>These changes were driven by industry needs.</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</li> </ul>	Yes	<p><b>Compliance with Government policy initiatives</b></p> <p>The CVIG provides sufficient information on pathways. Advice on access and equity is provided in the Guide. This includes information on such access and equity considerations as guidance on reasonable adjustment and useful information on identifying and supporting learners' foundation skills.</p> <p><b>Training delivery/flexibility (supporting movement from related occupations)</b></p> <p>The removal of 'orally' in a number of instances in the Performance Evidence supports greater flexibility in assessment of <i>CPCCWHS1001 Prepare to work safely in the construction industry</i>.</p>

<p>their delivery and to consumers to enable more informed course choices</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>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The Assessment Requirements of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> has been updated against industry feedback to address fair, valid and flexible assessment.</p>

## Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory 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 movement of skills within and across organisations and sectors	Yes	<i>CPPCCWHS1001 Prepare work safely in the construction industry</i> supports the development of entry skills within and across organisation and sectors.
Promote national and international portability	Yes	<i>CPPCCWHS1001 Prepare work safely in the construction industry</i> is accepted by industry as an entry-level unit and, as such it promotes national portability.
Reflect regulatory requirements and licensing	Yes	The stand-alone Companion Guide for the delivery and assessment of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> provides advice on legal considerations for learners and lists the State and Territory Training Authorities for information that applies in each jurisdiction.

## 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 overall development and consultation process for the 'White Card' component of the CPC Construction, Plumbing and Services Training Package R6.3 is discussed in the CfE. The process allowed for engagement with industry and other stakeholders throughout the life of the project to inform the drafts prior to submission of the final product.

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>
Recognise convergence and connectivity of skills	Yes	The review of the Assessment Requirements of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> enables convergence and connectivity of skills.

**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 review of the Assessment Requirements of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> meets diversity requirements.</p> <p>The removal of 'orally' in a number of instances in the Performance Evidence supports greater flexibility in assessment of <i>CPCCWHS1001 Prepare to work safely in the construction industry</i>. While oral reporting can still be utilised, other methods can also be used.</p>
Support equitable access and progression of learners	Yes	<p><i>CPCCWHS1001 Prepare to work safely in the construction industry</i> has been developed as an entry-level unit to prepare learners for work in the construction industry.</p> <p>It is also relevant for other individuals who may access a construction worksite on a regular basis.</p> <p>The stand-alone Companion Guide for the delivery and assessment of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> provides advice on access and equity considerations including reasonable adjustment for learners with disabilities.</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	The stand-alone Companion Guide for the delivery and assessment of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> provides links for Australian Apprenticeships, AISC vocational education and training information, Australian Skills Quality Authority (ASQA), and the Australian Qualifications Framework (AQF).

**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	The CPC Construction, Plumbing and Services Training Package qualifications support careers and skill development. The 'White Card' supports entry to the industry. The assessment requirements of <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> , 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.
Support sound assessment practice	Yes	The amendments to <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> supports sound assessment practice in line with industry requirements.
Support implementation	Yes	As discussed, <i>CPPCCWHS1001 Prepare work safely in the construction industry</i> addresses industry entry requirements, which supports implementation in a range of contexts.

## Editorial and Equity Report

### Editorial Report Template

1. Cover page	
Information required	Detail
Training Package title and code	<b>CPC Construction, Plumbing and Services Training Package</b>
Number of new qualifications and their titles <sup>1</sup>	Nil
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	Nil
Number of revised units of competency and their titles	<b>One (1) revised Assessment Requirements: CPCCWHS1001 Prepare to work safely in the construction industry</b>
Confirmation that the draft training package components are publication-ready	Draft component is publication ready

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

Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes or No <sup>1</sup> Yes, Trish Gamper
Date of completion of the report	24 May 2021

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<sup>1</sup> Persons not a member of the panel are required to demonstrate relevant knowledge and experience in editing technical and industry publications, including details of relevant qualifications and/or professional membership(s).

## 2. Content and structure

### Units of competency

Editorial requirements	Comments
Standard 5: <ul style="list-style-type: none"><li>The structure of units of competency complies with the unit of competency template.</li></ul>	NA
Standard 7: <ul style="list-style-type: none"><li>The structure of assessment requirements complies with the assessment requirements template.</li></ul>	The structure of the Assessment Requirements for <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> complies with the Assessment Requirements template.

### Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"><li>The structure of the information for qualifications complies with the qualification template.</li></ul>	NA
Standard 10: <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>	NA

### Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <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>A stand-alone quality assured Companion Volume Implementation Guide has been developed specifically for the delivery and assessment of <i>CPCCWHS1001 Prepare to work safely in the construction industry</i>.</p> <p>It was provided for editing and complies with the required template, where relevant.</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 code and title of the Assessment Requirements were cross-referenced throughout the Training Package components, including the Case for Endorsement and Companion Volume Implementation Guide.</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>Assessment Requirements for CPCWHS1001 <i>Prepare to work safely in the construction industry</i> were provided for editing.</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>I am satisfied with the quality of the training products.</p> <ul style="list-style-type: none"> <li>• minor corrections were made to the Assessment Requirements only.</li> </ul>

## Equity Report Template

### Section 1 – Cover page

Information required	Detail
Training Package title and code	<b>CPC Construction, Plumbing and Services Training Package</b>
Number of new qualifications and their titles <sup>1</sup>	Nil
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	Nil
Number of revised units of competency and their titles	<b>One (1) revised Assessment Requirements: CPCCWHS1001 Prepare to work safely in the construction industry</b>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	Draft Training Package component meets the requirements in Section 2 Equity checklist of draft Training Package components
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes or No <sup>2</sup> Yes, Trish Gamper
Date of completion of the report	24 May 2021

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

<sup>2</sup> Person that is not a member of the Training Package Quality Assurance Panel is required to provide to the SSO information demonstrating experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; and details of relevant qualifications and/or professional memberships.

## 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>I believe that the Training Package developers have met their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. The revised Assessment Requirements for <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> have been undertaken to support training and assessment flexibility. A stand-alone Companion Volume Implementation Guide has been developed to specifically provide additional information for training and assessment of the unit. The stand-alone Companion Volume Implementation Guide provides guidance and recommendations relating to access and equity considerations and reasonable adjustments.</p>

## Section 3 - Training Package Quality Principles

### Quality Principle 4

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

#### *Key features*

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

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

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

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?	The stand-alone Companion Volume Implementation Guide provides additional guidance and recommendations for the flexible delivery and assessment of <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> in different contexts.
2. Is there evidence of multiple entry and exit points?	NA
3. Have prerequisite units of competency been minimised where possible?	NA

Equity requirements	Equity reviewer comments
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	<p>The removal of 'orally' in a number of instances in the Performance Evidence supports greater flexibility in assessment of <i>CPCCWHS1001 Prepare to work safely in the construction industry</i>. While oral reporting can still be utilised, other methods can also be used.</p> <p>The stand-alone Companion Volume Implementation Guide also provides additional information to support the needs of individuals with low levels of language, literacy and numeracy, as well as learners with a disability.</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><i>CPCCWHS1001 Prepare to work safely in the construction industry</i> has been developed as an entry-level unit to prepare learners for work in the construction industry.</p> <p>It is also relevant for other individuals who may access a construction worksite on a regular basis.</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
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>The stand-alone Companion Volume Implementation Guide was reviewed and contains relevant advice on:</p> <ul style="list-style-type: none"> <li>• Access and equity</li> <li>• Foundation skills</li> </ul> <p>Pathways advice is contained in the Companion Volume Implementation Guide Release 7.0.</p>

Equity requirements	Equity reviewer comments
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?	NA

## Attachment G: STA Support

CPCWHS1001 Prepare to work safely in the construction industry  
 State Training Authority Responses

STA	Supported	Comment	Date	STA Officer
ACT	Y	Support with reservations	16/6/21	Tim Sealey
NSW	Y	Thank you for the opportunity to provide comments on Work Safety in Construction Training Package.	10/6/21	Marilyn Ng
NT	Y	The NT STA has no objections to the AISC considering for approval the CPCWHS1001 - Prepare to work safely in the construction industry Case for Endorsement.	9/6/21	Nelson Brown
Qld	Y	Thank you for the opportunity to review the CPCWHS1001 – Prepare to work safely in the construction industry Case for Endorsement (CfE). On the basis that there are no known issues for Queensland, support is provided to progress this CfE to the next stage for AISC consideration.	9/6/21	Filippa Ross
SA	-	No comment received		
TAS	Y	Thanks, and providing any issues raised by Tasmanian stakeholders have been addressed, Skills Tasmania supports the Case for Endorsement for CPCWHS1001 - Prepare to work safely in the construction industry.	11/6/21	Michael McGee
VIC	N	See Report by Exception	16/6/21	Jacqui Spencer
WA	Y	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 7, which relates to unit of competency CPCWHS1001 Prepare to work safely in the construction industry (White Card).	9/6/21	Frances Parnell