

Stakeholder	Feedback/issues	Response
CERTIFICATE II IN CLEANING		
ITAB, NSW	'Why not adjust the CII and CIII units to ensure the performance criteria, assessment performance and knowledge requirements are set at the appropriate AQF Level and do not overlap' [with the Certificate III units].	Not possible without duplication.
	'ACFIPS Industry Training Advisory Body (ITAB) does not support the deleting of the CII in Cleaning on social equity. NSW has significant concerns about a loss of pathway to qualification for people with disabilities where more than 1/2 of NSW CII on Cleaning Trainees have a disability. There are people for NESB that would not be able to complete CIII level qualifications. Our qualification completion rates in NSW for the CII have averaged 81.3% while completions in the CIII are at 56.3%. there are other issues to support the argument for keeping the CII.	<p>The percentages only tell part of the picture. Analysis of NSW data indicated relatively low between 2018 - 2021 there were 17 Certificate II traineeships. 2020 data indicates that enrolments have halved since 2017 (133 commencements dropped to 69).</p> <p>The project is investigating qualification options that meet the needs of disadvantaged learners and which may provide a better alternative than the Certificate II in Cleaning to support development of language, literacy and numeracy capabilities, strengthen employability skills and provide a vocational pathway.</p>
Private RTO, NSW	<p>Duplication is due to the Cert II units being poorly put together originally - not due to if a job exists or not. Cert II is for current level jobs that are necessary for specific target groups and part time job roles.</p> <p>Major cleaning companies also do not endorse the removal of Cert II. at present I have a ground swell of written support in writing to confirm their support and rationale. we need to fix the Cert II competencies as they need to reflect the current industry jobs and needs at this level.</p> <p>Respondent has provided extensive feedback on the cohorts for whom the Certificate II is relevant – those trying to enter or start as a new cleaner – part time workers, cleaners in food courts, after hours office cleaning, people with disabilities, new migrants from NESB, new people to industry such as youth or return to work mothers, jobseekers, domestic cleaners, high touch surface cleaners.</p>	<p>Project has received other feedback from industry that the Certificate II is not needed, and the job roles are met through the competencies available in the Certificate III.</p> <p>Letters of support reflecting the respondent's views were provided by two employment services, one cleaning company and one RTO. The correspondence is noted and will be added to the case for endorsement.</p> <p>The project is investigating qualification options that meet the needs of disadvantaged learners and which may provide a better alternative than the Certificate II in Cleaning to support development of language, literacy and numeracy capabilities, strengthen employability skills and provide a vocational pathway.</p>

	<p>Respondent has provided extensive feedback on the structure of the Certificate II suitable for these cohorts, which largely reflects the current Certificate II.</p> <p>Respondent also suggests changing the title of the qualification to Certificate II in Cleaning Support.</p>	The proposed change to the title does not reflect an occupational outcome.
Employer, NT	Two employers from NT said that they would not use the Certificate II, instead preferring the Certificate III.	Noted.
RTO, Victoria	<p>Retain CII - prisoner enrolments in cleaning units are high in Victoria. Certificate II is required as the learner cohort has low levels of LLN etc. And the Certificate III units are too difficult to deliver.</p> <p>There are limitations to the delivery of cleaning units in the corrections environment. There is not the exposure to different floor surfaces, vinyl being the predominate material. Even carpeted areas such as offices in prisons may not be accessible for the learner. Amenities in prisons are different too. Windows are Perspex not glass. No mirrors.</p> <p>The requirement for police check may limit employment options for people with a history in correctional services. However, while inside a prison environment, the individual does have a job role as a cleaner.</p>	<p>Given the constraints for delivery of training in the corrections environment it is difficult to see how the Certificate II units can be adequately covered.</p> <p>The project is investigating qualification options that meet the needs of disadvantaged learners and which may provide a better alternative than the Certificate II in Cleaning to support development of language, literacy and numeracy capabilities, strengthen employability skills and provide a vocational pathway.</p> <p>Skill sets put together by the RTO to respond to the particular cleaning jobs in correctional services may be useful for the learners. Skill sets can contribute toward the attainment of the qualification.</p>
TAFE QLD	<p>There needs to be a Certificate II level qualification for people entering the cleaning industry. Even those these people may gain experience within their field they will be required to work under supervision within the workplace. These types of people come from backgrounds such as – people with disabilities, new migrants (limited English skills) part time workers and high touch surface cleaners.</p> <p>Certificate II cleaning – often the cleaning jobs aligned with this level are people who are supervised working within a team or buddy management, perform support role cleaning tasks, undertake more daily cleans of select areas or deal with immediate spillages, limited response capability for a client need, do no decant chemicals, often</p>	The project is investigating qualification options that meet the needs of disadvantaged learners and which may provide a better alternative than the Certificate II in Cleaning to support development of language, literacy and numeracy capabilities, strengthen employability skills and provide a vocational pathway.

	use more manual equipment and minimal mechanical equipment, do not complete many documents or reports are not able to assist others or new staff, basic WHS skills while under supervision.	
TAFE QLD North Region	Use the Certificate II for training in correctional centres. Retain Certificate II as pathway qualification with a focus on practical skills and knowledge. Retitled to better reflect the entry level nature of the job outcome, for example, cleaning support or cleaning assistant, Review units to distinguish the difference in the job outcomes. Certificate II has greater emphasis on communication, communication within the team and teamwork. Cert III has more theory-based modules. Cert II is more practical.	The project is investigating qualification options that meet the needs of disadvantaged learners and which may provide a better alternative than the Certificate II in Cleaning to support development of language, literacy and numeracy capabilities, strengthen employability skills and provide a vocational pathway. The basis for the respondent's comments in relation to the practical skills and theory-based components in each qualification is not clear.
Private RTO WA	Certificate II used within the WA prison system. Funded as traineeship, and pathway into the Certificate III. (2020 figures, 61 WA trainees, 68 Skill Sets, 2021 15 trainees, 16 fee for service.)	
Private RTO, NSW	'Job actives also use Certificate II for the Parents Next, Transition to work and youth services also who have little to no education background and need the pathways training'	The project also found a situation where a Job Active in Newcastle, NSW was successfully training people to enter cleaning roles using a contextualised Certificate II in Skills for Work and Vocational Pathways.
Private RTO, QLD	Maintaining a pathway from 2 to 3 to 4 is important. The 2 units needs to be reviewed and rewritten to be at the right AQF level and not duplicate the cert 3 units. In QLD the QCE allows for VET in Schools. Certificate II in Cleaning would be appropriate for this cohort.	It might be argued that it is the packaging that determines the AQF level of units. It is unlikely that a learner will complete all three qualifications in cleaning. Historically the cleaning qualifications have not been used in lock step. Whilst it is true that VET qualifications are used for secondary school students it is questionable whether Certificate II in Cleaning would appeal to this cohort. Cleaning is not a qualification that typically takes on school leavers. Much of the training is on-the-job to people already in the industry.

Private RTO, NSW	<p>C2 is still needed - appears to me a lack of understanding about the nature of the job roles. Units don't have levels so only qual determines. So, if skill set only then all at level 3, no level 2 (e.g., TAE skill sets). "Entry level" means more basic, less skills required. I really can't understand this dropping C2.</p> <p>I work for the largest provider of cleaning training in Australia. We got CPP20617 back as a traineeship. We also use CPP20617 for skill sets.</p> <p>C2 level is important because many have LLN difficulty e.g., Cleaners usually limited education and NESB and/or disability.</p>	<p>Respondent did not elaborate on the nature of the job roles that would distinguish between Certificate II and Certificate III.</p> <p>The Certificate II in Cleaning is proposed for deletion as there is not a clear distinction in the workplace job roles or skill and knowledge requirement between it and the Certificate III in Cleaning Operations. Feedback from industry indicates that Certificate III is the mainstay qualification – and a Certificate II is not required.</p> <p>Skill sets are not aligned to an AQF level. A skill set may be useful if the learner is daunted by the prospect of a full qualification. Entry level does not necessarily equate to a Certificate II.</p> <p>Certificate III in Cleaning Operations is funded as a traineeship in many states and territories.</p> <p>The project is investigating qualification options that meet the needs of disadvantaged learners and which may provide a better alternative than the Certificate II in Cleaning to support development of language, literacy and numeracy capabilities, strengthen employability skills and provide a vocational pathway.</p>
STA, WA	<p>There needs to be a clear delineation between the Certificates II and III. Currently the difference is not apparent. Is there a need for a Certificate II that provides exposure to the sector and a pathway? In the previous review 2016 the Certificate II was proposed for deletion as industry said the Certificate III was entry level.</p>	<p>Project agrees.</p>

Industry Association, National	Training is needed in employer/employee legal rights and responsibilities. An induction needs to cover SOP, SWMS, SDA, different chemicals and equipment. Precautions in relation to cleaning particular surfaces. (oven cleaner on laminated bench tops! High pressure hose on parquet floor!!)	Feedback has been addressed by incorporating into all updated units.
Job Active and private RTO NSW	<p>Respondent was of the view that a Certificate II was needed for the cohort serviced by the Job Active, many of whom had disabilities or were disadvantaged.</p> <p>However, the organisation did not have any cleaning qualifications on scope as these were considered too difficult to deliver unless you had access to a work site.</p> <p>Instead, they contextualised the <i>FSK20119 Certificate II in Skills for Work and Vocational Pathways</i> for cleaning and property services maintenance. The approach was found to work very well with the long term unemployed, those transitioning back to work after kids turn 7 etc. This cohort could get jobs in general cleaning, cleaning public housing common areas, basic maintenance and as domestic cleaners employed by someone on NDIS. Sometimes these people might clean vacated public housing premises and encounter squalor. The core skills addressed by the program were digital literacy, WHS, and communication e.g., interacting with customers and clients, teamwork. The learners needed to develop the employability skills. The practical cleaning skills were relatively easy to acquire. The white card unit was also useful.</p>	The project is investigating the FSK20119 contextualised for cleaning, as an alternative to the Certificate II in Cleaning.
CERTIFICATE III IN CLEANING OPERATIONS		
Employer / Large Cleaning company and RTO, with national operations.	<p>Respondent acknowledged there was overlap between the Certificate II and Certificate III. The RTO only has the Certificate III in Cleaning Operations on scope. However, they were approached by TAFE NSW about the possibility of considering employing graduates of the TAFE NSW Certificate II in Cleaning. (Certificate II as an employment pathway).</p> <p>It doesn't matter what level the qualification ESL and LLN issues have to be considered.</p>	

	<p>The cleaning company has contracts at a variety of work sites – mining camps which has a mix of cleaning accommodation areas and food areas, casinos, hotel cleaning. The RTO partners with another RTO to do some hospitality training (accommodation services).</p> <p>The updated draft Certificate III includes electives from SIT and offer a way to address the needs identified for the cleaners in mining camps.</p>	
Employer, Cleaning company, with national operations.	<p>Company has its own Training Academy is set up for basic cleaning instruction for bathroom and kitchen areas. Induction covers off, duty list, site induction, site security and access, colour coding of equipment.</p> <p>Learners particularly new entrants to the industry, need to know how to read follow roster, time management, use of apps, understanding of site contract and how scope of work relates to that. Incident reporting. Nowadays chemical safety more controlled. Only approved chemicals on the site. Measures and ratios are set and cleaner only needs to turn the tap.</p>	Updated units reflect points raised by employer.
TAFE QLD	<p>Certificate III is a trade level. The cleaner who undertakes or competes this has broader cleaning skills and is able to carry out tasks unsupervised or require regular monitoring /direction, can undertake a broad range of cleaning jobs, engage in detail cleans, deep cleans or periodical cleaning jobs, handle most client responses with a measure of trust or skill, can dilute or decant chemicals, have more skills and use more mechanical equipment for undertaking skilled cleaning works, capable of completing paperwork to a good level, can lead or assist new staff, utilizes sound WHS to secure work area and perform tasks to meet SWMS and / or SOPs.</p>	Addressed in units
Private RTO, WA	<p>Respondent provided feedback in support of the imported units proposed for the core, as well as reiterating their preference for the existing units.</p> <p>Respondent highlighted that there was Knowledge Evidence repeated in all of the units and suggested that it would be better to write a combined unit that would house all the repetitive information.</p>	<p>Project notes that respondent is OK with proposed changes to core.</p> <p>Each unit must stand alone, hence some aspects of Knowledge Evidence are the same in every unit. The RTO can decide how they deliver and assess.</p>

	Respondent provided feedback on 7 units specific to cleaning.	Feedback at the unit level has been considered in light of other feedback received in relation to units. Where appropriate units adjusted.
CERTIFICATE IV IN CLEANING with two streams MANAGEMENT and SPECIALTY CLEANING AND RESTORATION		
Employer, Specialty Cleaning and Restoration Victoria	Change the title of the 'disaster cleaning and restoration' to Specialty Cleaning and Restoration.	Wording adjusted in all documents.
Industry expert and trainer, carpet cleaning	<p>Respondent provided history on the evolution of the specialty cleaning and restoration sector from carpet cleaning and responding to water damage.</p> <p>Respondent provided detail on the 5 different methods and machines used to deep clean carpets and their benefits and limitations.</p> <p>Respondent also provided feedback on stain removal.</p> <p>Refer to Australian Standards: AS3733-2018 AS 37333 – 1990, 1995? AS 4849.1 Upholstery cleaning – fabric, leather.</p>	<p>The unit on clean carpets unit has been updated, retitled and recoded to reflect the complexity of the task and the use of the different machines.</p> <p>Stain removal has also been updated considering the feedback.</p> <p>Reference to standards included in the unit.</p>
Private RTO, NSW	Why is disaster cleaning C4 level? Are they managers? Why isn't it called "Disaster cleaning coordinator?"	<p>C4 reflects hands on and highly skilled technicians.</p> <p>No need for management function</p> <p>Respondent does not seem to understand the packaging rules, nor the function of cleaners trained for speciality cleans.</p>
Private RTO, NSW	I am of the strong belief we should include some additional elective competencies from the business package for small cleaning business and even look at a stream for this large sector. Further – there should be a stronger communication unit under the Cleaning Management electives	<p>Respondent made suggestions about specific units.</p> <p>These units have been included in the electives.</p>
Employer, Cleaning company, with national operations.	Company has a Training Academy of Excellence and they work with an RTO for selected staff to do the Certificate III in Cleaning Operations and the Certificate IV in Cleaning Management. Machinery training such as ride on sweepers, scrubbers is conducted by the supplier.	Feedback has been incorporated into units and an additional imported unit added to the qualification core.

	<p>Certificate IV – useful for career progression. General cleaner, team leader, supervisor, area manager.</p> <p>Knowledge of contract, Compliance with KPIs, Risk assessment – SWMS,</p> <p>Quoting, bid team, ordering consumables can be done at site level up to predetermined budget. Software provides framework for this.</p> <p>Pay rates according to award. Converting labour into cost e.g., 10 P/T might be more effective as 5 F/T.</p> <p>Additional areas for manager not covered in Cert IV –</p> <ul style="list-style-type: none"> • Managing people problems, conflict among on-site staff, how to discipline a staff member. • Business writing – email, memo, minutes • Using a spreadsheet 	
Learner cohorts		
Employer, large Cleaning Company that operates an RTO.	<p>Company has big contracts with NSW Government and Victoria for cleaning schools. The WoG contract includes KPI 4 weighting pts for social procurement and employing indigenous, people with disability. Service providers must use suitably trained staff. Of a cleaning workforce of approx. 2800, 3% are employed to meet social procurement requirements – 84 people.</p> <p>Company employs direct and does not subcontract. WoG contract is strict on subcontracting unless it is to an indigenous or disability organisation that could provide the cleaning service.</p> <p>The recruitment of staff includes an onboarding session covering the basics of organisation as a company, the site folder, sign on/off and site access/security procedures, chemical awareness, manual handling and emergency procedures, hygiene principles to be COVID safe.</p> <p>Once on the job some employees might be eligible for a Certificate III traineeship. Eligibility includes the right type of visa, working 21 hrs per week.</p>	<p>Contact was made with a large cleaning company with its own RTO to find out more about the role of the Certificate II in Cleaning as a component to meet social procurement requirements stipulated in NSW whole of government contracts (WoG) for cleaning.</p> <p>The whole of government contract does not specify a qualification, but states that staff must be suitably trained.</p>

	<p>The company would cover the cost of the training if the employee already had a Certificate III and was not eligible for funding at that level.</p> <p>Company delivers training on the job at the end of a shift. Cleaners are paid to stay extra time for the training. At first some are reluctant and daunted by formal training. However, once hesitation overcome the benefits of the training include increased self-esteem and increased job satisfaction.</p> <p>Employing people with disability, or indigenous people is problematic. These learners/workers need support to ensure they succeed. This is a financial impost for company.</p> <p>A success story was provided with an example where it all worked well. A worker with an intellectual disability was employed through a jobs active agency. The agency assisted company with planning an appropriate work schedule and provided a support worker to shadow the employee on the job - which was at a special needs school. The workplace was also very supportive. This case demonstrates that to make it work it the worker must be carefully matched to the job role and context of that work. The cleaner in this instance went on to work more closely with the students in the special needs school when not working there as a cleaner.</p> <p>Company also works closely with a Horn of Africa Refugee Program. The Sudanese women have very challenging backgrounds but are keen to work and be involved in training.</p> <p>Company is customising its training resources to cater for people from NESB and who have low levels of English language proficiency and perhaps literacy and numeracy issues. The delivery of theory uses videos and pictorial aids. The practical skills are generally easily picked up by these employees.</p>	
Employer, Cleaning Company	<p>How does the Cert III/IV propose to cater for those with disabilities, disadvantaged? A lot of cleaning roles only need basic information as they are supervised. I feel that the revised Cert III means that you are educating above the necessary requirements and disadvantaging those who may not need or have competency to complete above Cert II</p>	<p>The project is investigating qualification options that meet the needs of disadvantaged learners and which may provide a better alternative than the Certificate II in Cleaning to support development of language, literacy and numeracy capabilities, strengthen employability skills and provide a vocational pathway.</p>

		Skill sets in cleaning may be appropriate for those daunted or not capable of a full qualification.
Job Active, NSW	The returning to work cohort who may get jobs cleaning schools benefits from having cleaning competencies such as infection prevention and control, cleaning carpets, hard floors, furniture and fittings and toilets. And business skills such as client service - who to talk to, job role, hazard symbols, WorkCover and WHS.	The proposed Certificate III in Cleaning Operations addresses the areas mentioned. Also, the proposed Skill Set 'Introduction to cleaning operations' addresses the cleaning competencies.
Corrections Victoria	Respondent – learners would benefit from knowing about career potential in cleaning. Most don't know the range of cleaning roles/contexts and therefore don't know what might be interesting.	There is not a specific unit that addresses this. An RTO could put together a session to provide an overview of the cleaning industry.
General Wording/terminology		
Private RTO, NSW	The difference between "clean" and "maintain" is important, e.g., Clean = clean, like I do at home. Maintain = using a special machine Often it is repair and fixing because e.g., a floor surface needs repair and fixing in addition to cleaning	Units were checked for clarity.
Employer, Cleaning company NSW	WHS hazard identification and control should be fundamental and not electives	WHS is Included in the core of both qualifications and is applied in every practical unit.
Certificate IV units		
Private RTO, NSW	BSBWHS431 Develop processes and procedures for controlling hazardous chemicals in the workplace is a very specialised unit – there would be possibly one person or a consultant who would review this type of information. Not really applicable for everyday supervisors and managers. Further, the skills and knowledge for this unit requires specialised chemical training and interpretation of technical and somewhat irrelevant reference materials. In my opinion would require appropriate pre-requisites in chemical handling.	The unit is an elective in the Certificate IV. While not perhaps so relevant to everyday supervisors and managers, those working in speciality cleaning do work with more toxic substances.

	<p>BSBWHS512 Contribute to managing work-related psychological health and safety. Not my area of expertise and I would question relevance to the normal cleaning supervisor or manager. I would assume this level of knowledge would be a specialised HR role.</p> <p>I suggest that would be more applicable is the unit: BSBPEF502 Develop and use emotional intelligence</p>	<p>The unit is an elective in the Certificate IV. While not perhaps so relevant to everyday supervisors and managers, it is considered important for those working in speciality cleaning who may be exposed to trauma.</p> <p>This unit has been added to the elective list.</p>
	<p>HLTINF003 Implement and monitor infection prevention and control policies and procedures. This unit cannot be a core unit. It should not have been in the previous qualification either.</p> <p><i>This unit applies to individuals working in health or direct client care contexts, who have a coordination, team leading or supervisory responsibility in relation to infection prevention and control. Most cleaning supervisors do NOT work in health or direct client care contexts. Further, oversight of infection control practices is carried out by the health or aged care facility and cleaning staff are required to comply with the facility infection control policies and procedures – Cleaning supervisor do NOT implement, manage or monitor infection control practices. PLEASE READ this unit.</i></p> <p>I would suggest replacing this with the new COVID (retail unit) HLTINFCOV001.</p>	<p>The BSBWHS332X Apply infection prevention and control procedures to own work activities has been included as a general elective.</p> <p>It was selected instead of HLTINFCOV001 because it applies in a range of work contexts, not just health care setting.</p> <p>HLTINF003 Implement and monitor infection prevention and control policies and procedures has been removed as recommended by the respondent.</p>
	<p>PUAFIR306 Identify, detect and monitor hazardous materials at an incident. I do not think this unit is applicable to the cleaning industry – better with one of the suggested business units.</p>	<p>Intended for the specialist stream Disaster Cleaning not the Management stream.</p>
	<p>PUAWHS002 Maintain safety at an incident scene. Again, I question the relevance of this unit when there are far more relevant unit out of the business package.</p>	<p>Intended for the specialist stream Disaster Cleaning not the Management stream</p>
	<p>SITHACS001 Clean premises and equipment. Not Certificate IV level – better with one of the suggested business units</p>	<p>Intended to provide someone from outside the cleaning industry coming in at a management level with an exposure to cleaning.</p>

	<p>AHCMOM301 Coordinate machinery and equipment maintenance and repair. I have read the performance criteria for this unit and strongly question applicability to a cleaning worksite. This unit appears to be written for very large farm machinery repairs and maintenance.</p> <p>In the cleaning industry they put their broken backpack vacuum in a car and deliver it to a cleaning supply shop for repair.</p> <p>Where larger cleaning machinery is used, they simply call the repair man and hopefully place an out of order tag on the machine.</p>	Unit has been removed.
Private RTO, NSW	BXTW401 Lead and facilitate a team Yes – exactly what supervisor and manager do in the cleaning industry.	
	<p>BSBXCM401 Apply communication strategies in the workplace. This unit has a strong focus on all levels of communication. My feedback from more than one large cleaning contractor has highlighted communication and time management as critical skills.</p> <p>This unit should also integrate well with the proposed core unit BSBOPS401 Coordinate business resources.</p>	
	<p>BSBESB404 Market new business ventures. Really important unit for any small business – particularly a small cleaning business.</p> <p>All cleaning business supply labour for their customers and if they do not understand or are not confident in promoting their business, they will cut their price to win business, and more often than not pay their cleaners incorrectly.</p> <p><i>"This unit describes the skills and knowledge required to develop and implement a marketing strategy that is integrated into the business"</i></p>	

	<p><i>plan in order to improve the performance of a business venture. It involves analysing and interpreting market data."</i></p> <p><i>Note: Developing a business plan that includes financials and cashflow is well beyond the skill level for many small business owners. They would have to develop significant basic financial skills before developing a business plan.</i></p>	
Private RTO, NSW	BSBOPS403 Apply business risk management processes. I personally like the risk management unit in the current qualification. However, it would be better suited to use the Certificate IV level unit from the BSB package.	
Disaster units		
Specialty cleaning and restoration company, QLD	CPPCLO4103 Work collaboratively in disaster remediation. Add insurance and evaluation. Tricky relationships and levels of coverage and responsibility between the insurance company, owners, tenant. Be careful what you say with insurance job! What you can and can't do and what insurance will or won't cover.	Units reviewed and feedback incorporated as appropriate.
	Add to relevant units: <ul style="list-style-type: none"> • weigh up treat vs recommend dispose of damaged items. • e.g., kids' toys - risk vs cost • work with insurer - assessing and evaluating. • waivers • contents vs buildings insurance • site assessment JSA 	
	Set up to reduce cross contamination (containment rooms)	
	Add USA standards as these will inform future Australian standards IICRC standards. ISSA training TGA and EPA (US) - differences, uses, application, what they mean	Reference to standards included in all relevant units.
	Make sure chemical disposal covered in waste	Addressed.
	Follow up on disposal of chemicals imported from USA used in disaster cleans. To import industrial cleaning product requires ICNAS approval.	Checked relevant information is referenced in units.

	TGA approval for method of use and the EPA approval for toxic chemical disposal.	
	ATP testing - swab high touch disinfection Identify areas to be tested. Interpret readings using industry accepted tolerances. Factors effecting moisture readings: weather time of day different moisture meter Determine action/advice based on testing results. repeat testing if needed. Finalise in a report justifying decision. Use moisture meters - water damage and sewage. Use meth test kits. No fire and smoke testing biohazard/ trauma Moulds might need to be tested/identified in labs.	This feedback verified with an industry expert (Indoor Environmental Quality Consultant) And incorporated in relevant units as appropriate.
	CPPCLO4107 Remediate mould "Take to specialist facility" as stated in the unit is unclear	Unit has been revised and wording made less ambiguous.
Specialty cleaning and restoration company, QLD	CPPCLO4106 Plan for water damage remediation AND/OR 4104 Mitigate water damage in carpets, furnishings and materials. Remove skirting boards/wall carpet, underlay, make safe door frame, check sub-floor. insurance approval	Units reviewed and revised.
	add furnishings and materials. sub floor dry concrete slabs airflow close windows add sewage. and e coli testing Isolate non safe spaces - electricity	

	Asbestos Need asbestos awareness training.	Hazard awareness addressed in all relevant units. Asbestos as well as confined spaces are listed in the list of construction hazards in the knowledge evidence of CPCCWHS1001 Prepare to work safely in the construction industry.
Imported safe practice units.		
Private RTO, QLD	There are a few units that are heavy in safety and specialty tasks such as confined space, elevating work platform that I don't think is appropriate to have in a cleaning qual they require specialist trainers. this is stepping too far out of the cleaning box. I think it should sit as stand-alone units outside of the cleaning qual having trainers able to deliver these quals is going to get difficult	Unit included as an elective to address safety needs of cleaners in specific industry sectors e.g., Industrial thus providing flexibility. Outsource you don't need to add it as an elective if it is difficult to find people to train the unit.
ITAB, NSW	CPCCWHS1001 Prepare to work safely in the construction industry (White card). In NSW we have issues with including the CPCWHS1001 in qualifications as it delivered as a stand-alone unit for SafeWork NSW reasons	Unit retained as an elective.
	Even as an elective it should not be used. SafeWork approved trainers along with mandated delivery hours and SafeWork approved assessment must be used if a "White Card" is really the desired outcome as it would be for a pre-handover/Occupancy certificate is undertaken.	Respondent citing NSW conditions. Not applicable necessarily to other states and territories.
Specialty cleaning and restoration company, QLD	MSMPER205 Enter confined space. Needed - roof cavities, under house	Retained as elective in Certificate IV for speciality cleaning.
Private RTO, NSW	MSMPER200 Work in accordance with an issued permit. Again, I question the relevance of this unit when there are far more relevant unit out of the business package.	Retained as elective in Certificate IV for speciality cleaning. Unit is pre-requisite for confined spaces.
SKILL SETS		
	add COVID to aged care and accommodation	The feedback on the proposed skill sets was negligible. The lack of funding limits RTO interest in skill sets and employers are not aware of skill sets.
	Review supervision	

		It is proposed to retain only one Skill Set – Introduction to cleaning operations, as a pathway to the Certificate III. RTOs can package units together and deliver skill sets that address local needs.
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