



SUBMISSION BY THE  
Housing Industry Association

to the  
**Senate Education and Employment References  
Committee**  
on the  
**Operation, Regulation and Funding of Private VET  
Providers in Australia**

13 February 2014

# CONTENTS

1. Executive Summary.....	3
2. About the Housing Industry Association.....	4
3. Previous Consideration of Issues .....	5
4. Objectives of the VET System.....	8
5. VET Delivery and the Australian Housing Industry .....	10
6. Inquiry Terms of Reference .....	11
7. Conclusion.....	14

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HIA is the leading industry association in the Australian residential building sector, supporting the businesses and interests of over 40,000 builders, trade contractors, manufacturers, suppliers, building professionals and business partners.

HIA members include businesses of all sizes, ranging from individuals working as independent contractors and home based small businesses, to large publicly listed companies. 85% of all new home building work in Australia is performed by HIA members.



## 1. Executive Summary

The Housing Industry Association (HIA) welcomes the opportunity to contribute to the Senate Education and Employment References Committee on the Operation, Regulation and Funding of Private Vocational Education and Training (VET) Providers in Australia.

As a Not-For-Profit organisation founded by members of the Australian building and construction industry, HIA's is dedicated to providing services such as training that meet the need of skills of employers. HIA has up to date intelligence of the skills required by the industry across a range of varied markets at any point in time, which is achieved through maintaining a national committee structure supported by dedicated staff that constantly monitor and report on the skills needs of the industry.

The Association has decades of experience in the field of Vocational Education and Training (VET), operating both as a Registered Training Organisation (RTO) that supports the diverse training needs of the industry, and a Group Training Organisation (GTO), HIA Apprentices, which over the years has connected around 10,000 apprentices with host trainers and has provided pastoral care and support both through to completion and beyond.

HIA does this to help the industry address its chronic skills shortages. For many years, over 50 per cent of new apprentices have failed to complete their training, while absolute numbers of new apprentices are currently declining. Demographics alone mean Australia faces a significant skills shortage in coming years as older workers retire, while the mining boom has drained away many skilled workers from the housing industry who may never return.

In the past, federal and state government policies to address skills shortages in our industry have often been contradictory and poorly focussed. HIA has argued that there needs to be a co-operative refocussing of government activity on attracting, supporting and encouraging apprentices in areas of genuine skills shortage.

HIA is a strong supporter of an industry led VET system capable of meeting the future needs of the housing industry on a national basis, a future that includes both public and private RTOs. . HIA supports the continuance of open VET system in which both private and public providers of training are able to operate on a free and fair competitive basis, including equal access to public funding.

HIA would be concerned if the findings of the inquiry contributed to a realignment of funding and regulatory requirements on the sector, which would have the potential outcome of denying many thousands of young people access to these services. Public funding is provided for the benefit of the student and not the training provider, and should be equally available to all students regardless of their choice of training provider.

If in the course of its Inquiry the Committee identifies areas of concern with the operation of private RTOs then HIA considers that these can and should be addressed through the development of information and guidance material, and where necessary, improved compliance initiatives, rather than structural changes to the system and a skewed weighting in favour of public provision of vocational training.



## 2. About the Housing Industry Association

### Background

HIA is Australia's only national industry association representing the interests of the residential building industry, including home builders, renovators, trade contractors, related building professionals, and suppliers and manufacturers of building products. As the voice of the home building sector, HIA represents some 40,000 members throughout Australia. The residential building industry includes land development, detached home construction, home renovations, medium-density housing and high-rise apartment buildings.

The residential building industry is one of Australia's most dynamic, innovative and efficient service industries and is also a key driver of the Australian economy. The residential building industry has a wide reach into manufacturing, supply, and retail sectors.

The aggregate industry value to the Australian economy is over \$150 billion per annum, with over one million employees, tens of thousands of small businesses, and over 200,000 sub-contractors heavily reliant on the industry for their livelihood.

HIA develops and advocates policy on behalf of members to further advance the efficiency of new home building and renovating, allowing it to provide affordable and appropriate housing to the growing Australian population. The Association provides a wide range of support services and products to members, including technical and compliance advice, training services, contracts and stationary, industry awards for excellence, and member only discounts on goods and services.

HIA prides itself on successfully delivering services and programs to a high standard with quality outcomes for participants and value for money. Through our intimate links with the industry, HIA also has access to arguably the most skilled, experienced and qualified trainers to deliver courses accordingly. With a nationwide infrastructure and a model based on service delivery to members and the broader industry, HIA is able to deliver cost effective training, sharing many fixed costs with other business units.

### HIA's Role in Training Policy Development and Delivery

HIA has a strong track record of policy development and program delivery in the VET sector, and a detailed understanding of the issues that impact on the delivery of services to Australian Apprenticeships and employers. Residential building and construction industry participants overwhelmingly hold VET qualifications, mostly at trade or post-trade level.

The HIA National Training and Professional Development Committee is responsible for developing policy with respect to VET and related fields and is informed by specialist professional staff at HIA. The committee structure brings experience and understanding of training from the field and real life environment, to where it intersects with the theoretical and regulatory aspects of training.



Not only does HIA hold a significant bank of expertise and human capital in this space, it uses these assets to promote improved training outcomes and knowledge across the building and construction sector and further afield.

HIA is a Registered Training Organisation and provides a range of vocational training, including Certificate IV, to more than 1,000 of its members and other persons working in the home building industry. HIA's RTO Record attached as *Annex A*.

HIA's training activities are carried on to assist our members accessing skilled staff and to pass on our unrivalled industry knowledge and experience for the benefit of the industry as a whole. HIA delivers high quality training with the skills required by the industry, and which is accessible to those seeking training, as it is to a large extent run after work and at weekends.

HIA runs a Group Apprenticeship Scheme - HIA Apprentices - with around 300 apprentices across Australia.

HIA is a member of Construction and Property Services Industry Skills Council (CPSISC) which develops training packages for the industry. The HIA representative on CPSISC currently chairs the Council.

### 3. Previous Consideration of Issues

#### **Aspiring to Excellence – Senate Committee Report 2000**

There have been many previous reviews of Vocational Education and Training in Australia, notably the Report of the Review Committee of the Australian Education Council (the Finn Committee), Young people's participation in post-compulsory *education and training*, and the Report by the Employment and Skills Formation Council of the (since abolished) National Board of Employment, Education and Training, titled *The Australian Vocational Certificate Training System*. The latter, known as the 'Carmichael Report', was the genesis of the current integrated national vocational training and certification system.

HIA has made submissions to a number of past inquiries on this topic, including a Senate Committee inquiry in 1999.

The Senate Standing Committee on Education and Employment, in 1999-2000, in its inquiry into Quality of Vocational Education and Training in Australia, considered similar issues to the present inquiry. Many (but not all) of the recommendations of its Report ***Aspiring to Excellence*** were subsequently implemented, including a national quality agency to oversee RTOs.

HIA notes that several of the 1999 Senate Committee terms of reference were very similar to those of the current inquiry. Those particular terms of reference were:-



“The effectiveness of the vocational education and training sector in developing the educational skills of the Australian people and the skills formation and productivity of the Australian workforce, including:

(c) an assessment of the quality of provision of technical and further education (TAFE) and private providers in the delivery of nationally recognised and non-recognised vocational education and training (VET) services and programs, including:

(i) the adequacy of current administration, assessment and audit arrangements for registered training organisations and the credentials they issue,

(ii) processes for the recognition of registered training organisations, the effectiveness of compliance audits and validations of registered training organisations, operations, and sanctions for breaching the conditions of registration,

(iii) the level and quality of VET occurring within registered training organisations, including TAFE, private providers, workplaces and schools,

(iv) the extent to which employers of apprentices and trainees are meeting their obligations to deliver training on the job, and the adequacy of monitoring arrangements,

(v) the range of work and facilities available for training on the job,

(vi) attainment of competencies under national training packages, and

(vii) the reasons for increasing rates of non-completion of apprenticeships and traineeships;”

The Senate Committee’s majority report (by Labor and Australian Democrats Senators Collins, Carr, Crossin, and Stott Despoja) made recommendations focussed mainly on strengthening the institutional arrangements to ensure compliance with quality control processes. Of particular relevance is its endorsement of a truly national system of VET and a national quality framework.

The Committee found that there were serious deficiencies in both the design and implementation of the Australian Recognition Framework. These deficiencies included inadequacies in the scope and effectiveness of Standards and Evidence Requirements, serious weaknesses in the capacity of the Framework to contribute to national consistency and quality in the VET system, and shortcomings in the application auditing by states and territories of the Principles and Standards for provider registration. Recommendations were made to address these.

The Committee’s recommendations cautioning against unrestricted user choice, which unfortunately were not implemented, have proven particularly correct. Industry remains concerned that public money previously invested in some state funded training programs



produced graduates without commercial employability in some areas, and where there were no skills shortages in others.

However, some caution is needed in reassessing its findings today, as the institutional and legislative framework has changed substantially since then, particularly with the abolition of the Australian National Training Authority.

Interestingly, the minority report by Government Senators (Tierney and Brandis) stated:

*“This inquiry was conceived in circumstances of early difficulties faced by State regulatory bodies in carrying out their functions, and in the light of revelations of unethical practices by a small handful of registered training organisations”. The Government Senators considered that “State agencies and ANTA have sufficient motive, power and resources, for the most part, to deal with such problems.”*

It therefore seems that the current inquiry has as one of its principal focusses the same quality assurance issues that gave rise to the Senate inquiry in 1999.

## **May 2014 Senate Committee Report on Technical and Further Education in Australia**

The May 2014 report on Technical and Further education in Australia primarily dealt with the role of State Colleges of Technical and Further Education (TAFEs). It particularly focussed on the effect on TAFEs of competition from private RTOs, stating (para 4.17) –

*“The committee is not opposed to the introduction of private training providers in the sector in theory, but acknowledges that TAFE provides an integral service to the community, and therefore should not be required to compete with private providers in some areas.”*

HIA does not accept that TAFEs should be protected from competition to deliver training to industry.

The Committee recommended (Recommendation 4) the development of improved government standards for registration of training organisations, as the current regulatory environment provides no guarantee of quality for students. HIA supports this recommendation, but not to the extent that it adds an excessive administrative and cost burden to all RTO.

The Committee also recommended (Recommendation 5) that COAG agree on a ‘managed market’ for contestable public funding. HIA is concerned that this would provide opportunities for administrators to impose their own views on what is ‘fair’ in reserving a market share for TAFEs. It would remove any incentive for TAFEs to become or remain efficient, and entrench an institutional training provider-driven VET culture which may not be in the best interests of students or for Australia as a whole.

It should not be forgotten that the reason VET was opened up to private providers was the high level of industry and student dissatisfaction with aspects of the public system. Evidence given to this inquiry, notably by VACC, highlighted this and is consistent with views expressed over many years by HIA members who employ apprentices.



HIA strongly agrees with the comment made in the Dissenting Report by Coalition Senators that:

*“TAFEs must recognise that in a competitive market the ability to respond to industry needs is key to their future success. A mosaic funding model is also the only way the VET sector as a whole can meet the increasing demands on it.”*

Further that:

*“In many cases TAFE will be the most appropriate provider, but other times a private RTO will be the best option. In the Coalition’s view, opening the sector up to the market will provide efficiencies, innovation and dynamism, which will benefit all stakeholders”*

Finally, HIA does not agree with comments in the Report by Senator Rhiannon that:

*“Every provider seeking registration to deliver vocational education in Australia should have the provision of vocational education as its primary purpose.”*

This would exclude organisations such as HIA that provide a broad range of industry services on a not for profit basis, and which has provided accredited training for many years without any suggestion of the type of problems highlighted by the Senator.

## **4. Objectives of the VET System**

### **Key elements in training delivery**

In order to objectively assess the terms of reference of the current inquiry, it is important to take a step back from looking at institutions and consider the overall objectives that the VET system should be designed to achieve.

HIA considers that the objectives of Australia’s Skills and Workforce Development system should be the creation and maintenance of a national industry-led, high quality skills, and workforce development system that operates as a strategic partnership of Australian industry, enterprises and individuals in the pursuit of world-class skills.

To achieve these objectives, the following key elements relating to training delivery are considered by HIA as essential:

- (a) Genuine influence and direction setting by industry through:
  - (i) High-level industry influence in determining the national priorities for the system (as part of the process of negotiating outcomes for the National Agreement);
  - (ii) High-level, evidence-based industry advice to governments on the future shape of the Australian economy and the projected workforce by industry sector;





- (iii) Real-time, system-level advice to governments to ensure the skilled labour flow resulting from training meets the evolving demands of Australian industry; and
  - (iv) Expert advice on the skills and knowledge required to perform competently in the workplace for codification into nationally endorsed qualifications.
- (b) Flexibility in training delivery having regard to the needs of both employers and trainees, and embodying the principle of continuous improvement to ensure the evolving needs of industry are met;
- (c) National funding principles which meet the needs of both formal clients of the system – individuals and industry. This requires:
- (i) Individual choice of RTOs, with any Government funding of nationally accredited training being available without discrimination between RTOs;
  - (ii) Individual student entitlement for learners but consistent with the actual and forecast demand for skilled labour and directed to training that results in genuine employment outcomes; and
  - (iii) Co-investment with enterprises to up-skill existing workers.
- (d) National standards for regulation of Registered Training Organisations (RTO) which are consistently interpreted and applied, and which focus on both high quality delivery and assessment, and the viability of the business. These include:
- (i) A national, risk based approach to auditing and monitoring of RTOs that considers performance, service outcomes and compliance; and
  - (ii) Full transparency of RTO performance and employer satisfaction at faculty/discipline level - as distinct from overall RTO level - which is easily understood and easily accessible on-line by students and employers.
- (e) A single qualifications framework across the schools, VET and higher education sector to ensure parity of outcomes between qualifications and enable student pathways between sectors.

## **Flexibility is a Key Objective**

A key objective and feature of VET system is the flexibility and choice it provides for training to be customised or tailored to meet industry's needs. This flexibility and choice is provided largely through User Choice arrangements and National Training Packages. Industry supports this approach.

Any move to reduce this flexibility, for example by curtailing funding or access to private VET providers, would be a severe disadvantage to the housing industry, for reasons set out below.

## **Competition is also a Key Objective**

Implicit in the views above is that all RTOs should be free to compete in the delivery of training services. In a national system where one size definitely does not fit all, this is essential if the needs of both industry and students are to be met. Provided they meet national quality standards, RTOs should be free to specialise in their offerings, and able to innovate in their



delivery methods, including to students in remote localities. Private RTOs are Many and Various

HIA notes that private RTOs are by no means all the same. They include commercial for-profit organisations dedicated to training, large commercial enterprises that have obtained RTO status to deliver accredited training to their employees, and not-for-profit organisations that provide a variety of services including training to particular industry sectors or affiliated groups. HIA considers that it is a mistake to regard them all in the same way, or expect them to have identical training programs, capabilities and student servicing benchmarks.

## **5. VET Delivery and the Australian Housing Industry**

Housing is an unusual industry in Australian terms, in that generally speaking its products are hand built by skilled tradespersons in an infinitely variable workplace, and there is only a very limited ability to substitute industrial processes and unskilled labour if skilled trades are not available. In addition, work is project based, widely dispersed geographically, the workplace is constantly shifting its location, and the workforce is principally self-employed subcontract workers rather than employees, who have no long term relationship with any employer.

All those who work in the housing industry are very cognisant of the great need for a skilled, mobile, flexible, up to date workforce. The industry relies to a great extent on the subcontract system where quality control is very much dependent on the skills of individual workers, and where the time available for additional formal training is strictly limited.

The dispersed nature of the industry, with a workforce constantly moving, poses additional problems for attendance at institutions such as TAFE for formal training. Private RTOs can offer more flexibility in delivering formal training in the workplace in these circumstances.

Finally, the need for workers to demonstrate practical skills at a commercial level, which can only be acquired over time through practicing in the actual workplace, means that the traditional apprenticeship system remains the best route to achieving the industry's skills formation objectives. Fully institutionalised training with simulated workplace activities, as has been taken up in some other industries, is wholly unsuitable for the housing industry and in the past has been firmly rejected by all industry participants.

In the past, industry training has involved day or week block release of apprentices to TAFE or another RTO to undertake formal training, followed by work experience and on-site training by their supervisor who is themselves a skilled tradesperson. Assessment of the apprentice's progress has been by the RTO, which under competency based training now means moving immediately to a higher pay grade rather than moving at yearly intervals as in the past. This has caused concern in the industry as the employer currently has little or no role in assessing whether the apprentice has truly achieved the required competency.

HIA considers that there is a need to disentangle the relationship between delivery and assessment in the VET system. Greater separation between training delivery and the demonstration of competency would assist in meeting the quality expectations of industry. HIA considers that this applies equally to public and private RTOs.



The use of externally administered final assessment processes, such as capstone assessments or tests by licensing bodies, are one mechanism for establishing assessment conditions that are separate from the training process. However, not all qualifications are licence-related, and of course this process could not apply at intermediate years in the course of an apprenticeship.

HIA would support a two-stage approach to the recognition of competency whereby individuals reach a first stage of competency on completion of a training and assessment program administered by an RTO, but do not achieve the second stage of competency until they have applied their skills and knowledge in the workplace – in a real-world employment situation, not a work placement or simulation. This would enable employers to play their proper role as part of the apprentice training system.

## 6. Inquiry Terms of Reference

Following are specific comments addressing the inquiry Terms of Reference.

### ***(i) the access private VET providers have to Commonwealth and state public funding,***

As noted above, HIA considers that all RTO VET providers should have access to funding on an equal basis throughout Australia. Anything less discriminates against the students who are serviced by those RTOs which are denied equal access.

HIA has noted with great concern that the Governments of Victoria and NSW have recently restricted access by RTOs to State funding of nationally accredited training, to those RTOs having their 'principal place of business' in their respective States. In 2013/14 HIA, in spite of strong representations to relevant Ministers, was denied access to funding in both Victoria and NSW on the basis that its 'principal place of business' was not in either of those States, in spite of being registered as an RTO in Victoria.

It is obvious that a unitary national organisation such as HIA cannot comply with such requirements in more than one state, as it can have only one 'principal place of business'. This of course completely cuts across the notion of a national VET delivery framework, with national registration of RTOs, and gives an unfair advantage to RTOs which operate only in one state.

Ultimately the funding is provided for the respective state's students, not the RTO, with students in other states currently able to select from a broader range of accredited private and public RTO's than is available to Victorian and NSW residents.

Parochial policies such as this, engaged in by states in spite of their having signed up to the COAG 'National Partnership Agreement on Skills Reform – Intergovernmental Agreement On Federal Financial Relations', can only act to destroy the desired national character of the VET system.

HIA considers that the Commonwealth, which provides part of the funding for VET, should insist that State Governments, as recipients of that funding, do not discriminate between RTOs, either on the basis of State place of business or on any other grounds.



Only with all RTOs able to operate on the same level playing field can there be effective competition in the delivery of training services. And only free and fair competition can deliver a product that genuinely meets the needs of industry and students in the most efficient way and at the best possible price.

HIA is strongly opposed to any suggestion that private RTOs should receive reduced access to Commonwealth and State public training funding.

**(iii) the cost of education at private VET providers,**

HIA notes that free and fair competition will ensure that the cost of education at private VET providers is, over time, the lowest possible without compromising student learning outcomes.

HIA considers that private VET providers such as itself are able to provide high quality accredited training at very competitive prices because of its direct and intimate links to its industry at all levels.

HIA has access to immediate feedback on skills issues. Through its National Training and Skills Committee, made up of HIA members from across Australia, HIA had continually contributed to the national skills debate and for many years has lobbied for improvements to the apprenticeship system.

HIA builder members rely on HIA to encourage an adequate continuing supply of skilled workers through its Group Apprenticeship Scheme. Trade contractor members who wish to obtain their builder's licence rely on HIA as an RTO to provide them with the necessary Certificate IV training. In addition, HIA has a deep interest in the encouragement of new entrants into the industry, and in ensuring that they have the necessary technical and business skills to succeed, as its future membership derives from such persons.

**(iv) the regulatory regime private VET providers operate within,**

As noted above, HIA considers that the current regulatory regime needs reform. HIA has called for a national, risk based approach to auditing and monitoring of RTOs that considers performance, service outcomes and compliance. Such a system needs to focus on risk rather than subjecting all RTOs to a detailed administrative process that focuses on inputs rather than outcomes.

The current regulatory regime, in HIA's view, penalises good training providers that are focussed on providing the best possible training for students, through a disproportionate emphasis on administrative requirements.

HIA appreciates the changes made by the current Federal Government in 2014 which will reduce the incidence of, and the cost of accommodating to, changes to Training Packages. While change to Training Packages in our industry has largely been industry driven, simply we argue that changes only occur when absolutely necessary.

**(v) the operation of VET-FEE-HELP,**



HIA has no direct experience of VET-FEE-HELP and has no comments on this TOR.

**(vi) *the quality of education provided by private VET providers, volume of learning requirements and graduate outcomes,***

HIA considers that it is not possible to generalise on the quality of education provided by private VET providers, any more than it is possible to generalise on the quality of that provided by TAFEs.

All RTOs deliver training on the basis of the same nationally accredited Training Packages developed by Industry Skills Councils. What varies is the quality of teachers, the quality of learning materials, the extent of opportunities to practice skills, and the RTO's closeness of links with industry.

**(vii) *marketing and promotional techniques employed by private VET providers and education brokers both domestic and international,***

HIA markets its courses directly to its members rather than to the public in general. Given that there is a minimum course size to be viable, successful marketing of their services is a necessary and inevitable part of the business of being a private (or public) VET provider.

HIA is aware of offers and incentives provided by some RTOs to attract students. In principle, HIA considers that this represents a legitimate marketing tool, and it should be the prerogative of individual RTOs to determine how they market their offerings. Emphasis should be placed on the quality of training provided and outcomes achieved, rather than how students are attracted to the particular course or provider.

**(viii) *any incidents or allegations of non-compliance with regulation and funding arrangements at private VET providers,***

HIA is aware of allegations against a minority of RTOs, which are alleged to have cut corners in the delivery of an inferior product in order to maximise their profits. However, this is not a new problem, and to some extent is inevitable in a system which provides financial incentives to maximise throughput rather than rewarding quality.

In HIA's experience, federal and state regulatory authorities - in many cases alerted by other industry participants - have acted quickly to stop unethical or illegal behaviour. HIA does not consider that the behaviour of a minority of RTOs should result in systemic changes that would ultimately disadvantage quality providers and their students.

**(ix) *political donations made by private VET providers,***

HIA, as an apolitical not-for-profit organisation and does not make donations to political parties.

However, HIA notes that such donations are generally permitted by federal and state law on certain conditions, and that private individuals and companies are at liberty to make such



donations if they wish. Political participation is an important Australian democratic right and laws restricting this right should not be adopted without very good reasons.

Prohibiting one group from making donations to political parties also gives an unfair advantage to other groups who remain permitted to make such donations. Taken to extremes, such policies could be highly partisan and undemocratic.

HIA is strongly opposed to singling out particular categories or groups of persons, all of whom are to have their political rights circumscribed, because of the inappropriate behaviour of a few. If corruption is a concern, the appropriate course of action is better enforcement of laws against corruption.

**(x) *international comparisons to the Australian funding and regulatory regime,***

HIA notes that there is considerable international interest in the Australian VET system and that a number of overseas countries such as India have shown interest in adopting it for their VET needs.

However, this aspect is a national matter handled by the Construction and Property Services Industry Skills Council and not individual industry bodies such as HIA.

**(xi) *the operation, regulation and funding of private VET providers specifically offering courses in aged care and early childhood education and their labour market outcomes.***

HIA does not operate in this sector and provides no comments.

## **7. Conclusion**

HIA supports the continuance of open VET system in which both private and public providers of training are able to operate on a free and fair competitive basis, including equal access to public funding. Public funding is provided for the benefit of the student and not the training provider, and should be equally available to all students regardless of their choice of training provider.

HIA rejects the presumption that public providers know the industry better than organisations such as HIA and its members who have strong links into their respective industries. Equally, HIA also rejects restricting access to public funding to private trainers and permitting only TAFEs to provide government funded courses.

This would directly and significantly disadvantage hundreds of people in the building and construction industry who rely on HIA and other non-public providers to provide them with accredited training at times and places they can conveniently attend.

Housing Industry Association Ltd  
13 February 2015

# RTO Report



## 1091 - Housing Industry Association Ltd

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### Summary

Code: **1091**  
Legal name: **Housing Industry Association Ltd**  
Trading name:  
Status: **Current**  
ABN: **99 004 631 752**  
ACN:  
RTO type: **Education/training Business Or Centre: Privately Operated Registered Training Organisation**  
Web address **<http://www.hia.com.au>**  
Initial registration date: **30/Sep/2003**

### Registration details

Registration manager: **Australian Skills Quality Authority**  
Start date: **02/Oct/2013**  
End date: **01/Oct/2018**  
End reason:  
Legal authority: **National Vocational Education and Training Regulator Act 2011**  
Exerciser: **Australian Skills Quality Authority**

Head office address: **70 Jolimont Street  
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### Chief Executive

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VIC  
3002**

## Managerial Agent

Contact name: **Mr Shane Paul Goodwin**

## Managerial Agent

Contact name: **Mr Timothy John Olive**

Note: This is a list of training products that the RTO has approval to deliver training and/or assessment in. It is not an indication of what training products the RTO is actually delivering. Individuals should contact the relevant RTO to confirm all delivery details of different training products.

## Delivery filter

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Filter by delivery in:								

## Qualifications

Code	Title	Extent	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
BSB30112	Certificate III in Business	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSB40407	Certificate IV in Small Business Management	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSB41412	Certificate IV in Work Health and Safety	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC10111	Certificate I in Construction	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC20112	Certificate II in Construction	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC30211	Certificate III in Carpentry	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC40110	Certificate IV in Building and Construction (Building)	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC40208	Certificate IV in Building and Construction (Contract Administration)	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC40308	Certificate IV in Building and Construction (Estimating)	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC40508	Certificate IV in Building and Construction (Site Management)	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPC50210	Diploma of Building and Construction (Building)	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



## Units of competency

Code	Title	Extent	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
BSBCUS301B	Deliver and monitor a service to customers	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
CPCCBBC6001B	Apply building codes and standards to the construction process for large building projects	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CPCCOHS1001A	Work safely in the construction industry	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(\*): Scope is implicit

## Accredited courses

Code	Title	Extent	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
10314NAT	Course in Asbestos Awareness	Deliver and assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Restrictions

Restriction	Restriction Type	Start date	End date
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## Delivery

Note: The Delivery Notification matrix of state/territories represents regions where the RTO has previously notified it has commenced delivery. It is not an indication of the availability of the training product, from the RTO, within a particular state or territory. Individuals should contact the relevant RTO to confirm all delivery details of different training products.

Scope	Date of change	Notification	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Overseas
10314NAT	28/Apr/2014	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10314NAT	28/Apr/2014	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
21883VIC	28/Aug/2008	Commencement		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
40513SA	24/Aug/2006	Commencement				<input checked="" type="checkbox"/>					
80803ACT	02/Oct/2007	Commencement				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
BCG10103	30/Sep/2003	Commencement			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BCG40106	02/Oct/2007	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BCG40206	02/Oct/2007	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
BCG40306	02/Oct/2007	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
BCG40506	02/Oct/2007	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
BCGBC4004A	24/Jul/2007	Commencement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BCGBC4024A	24/Jul/2007	Commencement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BCGBC4025A	24/Jul/2007	Commencement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BCGBC4034A	24/Jul/2007	Commencement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BSB30110	01/Jun/2012	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSB30112	25/Mar/2013	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSB40407	01/Jun/2012	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSB41407	01/Jun/2012	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSB41412	25/Mar/2013	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSBCMN310A	24/Jul/2007	Commencement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BSBCUS301A	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
BSBCUS301B	28/Nov/2012	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
BSBOHS401B	11/Mar/2011	Commencement		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					

Scope	Date of change	Notification	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Overseas
BSBOHS402B	11/Mar/2011	Commencement		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
BSBOHS403B	02/Feb/2010	Commencement		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BSBOHS404B	11/Mar/2011	Commencement		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
BSBSBM401A	30/Sep/2003	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSBSBM402A	30/Sep/2003	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
BSBSBM406A	24/Jul/2007	Commencement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BSBSMB401A	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
BSBSMB406A	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CPC10108	18/Jan/2011	Commencement				<input checked="" type="checkbox"/>					
CPC10111	10/Jun/2014	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC10111	10/Jun/2014	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC10111	30/Sep/2003	Commencement				<input checked="" type="checkbox"/>					
CPC20112	10/Jun/2014	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC30108	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC30111	30/Sep/2003	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC30208	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC30211	30/Sep/2003	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC40108	05/Mar/2010	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC40110	18/Jan/2011	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC40208	20/Sep/2010	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC40308	20/Sep/2010	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC40508	20/Sep/2010	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPC50210	06/Nov/2012	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPCCBC4004A	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CPCCBC4024A	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CPCCBC4025A	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CPCCBC4034A	22/Dec/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CPCCBC6001B	03/Feb/2015	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPCCBC6001B	03/Feb/2015	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CPCCOHS1001 A	17/Jul/2009	Commencement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	