

Canberra Institute of Technology

Towards 80 Years serving the community



Canberra Institute
of Technology

CANBERRA TECHNICAL COLLEGE



> CIT GIVES YOU A FUTURE

A Message from the Chief Executive and Director

As Chief Executive and Director of Canberra Institute of Technology (CIT) since 1997, it has been an honour to be one of the custodians of the remarkable almost 80-year legacy delivered by prior leaders, staff and students of this Institute.

It is fascinating to reflect on CIT's history and its inextricable links to the ACT and region. A symbolic relationship with our community has persisted because our institutional aspirations remain interdependent with those of our community.

As this historical summary indicates, CIT initially provided trades school courses, public service entrance training and matriculation classes developed in direct response to the educational demands of the embryonic ACT community. Today, CIT's educational philosophy and considerably larger range of course offerings are no less a direct response to community need.

In the new millennium, our community is far broader, with students drawn from around Australia and the world to CIT's niche curriculum qualifications, such as Bachelor Degree programs in Commercial Photography, Fashion Design and Forensic Science. In addition, our trade and technical training is delivered in different modes to a diverse student population.

Our multi-campus Institute, with campuses in Reid, Bruce, Woden, Weston and Fyshwick, attracts around 19,000 students annually, including around 600 international students. In 2006, more than 450 courses from Certificate to Degree level are delivered in a community orientated and collegial environment, with students afforded an ever-growing range of additional support services through the CIT Student Association (CITSA).

Today, as in 1928, our focus is empowering people to achieve their vocational education and training goals and providing a service to industry. CIT's commitment to lifelong learning in a changing world rests on the creation of multiple pathways tailored to individual student career goals. Our strong industry and community links continue to add value to our programs and assist with creating work experience and employment opportunities for our work-ready graduates.

In recent years, a wide range of training packages and short personal interest courses offered through our commercial arm, CIT Solutions (CITSol), have dramatically increased to meet expressed community interest.

CIT approaching its 80th milestone is a great source of pride for all Canberrans, particularly the thousands who have contributed, in many and varied ways, to the Institute's development. On behalf of all current CIT staff and students, I extend sincere thanks to all those that have gone before us. Their efforts have delivered an Institute specifically designed to support its community's aspirations, a legacy I have been honoured to preserve.

Dr Peter Veenker



Dr Peter Veenker
Chief Executive and Director

***CIT empowers people
to achieve their
vocational education
and training goals
and provides a
valuable service to
industry***

Your CIT Today

Canberra Institute of Technology is the largest provider of vocational education and training in the ACT offering industry accredited training in a dynamic and welcoming environment.

High employment rates

Over 89% of our graduates are either employed within six months or in further study after completing their training. (Source: NCVER, *Student Outcome Survey*, 2005) Students graduate equipped with the training they require to meet the demands of today's competitive global workplace.

Multiple pathways to further educational qualifications

Many study options and pathways are available to students studying in CIT's nationally recognised programs. The Institute has excellent working relationships with government departments, VET providers, schools, colleges, universities and international institutions, and has secured a vast number of formal pathways to further study.

CIT currently has formal links with 14 universities around Australia and also offers degree level programs. The Institute has established close to 150 mutual recognition linkages with University of Canberra.

Many CIT qualifications are accredited under the Australian Quality Training Framework (AQTF). This means qualifications are recognised anywhere in Australia.

High level qualifications

CIT has Degree programs in Fashion Design, Forensic Investigation and Photography and provides pathways to degrees in Early Childhood Teaching, New Media Production and Hotel Management as well as Associate Degrees in Science, Music and Engineering. CIT degrees offer a combination of industry-focused, practical and theoretical training, ensuring that students graduate as work-ready professionals confident in their skills and abilities in their chosen field.

"Whirligig" kinetic sculpture,
Reid Campus, by Tess Horwitz and
Tony Steel

"I did Wine Grape Growing
in 2003 and the combination
of stimulating lectures and field
days created an excellent esprit
de corps among the participants
and engendered an attitude of
helping one another to achieve the
needed competencies. My thanks
to the lecturer and other CIT staff
for providing a very worthwhile
program."

Professor Deane Terrell, AO,
Canberra, August 2004



Signing of the Staff Exchange Agreement with the University of Canberra, 2005.

Industry relevant training

CIT programs provide students with industry relevant training. Program delivery consists of a mix of theoretical training, time in the classroom and hands-on experience in real life situations, providing students with a well rounded experience.

Industry reference groups regularly have input into program content and delivery, and industry actively invest in the student experience through guest lectures.

Flexibility and choice

CIT offers over 450 programs across five faculties with qualifications ranging from Statement of Attainment to Degree level. Programs cover a broad range of study areas including engineering, hairdressing, interior design, e-business, forensic science, horticulture, nursing, communication and media.



Emily Henderson, Bachelor of Design (Fashion Design).

Not only is there a wealth of choice but also in many cases program delivery is flexible to cater to students needs, helping them fulfil their career goals. CIT caters to people from all walks of life including:

- adults entering the workforce for the first time
- professionals re-entering the workforce who need to upskill
- school/college leavers
- employees seeking a new career direction, promotion or additional skills
- people with specific training needs or short course interests.

Students can choose to study full-time, part-time or on-the-job through online delivery or by utilising one of CIT's Flexible Learning Centres at Tuggeranong and Reid.



Tim Ross, Bachelor of Applied Science (Forensic Investigation).

"We are especially concerned, and have been for some time, that Technical and Further Education has not been given the prominence which it deserves. The training which it provides in many disciplines makes its skilled graduates essential requirements for our society. Its importance both in size and scope requires that it receive the best treatment."

Principal PJ Ibbotson,
The Future Governance of ACT
TAFE, 1983.



Weston Campus.

The CIT culinary team have been awarded the prestigious Lifestyle Channel Culinary Gold award at the Lifestyle Channel Australian Culinary Competition. With nineteen teams from across Australia competing, the competition showcased the best Australia has to offer in food, wine and culinary skill. In addition to winning the competition the CIT team also took out the best region award, the best food award and a wine matching award.

CIT Newsletter, *InHouse*,
Edition 19, November 2005.

Excellent facilities and resources

The facilities at CIT, across five campuses – Reid, Bruce, Southside (Woden), Fyshwick and Weston – feature industry standard resources that incorporate the latest technologies:

- a new clinical training facility for students at Southside Campus in enrolled nursing
- a “Crime House” for forensic investigation classes to use to investigate simulated crime scenes
- two licensed establishments on Reid Campus run by CIT’s Faculty of Tourism and Hotel Management
- a CIT fashion studio where students create their new and vibrant designs
- outside broadcast equipment and industry standard editing software to produce video footage of national events
- state of the art facilities for most trades at Fyshwick Campus.

Student support

Student Services provides support and services in the areas of disability assistance, English language, financial difficulties, migrant support, peer tutoring, childcare facilities and personal and educational counselling. CIT Study Centres offer assistance through study skills workshops.

Help is also offered to assist students and graduates find employment.

Employment Options helps with job searching, resume writing, job matching and interview skills.

The CIT Student Association (CITSA) provides casual employment for students, recreational and sporting activities, financial advice, bookshops and canteens.



CIT's award winning culinary team, George Perez, Fiona Mitchell, Hugh Eldridge, Stuart Walsh and Doreen Cumming.

CIT – the Historical Context

CIT and the ACT Community

The history of technical and further education in the Australian Capital Territory is inextricable from that of the region's government, industry and community.

Technical education has always fulfilled a vital role in educating the clever country's workforce. A highly responsive model, it is grounded in the philosophies of lifelong learning, equity and access.

From the outset, a focus on delivering work-ready skills has demonstrated intimacy between technical education institutions and their government, industry and community constituents.

The evolution of the Canberra Institute of Technology, its staff and student communities, curriculum offerings and physical facilities, similarly reflects the Institute's symbolic relationship with the ACT community.

Since inception, CIT has continuously adapted to Canberra's technical education needs, working alongside the ACT community to meet the challenges of the rapidly changing nature of the workforce.

The National Capital Established

The Yass–Canberra region was designated the Federal Seat of Government by the Commonwealth Parliament in 1908. New South Wales had ultimately surrendered the sparsely populated but fertile Molongolo Valley when prevailing Melbourne–Sydney rivalry demanded selection of an alternative site acceptable to both cities.

An international competition for a city plan in 1911 produced Walter Burley Griffin's utopian garden city design, and the parliamentary site that was Canberra's initial *raison d'être* was inaugurated in 1913.

The Federal Parliament was officially opened on 9th May 1927, bringing with it Canberra's first public servants. By year's end a contingent of 200 staff, chiefly from the Prime Minister's Department and Government Printing Office, had joined a population of 5700 comprised mainly of encamped workmen.

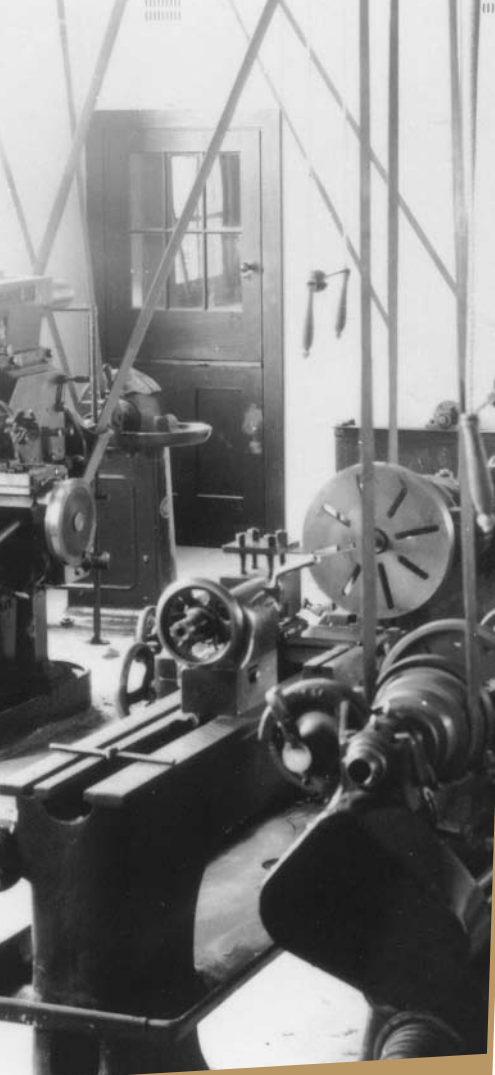


Official Opening, Canberra Trades School, 1928.

Photo: National Archives of Australia

Scrivener selected the Canberra site and wrote: "The Capital would properly lie in an amphitheatre of hills with an outlook towards the north and north-east, well sheltered from both southerly and westerly winds".

Charles Scrivener, NSW Government Surveyor, 1908.



Fitting and Machining Classroom, Kingston, 1930s.

Photo: National Archives of Australia

Mr Nangle, Superintendent of Technical Education NSW, recommended: "In addition there should also be established evening courses in Bookkeeping and Accountancy, Shorthand, Dressmaking and Millinery, Cooking and Household Management . . . the courses of instruction given, examinations conducted and certificates issued should be those under the direction of the NSW Technical Education Branch."

D S Burgess, CTC, *Report of Registrar for Year 1940*, 10 January, 1941.

Early Beginnings of ACT Technical Education

In 1925 two key champions of early ACT technical education emerged in the figures of Mr C S Daley of the Federal Capital Commission and Mr James Nangle, Superintendent of Technical Education NSW.

In that year, Mr Daley reported his plan to provide "junior technical education" at Telopea Park School, the Commonwealth's first permanent school building, built in 1923. Mr James Nangle visited Canberra and recommended the establishment of a trades school for apprentices and journeymen.

This fortuitous match of timing and vision saw ACT technical education established in 1927 with the support of shared facilities and teachers at Telopea Park School. Classes began on 2 May 1928 in fitting and machining, plumbing and sheet metal work, engineering trade drawing and carpentry and joinery.

Mr Filshie, the Principal of Telopea Park School, complemented the initial Trades School offering with the 1928 establishment of an Evening Continuation School teaching matriculation subjects and commercial classes. From 1929, the Evening School also somewhat ironically offered a "Girls Day Class" preparing prospective public servants for typing and clerical entrance examinations.

In 1933, plumbing and sheetmetal and fitting and machining classes left Telopea Park to share the Kingston Workshops on Wentworth Avenue with a new established sheep and wool classing course. The latter catered to local farmers and Canberra Grammar School students. This relocation proved the vanguard of successive moves to the Kingston Workshops area that ultimately saw virtually all ACT technical education located there by 1950.

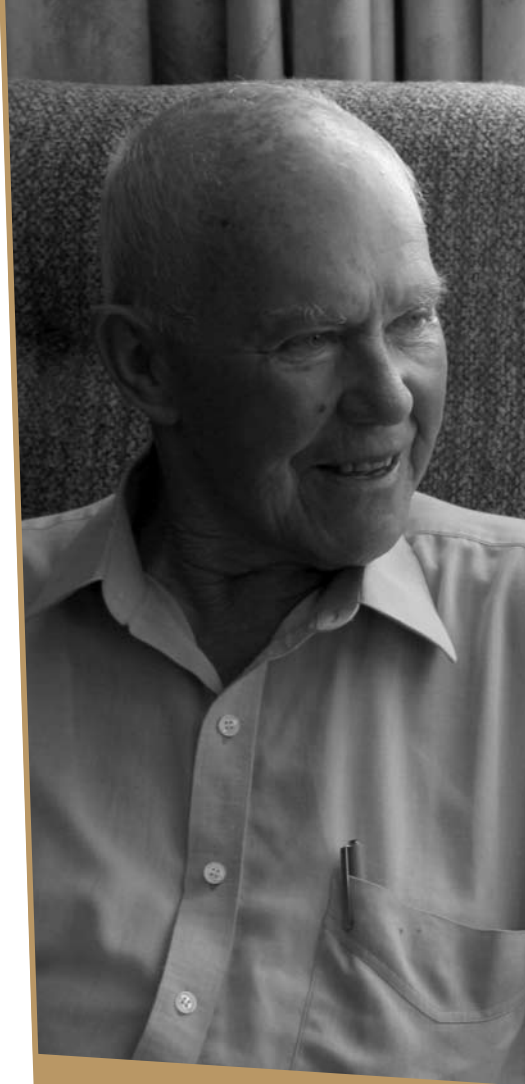


In response to the Depression, the Commonwealth determined to open day vocational training classes for unemployed youth in the ACT as had commenced in NSW. A Canberra Vocational Training Committee appointed in 1932 and chaired by influential administrator Mr H R Waterman thus became the first "public" advisory committee for ACT technical education. In April 1936 the Vocational Training School began classes under the supervision of Mr A D Hope (later to become a well known Australian poet). Agitation from the ACT Trades and Labour Council delivered a complementary ACT apprenticeship scheme. Classes for unemployed youth commenced in tandem with a commitment to establish such a scheme. The Vocational Training School used the Kingston Workshop facilities.

In August 1936 the Federal Capital Territory Apprenticeship Ordinance came into effect with 12 trades initially declared. These were carpentry and joinery, painting, plumbing, bricklaying, plastering, electrical mechanics, electrical fitting, motor mechanics, fitting and machining, woodwork machining, tile-laying, and blacksmithing.

Apprentices completed two years secondary schooling and a year in the Vocational Training School. The Ordinance also established an Apprenticeship Board of five members appointed by the Minister for the Interior representing the Commonwealth (as an employer), private employers and employee organisations.

From 1939 the School was officially designated the Canberra Technical College by both NSW and the Commonwealth in line with the revised names of equivalent NSW institutions. Although lines of authority to the Commonwealth and NSW varied over coming years, the Canberra Technical College model remained essentially unchanged until 1975.



Tom Stirling,
CIT Alumni and Friend.

"I did plumbing in 1938 at Canberra Technical College. I was 15 years old when I first started the apprentice program. There were 12 boys in the class and we studied in an old wooden, down to earth building where we did the practical work. It took five years to complete the program and I enjoyed the class as it was very practical. I won the Class Prize every year."

Tom Stirling, 2004.



Course No. 10, 2SST Canberra, November 1940.

Photo: CIT Archives



2STT Canberra peeling spuds at Kingston, 1940.

Photo: CIT Archives

Mr Mallesch produced the first college publication. In 1941 he published a collection of lectures on "Electricity and Magnetism" for use by his students. The looseleaf papers were clipped together inside a cardboard folder. "We only had a Gestetner machine in those days," he said. "Teaching was 'chaotic' in the forties because there were so many ex servicemen and migrants being trained after the Second World War. There was always more than one class going on in the room at the same time, and everyone was at different levels," he said.

Jack Mallesch, Further Education, 1978.

Wartime Training

With the outbreak of World War II Canberra Technical College found itself with a new role that would see it make a meaningful contribution to the war effort. In December 1939 special classes for Air Force recruits began and by 1943 a full-time enrolment of 340 Air Force trainees were taking instruction from 19 teachers. Other defence-related classes included munitions work and an Air Training Corps. By the end of WWII over 5500 air force personnel had been trained in 17 skill areas.



RAAF Recruitment Train, 1940.

Photo: CIT Archives

12 THE CANBERRA TIMES, Thursday, April 6, 1945

WELFARE HUT
Canberra's Gaiety to
Fighting Forces

THE WAR FILE

1939 - 1945

EDITED BY
NORMAN ADJORENSEN

All in the course of conflict

ANDREW KAZAR talks to a key figure in the training of RAAF technical crews during the war years.

JN 1936, Jack Mallesch, then 25, came to Canberra from Sydney to work as an electrical fitter for six months — but the six months turned into years, and he found himself playing a key role in helping train many of the 5500 airmen who passed through Canberra Tech in World War II.

"Almost 60 years later, Mr Mallesch, now 84, says he grew to like Canberra, and if he had his time again he would not have spent his years any other way.

Mr Mallesch started his apprenticeship as an electrical fitter with the Electrical Department of the Sydney County Council in 1927.

"On completing my apprenticeship in 1932 because of the Depression I and my fellow apprentices were stood down on the understanding that when economic conditions improved we would be reinstated," Mr Mallesch said. "I then worked privately as an electrical contractor in Sydney and elsewhere when possible."

When the council called Mr Mallesch up to work in early 1936 he missed the opportunity because he was holidaying in country NSW.

He then contacted the council who suggested that he join the staff of the Department of the Interior in the ACT (known today as ACTEW) for six months until a vacancy arose.

In the same year a Vocational Training School was established in Kingston to help school leavers who were unemployed as a result of the Depression.

"The Department of the Interior advertised for a part-time teacher to teach at the Canberra Technical College in Kingston in 1938, when I was working for the department as an electrical fitter, so I applied and was successful," Mr Mallesch said.

From 1941 to 1945 the college's emphasis changed to that of an RAAF training school, and a steady stream of RAAF ground staff personnel underwent training in the cold wooden buildings of the college.

Mr Mallesch, the first full-time electrical trade teacher employed by the college, started in 1941 to teach electricity and magnetism to many of these RAAF technical trainees. At the same time he continues to teach many of the apprentices employed in the ACT and district.

He also produced a publication to train the RAAF trainees during their 13-week course.

The course involved workshops in which the trainees did fitting, filing, drilling and mechanical drawing.

"This gave them a basic training, and at the end of the 12 weeks an examining sergeant would visit from Sydney who would select a certain number of, for example riggers, who started on specialist frame construction and repair courses in Sydney or Melbourne," Mr Mallesch said.

"Riggers would typically work on fuselage repair and construction so that if a plane had a wing knocked off or got their skins punctured they would fix them."

As well as giving the trainees a basic understanding of electricity, Mr Mallesch said the course emphasised ignition systems "because as air force electricians they would be working on the electrical side of the engines."

He said that in 1943 he started to work extra shifts because things started to get rather hectic. His first shift with RAAF trainees began at 7am in the morning and went until about 3pm in the afternoon. The other shift ran from 3pm to 11pm at night.

"All of the RAAF trainees were then housed in barracks near the Kingston Railway Station, and would start up to the old cottage, just behind where the Australian Government Publishing Service is today," Mr Mallesch said.

"One of the big problems was that in the winter time we would get them [trainees] from Victoria, Queensland and Western Australia and they'd always catch a cold the moment they came to Canberra."

After the War the college played a major role in the Commonwealth Rehabilitation Training Scheme.

"The chaps who returned wanted to do a shorter course so they could get their electrician's licence and make a living," Mr Mallesch said.

"Some of them were apprentices that left through their course to go to the war, so when they came back they didn't want to continue to do the trade course."

The Kingston workshop building remained the home of ACT technical education until 1962 when the Electrical Trade Department was absorbed into new facilities, and new buildings were erected in Reid.

He retired in 1975 and lives with his wife, Ellen, in Lyons.

The Canberra Institute of Technology is interested in hearing from anyone involved in the war training scheme and is especially interested in old photographs. If you can help, call Albert Jones on 327 3624.

A group of RAAF technical trainees at Kingston, circa 1944.

The Canberra Times, 6 April 1995.

Post-war Training and Repatriation

The post-war Commonwealth Reconstruction Training Scheme saw the Principal of Canberra Technical College also appointed as Deputy Director of Industrial Training, responsible for retraining ex-service men and women. By 1951 almost 2000 such men and women had received training at Canberra Technical College.



Post-war training focused on the building trades, with rapid growth of the Capital came shortages in office accommodation and housing, circa 1950s.

Photo: CIT Archives



Secretarial students, 1957–1958. Day secretarial classes commenced in 1950.

Photo: CIT Archives



Apprenticeship Board at Canberra Technical College Jubilee Display, Albert Hall, 1951.

Photo: CIT Archives

"The full time Secretarial course was established at the request of the Commonwealth Public Service Board in connection with the Board's Typist-in-training scheme. The minimum targets aimed at in this course, of ten months' duration, are speeds of 80 words per minute and 40 words per minute in Shorthand and Typing respectively. The course provides an opportunity for the girls seeking private employment to become vocationally trained in a technical skill and hence to insure against possible unfortunate vicissitudes in later life."

Canberra Technical College Report for 1949–1950.



Canberra Technical College
– Reid, Aerial view, July 1964.
Photo: National Library of Australia

"The fine arts are special cases. The need for instruction would be justified on the grounds that to promote such studies would be to improve the cultural life of the city. Persons trained in this way might also be expected to raise the standard of the design of objects we see and use in the course of our daily lives. We believe that these are important considerations not only for Canberra but for the whole of Australia." (CIT offered Art from 1966)

Mr Nigel Murray-Hawthorne,
art critic, *Canberra Times*,
November, 1970.

Expansion of ACT Technical Education

In August 1957 the Canberra Technical Education Committee was appointed to advise the Department of the Interior. The chairpersons of the Canberra Technical Education Committee were A H Corbett, Professor of Engineering at Duntroon (1958–63), S R Cornick from ANU (1963–65) and B A J Litchfield, from the Royal Australian Institute of Architects (1965–67). The committee of 13 became somewhat of an institution itself, making a substantial contribution to ACT technical education until being replaced by a smaller Advisory Council in 1967. The committee presided over much of Canberra Technical College's move from Kingston to the new site at Reid.

The 1960s were a period of rapid growth with Canberra's population swelling to 146,000 by 1971. Physically, the College also grew rapidly as new buildings became available.

The first building at Reid (B Block) was occupied in late 1961, supplemented by four additional blocks by 1966. In the same year, the status of Canberra Technical College was raised by NSW, in the NSW Technical Education System to a Grade One College, boasting an enrolment of 1700 students. In 1969 the enrolled students numbered 6300.

The Commonwealth Department of Education and Science was established in 1968 with Malcolm Fraser as its first Minister. Canberra Technical College was placed under the control of the Apprenticeship and General Services Branch, headed by Mr R A (Alan) Foskett as an Assistant Secretary within the Department. In this and his subsequent roles, Mr Foskett would prove an influential ally of ACT TAFE in the 1970s.

The establishment of the Canberra Technical College Advisory Council in 1969, chaired by Mr K Grainger, coincided with substantial community pressure to establish an ACT education distinct to that of NSW.



Open Day, 13 September, 1964.
Photo: CIT Archives

The 1967 Currie Report had recommended "an independent education Authority for the Australian Capital Territory" and in 1972 Mr Fraser announced that such an Authority would in fact be established, a decision confirmed in 1973 by the incoming Whitlam Government.

Against this backdrop, the retirement of incumbent Canberra Technical College Principal, Mr Jeffery, saw the appointment of a visionary new Principal, Mr Paul Edwards, in January 1970. He and his Deputy Principal, Mr Don Hughes, involved themselves enthusiastically and openly in the heated political and educational debates of the day, reportedly attracting the ire of their policy masters in the Department of Education and Science.

The new Authority would administer ACT pre-school, primary, secondary, special, and evening college education. Technical education was under the microscope, however, both Federally and in the ACT, by virtue of two major inquiries: the Commonwealth's ACOTAFE inquiry, which produced the Kangan Report in April 1974 and the ACT's 1975 Gilmour Report on the Territory's technical education. The latter recommended that a TAFE Authority be established for Canberra.

Despite spirited opposition from CTC Principal, Mr Edwards, the parameters of the Gilmour enquiry envisaged several independent TAFE colleges in the ACT, given production of a Bruce College Master Plan the prior year. The Department had also reportedly decided as early as 1973 that art education would be separated from Canberra Technical College and that a School of Art would be created.

A number of multi-level, multi-discipline TAFE colleges were proposed and in September 1975, the Interim ACT TAFE Authority was established to coordinate functions of the various TAFE colleges. At this time Canberra Technical College was renamed Canberra College of Technical and Further Education, against the backdrop of raging debate regarding its relationship with the ACT's secondary colleges, proposed community colleges and various tertiary institutions.

However, the Coalition Government which came into office during the "dismissal" events of November 1975 swiftly disbanded the Authority and instead created a Director of Further Education role within the Department responsible for all ACT Further Education Colleges, including the School of Music and the Canberra School of Art.

Thus was established the Office of ACT Further Education (OFE). The OFE administered TAFE in the ACT from 1977 to 1987 under several Directors, the most influential being Mr R N (Bob) Allen.

ACT TAFE formally separated from the NSW Department of Technical Education in 1977 with most full-time teachers opting to transfer to the ACT TAFE system. However, NSW TAFE continued to provide significant resources to its ACT sibling well into 1980s.



Vehicle Trades, 1975.

Photo: CIT Archives

"The special 'Detailing Motor Vehicles' course was introduced in 1975 as a two-term pilot course for educationally handicapped secondary students. It had been proposed by Mr Jim Devlin of the School of Vehicle Trades and by Woden Special School. The aim of the course is to teach G.A. students the skills of car detailing and provide an introduction to the industrial work environment so as to prepare them for employment.

It aims to develop responsibility and patience. The course, which will conclude in August, has been conducted by Mr Jim Devlin and Mr Farleigh James."

Stephanie Robson,
Canberra Technical College



The Multi-tiered Offering

The Belconnen Centre was established in 1976 and Bruce College of Technical and Further Education (Bruce TAFE College) was established in 1977, initially as a management centre for Belconnen's Horticulture and Agriculture courses, relocated to Weston between 1974 and 1976. The Adult Migrant Education Program also operated from parts of Narrabundah Primary School and Woden Hospital. Mr Phil Ibbotson was appointed Principal of Bruce TAFE College in 1977, a position he held for the independent life of the College. Main buildings at Belconnen were officially opened by the Governor-General, Sir Zelman Cowen in October 1978.

In 1980 senior staff of Woden College of Technical and Further Education (Woden TAFE College) and from 1981 remaining staff occupied the buildings at Callum Street, Woden. The Principal, Mr Ray Jalliffe, like his Bruce counterpart, Mr Ibbotson, was incumbent for the life of the independent Woden College. Woden TAFE College administered all TAFE operations south of Lake Burley Griffin including the Weston complex, AMEP classes at Narrabundah and Woden Valley Hospital and automotive painting and panel beating, recently removed from Reid to Fyshwick.

Bruce College of Technical and Further Education, October 1978.
Photo: CIT Archives

"Increasing specialisation in areas of endeavour is the direction that we should be pursuing; excellence within disciplines, a full range of courses within disciplines, economic curriculum development."

E Hazell,
Comments on a Plan for the Development of Further Education in the ACT, 1982.



Governor General arrives at Bruce Campus, 1978.
Photo: CIT Archives

The Road to Amalgamation

The decentralised, multi-tiered model was ultimately judged inefficient. Extensive duplication included three TAFE principals, nine assistant principals, 20 heads of school and over 100 heads of department. All three Colleges developed independent media, computing, curriculum and staff development sections and independent libraries. A proliferation of advisory committees contributed to the emergence of conflicting practices with much administrative energy diverted into rivalry for courses, students and resources. The Schools of Art and Music sat uncomfortably with the existing technical and further education system.

These inefficiencies were mirrored in the geographic realities of Canberra's rapidly growing urban development. Bruce Campus was in fact closer to Civic than to most of the Belconnen suburbs while the campus at Callam Street, Woden was also closer to, and more easily reached from Civic than some Woden Valley suburbs. All three campuses were about equally remote from the rapidly expanding population of Tuggeranong.



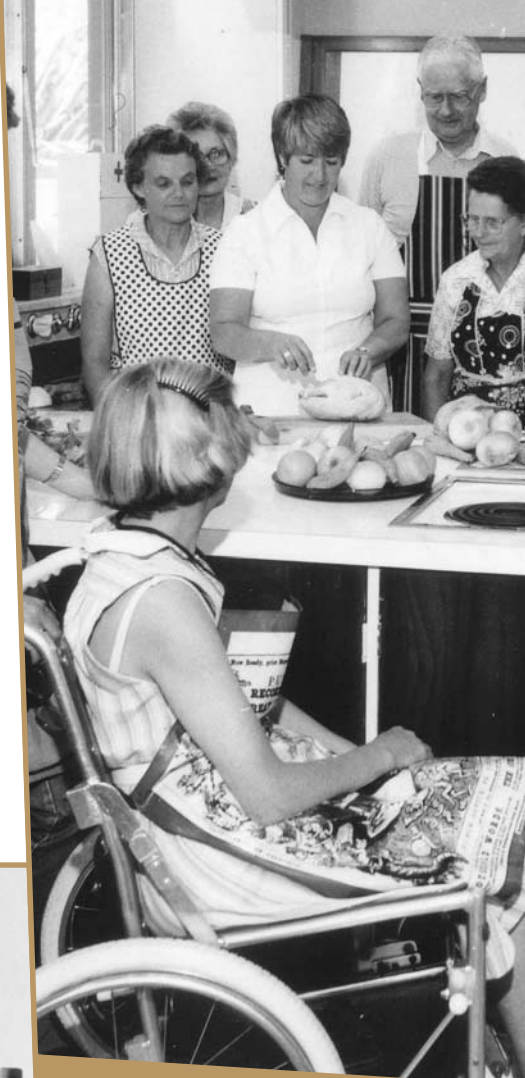
Callam Street Campus, Woden, early 1980s.
Photo: CIT Archives



Three logos: Woden Institute of TAFE; Canberra Institute of TAFE; Bruce Institute of TAFE



As part of the moves to define and establish the Institute's new identity, a decision was made to develop a new logo for the ACT Institute of TAFE – simply to add ACT to the existing national logo for TAFE.



Home Cater class, 1982.
Photo: CIT Archives

"It is government policy to involve the community in the management of institutions . . . there is a need for continuous monitoring of change to identify trends so that greater flexibility can be built into the system to meet changing needs."

A Planning Proposal for the Development of Further Education in the ACT, December, 1982.



Hairdressing school.
Photo: CIT Archives

"I did Fashion Studies in late 70s. I have been teaching Fashion Design for the last 20 years and have seen many changes. Today, the focus of teaching is to train them to be competent design practitioners and the training facilities and equipment provided for students include spacious, well equipped design studios and the latest design, drawing and pattern making software that is used in the industry."

Deborah Schultz, 2004

Towards a Canberra Institute of Technology

From the early 1980s it was clear that Canberra was destined for self-government. This was accompanied by fears there would be less public money for education, health services and community infrastructure when the separation occurred.

Debate about the future of ACT further education continued to rage in this uncertain climate. In 1985 the Minister for Education and Youth Affairs, Senator Susan Ryan brought out an "Issues and Options" paper on the future of ACT education. A Task Force on the Governance of ACT TAFE unanimously endorsed the option to amalgamate the three existing TAFE colleges into a single incorporated college.

Mr Fleming, the longest serving Principal of any ACT technical institution, retired as Principal of Canberra TAFE College in 1986, having made a major contribution to ACT TAFE.

The tenure of Mr John Timbs, who replaced Mr Fleming was cut short, it seems, by the Commonwealth's 1987 announcement that an ACT Institute of Technical and Further Education, headed by Interim Director Mr Norman Fisher, would be created. In July 1987, ACT TAFE was transferred from the Commonwealth Department of Education to the ACT Administration – where it initially answered to the Commonwealth Minister for Arts and Territories.



Automotive workshop, 1975.
Photo: CIT Archives

The ACT Institute of Technical and Further Education was launched on 4 February 1988. A statutory authority established under the ACT Institute of Technical and Further Education Act (1987), the Institute absorbed Canberra, Bruce and Woden Colleges and the Office of ACT Further Education. The Governor-General appointed Mr Fisher inaugural Director of the Institute for an initial five-year term and established an Institute Advisory Committee chaired by Mr Brian Livermore.

In 1989 the ACT became self governing. Mr Trevor Kaine was the first Chief Minister and his ministerial responsibilities included ACT TAFE. In 1991 the Labor Party formed government in the ACT and Mr Bill Wood became Minister for Education and Training. Mr Fisher, as Chief Executive Officer and Director of the Institute, answered directly to the Minister.

The introduction of triennial funding agreements with the ACT Government built in obligations to rationalise and consolidate campuses. An ambitious program resulted in the establishment of a light industrial centre at a new Fyshwick campus at Canberra Avenue, which absorbed the Heavy Vehicle program from the Stromlo campus, Vehicle Collision repair courses from the Townsville Street facility, and Plumbing from Reid campus to produce an operation with greater synergies between disciplines.

A new Southside Campus, on the site of the former Woden Valley High School, replaced the unsuitable Woden Town centre building and the Narrabundah campus. Applied Design was also relocated to a former high school at Watson. The Electrical Studies School was moved from the Belconnen campus to the main campus at Bruce in 1992. This reduced the nine campuses to six purpose-built teaching facilities.

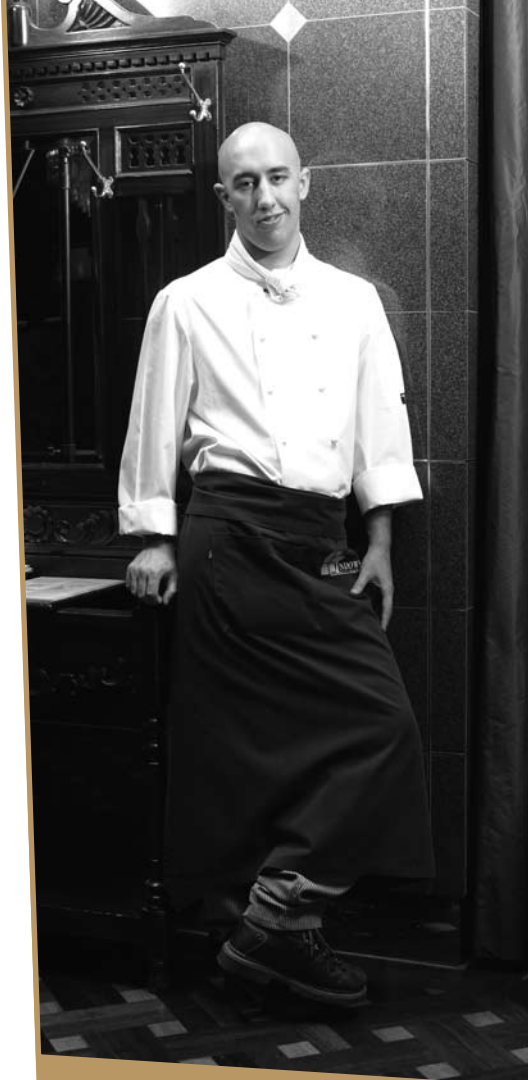
Optimisation of the Reid campus continued with a new School of Hospitality building and the opening of an innovative complex, the Yurauna Centre, for Indigenous students in 1991.

In November 1992 the ACT Legislative Assembly passed the Canberra Institute of Technology Act (1987), changing the name of the College to Canberra Institute of Technology. The new Institute officially came into existence on 1 January 1993.

A long-awaited presence in the Tuggeranong Valley was achieved with the establishment of a state-of-the-art shopfront Flexible Learning Centre in 1995 which was transferred to its permanent home in the Tuggeranong Community Arts Centre in 1998.

ACTAID Pty Ltd was established as the wholly-owned commercial arm of the Institute in 1988. "The Company" adopted the adult learning recreational programs (classified as Stream 1000) which were no longer government funded, and developed capability in winning international projects requiring off-shore delivery.

Mr Fisher retired in 1996 under the term of Mr Wood's successor, Liberal Minister, Mr Bill Stefaniak. In early 1997 Dr Peter Veenker was appointed Chief Executive and Director of Canberra Institute of Technology.



Dean McCrae,
CIT Graduate, 2003.

"My 3 years studying at the CIT Reid in early 2000s were some of the most influential in my life.

I have formed friendships with people who I will remain in contact with for the rest of my life.

I have learned from masters of their craft whose guidance I will carry throughout my career and personal life."

"Due to the relationships I have developed at CIT I have a clear business plan for the future and a list of talented people who will eventually be key members of my business team both in the kitchen, front of house and administration."

Dean McCrae,
London, August 2003



Reid Campus, 2003.

"I began teaching at CIT when it was known as Reid College of Technical and Further Education in 1978. I enjoyed teaching "Return to Industry" courses, which enabled students, who were mostly women who had taken time out to raise children, to re-enter the work force. They really appreciated the opportunity to learn skills and regain confidence."

Anne Fornasiero,
CITAF Newsletter, May 2004.

Vocational Education and Training Reform

Dr Veenker's tenure coincided with dramatic changes in the Vocational Education and Training sector, including the establishment of the Australian National Training Authority to oversee the establishment of competency based training and assessment.

The introduction of the Australian Training Framework, later to become the Australian Quality Training Framework, was founded on nationally endorsed industry standards that ensured national portability of graduate qualifications.

This period saw the concept of user choice come to the fore with market economics, including an increase in competitive tendering, applied to the sector. The Carmichael Report saw the introduction of Traineeships and New Apprenticeships and a succession of industry developed Training Packages.

CIT also underwent internal restructuring to meet the myriad challenges of the new outlook. The 1990s saw ongoing review and quality improvement in key performance areas including CIT's implementation of full accrual accounting procedures following the ACT Government's 1996 introduction of a new financial model. Purchaser-provider arrangements with the ACT Department of Education and Training making CIT the public provider of VET in the ACT emerged from this model.

CIT's Advisory Council has also exercised a greater strategic role from 1996, assuming responsibility for the Institute's course accreditation under delegation from the ACT Accreditation and Registration Council.

In 1996, enterprise bargaining negotiations and subsequent award amendments achieved a new internal structure comprised of Faculties. In December that year, Faculty Heads were appointed. They were Mr Aidan O'Leary for Applied Science, Ms Helen O'Brien for Communication and Community Services, Mr Barry Roantree for Design, Mr Roger Rose for Engineering and Construction, Ms Stephanie Chapman for Management and Business, and Ms Lyn Smith for Tourism and Hospitality. However, the Faculties of Applied Science and Engineering would ultimately merge in 2000. Further structural adjustments in 1997 saw the position of Deputy Director (Academic) Ms Martha Kinsman abolished and the Divisions of Corporate Services and Learning Services created.



CIT logo, designed by graphic design student Michele Sinclair, 1993.

Continuing to Serve Our Community and the Nation

In 1996 the Yurauna Centre, CIT's Indigenous support organisation, relocated to newly refurbished accommodation. Originally conceived in 1991, the Yurauna Centre has been instrumental in initiating and achieving significant outcomes to advance Indigenous education and training, most notably the Institute's Reconciliation Statement (2002), Indigenous Scholarships and Employment Policy. In characteristic leadership on social justice issues, CIT was one of the first educational institutions to develop a Reconciliation Statement.

Curriculum activity was a major focus for a considerable period after the amalgamation. The Institute's participation in and leadership of many national curriculum projects generated an energetic development of new courses, especially for multi-entry/multi-exit programs at the Associate Diploma and Diploma levels.

In 1991 some 54 new or revised courses were processed. Some of these incorporated the modular structure which reflected the new metal trades national curriculum, others introduced block release across all trades and recognition of prior learning. New areas of study included Australia's first Associate Diploma in Forensic Science, an Associate Diploma in Fitness and Recreation Leadership, and an Associate Diploma in Office Administration. Diploma programs were developed in Graphic Design, Interior Design and Fashion with an innovative foundation program in Design for Diploma entry.

During the 1990s, a tangible community shift toward increasing demand for flexible learning delivery modes resulted in the CIT's extension of learning options facilities. In 1997, Reid Campus Library was modified to create Reid Library and Learning Centre, and the Faculty of Management and Business won the National Award for Best Practice in Adult Education/Human Resources Development.



Yurauna Centre, Reid 2003.

"The Yurauna Centre was named the ACT Aboriginal/Torres Strait Islander Organisation of the Year on 26 July 2004."



CIT Graduation Ceremony, 2005.



Entrance to the Faculty of Tourism and Hotel Management, Reid.

"I was an international student from Indonesia. I selected Canberra as my preferred study destination because it was a quiet, beautiful and peaceful city. I obtained my Advanced Diploma of Hospitality from CIT in 2002. The teachers were very friendly and I appreciated the support I received from staff members. The course was also very practical and job-ready."

Marco Gunawan, 2004.



Tuggeranong Flexible Learning Centre, Tuggeranong Community Arts Centre.

In that year CIT also accepted its first student intake at the newly established Contemporary Music Centre at Southside Campus. In 1998 the existing Tuggeranong Flexible Learning Centre was integrated into the newly opened Tuggeranong Community Arts Centre and a Library and Learning Centre was developed on Weston Campus.

In 1998, CIT established the Board of Studies to advise on the Institute's philosophical direction. The CIT Resources Board was also established in that year, absorbing five existing committees and charged with the significant task of monitoring the human, physical and financial resources of the Institute. This continued restructuring was designed to optimise synergies between community need and the Institute's educational offerings. Globalisation was also to have an impact with CIT's International Student Program set to experience exponential growth throughout the 1990s.

A major shift included the 1998 introduction of CIT's first degree, the Bachelor of Design (Fashion). A Bachelor of Applied Science (Forensic Investigation), one of only three such courses available nationally, was also established. Additional changes included a significant increase in information technology and multimedia programs and a reduction in the engineering, building and automotive fields.

The New Millenium

By 2000 CIT had launched a virtual campus to optimise teaching, learning and access options. In the same year, CIT won Office of Technical and Adult Education funding for Diploma level cadetships in IT network engineering and software development and in 2001 provided cadetships in Graphic Arts Technology through a joint initiative with the Printing Industry Association.

CIT's early leadership in the implementation of Training Packages saw the Institute offering 347 qualifications from 40 Training Packages by 2003. Initially gaining Registered Training Organisation status under the ACT Quality Framework for Vocational Education and Training in 1998, CIT secured five-year registration from 2003 under the new Australian Quality Training Framework. CIT gained ISO 9001:2000 certification in the same year.

This fresh approach was further supported by the 1999 establishment at CIT of Australia's second largest VET research body, the Centre Undertaking Research in Vocational Education (CURVE).

Changes of political representation over the ensuing years would see Mr Simon Corbell replace Mr Bill Stefaniak as Minister responsible for CIT with the Labor Party election win of 2001. Incumbent Minister Ms Katy Gallagher succeeded Mr Corbell in December 2002.



Hazel Delgado,
Information Technology student.

"I enjoyed my time at CIT as a Business and Computing international student from 1992 to 1994, including the challenge of living abroad and independently for the first time. The International Student Office staff helped me a lot with my English training during my study."

David Chan,
Hong Kong, August 2004.



CIT Chief Executive Dr Peter Veenker with CIT Advisory Council member Roberta McRae OAM and former Governor General the Honourable Bill Hayden AC at the launch of the CIT Alumni and Friends Network, 2004.



Dr Peter Veenker and NCA Chief Executive Annabelle Pegrum, signing the partnership agreement for the Rose Gardens at Old Parliament House, March 2004.

A feature of the new paradigm at CIT has been the proliferation of partnerships with government, business and industry to improve the nature and quality of the educational offerings and to meet industry needs. These include partnerships with the National Capital Authority in Design and Horticulture; with the National Museum of Australia where Media and Communication students film Talkback Classroom, with the Australian Federal Police in Science and Technology especially in forensics and with Defence Housing Australia in interior design. CIT students also participate in major national events such as Floriade and the National Folk Festival where they gain valuable industry experience.

As well, partnerships with universities including ANU and University of Canberra guarantee articulation pathways for students.

Many new programs and initiatives have been developed in response to emerging industry needs and workplace changes. These include Computer Forensics and a new Allied Health Assistants training program to support health professionals address chronic skill shortages in the area. CIT recently launched the National Centre for Chinese Medicine which will provide links for students with programs in Chinese institutions.

For a number of years CIT has actively supported the ACT school sector in the delivery of and provision of credit for vocational education and training.

With a review of our history has come a renewed focus on our former students and their contribution to CIT and the wider community through the development of a CIT Alumni and Friends (CITAF) in 2004. CIT has also nominated a number of Honoured Friends, selected by the CIT Advisory Council, who have made an invaluable voluntary contribution to the development of CIT.

A Final Note

In 2005, ANTA was absorbed into the Commonwealth Department of Education, Science and Training. New directions for vocational education and training will emerge to address the skills shortage crisis.

The CIT Strategic Plan 2005–2009 has focused the Institute on maintaining its record as a high quality, respected, innovative and responsive educational institution offering learning pathways for all¹. Today, CIT offers over 450 programs across five Faculties to local, national and international students.

What is clear is that the Institute's values – excellence, integrity, innovation, adaptability, equity and diversity, collaboration and sustainability – will ensure that TAFE in the ACT serves its citizens, its community, and its industry clients with professionalism well into the future.

¹ Canberra Institute of Technology, Strategic Plan 2005-2009, p 2

