

2018

# Public Sector

INDUSTRY REFERENCE COMMITTEE  
INDUSTRY SKILLS FORECAST



**SKILLSIQ**

CAPABLE PEOPLE MAKE CLEVER BUSINESS

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## Skills Forecast

### Name of IRC:

Public Sector

### Name of SSO:

SkillsIQ Limited

### About SkillsIQ:

SkillsIQ supports 18 Industry Reference Committees (IRCs) representing diverse 'people-facing' sectors. These sectors provide services to people in a variety of contexts such as customer, patient or client. The IRCs are collectively responsible for overseeing the development and review of training package products, including qualifications, serving the skills needs of sectors comprising almost 50% of the Australian workforce.

*Our qualifications deliver skilled people that are valued and make a difference to others.*

**- Cross Sector Skills Committee, February 2018**



# Executive Summary

In Australia, the federal and state governments' division of responsibilities is defined in the Constitution. The Public Sector comprises federal and state/territory governments, statutory bodies and state-owned corporations.

Public sector employees play a key role in the development, review and implementation of government policies and provide an array of services for the community. There are a diverse number of occupations within the public sector, spanning areas including education, health, policy, finance, police and emergency services.

Within this context, the Public Sector Industry Reference Committee (IRC) has responsibility for 24 qualifications, packaged in the Public Sector Training Package. The training package products, endorsed in March 2016, were the subject of a desktop review as part of meeting the requirements of the *Standards for Training Packages 2012*.

The National Schedule details the training package update and development work commissioned by the Australian Industry and Skills Committee (AISC). The National Schedule is informed by this Industry Skills Forecast, which outlines the proposed timing for the update of existing training package products. This Forecast has been compiled using a number of information sources, including academic literature, statistical data, IRC member input and expertise, feedback received via public consultation, and an industry analysis of both new and emerging workforce skills needs overseen by the Public Sector IRC.

Broadly, changes in the services being provided, as well as changes to the way in which they are provided, are a feature of the public sector. Although there are jurisdictional differences in sensitivities and priorities, common themes have emerged as part of the consultative process which has informed this 2018 Industry Skills Forecast.

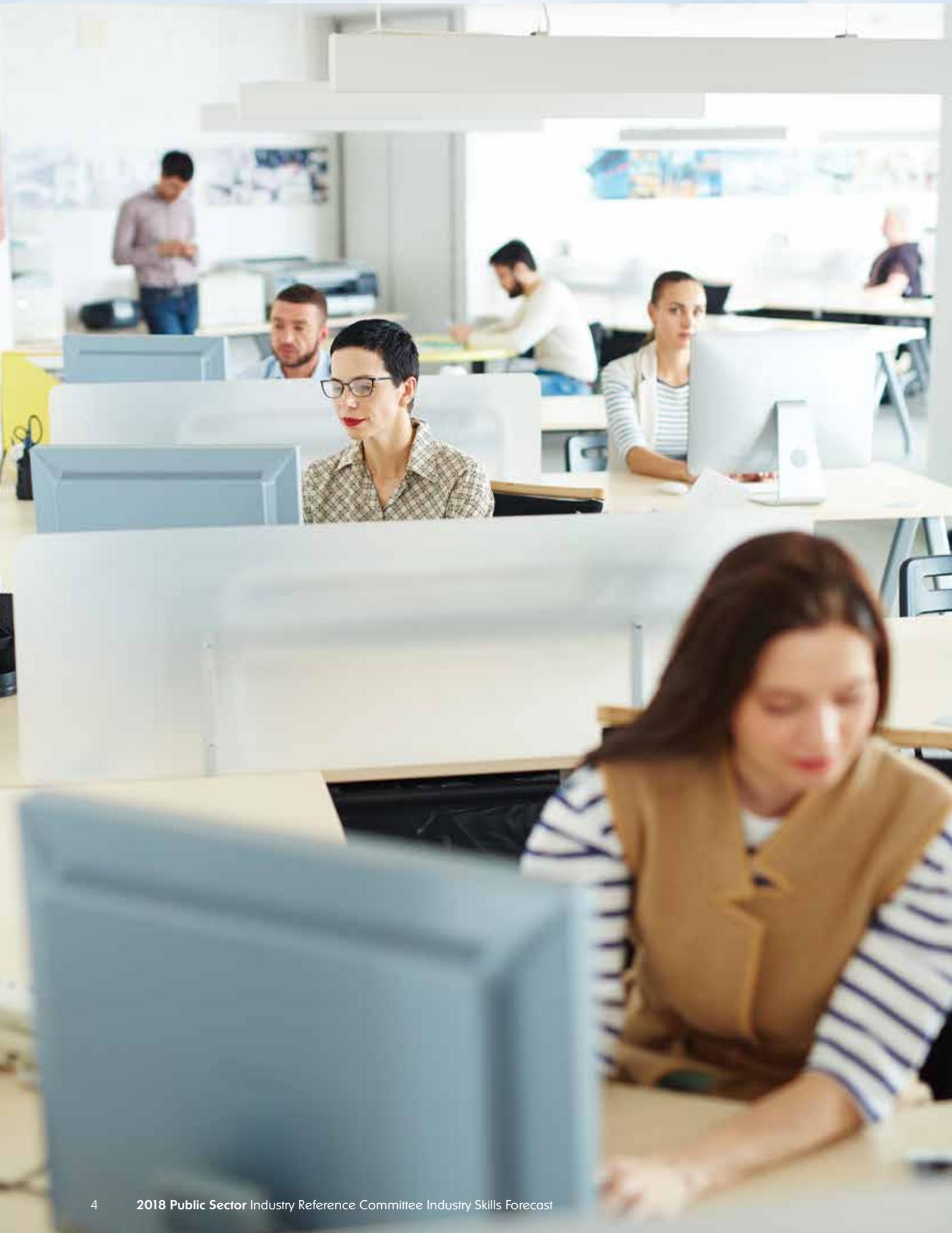
These areas of commonality are as follows:

- An emphasis on good governance and effective leadership at all levels is a priority as public trust and confidence is essential to the work of the sector. Robust

governance is essential in establishing and maintaining public trust and public trust is essential to an effective public sector and its reputation

- All jurisdictions have a long-standing commitment to a workforce that reflects the diversity of the community it serves. There are workforce strategies in place which address measures to recruit, support and collaborate with diverse groups of workers including women, Aboriginal and Torres Strait Islander peoples and people from culturally and linguistically diverse (CALD) backgrounds.
- Interpersonal, collaborative and 'soft' skills, including communication, teamwork, problem solving, emotional judgement, professional ethics and global citizenship, are valued in respect to internal operations as well as in respect to the public interface and dealings with external parties.
- Technology has had an impact on the way in which work is arranged, services are provided and the means by which information is accessed. For example, sensitive and private information about individuals and organisations is integral to many services and is shared within and between departments, as well as with the broader community.
- Issues of access, safety and privacy on a local level within the workplace, as well as at a state, national and international level, are critical.

Recent training package product updates include the pending introduction of four new Auslan qualifications and associated units of competency, as well as a proposed update to the Translating and Interpreting qualifications and units of competency. These developments will ensure that workers within the sector have the requisite skills and knowledge to undertake the tasks within their job roles.





# Sector Overview

Governments perform a wide range of functions carried out by their skilled public sector workforce. In some countries, the large majority of health care providers, teachers and emergency services are directly employed by governments, while in other countries such roles are outsourced to organisations that are not state-owned, i.e. private contractors.<sup>1</sup> In Australia, the federal and state governments' division of responsibilities is defined in the Constitution. The provision of services by federal and state governments employs a mix of outsourcing, government-owned corporations, public-private partnerships and direct employment models.

Within Australia, the public sector supports all three branches of government (the executive, the legislature and the judiciary) and comprises federal and state/territory governments, statutory bodies and state-owned corporations.

Changes in the services being provided, as well as changes to the way in which they are provided, are a feature of the sector. This is being experienced in other countries as well as Australia. An example of a contemporary framework developed by the OECD (Organisation for Economic Co-operation and Development) identifies the following four areas which represent specific tasks and for which specific skills are required:<sup>2</sup>

1. Policy advice and analysis
2. Service delivery and citizen engagement
3. Commissioning and contracting
4. Managing networks.

A wide and diverse range of engagement, commercial, legal and regulatory skills is required within a strategic context which is characterised by rapid change. Service delivery in the public sector can be complex, with services increasingly delivered by networks of agents who may or may not be directly employed by the government.<sup>3</sup>

The Constitution defines the structure and powers of the Australian Government and defines the rights and responsibilities of the state governments. The Australian Government has the power to make laws for Australian territories (Section 122). State governments have

legislative power over all other matters that occur within their borders<sup>4</sup> unless their legislative power is ceded to the Australian Government. Local governments are established and their powers and responsibilities defined under state-based legislation.<sup>5</sup>

It is noted that training package products in support of local government workforces are housed in a separate Local Government Training Package that is overseen by another IRC. There is also a Public Safety Training Package that includes training package products for sectors such as firefighting and emergency operations, search and rescue, SES (state emergency service) operations and community safety.

Public sector employees play a key role in the development, review and implementation of government policies and provide an array of services for the community. There is a diverse range of occupations within the public sector, spanning areas including education, health, policy, finance, police and emergency services.

Within this context, the Public Sector Industry Reference Committee (IRC) has responsibility for 24 qualifications, packaged in the Public Sector Training Package. The training package products, endorsed in March 2016, were the subject of a desktop review as part of meeting the requirements of the *Standards for Training Packages 2012*.

Consultation with a range of agencies in the public sector has highlighted that the way in which shared practical understandings of governance are established, implemented and maintained across the sector is critical. Robust governance is essential in establishing and maintaining public trust and public trust is essential to an effective public sector and its reputation. People who work in this sector are entrusted by governments and the public, and responsibilities in this regard are set out in legislative instruments as well as codes of conduct and policies.

It is generally recognised that ethical behaviours are not only critical to regulatory issues such as compliance, fraud and corruption but are also at the basis of organisational structures and how well they operate. This includes the ways in which people relate to each other both within the organisation and with external parties as they carry



out their functions. There is a need to update the training package products to ensure that they continue align to these requirements.

### Nationally Recognised Public Sector Qualifications – Current as at June 2018

The VET qualifications that cater to this sector are:

- PSP20116 Certificate II in Government
- PSP30116 Certificate III in Government
- PSP40116 Certificate IV in Government
- PSP50116 Diploma of Government
- PSP60116 Advanced Diploma of Government
- PSP40216 Certificate IV in Court Operations
- PSP50216 Diploma of Court Operations
- PSP40316 Certificate IV in Government Security
- PSP50316 Diploma of Government Security
- PSP50716 Diploma of Fraud Control
- PSP40416 Certificate IV in Government Investigations
- PSP50416 Diploma of Government Investigations
- PSP40516 Certificate IV in Trade Measurement
- PSP50516 Diploma of Trade Measurement
- PSP40616 Certificate IV in Procurement and Contracting
- PSP50616 Diploma of Procurement and Contracting
- PSP60616 Advanced Diploma of Procurement and Contracting
- PSP80116 Graduate Certificate in Strategic Procurement
- PSP40716 Certificate IV in Heavy Vehicle Road Compliance
- PSP50816 Diploma of Translating
- PSP60816 Advanced Diploma of Translating
- PSP50916 Diploma of Interpreting
- PSP60916 Advanced Diploma of Interpreting (English-LOTE)
- PSP80216 Graduate Certificate in Radiation Safety.



## Registered Training Organisation Scope of Registration

The National Register of VET ([www.training.gov.au](http://www.training.gov.au)) provides information about Registered Training Organisations (RTOs) and the approved scope of each RTO to deliver nationally recognised training. Table 1 indicates the number of RTOs with the above qualifications on their scope of delivery as at June 2018. It is important to note that although RTOs may have a qualification on their scope of delivery, they may not actually or currently be delivering any nationally recognised training for that qualification. As a result, the data below may not be a true reflection of the extent of delivery.

**Table 1:** Number of RTOs by nationally recognised qualifications on scope – Public Sector Training Package Products

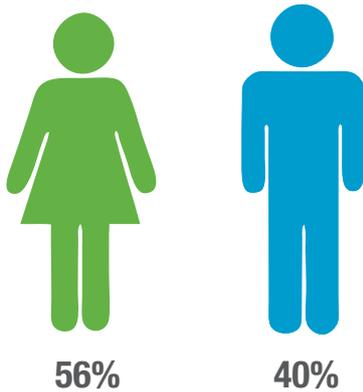
Qualification Code	Qualification Title	No. of RTOs with Qualification on Scope
PSP20116	Certificate II in Government	5
PSP30116	Certificate III in Government	22
PSP40116	Certificate IV in Government	31
PSP50116	Diploma of Government	30
PSP60116	Advanced Diploma of Government	9
PSP40216	Certificate IV in Court Operations	1
PSP50216	Diploma of Court Operations	1
PSP40316	Certificate IV in Government Security	6
PSP50316	Diploma of Government Security	5
PSP50716	Diploma of Fraud Control	8
PSP40416	Certificate IV in Government Investigations	29
PSP50416	Diploma of Government Investigations	20
PSP40516	Certificate IV in Trade Measurement	1
PSP50516	Diploma of Trade Measurement	0
PSP40616	Certificate IV in Procurement and Contracting	11
PSP50616	Diploma of Procurement and Contracting	10
PSP60616	Advanced Diploma of Procurement and Contracting	6
PSP80116	Graduate Certificate in Strategic Procurement	2
PSP40716	Certificate IV in Heavy Vehicle Road Compliance	4
PSP50816	Diploma of Translating	5
PSP60816	Advanced Diploma of Translating	23
PSP50916	Diploma of Interpreting	30
PSP60916	Advanced Diploma of Interpreting (English-LOTE)	5
PSP80216	Graduate Certificate in Radiation Safety	0

Source: Training.gov.au. RTOs approved to deliver this qualification. Accessed 21 June 2018.

# 2016 ENROLMENT SNAPSHOT

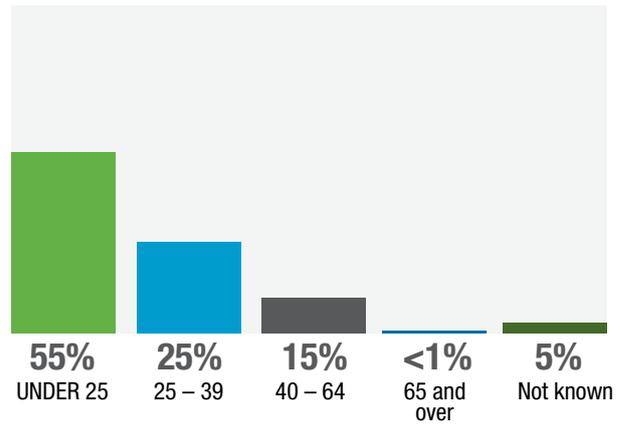
# PUBLIC SECTOR TRAINING PACKAGE PRODUCTS

## GENDER

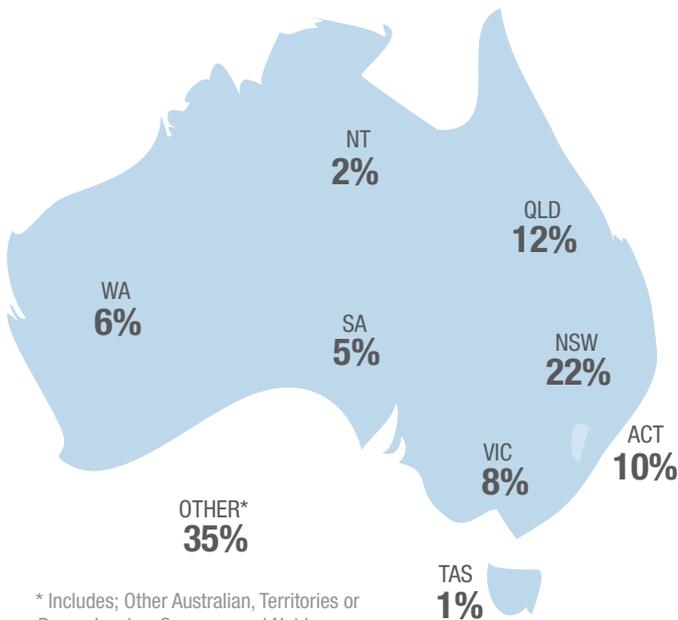


## AGE

Percentage Years of age

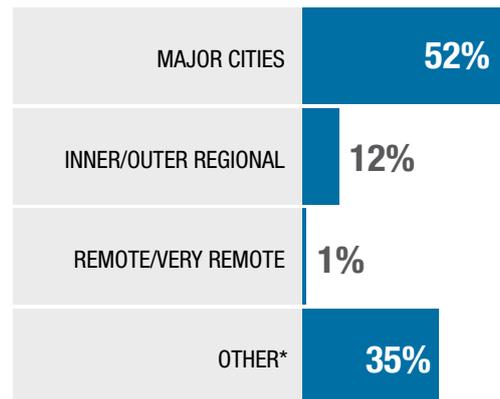


## STATE/TERRITORY OF RESIDENCE



\* Includes; Other Australian, Territories or Dependencies, Overseas and Not known

## STUDENT REMOTENESS REGION (2011 ARIA+)



\* Includes; Outside Australia and Not known

Source: NCVET VOCSTATS (Program enrolments 2016 by various breakdowns)  
Base count n = 17,106



## General notes on statistics

1. Enrolment data is sourced from NCVER VOCSTATS (program enrolments 2014 – 2016), accessed November 2017.
2. It is important to note that not all training providers are currently required to submit enrolment data, and some figures presented may therefore under-represent the true count of enrolments and completions for a qualification. From 2018, all training providers will be required to submit data, and current discrepancies noted in the national NCVER figures versus actual attendance should therefore be minimal in future releases. The data presented in this report is shown for indicative purposes.
3. Figures reflect public and private RTO data.
4. Qualifications in italics represent superseded qualifications. Superseded qualifications from the 2012 training package and their respective enrolment data are included in Table 2 because enrolments in qualifications updated in 2016 would otherwise not be captured during the data collection period.

## All Student Programs – Enrolments and Completions

**Table 2:** Total number of enrolments (Total VET Activity, [TVA]) by nationally recognised qualifications on scope  
- Public Sector Training Package Products, 2014–2016

QUALIFICATION	2014	2015	2016	TOTAL
PSP20112 - Certificate II in Government	93	80	97	270
PSP20116 - Certificate II in Government	0	0	15	15
PSP30112 - Certificate III in Government	287	642	358	1,287
PSP30116 - Certificate III in Government	0	0	77	77
PSP40112 - Certificate IV in Government	727	1,757	1,052	3,536
PSP40116 - Certificate IV in Government	0	0	210	210
PSP30212 - Certificate III in Government (Border Protection)	63	51	20	134
PSP40212 - Certificate IV in Government (Border Protection)	0	0	0	0
PSP41912 - Certificate IV in Government (School Support Services)	126	116	57	299
PSP30712 - Certificate III in School Support Services	36	68	42	146
PSP42012 - Certificate IV in School Support Services	7	28	26	61
PSP30512 - Certificate III in Government (Security)	54	43	27	124
PSP40316 - Certificate IV in Government Security	0	0	37	37
PSP41612 - Certificate IV in Government (Security)	8	22	17	47
PSP41712 - Certificate IV in Government (Personnel Security)	62	130	123	315
PSP51812 - Diploma of Government (Security)	20	39	11	70
PSP50316 - Diploma of Government Security	0	0	33	33
PSP40216 - Certificate IV in Court Operations	0	0	4	4
PSP40312 - Certificate IV in Government (Court Compliance)	23	26	42	91
PSP40412 - Certificate IV in Government (Court Services)	192	33	16	241
PSP50216 - Diploma of Court Operations	0	0	14	14
PSP50312 - Diploma of Government (Court Services)	7	10	6	23
PSP40416 - Certificate IV in Government Investigations	0	0	370	370
PSP41512 - Certificate IV in Government (Investigation)	702	1,083	1,285	3,070
PSP50416 - Diploma of Government Investigations	0	0	95	95
PSP51712 - Diploma of Government (Investigation)	148	259	231	638
PSP50716 - Diploma of Fraud Control	0	0	11	11
PSP40612 - Certificate IV in Government (Fraud Control)	23	89	129	241
PSP50612 - Diploma of Government (Fraud Control)	59	79	98	236
PSP51912 - Diploma of Government (Workplace Inspection)	135	54	82	271
PSP60912 - Advanced Diploma of Government (Workplace Inspection)	28	34	42	104
PSP60116 - Advanced Diploma of Government (Workplace inspection/ Investigations/ Fraud control)	0	0	64	64



QUALIFICATION	2014	2015	2016	TOTAL
PSP41212 - Certificate IV in Government (Project Management)	557	287	44	888
PSP41412 - Certificate IV in Government (Statutory Compliance)	398	375	464	1,237
PSP41812 - Certificate IV in Government (Road Transport Compliance)	78	73	162	313
PSP42112 - Certificate IV in Government (Revenue Administration)	17	20	0	37
PSP40512 - Certificate IV in Government (Financial Services)	25	30	32	87
PSP50112 - Diploma of Government	729	898	936	2,563
PSP50116 - Diploma of Government	0	0	290	290
PSP50212 - Diploma of Government (Community Capacity)	0	3	0	3
PSP50512 - Diploma of Government (Financial Services)	17	88	63	168
PSP50812 - Diploma of Government (Human Resources)	54	62	147	263
PSP60412 - Advanced Diploma of Government (Human Resources)	2	0	24	26
PSP51112 - Diploma of Government (Management)	109	391	214	714
PSP51312 - Diploma of Government (Project Management)	123	128	156	407
PSP51412 - Diploma of Government (Policy Development)	28	53	9	90
PSP52212 - Diploma of Government (Trade Measurement)	0	0	3	3
PSP41112 - Certificate IV in Government (Occupational Health & Safety)	6	0	0	6
PSP51212 - Diploma of Government (Occupational Health & Safety)	12	4	2	18
PSP50912 - Diploma of Government (Injury Management)	0	0	2	2
PSP60512 - Advanced Diploma of Government (Management)	14	39	17	70
PSP60312 - Advanced Diploma of Government (Financial Management)	0	0	28	28
PSP60112 - Advanced Diploma of Government	7	10	3	20
PSP40616 - Certificate IV in Procurement and Contracting	0	0	102	102
PSP42412 - Certificate IV in Government (Procurement and Contracting)	335	365	283	983
PSP52512 - Diploma of Government (Procurement and Contracting)	285	313	275	873
PSP52510 - Diploma of Government (Procurement and Contracting)	32	2	2	36
PSP50616 - Diploma of Procurement and Contracting	0	0	129	129
PSP60616 - Advanced Diploma of Procurement and Contracting	0	0	82	82
PSP61212 - Advanced Diploma of Government (Procurement and Contracting)	103	122	49	274
PSP61210 - Advanced Diploma of Government (Procurement and Contracting)	0	0	0	0
PSP70110 - Vocational Graduate Certificate in Government (Strategic Procurement)	0	0	0	0
PSP80116 - Graduate Certificate in Strategic Procurement	0	0	10	10
PSP50916 - Diploma of Interpreting (LOTE-English)	0	0	50	50
PSP52412 - Diploma of Interpreting	1,568	2,084	3,874	7,526

QUALIFICATION	2014	2015	2016	TOTAL
PSP52410 - Diploma of Interpreting	297	1	0	298
PSP52312 - Diploma of Translating	43	0	0	43
PSP52310 - Diploma of Translating	3	0	0	3
PSP61112 - Advanced Diploma of Interpreting	233	250	235	718
PSP61110 - Advanced Diploma of Interpreting	11	0	0	11
PSP61012 - Advanced Diploma of Translating	2,075	2,888	4,717	9,680
PSP61010 - Advanced Diploma of Translating	86	0	0	86
PSP60816 - Advanced Diploma of Translating	0	0	11	11
Total	10,047	13,129	17,106	40,282

Source: NCVER VOCSTATS, accessed November 2017.

## Stakeholders

### National Peak Bodies and Key Industry Players

The following list represents a range of organisations that perform a variety of key roles in this sector. These organisations and their networks are well placed to offer industry insights at the time of training package review. Engagement and consultation activities will include a broad range of industry stakeholders beyond those included in this list.

- **Government Departments and Agencies**
  - All state and territory governments
  - Department of the Premier and Cabinet
  - Office of the Commissioner for Public Employment
  - Department of Education and Training
  - Department of Employment
  - Department of Defence
- **Statutory Authorities**
  - State Public Service Commissions (or equivalent)
  - Australian Public Sector Commission
- **Employee Associations**
  - Community and Public Sector Union (CPSU)
  - State Public Services Federation Tasmania (SPSFT)
- **Regulators**
  - Australian Radiation Protection and Nuclear Safety Agency (ARPANSA)
- **Registered Training Organisations (RTOs), both public and private**



# Challenges and Opportunities

In Australia, changing demographics in government markets are causing shifts in the demands and expectations of the recipients of public services. This has resulted in an increased shift away from simple replacement planning to a critical need for strategic planning. Strategic planning skills have become highly valued across public sector departments as changes in business practices have impacted both organisational structures and reporting frameworks. Governance and delegations are also being completely reassessed.

The new ratio of public sector workers to society as a whole means that extra demands for public services cannot keep growing in size and yet be met with shrinking resources. Traditional systems of cost controls are no longer appropriate and there is an increasing focus on productivity and strategies traditionally aligned with enterprises in the private sector. With the exception of frontline services, the attempt to quantify productivity within the public sector has been challenging.

The need for soft skills at all levels of the public sector has been recognised and is a high priority in skills development programs. Challenges associated with developing these skills include the need for a consistent definition of what they are and how best to tailor training package products to public sector contexts.

## Mobility and Retention

In all jurisdictions, the public sector, like any other employer, competes for skilled employees. In order to be an attractive employer, public sector organisations must adopt workplace frameworks that are appealing to these potential employees. One such means of attracting a skilled workforce is by allowing flexibility and a broad exposure to different areas of involvement within a single role. This kind of lateral mobility includes the opportunity for employees to have an opportunity to work across environments within each state jurisdiction and the national public sector.

Greater mobility will assist organisations within this sector to improve capability and relevance by:

- Broadening individual experiences through exposure to these alternative operating environments
- Introducing employees to new ways of addressing challenges and problem solving
- Identifying contemporary workforce management practices that ensure employees are able to reach their full potential.

When used strategically, mobility can build a workforce that strikes the right balance between employees with a breadth of experience spanning different agencies and sectors, and employees with deep subject matter expertise in their field. There are examples across jurisdictions of implementation models and initiatives to enhance mobility and retention within the sector.

Almost 3% of ongoing Australian Public Sector (APS) employees moved between APS agencies in 2016–17. Results of the 2017 APS employee census indicate that APS employees are generally willing to explore options for mobility, with 40% of respondents reporting an interest in temporarily transferring to another agency.<sup>6</sup>

The Australian Public Service Commission (APSC) and several other jurisdictions, including Queensland, ACT, NT and Tasmania, are currently piloting secondment programs to provide senior public servants with an opportunity to complete experiential development placements with private sector companies, other government jurisdictions and the not-for-profit sector.<sup>7</sup> These programs are part of an overarching strategy to promote more effective engagement with other sectors and expand the skills and perspectives of public servants.<sup>8</sup> Given that the median age of public sector employees is 44 years, one of the strengths of this approach lies in taking steps to ensure that organisational knowledge and technical expertise are not lost and that workers can gain exposure to a variety of business areas in order to ensure no loss of critical knowledge as older workers approach impending retirement.

For the New South Wales public sector, in late 2016 the Secretaries Board undertook a talent review of Senior Executive Band 3 employees to identify cross-sector

mobility opportunities that met the capability needs of agencies (as well as individuals) for more complex roles, or where a lateral move would build a depth of experience.<sup>9</sup> In South Australia the *Guideline of the Commissioner for Public Sector Employment Public Sector Mobility* is intended to provide a vision for workforce mobility that is responsive and adaptable to the needs of agencies and employees.<sup>10</sup> In the Northern Territory 38 public sector employees from 13 agencies are engaged in new development opportunities and building relationships with other organisations through external secondments.<sup>11</sup>

Understanding the reasons for staff turnover will help the APS improve retention. Of the employees who have left the APS, most have done so due to a perceived lack of future career opportunities. Other reasons have included a desire to try a new career, unmet work expectations and having achieved all they could in their jobs. The exit surveys show that it is imperative to provide attractive and flexible work environments. This area will remain a focus for the APS.<sup>12</sup> Career public servants are today less likely to be granted long tenure than was the case in the past.

The ACT Public Sector (ACTPS) recently reported that it had difficulty retaining employees with specialist skills in executive level positions and identified that this problem was attributable, in part, to the age profile and retirement factor of these employees. In order to address this issue the directorate identified the need to more effectively target succession planning and, in particular, leadership capacity building.<sup>13</sup>

## Diversity and Inclusion

All jurisdictions have a long-standing commitment to a workforce that reflects the diversity of the community it serves. There are workforce strategies in place which address measures to recruit, support and collaborate with diverse groups of workers including women, Aboriginal and Torres Strait Islander peoples and people from culturally and linguistically diverse backgrounds. These frameworks generally recognise that mechanisms to support people after recruitment are critical in achieving inclusion on an ongoing basis. In the past, while it has been possible to attract people from diverse backgrounds, it has been difficult to retain them.

The experience over time with developing and implementing policies in this area is an example of how the public sector often leads by example. Contemporary measures of the gender pay gap are another example. Where the public community prioritises issues and develops expectations it is often the public sector that develops frameworks from which all businesses can benefit through the provision of data and information or the demonstrated experience of measurement, policy development and implementation.

The public sector also collects data to ensure that targeted support programs to assist specific groups are implemented. There is an ongoing need to assess the need for such programs and the nature of the support provided. For example, the Western Australia Public Sector Commission has created a support guide for the Australian Defence Force (ADF), targeting those who have left within the last five years and encouraging them to consider a career in the public sector. The guide explains the public sector and how it works, its structure, how it differs from the Australian Defence Force structurally and culturally, and the recruitment process.

Additionally, as part of this initiative, a network of volunteer mentors (also ex-ADF members who currently work in the Western Australian public sector) has been established to provide advice and support on matters related to the transition of ex-ADF members into the Western Australian public sector.<sup>14</sup>

Examples of broader diversity and inclusion models with statistical measures are incorporated in each jurisdiction's *State of the Service Report*.

In 2017, almost 90% of APS employees agreed that their workgroup and supervisor behaved in an accepting manner towards people from diverse backgrounds.<sup>15</sup> The proportion of federal APS employees from Language Other Than English (LOTE) backgrounds has increased by almost five percentage points in the last 20 years. In 2017, 14% of employees were recorded on the Agency's human resource system as being from non-English speaking backgrounds.<sup>16</sup>

In New South Wales, Transport for NSW (TfNSW) has introduced a leadership-led diversity model with targets



across three areas to drive progress towards achieving the Premier's Priority for driving public sector diversity. TfNSW has designed programs to meet its strategic priorities of improving the representation of Aboriginal and Torres Strait Islander people and women in leadership, and introducing flexible working (known as TfNSW's Diversity and Inclusion Strategic Framework). All agencies in the Transport cluster have adopted the same targets and guiding principles.<sup>17</sup>

Tasmania has introduced the *Diversity and Inclusion Framework* and sets out the priorities and initiatives that the state service will focus on between 2017 and 2020 to ensure that workforce management practices and policies are supportive of everyone working, or wishing to work, in the state service. This includes building an inclusive and diverse workforce which reflects the diversity of the Tasmanian community.<sup>18</sup>

The South Australian public sector is working to achieve a greater level of diversity through *South Australia's Strategic Plan* which aims to improve the number of women employed as public sector executives and the employment of Aboriginal and Torres Strait Islander jobseekers.<sup>19</sup> Similarly, in the Northern Territory agencies must demonstrate compliance with Employment Instruction 10 (3.1.b), *Equality of Employment Opportunity Programs* and Section 5E of the *Public Sector Employment Management Act Equality of Employment Opportunity Principle*. An example of this is the Office of the Commissioner for Public Employment launching a framework in relation to inclusion and diversity across the Northern Territory public sector. This framework provides a policy direction and resources for agencies to access in relation to the ageing workforce, disability employment and Aboriginal and Torres Strait Islander employment.<sup>20</sup>

The Queensland government has introduced the *Inclusion and Diversity Strategy 2015–2020* for its public service. The goal is to build workforces and workplaces that better reflect the community. Inclusion and diversity in the Queensland public sector manifests in many different forms, and extends beyond the legal framework of removing disadvantage in employment through equal employment opportunity and anti-discrimination, to a vision in which the workforce better reflects the

community it serves. Women, Aboriginal and Torres Strait Islander peoples, people with disability and people from culturally and linguistically diverse backgrounds are usually, and appropriately, included in diversity strategies. The Leadership Board is the key driving force for inclusion and diversity, as well as establishing the expectation that members are visible and vocal advocates for inclusion and diversity.<sup>21</sup>

The ACT Public Service (ACTPS) is committed to creating a positive, respectful, supportive and fair work environment where employee differences are respected, valued and utilised to create a productive and collaborative workplace. The Respect Equity and Diversity (RED) Framework, launched in 2010, supports the ACTPS in achieving this commitment. The ACTPS has also implemented initiatives during 2016–17 to support employees and potential employees from diversity groups, in particular people from culturally and linguistically diverse (CALD) backgrounds, Aboriginal and Torres Strait Islander people and people with a disability. Examples of this include the Aboriginal and Torres Strait Islander Traineeship and the Aboriginal and Torres Strait Islander Career Development Program.<sup>22</sup>

The Victorian Public Sector (VPS) Workforce Diversity and Inclusion Strategy 2017-2020 is a four-year strategy which is part of the broader Victorian Department of Education and Training commitment to addressing social change.<sup>23</sup> The People Matter Survey is an employee opinion survey conducted assist in tracking progress. The strategy focus areas include Inclusive and Diverse Leadership, Workforce Flexibility and Inclusive Systems and Processes.

## Leadership & Governance

Consultation has indicated that it is recognised that leadership can be demonstrated at all levels of the public sector. Leadership skills in relation to implementing standards of governance, and the policies and frameworks relating to standards of behaviour and organisation practices, are part of the responsibilities of people in **all** roles. The implementation of policies which support diversity and inclusion as well as integrity and ethical practices are also examples of this. As with all businesses, effective leadership in the public sector is



essential to achieving strategic direction and effective change management.

In the APS one of the priorities of the learning and development strategy is to enhance the core skills of leaders by focusing on people management, procurement and contract management. It will also prioritise business planning and policy development.<sup>24</sup> This strategy is important in the context of the changing nature of the workforce in the APS. A new Leadership Development program for Senior Executive Service (SES) Band 2 officers was trialled during 2016–17. The program encouraged learning through experience. Participants were exposed to the views and experiences of organisations and individuals in receipt of government services.<sup>25</sup>

In New South Wales the Leadership Academy was introduced in 2015 to provide structured, needs-based development at key career transition points for high-performing and high-potential leaders. The work of the Academy is complemented in the broader leadership

cohort through a combination of mobility, secondments and development programs. Agencies are focused on building individual capability in developing and communicating a vision, and fostering a culture and strategy to achieve that vision.<sup>26</sup>

The *Northern Territory Public Sector Capability and Leadership Framework* provides a common language to support consistent sector-wide leadership, management, and core skills capability development and is designed to ensure that leadership capabilities and behaviours exist across all levels to meet future challenges.<sup>27</sup>

In 2016–17 there was a new addition to the public sector's core executive development program – the *South Australian Leadership Academy*. In addition, the Academy launched the nomination process for its flagship program – Executive Excellence. This intense and challenging program has been designed for skilled executives who are ready for greater challenges and opportunities in the public sector. The Academy will integrate with a suite of centrally-provided learning and development

programs to ensure a continuous learning path for current and aspiring South Australian Executive Service (SAES) members and other public sector executives as they build their careers. These offerings provide consistent and continuous learning, ensuring leaders understand the government's priorities and have the skills and capabilities to lead organisations and employees.<sup>28</sup>

The Western Australian government has implemented a policy to reduce the SES by 20%. The recruitment, development, performance management and the implications of the exit of senior leaders in the public sector remain a priority for the Commission and for the sector more broadly. With fewer people in the SES and other senior leadership positions across the sector, the medium-to-long term strategy will be around redefining and flattening organisational structures. A consequence of major structural reform is the potential for a diminishing diversity profile—especially around women in leadership. Authorities have established working groups and committees to promote and facilitate women in non-traditional and leadership roles, targeted recruitment of female graduates in traditionally male-dominated occupations and implemented whole-of-authority gender equality strategies and initiatives.<sup>29</sup>

The Tasmanian government has developed a *Senior Development Program* which aims to increase SES capabilities in shaping strategic thinking and delivering results. It also has the *State Service Strategic Management Program (S3MP)*, which is a collaborative management and leadership development program coordinated by the Department of Police, Fire and Emergency Management (DPFEM), the State Service Management Office (SSMO) and the University of Tasmania. The intensive whole-of-service program aims to increase management and leadership skills and the capabilities of state service employees and police officers ready for senior management roles.<sup>30</sup>

## Future Skills Needs

### Intercultural Competence

Meeting the challenges of the future requires a workforce that continues to reflect the diversity of the broader

community. To remain effective the public sector will continue to need to cater to the different needs of the community and adapt as these change.

Current workforce challenges and opportunities include references to the diversity of Australian society and the increasingly diverse workforce in the public sectors. Workers will continue to need skills to understand and value the input of **all** employees, regardless of their cultural or demographic background. The cultural diversity of communities will continue to require that public sector service delivery and public policy development be culturally appropriate, and safe. Additionally, globalisation and international engagement mean that public servants are required to interact, connect and engage internationally. Examples include trade, tourism, counter-terrorism activities, immigration, educational matters and any policy area where governments share information or experience. To be effective in this realm, intercultural competence is essential.

### Technology Skills

With the constant evolution of technology through automation, Artificial Intelligence (AI) and robots, the skills needed by the workforce today will be vastly different in the coming years. It is imperative, therefore, that this consideration be factored in to training packages that are being developed, adapted and updated. Technological disruption will require the flexibility to adapt, as it will change the process by which some jobs are carried out and possibly replace others entirely. It is imperative that training package products being developed or updated be flexible enough to incorporate rapid changes in technology and do not 'time-lock' training to current systems only.

Technological advancement has the ability not just to impact low-skilled workers by replacing menial tasks via automation, but it will also have an effect on highly skilled workers as a result of reconfiguring their roles via supplementary AI, or even replacing some cognitive tasks which high-skilled workers currently perform alone.<sup>31</sup>

Digital literacy and being proficient in the use of different technological platforms will also be essential skills in the future. Without basic digital competencies a person will not have the skills to negotiate the digitally connected



world which has become ubiquitous.<sup>32</sup> Workers will need the ability to use digital technology routinely in parts of their jobs in order to access and use information and digital content; communicate and collaborate through digital technologies; manage their digital identity; develop digital content; and use and protect their digital devices, personal and organisational data and privacy.<sup>33</sup> This is especially critical for workers in the public sector where sensitive and private information about individuals and organisations is integral to many services and shared within and between departments as well as the broader community. Issues of access, safety and privacy on a local level within the workplace, as well as at a state, national and international level, are critical.

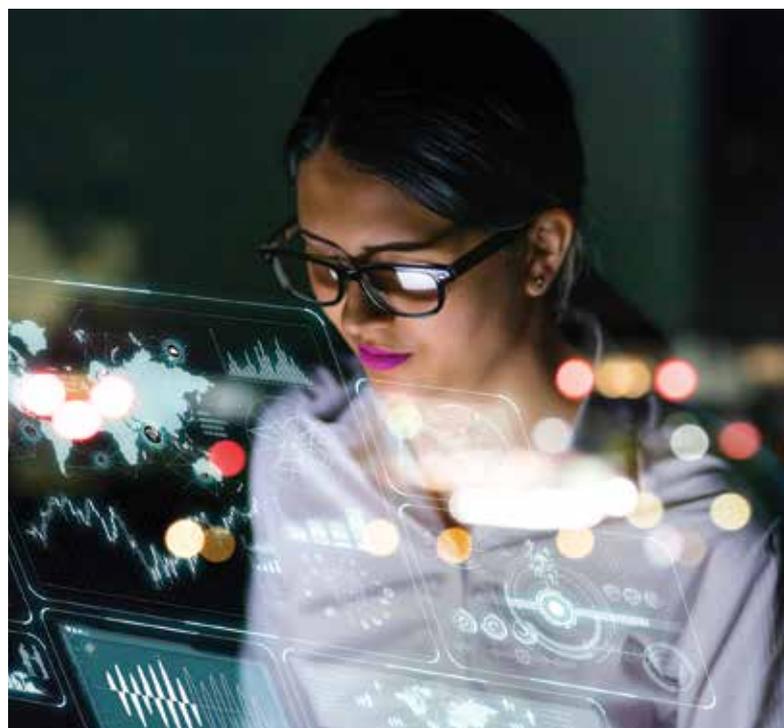
The APS notes that Augmented Intelligence is in contrast to AI, and refers to technology which assists humans to make decisions, source information, manage risks and solve problems, rather than displacing them. The report cites examples of ways in which augmented technologies are already being used across numerous agencies.

Managing social media is a particular skill that is not usually combined with policy expertise, and it requires a new and constantly updated skill set. A current cross-sector project led by SkillsIQ is investigating the nature of consumer engagement through online and social media and considering the skills that are required now and will be required in the future.<sup>35</sup>

There are emerging developments in defining national standards for Big Data skills, particularly those in relation to data management, data analytics and data-driven decision making, and identifying related skills needs shared by multiple industry sectors.<sup>36</sup> Additionally, there is a requirement for cybersecurity skills, particularly those utilised in relation to data confidentiality, protection and privacy; and there is a need to identify related skills needs shared by multiple industry sectors.<sup>37</sup> There are currently cross-sector projects underway regarding skills of this nature.

### Soft Skills

Soft skills include things like communication, teamwork, problem solving, emotional judgement, professional ethics and global citizenship. Deloitte Access Economics forecasts that two-thirds of jobs will be soft-skill



intensive by 2030.<sup>38</sup> Megatrends like technological advancement and globalisation will contribute to more demand for people with soft skills as the geographical barriers fall due to technology, facilitating much easier connection of people across countries.<sup>39</sup> The need for soft skills is more prominent where collaboration is needed to achieve effective outcomes. The ability to effectively communicate, problem solve and think critically is important for success. Frontline staff often need to show empathy and display ethical judgement in respect to complex issues that can be personal in nature (such as in cases relating to border security or domestic violence, for example), as well as guide people through complex networks to solve issues.

Credentials for soft skills are beginning to emerge. The benefits to businesses are twofold. Firstly, recruitment processes can be made more efficient as credentials allow recruiters to pre-screen potential candidates for the requisite soft skills. Secondly, more targeted recruitment for soft-skilled candidates allows businesses to make savings versus training and developing their own workforces later on.<sup>40</sup>

Current training products within the PSP Public Sector Training Package have a considerable amount of content regarding soft skills which can be strengthened and aligned to future priorities within the industry context. It is critical that the sector continues to be made aware of the framework and the ability to tailor training to meet specific job role requirements. This is an essential component of ongoing consultation. Many states have implemented skills development frameworks which actively incorporate soft skills, given the recognition of their growing importance.<sup>41</sup> These skills are important to collaborative and innovative practices which are valued in current work systems. They are also critical in demonstrating integrity and shared practical understandings of the organisations' policies and procedures, including those related to governance.

Policy and procedural frameworks to support diversity and inclusion require communication, empathy and understanding. Changes in organisational culture and practices mean that these skills, and the way in which they are applied, will remain critical. For example, capability frameworks are increasingly focusing on restorative practices to assist staff in improving capabilities and performance and promoting a positive culture. This is in sharp contrast to disciplinary practices within a performance management context.

Cross-agency forums and the sharing of information to achieve effective outcomes require collaboration. As noted in the APS State of the Service Report, many APS agencies work with state and territory counterparts to deliver policy outcomes and services to the Australian people. Some of these are specific initiatives of the Council of Australian Governments (COAG).<sup>42</sup>

### Leadership

Leadership in the workplace is an important ongoing trend in future skill needs. It is essential that Australian organisational leaders are ready to meet new challenges in business contexts characterised by change. The Public Sector is no exception. Formal training provides a foundation for the diverse skills associated with leadership – from technical skills to solving problems, project management and managing change. Investing in leadership development is positively associated

with leadership capabilities and self-efficacy, which in turn significantly improve workplace performance and innovation. Frontline leadership matters most for employees, shaping the experience of work and creating a positive climate for such innovation to occur.<sup>43</sup> Integrity and the importance of public trust is also an important element of effective leadership in the sector.

### Royal Commission into Family Violence (Victoria)

The Public Sector is often at the forefront of advancing priorities identified as significant by Australians. This can involve implementing systems to address required changes in societal norms. A recent example can be found in respect to family violence.

The Victorian Royal Commission into Family Violence (RCFV) released a report in March 2016. The Royal Commission into Family Violence: Report and Recommendations detailed a system designed to intervene and mitigate harm in situations involving family violence but that failed to work with victim-survivors to keep them safe. It outlined significant gaps and obstacles preventing effective programs, laws and policies.<sup>44</sup>

One of the conclusions of the Commission is that government and its departments and agencies must treat family violence as a core area of responsibility. Stopping family violence requires a multifaceted, sustained effort by government. It requires strong leadership, support and partnership with the community and opposing political parties.<sup>45</sup>

Within the workplace, support for public sector employees affected by domestic and family violence is incorporated in employment policies and instruments and is part of a broader support framework which includes information and guidance for managers and other personnel involved in implementation.<sup>46</sup> Changes in leave provisions to assist those experiencing family violence is an example of a recent workforce adjustment resulting from the increased awareness of this priority.



# Employment and Skills Outlook

**Table 3: Public Sector Workforce Comparative Measures**

Measure 2015/16	JURISDICTION								Comparability*
	APS	NSW	NT	QLD	SA	TAS	VIC	WA	
Full-Time Equivalent	139,809	325,900	20,596	217,578	85,671	22,135	228,845	107,809	High
Headcount	155,658	393,316	22,336	259,373	104,317	28,000	284,497	135,770	High
Public Sector headcount as a proportion of state-employed persons	1.30%	10.20%	16.70%	N/A	12.80%	N/A	9.30%	5.30%	High
Female employees % (headcount)	59.00%	64.6%	63.20%	69.22%	68.40%	70.60%	67.30%	72.60%	High
Male employees % (headcount)	41.00%	35.4%	36.80%	30.78%	31.60%	29.40%	32.70%	27.40%	High
Female senior leaders % (headcount)	42.50%	37.40%	47.70%	33.39%	47.00%	30.60%	39.20%	32.70%	Medium*
Employees who identify as Aboriginal and/or Torres Strait Islanders %	3.00%	3.20%	10.00%	2.06%	1.80%	2.70%	0.40%	2.70%	Medium*
Average tenure (years)	12	9.3	7.7	11.43	13.1	12.3	N/A	9.6	High
Average age (years)	44	44	43	44	45	46	43	46	High

Source: Data in this table was supplied by the respective jurisdictions.

Note: \*Comparability of the data is affected by compositional difference of the public sectors in each state, and for the 'Medium Comparability' rating it is also affected by definitional differences across states. Where the comparability rating is High in the Comparability column\*, the data is directly comparable across jurisdictions. Where it is Medium, it is not. However, there are compositional differences between states' public sectors, and this has a bearing on the data. Data should be read as indicative and not as an absolute comparison.

## Statistical Analysis – Public Sector Workforce

In June 2017 there were 1,956,800 public sector employees. There were 239,800 employees in the Commonwealth government, 1,527,600 in all state governments combined and 189,500 in combined local governments.<sup>47</sup>

Within the APS the breakdown of employees shows that 59% were female, 14% were from a non-English speaking background, 4% identified as LGBTI, and 3% were Indigenous. Most APS employees are between 30 and 54, with the median age group between 40 and 44.<sup>48</sup>

### New South Wales

New South Wales had the largest public sector in 2017 in terms of numbers in employment, with a headcount of

393,316 employees. This signified 10.2% of the New South Wales labour force. In 2017, the proportion of women employed on a non-casual basis in the New South Wales government sector was 65.6%, while only 37.4% of the Premier's Priority senior leadership cohort were women. Employees who declared English as a second language characterised 18.4% of the workforce, while Aboriginal and/or Torres Strait Islander people made up 3.2% of the workforce.<sup>49</sup>

The median age of the New South Wales public sector workforce in 2017 was 45 years. The age group 45 to 54 accounted for 25.9% of the New South Wales public sector workforce (the highest proportion). The second largest age group was 35–44, which represented 24.2% of the workforce.<sup>50</sup> The New South Wales public sector by

comparison to the broader New South Wales workforce was older. The median salary across New South Wales public sector employees was \$83,689. Encouragingly, the gap between the median wages of males and females in the New South Wales public sector is now closing, and in 2017 had only a 0.3% difference in favour of males.<sup>51</sup>

### Victoria

The Victorian public sector had the second largest number of employees in Australia with 297,016 in total at June 2017. This accounted for 9% of the total labour force in Victoria. The majority of Victorian public sector employees in 2017 worked in public health care and government schools (65% of the public sector workforce).<sup>52</sup>

The gender split for employees within the Victorian public sector was 67% female and 33% male. This was a much higher proportion than the broader Victorian labour force (47% female and 53% male).<sup>53</sup> The high representation of women was driven by female participation in the public health care and government schools' sectors. This was also accounted for in part by the size of the gender pay gap. The average salary for employees in the Victorian public sector was \$78,702, with women earning \$76,487, compared to men who earned an average of \$86,684. The average age of Victorian public sector employees was 43 years.<sup>54</sup>

### Queensland

The Queensland public sector had 259,373 employees in 2017, with females accounting for 69% of the workforce. While females and males received the same salary for the same classification job, the FTE (full-time equivalent) average annual earnings for females was \$9,017 less than males. The average age of the workforce was 44 years (44.02 years for females and 44.61 years for males). With regards to diversity in the workforce, 9.65% identified as being from a non-English speaking background; 2.8% identified as having a disability, and 2.06% identified as Aboriginal or Torres Strait Islanders.

Within the Queensland public sector, the biggest occupational group was Professionals (49%), while Community and Personal Service Workers accounted for 21% of the workforce.<sup>55</sup>

### Western Australia

The public sector in Western Australia had 140,403 employees in 2017. The median age of employees was 45, with 26.3% of the workforce being over the age of 55. 72% of employees were female and 13% identified as being from a culturally or linguistically diverse (CALD) background. Nearly 3% of employees across the sector identified as Aboriginal or Torres Strait Islanders. The gap between the average salaries of men and women in Western Australia was substantial, with females earning \$80,797 compared to men who earned \$93,341.<sup>56</sup> In 2017, the government implemented a strategic restructuring initiative which centred on a 40% reduction in public sector agencies, from 41 to 25 'super departments'.

### South Australia

South Australia's public sector in 2017 employed 101,137 people and was a significant employer in the state (12% of the total workforce in South Australia). The health and education agencies had the greatest numbers of people employed within the public sector of South Australia (approximately 68,085 employees between them). The gender breakdown within the South Australian public sector comprised 69% females and 31% males.<sup>57</sup>

The average age of employees was 45 years. 26% of the workforce was aged 50–59, which accounted for the biggest group. Aboriginal and Torres Strait Islanders represented 1.89% of the workforce. The median salary for South Australian public sector employees was \$80,136.<sup>58</sup>

### Tasmania

The public sector in Tasmania had 29,075 employees in 2017. 69% of workers were employed in the Department of Education or the Tasmanian Health Service. 71% of employees were female and 30% of the workforce was between 50–59 years old.<sup>59</sup>

### Northern Territory

The Northern Territory government had 20,974 employees in 2017. Of these employees 64% were female while the remaining 36% were male. 20% of the workforce was aged over 55 years. The median salary for Northern Territory public sector employees was \$78,097, with



58% of females earning above the median wage. This can be explained by the fact that 51% of females in the Northern Territory public sector were employed in senior management positions. Females were also well represented in the education and health sectors, comprising just under 80% of employees in both subsectors.<sup>60</sup>

The Northern Territory public sector, compared to other state public sectors, had a high proportion of Aboriginal or Torres Strait Islanders in its workforce (10.5%). People from culturally diverse backgrounds also represented 10% of employees.<sup>61</sup>

#### **Australian Capital Territory (ACT)**

The public sector in the ACT had 21,791 employees in 2017. This represented 10.1% of the ACT labour force. 65% of

ACT public sector employees were female. The average salary for the public sector in the ACT was \$92,677. For females the median salary was \$89,356, while for males it was \$92,170 (a gender pay gap of 3.1%). The smaller differential can be attributed to the fact that 45% of individuals in senior executive roles were women.<sup>62</sup>

In terms of diversity in the workforce 18% of employees were from a culturally diverse background while 1.6% identified as Aboriginal or Torres Strait Islanders. The median age of employees was 43 years. 52% of the ACTPS was aged 30-49.<sup>63</sup>

# Key Generic Skills – Ranked in Order of Importance

Note: The 12 generic skills listed below, including the descriptors, were provided by the Department of Education and Training for the purpose of being ranked by industry representatives. For the 2018 ranking exercise, an ‘Other’ generic skill option was included in the list to capture any additional key skills considered important for an industry. Please note that, in this case, no other generic skills were identified.

1	<b>COMMUNICATION / COLLABORATION / SOCIAL INTELLIGENCE</b>	Ability to understand/apply principles of creating more value for customers and collaborative skills. Ability to critically assess and develop content with new media forms and persuasive communications. Ability to connect in a deep and direct way.
2	<b>CUSTOMER SERVICE /MARKETING</b>	Ability to interact with other human beings, whether helping them find, choose or buy something. Ability to supply customers’ wants and needs. Ability to manage online sales and marketing. Ability to understand and manage digital products.
3	<b>LANGUAGE, LITERACY &amp; NUMERACY (LLN)</b>	Foundation skills of literacy and numeracy.
4	<b>DESIGN MINDSET/ THINKING CRITICALLY / SYSTEM THINKING / PROBLEM SOLVING</b>	Ability to adapt products to rapidly shifting consumer tastes and trends. Ability to determine the deeper meaning or significance of what is being expressed via technology. Ability to understand how things that are regarded as systems influence one another within a complete entity, or larger system. Ability to think holistically.
5	<b>LEARNING AGILITY / INFORMATION LITERACY / INTELLECTUAL AUTONOMY / SELF-MANAGEMENT</b>	Ability to identify a need for information. Ability to identify, locate, evaluate, and effectively use and cite the information. Ability to develop a working knowledge of new systems. Ability to work without direct leadership and independently.
6	<b>TECHNOLOGY AND APPLICATION</b>	Ability to create/use technical means, understand their interrelation with life, society, and the environment. Ability to understand/apply scientific or industrial processes, inventions, methods. Ability to deal with mechanisation/automation/computerisation.
7	<b>DATA ANALYSIS</b>	Ability to translate vast amounts of data into abstract concepts and understand data-based reasoning. Ability to use data effectively to improve programs, processes and business outcomes. Ability to work with large amounts of data.
8	<b>ENTREPRENEURIAL</b>	Ability to take any idea and turn that concept into reality/make it a viable product and/or service. Ability to focus on the next step/move closer to the ultimate goal. Ability to sell ideas, products or services to customers, investors or employees etc.
9	<b>MANAGERIAL / LEADERSHIP</b>	Ability to effectively communicate with all functional areas in the organisation. Ability to represent and develop tasks and processes for desired outcomes. Ability to oversee processes, guide initiatives and steer employees toward achievement of goals.
10	<b>FINANCIAL</b>	Ability to understand and apply core financial literacy concepts and metrics, streamlining processes such as budgeting, forecasting, and reporting, and stepping up compliance. Ability to manage costs and resources, and drive efficiency.
11	<b>STEM (Science, Technology, Engineering and Maths)</b>	Sciences, mathematics and scientific literacy.
12	<b>ENVIRONMENTAL / SUSTAINABILITY</b>	Ability to focus on problem solving and the development of applied solutions to environmental issues and resource pressures at local, national and international levels.



## Key Drivers for Change and Proposed Responses

### Current Training Package Updates

#### Approved Changes – Auslan Qualifications

The following four new qualifications, with 15 associated units of competency, have been approved by AISC:

- PSP20218 Certificate II in Auslan
- PSP30218 Certificate III in Auslan
- PSP40818 Certificate IV in Auslan
- PSP51018 Diploma of Auslan.

#### Case for Change - Translating and Interpreting Qualifications

The following Translating and Interpreting qualifications are currently under review and a Case for Change is being developed for submission to the AISC.

- PSP50816 Diploma of Translating
- PSP60816 Advanced Diploma of Translating

- PSP50916 Diploma of Interpreting
- PSP60916 Advanced Diploma of Interpreting (English-LOTE).

### Drivers for Change and Skill Needs

New work proposed in 2018–2019 is the development of a *Certificate IV in Auslan Teaching*.

This will provide trainers with specialised skills in delivering Auslan qualifications, be it to Deaf or hearing students. The current TAE qualifications are not suited to trainers in the Auslan space, as they are based on the delivery of qualifications in spoken and written language, not a visual language such as Auslan.

With the new Auslan qualifications soon to be available for delivery nationally, it is imperative that there be a suitable skilled trainer workforce to deliver these critical skills for the inclusion of Deaf people in the community.

STAKEHOLDER	RISK OF NO CHANGE
<b>Employers</b>	- <b>Inability</b> to recruit appropriately qualified Auslan teachers
<b>Employees</b>	- <b>Inability</b> to attain appropriate skills and knowledge to teach Auslan effectively and in a culturally appropriate manner - <b>Settling for inadequate training</b> that does not meet the requirements of either the Deaf community or current industry expectations - <b>Frustration</b> in not being able to meet expectations of the Deaf community
<b>Students</b>	- <b>Graduating with inappropriate skills</b> to deliver Auslan qualifications - <b>Low satisfaction levels</b> with inappropriate program outcomes - <b>Frustration</b> at not having the skills to deliver Auslan qualifications - <b>N.B.:</b> The proposed new qualification will provide options for Children of Deaf Adults (CODA) to become Auslan teachers with a nationally recognised qualification in accordance with national standards.
<b>Training Providers</b>	- <b>Training offered does not match</b> industry needs and quality and reputation of course delivery is compromised - <b>Inability</b> to satisfactorily deliver the new Auslan qualifications - <b>Inability</b> to meet the demand for appropriately qualified Auslan teachers.

The new Auslan teaching qualification will enhance the ability of trainers to deliver the new Auslan qualifications and provide access for trainers to become part of this workforce. In turn, this will assist in alleviating recruitment issues associated with the expected increase in the delivery of Auslan qualifications with the release of the new qualifications.

A number of key risks have been identified in the following table should the new training package products (in line with addressing the skills needs voiced by industry) **not** be approved.

The proposed response aims to ensure that Auslan qualifications are delivered by a high quality, trained and skilled workforce. Establishing a specialised qualification for Auslan teaching will promote greater consistency in the delivery of the new qualifications and units of competency and make training accessible through a range of providers. It is expected that there will be a strong demand for the new Auslan qualifications, and it is imperative that there are mechanisms to train people to appropriately deliver them.

### Impact of Recommended Changes

#### RTOs

The implementation of new units of competency creates flow-on impacts and costs for RTOs in relation to

administrative systems, training resources and assessment materials. In the short term, it is anticipated that there will be an administrative burden on RTOs as they transition to delivery of the new training package products and update their scope of registration, resources and assessment tools. This is, however, unavoidable, but RTOs who choose to add the Auslan qualifications to their scope of delivery should benefit from the availability of qualifications specifically designed to upskill their trainer workforce.

#### Employers

The use of the new Auslan teaching qualifications will ensure that trainers have the requisite skills to properly deliver Auslan qualifications. This will in turn ensure that employers who require employees with Auslan skills, either for their own inclusion in the workplace or to facilitate the inclusion of Deaf people in the workplace, are able to access suitably skilled candidates.

#### Students

Students will gain better outcomes from training which is targeted to the delivery of Auslan training. This will provide them with increased confidence in their skills and their ability to teach the Auslan programs in a range of situations and to a range of student cohorts.



# Proposed Schedule of Work

The proposed new *Certificate IV in Auslan Teaching* qualification is listed in the schedule below for 2018–2019.

The other existing training package products allocated to this IRC were last endorsed in March 2016, and industry has noted that the last review was a desktop transition to meet the requirements of the *Standards for Training Packages 2012*. With the exception of the Translating and Interpreting qualifications, existing training package products are listed in the Proposed Schedule of Work (which follows) to ensure that they are updated to align with changes in public sector job requirements and to accommodate future skills needs. This is particularly critical where changes in strategic planning requirements, and the way in which services are delivered, are occurring.

Qualifications are scheduled for review as follows:

## 2018–19

YEAR	PROJECT TITLE	DESCRIPTION
2018–19	Auslan Teaching Qualification	The IRC has identified the need for a specialised teaching qualification to meet the demands of the anticipated higher uptake of the new Auslan qualifications.

## 2019–20

YEAR	PROJECT TITLE	DESCRIPTION
2019–2020	Radiation Safety	The IRC has identified that, as this is not on the scope of any RTO, it can potentially be removed. Further investigation of the data available and consultation within the sector is required. <ul style="list-style-type: none"> <li>• PSP80216 <i>Graduate Certificate in Radiation Safety</i></li> </ul>
2019–2020	Governance	The IRC proposes to update the following qualifications and any associated skill sets and units of competency. <ul style="list-style-type: none"> <li>• PSP20116 <i>Certificate II in Government</i></li> <li>• PSP30116 <i>Certificate III in Government</i></li> <li>• PSP40116 <i>Certificate IV in Government</i></li> <li>• PSP50116 <i>Diploma of Government</i></li> <li>• PSP60116 <i>Advanced Diploma of Government</i></li> <li>• PSP40716 <i>Certificate IV in Heavy Vehicle Road Compliance</i></li> </ul>
2019–2020	Trade Measurement	The IRC has identified that the application of these qualifications needs to be investigated as they are on the scope of only one RTO and enrolments are nominal. Further investigation of the data available and consultation within the sector is required. <ul style="list-style-type: none"> <li>• PSP40516 <i>Certificate IV in Trade Measurement</i></li> <li>• PSP50516 <i>Diploma of Trade Measurement</i></li> </ul>

2019–2020	Government Investigations	<p>The following two qualifications are subject to regulatory and legislative requirements. Industry reports that the qualifications will require updating to ensure that they meet industry and regulatory standards.</p> <p>A previous review was conducted in 2013 and used to inform the changes to the training package products in 2015. An update is timely to ensure industry can be confident the qualifications continue to meet current and future industry needs.</p> <ul style="list-style-type: none"> <li>• PSP40416 <i>Certificate IV in Government Investigations</i></li> <li>• PSP50416 <i>Diploma of Government Investigation</i></li> </ul>
2019–2020	Government Security	<p>The IRC proposes to update the following qualifications and any associated skill sets and units of competency.</p> <ul style="list-style-type: none"> <li>• PSP50316 <i>Diploma of Government Security</i></li> <li>• PSP50716 <i>Diploma of Fraud Control</i></li> <li>• PSP40316 <i>Certificate IV in Government Security</i></li> </ul>
2019–2020	Defence Finance and Performance Based Contracting	<p>It is noted that at the request of the AISC, during the work proposed for 2019 – 2020, a review of the DEF Defence Training Package Qualifications and Performance Based Contracting will be conducted to determine their potential for broader applicability across the sector and to potentially integrate them into the Public Sector Training Package.</p>

## 2020-2021

YEAR	PROJECT TITLE	DESCRIPTION
2020–2021	Court Operations	<p>The IRC proposes to update the following qualifications and any associated skill sets and units of competency.</p> <ul style="list-style-type: none"> <li>• PSP40216 <i>Certificate IV in Court Operations</i></li> <li>• PSP50216 <i>Diploma of Court Operations</i></li> </ul>



## 2018-19 Project Details

PROJECT TITLE	DESCRIPTION
Description:	Develop a new qualification and associated units of competency to provide the specialist skills required by Auslan trainers.
Rationale:	<p>The TAE Training and Education Training Package does not meet the requirements of Auslan trainers, as Auslan is delivered as a totally different (i.e. visual) language.</p> <p>The proposed new qualification will provide options for Children of Deaf Adults (CODA) to become Auslan teachers with a nationally recognised qualification in accordance with national standards.</p> <p>This will enhance the ability of trainers to deliver the new Auslan qualifications and provide access for trainers to become part of this workforce. In turn, this will assist in alleviating recruitment issues associated with the expected increase in the delivery of Auslan qualifications with the release of the new qualifications.</p>
Ministers' Priorities Addressed:	<p>This project is an opportunity to support the Council of Australian Governments (COAG) Industry and Skills Council to specifically address the following priorities:</p> <ul style="list-style-type: none"> <li>• The development of training package products proposed within this Industry Skills Forecast will ensure industry expectations for training delivery and assessment will be identified through the development of the new training package products and documented within the <i>Companion Volume Implementation Guide</i>.</li> <li>• Portability of skills will be considered within the parameters of these specialised job roles.</li> <li>• Duplication will be avoided through the use of imported units of competency where appropriate.</li> </ul>
Consultation Plan:	Key stakeholders within the Deaf community and the RTO sector will be consulted throughout the course of the project. National industry consultation will also be conducted via face-to-face workshops, webinars and one-on-one interviews, and there will be opportunities for all interested parties to provide comments and feedback via the SkillsIQ Online Feedback Forum.
Timing - Estimated Duration of Project and Key Dates:	To commence <b>July 2018</b> , subject to AISC approval and the issuing of an Activity Order. Estimated duration: 12–18 months.
Training Package to be Revised:	PSP Public Sector Training Package
Skill Set/s to be Updated:	Nil
Qualification/s to be Developed/Updated:	<p>One new qualification to be developed:</p> <ul style="list-style-type: none"> <li>• Certificate IV in Auslan Teaching</li> </ul>
Unit/s of Competency to be Developed/Updated:	<p>10 new units of competency will be developed relating to the delivery and assessment of Auslan qualifications. These units will be specifically developed to incorporate the unique aspects of Auslan with its own distinct lexicon, syntax and grammar into teaching units. Auslan is composed of precise handshapes, facial expressions and body movements that can convey both concrete and abstract information.</p> <p>Where practical and appropriate, units from the TAE Training and Education Training Package will be imported to avoid duplication. It is noted, however, that not all TAE units can be contextualised to meet Auslan requirements.</p>

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