

2019

PUBLIC SECTOR

INDUSTRY REFERENCE COMMITTEE
INDUSTRY SKILLS FORECAST



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Contents

Executive Summary	3
Administrative Information	4
IRC Sign-off	4
A. Skills Forecast	5
A.1 Sector Overview	5
Introduction	5
Businesses Involved	7
Stakeholders	7
Challenges and Opportunities	7
Vocational Education and Training (VET) Qualifications Supporting Industry	9
Enrolments and Completions	11
A.2 Employment and Skills Outlook Overview	18
Employment – Current and Projected	18
Statistical Analysis – Public Sector Workforce	20
Future Skills	23
Key Generic Skills – Ranked in Order of Importance	24
A.3 Key Drivers for Change and Proposed Responses Overview	25
Key Drivers	25
Proposed Responses	26
A.4 Consultation Undertaken	27
B. Proposed Schedule of Work	29
2019–20	29
2020–21	30
C. 2019–20 Project Details	31
References	37

Executive Summary

The Public Sector plays a key role in providing essential services including health care, education and safety across Australia. The main bodies include the Commonwealth, state and local governments. Currently, there are 1,987,000 Public Sector employees contributing to communities across all levels of government. It is noted that a separate Industry Reference Committee is responsible for coverage of the skills needs of local government through the LGA04 Local Government Training Package, so this document will focus on federal and state public sector agencies.

The Public Sector is expected to significantly increase over the next five years, with its industries reaching high levels of employment growth, including Public Order and Safety Services (7.7%), Justice (6.2%) and Regulatory Services (4.4%), by 2023.

The Public Sector Training Package consists of an array of qualifications that support employment within the Public Sector, relating to the following areas:

- Government
- Court Operations
- Government Security
- Fraud Control
- Government Investigations
- Procurement and Contracting
- Translating and Interpreting
- Auslan.

Over time, the Public Sector has experienced a combination of both sector-wide and area-specific elements of change. As a result, the Public Sector now requires evolved workforce skills and competencies. The challenges that have impacted workforce skills requirements include:

- Skills shortages
- Staff retention issues and a lack of career progression
- An ageing workforce
- Increased professional standards
- Government regulation and legislation changes; and
- Low enrolments and the general cross-sectoral applicability of the training.

To address these workforce skills issues, it is proposed that 14 existing qualifications, including 295 existing Units of Competency within the *PSP Public Sector Training Package*, be updated or removed in 2019–20 to align with contemporary industry requirements. Furthermore, it is proposed that one new qualification, including 12 new Units of Competency, regarding *Finance and Performance-based Contracting* be developed in 2019–20, as instructed in the AISC Communique from February 2017.

Note: 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, SkillsIQ's *2019 Future Skills Survey*, and an industry analysis of both new and emerging workforce skills needs overseen by the Public Sector Industry Reference Committee (IRC).

Administrative Information

Industry Reference Committee (IRC)

Public Sector

The Public Sector Industry Reference Committee (IRC) is responsible for ensuring that nationally recognised qualifications deliver the skills and knowledge required to equip the sectors under its remit with a highly skilled workforce. The sectors represent all three branches of government (the executive, the legislature and the judiciary) and comprise federal and state/territory governments, statutory bodies and state-owned corporations.

Skills Service Organisation (SSO)

SkillsIQ Limited

SkillsIQ supports 19 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 per cent of the Australian workforce.

SkillsIQ's Industry Reference Committees (IRCs)

- Aboriginal and Torres Strait Islander Health Worker
- Aged Services
- Ambulance and Paramedic
- Children's Education and Care
- Client Services
- Community Sector and Development
- Complementary Health
- Dental
- Direct Client Care and Support
- Disability Support
- Enrolled Nursing
- First Aid
- Local Government
- Personal Services
- Public Sector
- Sport and Recreation
- Technicians Support Services
- Tourism, Travel and Hospitality
- Wholesale and Retail Services

“ It takes skill to make a difference. We will only get skilled, valued and rounded workers when training provider, employee and employer are connected in their views on continuous learning. ”

SkillsIQ's Cross-sector Skills Committee

IRC Sign-off

Sign-off of this Industry Skills Forecast and Proposed Schedule of Work has been confirmed by the Public Sector Industry Reference Committee.

**Guy Valentine,
Chair**

A. Skills Forecast

A.1 Sector Overview

Introduction

The Public Sector comprises federal and state/territory governments, statutory bodies and state-owned corporations. In Australia, the federal and state governments' division of responsibilities is defined in the Constitution. The Australian Government has the power to make laws for Australian territories. State governments hold their own legislative power over all matters that occur within their borders¹ unless their legislative power is ceded to the Australian Government.

The provision of services by federal and state governments employs a mix of outsourcing, government-owned corporations, public-private partnerships and direct employment models.

Job roles within the Public Sector are extremely varied and can span multiple areas, including policy, finance, governance and regulation, and multiple disciplines, such as education, health, transport, police and emergency services. Tasks and responsibilities of the workforce can include:²

- Policy advice and analysis
- Service delivery and citizen engagement
- Commissioning and contracting
- Managing networks.

Service areas of focus can differ across jurisdictions and Table 1 provides some examples of key focus areas being driven by state and territory government. These variations in focus of priority areas can mean differing demands for skills and knowledge requirements across the workforce.



Table 1: Summary of examples of key state/territory government priorities which may differ across states/territories

Note: The state/territory government priorities listed **are not exhaustive**. Certain priorities have been selected to portray the diverse government services provided in each state/territory, and which may differ, thereby highlighting the different Public Sector workforce needs in each state/territory.

State / Territory	Key priorities which may differ across states/territories
New South Wales ³	<p>Education – promote apprenticeships and improve Aboriginal education outcomes.</p> <p>Housing – increase housing supply and create sustainable social housing.</p> <p>Health – transition to National Disability Insurance Scheme (NDIS).</p> <p>Public transport – improve the timeliness of public transport and improve road-travel reliability.</p>
Northern Territory ⁴	<p>Population – increase the territory's population over four years through the <i>2018-2028 Population Growth Strategy</i>.</p> <p>Community – invest in the <i>Indigenous Education Strategy</i>, <i>Building Better Schools Initiative</i>, early childhood services subsidy, five-year reformation of child protection and youth justice system and the new Palmerston Regional Hospital.</p> <p>Investing in the Bush – build new homes to ease overcrowding in existing homes, employ Aboriginal staff in local government services, and implement aerodrome work in Elcho Island, Wadeye, Maningrida, Milingimbi, Bathurst Island and Ali Curung.</p>
Queensland ⁵	<p>Health – increase number of population with a healthy body weight and reduce suicides.</p> <p>Children – increase number of babies born healthier and child immunisation rates, and improve children's wellbeing prior to school.</p> <p>Environment – protect the Great Barrier Reef by reducing Queensland's contribution to climate change and improving water quality</p>
South Australia ⁶	<p>Education – provide largest ever state government investment into education spending, as well as financially support TAFE SA. At least one new technical college in western Adelaide to encourage students to enter the Defence sector. \$20 million <i>Rural Health Workforce Strategy</i> which, among other goals, aims to double the number of junior doctors training in country South Australian hospitals.</p> <p>Safety – invest into a variety of domestic violence initiatives.</p> <p>Health – plan and design new women's and children's hospital with the Royal Adelaide Hospital.</p> <p>Environment – <i>Home Battery Scheme</i> provides up to \$6,000 towards a home battery.</p> <p>Economy – create 20,000 new apprenticeships and traineeships through the <i>Skilling South Australia</i> initiative. New Defence Landing Pad to provide a home to global companies to develop their Australian business strategy, plan local operations and drive industry investment. <i>Regional Growth Fund</i> over the next ten years to support job growth and boost local communities.</p>
Tasmania ⁷	<p>Education – invest in new schools and TasTAFE infrastructure over the next four years.</p> <p>Housing – build more affordable homes as part of the <i>Affordable Housing Strategy</i>.</p> <p>Health – invest \$757 million into the health care sector, including health and hospital staff, hospital beds, nursing graduates, paramedics in regional areas and mental health services.</p>
Victoria ⁸	<p>Health – expand and build hospitals across Victoria.</p> <p>Education – invest \$5 billion into schools and TAFE.</p> <p>Transport – build <i>Melbourne Metro</i> and fix congested local roads.</p>
Western Australia ⁹	<p>Health – invest in delivery of new and upgraded health facilities, introduce <i>Urgent Care Clinics</i> and increase mental health infrastructure and services.</p> <p>Education – convert 100 primary school classrooms into science labs in 2018–19. Provide extra Aboriginal and Torres Strait Islander Education officers in schools.</p> <p>Transport – build <i>METRONET</i>, improve safety on regional roads and resolve congestion across Perth.</p> <p>Safer communities – invest in the <i>National Domestic Violence Order Scheme</i>, support young regional people through justice service programs and invest in reducing juvenile reoffence.</p> <p>Environment – invest in the <i>National Resource Management Program</i> and other environmental protection measures to safeguard opportunities for jobs and tourism.</p> <p>Regional WA – invest \$3.4 billion into job-creating regional infrastructure, and invest in regional education, healthcare and important community programs and facilities.</p>

Businesses Involved

Businesses operating in the Public Sector are primarily public entities located all across the country, although services are increasingly being delivered by networks of agents who may or may not be directly employed by the government.¹⁰

Some examples and counts of government employer types involved in hiring workers supported by the Public Sector Training Package across Australia include (2017):¹¹

- 83 involved in central government administration
- 48 involved in state government administration
- 132 involved in justice
- 426 involved in other public order and safety services
- 357 involved in regulatory services.

Stakeholders

Key stakeholders represent a range of organisations that perform a variety of strategic, regulatory and operational roles in the Public Sector. Stakeholders play an important role during Training Package Product reviews by supplying industry insights to ensure updates are in line with industry needs. Examples of stakeholder organisations include:

- Government departments and agencies (Commonwealth and state/territory-based)
- Statutory authorities
- Employee associations
- Regulators
- Registered Training Organisations (RTOs) both public and private and their representative bodies.

Challenges and Opportunities

Note: These findings are based on desk research and SkillsIQ's *2019 Future Skills Survey* (conducted between November 2018 and January 2019) which has been filtered to include stakeholders from the Public Sector only. Insights and advice from IRC members and public consultation have also been used to compile and validate the information provided.

Please note that the following issues are applicable, to different extents, across jurisdictions.

Skills shortages

As is the case in other industries, the Public Sector is experiencing challenges regarding skills shortages in its workforce. Technology is an example of just one disruptor to the work environment which has impacted ways of working and the skill requirements of many job roles. The digitisation of processes has meant skills in digital literacy and data are now common requirements of many functions carried out across the Public Sector. Cuts in government budgets have also put pressure on skills needs as workplaces have had to adjust the skills composition of their teams to ensure outcomes continue to be achieved with reduced resources. The expectations and demands of constituents from the Public Sector have evolved over time and have consequently impacted many job roles and the ways in which public engagement and communications are conducted and services delivered.

The key skills gaps identified across the Public Sector include:

- **Leadership** – A diverse array of skills are associated with this, ranging from technical skills to problem solving, project management, managing staff and managing change. It is central to the performance of many roles, playing an important role in building capability and positive cultures in teams.¹²
- **Intercultural competence** – 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.
- **Technology** – Digital literacy and being proficient in the use of different technological platforms are essential skills and will continue to be so in the future. Without basic digital competencies, workers will not have the skills to carry out basic workplace functions or engage with internal and external stakeholders as the community moves to digitisation.¹³
- **Data skills** – Data is a fundamental source of insight which Public Sector staff are increasingly drawing on to inform policy and program development and support decision-making processes. Understanding data and

basic analysis and interrogation skills are critical in many job roles.¹⁴

- **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 2030.¹⁵

Staff retention issues and a lack of career progression

A stable and committed workforce is progressive for all work environments, and while the Public Sector encourages mobility within agencies, it is also committed to maximising the retention of staff across all levels of employment. Retention across public service agencies is a challenge, and, in 2018, half of those responding to the Australian Public Service (APS) Employee Census indicated that they had applied for a job during the past 12 months. Those staff looking to change jobs usually applied for positions within their agency (37%) or another agency within the public service (18%) rather than seeking employment outside of the public service (12%). Retention of younger workers was more of a challenge for public service employers than that of older workers, and overall one in four employees (26%) indicated that the main reason they were considering leaving their employment was due to a lack of career opportunities.¹⁶

Long-term career progression is appealing, not only to attract skilled workers to job roles but also to encourage individuals to remain in an agency. The value of staff retention for any agency lies in the capacity of that agency to retain the benefits of in-house and industry-skilled personnel in whom they would invest over time, and avoid additional recruitment and training costs for new staff. A number of recent initiatives have been introduced to the Public Sector to promote the public service as an attractive and long-term career option, including strengthening entry-level programs (part of the APS Workforce Strategy) and an APS Induction Portal (designed to support new employees in learning and engaging with the APS frameworks, values and cultures).

An ageing workforce

An ageing population is a significant population trend impacting the future of the Public Sector workforce. Nearly half (48%) of the APS workforce is aged 45 years or over, and the average age of an APS employee has

increased over the last decade to reach 43.4 years.¹⁷ Implications of an older workforce include the loss of skills and knowledge due to retirement, and retirement may be further accelerated across the sector as changes to superannuation arrangements, employment arrangements or other work conditions are made.

Succession planning has therefore never been more important for the sector than now, and in the 2018–19 budget the Government announced the *Collaborative Partnership on Mature Age Employment*, an initiative to encourage employers to collaborate to reduce age discrimination and create more mature-age friendly work environments.¹⁸ Other examples of programs and processes being applied to address the impact of an ageing workforce include:¹⁹

- Mentoring programs
- Leadership development programs
- Workplace exchanges with other agencies or overseas.

Increased professional standards

Local (and global) trends involving the fall in public trust across many industries, including the Public Sector, are having a significant impact on the future workforce. Whilst the Public Sector is supported by a number of comprehensive standards which underpin the values, culture and behaviours of employees (i.e. APS Values and Code of Conduct), the decline in public trust, as well as trends in staff mobility and overall change, has meant there has been a need to review the relevance and suitability of standards. In an attempt to improve public trust, and the integrity and transparency of the Public Sector and its actions and outcomes, the Australian Government has implemented a number of legislative changes and national strategies to raise the professional standards of conduct. These include legislating a new Australian Government Agencies Privacy Code and an International Open Data Charter with the aim of improving standards for data usage and protection across government²⁰ and strengthening the APS Values in performance management frameworks and induction programs to ensure all workers are aware of their responsibilities. The establishment of Independent Commission Against Corruption (ICAC) bodies across jurisdictions has established processes and regulations for conducting investigations within the Public Sector.



Vocational Education and Training (VET) Qualifications Supporting Industry

The nationally recognised VET qualifications that cater to this sector are:

Government

- PSP20116 Certificate II in Government
- PSP30116 Certificate III in Government
- PSP40116 Certificate IV in Government
- PSP50116 Diploma of Government
- PSP60116 Advanced Diploma of Government

Court Operations

- PSP40216 Certificate IV in Court Operations
- PSP50216 Diploma of Court Operations

Government Security

- PSP40316 Certificate IV in Government Security
- PSP50316 Diploma of Government Security

Fraud Control

- PSP50716 Diploma of Fraud Control

Government Investigations

- PSP40416 Certificate IV in Government Investigations
- PSP50416 Diploma of Government Investigations

Trade Measurement

- PSP40516 Certificate IV in Trade Measurement
- PSP50516 Diploma of Trade Measurement

Procurement and Contracting

- 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

Heavy Vehicle Compliance

- PSP40716 Certificate IV in Heavy Vehicle Road Compliance

Translating and Interpreting

- PSP50816 Diploma of Translating
- PSP60816 Advanced Diploma of Translating
- PSP50916 Diploma of Interpreting (LOTE-English)
- PSP60916 Advanced Diploma of Interpreting (LOTE-English)

Radiation Safety

- PSP80216 Graduate Certificate in Radiation Safety

Auslan (released 28 June 2018)

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

Table 2: Number of Registered Training Organisations (RTOs) by nationally recognised Public Sector qualifications on scope – Public Sector Training Package Products

Qualification Code	Qualification Name	No. of RTOs with Qualification on Scope
Government		
PSP20116	Certificate II in Government	5
PSP30116	Certificate III in Government	21
PSP40116	Certificate IV in Government	28
PSP50116	Diploma of Government	25
PSP60116	Advanced Diploma of Government	9
Court Operations		
PSP40216	Certificate IV in Court Operations	1
PSP50216	Diploma of Court Operations	1
Government Security		
PSP40316	Certificate IV in Government Security	6
PSP50316	Diploma of Government Security	5
Fraud Control		
PSP50716	Diploma of Fraud Control	8
Government Investigations		
PSP40416	Certificate IV in Government Investigations	28
PSP50416	Diploma of Government Investigations	19
Trade Measurement		
PSP40516	Certificate IV in Trade Measurement	1
PSP50516	Diploma of Trade Measurement	0
Procurement and Contracting		
PSP40616	Certificate IV in Procurement and Contracting	11
PSP50616	Diploma of Procurement and Contracting	11
PSP60616	Advanced Diploma of Procurement and Contracting	6
PSP80116	Graduate Certificate in Strategic Procurement	3
Heavy Vehicle Compliance		
PSP40716	Certificate IV in Heavy Vehicle Road Compliance	2

Qualification Code	Qualification Name	No. of RTOs with Qualification on Scope
Translating and Interpreting		
PSP50816	Diploma of Translating	5
PSP60816	Advanced Diploma of Translating	23
PSP50916	Diploma of Interpreting (LOTE-English)	27
PSP60916	Advanced Diploma of Interpreting (LOTE-English)	4
Radiation Safety		
PSP80216	Graduate Certificate in Radiation Safety	0
Auslan		
PSP20218	Certificate II in Auslan (<i>released 28 June 2018</i>)	5
PSP30218	Certificate III in Auslan (<i>released 28 June 2018</i>)	5
PSP40818	Certificate IV in Auslan (<i>released 28 June 2018</i>)	3
PSP51018	Diploma of Auslan (<i>released 28 June 2018</i>)	3

Source: Training.gov.au. RTOs approved to deliver this qualification. Accessed 1 February 2019.

Note: ¹. Auslan qualifications were released in June 2018 and, at the time of reporting, only a small number of RTOs had added the qualifications to their scope, as teach-out of the previous accredited courses is continuing.

Enrolments and Completions

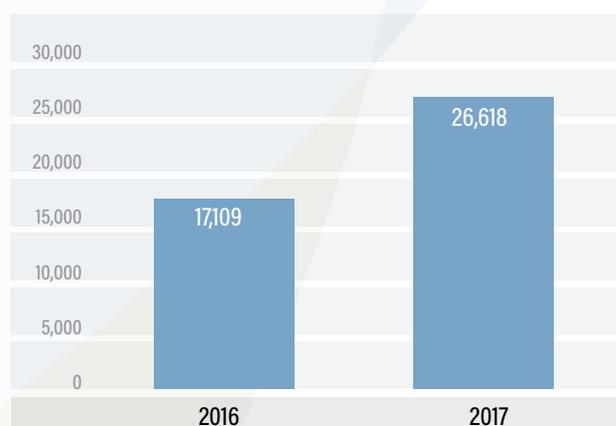
In 2017, there were approximately **28,600 enrolments** across all VET qualifications catered for by the Public Sector Training Package Products. This represents an increase of 67% (equivalent to 11,525 enrolments) from the previous year (see Figure 1). Please note that some of this increase may be attributed to 2016 enrolments in superseded qualifications which have not been included (therefore the 2016 base total may be underestimated).

The most popular qualifications in 2017 were:

- *PSP60816 Advanced Diploma of Translating* (6,060 enrolments) and the superseded qualification *PSP61012 Advanced Diploma of Translating* (6,738 enrolments); and
- *PSP50916 Diploma of Interpreting (LOTE-English)* (3,929 enrolments) and the superseded qualification *PSP50916 Diploma of Interpreting (LOTE-English)* (4,475 enrolments).

The increase in enrolments in these qualifications accounts for the growth in the total number of enrolments (see Figure 1).

Figure 1: Total number of enrolments (Total VET Activity [TVA]) by nationally recognised qualifications on scope – Public Sector Training Package Products, 2016-2017



Source: NCVET VOCSTATS, Program enrolments

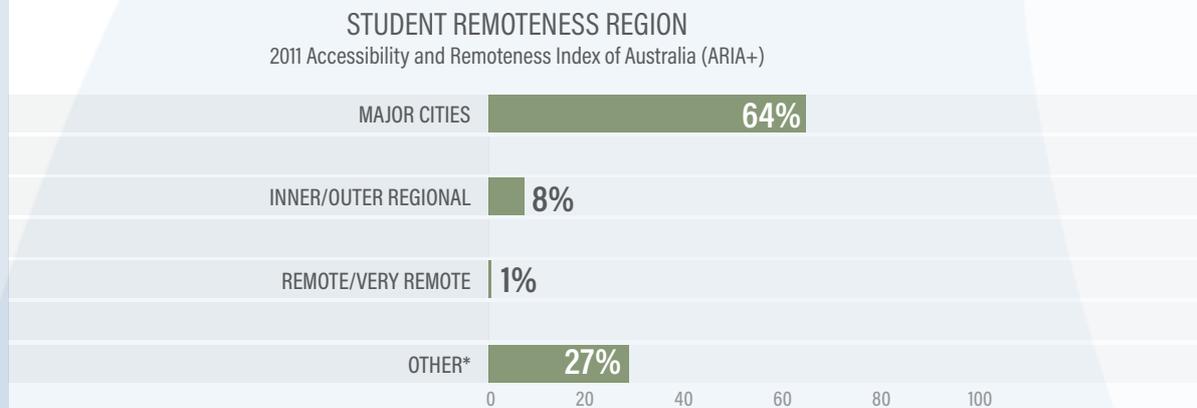
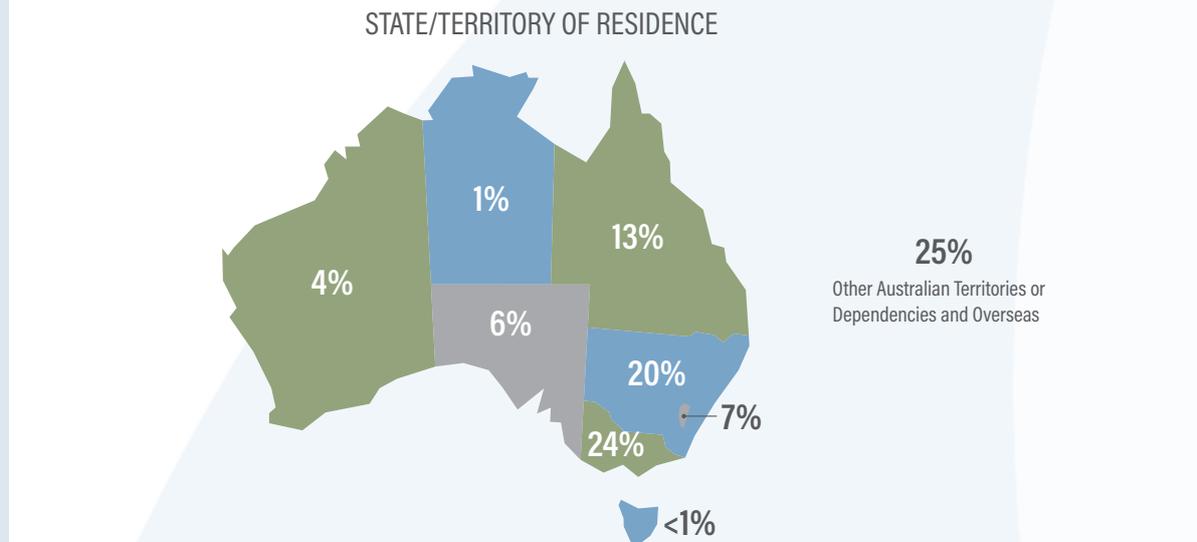
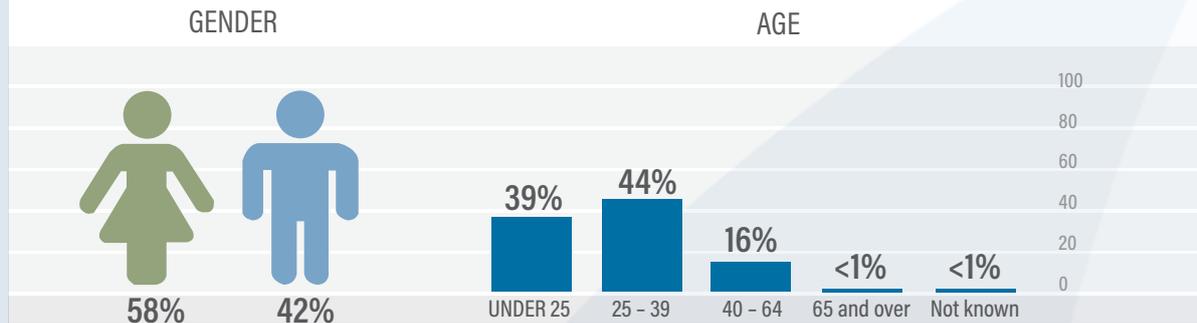
General notes on statistics:

1. Enrolment and completion data is sourced from NCVER VOCSTATS (program enrolments and completions 2016–2017), accessed December 2018.
2. It is important to note that not all training providers were required to submit enrolment and completion data at the time of collection, and some figures presented may therefore under-represent the true count of enrolments and completions for a qualification. From 2018, **all** training providers were 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. Completion data for 2017 represents preliminary outcomes (i.e. not a full year).
5. ‘-’ symbol indicates the qualification was not listed in NCVER data at time of reporting.
6. Enrolment and completion data for 2015 has been omitted. It is no longer significant as a result of new qualifications introduced in 2016 which supersede the qualifications which were relevant at that time.

A snapshot of key traits of the *PSP Public Sector Training Package* enrolments for 2017 is provided below, followed by a breakdown of enrolments and completions for individual qualifications (see Table 3 and Table 4).

2017 ENROLMENT SNAPSHOT

PUBLIC SECTOR TRAINING PACKAGE PRODUCTS



Source: NCVER VOCSTATS (Program enrolments 2017 by various breakdowns)
*Includes 'Outside Australia' and 'Not known'.



Table 3: Total number of enrolments (Total VET Activity [TVA]) by nationally recognised qualifications on scope – Public Sector Training Package Products, 2016–2017

Qualification	2016	2017	TOTAL
Government			
PSP20116 - Certificate II in Government	19	62	81
PSP30116 - Certificate III in Government	79	423	502
PSP40116 - Certificate IV in Government	210	767	977
PSP50116 - Diploma of Government	293	974	1,267
PSP60116 - Advanced Diploma of Government (Workplace inspection/ Investigations/Fraud control)	67	115	182
Court Operations			
PSP40216 - Certificate IV in Court Operations	4	8	12
PSP50216 - Diploma of Court Operations	10	5	15
Government Security			
PSP40316 - Certificate IV in Government Security	34	202	236
PSP50316 - Diploma of Government Security	30	55	85
Fraud Control			
PSP50716 - Diploma of Fraud Control	11	50	61
Government Investigations			
PSP40416 - Certificate IV in Government Investigations	370	1,236	1,606
PSP50416 - Diploma of Government Investigations	93	349	442
Procurement and Contracting			
PSP40616 - Certificate IV in Procurement and Contracting	104	377	481
PSP50616 - Diploma of Procurement and Contracting	131	320	451
PSP60616 - Advanced Diploma of Procurement and Contracting	84	137	221
PSP80116 - Graduate Certificate in Strategic Procurement	12	10	22
Translating and Interpreting			
PSP60816 - Advanced Diploma of Translating	7	6,060	6,067
PSP50816 - Diploma of Translating	-	-	-
PSP50916 - Diploma of Interpreting (LOTE-English)	47	3,929	3,976
PSP60916 - Advanced Diploma of Interpreting (LOTE-English)	0	187	187

Qualification	2016	2017	TOTAL
Trade Measurement			
PSP40516 - Certificate IV in Trade Measurement	0	3	3
PSP50516 - Diploma of Trade Measurement ¹	-	-	-
Heavy Vehicle Road Compliance			
PSP40716 - Certificate IV in Heavy Vehicle Road Compliance	0	0	0
Radiation Safety			
PSP80216 - Graduate Certificate in Radiation Safety	-	-	-
Auslan¹			
PSP20218 – Certificate II in Auslan (<i>released 28 June 2018</i>)	-	-	-
PSP30218 – Certificate III in Auslan (<i>released 28 June 2018</i>)	-	-	-
PSP40818 – Certificate IV in Auslan (<i>released 28 June 2018</i>)	-	-	-
PSP51018 – Diploma of Auslan (<i>released 28 June 2018</i>)	-	-	-

Source: NCVET VOCSTATS, accessed December 2018.

Note: ¹. Auslan Qualifications were released in June 2018 and at the time of reporting the Qualifications were not listed in the NCVET database with either registered enrolments or completions.

Table 4: Total number of completions (Total VET Activity [TVA]) by nationally recognised qualifications on scope – Public Sector Training Package Products, 2016-2017

Qualification	2016	2017	TOTAL
Government			
PSP20116 - Certificate II in Government	0	23	23
PSP30116 - Certificate III in Government	4	179	183
PSP40116 - Certificate IV in Government	49	435	484
PSP50116 - Diploma of Government	202	484	686
PSP60116 - Advanced Diploma of Government (Workplace inspection/ Investigations/Fraud control)	35	68	103
Court Operations			
PSP40216 - Certificate IV in Court Operations	0	6	6
PSP50216 - Diploma of Court Operations	2	11	13
Government Security			
PSP40316 - Certificate IV in Government Security	13	98	111
PSP50316 - Diploma of Government Security	28	57	85

Qualification	2016	2017	TOTAL
Fraud Control			
PSP50716 - Diploma of Fraud Control	7	26	33
Government Investigations			
PSP40416 - Certificate IV in Government Investigations	243	773	1,016
PSP50416 - Diploma of Government Investigations	80	202	282
Procurement and Contracting			
PSP40616 - Certificate IV in Procurement and Contracting	98	309	407
PSP50616 - Diploma of Procurement and Contracting	106	190	296
PSP60616 - Advanced Diploma of Procurement and Contracting	44	77	121
PSP80116 - Graduate Certificate in Strategic Procurement	13	0	13
Translating and Interpreting			
PSP60816 - Advanced Diploma of Translating	0	1,445	1,445
PSP50816 - Diploma of Translating	-	-	-
PSP50916 - Diploma of Interpreting (LOTE-English)	17	1,012	1,029
PSP60916 - Advanced Diploma of Interpreting (LOTE-English)	0	44	44
Trade Measurement			
PSP40516 - Certificate IV in Trade Measurement	0	10	10
PSP50516 - Diploma of Trade Measurement ¹	-	-	-
Heavy Vehicle Road Compliance			
PSP40716 - Certificate IV in Heavy Vehicle Road Compliance	0	2	2
Radiation Safety			
PSP80216 - Graduate Certificate in Radiation Safety	-	-	-
Auslan¹			
PSP20218 - Certificate II in Auslan (<i>released 28 June 2018</i>)	-	-	-
PSP30218 - Certificate III in Auslan (<i>released 28 June 2018</i>)	-	-	-
PSP40818 - Certificate IV in Auslan (<i>released 28 June 2018</i>)	-	-	-
PSP51018 - Diploma of Auslan (<i>released 28 June 2018</i>)	-	-	-

Source: NCVER VOCSTATS, accessed December 2018.

Note: ¹. Auslan Qualifications were released in June 2018 and at the time of reporting the Qualifications were not listed in the NCVER database with either registered enrolments or completions.



UGMU 8716964
22G1

GROSS	24000 KG
	52910 LB
AR	330 KG
	740 LB
NET	23700 KG
	52510 LB
CUBE	33.2 CU.M
	1170 CU.FT

TRDU 727045
22G1

MAX. GROSS	30480 KGS.
	67200 LBS.
TARE	2110 KGS.
	4650 LBS.
NET	28370 KGS.
	62550 LBS.
CU. CAP.	33.2 CU.M
	1170 CU.FT

Yellow container with locking mechanism.

GSTU 592957
US 2210

MAX. GR. TARE

MAX. GR.	30480 KGS.
TARE	2110 KGS.
NET	28370 KGS.
CU. CAP.	33.2 CU.M
	1170 CU.FT

TRDU 727039

Yellow container with locking mechanism.

TRDU 727044
22G1

MAX. GROSS	30480 KGS.
	67200 LBS.
TARE	2110 KGS.
	4650 LBS.
NET	28370 KGS.
	62550 LBS.
CU. CAP.	33.2 CU.M
	1170 CU.FT

TRDU 727041

Yellow container with locking mechanism.

Worker in white hard hat and yellow safety vest, holding a clipboard and pointing towards the containers.

A.2 Employment and Skills Outlook Overview

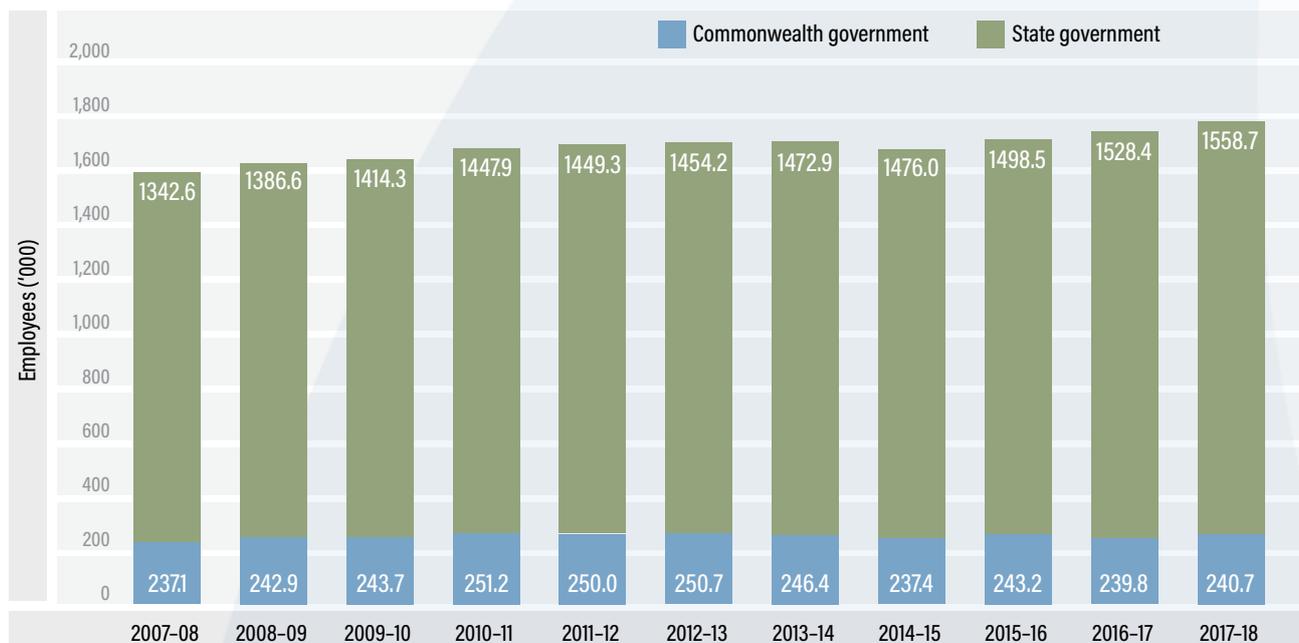
Employment – Current and Projected

Note: The principal data source that provides workforce data and trends regarding roles of relevance to this Training Package at a national level is Census data collected by the Australian Bureau of Statistics (ABS), the Department of Jobs and Small Business and the Australian Public Service Commission's (APSC's) Employee Census. The workforce statistics and projections presented in this section are based on Census collections and are reported according to prescribed Australian and New Zealand Standard Industrial Classification (ANZSIC) and Australian and New Zealand Standard Classification of Occupations classifications (ANZSCO).

The current definitions, and the labelling used for some ANZSIC and ANZSCO codes, as well as the aggregation of roles across codes, can be limited in providing a true picture of some sectors' workforces. Sectors can host a multitude of job functions, and consequently comprise job titles which go beyond the categories listed in ANZSCO. The statistics in this section are provided as an indicative overview of the sector only.

In 2017-18, approximately **1.6 million public sector staff** were employed in State government, and an additional 240,000 were employed in the Commonwealth government. The majority of staff are in roles within state governments (representing 87% of Public Sector employees) (see Figure 2). Please note that the Local Government sector is covered by the Local Government IRC and therefore it has not been included in this report.

Figure 2: Public sector employees ('000) by level of government - Australia 2007-08 to 2017-18



Source: Australian Bureau of Statistics (ABS) (2018) Employment and Earnings, Public Sector, Australia, 2017-18, cat. no. 6248.0.55.002, November 2018. Canberra.

A breakdown of Public Sector staff numbers as provided by individual jurisdictions is summarised in Table 5, along with a breakdown of key traits regarding gender, age and average number of years in service. Please note that due to varying methods, timings and definitions

used for data collections by jurisdictions, the sum of staff numbers across jurisdictions in Table 5 may not be equal to the figures quoted in Figure 2. Table 5 is provided as an additional source of information regarding the Public Sector workforce.

Table 5: Public Sector Workforce Comparative Measures by Jurisdiction

Measure 2015/16	JURISDICTION								Comparability**
	APS	NSW	NT	QLD	SA*	TAS*	VIC	WA	
Full-Time Equivalent	139,809	325,900	20,596	217,578	89,434	23,900	228,845	107,809	High
Headcount	155,658	393,316	22,336	259,373	108,265	30,323	284,497	135,770	High
Public Sector headcount as a proportion of state- employed persons	1.30%	10.20%	16.70%	N/A	12.85%	N/A	9.30%	5.30%	High
Female employees % (headcount)	59.00%	64.60%	63.20%	69.22%	68.86%	70.60%	67.30%	72.60%	High
Male employees % (headcount)	41.00%	35.40%	36.80%	30.78%	31.13%	29.40%	32.70%	27.40%	High
Female senior leaders % (headcount)	42.50%	37.40%	47.70%	33.39%	49.37%	39.00%	39.20%	32.70%	Medium
Employees who identify as Aboriginal and/or Torres Strait Islanders %	3.00%	3.20%	10.00%	2.06%	1.99%	2.70%	0.40%	2.70%	Medium
Average tenure (years)	12	9.3	7.7	11.4	13.0	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 during 2018.

Note: *Figures provided by jurisdictions during February 2019.

**Comparability of the data is affected by compositional differences in 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

As at June 2018, there were **1,987,000** Public Sector employees, of whom **240,700** worked within the Commonwealth government, **1,558,700** in state government and **187,600** in local government.²¹

Within the APS, the breakdown of employees shows that 59% were female, 14% were from a non-English speaking background, 4% identified as lesbian, gay, bisexual, transsexual and/or intersex (LGBTI), and 3% were Indigenous. Most APS employees are aged between 30 and 54 years, with the median age group between 40 and 44 years.²²

New South Wales

In 2018, the New South Wales Public Sector was the largest employer in the country, with a headcount of 396,243 workers (an increase of 0.7%, or 2,910, since 2017). This represented 9.8% of New South Wales' overall workforce. The New South Wales Public Sector age distribution is relatively older than the entire state labour force. The median age of workers in the Public Sector is 44 years, with the highest proportion aged between 45 to 54 years (25%), followed by workers aged between 35 to 44 years (23.7%). The median salary across the New South Wales Public Sector is \$85,782, with a 1.1% gap between male and female employees.²³

The proportion of women employed on a non-casual basis was 65.1%. However, only 29.4% of those employed at the highest senior executive level were women. Employees who declared English as a second language comprised 18.1% of New South Wales' government sector, and Aboriginal/Torres Strait Islander people comprised 3.3% of the sector.²⁴

Victoria

In 2017, the Victorian Public Sector employed the second largest number of workers in Australia, with 297,016 people. This represented 9% of Victoria's total labour force. The average age of Victorian Public Sector employees is 43 years.²⁵ The majority of employment in the Victorian Public Sector is in public health care and government school sectors (65%).²⁶

There was a higher proportion of female employees in the Victorian Public Sector, with a gender split of 67% female and 33% male. This gender split also had a higher ratio of females when compared to the overall Victorian labour force gender ratio of 47% female and 53% male. The high representation of women in Victoria's Public Sector workforce was driven by the high proportion of women working in public health care and government school sectors. This significant representation also partly influences the gender pay gap, with the average salary for male employees at \$86,684, whereas female employees' average salary was \$76,487.

Queensland

In 2018, the Queensland Public Sector employed 226,470 people. The average age of workers was 44 years. The largest occupational group in the Queensland Public Sector was Professionals (49.01%), followed by Community and Personal Service Workers (21.25%).²⁷

The majority of workers were female (67%). However, on average females earned \$9,654 less than male employees. Additionally, 9.65% of Queensland's Public Sector workforce identified as being from a non-English speaking background, 2.8% as having a disability, and 2.06% as being Aboriginal or Torres Strait Islander people.²⁸

Western Australia

In 2018, there were 139,812 people employed within Western Australia's Public Sector. The median age of employees was 45 years, with 26.3% of the workforce aged 55 and over.²⁹ Just over 72% of the Western Australia Public Sector workforce was female.³⁰ The median salary for females was \$82,797, which reveals a 11.3% gap versus male employees' median salary of \$93,341. This gap has steadily decreased over the past five years from 14.7%. In terms of diversity, 13.2% of the Public Sector workforce identified as being from a cultural and linguistically diverse (CALD) background, and 2.7% as being Aboriginal or Torres Strait Islander people.

South Australia

In 2018, the South Australian Public Sector employed 108,265 people, representing 12.85% of the total South



Australian workforce.³¹ The majority of South Australian Public Sector workers were employed in the health and education sectors (a total of 56,780 full-time employed (FTE) persons). On average, South Australian Public Sector workers were aged 45 years³², with 25.15% of workers within the 50–59 age bracket, followed by 25.02% within the 40–49 bracket. The average salary of workers was \$82,426.

The gender ratio for South Australian Public Sector workers in 2018 was 69% female and 31% male. Aboriginal and Torres Strait Islander people comprised 1.99% of South Australia's Public Sector, and people with a disability represented 1.31% of the workforce.

Tasmania

In 2018, there were 30,323 people employed in the Tasmanian Public Sector.³³ Most Public Sector employees worked at the Department of Education or Tasmanian Health Service (72%). The Public Sector was predominantly female, with 71% female and 29% male employees. The highest proportion of workers were aged between 50–59 years old (29.6%).

Northern Territory

In 2018, there were 21,477 employees working within the Northern Territory Public Sector.³⁴ Just over 25% of employees were aged between 35–44 years. The majority of workers were female (64% female and 26% male). Northern Territory employees earned a median salary of \$80,083, where 58% of females earned above the median wage, driven by the fact that 51% of females were employed in senior positions.

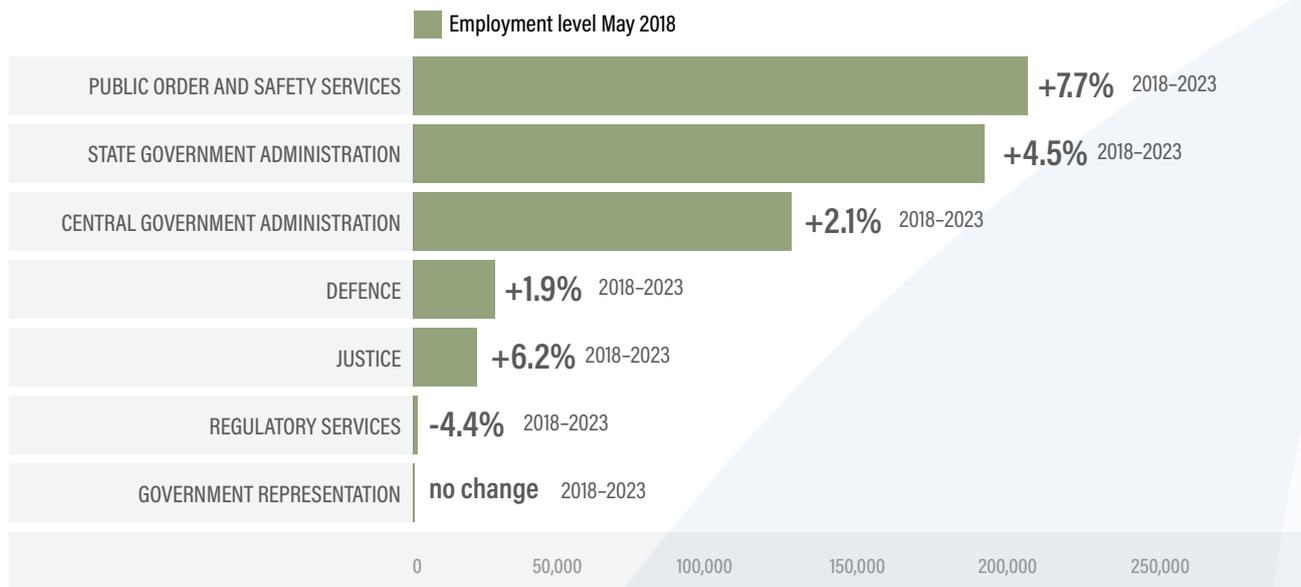
The Northern Territory Public Sector had the highest number of Aboriginal and Torres Strait Islander employees relative to other Australian jurisdictions, representing 10.4% of the Northern Territory's Public Sector workforce. Employees from a culturally diverse background also represented 10.4% of the workforce.

Australian Capital Territory (ACT)

In 2018, there were 22,230 people employed within the ACT's Public Sector.³⁵ The majority of workers were aged between 30 and 49 years (53%). The average salary was \$91,046. The majority of workers were female, with a ratio of 65.2% female to 34.7% male. On average, females earned \$90,300 whereas males earned \$92,443. This created a 2.3% pay gap between the two genders, a decrease from the previous year due to the increased and significant proportion of senior executive roles occupied by women (46.1%). Regarding diversity, 17.9% of employees were from a culturally diverse background, and 1.7% identified as Aboriginal or Torres Strait Islander people.

Due to the varying job roles and titles across the Public Sector, accurate employment projections at an occupational level are difficult to attain. However, the industry-level employment projections (based on ANZSIC classifications) released by the Department of Jobs and Small Business do provide some trends regarding the potential change in workforce demand over the next five years in some Public Sector areas. Forecasts show the highest level of growth will occur in Public Order and Safety and State Government Administration (see Figure 3).

Figure 3: Employment levels (May 2018) and forecasted % growth to May 2023 by selected sub-sectors in Public Administration and Safety (ANZSIC)



Sources: Department of Jobs and Small Business - 2018 Industry Employment Projections – five years to May 2023

Future Skills

Note: These findings are based on desk research as well as SkillsIQ's 2019 Future Skills Survey (conducted between November 2018 and January 2019) which has been filtered to include stakeholders from the Public Sector only. Insights and advice from IRC members and public consultation have also been used to compile and validate the information provided.

The work environment across all industries is continuously evolving to adapt to external and internal industry trends. Technology, automation, Artificial Intelligence (AI),

globalisation, an ageing population, shifts in workforce demographics and industry (i.e. the transition from manufacturing and production to a largely service-based economy)³⁶ are just some of the ongoing trends driving change.

The Public Sector, like others, has been impacted by these trends and, as a result, so too have the skills needs of the workforce. Whilst technical skills to perform job tasks are imperative, government employers in the short-to-medium future will be looking beyond this and have indicated that it will be important for workers in their organisations to be equipped with key soft skills:



**TEAMWORK AND
COMMUNICATION**



**CRITICAL
THINKING**



RESEARCH



**ANALYTICAL
THINKING AND
INNOVATION**

These results are in line with wider studies, including the World Economic Forum and its Future of Jobs Survey 2018, which indicates that the top skills in the highest demand in 2022 will include analytical thinking and innovation, creativity, originality and initiative, critical thinking, complex problem-solving, leadership and emotional intelligence.³⁷

The VET system plays a pivotal role in supporting employers and employees in adapting to technologies and changes in the workplace. Its role in skilling the workforce with current and emerging skills needs will only grow more strongly in the future as it continues to support individuals entering the workplace or transitioning into different roles.³⁸

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 2019 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.

Key Generic Skills – Ranked in Order of Importance

1	Design mindset / Thinking critically / System thinking / Solving problems - 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.
2	Managerial / Leadership - Ability to effectively communicate with all functional areas in the organisation. Ability to represent and develop tasks and work processes for desired outcomes. Ability to oversee processes, guide initiatives and steer employees toward achievement of goals.
3	Communication / Collaboration including virtual collaboration/ Social intelligence - Ability to understand and apply the principles of creating more value for customers with fewer resources (lean manufacturing) and collaborative skills. Ability to critically assess and develop content that uses new media forms and leverage these media for persuasive communications. Ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.
4	Data analysis skills - 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: facts, figures, number crunching, analysing results.
5	Language, Literacy and Numeracy (LLN) - Foundation skills of literacy and numeracy.
6	Technology use and application skills - Ability to create and/or use technical means, understand their interrelation with life, society, and the environment. Ability to understand and apply scientific or industrial processes, inventions, methods, etc. Ability to deal with increasing mechanisation and automation and computerisation. Ability to do work from mobile devices rather than from paper.
7	Customer service / Marketing - Ability to interact with other human beings, whether helping them find, choose or buy something. Ability to supply customers’ wants and needs both via face-to-face interactions and digital technology. Ability to manage online sales and marketing. Ability to understand and manage digital products.
8	Learning agility / Information literacy / Intellectual autonomy and self-management - Ability to identify a need for information. Ability to identify, locate, evaluate, and effectively use and cite the information. Ability to discriminate and filter information for importance. Ability to do more with less. Ability to quickly develop a working knowledge of new systems to fulfil the expectations of a job.
9	Environmental and Sustainability - Ability to focus on problem solving and the development of applied solutions to environmental issues and resource pressures at local, national and international levels.
10	Science, Technology, Engineering and Maths (STEM) - Sciences, mathematics and scientific literacy.
11	Entrepreneurial - Ability to take any idea, whether it be a product and/or service, and turn that concept into reality and not only bring it to market, but make it a viable product and/or service. Ability to focus on the very next step to get closer to the ultimate goal.
12	Financial - 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.



A.3 Key Drivers for Change and Proposed Responses Overview

Key Drivers

The Public Sector IRC has identified qualifications where further investigation of the data available and consultation within the sector is required. The areas covered by the qualifications are:

- Radiation Safety
- Governance
- Trade Measurement
- Government Investigations
- Government Security, and
- Finance and Performance-based Contracting.

The drivers for reviewing the qualification areas above are various, and represent a combination of Public Sector-wide and area-specific elements which have been changing over time:

- **Low enrolments for training** – Some qualifications have continuously attracted low or zero enrolments over time, and the reasons for this are currently

unidentified. An example is the Graduate Certificate in Radiation Safety. Some states and territories are showing nil enrolments for qualifications, and understanding the reasons for this is therefore critical to supporting future decisions for deleting or retaining these qualifications.

- **Government regulation and legislation changes** – The federal, state and territory governments have been implementing a number of changes impacting the functions and ways of working of the Public Sector workforce. The aim of the changes has been to improve public trust in the Public Sector and increase the professionalism of the workforce. Regulatory and legislative developments pertaining to government investigations (i.e. the Independent Commission Against Corruption [ICAC]) and government security (e.g. data) have been instigating change in protocols and processes which therefore need to be reflected in the Training Package Products, to ensure skills training matches industry practices. This will also improve the confidence of employers in the currency of qualifications relating to these areas.

- **Skills gaps** – technological innovations, as well as the increasing importance of using data to support outcomes, has meant that digital and data skills are now key requirements in many Public Sector job roles. ICT developments are particularly having an impact on the skills needs of entry-level positions and early career roles in Public Sector agencies.
- **Ageing workforce** – The Public Sector is challenged with a workforce characterised as ageing, with nearly half (48%) of the APS workforce aged 45 years or over. Attraction and development of staff to address the effects of an ageing workforce is a focus for many agencies, including introducing lifelong learning opportunities.
- **Cross-sector applicability** – There is a need to determine the applicability of integration and consistency of Units of Competency within the Defence Training Package Products relating to Performance-based Contracting cross-sectorally within the broader Public Sector, to integrate the Units and qualification previously developed in the Defence Training Package into the Public Sector Training package, as directed in the AISC communiqué of February 2017.

It is noted that a separate Case for Change is currently being prepared for an update of the Translating and Interpreting qualifications and associated Units of Competency to ensure they meet the current and future demands of the Languages Services sector.

Proposed Responses

To address these workforce skills issues, it is proposed that an update of the following qualifications and skill sets in the Training Package be conducted:

Radiation Safety (not currently on scope for RTOs)

- PSP80216 Graduate Certificate in Radiation Safety

Trade Measurement

- PSP40516 Certificate IV in Trade Measurement
- PSP50516 Diploma of Trade Measurement

Governance

- PSP20116 Certificate II in Government
- PSP30116 Certificate III in Government

- PSP40116 Certificate IV in Government
- PSP50116 Diploma of Government
- PSP60116 Advanced Diploma of Government
- PSP40716 Certificate IV in Heavy Vehicle Road Compliance

Government Investigations

- PSP40416 Certificate IV in Government Investigations
- PSP50416 Diploma of Government Investigations

Government Security

- PSP40316 Certificate IV in Government Security
- PSP50316 Diploma of Government Security
- PSP50716 Diploma of Fraud Control

Finance and Performance-based Contracting

- NEW Finance and Performance-based Contracting qualification

A number of key risks have been identified and are tabled below in the event that the update of the Training Package Products (in line with the articulated needs of industry) is not actioned.

Stakeholder	Risk of no change
Employers (i.e. public agencies, etc.)	<ul style="list-style-type: none"> Qualifications that are either obsolete, or not fit for purpose remain in the Training Package Changes in regulatory standards are not reflected in training and employers are not supplied with a suitably skilled pool of graduates Professionalism of the workforce may not be structured as well as it could be with a set of qualifications aligned to old occupational standards Transparency and integrity requirements may not be clear to staff Loss of staff within an ageing workforce could result in skills and knowledge gaps without professional development and upskilling of new recruits Potential difficulties in competing with other sectors with clear career development options and therefore attracting and retaining staff.
Employees	<ul style="list-style-type: none"> Professionalism of workforce will not be improved as staff are not exposed to most up-to-date areas of practice. Misunderstanding of contemporary expectations and requirements of employees in the Public Sector Lack of awareness about innovative practices and ICT in the Public Sector environment Potential breaches in legislative and regulatory standards.
Students	<ul style="list-style-type: none"> Completion of qualifications that are not aligned to current and future job roles or skills valued in the sector Opportunity cost of not participating in learning opportunities.
Training Providers	<ul style="list-style-type: none"> Obsolete qualifications may be retained on scope Delivery of qualifications that are not aligned to current and future job roles or skills valued in the sector Currency of qualifications being delivered is not aligned to legislative requirements.

A.4 Consultation Undertaken

A widespread **multichannel consultation** involving the following stakeholders has been conducted to identify and substantiate the key skills gaps and training needs of the sector, and to determine whether or not there is a need to update the respective Training Package Products:

- All Public Sector Industry Reference Committee (IRC) members representing the following key bodies:
 - Department of Employment, Small Business and Training (QLD)
 - Office of the Commissioner for Public Employment (NT)
 - State Service Management Office, Department of Premier and Cabinet (Tas)
 - Public Sector Commission (WA)
 - Department of the Premier and Cabinet, Office for the Public Sector (SA)
- Department of Defence – Australian Defence National Skills Framework, Directorate of Learning Capability Development
- Community and Public Sector Union (CPSU).
- Networks of the Public Sector IRC members
- A national online survey distributed via the SkillsIQ database between November 2018 and January 2019 that sought to identify top skills needs and priority industry issues
- Public consultation on the draft Industry Skills Forecast publicised via email to over 17,000 stakeholders registered in SkillsIQ's database network
- The Industry Skills Forecast, including the Proposed Schedule of Work, promoted to stakeholders and made available for comment via SkillsIQ's website.

B. Proposed Schedule of Work

2019–20

In summary, the six projects proposed (i.e. Projects 1 to 6) for 2019–20 represent:

- 14 existing qualifications
- 1 new qualification
- 295 existing Units of Competency
- 12 new Units of Competency.

YEAR	PROJECT TITLE AND DESCRIPTOR
2019–20	<p>1. 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.</p> <ul style="list-style-type: none"> • PSP80216 Graduate Certificate in Radiation Safety.
2019–20	<p>2. Trade Measurement The IRC proposes updating the following qualifications and any associated skill sets and Units of Competency relating to Trade Measurement job roles:</p> <ul style="list-style-type: none"> • PSP40516 Certificate IV in Trade Measurement • PSP50516 Diploma of Trade Measurement. <p>Full examination of these qualifications is required, as they have low enrolments and low scope numbers, which may result in the deletion of the qualifications. However, it may be that some of the Units contained in these qualifications should be retained in other qualifications as they are currently being imported as electives.</p>
2019–20	<p>3. Governance The IRC proposes updating the following qualifications and any associated skill sets and Units of Competency relating to Governance job roles:</p> <ul style="list-style-type: none"> • PSP20116 Certificate II in Government • PSP30116 Certificate III in Government • PSP40116 Certificate IV in Government • PSP50116 Diploma of Government • PSP60116 Advanced Diploma of Government • PSP40716 Certificate IV in Heavy Vehicle Road Compliance <p>Updates to these qualifications will ensure they reflect current industry and regulatory standards and practice.</p>
2019–20	<p>4. Government Investigations The IRC proposes updating the following qualifications and any associated skill sets and Units of Competency relating to Government Investigations job roles:</p> <ul style="list-style-type: none"> • PSP40416 Certificate IV in Government Investigations • PSP50416 Diploma of Government Investigations. <p>These qualifications are subject to regulatory and legislative requirements and require updating to ensure they remain in line with current regulatory standards.</p>
2019–20	<p>5. Government Security The IRC proposes updating the following qualifications and any associated skill sets and Units of Competency relating to Government Security job roles:</p> <ul style="list-style-type: none"> • PSP40316 Certificate IV in Government Security • PSP50316 Diploma of Government Security • PSP50716 Diploma of Fraud Control. <p>Updating these qualifications will ensure they remain in line with current industry practices. The update will incorporate looking at some of the Units coming out of the recent cross-sector projects on Big Data and Cybersecurity to see if they are appropriate to import in order to address skills gaps in these areas.</p>
2019–20	<p>6. Finance and Performance-based Contracting The IRC proposes developing the following qualification and any associated skill sets and Units of Competency relating to Finance and Performance-based Contracting job roles:</p> <ul style="list-style-type: none"> • NEW: Finance and Performance-based Contracting qualification. <p>This work was requested by the AISC in its February 2017 communiqué and follows on from work previously completed in the Defence Training Package. It looks to determine the applicability of this qualification across the broader Public Sector and integrate the Units and qualification into the Public Sector Training package, while avoiding duplication of current content within the Public Sector Training Package.</p>

2020–21

YEAR	PROJECT TITLE AND DESCRIPTOR
2020–21	None specified

C. 2019–20 Project Details

PROJECT 1 – RADIATION SAFETY	
Description:	The IRC has identified that, as the following qualification 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"> • PSP80216 Graduate Certificate in Radiation Safety
Rationale:	This qualification is not on the scope of any RTO, and has had zero enrolments over a period of some years. It was last modified in 2015 (2016 endorsement) to transition to the Standards for Training Packages. Industry feedback collected so far indicates that it is an obsolete qualification and does not incorporate the varying requirements of jurisdictions. Before a recommendation for deleting this Training Package Product is made, clarification with the Australian Radiation Protection and Nuclear Safety Agency (ARPNSA), the federal regulator, will be sought to clarify training needs. <p>In summary, key changes proposed include:</p> <ul style="list-style-type: none"> → A thorough review of the qualification in order to recommend that it be deleted if wider sector consultation supports this decision.
Ministers' Priorities Addressed:	This project is an opportunity to support the Council of Australian Governments' (COAG) Industry and Skills Council (CISC) to specifically address the priority: <ul style="list-style-type: none"> • Obsolete and duplicate qualifications to be removed from the system.
Consultation Plan:	Stakeholders across the sector as identified in Section A.1 Sector Overview, Stakeholders will be consulted throughout the course of the project. National industry consultation will be conducted via face-to-face workshops, webinars, surveys and one-on-one interviews , and there will be opportunities for all interested parties to provide comments online via the SkillsIQ Online Feedback Forum .
Scope of Project Overview - Timing:	Estimated duration: 6 months A detailed project plan outlining key dates will be developed and aligned to the Activity Order date once known.
Summary of components:	
<ul style="list-style-type: none"> • Training Package/s to be Developed/Updated: PSP Public Sector Training Package • Qualification/s to be Developed/Updated: One (1) • Skill Set/s to be Developed/Updated: Nil • Unit/s of Competency to be Developed/Updated: Seven (7) 	

PROJECT 2 – TRADE MEASUREMENT	
Description:	The IRC proposes a full examination of these two qualifications: <ul style="list-style-type: none"> • PSP40516 Certificate IV in Trade Measurement • PSP50516 Diploma of Trade Measurement.
Rationale:	<p>NCVER program enrolment data shows that past enrolments for these qualifications is very low, with only three enrolments registered in 2017 for PSP40516 Certificate IV in Trade Measurement. Currently the Certificate IV is only on scope with one RTO and the Diploma is not on scope with any RTOs.</p> <p>The qualifications and Units of Competency were last modified in 2015 (2016 endorsement date) to transition to the Standards for Training Packages.</p> <p>Industry feedback collected so far indicates that these may be obsolete qualifications. However, the individual Units of Competency need to be further reviewed as some Units are currently being imported as electives in other qualifications.</p> <p>In summary, key changes proposed include:</p> <p>→ A thorough review of the qualifications in order to recommend that they be deleted if wider sector consultation supports this decision, and updating the Units of Competency where consultation provides evidence they are important to retain as electives for other qualifications.</p>
Ministers' Priorities Addressed:	<p>This project is an opportunity to support the Council of Australian Governments' (COAG) Industry and Skills Council (CISC) to specifically address the following priorities:</p> <ul style="list-style-type: none"> • Obsolete and duplicate qualifications to be removed from the system • More information about industry's expectations of training delivery to be made available to training providers to improve their delivery and to consumers to enable more informed choices.
Consultation Plan:	Stakeholders across the sector as identified in Section A.1 Sector Overview, Stakeholders will be consulted throughout the course of the project. National industry consultation will be conducted via face-to-face workshops, webinars, surveys and one-on-one interviews , and there will be opportunities for all interested parties to provide comments online via the SkillsIQ Online Feedback Forum .
Scope of Project Overview - Timing:	<p>Estimated duration: 6 months</p> <p>A detailed project plan outlining key dates will be developed and aligned to the Activity Order date once known.</p>
<p>Summary of components:</p> <ul style="list-style-type: none"> • Training Package/s to be Developed/Updated: PSP Public Sector Training Package • Qualification/s to be Developed/Updated: Two (2) • Skill Set/s to be Developed/Updated: Nil • Unit/s of Competency to be Developed/Updated: 15 	

PROJECT 3 – GOVERNANCE

<p>Description:</p>	<p>The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to Governance job roles:</p> <ul style="list-style-type: none"> • PSP20116 Certificate II in Government • PSP30116 Certificate III in Government • PSP40116 Certificate IV in Government • PSP50116 Diploma of Government • PSP60116 Advanced Diploma of Government • PSP40716 Certificate IV in Heavy Vehicle Road Compliance.
<p>Rationale:</p>	<p>The offer of qualifications by RTOs across jurisdictions is varied, and take-up (i.e. enrolments) is just as varied and low. For example, in Queensland, only one RTO has the <i>Certificate III in Government</i> on scope. The <i>Certificate II in Government</i> conversely seems to be predominantly delivered by RTOs in Western Australia. In New South Wales, the <i>Certificate IV in Heavy Vehicle Road Compliance</i> is on scope for delivery by Transport for NSW. However, there is uncertainty as to how it is being used, as nil enrolments are registered for the qualification.</p> <p>The work environment has evolved significantly over the years. Practices and protocols regarding ICT use, and data privacy and security, have shaped the way in which staff are expected to communicate and work with data and technology.</p> <p>The influence of ICT innovations (robotics, AI, digital economy) in recent years is likely to have a significant impact on entry level and early career roles in the Public Sector, and Training Package Products must be updated to reflect current industry practices.</p> <p>While acknowledging the changes made to the training package in 2015, the IRC and stakeholders feel that this was a desktop transition to meet the requirements of the Standards for Training Packages and resulted in a lot of critical content being lost. In fact, SkillsIQ receives a significant number of complaints about the Public Sector Training Package, due to the number of errors or poorly written and confusing Units of Competency that resulted from this desktop transition. This is another of the drivers for update.</p> <p>The Defence sector is a big user of these qualifications as a part of the professionalisation of its workforce. However, this data is unavailable due to confidentiality reasons. The focus on providing transferable skills to military personnel to assist in their transition to civilian employment when they leave the armed forces continues. One example is the <i>Western Australian Veterans Employment Transition Support</i> guide, published in June 2016. This guide provides resource information and mentoring to veterans to assist this transition. Ensuring that these qualifications contain the transferable skills that underpin such programs is essential for this employee cohort.</p> <p>In summary, key changes proposed include:</p> <ul style="list-style-type: none"> → A thorough update of content, language, and terminology used across all the Training Package Products (e.g. Units of Competency and skill sets) → An examination of Units emerging from the cross-sector projects on Big Data and Cybersecurity to determine their applicability for importing to these qualifications.
<p>Ministers' Priorities Addressed:</p>	<p>This project is an opportunity to support the Council of Australian Governments' (COAG) Industry and Skills Council (CISC) to specifically address the following priorities:</p> <ul style="list-style-type: none"> • Obsolete and duplicate qualifications to be removed from the system • More information about industry's expectations of training delivery to be made available to training providers to improve their delivery and to consumers to enable more informed choices • The training system to better support individuals to move easily between related occupations.
<p>Consultation Plan:</p>	<p>Stakeholders across the sector as identified in Section A.1 Sector Overview, Stakeholders will be consulted throughout the course of the project. National industry consultation will be conducted via face-to-face workshops, webinars, surveys and one-on-one interviews, and there will be opportunities for all interested parties to provide comments online via the SkillsIQ Online Feedback Forum.</p>
<p>Scope of Project Overview - Timing:</p>	<p>Estimated duration: 12 months A detailed project plan outlining key dates will be developed and aligned to the Activity Order date once known.</p>
<p>Summary of components:</p> <ul style="list-style-type: none"> • Training Package/s to be Developed/Updated: PSP Public Sector Training Package • Qualification/s to be Developed/Updated: Six (6) 	

PROJECT 4 – GOVERNMENT INVESTIGATIONS

Description:	<p>The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to Government Investigations job roles:</p> <ul style="list-style-type: none"> • PSP40416 Certificate IV in Government Investigations • PSP50416 Diploma of Government Investigations.
Rationale:	<p>Defence uses these qualifications for its Military Police Investigations and the Certificate IV is mandated under the Attorney General's Investigating Standards.</p> <p>These qualifications are subject to regulatory and legislative requirements and require updating to ensure they remain in line with current regulatory standards.</p> <p>With the implementation of Independent Commission Against Corruption-type (ICAC) bodies in the NT, and possibly at the Commonwealth level in future, it is important that these qualifications align with requirements for investigations to be used by those bodies. Additionally, there will be an ongoing focus on transparency and integrity in all jurisdictions, so it is important that corollary qualifications are aligned to contemporary expectations and requirements.</p> <p>While acknowledging the changes made to the Training Package in 2015, the IRC and stakeholders feel that this was a desktop transition to meet the requirements of the Standards for Training Packages and resulted in a lot of critical content being lost. In fact, SkillsIQ gets a significant number of complaints about the Public Sector Training Package, due to the number of errors or poorly written and confusing Units of Competency that resulted from this desktop transition. This is another of the drivers for update.</p> <p>In summary, key changes proposed include:</p> <ul style="list-style-type: none"> → Update of content to reflect current regulatory and legislative requirements, as well as current Standards that apply to the job roles in this sector. → A thorough update of content, language, and terminology used across all the Training Package Products (e.g. Units of Competency and skill sets).
Ministers' Priorities Addressed:	<p>This project is an opportunity to support the Council of Australian Governments' (COAG) Industry and Skills Council (CISC) to specifically address the following priorities:</p> <ul style="list-style-type: none"> • Obsolete and duplicate qualifications to be removed from the system • More information about industry's expectations of training delivery to be made available to training providers to improve their delivery and to consumers to enable more informed choices • The training system to better support individuals to move more easily between related occupations.
Consultation Plan:	<p>Stakeholders across the sector as identified in Section A.1 Sector Overview, Stakeholders will be consulted throughout the course of the project. National industry consultation will be conducted via face-to-face workshops, webinars, surveys and one-on-one interviews, and there will be opportunities for all interested parties to provide comments online via the SkillsIQ Online Feedback Forum.</p>
Scope of Project Overview - Timing:	<p>Estimated duration: 12 months</p> <p>A detailed project plan outlining key dates will be developed and aligned to the Activity Order date once known.</p>
<p>Summary of components:</p> <ul style="list-style-type: none"> • Training Package/s to be Developed/Updated: PSP Public Sector Training Package • Qualification/s to be Developed/Updated: Two (2) 	

PROJECT 5 – GOVERNMENT SECURITY

Description:	<p>The IRC proposes updating the following qualifications and any associated skill sets and Units of Competency relating to Government Security job roles:</p> <ul style="list-style-type: none"> • PSP40316 Certificate IV in Government Security • PSP50316 Diploma of Government Security • PSP50716 Diploma of Fraud Control.
Rationale:	<p>Changes to regulatory settings and industry practice require that these qualifications be updated to remain in line with current industry needs.</p> <p>Defence is a key user of these qualifications in their Defence Security Agency and Fraud Branch. Additionally, the Australian Security Vetting Agency for the whole of the Australian Government is housed within the Department of Defence and requires the Certificate IV in Government Security. It is imperative that these qualifications reflect the latest regulatory and legislative requirements that are reflected in the job roles in this sector.</p> <p>The ongoing focus on transparency and integrity in all jurisdictions makes it important that corollary qualifications are aligned to contemporary expectations and requirements.</p> <p>While acknowledging the changes made to the training package in 2015, the IRC and stakeholders feel that this was a desktop transition to meet the requirements of the Standards for Training Packages and resulted in a lot of critical content being lost. In fact, SkillsIQ gets a significant number of complaints about the Public Sector Training Package, due to the number of errors or poorly written and confusing Units of Competency that resulted from this desktop transition. This is another of the drivers for update.</p> <p>The update will also incorporate looking at some of the Units emerging from the recent cross-sector projects on Big Data and Cybersecurity to see whether they are appropriate to import in order to address skills gaps in these areas.</p> <p>In summary, key changes proposed include:</p> <ul style="list-style-type: none"> → Update of content to reflect current regulatory and legislative requirements, as well as current Standards that apply to the job roles in this sector. → A thorough update of content, language, and terminology used across all the Training Package Products (e.g. Units of Competency and Skills Sets).
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"> • Obsolete and duplicate qualifications to be removed from the system • More information about industry's expectations of training delivery to be made available to training providers to improve their delivery and to consumers to enable more informed choices • The training system to better support individuals to move more easily between related occupations.
Consultation Plan:	<p>Stakeholders across the sector as identified in Section A.1 Sector Overview, Stakeholders will be consulted throughout the course of the project. National industry consultation will be conducted via face-to-face workshops, webinars, surveys and one-on-one interviews, and there will be opportunities for all interested parties to provide comments online via the SkillsIQ Online Feedback Forum.</p>
Scope of Project Overview - Timing:	<p>Estimated duration: 12 months</p> <p>A detailed project plan outlining key dates will be developed and aligned to the Activity Order date once known.</p>
<p>Summary of components:</p> <ul style="list-style-type: none"> • Training Package/s to be Developed/Updated: PSP Public Sector Training Package • Qualification/s to be Developed/ Updated: Three (3) 	

PROJECT 6 – FINANCE AND PERFORMANCE-BASED CONTRACTING

Description:	<p>The IRC proposes developing the following qualification and any associated skill sets and Units of Competency relating to Finance and Performance-based Contracting job roles:</p> <ul style="list-style-type: none"> • NEW: Finance and Performance-based Contracting qualification
Rationale:	<p>There is a need to determine the applicability of integration and consistency of Units of Competency within the Defence Training Package Products relating to Performance-based Contracting cross-sectorally within the broader Public Sector, to integrate the Units and qualification previously developed in the Defence Training Package into the Public Sector Training package, as directed in the AISC communiqué of February 2017.</p> <p>One of the areas of focus will be procurement and contracting relating to service contracts that occur over a period of time. While current Training Package Products do contain content relating to procurement, the skills required to manage long-term contracts to ensure satisfactory service levels are missing. The new qualification aims to address this skills gap, while avoiding duplication with current Training Package content.</p> <p>The work is being proposed in line with the request of the AISC in its February 2017 communiqué.</p>
Ministers' Priorities Addressed:	<p>This project is an opportunity to support the Council of Australian Governments' (COAG) Industry and Skills Council (CISC) to specifically address the following priorities:</p> <ul style="list-style-type: none"> • Obsolete and duplicate qualifications to be removed from the system • More information about industry's expectations of training delivery to be made available to training providers to improve their delivery and to consumers to enable more informed choices • The training system to better support individuals to move more easily between related occupations.
Consultation Plan:	<p>Stakeholders across the sector as identified in Section A.1 Sector Overview, Stakeholders will be consulted throughout the course of the project. National industry consultation will be conducted via face-to-face workshops, webinars, surveys and one-on-one interviews, and there will be opportunities for all interested parties to provide comments online via the SkillsIQ Online Feedback Forum.</p>
Scope of Project Overview - Timing:	<p>Estimated duration: 12 months</p> <p>A detailed project plan outlining key dates will be developed and aligned to the Activity Order date once known.</p>
<p>Summary of components:</p> <ul style="list-style-type: none"> • Qualification/s to be Developed/Updated: One (1) • Unit/s of Competency to be Developed/Updated: 12 	

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STAKEHOLDERS



OUTCOMES



INTEGRITY



BOLDNESS



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