



BuildSkills
Australia

VET Workforce Study

Construction, Property, and Water

JSC

Jobs and Skills Council
Building, Construction, Property and Water
An Australian Government Initiative

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Acknowledgement of Country

BuildSkills Australia respectfully acknowledge the Traditional Owners as custodians of the land and waters we share. We pay our respects to their Elders past, present and emerging, as the keepers of the traditions, customs, cultures and stories of proud peoples.

Attribution and Independence

This report has been prepared by BuildSkills Australia in its capacity as an independent organisation. The analysis, findings and recommendations are based on information available at the time of writing and represent the views of BuildSkills Australia alone. They do not represent, and should not be taken to represent, the views, positions, or endorsement of any member organisations, partners, funders, or other stakeholders.

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About BuildSkills Australia

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BuildSkills Australia is one of 10 Jobs and Skills Councils (JSCs) established by the Australian Government to address workforce planning and training needs in all sectors of the economy.¹ BuildSkills Australia serves the construction, property, and water industries by bringing stakeholders together to collaborate on developing sustainable solutions to the skills and workforce challenges they are facing.

As a JSC, we play an active role in the national conversation around jobs and skills across all sectors, advocating for our own industries within this broader context. To fulfill this role effectively, we regularly connect with and listen to leaders and workers across the construction, property, and water industries, building a deep understanding to underpin our evidence-based policy analysis.

Our Board is made up of an equal balance of representatives from employee and employer groups. Our governance approach ensures BuildSkills Australia is a non-partisan organisation that fairly represents the interests of workers, leaders, and business owners in the sector.

This report has been prepared by BuildSkills Australia. The analysis, findings, and recommendations presented are those of BuildSkills Australia and do not necessarily reflect the views or positions of member organisations or other stakeholders.

BuildSkills Australia has a broad mandate to maximise workforce outcomes for Australia's construction, property, and water industries.² We are the most trusted source of workforce intelligence, planning, and solutions for the businesses and workers that operate in this sector. We administer four training packages, encompassing almost 100 qualifications and nearly 1,500 units of competency.

Learn more about BuildSkills Australia, how we operate and who we serve, at www.buildskills.com.au.

¹ For more information on why JSCs were established and how they function, visit www.dewr.gov.au/skills-reform/jobs-and-skills-councils.

² A summary of this new architecture is available at <https://www.dewr.gov.au/skills-reform/resources/new-industry-engagement-architecture>.

Executive Summary

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In October 2024, the Skills and Workforce Ministerial Council released the VET Workforce Blueprint—a national plan to grow, support, and sustain the Vocational Education and Training (VET) workforce. As part of the response to this report, the Department of Employment and Workplace Relations (DEWR) engaged each of Australia's ten Jobs and Skills Councils (JSCs) to lead industry-specific studies identifying practical strategies to strengthen the sector.

This Study is BuildSkills Australia's first output under the Blueprint program. It focuses on the VET workforce providing services to the construction, property, and water industries, outlining who works in the sector, the roles they fill, and the challenges they face.

A wide range of public and private Registered Training Organisations (RTOs) were consulted for this Study. Their feedback revealed consistent themes across the country, with similar patterns in workforce structure, training design, delivery, and assessment. Smaller RTOs often rely on staff performing multiple functions, while larger providers typically have specialised teams.

This Study's findings align closely with the national Blueprint, suggesting that workforce challenges among RTOs delivering training to the construction, property, and water industries reflect broader trends in the VET sector. Key themes include:

- **Trainer retention is strong:** 60% of RTOs surveyed reported trainer retention was "somewhat easy" to "extremely easy", compared to just one-third across the wider economy.
- **Recruitment is a persistent challenge:** 70% of RTOs reported difficulty attracting new trainers, significantly higher than the national average of 47%.
- **Late-career entry is common:** Many trainers transition into the role later in their careers, often seeking reduced physical demands and greater flexibility.
- **Specialist roles lack pathways:** While the Certificate IV in Training and Assessment provides a clear entry route for trainers, roles such as instructional designers and compliance officers lack formal pathways, making recruitment difficult.
- **Certificate IV TAE remains complex and inflexible:** Despite recent updates, the Certificate IV TAE offers little hands-on teaching preparation, discouraging many potential trainers.

This Study identifies 12 main challenges affecting RTOs delivering training to the construction, property, and water industries. Thirteen targeted actions have been proposed to help address these challenges.

Recognising the limited scope for JSCs to individually influence broader system outcomes, three specific actions have been identified for BuildSkills Australia to take forward in the context of the broader Blueprint program:

1. Establish a dedicated implementation support function

BuildSkills Australia will develop an in-house capability to produce a standard suite of web-based implementation resources. These materials will provide clear, timely, and consistent guidance to the training sector following any updates to Training Packages, supporting effective and efficient uptake across the system.

2. Pilot common training resources to streamline delivery

BuildSkills Australia will pilot the development of shared instructional and curriculum resources aimed at reducing the design burden on individual RTOs. If successful, this approach could be scaled to support additional courses or Training Packages across the construction, property, and water sector.

3. National career promotion campaign for the VET workforce

BuildSkills Australia will lead the development and piloting of a broad-based career promotion campaign to raise awareness of the VET workforce as an attractive and rewarding career pathway for existing workers in the construction, property, and water industries.

The campaign will target current skilled workers with the aim of strengthening workforce attraction.

KEY FINDINGS			
 Interpretation of complex training packages	 Unpredictable training packages updates	 Scarcity of instructional designers	 TAE Certificate IV as an entry barrier
 Low awareness of training career benefits	 Entrenched demographic stereotypes	 Compliance burden on trainers	 Industry currency maintenance
 Recruitment difficulties in regional areas	 Lack of formal compliance pathways	 Audit inconsistency and ambiguity	 Overlapping regulatory frameworks

RECOMMENDED ACTIONS			
 Publicly publish the training package review schedule	 Implement a five yearly TAE Certificate IV review cycle	 Create flexible entry pathway into training roles	 Financially incentivise entry into training roles, especially regionally
 Introduce industry-specific currency guidance	 Enable RTO's to seek audit clarity and assurance	 Ensure auditors possess industry expertise	 Provide implementation support for training package changes
 Develop shared training resources	 Run targeted campaign promoting VET careers non-financial rewards	 Explore externally managed audit models	 Strengthen language, literacy, numeracy and digital skills
 Establish a consistent national compliance guide			

Introduction

Context

The VET Workforce Blueprint ('the Blueprint') released in October 2024, sets out a national plan to strengthen and sustain the Vocational Education and Training (VET) workforce. It recognises the VET sector's central role in equipping Australians with the skills the economy needs and the importance of a strong and supported workforce to deliver those skills. The Blueprint identifies eight strategic priorities and 14 actions to address growing shortages in the VET workforce, especially among trainers and assessors. In response, the Department of Employment and Workplace Relations (DEWR) tasked each Jobs and Skills Council (JSC) with a three-part project focused on sector-specific challenges and solutions.

This Study forms BuildSkills Australia's first output under the Blueprint program and is structured around four core objectives:

1. Understand workforce composition and data limitations
2. Explore job roles and career pathways
3. Identify current and emerging workforce challenges
4. Propose practical actions and reforms

It is important to note a limitation related to the first objective. The Blueprint highlights a range of gaps in national workforce data that make it difficult to confidently estimate the size and structure of the VET workforce. This challenge is even greater when trying to isolate the workforce within specific sectors, such as the construction, property, and water industries. This Study does not attempt to provide precise workforce estimates for the sector.

Scope

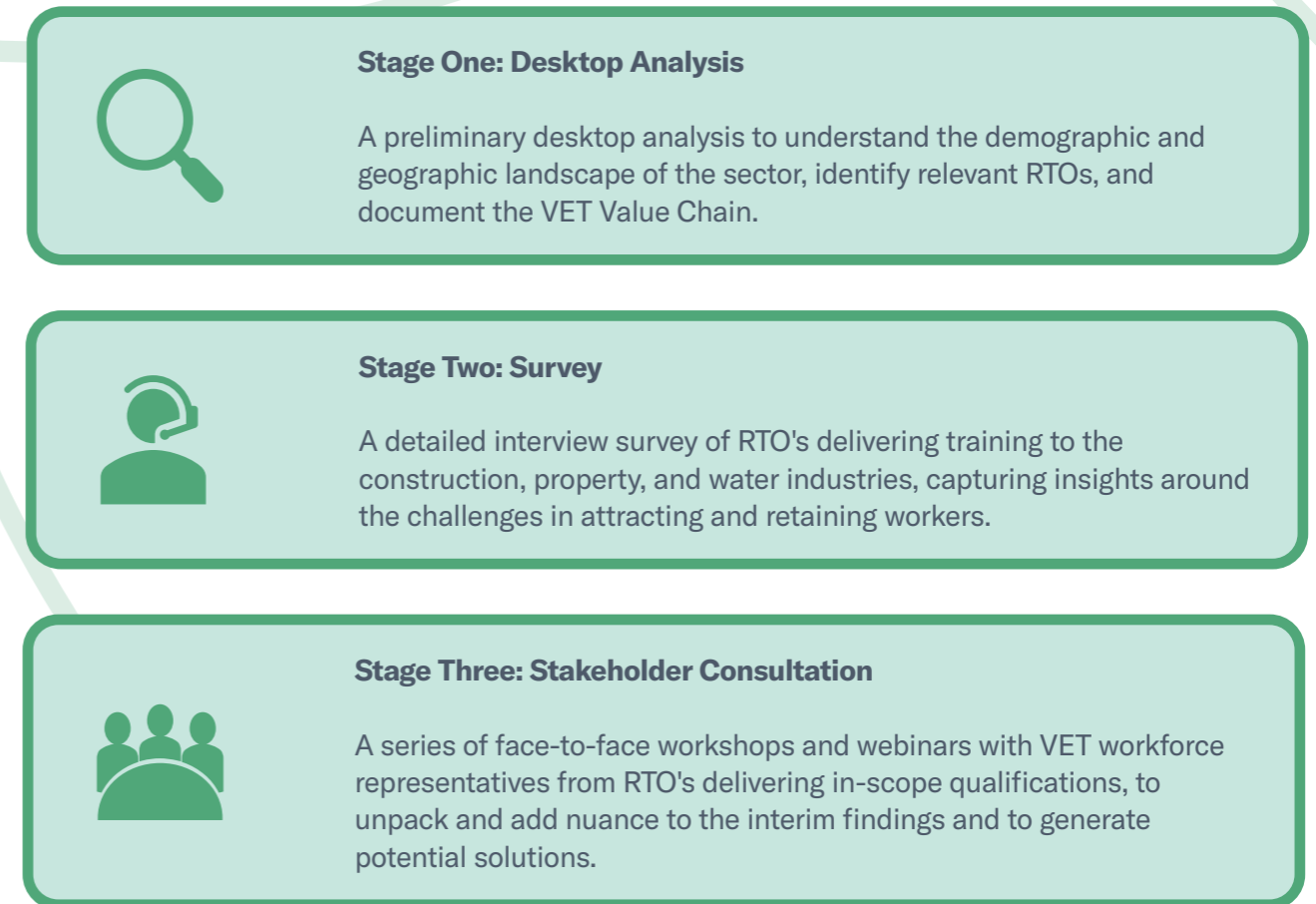
This Study examines the workforce challenges experienced by RTOs delivering training products to workers involved in delivering construction, property, and water services. These training products are captured in the Training Packages outlined in **Appendix A**.

It is important to note that a range of training occurs outside of the nationally recognised training system, both by RTOs and unregistered training providers. This non-nationally recognised training falls outside the scope of this Study.

Methodology

BuildSkills Australia adopted a three-stage approach to this Study, focussed on building a comprehensive understanding of the workforce challenges facing RTOs delivering services to the construction, property, and water industries (**Figure 1**).

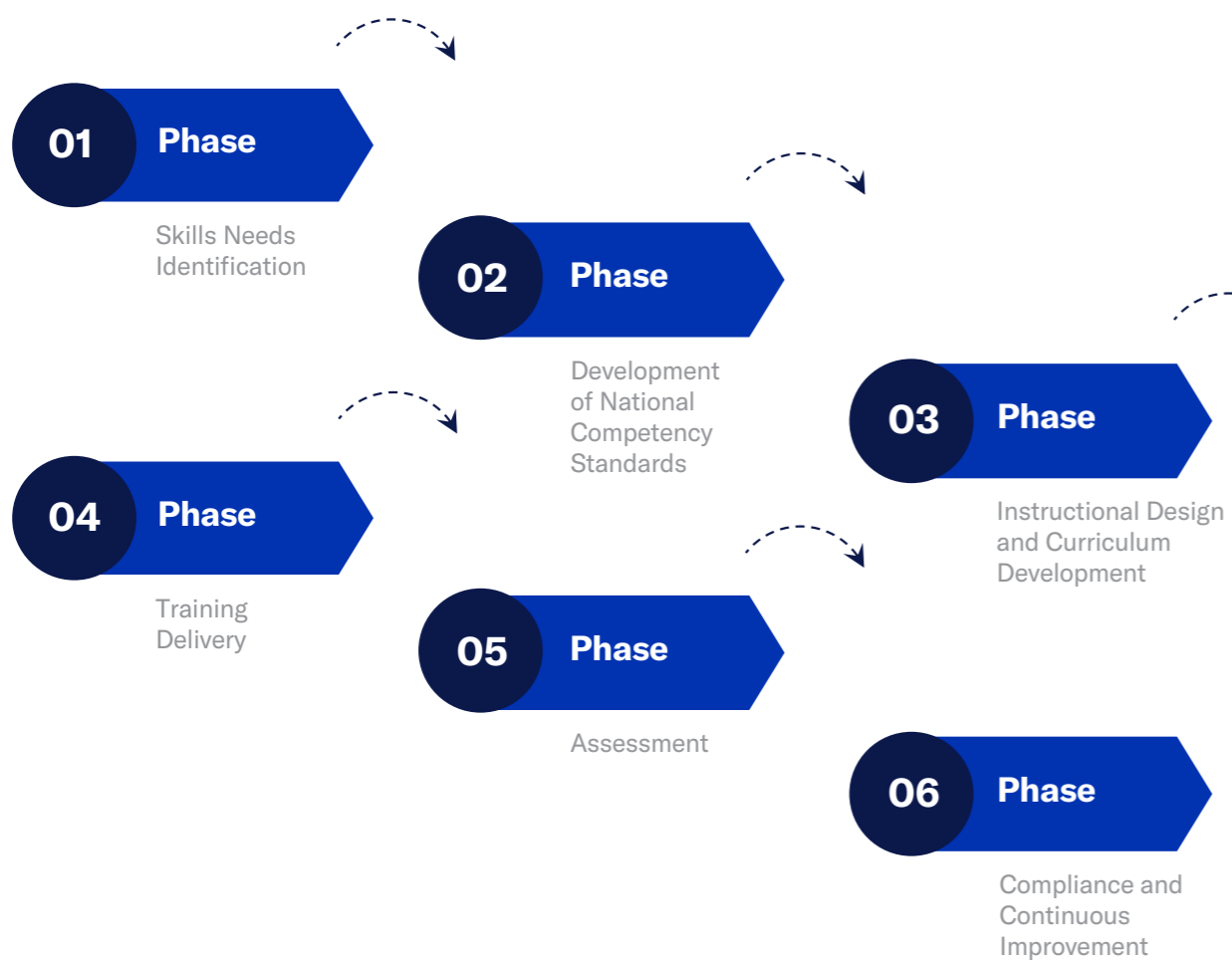
Figure 1. BuildSkills Australia VET Workforce Study framework



The VET value chain

The Study is organised around a specific understanding of how value is created throughout the VET system, which we call the 'VET Value Chain'. The VET Value Chain is organised around six phases, and provides a framework for interpreting the tasks, functions, roles, and capabilities across the VET system (Figure 2). The findings and recommendations in this report are organised around these phases.

Figure 2. Phases of the VET Value Chain



Each phase of the VET Value Chain includes seven key components (Figure 3). These components draw on established frameworks, such as the Australian Skills Quality Authority (ASQA) *Standards for Registered Training Organisations* and Jobs and Skills Australia's *VET Workforce Taxonomy*, ensuring the approach is both relevant and aligned with national conventions and standards.

Figure 3. Inputs and components of the VET Value Chain

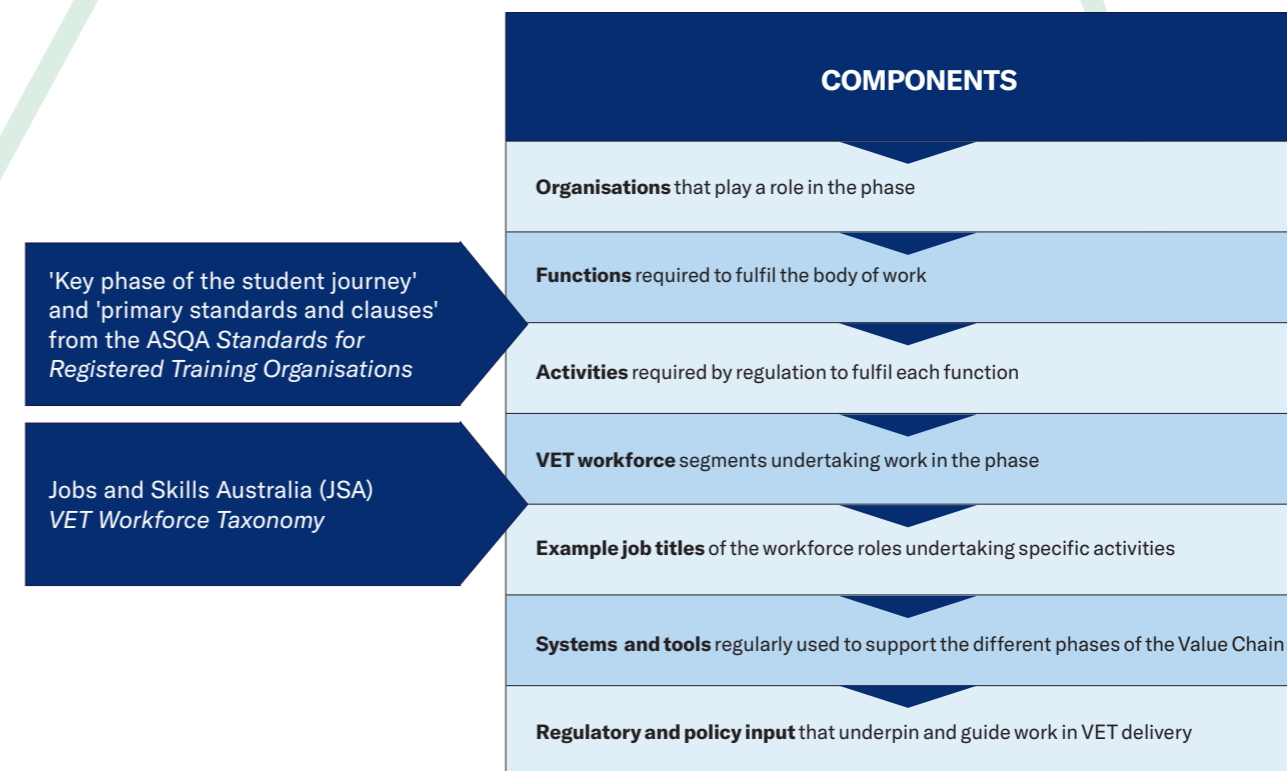
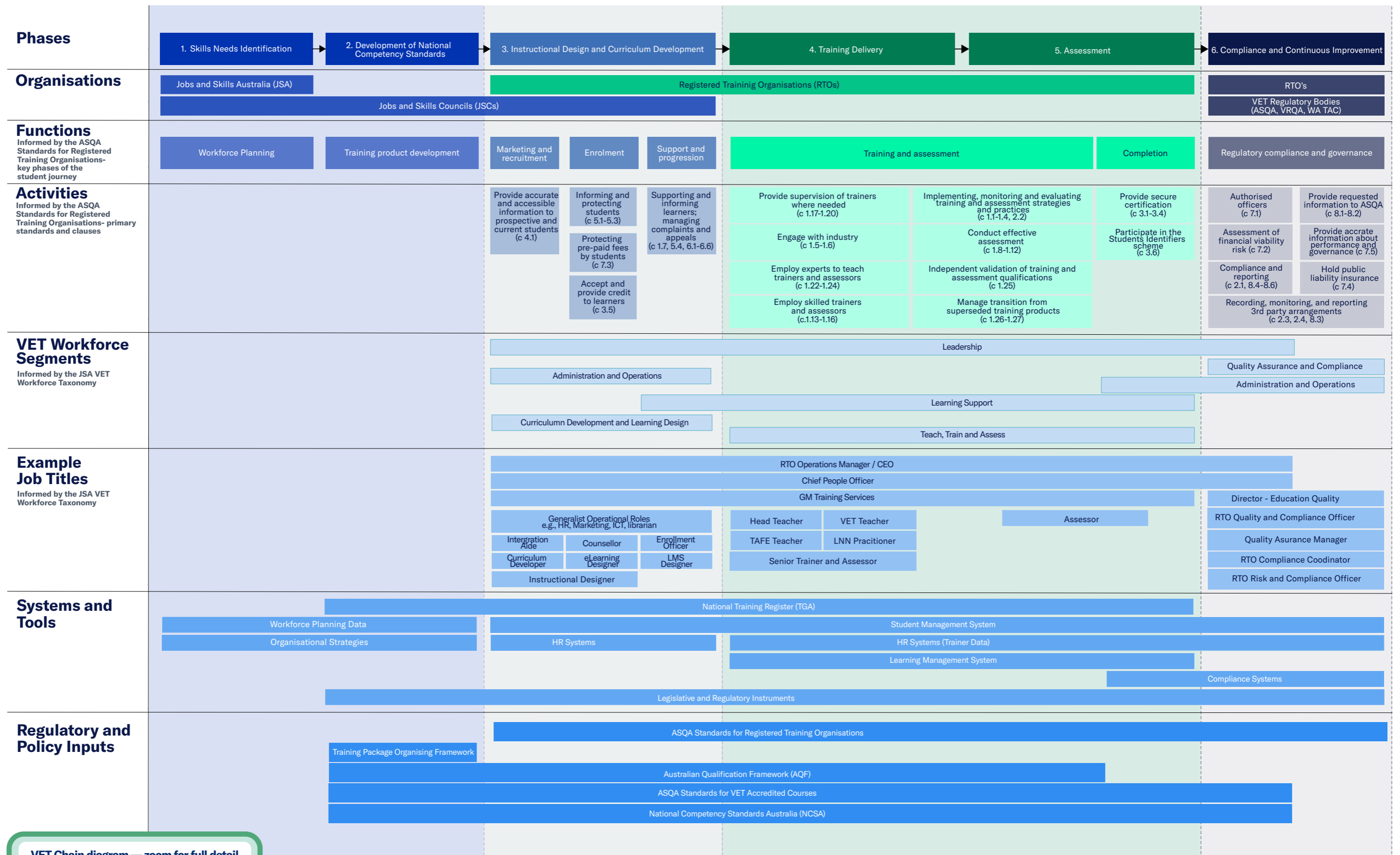


Figure 4 brings these elements together to describe the VET Value Chain in full.

VET Value Chain

Figure 4. The VET Value Chain



VET Chain diagram — zoom for full detail

Stage 1 – desktop analysis

The first stage of the Study involved reviewing existing research to identify shared challenges, recurring themes and gaps in knowledge relating to the VET workforce. This analysis shaped the focus of the subsequent stages and helped clarify where new insights were most needed. The literature reviewed included:

- The *VET Workforce Blueprint* from the Skills and Workforce Ministerial Council
- JSA’s *VET Workforce Study*
- ASQA’s 2015 *Standards for Registered Training Organisations* and the 2025 revised version
- The Productivity Commission’s *Vocational Education and Training Workforce Report*
- JSA’s *Recruitment Experiences and Outlook Survey (REOS)*
- NCVER’s *Understanding the Australian Vocational Education and Training Workforce*

This early research also informed the development of the VET Value Chain, described above, which underpins the Study’s structure.

Figure 5. BuildSkills Australia Stage 2 survey, respondent breakdown by sector
Note: some respondents reported delivering qualifications from more than one relevant Training Package so are counted twice in the table

TRAINING PACKAGE	NUMBER OF RESPONDENTS	SAMPLE (% OF ALL RTOs DELIVERING RELEVANT TRAINING)
CPC AND RII – CONSTRUCTION	140	27%
CPP – PROPERTY SERVICES	57	30%
NWP – NATIONAL WATER	3	25%

A key part of this stage was to identify the RTOs delivering qualifications to the construction, property, and water industries. Using qualification-level data from the National Centre for Vocational Education Research (NCVER), we identified 551 RTOs delivering training under the Training Packages within the scope of this report. These RTOs formed the survey frame for the second stage of the Study.

Stage 2 – survey

The second stage of the Study focused on direct engagement with RTOs to gather demographic insights and better understand the challenges of attracting, hiring, and retaining trainers and assessors among RTOs delivering training to the construction, property, and water industries.

A Computer-Assisted Telephone Interviewing (CATI) survey was conducted between 11 December 2024 and 28 January 2025. Of the 551 RTOs contacted, 190 participated, representing a response rate of 35%. The survey targeted senior leaders, such as CEOs and general managers, to ensure responses reflected strategic and workforce-level insights.

Table 2 presents a breakdown of respondents by sector. While only three RTOs delivering water sector training products were included, this represents one-quarter of all providers in that category.

Survey responses were analysed to identify patterns affecting the trainer and assessor workforce. Sector-specific analysis helped surface insights that might have been masked in an aggregated view of the data. These findings were compared with broader VET workforce research, including the REOS survey, to place the results in context.

Stage 3 – stakeholder consultation

The final stage of the Study aimed to validate earlier findings, deepen understanding of key issues, and test potential solutions. A national series of targeted consultations was carried out in April 2025, including in-person workshops and two public webinars.

Eight half-day workshops were held across Australia’s capital cities. Structured around the phases of the VET Value Chain, these sessions invited strategic input on workforce composition, job roles and pathways, critical workforce challenges, and practical responses.

Attendance was by invitation and focused on senior leaders with oversight of RTO workforce strategy, rather than day-to-day operations. In total, 64 stakeholders participated in the discussions, representing a mix of public, private, and enterprise RTOs. A full attendee list is available at **Appendix B**.

Two webinars were subsequently hosted to broaden engagement and share interim results. These sessions provided an update on findings, outlined the next steps in the Study, and invited feedback. A total of 145 participants attended and a full list of webinar attendees is included at **Appendix B**.

Figure 6. Workshop attendees by location



Key findings – VET workforce challenges

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A central aim of this Study was to pinpoint the most pressing challenges facing the VET workforce delivering training to the construction, property, and water industries. The Study surfaced 12 key challenges that merit deeper exploration in the next stages of this project. This chapter maps the identified challenges to the relevant phases of the VET Value Chain.

Instructional design and curriculum development

1. Interpretation of Training Packages

Stakeholders consistently pointed to the interpretation of Training Packages as a major challenge for RTOs. These documents are often complex and lack consistent, standardised guidance, leaving providers to make subjective judgements about how they should be translated into curriculum. This not only makes the process time-consuming and resource-intensive but also opens the door to variation in training design and delivery.

The problem is particularly acute in smaller RTOs, which often lack dedicated instructional designers. In many cases, staff tasked with interpreting Training Packages do not have formal training in curriculum development, making the task even more difficult.

The absence of standardised guidance has broader consequences. It contributes to inconsistencies in the quality of training and assessment—even when RTOs are delivering the same nationally endorsed qualifications—and results in significant duplication of effort across the system. Without clear, shared reference points, each RTO is effectively left to interpret and develop materials in isolation.

2. Complex and irregular Training Package updates

As noted above, updates to Training Packages generate considerable downstream workload for RTOs. One of the core issues is the lack of transparency and predictability in the update schedule. Without clear visibility of what changes are coming and when, it is difficult for providers to plan ahead, allocate resources, and manage their workforce effectively. This uncertainty often leads to rushed implementation, increased operational costs, and potential disruption to student outcomes.

The impact is especially pronounced for smaller RTOs, which typically operate with limited staff and rarely have dedicated instructional designers. In these settings, the burden of interpreting and implementing changes often falls to trainers, assessors, and administrative staff, who take on these duties alongside their regular responsibilities. The lack of standardised guidance on how to apply updates further compounds the challenge, resulting in long lead times and significant resource strain.

This delay in implementation risks creating a mismatch between what is delivered in the classroom and what is required in the workplace. By the time training products are updated and new materials are ready, industry conditions may have already shifted. This lag undermines confidence in the national system and, in some cases, drives employers towards more flexible, non-accredited training alternatives.

Some RTOs have sought to reduce the pressure by purchasing commercially developed materials. While this can ease the initial burden, it does not eliminate the need for internal effort, as these materials still require extensive contextualisation to meet local needs and comply with regulatory requirements.

3. Supply shortage of skilled instructional designers

In many RTOs, particularly smaller ones, instructional design responsibilities fall to trainers and assessors, who take on this work in addition to their core duties. This approach stretches workforce capacity, heightens the risk of burnout and reduces the appeal of training roles for those not interested in curriculum development. It also increases the risk of non-compliance, as not all trainers possess the skills to produce training materials that meet regulatory standards.

The role of instructional designer demands high-level reading comprehension and technical writing skills. These skills are critical for translating Training Package content into accessible, plain English learning materials. However, stakeholders noted these skills are in short supply, and that trainers and assessors, while subject matter experts, are not always well-suited to curriculum development due to gaps in writing expertise.

Due to persistent recruitment challenges, some RTOs hire instructional designers without relevant industry experience. In these cases, subject matter experts are brought in to bridge the gap, providing the industry knowledge required to ground the materials in real-world practice.

Outsourcing and purchasing content are common workarounds for resource-constrained RTOs. However, this approach is not without drawbacks. Stakeholders raised concerns about content quality, intellectual property rights, and the ongoing need for internal validation and contextualisation—all of which continue to place pressure on in-house staff.

Training delivery and assessment

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4. TAE Certificate IV is an attraction barrier

The findings of this Study suggest that retention is strong once trainers and assessors obtain their Certificate IV in Training and Assessment (TAE). These roles tend to be stable and long-lasting. However, attracting people to these roles in the first place represents a significant challenge for RTOs.

Echoing findings in the Blueprint, we find the Certificate IV TAE constitutes a high barrier to entry. Prospective trainers are often deterred by the time, cost, and academic demands of the qualification. These factors dissuade many who might otherwise bring valuable industry experience into the classroom. This is a consistent concern across RTOs servicing the construction, property, and water industries and appears to reflect a broader issue in the VET sector.

Stakeholders also questioned the structure and relevance of the qualification itself. Not all units of competency are seen as necessary for day-to-day classroom delivery. In particular, the qualification places heavy emphasis on compliance and the development of training and assessment strategies. These tasks are often managed by more senior staff or specialists, rather than frontline trainers.

By contrast, the qualification offers limited preparation in core teaching skills, such as managing a classroom, supporting diverse learners, or adapting to students with learning difficulties or other specific needs. Trainers are increasingly expected to tailor their delivery and make reasonable adjustments, yet many feel underprepared for this responsibility.

For many prospective trainers—particularly tradespeople—the Certificate IV TAE represents their first experience of formal education at this level. Although aligned with AQF Level 4, the qualification demands a level of academic literacy that can be daunting. This challenge is compounded by the 12–18-month duration of most courses, which learners often complete while working full-time, either in industry or under supervision in RTOs. Balancing this study load with employment is difficult, particularly when industry roles offer higher wages and more immediate rewards.

Although the introduction of fee-free TAFE for the TAE40122 has helped reduce financial barriers, many learners still face indirect costs, such as lost earnings, when trying to juggle study and work. This can make the qualification feel like a costly investment with uncertain short-term returns.

While the TAE40122 is widely regarded as an improvement on the previous version (TAE40116), some stakeholders still see it as overly rigid. There is growing support for a more flexible approach to qualifying new trainers—one that allows for staged entry through skill sets and recognises different pathways into the role. The 2025 update to the Standards for RTOs is expected to support such changes, allowing greater flexibility for learners entering the VET teaching workforce.

5. Attractiveness of training career pathways

A career in training and assessment within the construction, property, and water training sector remains poorly understood and under-promoted. There is no clear strategy to raise awareness of the role or its benefits, particularly the non financial advantages that could appeal to a broader range of candidates. As a result, many potential entrants are unaware of the opportunities this career path offers.

For many, becoming a trainer is a natural next step later in their working life, especially for those looking to reduce physical strain or return to the workforce after time away, such as due to injury or parental leave. While some see it as a transition toward retirement, others view it as a meaningful shift that allows them to share knowledge and stay connected to the industry. Despite this potential, there has been little effort to promote training and assessment as a legitimate and rewarding progression in its own right.

It is clear that wages remain a barrier. In most cases, the earning potential in frontline industry roles exceeds that of VET training positions, making the transition less attractive, especially for those early in their careers. This challenge, identified in the Blueprint, is not unique to RTOs servicing the construction, property, and water industries.

Yet the value proposition of becoming a trainer extends beyond salary. Flexible hours, improved work-life balance, and the intrinsic satisfaction of mentoring others or "giving back" to the trade are cited as key benefits, particularly for workers with young families or those looking for a more sustainable career. These advantages, however, are rarely communicated effectively to prospective candidates.

6. Perceptions on workforce demographic

There remains a pervasive perception across the sector that effective trainers and assessors must be mature-aged and possess extensive industry experience. In practice, this expectation often equates to an older, predominantly male workforce—a perception that continues to shape recruitment and hiring decisions.

Stakeholders also acknowledge a cultural preference for male trainers, reinforcing existing gender imbalances. These views, while often tacit, act as barriers to recruiting women and younger people, even those with relevant qualifications and sufficient industry experience. Although many RTOs recognise the need to diversify their trainer and assessor workforce, perceptions about what constitutes "credible" industry experience continue to limit entry. The result is a narrow recruitment pipeline that does little to address current shortages or prepare for future demand.

Digital literacy presents an additional challenge. Training and assessment now require an intermediate level of technological competence, particularly with the use of learning management systems (LMS), digital assessment tools and online delivery platforms. For some older trainers, these tools can be difficult to master, and stakeholders reported that difficulty adapting to new technologies is a common reason for exiting the profession.

Unless addressed, these cultural and digital barriers risk shrinking the already limited pool of trainers and assessors, and excluding capable candidates who could bring much-needed diversity and modern skills to the sector.

7. Compliance and administrative burden

Training is often viewed by those in industry as a lighter, less physically demanding alternative to site-based work. But once in the role, many find the reality more complex and demanding than expected. One stakeholder put it plainly: "Training is about 60% teaching and 40% compliance and admin." For many new trainers and assessors, this split comes as an unwelcome surprise.

Moving from industry into education requires more than just technical expertise; it demands a fundamental shift in mindset and a new skill set. Trainers must navigate highly prescriptive Training Packages, maintain detailed student records, support curriculum development, and ensure compliance with strict regulatory frameworks. In practice, they often take on multiple roles—educator, instructional designer, compliance officer—all while managing diverse student cohorts.

These additional responsibilities can take trainers away from the classroom—the very part of the job that drew them in. While retention remains relatively strong, stakeholders reported that the accumulation of these pressures can lead to stress, disengagement, and ultimately burnout. Over time, this erodes productivity and diminishes the appeal of training roles, particularly for those who enter the sector with unrealistic expectations.

8. Industry currency burden

Ensuring that trainers and assessors remain up to date with current industry practices is a core requirement under the Standards for RTOs. While the intent is widely supported, stakeholders expressed concern that the requirement, as currently applied, places considerable strain on workforce capacity and is often seen as overly burdensome.

The absence of clear, standardised guidance on how to meet industry currency requirements has led to inconsistent practices, not only across RTOs but also among individual trainers. Some adopt rigorous, structured approaches; others rely on informal or ad hoc methods. The result is a patchwork system with uneven levels of assurance and quality.

Stakeholders also pointed to a more fundamental issue: the guidelines do not adequately reflect the different rates of change across job roles and industry sectors. In fields where technology or regulation moves quickly, skills can become outdated rapidly. In contrast, roles in slower-evolving trades tend to retain relevance for longer.

Despite these differences, current standards apply a one-size-fits-all approach. Some stakeholders suggested this reflects a lack of trust in RTOs and trainers to manage currency requirements with appropriate flexibility. A more nuanced system that is better tailored to the nature of specific occupations and rates of change could reduce unnecessary workload and improve compliance outcomes without compromising quality.

9. Increased demand for VET in regional locations

Demand for VET beyond Australia's major cities continues to increase. Yet attracting trainers and assessors to regional and remote locations remains a significant challenge. For many RTOs, rising demand is placing additional pressure on an already limited and difficult-to-source workforce.

Initiatives such as Centres of Excellence, regional Learning Hubs and online delivery platforms offer some relief. However, stakeholders made clear that these measures alone are not enough to meet the scale or specificity of the challenge.

There is a growing call for a dedicated strategy to support regional VET delivery by addressing the unique barriers to attracting talent and sustaining quality training in more remote settings. Without such a plan, regional workforce shortages risk becoming a structural constraint on access, equity, and economic development outside the urban core.

Compliance and continuous improvement

10. No formal career pathways for compliance roles

In many RTOs, compliance roles are filled not through formal qualification pathways but by staff who transition from administrative or training positions over time. Knowledge of regulatory requirements—particularly those set out in the Standards for RTOs—is typically acquired informally, through on-the-job experience rather than structured training.

This ad hoc approach has its limits. Without formal upskilling, compliance personnel may lack the depth of expertise needed to navigate complex and evolving regulatory frameworks. The result is inconsistent interpretation of compliance requirements across the sector, which in turn makes audits more time-consuming, increases administrative burden, and elevates the risk of non-compliance.

While experience in compliance from other regulated industries is welcomed, employers generally prefer candidates with direct VET sector knowledge. Understanding the particularities of VET operations is seen as critical to managing audits, documentation, and quality assurance processes effectively.

In the absence of a recognised training pathway, compliance workers must rely on peer mentorship and accumulated experience to do their jobs. This contributes to variability in compliance practice, reduces efficiency, and leaves the sector exposed to regulatory risk. A more structured approach to developing compliance capability would go a long way in lifting consistency, reducing costs, and safeguarding quality.

11. Compliance and administrative burden

Regulatory compliance remains one of the most pressing concerns for RTOs operating in the construction, property, and water industries. Meeting the demands of the Standards for RTOs requires significant time and resources, often at the expense of training delivery and learner support.

In smaller RTOs, compliance responsibilities are typically absorbed by staff who already wear multiple hats. Without dedicated compliance professionals, these organisations rely on trainers, administrators or managers, many of whom lack formal compliance training or experience. This stretches workforce capacity and heightens the risk of errors in interpreting complex regulatory requirements.

With no defined training pathway for compliance roles, RTO staff are left to navigate the Standards for RTOs independently. The result is inconsistent application of rules, with individual interpretations varying not only between organisations but even within them. Stakeholders pointed to the inherently subjective nature of compliance, which makes it difficult to know whether an RTO's approach is truly aligned with regulatory expectations.

This uncertainty is made worse by perceived inconsistencies in audit outcomes. Many stakeholders claim that two auditors may reach entirely different conclusions about the same RTO, depending on their interpretation or technical background. This perceived lack of standardisation fuels anxiety among providers and makes it nearly impossible to gain definitive clarity on compliance requirements.

The result is a pervasive “compliance-first” mindset. Rather than focusing on quality, innovation or student outcomes, many RTOs adopt a cautious, risk-averse approach. While well-intentioned, this defensive posture can dilute the learner experience and weaken the training system’s connection to industry needs.

12. Industry-specific overlapping regulatory frameworks

Navigating overlapping regulatory frameworks is a persistent and costly challenge for RTOs operating in the construction, property, and water industries. The sector’s highly regulated nature means providers must comply not only with national VET requirements but also with a patchwork of industry-specific regulations, many of which differ across states and territories.

These intersecting obligations can at times conflict, creating uncertainty and administrative burden for RTOs already stretched for resources. The need to satisfy multiple regulatory authorities places additional pressure on staff, increases demand for compliance expertise, and diverts focus from core training functions.

The consequences are felt beyond the back office. Managing this complexity drives up operational costs, which can flow through to higher course fees for learners. In the absence of streamlined regulation or clearer alignment between frameworks, the system risks becoming less efficient, less accessible, and harder to navigate for providers, staff, and students alike.

Recommendations

The table below links the 12 key challenges identified above to 13 proposed actions. Several of these actions align with existing or ongoing initiatives led by the Commonwealth, state and territory governments, Jobs and Skills Councils, or other relevant bodies. The proposed actions are intended to complement reforms already underway, particularly the revised Standards for RTOs set to take effect on 1 July 2025. Some actions may be deprioritised or adjusted as the new Standards are finalised and rolled out.

ACTION	RATIONALE	CHALLENGE	LEADS
<p>Action 1 Make the review scheduled for Training Packages publicly available, tracking historical and scheduled upcoming reviews. Information to be hosted on the JSCs' and/or Training.gov.au (TGA) website. Proactively notify all RTOs with a qualification on scope when that qualification becomes due for review.</p>	<p>Improves visibility of the forward schedule of Training Package reviews to support RTOs with planning (e.g. resource planning).</p>	<p>1 Interpretation of Training Packages 2 Complex and irregular Training Package updates</p>	<p>Commonwealth JSCs</p>
<p>Action 2 Implement a cyclical 5-yearly review and update schedule for the Certificate IV TAE. Make considered determinations about whether trainers must transition to the new version, or whether holding a superseded version is sufficient.</p>	<p>Supports RTOs and individuals with career planning by providing certainty on upcoming review periods. May alleviate concerns regarding Certificate IV TAE qualification currency updates.</p>	<p>4 The requirement to hold the Certificate IV TAE is an attraction barrier</p>	<p>Commonwealth</p>
<p>Action 3 Investigate more flexible pathways into trainer and assessor roles without the Certificate IV TAE requirement.</p> <p>Action 3.1 Monitor the implementation of credential policy clause 1D of the 2025 Standards for RTOs, allowing training and assessment under supervision with specified credentials.</p> <p>Action 3.2 Introduce trial training and assessment roles under a shadowing program that offers work experience as a trainer or assessor before committing to undertaking the Certificate IV TAE.</p>	<p>Seeks to alleviate the barriers that undertaking the Certificate IV TAE presents to potential trainers and assessors.</p> <p>Allowing the use of Certificate IV TAE skill sets as standalone pathways into trainer and assessor roles would alleviate the workforce burden by creating a narrower job role than a fully TAE qualified trainer/assessor that has a lesser qualification requirement than the Certificate IV TAE.</p> <p>Offers potential trainers and assessors the opportunity to experience the job role before committing to undertaking the full qualification and reducing the risk of job dissatisfaction post completing the Certificate IV TAE.</p>	<p>4 The requirement to hold the Certificate IV TAE is an attraction barrier</p> <p>4 The requirement to hold the Certificate IV TAE is an attraction barrier</p> <p>4 The requirement to hold the Certificate IV TAE is an attraction barrier</p>	<p>Commonwealth</p> <p>Commonwealth</p> <p>Commonwealth Industry RTOs</p>

ACTION	RATIONALE	CHALLENGE	LEADS
<p>Action 4 Investigate mechanisms to financially incentivise individuals to enter the VET workforce, particularly in priority skills' areas.</p>	<p>Offer direct incentives through scholarships or bursaries, to lessen the impact of the salary sacrifice made by leaving their work in industry.</p>	<p>5 Attractiveness of the training and assessment career pathways 9 Increased demand for VET in regional locations</p>	<p>Commonwealth State and Territory Governments</p>
<p>Action 5 Introduce industry-specific currency guidelines with a risk-based approach that recognises the need for tailored currency requirements for each field of knowledge.</p>	<p>The Standards for RTOs stipulate that trainers and assessors must maintain currency in both VET delivery and relevant industry skills. However, there are no explicit currency guidelines. Industry-level guidelines would seek to clarify currency requirements, assisting professional development planning for individuals and RTOs, and may reduce the industry currency burden for some fields of knowledge.</p>	<p>8 Industry currency burden</p>	<p>Commonwealth</p>
<p>Action 6 Explore mechanisms for RTOs to request certainty and/or feedback from VET regulators that their approaches will be considered compliant.</p>	<p>The impact of not having this certainty is that RTOs take a defensive position toward compliance – overdoing compliance and adding to resource capacity burdens.</p>	<p>11 Compliance and administrative burden</p>	<p>ASQA VRQA WA TAC</p>
<p>Action 7 VET regulators to investigate opportunities for auditors to become SMEs in the fields they audit, and/or require demonstration of experience or technical expertise to quality audit in certain industries.</p>	<p>This seeks to alleviate RTOs' fears that auditors will find them non-compliant due to a lack technical expertise or understanding.</p>	<p>1 Interpretation of Training Packages 2 Complex and irregular Training Package updates</p>	<p>ASQA VRQA WA TAC</p>
<p>Action 8 Explore support mechanisms for Training Package updates to support RTOs with interpreting and implementing changes to training products.</p>	<p>Increased support would ease workforce pressures in instructional design and compliance, streamline the processes and training, and mitigate the duplication of effort across RTOs.</p>	<p>3 Supply shortage of skilled instructional designers 7 Compliance and administrative burden 11 Compliance and administrative burden</p>	<p>JSCs RTOs</p>
<p>Action 9 Explore collective development and sharing of common training resources to reduce resource burden related to instructional design and curriculums development.</p>	<p>Reducing demand for instructional designers – historically hard to hire positions – by creating more standardised elements in training and assessment materials</p>	<p>3 Supply shortage of skilled instructional designers 10 No formal career pathways for compliance roles</p>	<p>JSCs RTOs</p>

ACTION	RATIONALE	CHALLENGE	LEADS
<p>Action 10 Run a targeted campaign to encourage experienced workers in the sector to consider careers in vocational training by highlighting the non-financial rewards of the role.</p>	<p>Attract more potential workers into VET fields for construction, property, and water by highlighting the benefits comparative to industry, e.g. work-life balance and intrinsic motivators.</p> <p>This action aligns with the BuildSkills Australia's project promoting the VET teacher career pathway.</p>	<p>9 Increased demand for VET in regional locations</p> <p>11 Compliance and administrative burden</p>	<p>BuildSkills RTOs</p>
<p>Action 11 Explore the possibility of an externally managed audit function led by JSCs and overseen by ASQA.</p>	<p>Reduce workforce burden created by in-house compliance management, increase objectivity of auditing, and reduce instances of 'tick and flick' training, where trainers are assessing the quality of their own teaching.</p>	<p>11 Compliance and administrative burden</p>	<p>Commonwealth JSCs ASQA VRQA WA TAC</p>
<p>Action 12 Uplift language, literacy, numeracy, and digital (LNND) skills in the VET workforce to reduce the difficulty associated with attaining the Certificate IV TAE.</p>	<p>The Certificate IV TAE is an active deterrent for many potential trainers and assessors in the construction, property, and water industries due to the qualification level; by focusing on these foundational skills uplift, potential applicants may feel more confident and supported to undertake the Certificate IV TAE.</p>	<p>4 The requirement to hold the Certificate IV TAE is an attraction barrier</p> <p>6 Perceptions on workforce demographic</p> <p>7 Compliance and administrative burden</p> <p>11 Compliance and administrative burden</p>	<p>Industry RTOs</p>
<p>Action 13 Explore a consistent national approach or 'single source of truth' for the way RTOs address regulatory requirements.</p>	<p>The significant operational and administrative load caused by compliance in VET could be eased by maintaining a single source of truth for approaching regulatory requirements.</p>	<p>12 Industry-specific overlapping regulatory frameworks</p>	<p>ASQA VRQA WA TAC</p>

BuildSkills Australia's response

We assess that three of the 13 recommendations fall within the direct remit of BuildSkills Australia as a Jobs and Skills Council:

Action 8: Explore support mechanisms for Training Package updates to support RTOs with interpreting and implementing changes to training products.

Action 9: Explore collective development and sharing of common training resources to reduce resource burden related to instructional design and curriculums development.

Action 10: Run a targeted campaign to encourage experienced workers in the sector to consider careers in vocational training by highlighting the non-financial rewards of the role.

BuildSkills Australia proposes to address these recommendations through three key initiatives:

1. Establish a dedicated implementation support function

BuildSkills Australia will develop an in-house capability to produce a standard suite of web-based implementation resources. These materials will provide clear, timely, and consistent guidance to the training sector following any updates to Training Packages, supporting effective and efficient uptake across the system.

2. Pilot common training resources to streamline delivery

BuildSkills Australia will pilot the development of shared instructional and curriculum resources aimed at reducing the design burden on individual RTOs. If successful, this approach could be scaled to support additional courses or Training Packages across the construction, property, and water sector.

3. National career promotion campaign for the VET workforce

BuildSkills Australia will lead the development and piloting of a broad-based career promotion campaign to raise awareness of the VET workforce as an attractive and rewarding career pathway for existing workers in the construction, property, and water industries. The campaign will target current skilled workers with the aim of strengthening workforce attraction.

Together, these initiatives will help ensure the VET system is equipped to meet the evolving needs of the construction, property, and water sector through responsive support, reduced duplication of effort, and a stronger pipeline of trainers.

Appendix A

Construction, Property, and Water Training Products

TRAINING PACKAGE	QUALIFICATION	UNITS OF COMPETENCY REQUIRED FOR AWARD OF QUALIFICATION
CPC CONSTRUCTION, PLUMBING AND SERVICES TRAINING PACKAGE	CERTIFICATE I IN CONSTRUCTION	11
	CERTIFICATE II IN CONSTRUCTION	15
	CERTIFICATE II IN CONSTRUCTION PATHWAYS	10
	CERTIFICATE II IN DRAINAGE	18
	CERTIFICATE II IN PREFABRICATED CONCRETE ELEMENT INSTALLATION	16
	CERTIFICATE III IN SHOPFITTING	18
	CERTIFICATE III IN SIGNS AND GRAPHICS	16
	CERTIFICATE III IN CARPENTRY	34
	CERTIFICATE III IN CONCRETING	22
	CERTIFICATE III IN DEMOLITION	20
	CERTIFICATE III IN PAINTING AND DECORATING	29
	CERTIFICATE III IN RIGGING	19
	CERTIFICATE III IN ROOF TILING	17
	CERTIFICATE III IN SCAFFOLDING	14
	CERTIFICATE III IN SOLID PLASTERING	20
	CERTIFICATE III IN STEELFIXING	17
	CERTIFICATE III IN WALL AND CEILING LINING	29
	CERTIFICATE III IN WALL AND FLOOR TILING	20
	CERTIFICATE III IN CONSTRUCTION WATERPROOFING	19
	CERTIFICATE III IN JOINERY	29
CERTIFICATE III IN STONEMASONRY	30	
CERTIFICATE III IN PLUMBING	58 (GENERAL) 62 (GENERAL & ROOFING) 73 (GENERAL & MECHANICAL) 77 (GENERAL, ROOFING & MECHANICAL)	
CERTIFICATE III IN ROOF PLUMBING	23	
CERTIFICATE III IN GAS FITTING	31	
CERTIFICATE III IN FIRE PROTECTION	37	

TRAINING PACKAGE	QUALIFICATION	UNITS OF COMPETENCY REQUIRED FOR AWARD OF QUALIFICATION
CPC CONSTRUCTION, PLUMBING AND SERVICES TRAINING PACKAGE	CERTIFICATE III IN CONSTRUCTION CRANE OPERATIONS	23
	CERTIFICATE III IN BRICKLAYING AND BLOCKLAYING	28
	CERTIFICATE IV IN BUILDING AND CONSTRUCTION	19
	CERTIFICATE IV IN BUILDING PROJECT SUPPORT	15
	CERTIFICATE IV IN SWIMMING POOL AND SPA BUILDING	18
	CERTIFICATE IV IN PLUMBING AND SERVICES	15
	CERTIFICATE IV IN DEMOLITION	15
	DIPLOMA OF BUILDING AND CONSTRUCTION (BUILDING)	27
	DIPLOMA OF BUILDING AND CONSTRUCTION (MANAGEMENT)	15
	DIPLOMA OF FIRE SYSTEMS DESIGN	12
	DIPLOMA OF HYDRAULIC SERVICES DESIGN	18
	DIPLOMA OF CONSTRUCTION WATERPROOFING DESIGN AND SURVEY	16
	ADVANCED DIPLOMA OF BUILDING SURVEYING	22
	ADVANCED DIPLOMA OF BUILDING AND CONSTRUCTION (MANAGEMENT)	10
CPP PROPERTY SERVICES TRAINING PACKAGE	CERTIFICATE II IN SURVEYING AND SPATIAL INFORMATION SERVICES	8
	CERTIFICATE II IN SECURITY OPERATIONS	14
	CERTIFICATE II IN TECHNICAL SECURITY	12
	CERTIFICATE II IN FIRE PROTECTION INSPECTION AND TESTING	13
	CERTIFICATE III IN URBAN PEST MANAGEMENT	10
	CERTIFICATE III IN SURVEYING AND SPATIAL INFORMATION SERVICES	11
	CERTIFICATE III IN CLEANING OPERATIONS	14
	CERTIFICATE III IN TECHNICAL SECURITY	14
	CERTIFICATE III IN INVESTIGATIVE SERVICES	16
	CERTIFICATE III IN WASTE MANAGEMENT	12
	CERTIFICATE III IN FIRE PROTECTION INSPECTION AND TESTING	16
	CERTIFICATE III IN SWIMMING POOL AND SPA SERVICE	18
	CERTIFICATE III IN SECURITY OPERATIONS	14

TRAINING PACKAGE	QUALIFICATION	UNITS OF COMPETENCY REQUIRED FOR AWARD OF QUALIFICATION
CPP PROPERTY SERVICES TRAINING PACKAGE	CERTIFICATE III IN CLOSE PROTECTION OPERATIONS	14
	CERTIFICATE III IN REAL ESTATE PRACTICE	14
	CERTIFICATE IV IN RESIDENTIAL DRAFTING	10
	CERTIFICATE IV IN CLEANING	14
	CERTIFICATE IV IN STRATA COMMUNITY MANAGEMENT	18
	CERTIFICATE IV IN SECURITY MANAGEMENT	12
	CERTIFICATE IV IN ACCESS CONSULTING	20
	CERTIFICATE IV IN WASTE MANAGEMENT	12
	CERTIFICATE IV IN HOME ENERGY EFFICIENCY AND SUSTAINABILITY	15
	CERTIFICATE IV IN SWIMMING POOL AND SPA SERVICE	20
	CERTIFICATE IV IN REAL ESTATE PRACTICE	18
	CERTIFICATE IV IN SECURITY RISK ANALYSIS	12
	CERTIFICATE IV IN URBAN PEST MANAGEMENT	11
	CERTIFICATE IV IN SURVEYING AND SPATIAL INFORMATION SERVICES	15
	DIPLOMA OF SURVEYING	16
	DIPLOMA OF SPATIAL INFORMATION SERVICES	15
	DIPLOMA OF SECURITY RISK MANAGEMENT	10
	DIPLOMA OF ACCESS CONSULTING	25
	DIPLOMA OF BUILDING DESIGN	12
	DIPLOMA OF PROPERTY (AGENCY MANAGEMENT)	12
	DIPLOMA OF BUSHFIRE PROTECTION ASSESSMENT	12
	ADVANCED DIPLOMA OF SURVEYING	9
	ADVANCED DIPLOMA OF BUILDING DESIGN	8
GRADUATE DIPLOMA OF BUILDING DESIGN	7	

TRAINING PACKAGE	QUALIFICATION	UNITS OF COMPETENCY REQUIRED FOR AWARD OF QUALIFICATION
RII RESOURCES AND INFRASTRUCTURE INDUSTRY TRAINING PACKAGE	CERTIFICATE I IN RESOURCES AND INFRASTRUCTURE OPERATIONS*	6
	CERTIFICATE II IN RESOURCES AND INFRASTRUCTURE WORK PREPARATION*	9
	CERTIFICATE II IN CIVIL CONSTRUCTION	16
	CERTIFICATE II IN BITUMINOUS SURFACING	14
	CERTIFICATE II IN AUTONOMOUS WORKPLACE OPERATIONS*	10
	CERTIFICATE III IN EMERGENCY RESPONSE AND RESCUE*	14
	CERTIFICATE III IN CIVIL CONSTRUCTION PLANT OPERATIONS	20
	CERTIFICATE III IN CIVIL CONSTRUCTION	25 (BITUMINOUS SURFACING) 26 (BRIDGE CONSTRUCTION & MAINTENANCE) 26 (PIPE LAYING) 26 (ROAD CONSTRUCTION & MAINTENANCE) 23 (ROAD MARKING) 26 (TUNNEL CONSTRUCTION) 29 (TIMBER BRIDGE CONSTRUCTION & MAINTENANCE) 25 (TRAFFIC MANAGEMENT) 25 (GENERAL)
	CERTIFICATE III IN CIVIL FOUNDATIONS	26
	CERTIFICATE IV IN CIVIL CONSTRUCTION	12
	CERTIFICATE IV IN CIVIL CONSTRUCTION DESIGN	12
	CERTIFICATE IV IN EMERGENCY RESPONSE COORDINATION*	10
	CERTIFICATE IV IN CIVIL INFRASTRUCTURE ASSET MANAGEMENT	13
	CERTIFICATE IV IN AUTONOMOUS CONTROL AND REMOTE OPERATIONS*	13
	DIPLOMA OF CIVIL CONSTRUCTION MANAGEMENT	13
	DIPLOMA OF CIVIL CONSTRUCTION DESIGN	20
	ADVANCED DIPLOMA OF CIVIL CONSTRUCTION DESIGN	12
	ADVANCED DIPLOMA OF CIVIL CONSTRUCTION	121
NATIONAL WATER PACKAGE	CERTIFICATE II IN WATER INDUSTRY OPERATIONS	11
	CERTIFICATE III IN WATER INDUSTRY OPERATIONS	11
	CERTIFICATE IV IN WATER INDUSTRY OPERATIONS	10
	DIPLOMA OF WATER INDUSTRY OPERATIONS	10

Appendix B

Stakeholder Consultation Map National consultation workshops

LOCATION	DATE	PARTICIPANT NUMBER	PARTICIPATING CONSTRUCTION, PROPERTY SERVICES, AND WATER RTOS
ADELAIDE	01 APRIL 2025	8	ALLIANCE COLLEGE ATEC CITC ENTRY EDUCATION HIA PEER TAFE SA WORKZONE
MELBOURNE	02 APRIL 2025	12	BOX HILL INSTITUTE BUILDERS ACADEMY AUSTRALIA CFMEU EDUCATION AND TRAINING ENTRY EDUCATION MASTER PLUMBERS MASTER BUILDERS ASSOCIATION OF VICTORIA MELBOURNE POLYTECHNIC (X2) MULTISKILLS TRAINING NATIONAL SKILLS INSTITUTE PTY LTD SKILLINVEST VICTORIAN TAFE ASSOCIATION
HOBART	03 APRIL 2025	5	ATHENA TRAINING ACADEMY MASTER BUILDERS TASMANIA ONROAD OFFROAD (X2) TASTAFE
PERTH	08 APRIL 2025	10	ACA TRAINING AUSTRALIAN TRAINING ITECA WA MONADELPHOUS NORTH METROPOLITAN TAFE SKILL HIRE/NEXT GEN SOUTH METROPOLITAN TAFE STRATA COMMUNITY ASSOCIATION TRADE ACADEMY WA TRAINING ALLIANCE GROUP
DARWIN	10 APRIL 2025	7	ABORIGINAL ENTERPRISES AUSTRALIA TRAINING ACADEMY OF THE NORTHERN TERRITORY TECH SKILLS, PTY LTD BATCHELOR INSTITUTE CTA - CREATE TRAIN ACHIEVE MASTER BUILDERS NT REINT SJT TRAINING
BRISBANE	11 APRIL 2025	13	ASSET COLLEGE BLUE DOG TRAINING CFMEU FLICK ANTICIMEX PTY LTD HOUSING INDUSTRY ASSOCIATION HUTCHINSON BUILDERS INSCOPE TRAINING MAJOR TRAINING GROUP MASTER BUILDERS QUEENSLAND MASTER PLUMBERS' ASSOCIATION OF QUEENSLAND SIMMONDS & BRISTOW STRATA TITLE MANAGEMENT PTY LTD TAFE QUEENSLAND - SKILLSTECH
SYDNEY	14 APRIL 2025	5	HOUSING INDUSTRY ASSOCIATION (HIA) MASTER BUILDERS ASSOCIATION OF NSW RETS STRATA COMMUNITY ASSOCIATION TAFE NSW
CANBERRA	15 APRIL 2025	4	LJS CONSTRUCTIONS PTY LTD MBA TRAINING ORBUS3 PTY LTD TAFE DIRECTORS AUSTRALIA

DATE	PARTICIPANT NUMBER	ATTENDEE ORGANISATIONS
29 APRIL 2025	82	ABORIGINAL ENTERPRISES AUSTRALIA TRAINING ACADEMY GREEN LEARNING ACES ALLSTAFF TRAINING CONSULTANTS ASSOCIATION OF WALL AND CEILING INDUSTRIES NSW AUSTRALIAN TRADE TRAINING COLLEGE AVELING BSI LEARNING INSITITUTE BUILDERS INSTITUTE CAREER EMPLOYMENT AUSTRALIA LTD CIVMEC CIVMEC CONSTRUCTION & ENGINEERING PTY LTD DEPARTMENT OF EDUCATION DICKENS ASSESSMENT AND TRAINING SERVICES PTY LTD EDWAY TRAINING PTY LTD ELECTRICAL MANUFACTURING AND UTILITIES INDUSTRY TRAINING COUNCIL EVEREST TRAINING SOLUTIONS EVERTHOUGHT COLLEGE FCTA - BUILDING CAREERS - HOLDEN HILL, SA FIRE INDUSTRY ACADEMY FRESH START EDUCATION FULCRUM PEOPLE HALLAM SECONDARY COLLEGE HEALTH & SAFETY ADVISORY SERVICE P/L HIA HOLMESGLEN INSTITUTE INSCOPE TRAINING LEAD COLLEGE MAJOR TRAINING GROUP NATIONAL INSTITUTE OF CONSTRUCTION SKILLS MASTER PAINTERS AUSTRALIA MPL NATIONAL SKILLS INSTITUTE NETASSESS PTY. LTD. NEXTGEN SKILLS NOOSA DISTRICT SHS NORTH EAST VOCATIONAL COLLEGE NORTH METRO TAFE NORTH METRO TAFE NORTH REGIONAL TAFE NSW DEPARTMENT OF EDUCATION OBJECTIVE TRAINING INSTITUTE ONROAD OFFROAD TRAINING ORANGE COLLEGE PEER PICAC RDP TRAINING PTY LTD SIDE RTO SIMMONDS & BRISTOW P/L SKILL360 SOUTH METRO TAFE SOUTH REGIONAL TAFE SUNSHINE COLLEGE-HARVESTER TECHNICAL COLLEGE TAFE NORTH METROPOLITAN TAFE NSW TAFE QUEENSLAND TAFE QUEENSLAND SKILLSTECH TECHNICAL ADVANCED TRAINING THE GORDON TAFE THE INDUSTRY SCHOOL / AITC THINK REAL ESTATE TRAINING ALLIANCE GROUP TRILITY WESTERN SYDNEY UNIVERSITY, THE COLLEGE <i>This list does not account for attendees who did not register their organisation's name.</i>

DATE	PARTICIPANT NUMBER	ATTENDEE ORGANISATIONS
30 APRIL 2025	63	ACE TRAINING ATEC AUSTRALIAN PACIFIC COLLEGE AUSTRALIAN TRADE TRAINING COLLEGE LIMITED AVELING BUILT TRAINING & EDUCATION CANBERRA INSTITUTE OF TECHNOLOGY CATHOLIC EDUCATION DIOCESE OF BATHURST CATHOLIC SCHOOLS PARRAMATTA DIOCESE CHAMBER OF COMMERCE AND INDUSTRY OF WESTERN AUSTRALIA CIVIL CONTRACTORS FEDERATION VICTORIA CONSTRUCTION TRAINING FUND CSTA FEDERATION ACADEMY FMS TRAINING GC TRADES COLLEGE GIMBAL TRAINING GOLD COAST TRADES COLLEGE HOLMESGLEN INDUSTRY TRAINING ALLIANCE P/L INTERCEPT GROUP PTY LTD MAJOR TRAINING GROUP MASTER BUILDERS ASSOCIATION OF NSW MASTER BUILDERS ASSOCIATION OF VICTORIA MASTER PAINTERS AUSTRALIA MULTISKILLS TRAINING NORTH METRO TAFE NSW MINES RESCUE (EDUCATION MANAGER) OBJECTIVE TRAINING INSTITUTE PICAC REP QUEENSLAND TRANSPORT AND LOGISTICS TRAINING PTY LTD QUEENSLAND WATER DIRECTORATE SIMMONDS & BRISTOW SKILL360 SQUAD TRAINING STRATA COMMUNITY ASSOCIATION SYC LTD TAFE QUEENSLAND TAFE SA TASMANIAN BUILDING GROUP APPRENTICESHIP SCHEME LTD TECHNICAL ADVANCED TRAINING THE GORDON TAFE THE INDUSTRY SCHOOL TRADE UPSKILLING TRAINING ALLIANCE GROUP WODONGA INSTITUTE OF TAFE
TOTAL NATIONAL PARTICIPANTS: 145 NOTE: EXCLUDES ATTENDEES WHO DID NOT REGISTER THEIR ORGANISATION'S NAME.		

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