

**Case for Change – Construction Pathways**

Construction, Plumbing and Services Training Package

Submitted by Artibus Innovation

on behalf of the

Construction, Plumbing and Services

Industry Reference Committee (IRC)

May 2018

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# Administrative information

**Industry Reference Committee (IRC)**

Construction, Plumbing and Services IRC

**Skills Service Organisation (SSO)**

Artibus Innovation

**Name of the Training Package examined to determine change required**

CPC08 Construction, Plumbing and Services Training Package

**Qualifications (3)**

* CPC10111 Certificate I in Construction
* CPC20112 Certificate II in Construction
* CPC20211 Certificate II in Construction Pathways

**Units of competency**

* 23 units of competency
  + 19 units will be updated to reflect contemporary work requirements
  + 4 new units will be developed to address existing skills and knowledge gaps.

**Brief description of how the case for change was developed**

This Case for Change was commissioned by the Australian Industry and Skills Committee (AISC) and developed with the support of the Construction, Plumbing and Services Industry Reference Committee (IRC). The three qualifications are collectively referred to as ‘construction pathways’. An IRC approved Technical Advisory Group (TAG) composed of industry stakeholders, including representatives from unions, industry associations and training providers, was established to provide key feedback on the effectiveness of the qualifications as introductory pathways into traditional construction trades.

A discussion paper, *Design Considerations & Options for the Construction Pathways Qualifications* (October 2017), provided desktop analysis of:

* NCVER vocstats enrolment data at unit and qualification level
* comparison of the packaging rules of the qualifications
* relationship of qualifications to relevant accredited courses (22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-Apprenticeship) and 52443WA Certificate II in Building and Construction (Pathway Trades).

The paper was also informed by site visits and consultation with training providers, including trade training centres in secondary schools. A submission was received from the Construction Industry Training Board South Australia.

A sensitivity that became apparent during consultation was that of qualifications and units attained through institutional training and implications for competency-based wage progression.

The Building and Construction Award has competency-based pay increases. This means a person moves to the next pay level when a certain percentage of the total competencies set out in their training plan (for example 25%) are attained.

This assumes that an apprenticeship model - an employment-based training agreement - has been followed. An issue arises with learners who have attained competencies without on-the-job experience, such as secondary school students who undertake a VET program through an institutional pathway.

If such learners go on to do an apprenticeship they are entitled to recognition for the units of competency they have already attained, which may equate to 25% of the Certificate III in Carpentry, for example. This would attract a second-year apprentice pay level. Employers have expressed strong concerns that such learners lack the skills commensurate with an apprentice who has been on the job for a year.

The structure of the construction pathways qualifications will be reviewed in considerations of the CPC trade-based qualifications to minimise potential complications with competency-based wage progression.

# The case for change

**Drivers for change**

The Certificate I in Construction and Certificate II in Construction Pathways consistently rank highly in the NCVER list of most used qualifications across the VET system. The qualifications are used predominately as VET programs for school students to introduce the world of work and vocational pathways into apprenticeships, respectively. They are an important contributor to engagement and retention of young people at school and serve to promote the value of vocational careers in the construction industry.

The Certificate II in Construction meets the workforce training needs of entry level builder’s laborers and trades assistants and provides a pathway for older workers who may be retraining.

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| --- | --- | --- |
| **Qualification** | **Driver/ Key Issues Considered** | **Proposed Action** |
| **CPC10111 Certificate I in Construction** | CPC10111 Certificate I in Construction is an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. This qualification is the highest enrolling Certificate I qualification in the VET system. From 2014 to 2016, enrolments for the Certificate I totaled 126,542, and there were 21,859 completions. (17%).  It enables younger students, or people with no previous experience or exposure to the construction industry, to undertake vocational learning to support and inform career exploration. it is an introductory qualification that can lead to entry into a Certificate II in Construction.  Research showed that the Certificate I in Construction required changes to update the units of competency, which were last reviewed in 2011 – 12, to better support the development of basic construction skills and knowledge and foundation employability skills. | Update CPC10111 Certificate I in Constructionto ensure outcomes:   * reinforce the intent as an introductory qualification providing exposure to the construction industry * reflect contemporary work and broad occupational profiles in the construction industry with a futures orientation. |
| **CPC20112 Certificate II in Construction** | This qualification, while also used in the provision of VET to secondary school students, is designed to support the skilling required for entry level builder’s laborers and trades assistants. From 2014 to 2016, enrolments for the Certificate II totaled 11,892 with 4,498 (38%) completions.  The qualification enables training providers to deliver training that builds on the Certificate I in Construction and leads into Certificate III level qualifications. It aims to provide new entrants to the construction industry, such as older works retraining, a more meaningful pathway into Certificate III’s and thus encourage the uptake of apprenticeships in the construction industry.  Desktop research showed an overlap of units in the Certificates I and II in Construction. This may be an impediment to skill development in the Certificate II. It is suggested that the structure of the Certificate II be reassessed, and skills and knowledge development be strengthened. | Update the CPC20112 Certificate II in Construction, to:   * address the duplication of units of competency in the Certificates I and II in Construction * review the suitability of the packaging rules in light of competency-wage progression. |
| **CPC20211 Certificate II in Construction Pathways** | This qualification is the fourth highest enrolling Certificate II qualification in the VET system. It is used extensively in the provision of VET programs for secondary school students to introduce learners to recognised building construction trades, except for plumbing.  From 2014 to 2016, enrolments for the Certificate II in Construction Pathways totaled 207,766. Completions were 10,813 (5%).  Strong enrolments in similar State accredited ‘pathway’ courses suggest that the CPC20211 Certificate II in Construction Pathways requires revision to fully address the needs of industry stakeholders nationally and to better support learner mobility.  Industry provided feedback that employability skills relevant to progression into post-school apprenticeships in construction trades needed more focus in the qualification. Feedback also indicated that the provision of the Certificate II in Construction Pathways was constrained by high delivery costs and complicated by the duration required for the full qualification.  An update is required to address gaps and constraints and ensure outcomes reflect contemporary work and are adaptable to the needs of the future workplace. | Update the CPC20211 Certificate II in Construction Pathways to support:   * pathways into traditional construction trades including apprenticeships * enhance flexibility and adaptability to meet the needs of the future workplace * review the suitability of the packaging rules in light of competency-wage progression.   This update will address gaps and constraints and ensure outcomes reflect contemporary work and are adaptable to the needs of the future workplace. |

The following components are proposed for review:

Three qualifications:

* CPC10111 Certificate I in Construction
* CPC20112 Certificate II in Construction
* CPC20211 Certificate II in Construction Pathways

A total of 23 units of competency (see full list in **Attachment A – Training Package components to change):**

* update 19 existing to reflect contemporary work requirements
* develop 4 new units competency
* consideration of suitable units to import.

# Impact of change

Positive Impact - The proposed changes will:

* update the qualifications to improve currency and integrity
* enhance foundation employability skills with a focus on careers in building and construction
* address industry concerns associated with institutional training and competency-based wage progression
* strengthen vocational outcomes in construction industry
* will address and minimise issues relating to competency-wage progression.

Negative Impact - By not implementing the proposed changes:

* continuation of delivery of out of date qualifications
* loss of currency and quality; the value of the qualifications will be comprised
* lost opportunity to develop the workforce of the future.

# Industry support for change

The case has been developed and supported through the following activities:

|  |  |
| --- | --- |
| **Activity** | **Scope** |
| Nation-wide on-line survey | 92 responses |
| Face-to-face interviews | Eight interviewees |
| Focus group | Thirty-two participants |
| Development of discussion paper on the redesign of the qualifications | Validation by the eight members of the Technical Advisory Group (TAG) |
| TAG Meetings | Four meetings held |
| Consultation with State Training Authorities (STAs) | Eight STAs participated via email |
| IRC Review | February 2018 |

Please refer to **Attachment B: Stakeholder Consultations**

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

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

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| **Reform** | **Evidence of reform being addressed** |
| Remove obsolete and superfluous qualifications from the training system. | The current arrangements with the Certificates I and II in Construction and Certificate II in Construction Pathways are meeting skills needs. No obsolete or superfluous units or qualifications were identified during industry consultations. |
| Make more information available about industry’s expectations of training delivery to training providers to improve their delivery and to consumers to enable them to make more informed course choices. | Training package components will be written so they align with industry expectations for training delivery and additional information will be provided in the Companion Volume Implementation Guide. |
| Ensure the training system better supports individuals to move easily from one related occupation to another. | The qualifications will be amended to strengthen articulation and pathways into related construction industry Certificate III qualifications. |
| Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors. | Addressed in higher level qualifications for the Construction industry. |
| Foster greater recognition of skill sets. | Addressed in higher level qualifications for the Construction industry. |

**This case for change was agreed to by the Construction, Plumbing and Services IRC.**



Robert Wilson

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

**Date: 18 April 2018**

# Attachment A – Training Package components to change

**SSO:** Artibus Innovation

**Contact details:** 373 Elizabeth St. (Soundys Building) | North Hobart | TAS | 7000

**Date submitted:** May 2018

**IRC:** Construction IRC

**Training Package:** CPC08 Construction, Plumbing and Services

**Qualifications (3)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Status** | **Change Required** |
| CPC10111 | Certificate I in Construction | Open | Update units to better support the development of basic construction skills and knowledge and to reinforce the intent of the qualification as an introduction to the broad range of job roles in the building and construction industry. |
| CPC20112 | Certificate II in Construction | Open | Update the packaging rules in light of competency-wage progression and reduce duplication with the Certificate I to strengthen skills and knowledge development. |
| CPC20211 | Certificate II in Construction Pathways | Open | Update to ensure the qualification is flexible and adaptable to meet industry stakeholders nationally and to better support apprenticeship pathways. |

**Units of competency (19)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Review Status** | **Proposed Action** |
| CPCCCM2005B | Use construction tools and equipment | Open | Update to reflect contemporary work requirements |
| CPCCVE1011A | Undertake a basic construction project | Open | Update to reflect contemporary work requirements |
| CPCCCM1011A | Undertake basic estimation and costing | Open | Update to reflect contemporary work requirements |
| CPCCCM2004A | Handle construction materials | Open | Update to reflect contemporary work requirements |
| CPCCVE1002B | Undertake a basic computer design project | Open | Update to reflect contemporary work requirements |
| CPCCCM2002A | Carry out excavation | Open | Update to reflect contemporary work requirements |
| CPCCCO2013A | Carry out concreting to simple forms | Open | Update to reflect contemporary work requirements |
| CPCCCA2002B | Use carpentry tools and equipment | Open | Update to reflect contemporary work requirements |
| CPCCCA2011A | Handle carpentry materials | Open | Update to reflect contemporary work requirements |
| CPCCJN2001A | Assemble components | Open | Update to reflect contemporary work requirements |
| CPCCJN2002B | Prepare for off-site manufacturing process | Open | Update to reflect contemporary work requirements |
| CPCCSH2001A | Prepare surfaces | Open | Update to reflect contemporary work requirements |
| CPCCCO2013A | Carry out concreting to simple forms | Open | Update to reflect contemporary work requirements |
| CPCCCM1012 | Work effectively and sustainably in the construction industry | Open | Update to reflect contemporary work requirements |
| CPCCCM1013 | Plan and organise work | Open | Update to reflect contemporary work requirements |
| CPCCCM1014 | Conduct workplace communication | Open | Update to reflect contemporary work requirements |
| CPCCCM2001 | Read and interpret plans and specifications | Open | Update to reflect contemporary work requirements |
| CPCCCM1015 | Carry out measurements and calculations | Open | Update to reflect contemporary work requirements |
| CPCCCM1016 | Identify requirements for safe tilt-up work | Open | Update to reflect contemporary work requirements |
| CPCxxxxxxxxx | Source basic construction materials and products | n/a | New unit, which will focus specifying the skills and knowledge on how to source basic construction material and products. |
| CPCxxxxxxxxx | Organise self | n/a | New unit to address work skills such as prioritising, clarifying tasks, following through and completing with care, showing initiative. |
| CPCxxxxxxxxx | Maintain personal health and well-being (life skills approach, to awareness of risky substance use and psychological  distress) Dealing with stress, workplace bullying, etc) | n/a | New unit. Recommended by National Centre for Education and Training on Addiction based on their research which  indicated that among young construction trades  apprentices, levels of risky alcohol and drug use and psychological distress, including bullying were substantially  higher than age/gender equivalent Australian population norms. |
| CPCxxxxxxxxx | Carry out basic construction task | n/a | New unit to address skills such as knowing to how to:   * load and unload material at construction sites * tidy a construction site of debris and waste * properly clean and store equipment and materials. |

# Attachment B – Stakeholder consultation method and scale

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholder** | | **Organisation** | **Method** |
| **32 attendees at forum organised by the Victorian Carpentry Teachers Network** | | | |
| Russell Thorn | | GOTAFE Shepparton | Forum, August 2017 |
| Lindsay Moore | | GOTAFE Shepparton | Forum, August 2017 |
| Greg O'Toole | | Holmesglen Institute | Forum, August 2017 |
| Craig Keating | | Holmesglen Institute | Forum, August 2017 |
| Susan Armstrong | | Construction Skills Queensland | Forum, August 2017 |
| Mark Robinson | | Melbourne Polytechnic | Forum, August 2017 |
| Kevin Radcliffe | | Melbourne Polytechnic | Forum, August 2017 |
| Susan Fechner | | Holmesglen Institute | Forum, August 2017 |
| Paul Greaves | | TAFESA | Forum, August 2017 |
| Don Miranda | | TAFESA | Forum, August 2017 |
| Rob Staley | | Wodonga TAFE | Forum, August 2017 |
| Colin Halliday | | Chisholm Institute | Forum, August 2017 |
| Matt Enever | | Chisholm Institute | Forum, August 2017 |
| Adam Laxton | | Chisholm Institute | Forum, August 2017 |
| Glen Thomas | | Federation University | Forum, August 2017 |
| Paul Mackley | | Federation University | Forum, August 2017 |
| Tristan Howison | | TAFE NSW | Forum, August 2017 |
| Michael Kent | | Federation University | Forum, August 2017 |
| Peter Scully | | Box Hill Institute | Forum, August 2017 |
| Alfred Inguanez | | Kangan Institute | Forum, August 2017 |
| Robert Brodie | | Swinburne Institute | Forum, August 2017 |
| Daniel Bonnici | | Victorian Carpentry Teachers Network, Chair | Forum, August 2017 |
| Greg Cheetham | | TAFE NSW | Forum, August 2017 |
| Robert Moseley | | North Metro TAFE | Forum, August 2017 |
| Trevor Ingram | | Australia-Pacific Technical College | Forum, August 2017 |
| Elizabeth Janz | | Holmesglen Institute | Forum, August 2017 |
| David Dekort | | Swinburne Institute | Forum, August 2017 |
| Mark Pullin | | Victorian Curriculum and Assessment Authority | Forum, August 2017 |
| Brad Schaffer | | Holmesglen Institute | Forum, August 2017 |
| Ian Malcolm | | Chisholm Institute | Forum, August 2017 |
| Nick Del Grosso | | Victoria University | Forum, August 2017 |
| Damien Coats | | Federation University | Forum, August 2017 |
| Construction Industry Training Board | | South Australia | Correspondence by email |
| Prof. Ann Roche | | National Centre for Education and Training on Addiction  (NCETA) | Correspondence by email |
| Tim Jones | | Rosny College | Face to face interviews |
| Rod Eske | | Gold Coast School of Construction | Face to face interviews |
| Peter Forsingdal | | Gold Coast School of Construction | Face to face interviews |
| Tracyee Di Virgilio | | Bridgewater Training Centre | Face to face interviews |
| Penny Diressen | | Guilford Young College | Face to face interviews |
| Mike Frost | | Mike Frost and Associates (consultant VET in Schools) | Face to face interviews |
| Susan Armstrong | | Construction Skills QLD | Face to face interviews |
| Mandy Fallon | | Construction Skills QLD | Face to face interviews |
| Stacey Ozolins | | Construction Skills QLD | Face to face interviews |
| **State Training Authorities** | | | |
| Australian Capital Territory – Skills Canberra | | | Email/face to face |
| New South Wales – NSW Department of Industry | | | Email and submission |
| Northern Territory – Department of Trade, Business and Innovation | | | Email |
| Queensland – Department of Education, Training | | | Email |
| South Australia – Department of State Development | | | Email |
| Tasmania – Skills Tasmania, Department of State Growth | | | Email |
| Victoria – Department of Education and Training | | | Email/face to face |
| Western Australia – Department of Training and Workforce Development | | | Email |
| **Organisations – 92 responses to on-line survey[[1]](#footnote-1)** | | | |
| NSW DET-Tamworth RTO | MPA Skills | | On-line survey |
| Department of Education | Alltrades Qld | | On-line survey |
| Queensland TAFE | Central Queensland University | | On-line survey |
| Learning Partners | Swinburne TAFE | | On-line survey |
| NM TAFE | Catholic Schools Office – Wagga Wagga | | On-line survey |
| South Regional TAFE | ATQ | | On-line survey |
| S/R TAFE | Federation Training | | On-line survey |
| Victoria Polytechnic | South Regional TAFE Bunbury | | On-line survey |
| Holmesglen Institute | | Kangan Institute | On-line survey |
| SMTAFE | | MPA Training | On-line survey |
| Fairbridge Western | | TAFE South West, WA | On-line survey |
| Kangan Institute | | BlueScope | On-line survey |
| Clontarf Aboriginal College | | Salter | On-line survey |
| Swinburne | | Attorney-General's Department | On-line survey |
| TasTAFE | | BAA | On-line survey |
| Melbourne Polytechnic | | GET Education Australia | On-line survey |
| Federation University TAFE | | Hutt | On-line survey |
| Chisholm Institute | | Master Builders Association of NSW | On-line survey |
| CITB | | Morayfield SHS | On-line survey |
| Novaskill Port Macquarie | | Hunter Trade College | On-line survey |
| Australia Pacific Technical College | | TQSTA | On-line survey |
| Wodonga TAFE | | ABC training and consulting | On-line survey |
| GOTAFE | | Orange International College | On-line survey |
| Bayside p-12 college | | SRHS | On-line survey |
| Staughton College | | Bendigo TAFE | On-line survey |
| SMTAFE | | VOCAT Pty Ltd | On-line survey |
| Apprenticeship Engagement Forum ITAB | | INVENT Solutions Group | On-line survey |
| Construction Training Council | | Orbus3 | On-line survey |
| Wilkins | | Australian skills and Training academy | On-line survey |
| Central Queensland University | | WA College of Agriculture - Narrogin | On-line survey |
| North Metropolitan TAFE Perth | | North Melbourne TAFE | On-line survey |
| North East Vocational College | | South Regional TAFE Bunbury | On-line survey |
| Rod Pearce Painting | | Hutchinson Builders | On-line survey |
| St Joseph's College | | Perth Training Centre | On-line survey |
| Skills Connect Institute | | Vetis consulting services | On-line survey |
| South Metropolitan TAFE, WA | | All Trades Queensland | On-line survey |
| National Association of Steel-framed Housing | | South Metropolitan TAFE | On-line survey |
| Charles Darwin University | | Hills Regional Skills Centre | On-line survey |
| LivingIN Constructions Pty Ltd | | TAFE NSW Newcastle campus | On-line survey |
| AVELING | | NSW Department of Education | On-line survey |
| North Metro TAFE | | The Gordon TAFE | On-line survey |
| Master Plumbers Association of SA Inc | | Directions | On-line survey |
| Capital Training Institute | | Australian Brick and Block Training Foundation | On-line survey |
| TAFE/DECD | | SMYL Community Services | On-line survey |
| South. Metro TAFE, Queensland | | Blue Dog Training | On-line survey |
| Construction Training Institute | | Youth Futures | On-line survey |

1. This case for change relates to pre-vocational qualifications resulting in high RTO and school interest across Australia. [↑](#footnote-ref-1)