

ISSUE: CIT Campus Modernisation

Talking points:

- The ACT Government aims to ensure that CIT is a modern, innovative and dynamic Institute that will be able to respond to the changing needs of the community and the business sector; and easily adapt to changing teaching techniques, new technologies and new courses.
- The 2018-19 Budget allocated \$1 million to allow CIT to undertake planning, concept design and to investigate options for the Reid campus.
- The budget allocation will support planning and concept design for a state of the art, multi-level training facility designed to respond to the needs of contemporary adult learning and industry expectations.
- CIT is committed to investing in upgrading and updating its physical footprint to provide better training opportunities for industry, business and community and attract and retain talented people for an energetic, innovative workplace.
- The single, multi-story campus envisioned for CIT Reid would incorporate new, flexible teaching and learning technologies and encourage academic collaboration. It would ensure CIT could respond swiftly to changes to teaching and learning methods, new technologies and demand for new training programs.
- Significantly reducing CIT Reid's footprint would also open the way for the ACT Government to realise its vision for the [REDACTED] to establish a campus in the city east education precinct. CIT is working closely with the University and representatives of CMTEDD on sharing campus facilities, academic collaboration and service delivery partnerships.
- The redevelopment of the Reid campus is in line with CIT's long term plan to progressively upgrade its campuses, reduce its environmental footprint and ensure it is not weighed down with the costs of maintaining an asset base that it no longer needs for the effective delivery of quality teaching and learning.

Cleared as complete and accurate: 07/06/2018
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Lead Directorate: Chief Minister, Treasury and Economic Development

- Benefits of redeveloping the CIT Reid campus includes:
 - allowing CIT to establish a modern student-centric campus and a collaborative environment with functional and stimulating teaching spaces that support innovative teaching practices;
 - creation of new flexible teaching spaces that will allow CIT to easily adapt to changing teaching techniques, new technologies and accommodate new courses; and
 - significantly reducing the footprint of the current CIT Reid campus which could facilitate [REDACTED] to establish a university campus in the city east education precinct alongside the CIT Reid campus.

Key Information

- Community consultation will occur prior to any redevelopment or disposal of surplus properties as community interest is anticipated.
- The current spread of course delivery across many campuses is impacting on CIT's operational and financial efficiency and its ability to attract and retain students.
- Campus modernisation seeks to address this by consolidating activities, reducing the build footprint and expanding campus opportunities which should improve operational efficiency and financial sustainability by reducing recurrent operational and maintenance costs.

Background Information – may not be suitable for public disclosure

- Campus Modernisation is CIT's approach to creating modern learning spaces and facilities to meet the needs of contemporary learners and the community. Campus Modernisation will result in:
 - ensuring that changing delivery styles, technological advances and industry/community integration concepts are maximised;
 - modern learning spaces and facilities specifically designed to meet the needs of contemporary learners and the broader community;
 - creating centres of excellence and investing in digital infrastructure;
 - improved financial sustainability for CIT through reducing recurrent operational and maintenance costs; and
 - financial return to the ACT Government from the sale of surplus properties.
- The ACT Government has appointed a CIT Campus Modernisation Sub-committee to commence planning and provide technical advice.
- Membership of the subcommittee include the Under Treasurer, a delegate of the Director-General, Environment, Planning and Sustainable Development Directorate (EPSDD), the CIT Board Chair and CIT CEO. The sub-committee reports to the CIT Board.

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ISSUE: FUTURE OF THE CIT WODEN CAMPUS

Talking points:

- The Woden CIT campus buildings are no longer fit for purpose and do not meet the needs of an educational facility. CIT relocated the majority of courses from the Woden campus during 2015 and 2016 and the majority of the buildings remain vacant.
- CIT is embarking on a strategy to centralise its facilities and reduce its high maintenance costs. Work is underway to relocate the Music Program from the Woden campus to the Reid campus. This will be the last CIT Department to be relocated from the Woden Campus.
- Despite CIT no longer having a formal teaching presence at Woden, CIT students will continue to be trained at multiple workplaces throughout the Woden Valley, particularly at the Canberra Hospital.
- The ACT Government has no current plans for the reuse of the site. EPSDD will undertake initial site investigations and will engage the community regarding the future use of the site.

Key Information

- The ACT Government continues to invest heavily in the Woden Valley with major upgrades to the Canberra Hospital and a commitment to extending the light rail to the Woden Town Centre.
- The existing tenants will continue to occupy the buildings in the short term.

Background Information – may not be suitable for public disclosure

- Development of CIT Tuggeranong prompted significant community discussion around the future of the Woden Campus. Courses previously offered at Woden were moved to Reid, Bruce, Tuggeranong and Fyshwick.
- Modern, quality learning spaces and facilities were established at CIT Reid and CIT Bruce for some program areas that were moved from CIT Woden in 2016.

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- These new facilities includes a state of the art nursing facility and new aged care and disability training environments that replicate real work settings at CIT Bruce, upgrades made possible with a \$1.8 million funding boost from the ACT Budget 2015-16.
- The CIT Media, Music and Sound Department delivers four qualifications at the Woden campus aimed at music performance and sound production.
- Sound and music facilities at the CIT Woden campus include a performance venue, recording studios and an audio lab.

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TRIM Ref:

ISSUE: **CIT Governing Board – operation**

Talking points:

- The CIT Board currently has nine members who, with the exception of the CEO, are appointed by the Minister. Members have significant knowledge and expertise in areas including industry, business, higher education, social policy, governance and the law.
- A key Board achievement in 2017 was the significant progress made under the Strategic Compass 2020 – Evolving Together and the Government approval on the Campus Modernisation Strategy. The Board has provided strategic direction in driving a strong business performance culture and the role CIT needs to play in the broader economic and social drivers in the ACT.

In 2017 Board members participated in a governance review of the Board led by ACT Government.

Key Information

- The Board has been working effectively both within CIT and with the ACT Government in preparing for the future.
- The Board has been driving a new strategic direction for CIT including the Strategic Compass nine projects. Under the Evolving Together project CIT is expecting to achieve significant changes to its business operations and culture which support CIT to expand its market share in a competitive VET sector. The Board will continue to guide the implementation of the Campus Modernisation Strategy now that it has been approved by ACT Government in May 2018.

Background Information – may not be suitable for public disclosure

- The CIT Board has been operating for nearly three years and during this time has made a significant strategic impact on CIT in releasing and implementing the Strategic Compass 2020, endorsing a Board charter, recruiting a CEO, progressing the campus modernisation strategy, defining CIT business development priorities, locally, nationally and internationally, establishing an Audit, Risk and Finance Committee and a Business Development and Cultural Change Subcommittee and approving collaborative projects for working with CIT Solutions.
- To support the CIT Board to achieve the vision outlined in the Strategic Compass 2020, CIT has received National Partnership on Skills Reform funding of \$8m to deliver nine projects.

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- The CIT Board has been communicating these projects and the new direction of CIT to both internal and external stakeholders and in some cases the projects are well advanced. These projects have seen an increase in the level of community expectation placed on CIT.
- Current Membership of the Board is:
 - Craig Sloan (Chair)
 - Michelle Melbourne (Deputy Chair)
 - Peter McGrath
 - Raymond Garrand
 - Anita Wesley (Staff Member)
 - Brendan Moore (Student Member) Kareena Arthy – DDG Enterprise Canberra
 - Natalie Howson - DG Education Directorate
 - Leanne Cover (CIT CEO)
- The Board has scheduled meetings 5 times per year and also conducts business out of session when required. Following Board meetings, the Chair generally meets with the Minister to discuss any relevant matters.
- The Board establishes subcommittees when required. There are currently two subcommittees; Audit, Risk and Finance Subcommittee and the Campus Modernisation Subcommittee, with members appointed by the Minister.

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Portfolio/s Higher Education, Training & Research

ISSUE: STATEMENT OF INTENT – ACCOUNTABILITY INDICATORS

Talking points:

- CIT will be delivering 3.23 million Nominal Hours of Profile training to students in the 2018 calendar year.
- CIT is growing its offerings in the new markets of renewable energy, cyber security, data analytics and digital forensics; and in the existing markets of health care (aged care) and early childhood education.
- CIT is continuing its development along the new direction set by the CIT Board, through the CIT Strategic Compass 2020 – Evolving Together
- CIT is dedicated to providing a quality training experience as the ACT public provider of vocational education and training.

Key Information

- CIT's accountability indicators in the budget papers for Nominal Hours, Program Enrolments and Program Completions at 31 December 2017 were lower than target due to significant loss of market share in 2016. The 2017 performance is nevertheless a material increase on the 2016 lows as CIT responded to the significant market disruption effected by the Commonwealth VET FEE-HELP program.
- Program Enrolment and Program Completion targets have been reduced to reflect changes in student demand (including increasing demand for specific skillsets instead of complete qualifications).
- Government Payment per Nominal Hour was greater than budget due to lower than budgeted Nominal Hours.
- Module pass rates were above target due to CIT's continued focus on high-quality and relevant training and support for CIT's students, as reflected in CIT's 2016 Learner Engagement Survey results.
- The 2017 surveys of learner engagement and employer satisfaction were above target showing overall levels of satisfaction with the training of 91 and 87 per cent respectively, reflecting employers' and students' positive view of their experience of CIT training.

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TRIM Ref:

- Learner Satisfaction Rate results were based on the survey of students enrolled in nationally accredited programs. CIT has continued to improve its effectiveness and responsiveness in skilling students with contemporary training methods which have been positively received by industry and students alike.

Background Information – may not be suitable for public disclosure

- CIT is still recovering from market disruption experienced in 2016 as a result of:
 - an increase in competition for students from low-cost providers taking advantage of the Commonwealth’s VET FEE HELP deferred payment program; and
 - the introduction of the competitive ACT Skilled Capital program which attracted students that otherwise would have enrolled under the existing Profile scheme.

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Portfolio/s Higher Education, Training & Research

ISSUE: CIT Strategic Compass Project Update (Annual Report pp 29-39)

Talking points:

- CIT's *Strategic Compass 2020 - Evolving Together* was launched by the Minister and the CIT Board Chair in August 2016, setting CIT's new direction and priorities to 2020. Its goal is to further strengthen CIT's position as a quality VET leader.
- The ACT Government committed an additional \$8.1 million of National Partnership Funding to CIT to support the implementation of the Strategic Compass Projects to the end of 2017.
- The outcomes of the projects will bring improvements for students, staff, industry and the community through enhanced teaching and learning, enhanced digital experiences, improved student experiences and expanded employer and industry partnerships.
- The Board has prioritised ongoing support for Strategic Compass project work in 2018 including a greater focus on the fourth pillar of the *Strategic Compass: Transforming our Business – investing in our business for viability and value*. This includes increasing the investment in CIT's staff as part of a learning and growth organisation. This investment will build CIT's capacity to understand and work in contemporary ways to meet new and emerging business and industry training needs.

Background

- The projects are: Evolve Together; CIT Digitalisation Project; Australian Apprenticeship II Project; Evolving Teacher Project; Innovative Learning Resources Project; CIT Customer Experience Journey Project; Business Development and Industry Partnerships; Product Innovation Project; and CIT Centres of Excellence – Campus Modernisation. Two other estimates briefs provide details on Campus Modernisation.

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TRIM Ref:

Higher Education, Training & Research

ISSUE: Critical Skill Development/New Training Courses**Talking points****Cybersecurity**

- Responding to this national critical skills shortage CIT now delivers a Graduate Certificate in Cybersecurity, Certificate IV in Cyber security and has developed an integrated ‘cybersecurity ecosystem’ that connects the programs to work integrated solutions, industry partnerships, virtual internships, customised training and training needs analysis.
- Since developing programs in 2016 CIT has identified capacity to deliver additional programs in 2018. CIT has identified pathways to university sector and is working with industry to design and implement a standalone cyber range for the trialling of start-up cybersecurity technology.
- Online/blended resource development has been prioritised by the Innovative Learning Resources (ILR) project for 2018 to further open up flexible learning opportunities for people in the workplace.
- CIT is addressing cybersecurity skills development through the Cyber security competitiveness plan key goals. This plan which was developed by [REDACTED] in April 2017 documents;
 - Australia aims to be the international leader in skills development and education of cybersecurity. (Goal number 3)
 - Growing an Australian Cybersecurity ecosystem which enables start-ups to research, work with learning institutions, government and find their first customers. (Goal number 1). CIT facility development in cybersecurity aims to create a secure environment where CIT students can uptake learning on start-up ‘technology infrastructure’.

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Renewable Energy

- Renewable energy skills development is complex due to regulations with the electro-technology industry, complexity of the large scale wind industry and associated WHS considerations across the sector. CIT is developing new skills in the Wind Industry and in 2017 CIT secured Global Wind Organisation (GWO) accreditation making it the exclusive provider of GWO certified training in the southern hemisphere. CIT offers two wind safety and technical training courses, helping position the ACT as a national leader in renewable and clean energy.
- As a part of its Next Generation Energy Storage program, the current ACT Government roll-out of household batteries trial which began in early 2016, has illustrated a critical skill need for the region.
- In response to this Skills Canberra need CIT plans to expand its renewable skills training to upskill licenced electricians for Photovoltaic (PV) installation and domestic battery storage.
- The first PV course is expected in early June 2018 with battery storage soon to follow. Participants who complete the programs will be eligible to apply for Clean Energy Council PV Accreditation and Battery Storage Endorsement. These courses will also be offered to CIT electrical trade apprentices as an elective unit of competency. CIT is currently training teachers in this new sector to undertake training of electro technical graduates.

Future skills across trades

- Future skills across Vocational Education and Training (VET) include the adoption of innovation skills. CIT is addressing this through the introduction of innovation and collaboration on industry problems for students and industry. CIT as an early adopter of innovation in VET is enabling students to work on real world problems in cross sector/discipline teams that are led and facilitated by industry.
- Digitalisation and work integrated learning are key to the flexibility in learning as well as an economic enabler of SME's in the ACT and region. CIT practical research projects support the development of

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program resources that capture learning in the workplace and allow students to complete learning in the workplace.

- To enable this CIT has developed a makerspace at CIT Reid and is undertaking innovative work skill development and facilitator programs for CIT teachers.

Early Childhood Education and Care

- To address skills shortages in the Early Childhood Education and Care sector CIT is working in partnership with key government, university and industry sectors.
- The CIT Department of Children's Education and Care continue to have a long-standing and successful partnership delivering the Certificate III in Early Childhood Education and Care to Year 11 and 12 students within the ACT. Successful graduates are able to seek employment when they complete their schooling, supporting the sector's employment shortage needs.

Increased Nursing Program Cohorts

- To meet the ACT community needs and to support the workforce requirements of new hospitals and health services, CIT nursing department has increased intake numbers into the Diploma of Nursing.
- To meet the ACT community needs and to support the development of new hospitals and health services, the Nursing Department have increased their intake numbers into the Diploma of Nursing supporting an increase of 100 per cent in student numbers from 2016 to 2018. This provides twice as many enrolled Nurses to the ACT Community.

Key Information

- CIT has increased student numbers in 2018 to 77 enrolments across cyber security with a further 160 places open for semester 2 for 2018. These places can be undertaken flexibly (day/night/online/workplace) to cater for workforce skills development requirements of industry.

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- CIT has also developed and delivered a program for training workers for wind farm maintenance (leading to international accreditation by Global Wind Organisation).
- The development of these programs has been funded through the first renewable energy reverse auction run by the ACT Government. One of the successful proponents was the Hornsdale Wind Farm, developed by NEOEN.

Background Information – may not be suitable for public disclosure

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TRIM Ref:

ISSUE: Australian Apprenticeships (CIT)
Talking points:

- CIT remains committed to working with industry to increase Australian Apprenticeships in the ACT. There has been a 5 per cent increase from 2016 to 2017 in apprentices and trainees enrolled at CIT. This is against the national trend where apprenticeships and traineeships have declined by 5.6 per cent over the same period.
- As of April 2018, there are 2,824 apprentices and trainees enrolled across a range of 84 qualifications at CIT.
- These qualifications include areas CIT is traditionally known for such as construction, plumbing and electrical, but also traineeship areas including business, government, information technology and leadership and management.
- Areas with increased enrolments include plumbing, electrical and carpentry. Whilst areas such as hairdressing and childhood education and care are experiencing a decline in enrolments.

Key Information

- CIT is the largest provider of Australian Apprenticeships in the ACT. CIT is the registered training provider for nearly half of all ACT apprentices and trainees.
- Apprentices and trainees 2015 -2017:

2015	2016	2017
3,286	3,256	3,422

- Overall there has been an increase in enrolments of 5 per cent from 2016 to 2017.
- CIT also supports the regional areas that surround the ACT by training approximately 700 apprentice and trainees employed by NSW businesses. Approximately 30 per cent of these people also live in the ACT.
- Female apprentices and trainees in traditional male trades of electrical, plumbing, carpentry and automotive have remained steady from 2015-2017 as a percentage of total Australian Apprenticeship enrolments.

	2015	2016	2017
Total females apprentices/trainees	610 (18.6 per cent)	667 (20 per cent)	715 (20.9 per cent)

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Total female apprentices in traditional male trades	39 (1.8 per cent)	40 (2 per cent)	42 (1.9 per cent)
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- In 2017, 72 per cent of apprentices and trainees at CIT were in trades skills and vocational learning, 13 per cent in technology and design, 8 per cent in business, tourism and accounting and 7 per cent in health, community and science.
- Through the Australian Apprenticeships project CIT has implemented systems, tools and resources to improve the customer experience. The focus of these initiatives is to further support employers and apprentices/trainees, especially through the early stages of their Australian Apprenticeship.
- The Australian Apprenticeships project has also implemented a central area to manage Australian Apprenticeships issues and referrals to Skills Canberra, the state training authority.

Background Information – may not be suitable for public disclosure

- The focus of the Australian Apprenticeships project is on improving customer service processes that will support:
 - enhanced learning engagement for apprentices and trainees
 - client engagement and transparency with employers; and
 - securing the full allocation of funds through improved compliance.
- The outcomes of this project will also enable CIT to operate more effectively in an environment of greater competition while ensuring quality of delivery in high risk and licensed trades. This will also ensure that CIT continues to meet the needs of the ACT economy.
- CIT is focussed on increasing numbers in Australian Apprenticeship numbers in traineeship areas. Private training providers hold the current market share in this space and there is a perception that CIT is not as flexible as these providers. CIT is working with stakeholders such as [REDACTED] to ensure industry and the ACT community are aware of CIT's flexible delivery options and extensive range of support services.
- CIT trains the majority of apprentices in high risk industry areas. CIT is committed to ensuring apprentices are safe whilst at CIT and in the workplace. CIT works with a range of stakeholders such as [REDACTED], CIT Student Association (CITSA) and Skills Canberra to assist apprentices in understanding what they should do and who they should contact if they require support or are feeling unsafe.

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Portfolio/s Higher Education, Training & Research

ISSUE: SURVEY RESULTS—LEARNER ENGAGEMENT, EMPLOYER SATISFACTION AND STUDENT OUTCOMES

Talking points:

- As a Registered Training Organisation (RTO) CIT is required to report annually to the Australian Skills Quality Authority (ASQA) on the quality indicators of Learner Engagement and Employer Satisfaction and Student Outcomes.
- The Learner Engagement Survey (LES) collects feedback from students on their experiences about their learning and training and assessment quality at CIT. A total of 1,690 eligible students responded to the survey between 22 August and 16 September 2017 (compared to 1,603 in 2016). Overall 91.4% of respondents were satisfied with the training at CIT in 2017 (compared to 91.6% in 2016).
- The Employer Satisfaction Survey (ESS) collects feedback from employers of CIT apprentices and trainees on competency development and training and assessment quality. A total of 500 employers responded to the survey between 22 August and 16 September 2017 (compared to 560 in 2016). Overall 87.4% of respondents were satisfied with the training at CIT in 2017 (compared to 85.1% in 2016).
- The survey results demonstrate that Learners and Employers are satisfied with CIT services. While percentages may vary insignificantly year to year, satisfaction with CIT consistently rates higher than the national average (NCVER data).
- 2017 Learner Engagement and Employer Satisfaction Survey results are at **Table 1**.
- The National Student Outcomes Survey (SOS) is conducted by NCVER and collects feedback from students on their reasons for training, their employment outcomes, further study outcomes and satisfaction with training. Data on the main reason for not continuing with the training are available for subject completers.

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- The focus is on students awarded a qualification and those who successfully completed part of a course and then left the VET system (subject completers) and aims to improve the social and economic outcomes of students who undertake vocational training, help students make informed training decisions, and assist training providers and governments to improve the quality and relevance of the training.
- The next cohort of students will be invited to complete the 2018 Student Outcomes Survey from 25 May to 6 August 2018.
- 2016 Student Outcomes Survey results are at **Table 2**.
- CIT uses the survey results as part of its continuous quality improvement strategies and innovative learning resources projects to help develop improvement actions for related issues.

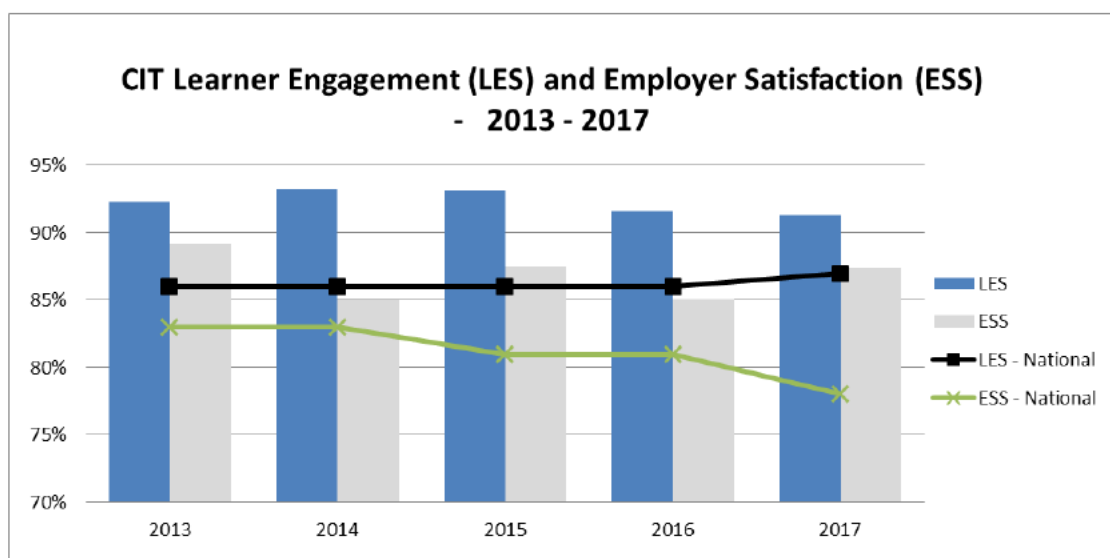
Key Information

- Rates of student and employer satisfaction (2014 to 2017):

Survey	% (2014)	% (2015)	% (2016)	% (2017)
Learner Engagement	93.3	93.1	91.6	91.4
Employer Satisfaction	85.0	87.5	85.1	87.4

Table 1: Learner Engagement and Employer Satisfaction Survey Results (2014 – 2017)

- National comparison:



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- The LES overall rate of satisfaction dropped slightly compared to 2016. 2017 results show increased rates of agreement with statements about trainers' knowledge, accessibility and effectiveness in delivering training, respecting students' individuality and supporting them as active learners.
- Decreased rates of agreement occurred for statements about students' understanding of training and assessment expectations and study workloads, developing competencies to work and collaborate with others, access to quality and appropriate facilities and resources, and supporting students as life-long learners.
- The slight decrease in the overall rate of agreement is possibly related to the temporary focus on rigorous quality assurance processes that CIT implemented from 2015 to successfully meet the 2017 re-registration audit.
- The ESS overall rate of satisfaction increased compared to 2016. 2017 results show increased rates of agreement with statements relating to assessment standards, the appropriateness and condition of training resources, trainer quality, integration of training to the workplace and effectiveness in helping students build on their existing knowledge and skills.
- Decreased rates of agreement occurred in statements about CITs effectiveness in delivering customised training that develops specific competencies and CITs effectiveness in acting on employer feedback.
- CIT's recent emphasis on validation to meet its five-year ASQA cycle has involved significant liaison with industry and collection of feedback on training and assessment and was most likely responsible for this year's increased satisfaction rates. CIT is in the third year of its five-year cycle for validation and anticipates addressing remaining discord with industry in this second half of validation activities. CIT's current projects—Australian Apprenticeship Project and Customer Experience Journey Project—are expected to support better liaison and ongoing dialogue with industry both in connection with collecting industry feedback and communicating when this is addressed.
- Student Outcomes Survey (2013 to 2016):

Item (* denotes CIT results)	% (2013)	% (2014)	% (2015)	% (2016)
*Training was relevant to current job	77.1	76.9	78.5	83.5
<i>Australia</i>	80.7	77.9	78.8	77.6
*Employed after training	83.2	85.7	81.0	85.2
<i>Australia</i>	74.8	74.9	72.3	73.8
*Employed or in further study after training	92.7	92.9	92.1	92.8
<i>Australia</i>	87.5	87.8	85.8	86.0
*Unemployed before training, employed after training	52.2	65.0	46.6	59.4
<i>Australia</i>	40.9	42.9	39.1	42.0

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Item (* denotes CIT results)	% (2013)	% (2014)	% (2015)	% (2016)
*Enrolled in further study after training	42.2	38.2	43.2	38.2
<i>Australia</i>	<i>37.6</i>	<i>38.1</i>	<i>36.8</i>	<i>35.7</i>
*Achieved main reason for training	82.4	86.1	83.0	85.8
<i>Australia</i>	<i>83.0</i>	<i>82.0</i>	<i>81.5</i>	<i>83.3</i>

Table 2: Student Outcomes Survey Results

- The ACTs Qualification completions has been relatively static over the past 6 years whilst other states have increased significantly, CIT has focussed on providing graduates with training that is relevant to their aspirational occupation. CIT has historically lagged behind the national average for training relevance, but in 2016 made a significant increase to 83.5% compared to the national average of 77.6%. This is the key strategic indicator used by CIT to measure its success in student's employment outcomes.
- Respondents may have either completed a whole course and been awarded a qualification (i.e. graduates) or completed only part of a course and then left the VET system (i.e. module completers).

Background Information – may not be suitable for public disclosure

- The Learner Engagement Survey and Employer Satisfaction Survey tools were designed by the Australian Council for Educational Research (ACER) to collect feedback from students relating to learner engagement and employers relating to service satisfaction.
- Survey results are used to help improve the services and facilities.

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Portfolio/s Higher Education, Training & Research

ISSUE: COURSE ENROLMENT STATISTICS AND TRENDS

Talking points:

- CIT and CIT Solutions provide training to approximately 30,000 students annually. In 2017 this included:
 - 13,451 students enrolled in vocational programs;
 - 9,532 students enrolled in commercial vocational programs (including international students); and
 - 8,186 students in adult and community education (ACE) programs.
- In 2017 – 67.2% of students were from the ACT, 18.7% from NSW, 8.3% came from other states and 5.8% from overseas.
- Student activity per College as at May 2018 is:

College	2018 YTD	2017 Actuals
Health, Community and Science	35%	29%
Technology and Design	23%	22%
Trade Skills and Vocational Learning	20%	19%
Business, Tourism and Accounting	13%	12%
Pathways College	7%	6%

Note: a small percentage of courses are delivered outside of these Colleges such as Yurauna Centre and CIT Solutions.

Key Information

- From 2014 to 2016 there was a steady decline in CIT (excluding CIT Solutions) Student Activity numbers, with recovery commencing in 2017:
 - 2014 - 5,672,390
 - 2015 - 5,221,662
 - 2016 - 4,535,844
 - 2017 - 4,765,756

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- Compared to the 2016 lows, in 2017 CIT's Profile Student activity was up 3.4% and User Choice (Apprentice) activity was up 21%.

By College since 2014:

- In Business, there has been a slight increase in accounting and business admin with a move away from management programs
- In Health, Community and Science, an increase in health sciences with a move away from animal and lab sciences
- In Technology and Design, an increase in information technology and horticulture and floristry.

Background Information – may not be suitable for public disclosure

- CIT is still recovering from market disruption experienced in 2016 as a result of:
 - an increase in competition for students from low-cost providers taking advantage of the Commonwealth's VET FEE HELP deferred payment program; and
 - the introduction of the competitive ACT Skilled Capital program which attracted students that otherwise would have enrolled under the existing Profile scheme.

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Lead Directorate: Canberra Institute of Technology

TRIM Ref:

Portfolio/s Higher Education, Training & Research

ISSUE: Aboriginal and Torres Strait Islander Students

Talking points:

- CIT is committed to reconciliation with a Reconciliation Action Plan (RAP) in place since 2012 and in 2016 a stretch RAP was developed for the period 2016-19.
- CIT plays an important role in providing qualifications to increase opportunities in closing the education and employment gap for Aboriginal and Torres Strait Islander peoples.
- Aboriginal and Torres Strait Islander students enrolled at CIT are supported by the CIT Yurauna Centre through a range of strategies designed to overcome barriers and support completions including:
 - individual contact through phone calls, messaging SMS, face to face meetings for early identification of students who may require additional support
 - staff assisting with access to identification documents
 - ensuring equity through mediation and advocacy
 - practical support in other areas such as housing and justice, travel, or study support.
- In addition CIT provides financial support to Aboriginal and Torres Strait students to close the gap in educational outcomes. Fee support includes:
 - fee assistance for those on low incomes
 - payment plans
 - the Indigenous Scholarship program for 2017 was funded to a total of \$86,000 which equated to 131 Scholarships.
- In 2017 the CIT Yurauna Centre had great success in supporting school leavers who are disengaged with education, to complete their Year 12 Certificate. Of the seven students enrolled 43% (3 of 7) achieved over 93% in Maths and similarly high results in English. The remaining students in this cohort achieved results were over 83%.

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Economic Development

Key Information

- Staffing Levels in Yurauna remain consistent with three permanent trainers appointed in 2017.
- Table 1: Aboriginal and Torres Strait Islander student enrolments 2010 to 2016 (excludes Year 12 students)

Aboriginal and Torres Strait Islander Students	2010	2011	2012	2013	2014	2015	2016	2017	2018 To date
Total students (headcount)	388	521	534	663	531	748	906	795	644
Total enrolments	602	830	922	1084	916	1024	1080	1024	739
Enrolments in non-awards/ statement of attainment	263	395	443	420	129	71	135	178	71
Enrolments in certificate I and certificate II	126	101	129	158	351	210	112	71	53
Enrolments in certificate III and certificate IV	124	214	273	413	373	492	703	609	474
Enrolments in diploma, advanced diploma and degrees	89	120	77	93	62	82	130	166	141

Background Information – may not be suitable for public disclosure

- Through the ConnXtions Program, CIT is in partnership with [REDACTED] offering a Certificate III in Community Development with a pathway to the Certificate IV in Alcohol & Other Drugs.
- Participants were able to access Child Care support on premises whilst they studied. This program was first delivered in 2015 and has had major success in supporting students to finish their study. In addition the program provides opportunity for work placements.
- Funding for the child care support program ceases end of June 2018.

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- The program included wraparound support such as transport and academic support and was the only one of its kind in the ACT.
- The program was highly successful and engaged Aboriginal students in a Certificate III Community Services program
- There is a risk that if funding is not continued that students in this program will not be able to fulfil their training requirements. This is a risk for CIT in supporting the closing the educational and employment skills gaps for Aboriginal and Torres Strait Islander peoples.

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Portfolio/s Higher Education, Training & Research

ISSUE: VET Reform

Talking points:

- The Australian Government is currently reforming the national Vocational Education and Training (VET) system with the aim of improving the quality of job outcomes for students, and ensuring VET is able to respond and adapt to future skill demand.
- The key themes are industry responsiveness, quality and regulation, funding and governance of data and consumer information.
- National VET funding continues to reduce with the discontinuation of programs such as the industry skills fund, the national workforce development fund and English language and literacy for the workplace.
- The May federal budget identified that the VET regulator, Australian Skills Quality Authority (ASQA), is to be fully self-funded by 2020. CIT is concerned that the self-funded model this may lead ASQA to increase RTO registration fees and/or move towards a regulatory model with punitive cost attribution model.
- The Government sought consultations relating to VET reform and CIT was generally supportive of the proposals, however, CIT remains wary of increasing compliance and the administrative burden on public providers.
- CIT actively promotes alternative fee assistance and payment options that in many cases are more beneficial to students than a VET Student Loan.

CIT is awaiting the outcomes of Professor Valerie Braithwaite's review of the *National Vocational Education and Training Regulator Act 2011* (NVETR Act) on behalf of the Australian Government. CIT would welcome a more consultative VET regulator that works collaboratively with RTOs to secure positive outcomes for students and industry.

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Key Information

The introduction of VET Student Loans has seen a reduction in CIT students accessing Australian Government fee assistance. This is due in part to the onerous administration and the continuation from VET FEE-HELP of the additional 20% fee, administered by the Australian Tax Office, for VET Student Loans applications for qualifications without government subsidiary.

- ASQA briefings advise that more RTOs are failing to assess students to the require standards and less RTOs are able to rectify identified concerns within audit timelines. CIT is continuing to focus on internal quality improvements to maintain levels achieved prior to the successful re-registration audit.
- CIT responded to the Australian Government's consultation request for unduly short courses by suggesting that while fully supportive of ASQA's aim to remove RTOs that present insufficient training for students to achieve competency, increasing the regulatory burden directs RTO's resources away from student support and learning and towards additional administration. It also further restricts the flexibility, responsiveness and innovation of those student-focused RTOs already meeting the requirements by providing learning options and information to support qualification selection, achievement and compliance.
- CIT responded to the Australian Government's consultation on Training Package reform suggesting that increased consistency in outcomes and competencies would be beneficial as would the opportunities for increased specialist qualification development outside Training Packages. CIT was concerned that increased requirements for foundation skills within competencies would make the learning and assessment requirements unwieldy without enhancing student outcomes. CIT suggested that these could be better achieved by including existing competencies from the Foundation Skills Training Package within qualification requirements.
- CIT responded to the Australian Government's consultation on the AQF by highlighting the difficulties within the VET sector to meet volume of learning requirements. The focus in VET is competency achievement rather than time served. CIT also noted that level summaries, learning outcomes criteria and qualification type learning outcome descriptors fail to adequately differentiate between trade qualifications and non-trade qualifications, particular at the Certificate III and IV levels. CIT considered that the national qualification system is valuable to Australia internally and attractive for international students and needs to be preserved.
- VET Student Loans continue to place an administrative burden on RTOs to meet ever increasing Australian Government requirements.
- The *Standards for RTOs 2015* were amended in late 2017 to reference the updated TAE Training and Assessment Training Package. All VET trainers and assessors are required to have additional assessment and literacy competencies as well as the *Certificate IV in Training and Assessment TAE40116*. For CIT, this will impact about

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400 trainers and assessors. CIT is arranging training and assessment for these staff which is expected to be completed by the end of 2018.

Background Information – may not be suitable for public disclosure

- [Sensitive]
While CIT maintains a positive relationship with ASQA, the introduction of new English Language Intensive Courses for Overseas Students (ELICOS) Standards from the start of 2018 saw a re-interpretation of RTOs providing ELICOS tuition via VET-accredited courses. RTOs, including CIT, were advised early 2018 by ASQA to immediately cease accepting new ELICOS students into VET qualifications as ASQA considered RTOs were unable to meet both RTO Standards and ELICOS Standards simultaneously. While ASQA had repeatedly promoted the introduction of the ELICOS Standards in 2017, there was no warning or advice of this unexpected interpretation that did not seem substantiated from an education perspective. This caused significant disruption to CIT's international student business.
- CIT worked with TAFE Directors Australia and collaborated with other TAFEs to seek a review of this interpretation which adversely affects international students who now are unable to gain an accredited VET qualification for English study. The outcome of the review was unsuccessful. CIT submitted a suite of non-accredited courses that were approved by ASQA as meeting the ELICOS Standards and these are now available to new students. CIT is leading collaboration with other TAFE providers and offering to share these curriculum and promote sharing of assessment task banks and moderation activities.

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Portfolio/s Higher Education, Training & Research

ISSUE: TESQA requirements for Sexual Harassment and Safety

Talking points:

- CIT made it a priority to respond to the National Report on Sexual Assault and Sexual Harassment in universities when it was released in 2017.
- Each year out of 20,000 enrolments, CIT receives approximately ten reports of sexual harassment from students. This rate is considerably lower than universities at 26% of enrolments according to the Australian Human Rights Commission report (*Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017)*).
- CIT established a Working Group to drive and develop responses and actions to prevent and respond to sexual harassment.
- CIT has a dedicated Student Support Unit with five qualified counsellors (psychologists or social workers) along with other student support services.

Key Information

- CIT does not have the same risk factors as universities:
 - very low accommodation numbers
 - smaller campuses
 - less young people
 - less student socialising.
- CIT is committed to the RESPECT NOW ALWAYS campaign, through awareness raising, data collection and evidence based approaches.
- Sexual harassment has been included in CIT policy for a number of years. , CIT have recently reviewed this document and have developed an explicit protocol to support the intent of the policy. The protocol ensures CIT staff members are appropriately addressing student complaints and further serves to emphasise the commitment of CIT to the prevention of harassment.
- CIT has commenced awareness and training programs on sexual harassment which includes advice on: the appropriate manner to respond to allegations, undertaking interventions, how to develop prevention strategies. The protocol serves to further ensure our culture is reflective of our commitment to protect students from unwanted sexual behaviours.
- CIT further promotes our stance on preventing sexual harassment through utilising public communication channels to reinforce the message to students. This occurs through orientation sessions, posters, online information available through the CIT website, mandatory training for staff and CIT providing further contacts for students for other related services if required.

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Background Information – may not be suitable for public disclosure

- It should be noted that while CIT receives a small amount of complaints of sexual harassment there has only been one instance of reported sexual assault which occurred last year between two CIT students at an off campus location out of training hours. This matter was dealt with via the proper channels and reported to the right authorities.
- The CIT Working Group will continue to meet at end of every six months and more regularly as required, to review and analyse data collected to identify emerging trends and ensure strategies and future actions are addressing identified risks, are effective and implemented in a timely manner.
- CIT has provided a written response to TESQA on how it is responding to the Sexual Assault/Harassment Report, including the adopted approach to reducing and preventing incidents.

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Portfolio/s Higher Education, Training & Research

ISSUE: Heart Health Program Concerns

Talking points:

- Changes to class sizes were made solely due to Workplace Health and Safety (WHS) requirements. CIT WHS risk assessment highlighted that Heart Health participants were high risk clients with a variety of conditions with associated health risks.
- To ensure safety, increased supervision with lower ratio of participants to instructors is required. Smaller class sizes have also increased the physical space to allow for special programming for clients of moderate to high risk.
- Only 12.5 per cent of the Heart Health Program members wish to have class sizes of 40 to 50. The majority of members are happy with class sizes of 25.
- CIT Fit & Well has increased the number of Heart Health Program classes, as well as introducing additional new classes to their members, including: Osteocyte, Yoga and Lungs in Action.
- CIT are the only provider who continues to offer a program similar to Heartmoves which ceased in 2009.
- CIT acknowledge and support the importance of social interaction for senior members. Additional support to members has been implemented with added social events, name badges and space provided for morning teas.
- CIT Fit & Well membership costs only \$245.00 per year (inclusive of all classes), or \$5.00 per casual visit to Heart Health Program/classes.

Cleared as complete and accurate: 01/06/2018
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Key Information

- Client safety and WHS is the most important consideration for the Heart Health Program. Risk of incident for people of moderate to high risk increases dramatically with larger class sizes. Trips and falls are common for this age group and therefore exercise needs to be prescribed, safe and well-monitored.
- CIT Fit & Well classes and programs, including the Heart Health Program, provide underlying support to Canberra's health and wellbeing system, by offering health related classes for people with specific conditions. Currently CIT Fit & Well has established strong stakeholder/industry relationships with the Woden Hospital (Cardiac Clinic), Calvary Hospital (Cardiac Hospital) and UC Clinic (Physio Clinic and UC Health Hub), with an established referral system.

Background Information – may not be suitable for public disclosure

- CIT has been conducting the Australian Heart Foundation Heart Moves Program since 2009. The Heart Foundation ceased running the program on 31 December 2016.
- The Australian Heart Foundation Heart Moves Program transitioned to CIT Heart Health Program in January 2017 and undertook a risk assessment of the program with CIT WHS advisors. Recommendations were to decrease class size from 40 to 50 to 25 clients per instructor.
- CIT Fit & Well implemented changes to classes in January 2017 and received a letter from [REDACTED] on behalf of a small delegation of Heart Health Program members (approximately 6 members), outlining concerns regarding the reduction of participants in classes. It should be noted that in response to [REDACTED] letter, a number of Heart Health Program members emailed very positive feedback, commending CIT for the Heart Health Program and new class size.
- [REDACTED] sent a copy of the letter to Minister Gordon Ramsey. CIT drafted a letter on behalf of the Minister, responding to [REDACTED], and also referred the matter to Minister Megan Fitzharris.
- CIT Fit & Well conducted a meeting between Heart Health Program members, Sport & Fitness Head of Department (HOD), CIT Fit & Well Manager, Health, Community and Science (HCS) Director and the CIT WHS Advisor. This meeting was conducted on the 14 August 2017 and highlighted risk assessment findings on best practice for Heart Health Program. For client safety and to reduce risk, classes would stay at 20 to 25 participants. A representative from Minister Fitzharris's office was scheduled to attend this meeting but was unable to attend due to a last minute conflict. The Ministers office was kept well informed of the outcomes of the meeting.
- It was agreed that CIT would conducted a survey of all Heart Health Program members. The survey was jointly created by members and CIT Fit & Well Manager. CIT Fit & Well received 97 responses from the 120 (approx.) Heart Health Program members, with only 12.5 per cent wishing to increase the size of classes to the original size of 40 to 50 participants.
- A second meeting was held on the 10 October 2017 between Heart Health Program members, Sport & Fitness HOD, CIT Fit & Well Manager and HCS Director. At this meeting

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the survey results were presented to Heart Health Program members. All parties appeared to be happy with the outcomes.

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