

Australian
Industry and
Skills Committee

CPCWHS1001 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

Resubmitted December 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

In 2013, ASQA released a Strategic Review of the White Card Report that contained recommendations relating to six themes:

1. Industry improving assessment and program quality through training package requirements
2. Program duration
3. The assessment standard
4. The issue of verification of identity
5. Driving systemic change in RTO practice

Following this report, the Construction and Property Services Industry Skills Council (CPSISC) was commissioned to redevelop the unit of competency. This was presented to the AISC in late 2015 and was rejected on the basis that it mandated the program duration in the unit of competency (as recommended by ASQA but not compliant with training package development policy).

In mid-2017, the IRC re-presented the unit to the AISC, without program duration included in the assessment conditions. The unit was subsequently approved and RTOs were granted a one year transition period to move to the new, current unit CPCCWHS1001 *Prepare to Work Safely in the Construction Industry*.

In 2018, Safe Work Australia (SWA) advised the AISC that it did not believe the new, current unit adequately responded to the ASQA strategic review and the AISC in turn directed the Construction IRC to prepare a case for change to consider SWA's concerns.

In 2019 the Construction IRC investigated SWA's concerns and found:

- evidence that supported the AISC's decision not to permit the inclusion of the duration of training in the unit of competency – all RTOs included in the case took + six hours to deliver the course, and
- concerns relating to online delivery versus offline delivery were not substantiated – all RTOs interviewed used a hybrid of both mediums and had built systems to enable 'real time' assessment as required by the unit of competency.

However, evidence of three outstanding items that needed 'fine tuning' were detailed, in relation to:

1. strengthening the assessment standard by mandating the use of additional assessment methods: industry feedback was that assessment outcomes would be perceived as more reliable if candidates were required to do more than just answer questions orally
2. confirming advice in relation to the verification of identity, and
3. responding to RTO feedback that further advice was required in relation to dealing with candidates with Language, Literacy and Numeracy (LLN) issues

These three outstanding issues were detailed in the case for change and lead to an activity order being provided to the Construction IRC – to develop this case for endorsement.

In 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.”

In 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.

When this Case for Endorsement was first submitted in June 2021, it expressed the position that a change of code will be disruptive for industry, regulators and RTOs, given the minimal change to the unit as a whole. The unit of competency CPCCWHS1001 *Prepare to work safely in the construction industry*, which is used in 105 qualifications, is synonymous with the White Card (general construction induction card) required for workers to carry out construction work. However, the Activity Order stipulates that the project be progressed as a major change so a change to a new code CPCWHS1001 is proposed.

1.2 Timeframes and delays

The project was considered by the AISC at its July 2021 meeting. However, it was **not approved** for endorsement.

The AISC agreed to refer the case back to the Construction IRC to provide further evidence of:

- how the proposed changes respond to the findings of the ASQA Strategic Review of Training for the White Card for Australia’s Construction Industry
- stakeholder consultation and support.

The case is to be resubmitted to the AISC in December 2021.

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.

Industry is seeking resolution of three needs from this case. These were outlined in the case for change as:

1. Strengthening the assessment standard by mandating the use of additional assessment methods.

Industry feedback was that assessment outcomes would be perceived as more reliable if candidates were required to do more than just show competency through oral reporting. The inclusion of a written response as one of the methods of assessment along with oral questioning and demonstration of fitting PPE addresses this need.

The addition of a written response also addresses the frequently raised issue of learners with hearing or speech impairments who have difficulty demonstrating competence through oral reporting alone.

2. Confirming advice in relation to the verification of identity

Industry and regulator feedback indicated concerns in ensuring the candidate with the statement of attainment actually attended all of the training. Advice on implementing the level of verification sought by industry and regulators, the Gold Standard, is included in the Companion Volume Implementation Guide.

3. Strengthening advice for RTOs

RTO feedback indicated that further advice was required in relation to dealing with candidates with Language, Literacy and Numeracy (LLN) issues. In response, the Companion Volume Implementation Guide (CVIG) has been updated to provide further advice on reasonable adjustment and catering for candidates with disabilities, non-English speaking backgrounds and literacy challenges. The stand-alone CVIG improves the accessibility of advice for RTOs, in acknowledgement this unit features in 105 qualifications and is used across a range of industries.

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

- In the Performance Evidence the requirement to 'orally' assess has been removed on four instances but remains in relation to reporting two construction hazards. The oral assessment for construction hazards remains because industry sought to ensure that, should a hazard be identified, then everyone with this unit of competency will be able to verbalise the hazard to another person on a construction site. Through evidence provided in the case for change, Industry is seeking greater rigour in the assessment. This has been dealt with by now requiring multiple types of assessment, enhancing the rigour by triangulating the evidence collected.
- The new requirement for a written assessment further meets industry need by requiring the completion of a simple form – such workplace documents are ubiquitous across industry. The mandating of this assessment type does not, however, impinge on processes relating to reasonable adjustment should a candidate require this.

- The proposed changes to text relating to high visibility clothing arose during the consultation processes and better reflects the large range of users requiring the unit of competency for access to a construction site –different workers (jobs) wear different visibility clothing.

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

At the commencement of the project a stakeholder engagement plan was developed by the IRC and approved by the Department.

The stakeholder engagement plan recognised that the unit competency exists in 105 qualifications and is used as the regulatory basis for the issuing of a White Card by Safe Work Regulators in each State and Territory. Consequently, all RTOs with scope to deliver the unit and all state and territory regulators were engaged throughout the consultation processes, as well as represented on the advisory group. Similarly, as a 'big ticket' item on the national VET register, all state and territory training authorities were engaged at every stage of the project.

Industry was actively consulted with through multiple mechanisms – with tier one companies Lend Lease, Hansen Yuncken and the Defence Industry (Australia's largest user of the unit) participating in the advisory group, together with the peak industry groups Master Builders Association, Housing Industry Association, CFMMEU and Australian Industry Group (AIG). In addition, IRC members were actively engaged with every stage of the review and encouraged to engage their networks in the review process.

Broader input was sought through a range of direct contact, digital methods, including social media, surveys, webinars, and dedicated web pages.

SafeWork Australia (SWA) were kept informed and invited to provide input during the life of the project. SWA provided a non-objection to the activity outcome.

All participants who were involved in preceding stages of work, such as the Case for Change, were included in all consultation processes.

3.2 Strategies for engaging stakeholders

- In order to provide a detailed, timely, and reliable hub for project information and updates, we developed a dedicated project page at <https://artibus.com.au/cpcw1001-prepare-to-work-safely-in-the-construction-industry/>. This approach has proved highly successful: in the last year, the page has had 2,171 unique views, and viewers have spent an average of 3:07 minutes on the page. In digital terms, this constitutes a significant investment of time by stakeholders, and supports the wide reach and interest in the project.
- Directed engagement with STAs, Australian Council of Trade Unions (ACTU), regulators and the Heads of SafeWork Australia was undertaken via email to inform and seek feedback on the project.
- Our monthly newsletter, with a subscriber list of approximately 4000 readers, featured the project prominently in every edition across the duration of the project. This included

progress updates, invitations to participate and give feedback, and access to drafts in the various stages across the project.

- Between December 2020 and August 2021, 13 social media posts were made on Twitter and LinkedIn updating or inviting participation in the project.
- We provided two feedback surveys across the duration of the project: the first during consultation, and the second during validation. The consultation survey received 77 responses, and the validation survey received 87. In both cases, substantive qualitative feedback was obtained and used to inform project outcomes. Key takeaways from the consultation were broad support for the inclusion of written reporting and content suggestions for the CVIG.
- Various national industry webinars and forums were held to provide stakeholders an opportunity to be informed of project progression, have particular issues brought to their attention, and to encourage their informed feedback on the proposed changes. These various presentations were attended by 58 stakeholders.

3.3 Participation by different types of stakeholders

Our stakeholder engagement process ensures that we speak to a range of stakeholders across employers and industry, regulation and licensing, registered training organisations, and representative associations, as well as ensuring that regional, rural and remote stakeholders are appropriately consulted. Our surveys reflected a reasonable spread of stakeholder types, acknowledging that RTOs are the most strongly represented stakeholder ground as they are the most immediately impacted by changes, as well as both knowledgeable and participant in training package development, processes, and outcomes.

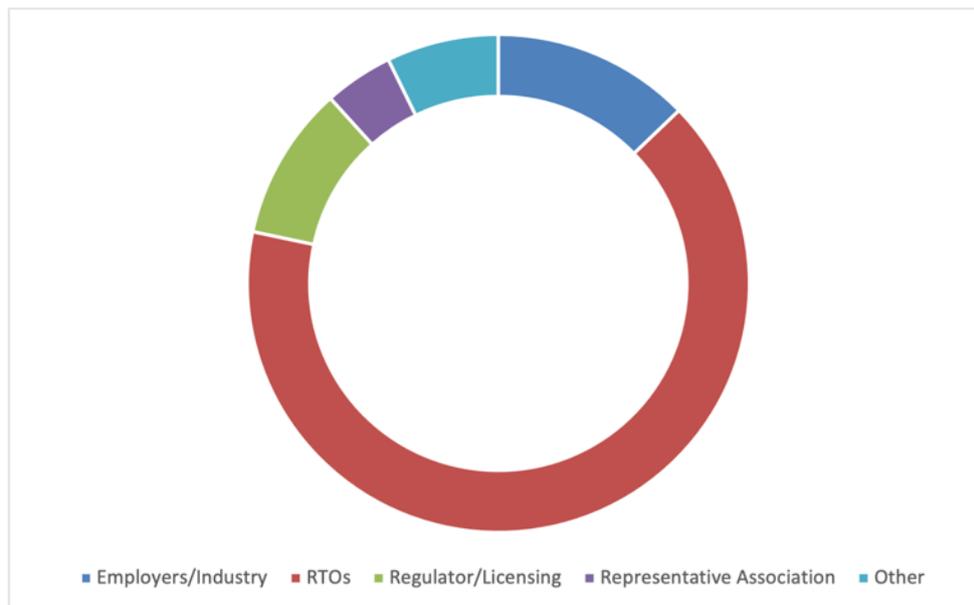
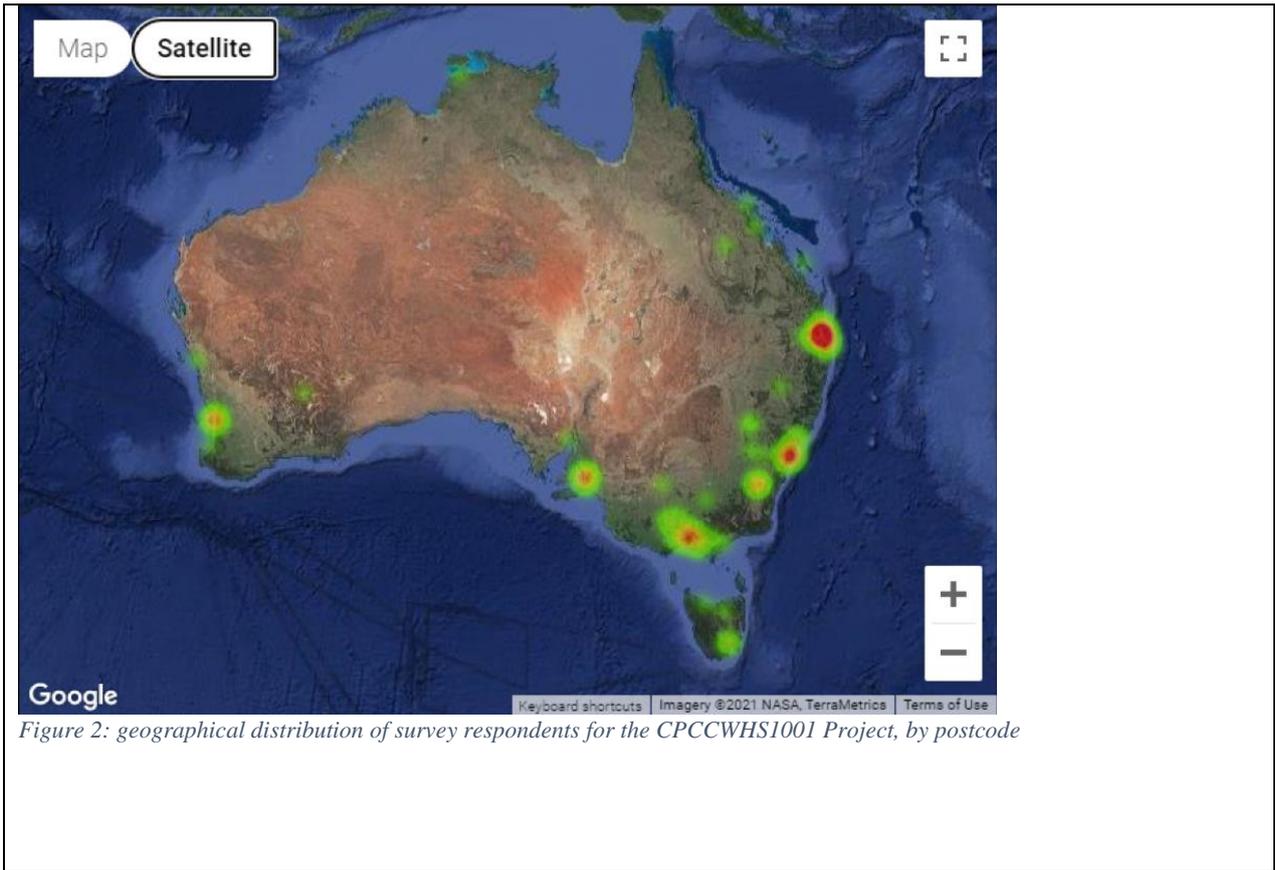


Figure 1: Survey Respondents broken down by stakeholder group, CPCCWHS1001 Project

Likewise, our surveys demonstrate a solid distribution of responses sourced from outside of capital cities, as demonstrated by figure 2.



4. Evidence of industry support

4.1 Industry support

Support for this Case for Endorsement is widespread with active involvement from 19 employers, 18 regulators, 25 peak national and state representatives and 97 registered training organisations.

At the consultation phase, the draft materials developed by the IRC was well received by stakeholders. The key issues raised related to the scope of the term 'written reporting' and the request for further guidance to be included in the CVIG. These were further considered by the IRC and a second draft of the material was published and consulted on in accordance with the stakeholder engagement strategy.

The proposed changes in the validation round were equally well supported by stakeholders with almost unanimous support for the changes from all stakeholders, including State Training Authorities (except VIC) and Safe Work Representatives.

4.2 Engagement of States and Territories

STAs were kept informed at all project stages by direct contact on the activity specifically as well as through omnibus reporting at period 'check ins' convened between the SSO and STAs.

- 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.
- 28 May – 11 June: STAs were invited to provide formal approval of the case.

4.3 Mitigation strategies

The biggest risk to the project identified by the IRC was effectively managing the scope of the project. The IRC sought advice from the AISC Secretariat prior to the commissioning of the activity order to clarify this matter. The unit of competency is a 'big ticket' item on the national register and has a long history of challenges. Containing the project to the 'fine tuning' items identified in the Case for Change required leadership from the Technical Advisory Group and IRC, which was provided by the IRC representative, Lindsay le Compte from the Australian Industry Group. The stakeholder engagement and communication on this issue was carefully managed, and potential risk was mitigated through the following strategies:

- the use of project control documents
- feedback reports on every stage 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

5. Dissenting views

5.1 Dissenting views/issues raised

The following issues were raised across the project trajectory.

- Written reporting

Clarity was sought on what regulators would define as a written report and under what circumstances would they allow for reasonable adjustment and the appropriateness of this addition to a level 1 unit.

The views provided by the training regulators on auditor expectations were considered by the IRC with a basic form, as a Foundational Skill, being chosen as the lowest level of written requirement, as listed in other training packages.

Whilst an update to the Foundation Skills is outside of the scope of this project, approval of such an update is sought as a part of this Case for Endorsement. It is recommended that when the assessment requirements for this unit of competency are updated that for clarity purposes the following Foundation Skills be updated at the same time.

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Numeracy skills to:	locate and recognise numbers commonly used in safety signs.
Oral communication skills to:	ask questions to clarify instructions listen to instructions to identify key safety information tell another person about a construction problem or hazard.
Reading skills to:	follow simple pictorial safety instructions follow simple safety instructions that are written in English.
Problem-solving skills to:	select risk control measures.
Written skills to:	Complete a basic form.

- Clarification of Reasonable Adjustment

During consultation, a number of RTOs sought specific clarity around issue of reasonable adjustment as they relate to various contexts e.g. blind candidates. The activity order directed that additional advice to be included in the Companion Volume Implementation Guide. The IRC advised caution on including advice in the CVIG that is better covered by other standards bodies or legislation, such as the Disability Act or Standards for RTOs. The inclusions were 'expert checked' with a quality panellist, by way of advice to the IRC on this issue. Whilst LLN and reasonable adjustment are considered when updating training package components, the responsibility to develop training and assessment strategies which are responsive to the unique needs of learners reside with training providers, not with the IRC or SSO.

5.2 Rationale for approval

- This scope of work directly relates to three identified needs requiring improvement to provide industry with greater comfort in the competency of candidates undertaking this training (for the purposes of gaining a white card).

- The changes proposed have been developed with broad input and subsequent approval from stakeholders, including tier one builders, mid-tier builders, small builders, employers in other industries, National and State industry representatives, regulators, unions, registered training organisations and all but one State Training Authority.

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.

Their argument is as follows:

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.

The SSO's response to the above is that reasonable adjustment provisions can be made by all RTOs.

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 change of code to this unit of competency will have significant impact on industry, regulators, and RTOs. Regulators will be required to change regulatory requirements pertaining to the issuance of a White Card.
- The inclusion of an additional assessment method will require amendments to RTO processes but were widely welcomed by RTOs as providing them with greater flexibility.

8.2 Potential for traineeship or apprenticeships

- Not applicable.

8.3 Occupational and licensing requirements

- The change to the code of this unit of competency will trigger a requirement to change WHS policy requirements.
- Under current 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

- An extended transition period may be required to enable the necessary regulatory changes to be put in place.

9. Quality Assurance

The Case for Endorsement meets the following requirements:

<i>Standards for Training Packages 2012</i>	R
<i>Training Package Products Policy</i>	R
<i>Training Package Development and Endorsement Process Policy</i>	R
<i>Companion Volume Implementation Guide is available and quality assured.</i>	R

*Copies of quality assurance reports are included in **Attachment F**.*

10. Implementation of the Minister's priorities in training packages

*Refer to **Attachment E** 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.*

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>Streamlining/rationalisation of training products</i>	• Not applicable.
	• Not applicable.
	• Not applicable.
	• Not applicable

<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 was created to provide training providers advice and guidance on:</p> <ul style="list-style-type: none"> • verification of learner identity • reasonable adjustment – including language, literacy and numeracy. <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</i></p> <p><i>Foster greater recognition of skill sets and work with industry to support their implementation</i></p>	<p>Not applicable.</p>
<p>11. A link to the full content of the proposed training package component(s)</p>	
<p>The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.</p> <p><u>Training package components proposed for endorsement is included here.</u></p>	

This Case for Endorsement was agreed to by the Construction IRC

Name of Chair
Signature of Chair

<p>Stuart Maxwell</p>

<p>18 October 2021</p>

Date

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		
<i>Units of competency</i>				
CPCWHS1001 <i>Prepare to work safely in the construction industry</i>		Updated	Equivalent	The intended outcome of this unit of competency is unchanged.

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

Job role	Qualification	Proposed updates and how this better support the job role
	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
Glenn Goss	Lendlease	Regional Health and Safety Manager	Construction	Employer	National
Mick May	HSE & Systems Manager	Hansen Yunken	Construction	Employer	National
Craig Sandford	RENTOKIL INITIAL	Employee	Pest Management	Employer	VIC
Eilysh Scowcroft	MBA Group Training	Administrative Assistant	Construction	Employer	ACT
James Philips	Stanborough Wemyss Contracting	Contractor	Construction	Employer	QLD
John Murray	Anticimex	National Manager	Pest Management	Employer	QLD
Mark Fitzgerald	Calibre Construction Group Pty Limited	Manager	Construction	Employer	NSW
Peter Forsingdal	Hutchinson Builders	Operation Manager	Training	Employer	QLD
Rhonda Picton	Dubbo Traffic Control	Training Manager	Construction	Employer	NSW
Robert Green	Saferight	PPX Site Co-coordinator	Construction	Employer	WA
Rod Pearce	Rod Pearce Painting	Training Coordinator	Painting	Employer	QLD
Scott Kind	Bristle Roofing	National Contracting and Operations Manager	Roofing	Employer	QLD
Sue Sheppard	Electro Group Training QLD	General Manager	Electro technology	Employer	QLD
Tania Harris	Trademark Plumbing & Gasfitting Pty ltd	Director	Gasfitting	Employer	NT

Name	Organisation	Title	Industry	Representation Type	State
Thomas Brown	Shopfitters	Manager	Construction	Employer	QLD
Adam Cox	Fernbrooke Homes	Director	Construction	Employer	QLD
Alan Waldron	Consultant	Director	Construction	Employer	QLD
Andrew Marshall	Marshall Brougham Builders	Director	Construction	Employer	SA
Amber Mountford	Department of Justice	Senior Curriculum Officer	Training	Regulator/Licensing Authority	WA
Andrew Graves	Comcare	Director	Regulator	Regulator/Licensing Authority	ACT
Barry Trinder	Qld Government - WHSQ	Construction Workplace Health and Safety Inspector	Construction	Regulator/Licensing Authority	QLD
Bill Smith	Safe Work Australia	Director	Regulator	Regulator/Licensing Authority	SA
Bob Alford	WorkSafe ACT	Senior Manager Enforcement and Compliance	Regulator	Regulator/Licensing Authority	ACT
Brian Chamberlin	Worksafe Vic	Construction Industry Education Officer/Inspector	Regulator	Regulator/Licensing Authority	VIC
Graham Easterby	Queensland Building and Construction Commission	Manager Licensing Services Branch	Training Regulator	Regulator/Licensing Authority	QLD
John Azcune	WHSQ	Inspector	Regulator	Regulator/Licensing Authority	QLD
John Carmosino	Office of Industrial Relations	Principal Inspector	Regulator	Regulator/Licensing Authority	QLD
Karen Turner	SafeWork NSW	Employee	Regulator	Regulator/Licensing Authority	NSW
Mark Norris	Workplace Health & Safety Queensland	CPB Contractor	Regulator	Regulator/Licensing Authority	QLD
Melissa Northey	SafeWork NSW	Manager	Regulator	Regulator/Licensing Authority	NSW
Neil Storey	SafeWork NSW	Senior Project Officer	Regulator	Regulator/Licensing Authority	NSW

Name	Organisation	Title	Industry	Representation Type	State
Paul Findlay	SafeWork SA		Regulator	Regulator/Licensing Authority	SA
Peter Rees	OIR WHSQ	Lead Inspector	Regulator	Regulator/Licensing Authority	QLD
Peter Stevens	WHSQ	Principle Inspector	Regulator	Regulator/Licensing Authority	QLD
Susan Knight			Regulator	Regulator/Licensing Authority	VIC
Walker Tabua	Office of Industrial Relations	Principle Inspector	Regulator	Regulator/Licensing Authority	QLD
Wes Metcalf	QCAA		Training	Regulator/Licensing Authority	QLD
Anna Roberts	Master Builders Association of Victoria	Training Operation Manager	Training	Representative Association	VIC
Belinda Goddard	AWCI WA	Executive Officer	Construction	Representative Association	WA
Brock Elliss	Master Builders Association South Australia	Safety Quality and Environment manager	Training/Industry association	Representative Association	SA
Craig Webber	Master Plumbers Association S.A.		Plumbing	Representative Association	SA
Daniel Wurm	Green Building Institute	Instructional Designer	Sustainability	Representative Association	VIC
David Solomon	Master Builders Association of NSW	Management Systems Specialist & Safety & Risks Executive Officer	Construction	Representative Association	NSW
Ernie Kretschmer	Master Plumbers' Association of Queensland	Technical Services Manager	Plumbing	Representative Association	QLD
Jennifer Lawrence	Master Builders Australia	Senior Adviser Industry Policy	Industry	Representative Association	ACT
John McGhee	Master Builders Association (Safety Department)	Safety Officer	Construction	Representative Association	NSW
Julie Bevacqua	Master Builders Association of NSW	Quality Assurance Coordinator	Construction	Representative Association	NSW
Luke Prime	Master Builders Association	Industry liaison	Construction	Representative Association	NSW

Name	Organisation	Title	Industry	Representation Type	State
Michael Bennett	Master Plumbers Association NSW	Senior executive and Vet Professional	Plumbing	Representative Association	NSW
Chris Munday	Master Painters Australia	President	Painting	Representative Association	National
Glenn Menzies	CEPU - Plumbing Union	Federal President	Plumbing	Representative Association	National
Greg Smith	National Fire Industry Association	CEO	Fire Industry	Representative Association	National
Jocelyn Martin	Housing Industry Association	Chief Executive - Corporate Services	Construction	Representative Association	National
Ken Gardner	Master Plumbers Australia	Consultant	Plumbing	Representative Association	National
Lindsay le Compte	Australian industry Group	General Manager, Construction and Infrastructure	Construction	Representative Association	National
Lynda Douglas	Defence	Director National Skills Framework	Construction	Representative Association	National
Paul Baxter	Australian Manufacturing Workers Union	National Policy Advisor	Construction	Representative Association	National
Robert Berryman	Construction Training Fund	Director Skills Development	Construction	Representative Association	National
Shane Roulstone	Australian Workers Union	National Organising and Campaigns Director	Construction	Representative Association	National
Stuart Maxwell	CFMMEU	Senior National Industrial Officer	Construction	Representative Association	National
Tony Roberts	Wall and Ceiling Lining Association NSW	President/CEO	Construction	Representative Association	NSW
Yvonne Webb	ISACNT	Operations Manager	Construction	Representative Association	NT
Anne Duggan	CFMMEU	Education and Training	Construction	Representative Association	VIC
Ahmed Hamd	Advance OHS	Director	Training	Registered Training Organisation (RTO)	NSW

Name	Organisation	Title	Industry	Representation Type	State
Andrew Azzopardi	Kyneton High School	Woodwork Teacher	Training	Registered Training Organisation (RTO)	VIC
Angela Hunter	Master Builders QLD	Compliance and Resource Development Manager	Training	Registered Training Organisation (RTO)	QLD
Anika Duffy	CEG Training Partnerships	Compliance Manager	Training	Registered Training Organisation (RTO)	SA
Ann Murray	Murray ACE	Compliance and Training Co-ordinator	Training	Registered Training Organisation (RTO)	VIC
Benjamin Ogunshola	Frontier Institute Technology	Training Manager	Training	Registered Training Organisation (RTO)	VIC
Blake Richman	Rexcel Training	Trainer and Assessor	Training	Registered Training Organisation (RTO)	SA
Bronwyn Musgrove	Hunter Plant Operator Training School	RTO Manager	Training	Registered Training Organisation (RTO)	NSW
Cameron Larner	Narbil	Employee	Training	Registered Training Organisation (RTO)	QLD
Cathy Lawson	Lawson's Training and Assessment	Director	Training	Registered Training Organisation (RTO)	VIC
Charlotte Blank	Youth Futures Inc.	Quality System Manager	Training	Registered Training Organisation (RTO)	TAS
Colin Wilkins	South Metro TAFE, WA		Training	Registered Training Organisation (RTO)	WA
Corey Ward	Chisholm Institute	RTO	Training	Registered Training Organisation (RTO)	VIC
Craig Mackellar	paragon corporate training	Employee	Training	Registered Training Organisation (RTO)	WA
Daniel Cotton	Tas TAFE	Teacher and High-Risk Assessor	Training	Registered Training Organisation (RTO)	TAS
Danny Harmer	Access Training Centre	Training Manager	Training	Registered Training Organisation (RTO)	SA

Name	Organisation	Title	Industry	Representation Type	State
David West	Active TEC		Training	Registered Training Organisation (RTO)	VIC
Dean Pratt	Tafe SA	Lecturer	Training	Registered Training Organisation (RTO)	SA
Deborah Walker	Blue dog Training	Chief Executive Officer	Training	Registered Training Organisation (RTO)	QLD
Dwayne Fraser	Rexcel Training	Trainer and Assessor	Training	Registered Training Organisation (RTO)	SA
Ehab Wahib	St Moses The Black Pty Ltd	Chief Executive Officer	Training	Registered Training Organisation (RTO)	NSW
Emelie Adams	Department of Education	Deputy Principle	Training	Registered Training Organisation (RTO)	QLD
Emma Tangredi	SGS Australia	Compliance Officer	Training	Registered Training Organisation (RTO)	NSW
Garry Paul Matthias	Corrsafe Training & Safety	Managing Director	Training	Registered Training Organisation (RTO)	QLD
Gay McNeill	QLD Training Solutions Pty Ltd	Employee	Training	Registered Training Organisation (RTO)	QLD
Gerry Ryan	TAFE Qld	Teacher and Event co-ordinator	Training	Registered Training Organisation (RTO)	QLD
Gene Gall	Tas TAFE	Teacher and High-Risk Assessor	Training	Registered Training Organisation (RTO)	TAS
Glenn Thomas	Federation University- Tafe	Teacher	Training	Registered Training Organisation (RTO)	VIC
Grant Mills	Blue Dog Training	Trainer	Training	Registered Training Organisation (RTO)	QLD
Heather White	NSW Department of Education	Senior Education Officer	Training	Registered Training Organisation (RTO)	NSW
Ian Moggs	Just careers training		Training	Registered Training Organisation (RTO)	NSW

Name	Organisation	Title	Industry	Representation Type	State
Jane Clancy	Swinburne	Senior Educator	Training	Registered Training Organisation (RTO)	VIC
Jason Anfield	Site Institute	Chief Executive Officer	Training	Registered Training Organisation (RTO)	QLD
Jason Plevras	MBAV	Team Leader	Training	Registered Training Organisation (RTO)	VIC
Jeanette Cheney	Training Course Experts	Learning and Development Advisor	Training	Registered Training Organisation (RTO)	WA
Jeanette Te Rina Cheney	Training Course Experts		Training	Registered Training Organisation (RTO)	WA
Jeffrey Halpin	Open Colleges	Trainer and Assessor	Training	Registered Training Organisation (RTO)	NSW
Jim McWilliam	AGA	Instructor	Training	Registered Training Organisation (RTO)	VIC
Jonathan Potter	Combined Team Services	Learning and Development Consultant	Training	Registered Training Organisation (RTO)	WA
Julia Cattanach	Marist College Canberra	Vocational Education Coordinator	Training	Registered Training Organisation (RTO)	ACT
Kamal Haddad	Skills Training and Engineering Services Pty Ltd	Employee	Training	Registered Training Organisation (RTO)	WA
Karina Roth	Trans-Plant Training Pty Ltd	Compliance Manager	Training	Registered Training Organisation (RTO)	NSW
Kevin Burns	TAFE SA		Training	Registered Training Organisation (RTO)	SA
Kim Wells	Eclipse Vale	Employee	Training	Registered Training Organisation (RTO)	VIC
Lana Rakovic	Holmesglen TAFE	Employee	Training	Registered Training Organisation (RTO)	SA
Leona Seakins	1 Stop Driving School		Training	Registered Training Organisation (RTO)	VIC

Name	Organisation	Title	Industry	Representation Type	State
Leslie Soos	MTO Group		Training	Registered Training Organisation (RTO)	QLD
Marcela Ganicoche	TAFESA	Lecturer	Training	Registered Training Organisation (RTO)	SA
Mark White	South Metropolitan TAFE	Site Safety Administrator	Training	Registered Training Organisation (RTO)	WA
Marnie Campbell	NIDA	Employee	Training	Registered Training Organisation (RTO)	NSW
Martin Baine	Federation TAFE		Training	Registered Training Organisation (RTO)	VIC
Martin Grundy	ACE Training	Operation Manager	Training	Registered Training Organisation (RTO)	VIC
Matthew Zaranski	TAFE Queensland	Trainer and Assessor	Training	Registered Training Organisation (RTO)	TAS
Maureen Kohlman	Contractor - self employed	Contract Trainer	Training	Registered Training Organisation (RTO)	NT
Max Giordano	Holmeslgen TAFE		Training	Registered Training Organisation (RTO)	VIC
Michael Van Den Broek	TAFE Gippsland	Interim Program Manager	Training	Registered Training Organisation (RTO)	VIC
Mike Wallace	Site Skills Training	CEO	Training	Registered Training Organisation (RTO)	QLD
Max Giordano	Holmeslgen TAFE		Training	Registered Training Organisation (RTO)	VIC
Nav Jagdeo	Self employed	Assessment Validator/developer and Coordinator	Training	Registered Training Organisation (RTO)	VIC
Nigel Stephen Smart	NMTAFE	Unit Co-ordinator	Training	Registered Training Organisation (RTO)	WA
Paul Botwright	Pinnacle Safety and Training	Director	Training	Registered Training Organisation (RTO)	QLD

Name	Organisation	Title	Industry	Representation Type	State
Peter Holliday	Australian SafeT Training	Trainer	Training	Registered Training Organisation (RTO)	VIC
Phil Handstock	Adelaide Training & Employment Centre (ATEC)	RTO Industry Contract Consultant	Training	Registered Training Organisation (RTO)	SA
Ralph Tattersall	Site Institute	Quality Assurance Manager	Training	Registered Training Organisation (RTO)	QLD
Rene Nikolic	Carey Training Pty Ltd	Training Manager Trades	Training	Registered Training Organisation (RTO)	SA
Rob Mason	Tas TAFE		Training	Registered Training Organisation (RTO)	TAS
Rob Whitehurst	NM TAFE	Lecturer	Training	Registered Training Organisation (RTO)	WA
Robert Verryt			Training	Registered Training Organisation (RTO)	WA
Roland Szenasi			Training	Registered Training Organisation (RTO)	NSW
Sameer Mathur	TDT Training Australia	Compliance Manager	Training	Registered Training Organisation (RTO)	VIC
Scott Leisemann	Pinnacle Height Safety Pty Ltd	RTO Manager	Training	Registered Training Organisation (RTO)	QLD
Sean John Crane	Tas TAFE	Education Manager	Training	Registered Training Organisation (RTO)	TAS
Semiti Tuberi	APTC		Training	Registered Training Organisation (RTO)	QLD
Simon Last	CITC	Chief Executive Officer	Training	Registered Training Organisation (RTO)	SA
Steven Bennetts	Bendigo TAFE	Teacher Carpentry	Training	Registered Training Organisation (RTO)	VIC
Tim Harris	Inscope Training Pty Ltd		Training	Registered Training Organisation (RTO)	QLD

Name	Organisation	Title	Industry	Representation Type	State
Tony Lane	The Management Edge	Chief Executive Officer	Training	Registered Training Organisation (RTO)	VIC
Vicki Zammit	Community College Northern Inland Inc	VET Manager	Training	Registered Training Organisation (RTO)	NSW
William Cope	Australian Safe T Training	Sales Manager	Training	Registered Training Organisation (RTO)	VIC
Youssef Kahwaji	Just Careers Training		Training	Registered Training Organisation (RTO)	NSW
John Friedman	TAFE NSW	Teacher	Carpentry	Registered Training Organisation (RTO)	NSW
Andrew Fitzsimmons	Charles Darwin University	Lecturer Carpentry and Joinery	Training	Registered Training Organisation (RTO)	NT
Brad Nathan	Easy HR		Training	Registered Training Organisation (RTO)	NSW
Craig Mmackellar	Pparagon corporate training	Employee	Training	Registered Training Organisation (RTO)	WA
Dale Gollop	All Skills Services Pty Ltd	Owner/Director	Training	Registered Training Organisation (RTO)	VIC
Damien Brider		Employee	Training	Registered Training Organisation (RTO)	SA
Darren Schiavello	Victoria University Polytechnic		Training	Registered Training Organisation (RTO)	VIC
David McDonald	Morayfield shsHigh School	Teaching Staff	Training	Registered Training Organisation (RTO)	QLD
Marlene Barratt	Australian Trade Training College	Resource Developer	Training	Registered Training Organisation (RTO)	QLD
Nicholas Walsh	ILearn OnLine		Training	Registered Training Organisation (RTO)	QLD
Nicole Shang	TAFE Queensland	Educational Designer	Training	Registered Training Organisation (RTO)	QLD

Name	Organisation	Title	Industry	Representation Type	State
Peter Lowe	St Raphaels's Catholic School	Employee	Training	Registered Training Organisation (RTO)	NSW
Robert Stephens	TAFE NSW	Scaffolding/Rigging teacher	Training	Registered Training Organisation (RTO)	NSW
Shadi Faraj	Leading Training Services	Learning & Organisational Development	Training	Registered Training Organisation (RTO)	NSW
Semiti Tuberi	APTC		Training	Registered Training Organisation (RTO)	QLD
Steve Bazal	Australian Trade Training College	Resource Development Co-ordinator	Training	Registered Training Organisation (RTO)	QLD
Thomas Rangi		Self employed	Training	Registered Training Organisation (RTO)	QLD
Raelene Bartlett	RTO Doctor	Founding Director	Training	Registered Training Organisation (RTO)	WA

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	<ul style="list-style-type: none"> • Validate work at each milestone • Support the project 	<ul style="list-style-type: none"> • The IRC reviewed project brief at its meeting and noted the work undertaken at each particular stage of the project
Peak Industry Bodies	<ul style="list-style-type: none"> • Improve identity verification • Increase the modes of assessment 	<ul style="list-style-type: none"> • Updated advice in the CVIG • Amended the Assessment Conditions
Employers(Non-IRC)	<ul style="list-style-type: none"> • Improve identity verification • Increase the modes of assessment 	<ul style="list-style-type: none"> • Updated advice in the CVIG • Amended the assessment condition
Regulators	<ul style="list-style-type: none"> • Safe Work Australia had no issues with the proposed changes 	<ul style="list-style-type: none"> • Feedback report was developed to respond to industry input. These were made publicly available
Registered Training Organisations (RTOs)	<ul style="list-style-type: none"> • Increase the modes of assessment • Greater guidance on reasonable adjustment 	<ul style="list-style-type: none"> • Updated advice in the CVIG • Amended the Assessment Conditions • Amended the Performance Evidence
Training Boards/Other	<ul style="list-style-type: none"> • Improve identity verification • Increase the modes of assessment 	<ul style="list-style-type: none"> • Updated advice in the CVIG • Amended the Assessment Conditions
State and Territory Training Authorities (STAs)	<ul style="list-style-type: none"> • Conditions of assessment are appropriate to the level of the unit of competency • Is the terminology ‘written response’ appropriate, and if so, how will VET regulators audit RTOs? • Concern regarding SSO and IRC mandating assessment methods. • 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. • Lack of inclusion of simulated workplace environment in the assessment conditions, while stated in the CVIG is a consistency issue. 	<ul style="list-style-type: none"> • 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. • 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): • ASQA advice, 12 April 2021: <i>‘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>

		<ul style="list-style-type: none"> • <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> • <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> • Regarding simulated workplace environment: the comment from the Victorian STA is noted. • Regarding the issues around SSO and IRC mandating assessment methods and duration: the comment from the Victorian STA is noted.
Unions	<ul style="list-style-type: none"> • Maintain oral assessment for site critical risks • Increase the modes of assessment 	<ul style="list-style-type: none"> • Updated advice in the CVIG • Amended the Assessment Conditions
<i>Please add other categories as appropriate</i>		<ul style="list-style-type: none"> •

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
<p>Removal in 4 instances of the word ‘orally’ from the Performance Evidence</p>	<p>RTO: <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>RTO: <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>Regulator: <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 performance evidence. If the aim is that the succeeding points require an oral demonstration, then it stands to</i></p>	<ul style="list-style-type: none"> • 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. • 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.

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
	<i>reason that the succeeding points are further indented.'</i>	
Inclusion of Rules of Assessment	<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>	<ul style="list-style-type: none"> • Feedback noted: TAG recommended removal of proposed items 2 & 3.
Inclusion of 'written report' to Assessment Conditions	<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"> • Suggest AISC direct IRC to update the foundation skills to ensure alignment between the unit of competency and the assessment requirements. • 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.

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 available¹

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		

¹ 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">• CPCCWHS1001 Prepare to work safely in the construction industry

Information required	Detail
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') 	Yes, I am independent of: <ul style="list-style-type: none"> • CPC Training Package and the review of the Assessment Requirements of <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> • The development and validation activities • The Equity and Editorial reports.
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	Yes , the review of the Assessment Requirements of <i>CPCCWHS1001 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>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	Yes , the review of the Assessment Requirements of <i>CPCCWHS1001 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> .

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	Yes , 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"> • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing 	Yes
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"> 1. AISC endorsed components: <ul style="list-style-type: none"> • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes 	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"> • 1 unit of competency (Assessment Requirements Only) • Credit arrangements for broader aspects of the CPC Construction, Plumbing and Services Training Package are discussed in its Companion Volume Implementation Guide (CVIG). • 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.
<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"> • Coding and titling –: the unit of competency complies with the coding and titling policy. • Foundation Skills -: 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).

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 AISC <i>Training Package Development and Endorsement Process Policy</i></p>	<p>Yes</p>	<p>The Case for Endorsement (CfE) provides information about work on <i>CPCCWHS1001 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>Consultation included:</p> <ul style="list-style-type: none"> • Meetings with TAG members: <ul style="list-style-type: none"> ○ Australian Industry Group ○ Commonwealth Department of Defence ○ CFMMEU ○ Housing Industry Australia ○ Safework NSW ○ Master Builders Australia ○ TAFE NSW ○ Lendlease ○ Hansenyuncken • Advice from registered training organisations (RTOs) • Engagement with State Training Authority (STA), Australian Council of Trade Unions (ACTU), regulators and Heads of SafeWork Australia • Online questionnaires • Virtual meetings/webinars • Newsletter alerts/ongoing updates • Feedback avenues via social media • Validation of changes. <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"> • Include processes regarding learner identity verification • Provide more information on how to support the needs of students with poor language, literacy and numeracy skills and students with disability • Update and strengthen assessment conditions to clearly outline industry endorsed assessment methods. <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"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and 	Yes	<p>Compliance with Government policy initiatives</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>Training delivery/flexibility (supporting movement from related occupations)</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>to consumers to enable more informed course choices</p> <ul style="list-style-type: none"> • ensure that the training system better supports individuals to move easily from one related occupation to another • 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 		
<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.
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 Report Template

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

¹ 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 ¹ Yes, Trish Gamper
Date of completion of the report	24 May 2021

¹ 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">The structure of units of competency complies with the unit of competency template.	NA
Standard 7: <ul style="list-style-type: none">The structure of assessment requirements complies with the assessment requirements template.	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">The structure of the information for qualifications complies with the qualification template.	NA
Standard 10: <ul style="list-style-type: none">Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	NA

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none">A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.	<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"> • Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide. 	<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"> • Units of competency and their content are presented in full. 	<p>Assessment Requirements for CPCCWHS1001 <i>Prepare to work safely in the construction industry</i> were provided for editing.</p>
<ul style="list-style-type: none"> • 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"> ○ absence of spelling, grammatical and typing mistakes ○ consistency of language and formatting ○ logical structure and presentation of the document. ○ compliance with the required templates 	<p>I am satisfied with the quality of the training products.</p> <ul style="list-style-type: none"> • minor corrections were made to the Assessment Requirements only.

Equity Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	CPC Construction, Plumbing and Services Training Package
Number of new qualifications and their titles ¹	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	One (1) revised Assessment Requirements: CPCCWHS1001 Prepare to work safely in the construction industry
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 ² Yes, Trish Gamper
Date of completion of the report	24 May 2021

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

² 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"> • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation. 	<p>I believe that the Training Package developers have met their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</p> <p>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.</p> <p>A stand-alone Companion Volume Implementation Guide has been developed to specifically provide additional information for training and assessment of the unit.</p> <p>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"> • Pathways • Access and equity • Foundation skills? <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"> • Access and equity • Foundation skills <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