



STANDING COMMITTEE ON EDUCATION AND COMMUNITY INCLUSION

MICHAEL PETTERSSON MLA (CHAIR), JOHNATHAN DAVIS MLA (DEPUTY CHAIR), PETER CAIN MLA

**Inquiry into referred 2019–20 Annual and Financial Reports
ANSWER TO QUESTION ON NOTICE**

Mr Hanson: To ask the Minister for Skills

Ref: Annual Report, CMTEDD

In relation to: Canberra Institute of Technology

Budget Paper Page 159 Table 3: Accountability indicators Output 1.1

1. Why has the Program Completion rate fallen to 4900?
2. Why has the Program Completion Target for 2019-20 been reduced to 4,800?

Budget Paper Page 160 Table 4: Accountability Indicators Output 1.1

3. Why has the Nominal hours not reached its Target by more than 200,000 hours of teaching?
4. The explanatory note says Nominal Hours and Program Completions at 2018 were lower than target due to the carry-over effects of low enrolments in 2017. What does that mean?

General activities

5. CIT's *Strategic Compass 2020 – Evolving Together* was initiated in 2016. What has been achieved to date?
6. What course changes have been made in the last 12 months?
7. What additional courses is CIT offering in the renewable energy skills development area?
 1. How does that align with courses that UC might also offer?
8. What contribution does CIT make to the national conversation about an increasing skills shortage?
9. How is CIT placed to benefit from an increased national focus on skills training?

CHRIS STEEL MLA: The answer to the Member's question is as follows:–

In relation to Budget Paper 159 Table 3: Accountability indicators Output 1.1:

1. "Why has the Program Completion rate fallen to 4900?"

CIT continues to experience a shift in the study preferences of its students. Increasingly, VET students are undertaking shorter forms of training such as skills sets, as opposed to traditional longer full qualifications. Additionally, a trend towards micro-credentialing, lowers the hours people study, as they do single units of competency, while achieving the level of upskilling they need.



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Program completions captured by the Statement of Intent and reported under Output 1.1 relate to Australian Qualification Frameworks qualifications only, providing a limited measure of CIT's performance. The measure does not include completions for: User Choice (apprentices and trainees); short courses (including construction industry WHS "white cards" and asbestos awareness courses); Skilled Capital, and training delivered in-house to companies and Commonwealth Government entities.

The decrease in program completions evidences the shift in study preferences of CIT students.

2. "Why has the Program Completion Target for 2019-20 been reduced to 4,800?"

The decrease in target aligns with the observed trend in student study preferences as noted above and to reflect CIT's continued focus on meeting the current and emerging needs of students, industry, and the broader community. The COVID-19 pandemic has also had an impact on training outputs and completions in 2020. The 2021 targets were set during the period of significant COVID impacts, which made forecasting quite difficult, and where a conservative approach was deemed most appropriate.

In relation to Budget Paper Page 160 Table 4: Accountability Indicators Output 1.1:

3. "Why has the Nominal hours not reached its Target by more than 200,000 hours of teaching?"

CIT continues to experience a shift in the study preferences of its students. Increasingly, VET students are undertaking shorter forms of training such as skills sets, as opposed to traditional longer full qualifications. Additionally, a trend towards skills sets, lowers the hours people study, as they do single units of competency, while achieving the level of upskilling they need.

Nominal hours were lower than target due to the emerging trend of students who are enrolling at CIT to study and complete given subjects and acquire individual skillsets in preference to enrolling in (and completing) full qualifications.

Study preferences and program completions were also impacted by the COVID-19 health emergency, which in turn had an impact on the delivery of targeted nominal teaching hours.

4. "The explanatory note says Nominal Hours and Program Completions at 2018 were lower than target due to the carry-over effects of low enrolments in 2017. What does that mean?"

This means that the lower enrolment trend experienced in 2017 continued into 2018 where the carry over effects relate to the changing demand for the type of training required from programs to shorter forms of training.

Although remaining relatively consistent from 2017 to 2019 in terms of movements between nominal hours and program completions, the decrease in program enrolments reflects the ability of students to undertake shorter forms of training such as skill sets (micro-credentialing) without the requirement to complete a given program.



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In relation to General Activities

5. "CIT's *Strategic Compass 2020 – Evolving Together* was initiated in 2016. What has been achieved to date?"

The *Strategic Compass 2020 – Evolving Together* was released in 2016 and has guided CIT's transformation journey through to 2020. The Compass clearly articulates the organisation's vision to:

- Raise our ambitions to meet new expectations
- Adapt our offerings to provide skills for the future
- Contribute to the new economy and position for prosperity
- Invest in our business for viability and value.

These directions have guided and shaped CIT's activities, commitments, and performance over the last four years, enabling it to:

- Secure investment of between \$250-300m for the design and delivery of a modern, state of the art, dedicated teaching and learning campus in the Woden Town Centre that will support 6500 students per year and create more than 520 jobs during construction alone
- Meet Government expectations regarding support for local jobs as part of the economic response to COVID-19, delivering up to 2,500 places through the JobTrainer initiative, including full qualifications and pre-employment bootcamps, as well as free online short courses for ACT residents and workers
- Evolve together and adapt to ensure business continuity in the face of challenging and novel emergency conditions during 2019 and 2020. CIT's capacity to transition from campus learning and assessment to an online environment and then back to campus learning and assessment demonstrated CIT's increased capacity as a learning organisation
- Respond to our continuously shifting landscape with our digital uplift resulting in the upgrade of ICT infrastructure at the Fyshwick, Bruce and Reid campuses and the roll out of Office 365 for staff and students, allowing for greater flexibility in learning and working options for both CIT staff and students
- Evolving Together has also increased the adaptive capacity of the CIT workforce to have greater situational awareness of their environment resulting in a better understanding of the multiple contexts in which individuals and the collective CIT system operates. It recognises the connectivity both within CIT as well as externally with the ACT community and our partners and fosters explorative and analytical decision-making to support good customer focussed outcomes in a rapidly evolving environment.
- Receive independent recognition and acclaim on a local and national scale for the calibre of its training delivery and graduating students. For instance, over 2019-2020 CIT received the following training awards:



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Year	ACT Training Awards (by category)	Australian Training Awards (by category)
2019	<ul style="list-style-type: none">• Large Training Provider of the Year (winner)• Trainee of the Year (winner)• Apprentice of the Year (winner)	<ul style="list-style-type: none">• Large Training Provider of the Year (Top 3 finalist)• Cyber Security Industry Collaboration (Top 3 finalist)
2020	<ul style="list-style-type: none">• Large Training Provider of the Year (winner)• Apprentice of the Year (winner)• Trainee of the Year (winner)• Vocational Student of the Year (winner)• Aboriginal and Torres Strait Islander of the Year (winner)• School-based Apprentice of the Year (winner)	<ul style="list-style-type: none">• Large Training Provider of the Year (Top 3 finalist)• Aboriginal and Torres Strait Islander of the Year (winner)• School-based Apprentice of the Year (winner)

6. “What course changes have been made in the last 12 months?”

Each year, CIT considers all its programs and continuously reviews course offerings, course delivery and campus location options to ensure the most effective student learning experience, CIT business needs and also the broader ACT Government priority industry areas. CIT is growing the region’s talent and economy by developing and delivering innovative skills training for new and emerging industries, responding to government priorities including infection control, renewables, and cyber security.

In 2020, CIT developed 60 new programs as follows:

Program Type	Number developed	Average number of units
Qualifications	11	19
Skill sets: Statements of Attainment = short courses to respond to specific industry skills needs	35	3
Non-accredited training to provide focused, introductory learning	8	1 (combined Non-accredited and ELICOS)
ELICOS accredited programs ¹	6	

7. “What additional courses is CIT offering in the renewable energy skills development area?”

CIT has strengthened its offering of Global Wind Organisation accredited courses that focus on Basic Technical and Basic Safety training to support the wind energy workforce. CIT also has existing strong offerings in Photovoltaics (PV solar), via the Grid Connect PV design course.

¹ English language training for overseas students accredited by ASQA



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CIT is commencing the delivery of a range of cyber security units of competency for the renewable sector, responding to requests from major renewables industry employers. Similarly, in response to a shortage of skilled workers able to work on commercial size solar projects, CIT will shortly commence a pilot project delivering the Commercial Scale Design (30kW – 200kW) course.

CIT is also looking at the future needs of skills development across the broader renewables sector future workforce, considering areas that are consistent with government policy, industry trends and identified employer need. Over 2021 CIT will invest in the design and development of courses in the Hydrogen industry and the delivery of training to enhance the skill sets for people working on Electric Vehicles now and into the future.

7.1 “How does that align with courses that UC might also offer?”

The CIT renewable energy specific courses are generally certificate level and above, designed to support practical skill development and with a high industry and job focus. There is not any apparent alignment to University of Canberra programs that CIT is aware of.

8. “What contribution does CIT make to the national conversation about an increasing skills shortage?”

CIT meets regularly with Skills Canberra (CMTEDD) and work in partnership to share VET knowledge and market intelligence with respect to local industry skills needs, to raise visibility of the ACT’s skills shortage needs with the Commonwealth and jurisdictions as part of the national conversation. This includes contribution to the annual Skills Canberra led consultation on the ACT Skills Needs List.

The CIT Board and CIT facilitate a diverse range of industry advisory groups and include conversations around skills shortage, growth areas and areas in decline. CIT is a member of TAFE Directors Australia (TDA), with the CIT CEO and CIT Board Chair on the TDA National Board and the CIT Director of Education Services sitting as a member of the TDA Teaching and Learning Network.

The CIT CEO (as Deputy Chair, TDA) represents TDA at Commonwealth Government briefings, and meetings which have included: TDA briefings to the Minister for Education and the Minister for Employment, Skills, Small and Family Business; the Royal Commission Aged Care Roundtable Taskforce; and the Commonwealth Trade and Investment Growth Committee Inquiry.

The Australian state and territory governments through the National Skills Reform have a commitment to work collaboratively on long-term improvements to the VET sector. This includes improving the VET system so young people can make informed decisions about their study and career options, and industry has a supply of workers with the right skills and aptitude to meet their needs.

To support this work the ACT Government has formed the ACT VET Public Network, which comprises of executive representatives from CIT, ACT Education Directorate (ED) and Skills Canberra.



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

QON No. AR - 38

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9. "How is CIT placed to benefit from an increased national focus on skills training?"

CIT is a dynamic, connected, and diverse provider of VET, offering quality skills development to individuals, employers and industry in Canberra, Australia and internationally. The ACT government continue to support CIT as the public provider and the largest provider of VET (including Australian Apprenticeships) in the ACT. An increased national focus on skills training is expected to generate increased industry, employer and student awareness of and interest in VET offerings, including, potentially, those delivered by CIT.

As the national conversation raises the awareness of the value of a VET qualification, CIT is well placed to ensure there are excellent options for those people in Canberra wishing to undertake a VET qualification.

Having a broad scope of qualifications ensures the ACT community that CIT is well placed to cater for an increased number of students. Recent and planned future investments in CITs digital capabilities also means CIT is able to cater for increased numbers of students.

Approved for circulation to the Standing Committee on Community Inclusion

Signature:

Date:

22/3/21

By the Minister for Skills, Chris Steel MLA