Case for Change: Painting and Decorating

CPC Construction, Plumbing and Services Training Package

October 2017

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CPC Construction, Plumbing and Services Training Package

Case for Change for CPC30611 - Certificate III in Painting and Decorating

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## Name of Allocated IRC(s)

Construction, Plumbing and Services Industry Reference Committee

## Name of the SSO

Artibus Innovation

## Components for consideration

This submission puts forward the case for change for the full review of the qualification CPC30611 – Certificate III in Painting and Decorating and the associated units of competency.

### Qualification:

|  |  |
| --- | --- |
| Code  | Title |
| CPC30611 | Certificate III in Painting and Decorating |

### Units of competency:

|  |  |
| --- | --- |
| Code  | Title |
| CORE UNITS |
| ² CPCCCM1012A  | Work effectively and sustainably in the construction industry |
| ² CPCCCM1013A  | Plan and organise work |
| ² CPCCCM1014A  | Conduct workplace communication |
| ² CPCCCM1015A  | Carry out measurements and calculations |
| ² CPCCCM2001A  | Read and interpret plans and specifications |
| ² CPCCCM2003B  | Calculate and cost construction work |
| ² CPCCCM2010B  | Work safely at heights |
| CPCCOHS2001A  | Apply OHS requirements, policies and procedures in the construction industry |
| ² CPCCCM3001C | Operate elevated work platforms |
| ² CPCCPB3026B  | Erect and maintain trestle and plank systems |
| CPCCPD2011A  | Handle painting and decorating materials |
| CPCCPD2012A  | Use painting and decorating tools and equipment |
| CPCCPD2013A  | Remove and replace doors and door and window components |
| CPCCPD3021A | Prepare surfaces for painting |
| ² CPCCCM2008B  | Erect and dismantle restricted height scaffolding |
| CPCCPD3022A  | Apply paint by brush and roller |
| CPCCPD3023A  | Apply texture coat paint finishes by brush, roller and spray |
| CPCCPD3024A  | Apply paint by spray |
| CPCCPD3025A  | Match specified paint colour |
| CPCCPD3026A  | Apply stains and clear timber finishes |
| CPCCPD3027A  | Apply wallpaper |
| CPCCPD3028A  | Apply decorative paint finishes |
| CPCCPD3031A  | Implement safe lead paint and asbestos work practices in the painting industry |
| ELECTIVE UNITS |
| CPCCPD3029A  | Remove graffiti and apply protective coatings |
| CPCCPD3030B  | Apply protective paint coating systems |
| CPCCPD3032A  | Apply advanced wallpaper techniques |
| CPCCPD3033A  | Apply intumescent coatings |
| CPCCPD3034A  | Apply advanced decorative paint finishes |
| ³CPCCSP3003A  | Apply trowelled texture coat finishes |
| ¹BSBSMB301  | Investigate micro business opportunities |
| ¹BSBSMB406  | Manage small business finances |
| ¹LMFGG2008B  | Glaze/re-glaze residential windows and doors |

*¹Imported units from other training packages that have been superseded will be mapped to the latest current version of that unit where it is deemed equivalent*

*² CPC Construction Common units (CCM)*

*³ CPC Construction Solid Plastering Units (CSP)*

##

## Occupational Outcomes

* Painter and Decorator
* Painting Trades Worker

Painters can work in all of the following areas:

* Commercial
* Residential
* Maintenance

The Primary activities of this industry are:

* Painting houses
* Wallpapering
* Painting buildings or other structures
* Applying industrial coatings
* Spray painting buildings or other structures
* Removing and preventing graffiti

The major products and services in this industry are:

* General internal painting services
* General external painting services
* Specialist decorating services
* Other coating services

The qualification needs to better reflect the holistic work undertaken by painters.

## Pathways

Upon completion of this qualification, students can continue their studies with:

* CPC40611 Certificate IV in Building and Construction (Specialist Trades)
* CPC40408 Certificate IV in Building and Construction (Sales)
* CPC40708 Certificate IV in Building and Construction
* CPC50308 Diploma of Building and Construction (Management) or
* pursue a qualification in another related field.

## Procedural Information

#### Original Activity Order

| Activity Order No. | Training Package | Description | No. Of Units | No. Of Qualifications |
| --- | --- | --- | --- | --- |
| CPC AA/2015-2016-002 | CPC08 | Transition CPC08 units of competency to the *2012 Standards for Training Package.* | 17 | Nil |

|  |  |
| --- | --- |
| Code  | Title |
| Code | **Title** |
| CPCCPD2011 | Handle painting and decorating materials |
| CPCCPD2012 | Use painting and decorating tools and equipment |
| CPCCPD2013 | Remove and replace doors and door and window components |
| CPCCPD3021 | Prepare surfaces for painting |
| CPCCPD3022 | Apply paint by brush and roller |
| CPCCPD3023 | Apply texture coat paint finishes by brush, roller and spray |
| CPCCPD3024 | Apply paint by spray |
| CPCCPD3025 | Match specified paint colour |
| CPCCPD3026 | Apply stains and clear timber finishes |
| CPCCPD3027 | Apply wallpaper |
| CPCCPD3028 | Apply decorative paint finishes |
| CPCCPD3029 | Remove graffiti and apply protective coatings |
| CPCCPD3030 | Apply protective paint coating systems |
| CPCCPD3031 | Implement safe lead paint and asbestos work practices in the painting industry |
| CPCCPD3032 | Apply advanced wallpaper techniques |
| CPCCPD3033 | Apply intumescent coatings |
| CPCCPD3034 | Apply advanced decorative paint finishes |

##

# The Case for Change

This case for change has capitalised on the previous activities and consultation with industry, which highlighted the fact that further work should be undertaken in relation to the above components and identified issues.

## Evidence for full review

The scope of the original activity order is to transition 17 units of competency associated with the Certificate III in Painting and Decorating. Consultation with Industry, trainers, STAs, and Quality Training Package Development Panel members, as well as a face to face meeting on 1st September 2017 with key stakeholders from across Australia’s painting and decorating peak association network, has identified the following critical issues that support the requirement for a full review of the qualification and associated units of competency:

Feedback from STA and Quality Panel members has highlighted the following issues with progressing a case for endorsement for transitioning 17 units:

* the units will be orphaned into the new training package on publication and therefore not usable by RTOs
* the model of publishing transitioned units in isolation of the qualification is not supported by STAs
* the units have been developed in isolation of the qualification and its packaging rules, therefore have missed valuable holistic analysis and consultation on utility, quality, and equity considerations
* the mode of consultation between units only vs full review of the qualification is very different, with potentially different outcomes
* some units may be redundant based on the above point; and
* pre-requisite units have been referred to in isolation of packaging rules of the qualification.

Summary feedback from Industry has identified the following issues with progressing a case for endorsement for transitioning 17 units:

* the content of the units is significantly out of date with industry standards and practice (Australian Standard AS/NZS 2311:2017 Guide to the painting of buildings)
* across the units, terminology and phrasing is incorrect in relation to working as a self-employed or small business operator
* current units are not in keeping with current trends in materials, tools, and techniques
* performance evidence is often too general and simply a repetition of the performance criteria
* enormous range statements and small amount of range of conditions
* performance evidence sometimes misses out key aspects of the competency and are too general.
* With energy efficiency becoming an increasingly important requirement of buildings, heat-reflective coatings are increasingly being specified. These products must be applied to specification and may attract government grants and incentives. Therefore, they should be considered for inclusion in units such as CPCCPD3024 and CPCCPD3022.

Detailed feedback from industry has highlighted a number of critical areas that support the need for a full review of the qualification, packaging rules and associated units:

Safety Elements

* Asbestos was widely used in building and construction projects up to the late1980s. Many materials remain in place and, as a result, risk to workers is most likely to arise during asbestos removal or during renovation or maintenance work that disturbs asbestos. Painters and decorators may come into contact or work near asbestos.
* Painters make use of abseiling skills and equipment in order to work on challenging hard to get to places including office complexes, high rise apartment blocks, listed buildings with ornamental facades, industrial premises and manufacturing facilities. This requires specialist skills, knowledge, and equipment.
* Lead is a hazardous substance which if breathed in or swallowed can have serious health implications. Although lead is no longer used in today’s paints, it can be present in properties built before the 1960s. It is only an issue if the surface is flaking, chipping, or disturbed in any way. Feedback has identified that the units need further enhancements to around lead hazards and avoidance of harm from this substance.
* Use of spray equipment, particularly airless, is dangerous and beyond the capabilities of a new student (e.g. pre-apprentice or 1st year apprentice). There is a high risk of fluid injection when using these machines which can lead to some very serious injuries and spray equipment can also be very fragile and expensive to replace. Time allocation for teaching a student to learn to operate, use & maintain such equipment on top of the other requirements is unrealistic.
* Other safety element issues for review include, but not limited to:
	+ - Falls from height
		- Exposure to electricity from overhead cables
		- Proximity to flammable or combustible materials
		- Sun exposure

Sustainability

* there is little content about sustainability or disposal of dry waste especially that which may be contaminated by lead or asbestos containing material (ACMs)
* there is little content about environmental management concepts, low or zero Volatile Organic Compounds (VOC) paints, recycling paint waste and painter’s health regarding other chemicals in conventional paints including glycols, toulene, hydrocarbons, xylene, and ammonia. Mineral turpentine (used as a thinner and solvent) may contain up to 20% benzene, which is a confirmed carcinogen and mutagen in chronically exposed workers.

Equipment

* units need reviewing and enhancing of content on how to correctly use brushes, rollers, and sanders, hand tools, and electrical equipment when painting.
* units need reviewing and enhancing of content on safe use of disc and belt sanders, portable air compressors and spray painting equipment, and high-pressure water cleaners.
* units need reviewing and enhancing around equipment for eye, skin, and lung protection, handling solvents and erecting and climbing ladders.

Regulations

* qualifications need to reflect the Australian Standard AS/NZ 2311. 2017 Guide to Painting of Buildings which was updated in March 2017. This standard provides a guide to products and procedures for the painting of buildings for general domestic, commercial, and industrial use.

Technologies

* understanding Building Information Modelling (BIM) in the industry is important now and in the future – reference to this is not part of the current qualification and associated units.
* the painting industry, like any other, has evolved exponentially over the years. From products, to techniques, to skills; current painters are dealing with a variety of industry advancements. Paints and coatings are some of the elements that have revolutionised the painting sector. The painting industry correlates to other sectors of the economy such as housing, transportation, and construction. As these industries grow, so does the painting sector.
* Nanotechnology is one of the areas that painting professionals are showing interest in. Some nano paints are already on the market. The concept involves the addition of metal or ceramic in paints and coatings. Integration can be in the form of particles, free powder or as granulate that inserts into the paint matrix. Nanotechnology alter certain properties to come up with products for specialised applications, for example, a surface that requires electrically conductive coating. One of the traits that nanotechnology exploits is UV protection. Nano paints are also highly resistant to wear, scratch, marking and corrosion.

## Industry Outlook

The Painting and Decorating Services industry is projected to grow moderately over the next five years. This modest growth includes a minor, short-term contraction stemming from a further anticipated decline in the construction of new residential buildings. For much of the next five-year period, the industry’s performance will be supported by more favourable trends in key building markets and ongoing work from repair and long-term maintenance contracts. Industry revenue is forecast to grow by an annualised 1.4% over the five years through 2021-22 to total $6.3 billion. This anticipated growth will largely come from building construction activity, which is forecast to grow at an annualised 1.9% over the same period, as well as stable demand for maintenance and repair services.

#### Demand from construction

An upward trend in total construction activity is projected to increase demand for painting and decorating services. Demand from the residential building construction sector is projected to rebound from 2019-20 onwards. This will be driven by increased investment in large multi-unit apartment projects and greater construction of new single-unit housing. Large painting contractor firms are most likely to benefit from the construction of multi-unit apartment projects because most project developers and prime builders subcontract work to a single painting and decorating firm.

#### Profit and participation

The gradual improvement of demand conditions across key building construction markets is projected to expand industry profit margins over the next five years. Industry operating profit is projected to grow over the next five years, climbing to 19.7% of revenue in 2021-22. This improved profitability is expected to attract new entrants to the industry and encourage contractors to shift from the shrinking industrial coating segment into the wider construction market.

#### Technological change

Technological advancements in the industry are expected to stem from product manufacturers. These advancements will focus on product durability and ease of application. The introduction of products that last longer and require less maintenance will negatively affect the industry, as they can reduce demand for maintenance services. Paint products are likely to continue becoming more weather-resistant, have increased anti-bacterial properties and be marketed directly at consumers. Operators will need to become more price-competitive and show a proven quality of work to encourage homeowners to continue outsourcing industry-related tasks that they could do themselves.



*Source: IBISWORLD/INDUSTRY MARKET RESEARCH > AUSTRALIA INDUSTRY REPORTS (ANZSIC) > PAINTING AND DECORATING SERVICES*

# Market, Demand, and Drivers

## Products and Markets

### Supply Chain

* Construction Services
* Residential Property
* Office Property
* Retail Property
* Industrial and Other Property

### Demand Determinants

Trends in building and infrastructure investment are the principal demand drivers for painting and decorating services. Demand is also influenced by the capacity of households to spend on home renovations and by trends in the substitution of skilled labour for unskilled labour. The industry is exposed to substitution by DIY homeowners undertaking less skilled, more labour-intensive construction activities.

Technological developments in paint products, painting equipment and prefabricated building products tend to reduce the skill component of the industry. Product improvements can lengthen the life of the paint, which reduces maintenance requirements, and enhance ease of application and quality of finish, reducing skill requirements.

#### Residential building markets

Key factors influencing demand for painters in the residential construction market include short-term economic factors like housing affordability. Demand for industry services is also influenced by the demand for dwellings, based on demographic factors (household formation and population growth) and the age of housing stock. The widespread use of clay bricks on the outer walls of houses limits demand from this market. The shift towards increased apartment construction tends to reduce the painting input per unit. However, the renovation of period homes generates opportunities for niche markets with high value added.

#### Non-residential building markets

The demand for painting and decorating work on non-residential building and infrastructure projects varies according to the type of structure. It is also influenced by short-term investment factors, including prevailing interest rates, expected general economic growth, expected yield on investment and taxation treatment of the investment compared with other types of assets.

#### Discretionary income and outsourcing

Higher levels of discretionary income tend to encourage households to spend on home renovations. This in turn leads to consumers outsourcing work to industry firms rather than performing it themselves. Conversely, low levels of household discretionary income are likely to result in cost cutting methods by prospective renovators, or delays in renovation projects.

## Key Success Factors

IBISWorld identifies the following Key Success Factors for a business. The most important for this industry are:

* Ability to compete on tender: Much of the work generated in the industry is distributed on a tender basis. Successful contractors look to win tenders by offering competitive pricing and a reputation for quality.
* Ability to change which market the firm operates in: Successful players are often able to operate across a range of markets (e.g. housing, commercial, industrial, maintenance and repair), and can shift focus between markets depending on demand conditions.
* Having a good reputation: Successful painting contractors generate referrals by establishing a reputation for high-quality workmanship, timeliness, cleanliness and completing jobs within budget.
* Having a loyal customer base: Successful industry players generally establish a loyal customer base by maintaining a high quality of workmanship and developing referrals for new contracts
* Ability to quickly adopt new technology: Successful players are typically informed on product advancements and new application techniques. This allows them to provide clients with a diverse range of products and services and to keep pace with consumer trends.

## National Qualification Uptake

### Qualification Completions

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **NT** | **ACT** |
| 1353 | 1089 | 1301 | 88 | 141 | 74 | 12 | 39 |

### RTO Scope

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **NT** | **ACT** |
| 59 | 59 | 57 | 43 | 44 | 42 | 40 | 41 |

## Proposed Changes

The technical proposed changes are summarised below:

**Units – Summary of proposed changes**

|  |  |
| --- | --- |
| Activity | No. |
| Review, develop, and undertake templating of CPC Painting and Decorating units (CPD) to STP (2012) \* | 17 |
| Upgrade superseded CPC Common units (CMM) to the current equivalent transitioned unit | 8 |
| Upgrade and template of CPC OHS Unit (COHS) to STP (S012) | 1 |
| Upgrade superseded CPC Plaster Board Unit (CPB) to STP (S012) | 1 |
| Upgrade superseded CPC Solid Plastering Unit (CSP) to STP (S012) | 1 |
| Upgrade superseded imported units to the current equivalent transitioned unit | 3 |
| Delete by removing duplication and consolidating unit content | tbc |
| Review, develop, and undertake occupation analyse & templating to ensure alignment to current work practices, equipment and WHS requirements. | ALL |

*\*Standards for Training Packages 2012 – STP (2012)*

**Qualifications – Summary of proposed changes**

|  |  |
| --- | --- |
| Activity | No. |
| Review, develop, and undertake occupational analyse & templating to ensure alignment to current work practices, equipment and WHS requirements | 1 |

**Skill sets – summary of proposed changes**

|  |  |
| --- | --- |
| Activity | No. |
| Develop one or more skill sets based on RTO feedback that have observed an opportunity to create pathways to learning through driver operations, and educators and other occupations detailed above. | tbc |

The proposed changes support a structural redesign of the painting and decorating qualification that aims to improve the quality, relevance, and utility of the qualifications across all industry stakeholders. These changes capitalise on:

* current and emerging skills and knowledge trends
* meeting policy directives
* the ability to develop quality and relevant qualifications for industry

# Industry support for change

## Methodology

The following approach was undertaken to address the issues with industry:

* a meeting with the Property Services IRC (October 2017)
* teleconferences with key stakeholders
* an evidence-based review of the:
	+ quality of the existing units
	+ currency of the qualifications
	+ the painting and decorating sector

Please refer to **Appendix A: Stakeholder Consultation Method and Scale**

# Impact of change

## Estimated impact of proposed changes

### Positive Impact of implementing the recommended changes

We are recommending the above changes so that:

* skills will be more consistent across the qualifications
* skills align with occupations
* improve potential pathway opportunities to other occupations in building and construction
* workforce will have relevant, valued, and up-to-date skills relating to solid plastering practices
* qualifications will incorporate industry best practices

### Negative Impact of not implementing the recommended changes

Not implementing the above changes will mean that:

* uptake of the qualifications will diminish
* skill and knowledge gaps will increase
* the quality and value of the qualification will be comprised
* the training and delivery will not reflect current and emerging industry standards
* work health and safety will be compromised.

### Estimated time frames

The review and development of the qualifications will follow a standard project remit:

* nominations of a technical advisory group
* engagement of subject matter experts (SME)
* ongoing research
* state based forums and seminars
* development of components
* industry validation
* final draft, editorial and equity, quality review, endorsement

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

The proposed changes are designed to implement key principles of COAG Industry and Skills Council reforms to training packages. If the recommended changes are approved, then the following outcomes will be achieved:

* improvement in the quality of the by qualifications by:
	+ removing duplicative and superfluous qualifications and units
	+ redesigning qualifications that specify clear and straightforward pathways and opportunities for cross-sector and cross-industry mobility, thereby fostering equity in the industry.
* increase in the uptake of the qualifications
* inclusion of relevant skills relating to solid plastering practices and, project and financial management
* alignment of the skills with the occupational outcomes
* true reflection of current and emerging industry standards and trends.

**This case for change was agreed to by the Construction Services IRC**

**(Name of Chair)** **Signature of Chair**

 Date:

## Appendix A: Stakeholder Consultation Method and Scale

|  |  |  |
| --- | --- | --- |
| Stakeholder Name | Stakeholder Organisation | Stakeholder Contact |
| Master Painters Australia | Master Painters Australia | www.masterpainters.org.au |
| Master Painters Institute  | Master Painters Institute  | www.mpi.net |
| PaintInfo | PaintInfo | www.paintinfo.com |
| Australian Paint Approval Scheme | Australian Paint Approval Scheme | www.apas.gov.au |
| Rebecca Bellette | MPA/ Construction IRC Rep | rbellette@mpa.org.au |
| Daniel Wurm | National Painting and Decorating Institute | daniel.wurm@painters.edu.au |
| Mark Amos | Master Painters Australia (MPAV) | Mark.Amos@mpaskills.com.au |
| Fiona Shewring | TAFE NSW | npdtta@gmail.com |
| Kieran Moron | Bendigo Tafe | kmoroni@bendigotafe.edu.au |
| Euan MacLean | South Metropolitan TAFE | Euan.MacLean@smtafe.wa.edu.au |
| Neville Eastabrook | South Metropolitan TAFE | Neville.Eastabrook@smtafe.wa.edu.au |
| Greg Cheetham | TAFE NSW | greg.cheetham@tafensw.edu.au |
| Ian Hartwig | Melbourne Polytechnic | Hartwig@melbournepolytechnic.edu.au |
| Liam Cochran | North Metropolitan TAFE | liam.cochran@nmtafe.wa.edu.au |
| Rod Pearce | Hutchinson Builders/ Training Coordinator Gold Coast School of Construction | rpearce2@goldcoastsc.com.au |
| Shane O'Brien | MPA Skills | ShaneO@mpaskills.com.au |
| Vincent Digges | TAFE NSW | vincent.digges@tafensw.edu.au |
| Cameron Steindl  | Higgins Coating |  |
| Steve Genner | TAFE NSW – SWSI Institute |  |
| David Nicholas | Federation Training – Yallourn Campus |  |
| Allan Laird | Northern Melbourne Institute of TAFE |  |
| Matthew Berriman | Holmesglen TAFE |  |
| Alf Clark | Gordon TAFE |  |
| Ian Deller | Gordon TAFE |  |
| George Englert | Decon Industry |  |
| Ashley Powers | Master Painters Queensland |  |
| Rai Malisauskas | Hutchinson Builders |  |
| Justin Barlow | Skills Tech – TAFE Queensland |  |
| Brad Gray | Bigg Training  |  |
| Len Mason | All Trades Queensland |  |
| Therese Lauriola | Master Painters NSW |  |
| John Newman | Painting & Decorating NSW |  |

|  |  |  |
| --- | --- | --- |
| **Stakeholder** | **Details** | **Contact Name** |
| Skills Service Organisation | Artibus InnovationArtibus Innovation Board  | Richard Tait |
| Construction IRC members | IRC Chair, Deputy Chair and membership | Robert Wilson, Chair |
| IRC Principal | Detailed nominated chair | Rebecca Bellette |
| Other IRCs or SSOs | See <https://docs.education.gov.au/node/39791> for SSOsSee <https://docs.education.gov.au/node/39421> for SSO’s and the IRCs and Training Packages they support. |  |
| Property Industry | EmployersEmployees | Refer to table above |
| Property Industry representatives (e.g. business and employee peak organisations (including unions)) | *Business/Trade Peak Bodies* | Refer to table above |
| State Training Authorities (STAs) |

|  |
| --- |
| NT [Dept of Trade, Business and Innovation](https://business.nt.gov.au/), Nelson Brown, Policy Officer, Skilling Policy and Data Unit, Employment and Skilling NT |
| NSW [NSW Department of Industry](https://www.training.nsw.gov.au/), Marilyn Ng, NSW Department of Industry Policy Enablers & Analytics |
| VIC [Department of Education and Training](http://www.education.vic.gov.au/training/Pages/default.aspx), Lee Carter, Manager and Jacqui Spencer, Senior Project Officer Training Products Unit at DET |
| WA [Department Training and Workforce Development](http://www.dtwd.wa.gov.au/Pages/default.aspx), Lisa Barron, Department of Training and Workforce Development |
| QLD [Department of Education, Training](https://training.qld.gov.au/), Guy Valentine, Manager, Strategic Engagement, Skills Investment, and Market Strategy, DET |
| ACT [Skills Canberra](https://www.cmtedd.act.gov.au/skillscanberra), Jodie Kafer, Manager, Governance and Assurance, Skills Canberra |
| SA [Department of State Development](http://www.statedevelopment.sa.gov.au/), Leonie Cooke, Department of State Development |
| TAS [Skills Tasmania, Department of State Growth](http://www.skills.tas.gov.au/), Linda Seaborn, Skills Tasmania |

 |
| Relevant industry regulators and their representative cross jurisdictional organisations or committees | * Relevant State and Territory Health and Safety Regulators and Licensing Regulators
* Australian Skills Quality Authority
 | Department of Fair Trading NSWQueensland Building and Construction Commission (QBCC)Victorian Building Authority (VBA)Consumer and Business Services South Australia |
| Registered Training Organisations (RTOs), RTO staff and RTO representative organisations  | See [www.training.gov.au](http://training.gov.au/Search/SearchOrganisation) All RTOs that have painting and decorating on their scope.Direct Interest – all RTOs currently delivering CPC certification in Painting and Decorating, and the Training Package qualifications within their scope of registration. | Refer to table above |
| Law enforcement bodies  | * State and Territory VET Regulators
* Australian Skills Quality Authority
* Victorian Registration and Qualifications Authority
* Training and Accreditation Council Western Australia
 |  |

## Appendix B: Project Register Stakeholder Feedback

### MPA Stakeholder Unit Review Feedback

|  |
| --- |
| CPCCPD2011A Handle painting and decorating materials |
| * Elements 2 and 3 have the same title: Identify, handle and store painting and decorating materials.
* Element 2 covers the identify and handle portion where Element 3 is about storage. They should either be merged together to create 1 element or separated into:
* Element 2 – Identify and handle painting and decorating materials
* Element 3 – Store painting and decorating materials
 |
| CPCCPD2012A Use painting and decorating tools and equipment |
| One of the critical aspects for this unit is to: * Use, operate and maintain conventional and airless spray equipment

We feel that as a level 2 unit, the use of spray equipment, particularly airless, is quite dangerous and beyond the capabilities of a new student (eg Pre-App or 1st year apprentice). There is a high risk of fluid injection when using these machines which can lead to some very serious injuries and spray equipment can also be very fragile and expensive to replace. On top of this the time allocation for this unit to encompass for a student to learn to operate, use & maintain such equipment on top of the other requirements is unrealistic. * There is a dedicated spray unit (CPCCPD3024A) where students learn the use of this equipment at a more appropriate time in their apprenticeship (ie 2nd or 3rd year) & as such it is not required to be “buddied up/included” in the CPCCPD2012A unit. We feel that the inclusion of spray units should be removed from the CPCCPD2012A unit altogether.
* We also feel that the use of power washing/water blasting equipment is a more appropriate inclusion in the above unit as this equipment is often used in preparing surfaces in our industry and should be included in the assessment conditions, not just as an afterthought in the range statement.
* critical aspects: Use and maintain the mandatory tools listed in the range statement. There are no ‘mandatory’ tools listed in the range statement?.. there is however a ‘Tools and Equipment include:’. This includes equipment like mechanical sanders and contradicts another of the critical aspects: Use and maintain at least two of the mechanical sanding equipment types listed in the range statement
 |
| CPCCPD3021A Prepare surfaces for painting |
| critical aspects:Prepare a minimum of four surfaces for painting to specification:* one being a new gyprock surface of a minimum 8 square metres and one new surface of a minimum of 1 square metre or 8 lineal metres

three being previously coated surfaces with one being an external timber surface, one an internal surface and one a metal or masonry surfaceIn Western Australia the main construction material we paint is hard set plaster walls, not “gyprock” (gyprock is actually a “brand name” for plasterboard). The preparation of a new gyprock surface involves checking that the joins are flush, sweeping/dusting down the surface & applying an appropriate sealer. The requirement is also that each student must prepare 8 square metres of (new) gyprock…To continually find/build new gyprock surfaces would be a very costly exercise when you run multiple classes of 15 students doing this unit over a year. I would not imagine any RTO could continually supply/install new gyprock surfaces for each student each time this unit was run.* There are many surfaces that can be prepared in a similar way as above and feel that the word gyprock should be removed from this critical aspect so it simply states: one being a new surface of a minimum 8 square metres. (as such, other wall substrates could be prepared rather than only gyprock)

critical aspect: Remove wallpaper from a room, cubicle or equivalent and prepare the surface for painting* While we feel that this is an important part of preparing a surface, this however should be included in the specific wallpaper unit itself. The Prepare Surfaces for Painting unit is one that is covered early on the qualification and from a logistical standpoint, having to hang wallpaper so each student can strip a room or cubicle each becomes very costly and time consuming when they can do this exact activity during the specific wallpaper unit.
* I don’t think anyone in the industry would be completing the “Prep surfaces” unit as a stand-alone unit without completing the Wallpaper unit at a later stage so this task would be done/assessed during the apprenticeship anyway.
 |
| CPCCPD3022A Apply paint by brush and roller |
| Element 2 – Prepare work area and materials* PC 2.7. Correct amounts of paint material are prepared to specified ratio and drying time in accordance with manufacturer recommendations and specifications The drying time of the paint doesn’t fit in here as this element is before paint has even been applied to the surface.

Element 4 – Finish the application* PC 4.1. Finished paint surface is cured using curing method in accordance with manufacturer recommendations and job specifications.
* PC 4.2. Finished paint surface is tested using testing procedures in accordance with manufacturer recommendations and job specifications
* These don’t seem to fit and could be tweaked. Curing is when the paint hardens and we don’t understand how you would select a ‘curing method’ let alone assess a student on this? The curing process is not an activity that a student actually completes though we appreciate that knowledge of curing methods needs to be covered in this unit. Also in 4.2, the finished paint surface is tested references a wet film gauge in the range statement. This tool needs to be used on wet paint and will not work on cured paint. Element 4.2 could be combined with, or placed after Element 3.1.
 |
| CPCCPD3030B Apply protective paint coating systems |
| * The paint coatings in the range statement can be updated with more protective coatings than the 4 listed.
 |
| CPCCPD3032A Apply advanced wallpaper techniques |
| * There is no Element 5. The unit skips from Element 4 to Element 6.
 |
| CPCCPD3034A Apply advanced decorative paint finishes |
| In Element 6 – ‘Apply advanced lining and special finishes and techniques’* 6.1. Complex pattern lining and textures, including Gris Lais are applied to appropriate surfaces for decorative purposes as specified
* 6.2. Gold leaf and other metallic finishes such as aluminium and bronze are applied to complex surfaces for decorative purposes.
* 6.3. Gilding and gilding powder in mediums are applied to selected surfaces.
* 6.4. Finishing techniques are applied, including waxes and other suitable finishes.
* 6.5. Trowelled decorative finishes, including Stucco Venezia are applied using a range of tools and techniques
* In 6.1 the term Gris Lais is mentioned but we are not sure what this relates to?..., an internet search for this term showed no results. This was mentioned many years ago with CPCISC and a response was never given. We have consulted many industry experts in Western Australia who have also never heard this term.
* In 6.2, gold leafing is incredibly expensive and a delicate and difficult skill to master. Even very experienced decorators struggle with this skill on flatter surfaces let alone a “complex surface”. This is very difficult to teach and have a student achieve a decent result in a short time frame.
* Our opinion is that gold leafing should be removed from the unit and gilding powders/mediums remain.
* In 6.5, trowelled decorative finishes is more of a flushing/plastering trade skill. It is similar to gold leafing in that achieving a suitable finish in such a short period of time when many students may never have used a trowel before is very difficult. In WA very few Painting Contractors actually even perform this type of work.

In Element 7 – Create large scale decorative projects* 7.2. Murals and trompe l'eoi projects are completed to specification
* Trompe l’eoi is the incorrect spelling and should read Trompe l’oeil which translates to optical illusion.
* On another note with this unit, the critical aspects require a student to complete only 3 decorative effects (marble, wood graining and multi-plate stencilling) but reading through the Elements and Performance Criteria there appears to be quite a few more effects that a student must demonstrate.
 |
| We feel that these units contain a good amount of information and do not require changing.* CPCCPD2013A Remove and replace doors and door and window components
* CPCCPD3023A Apply texture coat paint finishes by brush, roller and spray
* CPCCPD3024A Apply paint by spray
* CPCCPD3025A Match specified paint colour
* CPCCPD3026A Apply stains and clear timber finishes
* CPCCPD3027A Apply wallpaper
* CPCCPD3028A Apply decorative paint finishes
* CPCCPD3029A Remove graffiti and apply protective coatings
* CPCCPD3031A Implement safe lead paint and asbestos work practices in the painting industry
 |
| The required skills for each of these units are virtually the same and are very generic. We have seen some of the new stream lined units of competency and like how the new format of required skills are specific to each unit and hope that this continues with the Painting and Decorating units. We feel that the required knowledge is generally good and does not need to be adjusted. |

### BMA Consulting 2104 CPC30611 Review

The following report was developed in response to the request of BMA consulting for the upcoming review of the Painting & Decorating Training Package CPC30611 review:

This report has been put together by representatives from TAFE institutes of Victoria, New South Wales, South Australia and in conjunction with the Master Painters Association being the peek industry body representing the Painting Industry in Australia. The Victorian Painting & Decorating TAFE Teachers network has for the past two years been discussing and validating the current Cert III. Along with Industry, Employers and Apprentice’s, Master Painters Victoria and Manufacturers we have identified areas where the training package could be improved to provide a stronger more relevant tool for the training and assessment of our future work force. Over the course of this validation period it became evident that the package could be improved.

Many in the industry stated the content of units in the training package was very repetitious in the performance criteria and that the critical aspects in the evidence guide did not match the required knowledge or represent the range statement. The removal of the generic dot points from all critical aspects and the relocation of these should be moved to the front of the document and the remaining dot points should be enhanced to include reference to the required skills and knowledge. Each required knowledge dot point must be examined and an appropriate number of questions applied.

We would suggest removal of further generic information from each unit of competency namely: Context of and specific resources and assessments and method of assessment. This information could be included in the Training Package preamble with a statement to state that it applies to all units of competency. The Required Skills component of each Unit of competency is very generic in its structure; it doesn’t speak to the real skills that are achieved from having been successfully trained in the Unit of Competency. The required skills heading should contain more defined detail of the observable assessment of skills. The package had an inconsistent description of the requirements and of tasks in the critical aspects and that it appeared to not fully cover a comprehensive assessment of the unit.

Many noted that the package has an over stated reflection to new work and should have a far greater reflection on repainting of old work.

The Victorian Painting & Decorating TAFE Teachers network held their annual state conference in Ballarat over the second week of June and along with representatives from TAFE institutes of New South Wales and South Australia the following recommendations have been developed and further indorsed by Master Painters Association Victoria & Tasmania.

It is also hoped that if further consultation or clarification is required that both Master Painters Association Victoria & Tasmania and The Victorian Painting & Decorating TAFE Teachers network in conjunction with SA Tafe and NSW Tafe would be contacted.

**Recommendations:**

|  |
| --- |
| CPCCPD2012A Use painting and decorating tools and equipment* The group have major concerns with the inclusion of any reference to spray equipment within this unit. This unit would be allocated to a first year apprentice and to include the term “use, operate and maintain” suggests they are to be assessed prior to completing the spray unit of an airless spray machine.
* Remove - We recommend that all reference of spray painting be removed and added to the spray unit, due to being a duplication of assessment as it is assessed in the spray painting unit.
 |
| CPCCPD3024A Apply paint by spray* This unit is out of date with current trends and equipment within the industry. It is recommended that
* Addition - The range statement must include Air assisted airless spray equipment.
* Addition - The required knowledge must include reference to injection injury.
* Addition - The required knowledge must include reference to back rolling.
* Remove - The removal of electrostatic spray equipment
* Modify - Under heading spray systems add the words “one of each” after the word “Include”
* Modify - Under heading spray equipment, accessories and lines the word “diaphragm” should read “diaphragm spray unit”
* Amendments to the Critical Aspects of Evidence
* Addition - Spray one flush and one four panel door with an air assisted airless spray gun.
* Modify - “Airless applicant of acrylic paint” to “Airless application of acrylic paints to a minimum of two thousand square metres” and include back rolling to three surfaces being plaster, masonry and concrete
 |
| CPCCPD 3012A Prepare surfaces for painting* The evidence guide and critical aspects do not reflect the required skills and knowledge. The required skills and knowledge talks of corrosion and protection of metals and the critical aspects states “one metal or masonry surface” it is our view that both should be a must do.
* The evidence guide also states that “Assessment is to comply with relevant regulatory or Australian standard’s requirements”. This should also include the manufacturer requirements and industry standards for the surface coating industry
* Addition - Manufacturer requirements.
* Addition - Surfaces to be prepared to include one ferrous, one non ferrous metal surface & to include two square metres of one masonry surface.
* Addition - Use the mandatory tools listed in the range statement.
* Addition - to the required skills and knowledge procedures, product and techniques associated with the identification and removal of kalsomine
* Modify - where it says paint application testing procedures it should read paint film thickness testing procedures
* Addition - Light Organic Surface Preservatives (LOSP)
* Amendments to the Critical Aspects of Evidence
* Modify - The reference to the surface prep of Gyprock should be increased from 8 square metres to 80 square metres, the reference to 1 square metre should be increased to 20 square metres and the reference to the 8 lineal metres be increased to 80 lineal metres and to include an interior and exterior corner of skirting
* Prepare a minimum of 7 surfaces for painting specifications
* Instead of 3 it should be 5 previously coated surfaces with the addition of one ferrous metal and one non ferrous metal and one masonry surface.
 |
| CPCCPD 3028A Apply decorative finishes* The critical aspects do not relate directly to the required knowledge or the range statement.
* Dot point 10 in the critical aspects is confusing and is open to misrepresentation.
* “A minimum of two (one traditional and one modern) special effects including imitation marbling, imitation wood graining and basic gilding”
* This should be more specific in what is required and the size of project for assessment.
* Addition - To Dot point one: A mirror finishes to one flat panel and one four panel door.
* The range statement should include reference to the requirement for lining by brush (lining fitch) as demonstrated in the elements and performance criteria, & critical aspects.
* Amendments to the Critical Aspects of Evidence
* Under dot point 10 removal of (1 traditional and one modern) and add in its place the words “two each of the following”
 |
| CPCCPD3027A Apply wallpaper* Addition - Apply wallpaper to a ceiling for a minimum length of three metre’s and by three strips wide.
 |
| CPCCPD3025A Match specified paint colour* Modify - the unit name should read “Colour interpretation” Painters & Decorators don’t just match a colour.
* Many will discuss colour with a client and provide colour schemes prior to the job and therefore should have a basic understanding how colour works. The current name suggests all they will do is match a specified colour.
* Required skills and knowledge.
* Addition - The understanding of advancing and receding colour schemes.
* Addition - Tints, tones, pastels and shades and their effect in relation to colour
* Addition - The term and use of a tint base .
* Addition - An understanding of paint tinters (you can’t match a colour if you do not know this)
* Remove - reference to Presentation of paint formulas. (Formulas are used by paint suppliers in a shop)
* Remove - Under tools and equipment heading the colourant dispenser reference to be removed
* Amendments to the Critical Aspects of Evidence
* Addition - Design 1 Heritage colour scheme with no less than five colours.
* Addition - Colour match two solvent based and two acrylic based paints to sample with the use of three colour tints in each colour to be matched.
 |
| CPCCPD3031A Implement safe lead paint and asbestos work practices in the painting industry* Amendments to the Critical Aspects of Evidence
* Modify - Last dot point reads “paint systems to contain lead or asbestos”, amend the word “contain” to “encapsulate”.
* Required skills and knowledge.
* Addition - Identify modern day paints containing lead.
* Addition - of testing for presence of lead
* Under the tools and equipment heading
* Remove - reference to heat guns from entire unit of competency
* Remove - processes heading
* Remove - “sanders” and change “Use of HEPA vacuum equipped sanders”
* Currently says types and specifications of lead based paints and the manufacturer recommendations for removal.
* Modify - to say types and specifications of lead based paints with a new dot point to say industry standards recommendations for the safe removal of lead and asbestos.
* Addition - awareness of current regulatory requirements and industry standards for lead and asbestos.
 |
| CPCCPD3030B Apply protective paint coating systems* It is in the opinion of the group that the evidence guide is restrictive and should reflect a greater emphasis on the materials in the range statement, and further that the description of the evidence guide is not adequate in its reflection of an assessment.
* Modify - the title of unit to Apply Industrial Paint Coating Systems
* Modify - Dot point six in the evidence guide to read
* “Prepare an application of a minimum of four protective paint coatings, two water based and two solvent based of a minimum of two square metres.”
* Addition - Application must be applied to one metal and one masonry surface.
* Coatings to include water based/solvent based coatings and to include single and 2 pack coatings
 |
| CPCCPD3023A Apply texture coat paint finishes by brush roller and spray* Addition - The addition of Mitts should be included in the range statement, under tools and equipment to reflect current industry practice
 |
| CPCCPD3026A Apply Stain and Clear timber Finishes* Amendments to the Critical Aspects of Evidence
* Modify - Dot point 7 currently states: “Apply at least one stain and one clear finish to 2 previously treated timber surfaces with each stain and clear finish application to not be less than 2 square metres or 2 linear metres in each case”
* Recommendation: Apply at least one stain and one sanding sealer, 2 clear finishes to a new timber surface.
* Apply 2 clear finishes to 2 previously treated timber surfaces.
* To be not less than 2 square metres or 2 linear metres in each case
 |
| CPCCCPD3022A Apply Paint By Brush and Roller* Amendments to the Critical Aspects of Evidence
* Modify - Dot point 6 – sub dot point 2 the reference to 6 square metre be increased to 1000 square metres by application with roller and 1000 square meters with a brush.
* Addition - Sub dot point 4 with reference to flush panel door needs to be amended to include (by brush) with the inclusion of a further sub dot point (a flush panel door by roller)
* Addition - Sub dot point 1 change from 4 to 9 different surface types being - Plaster, Solid Plaster, Timber, Render, Cement Sheet Bricks Masonry Concrete and Metal.
* Range Statement
* Addition - Under heading Tools and Equipment inclusion of roller trays and roller sleeves
* Modify - Relocate dusters from heading “may include” to heading “include”
* Remove - From the may include list remove reference to flame
* Required skills and knowledge.
* Addition - correct sequence of application of paint to doors and windows
 |