**Building and Construction: Executive Summary**

## Purpose

The Construction, Plumbing and Services IRC is updating the post trade Building and Design components in the CPC training package to align qualifications with current vocational outcomes, remove duplication and address the increase in older workers, digitisation, and the demand for smart and green construction.

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## Project scope statement

As per the Artibus/TPD/2017-18/004 Activity Order, the following training package components will be updated and developed to the Standards for Trainings package 2012:

Update 7 qualifications and 44 units of competency:

1. CPC40110 Certificate IV in Building and Construction (Building)
2. CPC40208 Certificate IV in Building and Construction (Contract Administrator)
3. CPC40308 Certificate IV in Building and Construction (Estimating)
4. CPC40508 Certificate IV in Building and Construction (Site Management)
5. CPC50210 Diploma of Building and Construction (Building)
6. CPC50308 Diploma of Building and Construction (Management)
7. CPC60212 Advanced Diploma of Building and Construction (Management)

Delete 3 qualifications and up to 17 units of competency:

1. CPC40408 Certificate IV in Building and Construction (Sales)
2. CPC40611 Certificate IV in Building and Construction (Specialist Trades)
3. CPC40708 Certificate IV in Building and Construction (Trade Contracting)

Project Due Date: 8 May 2019.

## Challenges

The industry faces a number of challenges, now and in the near future, which have implications for the design of vocational training. These challenges include:

* Emerging specialist sub-sectors, such as aged-care construction
* Responding to predicted skills replacement shortages due to older workers retiring and not being replaced as younger cohorts of workers are exiting the industry prematurely
* Integrating qualifications with varying regulatory regimes across states/territories
* Responding to government policy frameworks which will shape construction practices, such as Smart Cities and infrastructure goals
* Developing skills to effectively utilise emerging technologies and digitisation
* Adapting to material shortages and non-traditional construction building materials and processes
* Meeting environmental challenges, such as constructing and reconstructing buildings after disasters and climate change

## Key Questions

What are the best ways to respond to these challenges at the training package level?

**Structure**

*Regulation and Licensing*

Building and construction is regulated through licensing, and these requirements are evidenced in state/territory enrolment trends. Yet licensing requirements are not uniform.

* *What is the best way to meet licensing requirements across states/territories – by minimum or maximum standards?*

**Packaging**

*Industry*

* *What are the vocational outcomes for post trade construction workers? Would a generalist qualification with optional streams meet industry needs? Should we consider skill sets for specialised professional development pathways?*
* *Are there emerging specialisations at a post trade level?*

*Educational*

* *How can we package the qualifications to optimise articulation arrangements to higher education?*

### **Unit Content**

*Technological*

Current qualifications are fit for purpose today, but emerging technology is transforming the way businesses operate. In the construction industry technology has the potential to improve workplace performance, training, and change job design. Automation is predicted to complement and assist jobs of higher skill levels but substitute those of routine and lower skill levels.

* *How can emerging technologies, construction materials and processes (e.g. BIM, Smart Homes) be included in vocational qualifications?*

*Environmental*

Environmental challenges are not only driven by consumer expectations of sustainable and efficient buildings, but also by regulatory responses to changed climate conditions (such as the construction standards for bushfire attack level (BAL) ratings).

* *How can current and future environmental challenges and consumer expectations be included in vocational qualifications?*
* *Should competencies in environmental building be incorporated across building and construction qualifications?*