April 2025

MACQUARIE POINT STADIUM

WORKFORCE TRAINING PLAN

Keystone TASMANIA

Table of Contents

Acknowledgements

The production of this report relied on the considerable contributions and expertise of Damian Peirce, DPCTas, and Laurie Foy, SHPL.

Keystone Tasmania also gratefully acknowledges the valuable contributions and advice received from the following individuals:

Vonette Mead, MeadCon

Craig Edmunds, Fairbrother

Brendan Holland, TasTAFE

John Wimmer, Macquarie Point Development Corporation

David Clerk, Master Builders Tasmania

Stuart Collins, Housing Industry Association

Andrew Winch, Civil Contractors Federation Tasmania

Ben Shaw, National Electrical and Communications Association

Angela Bennett, Master Plumbers Association Tasmania

David Fagan, Tasmanian Building Group Apprenticeship Scheme

Alex Berry and Naomi Walker, McConnell Dowell

Elizabeth Jansz, Holmesglen TAFE

John Graves, Apprenticeships Victoria

Giovanna Romeo, Western Sydney Airport

Chris Lipapis, Master Builders South Australia

Andrew Harris, Skills Tasmania

Stuart Hollingsworth, Jobs Tasmania

Alex Barber, Infrastructure Tasmania

Rebecca Thomas, Deportment of Education, Children and Young People

Tracey Marriott, Department of Employment and Workplace Relations

Ingrid Mountford, BuildSkills Australia

Report Background and Summary of Opportunities

The Macquarie Point Stadium Workforce Training Plan has been commissioned by the Tasmanian Government through the Department of State Growth. The purpose of this Workforce Training Plan is to assess opportunities for the State Government to maximise local building and construction industry workforce development outcomes from the Macquarie Point stadium construction project.

A single very large project that is out of context relative to the scale of the prevailing construction environment presents challenges for the local building and construction workforce generally and also creates issues for maximising workforce development outcomes.

The workforce development challenges addressed in this report include:

1. work readiness of building and construction industry jobseekers
2. coordination of job seeker, training provider and trade contractor interest in construction project participation and effective lead contractor access to the local market
3. maximising opportunities for participation in and to facilitate completion of qualifications of longer duration than likely duration of project work packages and employment
4. expanding the availability of training in a variety of skill sets on a project characterised by a high volume of repetitive construction tasks
5. maximising opportunities for tender offer response to and contractor participation in government-sponsored workforce development initiatives targeting medium- to long-term industry outcomes.

A summary of identified opportunities to address these challenges follows.

Opportunity 1A

Use the proposed Macquarie Point stadium project to maximise the benefit of proposed or existing career awareness and prevocational training programs and projects being undertaken by the building and construction industry in Tasmanian schools. This may include additional Australian and/or State Government financial support for pre-vocational career awareness training coordination currently being developed and funded by the building and construction industry.

Opportunity 1B

Fund delivery of identified building and construction training skill sets (a set of small, discrete training courses) in schools lacking an equivalent program by investing in additional delivery of stadium-focussed pre-vocation work readiness training. This could potentially be delivered in schools by Registered Training Organisations if necessary, with a low reliance on existing facilities.

Opportunity 1C

Fund delivery of identified building and construction training skill sets (a set of small, discrete training courses) through regional Jobs Hubs by Registered Training Organisations with a low reliance on existing facilities.

Opportunity 2A

Establish a Project Connectivity Centre to manage and promote interest in construction employment and employer workforce demand prior to commencement of the project and during construction.

Opportunity 2B

Establish a project-specific local business promotion online portal, potentially managed by the Project Connectivity Centre, to manage local building and construction (and potentially other) business interest in participating in the project and potentially promote and match with contractor demand.

Opportunity 2C

Enhance the role of the Project Connectivity Centre (Opportunity 2A) to include coordination and/or provision of onsite training services and promote opportunities to local training providers.

Opportunity 3A

Consider the establishment of a project specific Group Training Organisation or engagement of a number of established Group Training Organisations to coordinate apprentice and trainee recruitment and hosting on behalf of stadium construction contractors supported by an agreement with the State Government to ensure adequate hosting opportunities are available over life of apprenticeships and traineeships.

Opportunity 3B

Building on Opportunity 3A, consider encouraging general construction workers to participate in a Certificate III Civil Training Agreement (traineeship) to be undertaken through periodic achievement of accumulating micro-credentials, and centrally managed by any project-specific Group Training Organisations(s) with the same State Government in-kind support for completion of qualifications refenced in Opportunity 3A.

Opportunity 4

Consider funding specific, secondary training to apprentices, trainees, general construction workers and trade assistants during their engagement on the project that would maximise the work readiness for and employability by employers and hosts following completion of stadium project work packages.

Opportunity 5A

Within the parameters of the State Government's *Buy Local Policy*, consider prioritisation of workforce training and development outcomes in the Economic and Social Benefits test assessment of tender offers, ensuring there is clear guidance to tenderers on project-specific workforce training and development initiatives being supported (either financially or as a concept) by government and/or the procurement agency.

Opportunity 5B

Consistent with the *Tasmanian Government Building and Construction Training Policy*, consider inclusion of regular independent auditing of required workforce training outcomes and any other workforce development tender offer commitments as a condition of contract supported by contractual consequences for under-performance.

Other Related Comments

Effective implementation of any of these workforce development initiatives require early agreement by the State Government and the procurement agency to enable implementation to commence prior to construction commencement and to enable inclusion in tender documents and thereby maximise the opportunity for complimentary contractor tender offer commitments.

Additional considerations are that building and construction workforce development programs associated with public-sector funded construction projects would benefit from a broader construction program perspective rather than a project-to-project approach and workforce development investment and outcomes generally would be greatly assisted by a consistent public sector capital investment profile over an extended period of years.

Workforce Requirements for Stadium Construction

Construction Timeframe and Programming

Keystone Tasmania has been provided with an indicative construction program, including the potential duration of construction works packages and workforce requirements. Based on this information, the approximate construction timeframe for the proposed stadium at Macquarie Point is 42 months (3.5 years). However, the timeframe, composition and duration of work packages will entirely depend on the delivery program that is developed by the successful tendering contractor.

Estimated timeframes for work packages

1.	Site Works Program	42 months
2.	Early works/site remediation	5 months
3.	Services/Goods Shed disassembly	5 months
4.	Site establishment	2 months
5.	Complete excavation/sub-structure	14 months
6.	Concrete structure	12 months
7.	Erect structural steel rakers/columns	14 months
8.	Hollow core slabs/concrete platforms	15 months
9.	Erect ring beams/roof steel	14 months
10.	Erect secondary timber beams/ETFE roof	22 months
11.	Façade/finishes east side	13 months
12.	Façade/finishes west side	16 months
13.	Services fit out	13 months
14.	Furniture, fixtures & equipment/finishes	9 months
15.	Turf pitch	8 months
16.	Services and systems commissioning	6 months
17.	Completion inspections/certification	5 months

Note: that work packages are not all consecutive.

The underlying assumptions used for this development of the work program are:

- necessary planning approvals are in place at the time of commencement
- constructed design is equivalent to the existing concept design
- procurement methodology is based on project and site management by a single head contractor
- no significant delays following commencement of construction.

Construction Workforce

While construction workforce requirement estimates are the best available at the time of report preparation, they are indicative only. The actual size and composition of the workforce employed will depend on a range of variables, including:

- the final specification and design of the stadium project
- extent to which work packages are undertaken sequentially or concurrently
- construction methods and required temporary structures
- production technologies.

It is estimated that over 600 workers will be required to build the proposed stadium, with a peak onsite workforce of approximately 450 workers.

Construction workforce requirements, excluding high-level project coordination and contract management staff, administration, and engineers and allied professions, have been estimated in the tables in the following pages.

Work Package 2: Early works/site remediation

Plant Operators	6
Truck Drivers	16–20
Mechanical Maintenance Crew	2
Surveyors/Chainpersons	3
Supervisors	4
General Construction Workers	4

Work Package 3: Services relocation/Goods Shed disassembly

Plant Operators	2
Electricians	4
Plumbers	2
Carpenters	4
General Construction Workers	8

Work Package 4: Site establishment

Plant Operators	2
Electricians	2
IT/Communications Technicians	2
Plumbers	2
Carpenters	4
Floor Layers	1
General Construction Workers	2

Work Package 5: Complete excavation/sub-structure

Plant Operators	8
Truck Drivers	6–8
Mechanical Maintenance Crew	2
Piling Rig Operators	4
Formworkers	6–8
Steelfixers	8
Concreters	10
General Construction Workers	4

Work Package 6: Concrete structure

Formworkers	20
Steelfixers	6
Concrete Prestressing Workers	6
Concreters	12

Work Package 7: Erect structural steel rakers/columns

Mechanical Maintenance Crew	8
Boilermaker/Welders	12–16
Intumescent Painters	2
Riggers	12–16
Supervisors	2
General Construction Workers	2

Work Package 8: Hollow core slabs/concrete platforms

Grouting Crew	4
Steelfixers	4
Riggers	6
Concreters	6
Carpenters	2
General Construction Workers	4

Work Package 9: Erect ring beams/roof steel

Boilermaker/Welders	35
Intumescent Painters	4
Riggers	20
Supervisors	3
General Construction Workers	3

Work Package 10: Erect secondary timber beams/ETFE roof

Plant Operators	2
Mechanical Maintenance Crew	2
Riggers	8
Cable Prestressing Workers	8
ETFE Installers	8
Carpenters	4
Roofing Construction Workers	6
General Construction Workers	4

Work Package 11: Façade/finishes east side

Construction Surveyors	2
Grid &Track Fixers/Setters	26
Curtain Wall/Façade Glazing Installers	12
Carpenters	7–9
Drainers	4
Plumbers	8
Electricians	14–18
Bricklayers	6
Bricklaying Labourers	2
Plasterers	6–8
Tilers	4–6
Stonemasons/Pavers	4–6
Supervisors	3
Project Managers	1

Work Package 12: Façade/finishes west side

Construction Surveyors	2
Grid & Track Fixers/Setters	26
Curtain Wall/Façade Glazing Installers	12
Carpenters	15
Stadium Seating Installers	6
Drainers	4
Plumbers	8
Pump Installation Technicians	2
Mechanical Plumbers	4
Sprinkler System Pipe Fitters	6
Electricians	24–28
Sheetmetal Workers	8–10
Metalworkers	8
Bricklayers	6
Bricklaying Labourers	2
Plasterers	6-8
Painters	16
Tilers	4-6
Stonemasons/Pavers	4-6
Supervisors	3
Project Managers	1

Work Package 13: Services fitout

Plumbers	8
Pump Installation Technicians	4
Mechanical Plumbers	4
Thermal Insulation Installers	2
Mechanical Service Switchboard Installers	4
Air System Pillow Installers	4
Refrigeration Mechanics	4–6
Building Control & Management System Technicians	4
Mechanical Services Electricians	6
Sheetmetal Workers	8–10
Lift Mechanics	10
Lift and Escalator Tuning Technicians	2
Supervisors	1
Project Managers	1
Fit-off Electricians	6
Communications Cabling Technicians	6–8
Security Cabling Technicians	4
Electrical Testers/Verifiers	4
Sports Lighting Electricians	6
System Integration Technicians	4

Work Package 14: Furniture, fixtures & equipment/finishes

Furniture, Fixture & Equipment Installers	4
Signage Fixers	6
Floor Layers	8
Bathroom Glaziers	2
Cleaners	16
Painters	6
Landscape Labourers & Pavers	16
Landscape Furniture Constructors	4

Work Package 15: Turf pitch

Landscape Gardeners & Construction Workers	12
Plumbers & Irrigation System Installers	2–4

Work Package 16: Services & systems commissioning

Scoreboard Technicians	4
Fire Suppression System Electricians	4
CCTV Technicians	4
Security Cabling Technicians	4
Electrical Testers/Verifiers	4
Sports Lighting Electricians	6
Systems Integration Technicians	4
Pump/Equipment Technicians	4
Mechanical Service Switchboard Technicians	4
Refrigeration Mechanics	4–6
Air System Pillow Installers	4
Building Control Management System Technicians	4

Work Package 17: Completion inspections & certification

Pump/Equipment Technicians	4
Mechanical Service Switchboard Technicians	4
Refrigeration Mechanics	4–6
Air System Pillow Installers	4
Building Control Management System Technicians	4

Trainees and Apprentices

The number of trainees and apprentices will be driven by tender requirements relating to a minimum level of training hours, of which hours worked by trainees and apprentices on the project would usually make a major contribution. The 2022 *Tasmanian Government Building and Construction Training Policy* requires that 20% of the total labour hours on Tasmanian Government-funded building and construction projects with a value of over $250,000 be undertaken by apprentices or trainees employed under a training contract.

Under the terms of the Training Policy, this is expressed as an amount of apprentice and trainee training hours required, e.g. an effective $600 million project cost[1] as defined by the Training Policy requires 1.02 million apprentice/trainee hours, which is equivalent to approximately 150 completed apprenticeship and/or traineeships.[2]

In practice, the completion of apprenticeships/traineeships through the proposed stadium project is likely to be limited by the duration of the project and, more relevantly, the duration of specific work packages and contracting arrangements for those work packages. Depending on total training requirements for the construction workforce generally, compliance with the Training Policy may require engagement of over 150 apprentices and trainees during construction. The actual number will depend on a range of factors including project cost, construction duration, construction methodology, and extent of prior training and skills of the workforce.

In the absence of specific procurement incentives, and to give an indication of relative apprenticeship engagement, it is estimated that approximately 50 apprenticeship opportunities would be available during construction. The indicative number of apprenticeships and trade assistant roles across all work packages is as follows (noting that the same apprentice could be involved in more than one work package depending upon timing of work packages and contracting arrangements):

Apprentice Carpenter	20
Apprentice Electrician	14
Trade Assistant	13
Apprentice Refrigeration Mechanic	8
Apprentice Plasterer	5

[1] A generalised approximation of Effective Contract Value of construction on a total $750 million project cost as defined by the *Tasmanian Government Building and Construction Training Policy* (2022).
[2] Includes following assumptions: average apprenticeship/traineeship duration 3.5 years and an average of five weeks per year leave per employee.

Apprentice Mechanic	3
Apprentice Plumber	3
Apprentice Boilermaker	2
Apprentice Tiler	2
Apprentice Floor Layer	2
Apprentice Stonemason	2
Apprentice Painter & Decorator	2
Apprentice Roofer/Metalworker	1
Apprentice Glazier	1
Apprentice Fitter/Metalworker	1
Apprentice Joiner	1
Apprentice Lift Mechanic	1
Apprentice Horticulturalist	1

Contracting and Subcontracting Arrangements

There are a relatively small number of Australian-based Tier 1 contractors with stadium construction experience that are able to manage a stadium contract of this scale (e.g. Lendlease, Multiplex, John Holland and CIMIC Group).

Their procurement approach will have a bearing on the viability of the project for various levels of contractors. Normally, a design and construct contract would be offered, and the extent of early contractor involvement would depend on the detail of client reference designs and specifications. This level of tender preparation, consultant and project management sophistication would strengthen Tier 1 contractor tendering advantages.

Tier 1 design and construct contractors might manage anything from 50-80 subcontract packages depending on time, budget, safety, and quality requirements. If time permits, the Tier 1 contractor would be expected to prepare a very detailed level of design documentation to resolve details for what may be technically complex or high-risk elements of the works. Alternatively, their approach might be to package design detail finalisation with some individual works packages, if the subcontractor has specific expertise in that field.

Wherever possible, Tier 1 contractors would be reasonably expected to pass the risk and responsibility for various construction outcomes and performance, including obtaining workforce resources, to

subcontractors. For this reason, competition between local Tasmanian large building and construction business for direct subcontracting roles with a Tier 1 contractor for a project of this scale may be relatively low. This should not be interpreted to reflect the technical ability of local building and construction businesses but is more likely to be a result of financial contracting risks being proportionally very high relative to the typical scale of business cash flow, potentially modest project profit margins, and carrying capacity of local business balance sheets.

It is possible that a relatively high proportion of primary trade subcontractors will be from interstate and while some subcontractors have previous knowledge and experience of working in Tasmania, others may lack knowledge of available resources and contacts. This project would encourage the establishment of commercial relationships with local Tasmanian building and construction businesses to access local skills and expertise. This may be in the form of a joint venture with joint and several liability shared between the parties, or a further subcontracting relationship providing a more manageable scale of risk.

Depending on the size and nature of the proposed scope of works, this could also result in a subcontracting arrangement for well-defined aspects of the project, for example, structural trades or finishing trades only, or the whole east side or west side of the stadium to allow each subcontractor's resources to be focused on their specific works.

The extent of engagement of the local workforce to construct the proposed stadium is highly variable and will depend on the structure of the subcontracting arrangements and risk appetite of local building and construction businesses. These in turn will be strongly influenced by high-level project risk parameters such as time and cost. Despite the relatively high number of specialised skills required, it is anticipated that over 50% of the workforce could be comprised of local labour, depending on the availability of skilled and employment-ready workers, which will be heavily influenced by other concurrent construction activity in Tasmania and elsewhere in Australia.

Local workforce, and apprenticeships and traineeships, can also be influenced by tendering requirements specifying a minimum level of local workforce participation. Care will need to be taken to ensure that tender expectations do not exceed the capacity of the local market, or do not lead to unnecessary skilled labour competition in the industry more broadly. This could lead to prohibitive trade labour costs for the stadium and create trade labour cost pressure on competing Tasmanian building and construction activity.

Maximising Stadium Workforce Training Outcomes

Introduction

The construction of the proposed Macquarie Point stadium represents a transformative opportunity to strengthen Tasmania's building and construction workforce and establish a long-term pipeline of skilled workers.

This section documents opportunities for enhancing project workforce availability, consistent with the Tasmanian Youth Jobs Strategy and broader State and Australian Government workforce development initiatives. By extension it demonstrates broader building and construction industry workforce benefits, skill development pathways required for employment readiness, broad training delivery to enhance employability post-completion, and on-the-job support to maximise apprentice/trainee retention. The opportunities presented here include options for strategic investment, industry partnerships, and targeted interventions. These, individually or in aggregate, have significant potential to contribute to a highly skilled and sustainable Tasmanian building and construction workforce for the future.

Workforce Readiness

There is a lack of structure in building and construction career promotion and the prevocational training environment in Tasmanian schools. The approach is inconsistent, relying on the discretion of school administrators, voluntary initiatives provided by industry peak bodies and businesses, and multiple externally funded programs that compete for attention for valuable teacher-student time. Building and construction industry career promotion can also be hindered by the lack of clear information and direction on available training and education to assist students find suitable employment or training opportunities.

The proposed stadium construction project offers a unique chance to focus student attention on career opportunities in the building and construction, but to be successful a coordinated approach is vital.

An indicative model to support delivery of a coordinated building and construction industry career pathway model is provided at Figure 1.

It is noted that the building and construction industry peak bodies and Keystone Tasmania are currently working collaboratively with the Department for Education, Children and Young People (DECYP) and Skills Tasmania to fund and implement such a model, noting that it relies on industry training funding and extensive in-kind industry support to be realised. It is anticipated that this whole-of-industry approach will largely replace or coordinate ad-hoc sector-specific initiatives. The level of funding available through the Tasmanian Building and Construction Industry Training Fund will limit availability of the program to schools, which could be enhanced by further Australian or State Government co-contribution.

Certificate II training provides basic building and construction industry employment readiness. While not a prerequisite for Certificate III apprenticeships and traineeships, it does include units common to Certificate III training and is a commonly accepted prevocational training pathway. A Certificate II often includes student work placements providing an opportunity for students to gain an insight into employment in the sector. Availability of Certificate II supports important State Government-funded initiatives such as the successful YouthBuild exposure program developed by the Housing Industry Association.

Certificate II training is provided in some schools and colleges and by TasTAFE and Registered Training Organisations. However civil construction, for example, doesn't have a Certificate II pathway in schools in southern Tasmania. Specific units offered as part of a Certificate II aren't necessarily linked with a clear career promotion strategy or workforce requirements.

'Skill sets' are short, discrete group of training units designed to provide job seekers and students skills in one specific area or skill. They can also be offered as an alternative pathway into employment and further learning. Skill sets need to be well chosen so they are attractive to both candidate and potential

employers. The delivery method is vital to ensure development of skills, safety awareness and a level of productivity for job seekers stepping into employment. While the full Certificate II is generally delivered one to two days per week in schools, a skill set can be delivered in a fortnight to get workers on the ground quickly. However, schools may require broader aggregation of units that constitute a 'course' and that can be assimilated into the school course delivery timetable. This innovative approach has been used by the Tasmanian Building Group Apprenticeship Scheme to provide a tailored course that is compatible with a typical school timetable and this example is provided at Appendix 1. Many variations of course content are possible, but skills sets would most logically be derived from Certificate II courses currently being offered in secondary schools and would be informed by what is most appropriate and valuable for potential employers.

The proposed stadium project provides an opportunity to support career promotion and work readiness for the building and construction industry through Certificate II and III qualification training and skill sets. This opportunity may initially be most relevant to public matriculation colleges and regional areas. It can be used to promote careers and employment readiness in the highest demand areas, whether project specific or to address forecast and/or long-term workforce shortages such as housing construction and civil construction respectively.

Over and above the existing Certificate II offerings in schools and at TasTAFE, skill set packages relevant to the proposed stadium project have been developed and are provided with the estimated delivery cost at Appendix 2.

These same skill sets are also relevant more broadly and could be promoted through regional Jobs Hubs, providing highly targeted training investment opportunities for building and construction industry career promotion. The delivery of skill sets through Job Hubs could potentially be delivered through 'pop-up' training delivery, alleviating common training transport issues that arise in regional areas.

Opportunity 1A: Use the proposed Macquarie Point stadium project to maximise the benefit of proposed or existing building and construction industry career awareness and prevocational training programs and projects being undertaken by the building and construction industry in Tasmanian schools. This may include additional Australian and/or State Government financial support for pre-vocational career awareness training coordination currently being developed and funded by the building and construction industry.

Pros:

- Long-term benefit to the building and construction industry workforce, by increasing interest in and access to apprenticeship and traineeship opportunities.

- Government can elect to only provide in-kind support by actively facilitating and promoting school access.
- Current high level of building and construction industry cooperation and pro-activity can be leveraged with a relatively small co-investment from the State Government, potentially even accessing further Australian Government funding.
- Reduces pressure on schools by streamlining and coordinating building and construction industry career promotion consistent with the recommendations of the Australian Government's *Strategic Review of the Australian Apprenticeship Incentive System* (2024).
- Builds on and incorporates existing State Government-funded programs such as YouthBuild and Beacon employment readiness services.
- Supports existing State Government school vocational training targets.

Cons:

None.

Opportunity 1B: Fund delivery of identified building and construction training skill sets (a set of small, discrete training courses) in schools lacking an equivalent program by investing in additional delivery of stadium-focussed pre-vocation work readiness training. This could potentially be delivered in schools by private sector Registered Training Organisations if necessary, with a low reliance on existing facilities.

Pros:

- Increases availability of employment-ready workers and apprenticeship and trainee candidates for the proposed stadium project and forecast workforce demand for residential housing.
- Establishes a relatively inexpensive training system through existing institutions and employment market that can be easily adapted to meet emerging and regional workforce demand.
- Builds on and incorporates existing State Government-funded programs such as YouthBuild.
- Supports existing State Government school vocational training targets.

Cons:

- Extent of implementation may be limited by the availability of appropriate trainers.
- Moderate cost implications.

Opportunity 1C: Fund delivery of identified building and construction training skill sets (a set of small, discrete training courses) through regional Jobs Hubs by Registered Training Organisations with a low reliance on existing facilities.

Pros:

- Increases availability of employment-ready workers for the proposed stadium project and forecast workforce demand for residential housing.
- Jobs Hubs able to provide effective promotion of availability.
- Can be adapted to suit specific regional building and construction workforce demand
- Potential to be funded through State Government's TasTAFE grant.

Cons:

- Extent of implementation may be limited by the availability of appropriate trainers.
- Potential workforce pool and potential return on investment not as large as that available in schools.
- Moderate cost implications.

Employment, Business and Training Connectivity

The proposed stadium construction project is expected to generate considerable employment interest. A national Tier 1 contractor and interstate-based subcontractors will likely want to promote and maximise employment opportunities. This will meet inherent labour demand and any local workforce participation targets, including apprenticeship and traineeship requirements under the *Tasmanian Government Building and Construction Training Policy* (2022). Similarly, there is expected to be strong demand by Tasmanian building and construction businesses to participate in the proposed stadium construction project as a subcontractor or a supplier of associated services or materials.

There are a range of examples of centralised employment facilitation for large Australian projects, both to the benefit of the contractors and employment seekers. These include:

- North East Link Tunnels
- Footscray Hospital
- Byron Central Hospital
- Bega Valley South East Regional Hospital
- Maitland Hospital, and
- Shellharbour Shopping Centre.

Establishing a centralised project employment 'concierge' capability or Project Connectivity Centre would create capability to match project employment, and resource demand and supply. This includes:

- pre-registration of a pool of qualified trades people
- pre-registration of other qualified workers
- general advice on work readiness and available training pathways to job seekers
- provide coordination between project contractors and regional Jobs Hubs, Workforce Australia providers, training providers, group training organisations, disability employment services, Build Up Tassie program etc
- assist achievement of specific workforce targets, whether these be a commitment by the Tier 1 contractor in their tender offer or a broader workforce participation requirement
- expressions of interest by local businesses in a range of building and construction and service categories (e.g. training providers, equipment suppliers) that want to register an interest in participating in the project and provide information about their services (equivalent to or incorporated as part of the Industry Connectivity Network Tasmania)
- central promotion of specific project employment opportunities as they arise.

The function of the Project Connectivity Centre could be extended to coordinate training on site. This could include provision of pre-commencement work readiness training courses to ensure a minimum

standard of basic building and construction skills and qualifications, such as a licence to use power-assisted percussion tools, safe use of angle-grinders and oxy-acetylene equipment, working at heights and confined spaces training, and elevated working platforms licences. These services might be offered in partnership with specific training providers as a commercial undertaking.

A Project Connectivity Centre has the potential to integrate training coordination to provide a single point solution for employers, trainees, and apprentices requiring training and workforce integration support, including provision of on-site training facilities. The inclusion of a mentor coordination/wellbeing support function and professional development of supervisors through provision of training for leading hands and supervisors would also be consistent with contemporary industry best-practice.

The Project Connectivity Centre concept received broad support during consultation in the preparation of this report.

Opportunity 2A: Establish a Project Connectivity Centre to manage and promote interest in construction employment and employer workforce demand prior to commencement of the project and during construction.

Pros:

- Likely to maximise stadium project construction employment opportunities for local tradespeople and jobseekers.
- Will facilitate achievement of any relevant Tier 1 contractor local benefits targets relating to workforce participation.
- Provides a clear avenue to access accurate advice on project employment opportunities and employment-readiness training.
- Opportunity to provide service by leveraging expertise available through the State Government's Regional Jobs Hubs initiative.
- Some opportunity for cost recovery through fee for employment facilitation service for employers.
- Cost is relatively small compared to potential for increased workforce development and social outcome benefits.

Cons:

- Establishment and ongoing staffing cost and ideally required to commence prior to project commencement to maximise benefits.

Opportunity 2B: Establish a project-specific local business promotion online portal, potentially managed by the Project Connectivity Centre, to manage local building and construction (and potentially other) business interest in participating in the project and potentially promote and match with contractor demand.

Pros:

- Potential to maximise employment opportunities through promotion of Tasmanian building and construction industry businesses and industry training providers.
- Potential to co-locate function with Project Connectivity Centre to achieve greatest synergies in relation to employee and job-seeker training services.
- Facilitate any relevant Tier 1 contractor local benefits targets relating to local content.
- Industry Capability Network concept already well-established nationally.
- Cost is relatively small compared to potential for workforce development and economic benefits.

Cons:

- Establishment and ongoing maintenance cost.
- Incongruent with Jobs Tasmania operations, which may limit the extent to which the functions could co-exist and thereby maximise benefits.

Opportunity 2C: Enhance the role of the Project Connectivity Centre (Opportunity 2A) to include coordination and/or provision of onsite training services and promote opportunities to local training providers.

Pros:

- Address the need for various onsite training requirements through a single facility.
- Reduces impact of training provision on project delivery through coordinated and facilitated onsite training access.
- Potential to be the staging point for onsite programs aimed to maximise retention and performance of employees, apprentices and trainees, such as programs to provide mentoring support, and promote wellbeing and mental health.
- Supports pre-employment training such as inductions and essential safety skills for workers.
- Potential for funding by contractors, training providers, State Government and/or construction client.

Cons:

- Establishment and maintenance cost.

Enhanced Apprenticeship and Traineeship Outcomes

Group Training Organisations (GTOs) employ apprentices and trainees who are then hosted by other businesses. This is an alternative to the traditional vocational training model where apprentices and trainees are employed directly by the hosts (which is referred to as an indentured mode of employment).

The benefit of the GTO model is that businesses can engage apprentices and trainees despite future business uncertainty and minimise the impacts of administrative complexity inherent in modern vocational training, which is particularly important for smaller businesses. The introduction of this employment and training facilitation model has supported the training of a higher number of apprentices and trainees than would otherwise be the case.

The *Tasmanian Government Building and Construction Training Policy* (2022) establishes a requirement for approximately 20% of labour hours to be undertaken by apprentices and trainees employed under a training contract. However, this introduces a significant challenge for a tendering Tier 1 contractor and supporting interstate subcontractors, who are being incentivised to engage a larger proportion of trainees and apprentices than they might otherwise and may not last beyond the term of their specific stadium contract. It is also hoped that local apprentices and trainees would prefer to continue their training in Tasmania rather than move to work elsewhere in the country.

The establishment of a specific stadium project GTO or appointment of nominated GTOs to provide apprentice and trainee recruitment and employment services for stadium project subcontractors would assist in meeting the requirements of the Training Policy by the Tier 1 contractor, provide convenient local workforce access for project subcontractors, and maximise local workforce participation and workforce development opportunities.

Despite the intent and operation of the Training Policy, a single, unusually large project that is out of context of the state's prevailing infrastructure delivery pipeline creates some unique challenges in maximising workforce development outcomes.

The anticipated construction duration of the proposed stadium construction project is not compatible with maximising apprenticeship and traineeship outcomes. Traineeships and apprenticeships are three to four years, depending upon the qualification, which exceeds the duration of the individual work packages, or even likely combination of contiguous work packages, on which an apprentice or trainee may be engaged. This creates a requirement to host an apprentice or trainee prior to or after engagement in the stadium project to realise the maximum workforce development opportunity.

Two mechanisms to accomplish this outcome were suggested by stakeholders consulted in the preparation of this report, both of which recognise and aim to leverage the large size and potential flexibility of the public sector infrastructure delivery pipeline. These potential mechanisms raised were:

1. The State Government becomes the employer of a specified number of apprentices and trainees, with recruitment and employee management services provided by GTOs.
2. One or more GTOs provide the required supply of apprentice and trainee labour to stadium project subcontractor hosts supported by an agreement with the State Government to assist the management of employment and hosting risks that would otherwise be borne by the GTO and apprentice/trainee.

It is noted that there is the potential for State Government capital investment and maintenance programs and procurement to be coordinated to provide the best opportunity for apprentices and trainees to move between activities and projects. The State Government can support the supply of training hours mandated by the Training Policy for businesses tendering for public sector projects by ensuring adherence to the existing Training Policy and promoting hosting of these apprentices and trainees on government projects. Therefore, the State Government may be best placed to assist management of the employment risk of hosting GTO-employed apprentices and trainees before or after being hosted by stadium project subcontractors. These mechanisms also provide the opportunity to recruit and host at least one tranche of apprentices/trainees before the stadium project commences. This preparation time would provide the contractor with a more productive workforce, broaden the extent of early apprentice/trainee work experience, and reduce the future demand on the local training system.

Government-funded social housing may be particularly relevant projects for apprentice hosting given the lack of residential construction experience that would be available to apprentices engaged on the proposed stadium construction project, and the high residential construction workforce demand projected in the future. The State Roads capital program would be particularly relevant to promoting hosting opportunities for civil construction trainees.

The GTO(s) would have some financial risk exposure if apprentice/trainee hosts cannot be identified following stadium construction project employment. It is expected that some form of risk agreement with the State Government would be sought by the GTO(s) to cover this exposure. The greatest risk, however, is the reputational risk to State Government should training contracts need to be cancelled through lack of hosting opportunities.

It would also be possible to encourage general construction workers to enter into a Certificate III Civil Construction training contract through the project GTO(s). Value to the host is maximised by structuring the qualification as ‘stackable’ micro-credentials, correctly sequenced for initial appropriateness and application to their roles in the proposed stadium construction project (plant operation, power tool operation, safety knowledge, construction principles). Skill sets could then be broadened following completion of their role in stadium construction to include training relevant to future stadium employment opportunities and to longer-term and less specific occupations in the Tasmanian civil

construction industry that would be valuable to subsequent host businesses. The Certificate III Civil qualification provides numerous opportunities for training in specialised construction roles. The worker is benefited by the continuation of employment and support offered by the GTO. The structure and operation of a Certificate III Civil qualification built on stackable skill sets is provided at Appendix 3.

While this report specifically addresses workforce training outcomes available through the proposed stadium construction project, the workforce development outcomes being promoted by the Training Policy would benefit from a broader perspective on how development of the entire Macquarie Point precinct is intended to proceed and how it might be coordinated to realise long-term building and construction industry workforce development benefits. This is also relevant to State Government building and construction investment more broadly and highlights the significant benefits of a relatively consistent and predictable public sector investment to local building and construction industry workforce development.

Opportunity 3A: Consider the establishment of a project specific Group Training Organisation or engagement of a number of established Group Training Organisations to coordinate apprentice and trainee recruitment and hosting on behalf of stadium construction contractors. This needs to be supported by an agreement with the State Government to ensure adequate hosting opportunities are available over the life of apprenticeships and traineeships.

Pros

- Maximises the number and successful completion of apprenticeships and traineeships and thereby building and construction industry workforce development outcomes generated by the proposed stadium construction project.
- Facilitates coordination of demand peaks for apprentice and trainee training.
- Enables prioritisation of apprentice and trainee host engagement in other government-funded projects that benefit projected medium-term building and construction workforce demands.
- Provides an opportunity to substantially broaden apprentice/trainee work experience through engagement in hosted roles more relevant to likely downstream workforce labour demand.
- Leverages State Government ability to manage apprentice and trainee hosting risks before and or after hosting by stadium project subcontractors.

Cons

- Successful apprentice and trainee hosting risk management relies on ability to coordinate the government-funded works program incentives to employ apprentices and trainees prior to/after stadium construction roles are complete and strict application of the *Tasmanian Government Building and Construction Industry Training Policy* by procuring agencies.

Opportunity 3B: Building on Opportunity 3A, consider encouraging general construction workers to participate in a Certificate III Civil Training Agreement (traineeship) to be undertaken through periodic achievement of accumulating micro-credentials, and centrally managed by any project-specific GTO(s) with the same State Government in-kind support for completion of qualifications.

Pros:

- Maximises the number and successful completion of traineeships generated by the proposed stadium construction project.
- Enhances the retention of construction workers in the local civil construction industry, training workers to a much higher level of competency than would otherwise have been achievable.

Cons:

- Successful apprentice and trainee hosting risk management relies on ability to coordinate the government-funded works program to some extent and strict application of the *Tasmanian Government Building and Construction Industry Training Policy*.

Enhanced Workforce Training Outcomes

While a major project such as this presents substantial workforce training and development opportunities, these projects can involve a large volume of repetitive tasks requiring specific and limited skill sets.

New industry employees, apprentices and trainees benefit from exposure to a large and complex build, sophisticated risk management and high performance, and productivity practices. However, the transferability of specific, repetitive trade skills may be limited following completion of the work package for which they have been engaged.

A consideration is therefore the level of additional training investment that could be made to ensure the ongoing value of these new recruits to the industry, particularly in areas where labour and trade shortages may be expected in the foreseeable future.

While the most relevant roles for enhanced training would be construction workers and trade assistants, consideration of training of apprentices and trainees in specific additional construction techniques where there are identified skill gaps could be considered.

Examples of additional skill sets could include welding techniques, high risk licenses, and specialised communication, electrical, lighting and mechanical training. Detailed consideration on what training was prioritised and whether it met a project or a broader industry skill gap, this would be informed by training funding options from industry and government sources.

Opportunity 4: Consider funding specific, secondary training to apprentices, trainees, general construction workers and trade assistants during their engagement on the project that would maximise the work readiness for and employability by employers and hosts following completion of stadium project work packages.

Pros:

- Maximises broad building and construction industry workforce development outcomes once the proposed stadium construction project or specific work packages are complete.
- Provides the project workforce with opportunities to continue to be engaged across project work packages with the acquisition of new, relevant skills.

Cons:

- Depending upon extent of funding and nature of skill set training made available, costs may exceed $2,000 per person[3].

Construction Tendering Considerations

The Tasmanian Government's *Buy Local Policy* (2024) includes a range of provisions that are relevant to the procurement of contractors for the proposed stadium construction project, including requirements for:

- maximising local business participation
- inclusion of an Economic and Social Benefits test in the procurement evaluation methodology with a 30 percent weighting to be applied to this criterion in the total procurement evaluation, and
- preparation of a Tasmanian Industry Participation Plan.

A project of this scale provides contrasting risks and opportunities for the local building and construction industry. On one hand there is the obvious benefit of economic stimulus, workforce development and business opportunities. On the other hand, the high demand for trade labour can result in significant labour market distortions that have the potential to negatively impact local building and construction industry businesses more broadly (as well as their clients), particularly if building and construction demand is high.

The extent of local business participation incentives will need to be carefully considered in the context of expectations of prevailing market activity at the time of construction to avoid issues for the broader building and construction market and inordinately increase project construction costs.

Depending on the underlying level of local building and construction market activity, workforce development through enhanced training opportunities appears to provide the most effective means of providing medium- to long-term benefits for the Tasmanian building and construction industry.

The application of the *Tasmanian Government Building and Construction Training Policy* (2022) supports this outcome, noting the potential challenges that the duration of this single project creates for full realisation of workforce development benefits as discussed above.

[3] Cost estimate based on delivery of an illustrative training package composed of Work Safely at Heights, Conduct Basic Scaffolding Operations, Operate Elevating Work Platform, Conduct Asbestos Assessment Associated with Removal, Develop and Implement an Estimating and Tendering System.

The State Government will need to determine in advance the measures it means to implement to support building and construction workforce training and development in association with the construction project, such as the opportunities provided in this report. It is important that the supported measures and proposed methods of management of non-compliance with any associated tender offer commitments be made clear by the procuring agency in the project tender documents.

Under the terms of the State Government's *Buy Local Policy*, the procurement agency may highlight specific and/or social outcomes that are being targeted and will therefore be taken into account in assessing the Economic and Social Benefits of a tender offer. This would be expected to include a detailed submission on how the tenderer intends to achieve workforce training targets specified in the Training Policy, and to what extent government and/or the procurement agency is supporting or encouraging initiatives. For example, this would need to include any project-specific GTO arrangement or Project Connectivity Centre planning to focus tenderers responses on complementary undertakings.

Keystone Tasmania understands there is a possibility that the Training Policy may not be consistently applied or enforced across State Government procurement agencies. Unlike the Australian Government's *Skills Guarantee Procurement Connected Policy*, the Training Policy does not provide for non-compliance actions and penalties. Even if a non-compliance regime consistent with the Skills Guarantee were to be applied, it could have little to no effect where a Tier 1 contractor may not be operating again in the state in the foreseeable future.

Under the specific circumstances under which this project is likely to undertaken, once a Tier 1 contractor is appointed there are limited incentives for a contractor's tender commitments to comply with Economic and Social Benefits test or the Training Policy. It may therefore be warranted for the procurement agency to consider specific contractual remedies and/or positive incentives to address this risk. Any contractual remedies and positive incentives will require a compliance reporting methodology and verification of reporting that is beyond the scope of the Training Policy and will need to be carefully considered prior to tendering.

If some form of coordinated GTO model is being considered, an alternative mechanism that could be offered through tender is the pre-payment of equivalent local trainee/apprenticeship costs to the extent that demand for apprentices/trainees can be met from the local market. This would make compliance easier to track as it forms a large proportion of training hours.

Opportunity 5A: Within the parameters of the State Government's *Buy Local Policy*, consider prioritisation of workforce training and development outcomes in the Economic and Social Benefits test assessment of tender offers, ensuring there is clear guidance to tenderers on project-specific workforce

training and development initiatives being supported (either financially or as a concept) by government and/or the procurement agency.

Pros:

- The procurement agency should gain clear guidance on and can assess the effectiveness of contractor strategies to meet the Building and Construction Skills Policy.
- Maximise the alignment of State Government/procurement agency workforce training and development initiatives and tender offer Economic and Social Benefits criterion response, including potential for contractor funding or co-funding contributions to initiatives that are mutually beneficial.

Cons:

None.

Opportunity 5B: Consistent with the *Tasmanian Government Building and Construction Training Policy,* consider inclusion of regular independent auditing of required workforce training outcomes and any other workforce development tender offer commitments as a condition of contract supported by contractual consequences for under-performance.

Pros:

- May assist in avoidance of disputes associated with planned co-investments in workforce training and development initiatives.
- Will increase likelihood of contractor compliance with the Building and Construction Skills Policy and any other workforce training and development commitments in the tender offer.

Cons:

- Minor cost associated with verification of compliance with undertakings.

Miscellaneous Considerations

Training Capacity

Advice provided by TasTAFE indicates that an increase in apprenticeships as a result of the proposed stadium can be met by its existing capability and capacity.

Additional Certificate II skill set training identified earlier in this report is included within the scope of training provided by TasTAFE and private sector training providers. It is anticipated that new demand skill set delivery can also be met by existing capability and capacity with appropriate planning and lead times if required.

Funding Opportunities

Skills Tasmania offers a range of funding programs for delivery of nationally recognised training and other support to address the current workforce development and training priorities of the Tasmanian Government.

A range of funding programs for delivery of nationally recognised training is available to private RTOs endorsed by the Department of State Growth. These programs are set down in the annual State Purchasing Plan which is developed by State Growth and administered through contestable grant rounds.

Support for training is available through five programs for:

- Tasmanians wanting to take up apprenticeships and traineeships (including travel and accommodation allowances for apprentices and trainees).
- Tasmanian jobseekers and people looking to upskill or gain new skills to improve their employment outcomes and opportunities
- Tasmanian employers looking to upskill their existing workforce
- Tasmanian employers or learner cohorts in need of immediate or unexpected training
- Individual or organisations targeting specific disadvantages impacting people accessing and participating in training and employment.

The Tasmanian Building and Construction Industry Training Fund provides financial support for training courses, projects and programs consistent with its annual Training Plan, developed by Keystone Tasmania and approved by the Minister for Skills and Training. The Fund relies on income from the Building and Construction Industry Training Levy, which is a levy of 0.2% on Tasmanian construction and maintenance projects valued at over $20,000, which would include the stadium project. The extent to which stadium project levy income could be used to support industry workforce development outcomes would need to

be considered by Keystone Tasmania and is likely to be informed by a broader discussion with other potential funding bodies.

TasTAFE receives funding from both the Australian and Tasmanian Governments to provide tuition-free training places for eligible Tasmanians. The number of fee-free or subsidised TAFE places available is determined by government allocations, and places are limited. The extent to which tuition free or discounted training relevant to opportunities provided in this workforce training plan would be provided by TasTAFE would be determined by its training funding policy.

Mentoring Framework for Workforce Retention

The value of mentoring for young employees is highly topical in relation to increasing the successful completion of building and construction industry apprenticeships. There is clearly an opportunity to provide a coordinated service in for project given the scale and opportunities for efficient delivery, which could be managed through Group Training Organisation engagement(s) or centrally through a Project Connectivity Centre. Increasing commencements of apprenticeships or employment in general is an important outcome, but unless this results in qualified tradespeople or skilled employees being retained by the building and construction industry, the benefits are short-lived and not cost-effective. Nevertheless, such a pilot program would be relatively resource intensive to establish and operate and, despite conceptual strength, implementation in this context would be experimental.

Requirement for establishment of a pilot program include:

- implementation of a structured mentoring system that pairs experienced industry professionals with apprentices and trainees to provide guidance and support
- development of a toolkit of mentoring resources tailored to the construction industry specifically targeted at enhancement workforce retention and completion rates
- establishment an early intervention support mechanism to address workforce challenges proactively and reduce subsequent attrition rates
- monitor and evaluate mentorship effectiveness through employer feedback and worker retention metrics
- provide additional career coaching for young job seekers to improve their confidence, engagement, and long-term workforce participation.

Coordinated Training Supervision

One of the key challenges during construction is the lack of adequate supervision for on-the-job training. Effective supervision is crucial to ensure that apprentices and trainees are applying their skills correctly and safely. However, with tight deadlines and complex construction timelines, there is a high risk that

supervisors may not have capacity to do this. It is possible that a program to address this risk could be administered through GTO engagement(s) or centrally through a Project Connectivity Centre.

To address this, appropriately skilled and experienced supervisory staff could be engaged to oversee training efforts. Supervisors would be equipped with leadership and mentoring skills to provide effective guidance to apprentices, trainees and new workers. Additionally, clear guidelines would be necessary for dealing with apprenticeship training in line with state and federal requirements.

Transport and Accessibility

Transport is another significant constraint, particularly for job seekers eager to participate and develop desirable skills. Location of training sites will be a challenge to overcome.

The project particularly needs to consider workers travelling from regional areas, those with parental or other carer responsibilities, apprentices and those from economically disadvantaged backgrounds and the ongoing cost of living issues. In these examples the difference between attending a funded course to get employment or not may be the cost of fuel or parking.

Area Connect currently provides free transport for Tasmanians across the state. Taking this existing service and expanding or targeting specifically to meet the new demand from this project is a logical step in maximising access for individuals in training or new employees. Other transport assistance options could be considered, including shuttle services or travel allowances for job seekers/workers/apprentices with a significant commuting requirement.

Appendix 1: Tasmanian Building Group Apprenticeship Group Scheme (TasBGAS) Skill Set Suitable for School Delivery (Example Only)

CPCCCM2008	Erect and dismantle restricted height scaffolding
CPCCOM2001	Read and interpret plans and specifications
CPCCCM2005	Use construction tools and equipment
CPCCCM2012	Working safely at heights
CPCCCM2006	Apply basic levelling procedures
CPCCOM1013	Plan and organise work

Appendix 2: Suggested Pre-employment Skill Set Short Courses

Civil Construction

CPCCWHS1001	White card
RIISAM203E	Use hand and power tools
HLTAID011	Provide first aid
RIIWHS205E	Control traffic with stop/slow bat
RIISAM204E	Operate small plant and equipment

Estimated delivery cost: $1,300 per person

Manufacturing & Steel Fixing:

CPCCWHS1001	White card
RIISAM203E	Use hand and power tools
HLTAID011	Provide first aid
MEM05012	Perform routine metal arc welding
CPCCCA3027	Set up, operate and maintain indirect action powder-actuated power tools

Estimated delivery cost: $1,650 per person

General Construction:

CPCCWHS1001	White card
RIISAM203E	Use hand and power tools
HLTAID011	Provide first aid
RIIWHS204E	Work safely at heights
CPCCLSF2001	Licence to erect, alter and dismantle scaffolding basic level

Estimated delivery cost: $1,650 per person

Appendix 3: Certificate III Civil Delivered as Stacked Micro-credential Skill Sets

The following Appendix provides an example of a Certificate III in Civil delivered as a series of stackable micro-credentials (skill sets).

Sequencing of the most appropriate units in each phase of the micro credential stack needs to support the needs of both participant and employer/host and future employer/host.

Safety skill sets are recommended as the initial priority for micro-credentials.

Depending on the nature of the construction project the subsequent priorities will vary. It may commence as a narrow entry level skill that evolves into broader work (e.g., steel fixing). It may have more than on area of skill to develop concurrently with another (e.g., scaffolding, rigging and dogging).

All suggested examples in the first three skill sets are entry level skills and evolve to varying levels of skills, experience and vocational competency.

Note that units are designed to provide assessment requirements for competency, not proficiency – they are to measure assessment to an agreed national standard. This is important to keep in mind when building skill sets across multiple disciplines or skills; the skills don't become more difficult to attain – they remain a method to assess competency. It can be at times incorrectly assumed that because micro credentials (skill sets) are aggregating or 'stacking' that the outcome is higher or more complex.

This qualification has been broken into four skill sets (stackable micro-credentials) that could be commenced at any time by the trainee. The trainee would receive credit transfer for units completed and progress onto the remaining units. All standard rules apply in relation to trainee eligibility for a training contract.

The concept of skill set five described below is to provide a pivot for the participant into another field – this could be an alternate stream in civil construction or into another related occupation relevant to the broader project they are involved in at the time, e.g., conservation and land management, construction, greenkeeping, horticulture etc.

Certificate III Civil Qualification Description

This qualification reflects the role of individuals working as skilled operators in civil construction, who apply a broad range of skills in varied work contexts, using some discretion and judgement and relevant theoretical knowledge. The individual may provide theoretical advice and support a team.

The qualification applies to specialist occupations in bituminous surfacing, bridge construction and maintenance, pipe laying, road construction and maintenance, road marking, tunnel construction, timber bridge construction and maintenance, traffic management and general civil construction occupations.

Licensing, legislative, regulatory or certification considerations

Licensing, legislative and certification requirements that apply to this qualification can vary between states, territories, and industry sectors. Users must check requirements with relevant body before applying the qualification.

Specialisations

The qualification has core and elective units of competency that cover the skills for the following eight specialist and one general civil construction specialisations, noting it is Specialisation 9: Civil Construction General that is considered most relevant in this instance:

Specialisation 1 – Bituminous Surfacing

Specialisation 2 – Bridge Construction and Maintenance

Specialisation 3 – Pipe Laying

Specialisation 4 – Road Construction and Maintenance

Specialisation 5 – Road Marking

Specialisation 6 – Tunnel Construction

Specialisation 7 – Timber Bridge Construction and Maintenance

Specialisation 8 – Traffic Management

Specialisation 9 – Civil Construction General

The core and elective unit requirements of one specialisation must be met for this qualification to be awarded.

All elective units selected for this qualification must reflect current occupational and learning outcomes of this Australian Qualifications Framework qualification level.

The Certificate III Civil qualification requires completion of:

20 total units composed of:

- 15 core units, and
- 5 elective units.

For the purpose of this example, skills sets have been classified into staged, stackable micro-credentials (colour coded to reflect possible staging) as follows:

Skill set 1:	Induction
Skill set 2:	Progression
Skill set 3:	Productivity
Skill set 4:	Completion

Optional: Skill set 5 – Adaption (future workforce requirements)

Core Units of Competency

RIIBEF201E	Plan and organise work
RIICCM201E	Carry out measurements and calculations
RIICCM202E	Identify, locate and protect underground services
RIICCM203E	Read and interpret plans and job specifications
RIICCM205F	Carry out manual excavation
RIICCM206E	Support plant operations
RIICCM207E	Spread and compact materials manually
RIICCM208E	Carry out basic levelling
RIICOM201E	Communicate in the workplace
RIIRIS301E	Apply risk management processes
RIISAM201E	Handle resources and infrastructure materials and safely dispose of nontoxic materials
RIISAM203E	Use hand and power tools

RIISAM204E	Operate small plant and equipment
RIIWHS201E	Work safely and follow WHS policies and procedures
RIIWMG203E	Drain and dewater civil construction sites

Options

Group A

RIIMPO318F	Conduct civil construction skid steer loader operations
RIIMPO319E	Conduct backhoe/loader operations
RIIMPO320F	Conduct civil construction excavator operations
RIIMPO321F	Conduct civil construction wheeled front end loader operations
RIIMPO322E	Conduct civil construction tracked front end loader operations
RIIMPO323E	Conduct civil construction dozer operations
RIIMPO324F	Conduct civil construction grader operations
RIIMPO325E	Conduct civil construction scraper operations
RIIMPO327E	Conduct pipe layer operations
RIIMPO337E	Conduct articulated haul truck operations
RIIMPO338E	Conduct rigid haul truck operations

Group B	
RIICRC308E	Conduct paver operations
RIICRC309E	Conduct stabiliser operations
RIIHAN309F	Conduct telescopic materials handler operations
RIIHAN311F	Conduct operations with integrated tool carrier
RIIMPO315E	Conduct tractor operations
RIIMPO316E	Conduct self-propelled compactor operations
RIIMPO317F	Conduct roller operations
RIIMPO326E	Conduct water vehicle operations
RIIMPO328E	Conduct continuous bucket trencher operations
RIIMPO336E	Conduct belly dump truck operations
RIIVEH304E	Conduct tip truck operations
Group C	
AHCSAW201	Conduct erosion and sediment control activities
AHCSAW301	Construct conservation earthworks
BSBTWK301	Use inclusive work practices
CPCCCM2007*	Use explosive power tools

CPCCLDG3001A	Licence to perform dogging
CPCCLSF2001A	Licence to erect, alter and dismantle scaffolding basic level
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
HLTAID011	Provide First Aid
RIICCM204E	Place and fix reinforcement materials
RIICCM209E	Carry out concrete work
RIICCM210E	Install trench support
RIICCM211E	Construct and dismantle fences and gates
RIICRC201E	Repair potholes
RIICRC208E	Lay pipes
RIIHAN208E	Perform dogging
RIIHAN211D	Conduct basic scaffolding operations
RIIHAN301E	Operate elevating work platform
RIIHAN308F	Load and unload plant
RIIQUA201E	Maintain and monitor site quality standards
RIIRIS201E	Conduct local risk control
RIIRIS202E	Respond to site based spills

RIISAM205E	Cut, weld and bend materials
RIISAM213E	Position and set up mobile lighting
RIIWHS202E	Enter and work in confined spaces
RIIWHS204E	Work safely at heights
RIIWHS205E	Control traffic with stop-slow bat
TLILIC0005	Licence to operate a boom-type elevating work platform (boom length 11 metres or more)
TLILIC0008	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)

Appendix 4: Summary of Characteristics of Opportunities

Opportunity		Ability to be supported in tender offer	Relative cost	Level of implementation complexity	Relative cost-effectiveness
1A	Use the proposed Macquarie Point stadium project to maximise the benefit of proposed or existing building and construction industry career awareness and prevocational training programs and projects in Tasmanian schools. This may include support for pre-vocational training coordination currently being developed by the building and construction industry.	Yes	Low	Low	High
1B	Fund delivery of identified building and construction training skill sets (a set of small, discrete training courses) in schools lacking an equivalent program by investing in additional delivery of stadium-focussed pre-vocation work readiness training. This could potentially be delivered in schools by private sector Registered Training Organisations if necessary, with a low reliance on existing facilities.	Yes	Low to High (Scalable)	Moderate	Low
1C	Fund delivery of identified building and construction training skill sets (a set of small, discrete training courses) through regional Jobs Hubs by Registered Training Organisations with a low reliance on existing facilities.	Yes	Low to High (Scalable)	Low	Moderate
2A	Establish a Project Connectivity Centre to manage and promote interest in construction employment and employer workforce demand prior to commencement of the project and during construction.	Yes	Moderate	High	High
2B	Establish a project-specific local business promotion online portal, potentially managed by the Project Connectivity Centre, to manage local building and construction (and potentially other) business interest in participating in the project and potentially promote and match with contractor demand.	Yes	Low	Moderate	Moderate
3A	Consider the establishment of a project specific Group Training Organisation or engagement of a number of established Group Training Organisations to coordinate apprentice and trainee recruitment and hosting on behalf of stadium construction contractors supported by an agreement with the State Government to ensure adequate hosting opportunities are available over life of apprenticeships and traineeships.	Yes	Low	High	High

3B	Building on Opportunity 3A, consider encouraging general construction workers to participate in a Certificate III Civil Training Agreement (traineeship) to be undertaken through periodic achievement of accumulating micro-credentials, and centrally managed by any project-specific Group Training Organisations(s) with the same State Government in-kind support for completion of qualifications refenced in Opportunity 3A.	Yes	Low	Moderate	High
4	Consider funding specific, secondary training to apprentices, trainees, general construction workers and trade assistants during their engagement on the project that would maximise the work readiness for and employability by employers and hosts following completion of stadium project work packages.	Yes	Moderate	Low	Moderate
5A	Within the parameters of the State Government's *Buy Local Policy*, consider prioritisation of workforce training and development outcomes in the Economic and Social Benefits test assessment of tender offers, ensuring there is clear guidance to tenderers on project-specific workforce training and development initiatives being supported (either financially or as a concept) by government and/or the procurement agency.	Yes	Low	Low	High
5B	Consistent with the *Tasmanian Government Building and Construction Training Policy*, consider inclusion of regular independent auditing of required workforce training outcomes and any other workforce development tender offer commitments as a condition of contract supported by contractual consequences for under-performance.	Yes	Low	Moderate	High