SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

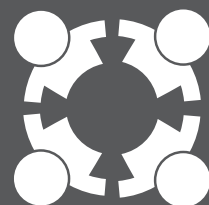STAKEHOLDERS   OUTCOMES   INTEGRITY   BOLDNESS   TEAMWORK

Public Sector

INDUSTRY REFERENCE COMMITTEE
INDUSTRY SKILLS FORECAST

Refreshed April 2017

Contents

Executive summary

Governments perform a wide range of functions carried out by their skilled public sector workforce. Within Australia the public sector supports all three arms of government (the executive, the legislature and the judiciary) and 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 is a diverse range of occupations within the public sector, spanning areas including education, health, policy, finance, police and emergency services.

The Public Sector Training package comprises 24 nationally recognised qualifications, covering job roles in various areas, including:

- Border control
- Court operations
- Fraud control
- Government service delivery
- Injury management
- Translating and interpreting
- Land management
- Procurement and contracting
- Policy
- Regulatory services
- Government security
- Heavy vehicle road compliance
- Investigation
- Radiation safety.

Sector analysis and industry consultation have identified that digital change is a key challenge impacting the sector. In addition, the sector has identified the following factors as having direct impact on the composition and skills needs of the workforce:

- Increased customer expectations and demands
- Shrinking budgets and the need for increased efficiencies
- An ageing workforce
- A lack of awareness of skills available via the Vocational Education and Training (VET) system
- The increasing importance of diversity in the workplace.

The Public Sector IRC commits to thorough and inclusive national consultation to ensure training package products under its remit are reflective of current industry skills needs and provide opportunities for workforce development that actively contributes to the variability and productivity of the sector.

Recognition is given to the need for training package related decisions to be made based on appropriate levels of industry engagement and input.

Further, the IRC acknowledges the COAG Industry and Skills Ministers' priorities and will utilise consultation activities, through the support of SkillsIQ, to gain a national perspective on:

- opportunities to identify and remove obsolete training package products from the system
- industry expectations for training delivery and assessment to be documented within Implementation Guides
- opportunities to enhance portability of skills from one related occupation to another
- opportunities to remove unnecessary duplication within the system and create training package products that may have application to multiple industry sectors
- opportunities for the development of skill sets.

Where available, the IRC will seek and maximise opportunities to work collaboratively with other IRCs.

This Industry Skills Forecast identifies a number of trends in workplace design that will impact on the skills needs of the sector. This information, along with industry-identified skills priorities, will directly inform the coming review of relevant training package products.

Information contained within this Industry Skills Forecast has been sourced by a variety of methods, including:

- desktop research, to develop an understanding of existing research and views on the skill requirements in the sector;
- an industry workforce survey, which was available to all stakeholders across all industries;
- validation from the IRC, in order to confirm the information accurately reflects industry views.

The Industry Skills Forecast proposes a schedule for the ongoing review of relevant training package products, to inform the development of the four-year rolling National Schedule. The training products allocated to this IRC were last endorsed in March 2016.

A Case for Change has been approved for a suite of four qualifications relating to the use of Australian Sign Language (Auslan), given that the current accredited courses in this area are due to expire in December 2017.

A significant translating and interpreting industry stakeholder has requested a review of the packaging rules for the translating and interpreting suite of four qualifications in year two (2017-2018).

The remaining training products in this sector have been scheduled for review in year three (2018-19). This will allow further information to be collected on implementation issues. It is envisaged that the above challenges and workforce skills needs will be taken into account when developing the Case for Change for these reviews.

A. Administrative information

Name of IRC

Public Sector Industry Reference Committee

Name of Skills Service Organisation (SSO)

SkillsIQ Limited (SkillsIQ)

This document details the proposed four year schedule of work from 1 July 2016 to 30 June 2020 as agreed between the Public Sector IRC and SkillsIQ.

About SkillsIQ

As an SSO, SkillsIQ is funded by the Department of Education and Training to support its allocated IRCs, which are responsible for the development and maintenance of the following training packages:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

B. 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, or to private contractors. [1]

Within Australia the public sector supports all three arms of government (the executive, the legislature and the judiciary) and comprises Federal and State/Territory governments, statutory bodies and state-owned corporations.

In 1901 the Australian Constitution established the Commonwealth of Australia government (the Australian Government). The constitution defined the structure and powers of the Australian Government and defined the rights and responsibilities of the State Governments. The Australian Government has power to make laws for Australian Territories (section 122). State Governments have legislative power over all other matters that occur within their borders[2] unless their legislative power is ceded to the Australian Government. Local governments are established and their powers and responsibilities are defined under State-based legislation.[3] It is noted that Local Government has a separate training package that is overseen by another IRC.

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.

Nationally recognised Public Sector qualifications (as at April 2017)

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

Qualification use

In the Public Sector Training Package there are specific qualifications and specialised streams or skill sets for job roles in the areas of:

- Border control
- Court operations
- Fraud control
- Government service delivery
- Injury management
- Translating and interpreting
- Land management
- Procurement and contracting
- Policy
- Regulatory services
- Government security
- Heavy vehicle road compliance
- Investigation
- Radiation safety.

Industry has reported on some difficulties when selecting a suitable Registered Training Organisation (RTO) delivering Public Sector (PSP) qualifications. This may indicate that there is an insufficient number of RTOs that deliver PSP training in some areas, with RTOs focussing more effort towards promoting generalist qualifications that are in higher demand.[4] Given that the most recent review was instigated to meet the requirements of the Standards for Training Packages 2012, industry reports no change to this situation.

The use of non-accredited training is common within the public sector. This is reportedly due to a number of factors, including the cost and time commitment associated with nationally recognised training. In some instances skill sets provide an alternative, offering learners the opportunity to complete nationally recognised training that may contribute to a future qualification, but their use is not high in the public sector.[5] This would require further investigation during the development of a Case for Change, prior to any further training package development.

Registered Training Organisation scope of registration (as at April 2017)

A total of 236 RTOs have PSP qualifications on scope. The qualifications featuring most prominently on the scope of RTOs are qualifications at the Diploma and Certificate IV level.

Table 1 indicates the number of RTOs with Public Sector qualifications on scope (as at 13 April 2017).

TABLE 1: NUMBER OF REGISTERED TRAINING ORGANISATIONS WITH PUBLIC SECTOR QUALIFICATIONS ON SCOPE

Code	Qualification name	No of RTO on scope
PSP20116	Certificate II in Government	5
PSP30116	Certificate III in Government	23
PSP40116	Certificate IV in Government	34
PSP40216	Certificate IV in Court Operations	1
PSP40316	Certificate IV in Government Security	4
PSP40416	Certificate IV in Government Investigations	22
PSP40516	Certificate IV in Trade Measurement	1
PSP40616	Certificate IV in Procurement and Contracting	10
PSP40716	Certificate IV in Heavy Vehicle Road Compliance	4
PSP50116	Diploma of Government	30
PSP50216	Diploma of Court Operations	3
PSP50716	Diploma of Fraud Control	8
PSP50416	Diploma of Government Investigations	15
PSP50316	Diploma of Government Security	6
PSP50516	Diploma of Trade Measurement	1
PSP50816	Diploma of Translating	5
PSP50916	Diploma of Interpreting (LOTE-English)	21
PSP50616	Diploma of Procurement and Contracting	9
PSP60116	Advanced Diploma of Government (Workplace inspection/ Investigations/ Fraud control)	10
PSP60816	Advanced Diploma of Translating	16
PSP60916	Advanced Diploma of Interpreting (English-LOTE)	4
PSP60616	Advanced Diploma of Procurement and Contracting	5
PSP80116	Graduate Certificate in Strategic Procurement	1
PSP80216	Graduate Certificate in Radiation Safety	0

Source: Training.gov.au. RTOs approved to deliver this qualification. Accessed 13 April 2017

Peak bodies and key industry players

The list below 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. Industry engagement will include a broad and inclusive range of stakeholders beyond those included in this list, as relevant to the nature of training package product review.

- 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, Training and Employment
  - Department of Defence
- Statutory Authorities
  - State Public Service Commissions (or equivalent)
  - Australian Public Sector Commission
- Employee associations
  - Community and Public Sector Union (SPSFT)
- Regulators
  - Australian Radiation Protection and Nuclear Safety Agency
- Registered training organisations (RTOs), both public and private

Key statistics

National statistics

- As at June 2015, there were approximately 1.9 million public sector employees across Australia, of whom 235,300 were employed by the Commonwealth government, 1.48 million were employed by State governments and 187,200 were employed by local councils[7]
- The Australian Commonwealth public sector workforce represents approximately 1.2% of the Australian labour force. 60% of its employees are aged 40 years or above with a mean age of 43 years, indicative of an ageing workforce. Women represent 58.4% of the Commonwealth public sector workforce and 2.6% of the workforce identified as Aboriginal and/or Torres Strait Islander persons
- Of the employees working for the Australian Commonwealth public sector, the highest proportion are based in the ACT (38.1%), followed by NSW (19.3%) and Victoria (16.1%).[6]

New South Wales

- The public sector accounted for about 13.5% of the NSW economy in 2013/14
- In 2015, 10.6% of all NSW employed persons were public sector employees (326,765 FTE)
- Of all the employees in the public sector, the majority work in essential services, primarily health and education. The major clusters include:
  - 33.3% in Health;
  - 26.3% in Education;
  - 12.5% in Justice;
  - 9.9% in Industry;
  - 7.8% in Transport; and
  - 5.2% in Family and Community Services
- In 2015, 25.2% employees were under the age of 35 years and 24.4% were 55 years or older with the median age of 45 years across the workforce. This is indicative of an ageing workforce
- In 2015, 63.3% of all employees in the public sector workforce were women and 3% of the workforce identified as Aboriginal and Torres Strait Islander persons.[8]

Victoria

- As at June 2015, there were 222,966 FTE public sector employees in Victoria with the greatest presence in the public health care and education industries. This represents a 2% employment growth between June 2014 and June 2015

- Approximately 67% of the workforce comprised female workers, with about 48% of the entire workforce aged 45 years and above.[9]

Queensland

- As at September 2016, there were approximately 212,854 FTE public sector employees in Queensland with an average age of 44 years. This represents a 0.34% increase from June 2016 figures

- Approximately 69.07% of the workforce comprised female workers, with about 48% of the workforce aged 45 years and above.[10]

Northern Territory

- As at June 2016, there were 20,596 FTE public sector employees in the Northern Territory Public Sector, with females accounting for 63.2% of the workforce. Women in senior management positions were at their highest levels, accounting for 49% of these roles, an increase of three percentage points on the previous 12 months.

- Aboriginal and Torres Strait Islander people accounted for 10% of the workforce, and 9.8% of the workforce were from culturally diverse backgrounds.

- Approximately 45% of the workforce was aged 45 years and over 1% of the workforce was aged between 70 and 80 years. The workforce is concentrated in Darwin, which has 66% of all employees[11]

South Australia

- As at June 2016, there were 85,671 FTE public sector employees in South Australia accounting for 12.8% of all persons employed within the State

- Females accounted for 68% of the workforce, and 1.77% of all employees identified as Aboriginal and/or Torres Strait Islander persons

- Approximately 52% of the workforce was aged 45 years and above, with 45 years being the average age across the workforce.[12]

Tasmania

- As at June 2016, there were 28,000 public sector employees in Tasmania, with females accounting for 70.56% of the workforce

- About 57.27% of the workforce was aged 45 years or older, with the average age of the workforce being 45.72 years. [13]

Western Australia

- As at June 2015, there were 138,440 public sector employees in Western Australia, a negligible growth of 0.02% from June 2014

- Approximately 52.5% of the workforce was aged 45 years and above, and 2.8% of all employees identified as Aboriginal and/or Torres Strait Islander persons

- Females accounted for 72.3% of all employees, representing an increasingly female public sector workforce. [14]

Australian Capital Territory

- As at June 2015, there were 23,302 public sector employees in the Australian Capital Territory with an average age of 43.3 years

- About 1.4% of all public sector employees identified as Aboriginal and/or Torres Strait Islander persons

- Approximately 31.6% of employees were aged 50 years or older, and 51% were aged between 30 and 49 years old, with females representing about 65% of the total workforce. [15]

Challenges and opportunities in the sector

Digital change

The exponential rise in technological advances is transforming supply chains, reshaping the workforce and redefining jobs.[16] Computer-guided automation has become increasingly prevalent across numerous industries and the rise in device connectivity and advances in data volumes and computing speed mean that workers need to continually update their skills to keep pace with these changes. Furthermore, digital technology is changing employment markets and organisational structures. Jobs of the future are likely to be more flexible, agile, networked and connected.[17]

Research from the U.S. highlights that in order to facilitate growth as well as meet future needs of a society, technology and data-sharing must be integrated across the public sector, which poses both an organisational as well as a legal challenge for the sector. [18]

Another rapid change precipitated by digital evolution, in both the public as well as the private sector, is the use of Application Programming Interfaces (APIs). Reports from the U.S. highlight a push for the public sector to enable more data-sharing platforms to respond to the community's demand for more data and improved customer service.[19] In San Francisco, for example, the integration of data-sharing platforms and the API-enabled creation of mobile applications (apps) facilitate public transport networks, thus enabling the public sector to better service the needs of the community.[20] This is reflective of governments around the world embracing the concept of 'open data,' which involves uploading and making publicly available non-sensitive datasets held by public agencies relating to areas such as transportation, natural resources, climate and weather.[21] However, while integration has its benefits, protecting the privacy and security of individuals can present ongoing challenges for the public sector in the knowledge and digital economy.

Digital change has also led to an increase in technology standards used to effectively integrate ambient computing power with intelligence-driven agencies such as border security. The Australian Customs and Border Protection Service, for example, in its 2020 strategy[22] not only acknowledges the importance of integrating technology to implement efficient and effective business processes

through automated ICT solutions, but also emphasises the importance of regulating technology to control cyber and other technology-enabled crime. In the future, there is likely to be a demand for big data specialists who have skills in machine learning, automation, cyber-security, encryption and distributed (cloud-based) systems.[23]

Jobs roles that are routine, structured and rules-based are more likely to be automated over coming decades.[24] Thus, training in specific tasks of this nature may hold lesser value than learning enduring concepts, knowledge and capabilities.

Customer expectations

Both internationally and within Australia, demand for more tailored and personalised services is generally increasing across Government bodies and can be attributed to both increased community expectation and the heightened needs of an ageing population.[25]

This requires a transition from 'S-government' (characterised by large-scale, standardised solutions) to 'I-government' (where the focus is on developing more intelligent, interactive solutions that focus on individual needs). The ongoing challenge for public sector managers is to drive efficiency within an increasingly complex working environment.[26]

Producing more for less

Shrinking government budgets have become common across Australia. For some agencies this has led to the re-evaluation of how the public sector operates, with a greater emphasis on sharing and communication between departmental agencies in order to improve efficiency.[27]

A national trend towards minimising the size of the public sector, as well as decreasing red-tape within government, has led to significant challenges for the public sector in maintaining high standards of service.[28] Here, pressures are felt when attempting to maintain high service standards under revised budgetary models. Financial pressures have impacted heavily on organisational training budgets, with a perceived emphasis placed on front-line operations rather than on training and workforce development.[29]

This is also impacting on the scope of tasks for individual staff members in the sector, with agencies having to find greater efficiencies with the same (or fewer) members of staff.[30]

C. Employment

Employment outlook, growth and projections

In June 2015, there were approximately 1.9 million public sector employees across Australia, of whom approximately 235,300 were employed by the Commonwealth government, 1.48 million by State governments and 187,200 by local councils.[31]

Compared with the employment figures from 2014,[32] growth in the public sector over the 12 months from June 2014 to June 2015 remained relatively stable. The NSW State government is the largest employer in Australia. There are more than 400,000 people employed in a range of occupations within the NSW public sector. This represents slightly more than 11% of the NSW workforce.[33]

Although retirement of the ageing workforce will bring issues due to loss of corporate knowledge and experience, it will also create an opportunity to bring staff with new skills into the public sphere and boost representation of people younger than 30 years within the sector.[34] Many OECD countries have launched specific programmes to foster the recruitment of under-represented and minority groups.

From a global perspective, women are well represented in the public sector workforce, but still face barriers in reaching senior leadership positions. In 2013, on average, 59% of the OECD public sector workforce was female, with a strong majority presence in occupations such as teaching and nursing.[35] In 2015, women represented 58.4% of the Commonwealth public sector workforce and 2.6% of the workforce who identified as Aboriginal and Torres Strait Islander persons. 60% of the employees are aged 40 years or above with a mean age of 43 years.[36]

Employment opportunities shifting to other sectors and locations can have negative outcomes for individuals who lack the necessary skills or experience to adapt to new and emerging job roles or the resources to access possible regional growth areas.[37] Fluidity across boundaries will become increasingly important for ensuring the employability of Australians in the dynamic and rapidly changing employment market of the future. Mobility also provides employees with opportunities to broaden their range of experience, develop greater capabilities and enhance career options.[38] A recent survey (2015) of public sector agencies revealed that the number of organisations that had developed a mobility strategy had increased by 33% to 61% in total since 2014, suggesting that agencies are becoming more aware of the benefits of maintaining a mobile workforce.[39]

Public Administration and Safety— Employment Level ('000s)

The following graph, provided for inclusion by the Commonwealth Department of Education and Training, shows employment levels in Public Administration and Safety from 2011 to 2015 and a projection of employment levels for 2019. It is projected that there will be 777, 600 people employed in these areas by 2019, increased from 743,400 in 2015.
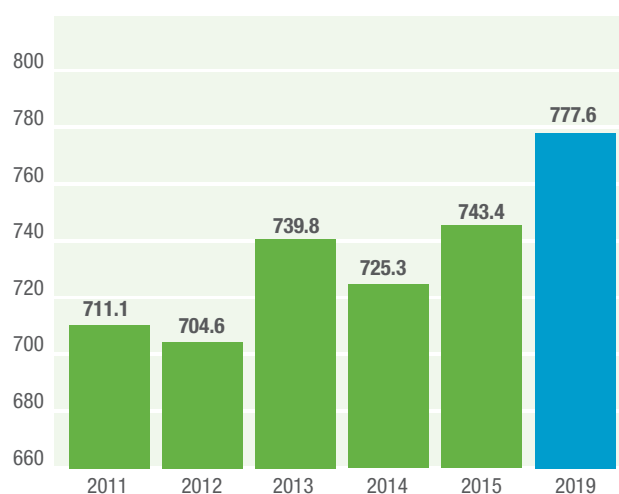
Source: Department of Employment Labour Market Information Portal.
Note: Figures are displayed at the ANZSIC Division O level. The graph includes current and historical employment levels, as well as a projected employment level to 2019

As this data does not provide detail regarding specific employment sectors within Public Administration and Safety, the following tables provide a more in-depth breakdown of employment levels in the Public Administration workforce in a range of specific sectors as at November 2015, along with projections to 2020.

EMPLOYMENT LEVELS - NOVEMBER 2015 ('000s) IN PUBLIC ADMINISTRATION[40]

Public Administration NFD	13.8
Central Government Administration	132.7
State Government Administration	215.0
Local Government Administration	137.5
Justice	15.4
Government Representation	1.6
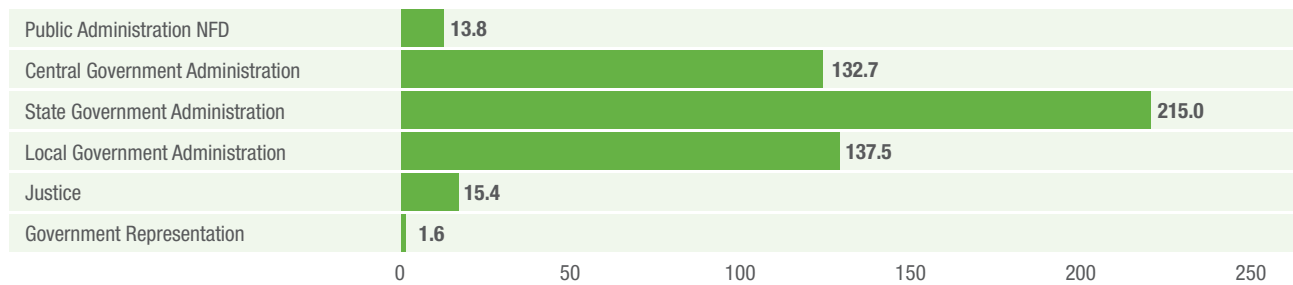
PROJECTED LEVELS OF EMPLOYMENT % - NOVEMBER 2020 IN PUBLIC ADMINISTRATION[41]

Public Administration NFD	7.6
Central Government Administration	7.6
State Government Administration	7.0
Local Government Administration	8.7
Justice	5.2
Government Representation	2.1
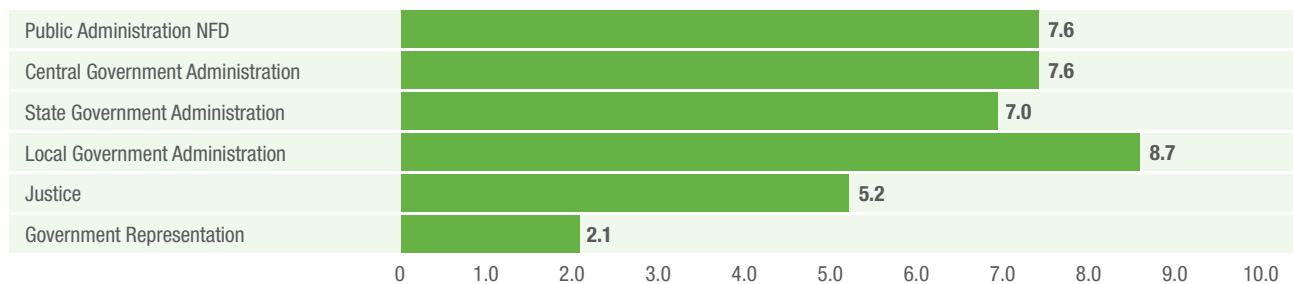
It is noted that these employment levels are projected to increase, and so potential demand for skilled workers will also increase. This, in turn, will require a training package that is fit for industry purpose and which will provide employees with the requisite skills to fill the required jobs.

There is a broad range of occupations within the public sector. The following tables show data highlighting the projected growth to 2020 in a number of key job roles. It is noted that while these figures do not apply solely to individuals operating in the public sector, they provide an overview of the trends for these job roles.

CONTRACT, PROGRAM AND PROJECT ADMINISTRATORS - EMPLOYMENT LEVEL ('000s)
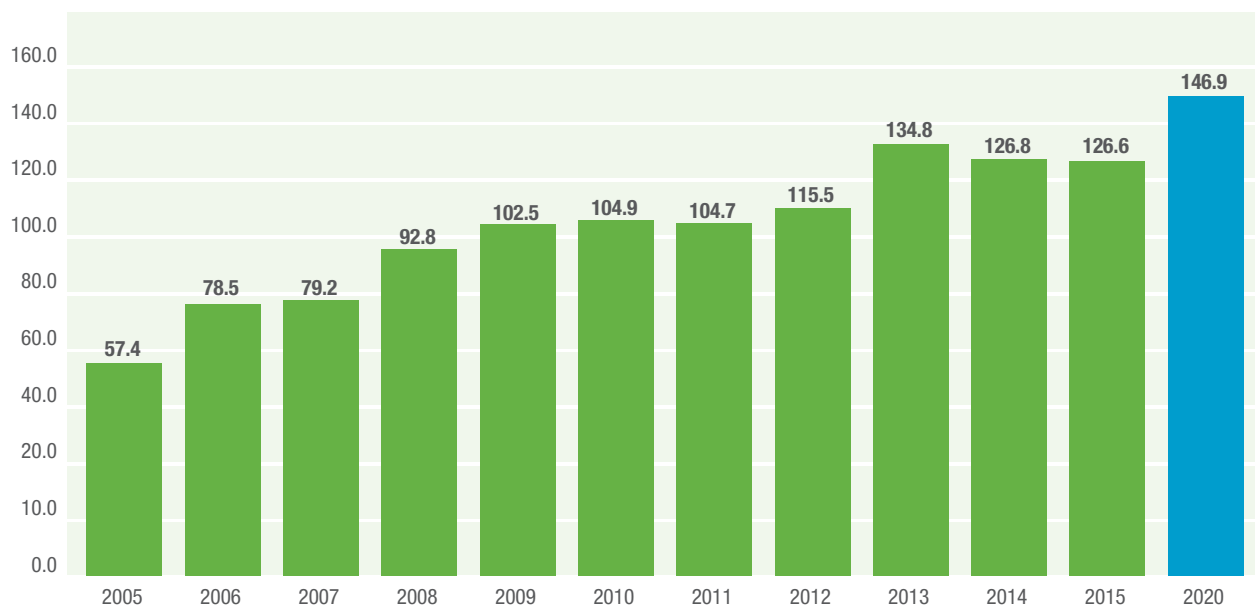
This data shows past and projected (to 2020) employment levels (thousands). Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

As may be seen in the table above, employment for this occupation rose strongly (in percentage terms) in the past five years and rose very strongly in the longer term (ten years). Looking forward, employment for Contract, Program and Project Administrators to November 2020 is expected to grow strongly.

- Over the five years to November 2019, the number of job openings for Contract, Program and Project Administrators is expected to be high (greater than 50,000)

- This is a very large occupation (126,600 in November 2015), suggesting that opportunities should be available in most regions

- Contract, Program and Project Administrators have an above-average proportion of full-time jobs (81.8%). For Contract, Program and Project Administrators working full-time, average weekly hours are 38.8 (compared to 40.2 for all occupations) and earnings are above average - in the seventh decile. Unemployment for Contract, Program and Project Administrators is average.[42]

HUMAN RESOURCE MANAGERS - EMPLOYMENT LEVEL ('000s)

These data show past and projected (to 2020) employment levels (thousands). Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

The table above shows that employment for this occupation rose moderately in the past five years and rose strongly in the longer-term (ten years). Looking forward, employment for Human Resource Managers to November 2020 is expected to grow strongly.

- Over the five years to November 2019, the number of job openings for Human Resource Managers is expected to be above average (between 25,001 and 50,000)

- This is a very large occupation (47,900 in November 2015) suggesting that opportunities should be available in most regions

- Human Resource Managers have a high proportion of full-time jobs (86.9%). For Human Resource Managers working full-time, average weekly hours are 41.8 (compared to 40.2 for all occupations) and earnings are high - in the tenth decile. Unemployment for Human Resource Managers is below average.[43]

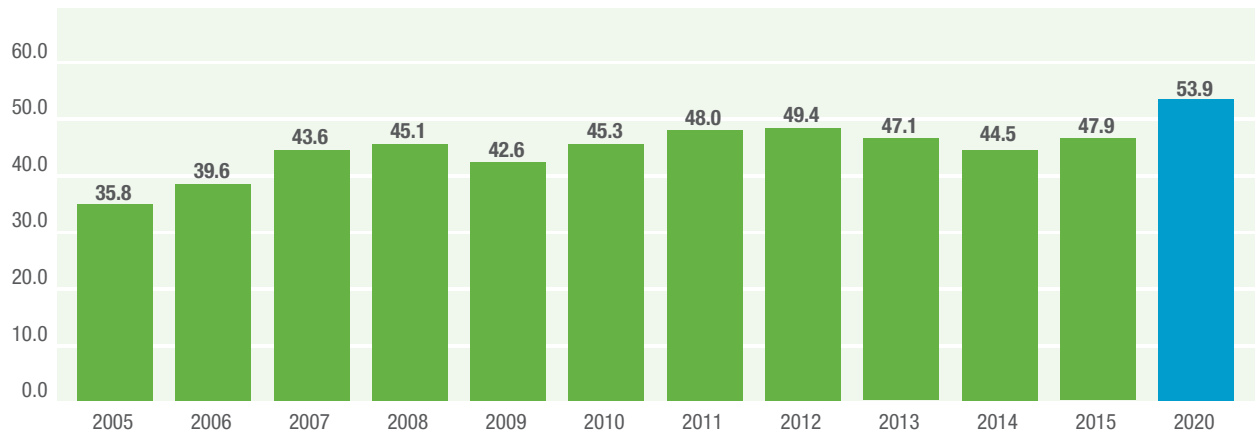## COURT AND LEGAL CLERKS - EMPLOYMENT LEVEL ('000s)

This data shows past and projected (to 2020) employment levels (thousands). Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

As seen in the above table, employment for this occupation rose strongly (in percentage terms) in the past five years, and remained relatively steady in the longer term (ten years). Looking forward, employment for Court and Legal Clerks to November 2020 is expected to grow slightly.

- Over the five years to November 2019, the number of job openings for Court and Legal Clerks is expected to be below average (between 5,001 and 10,000)

- This is a medium-sized occupation (13,300 in November 2015), suggesting that opportunities may be limited in some regions

- Court and Legal Clerks have a below-average proportion of full-time jobs (63.8%). For Court and Legal Clerks working full-time, average weekly hours are 34.6 (compared to 40.2 for all occupations) and earnings are average - in the sixth decile. Unemployment for Court and Legal Clerks is below average.[44]

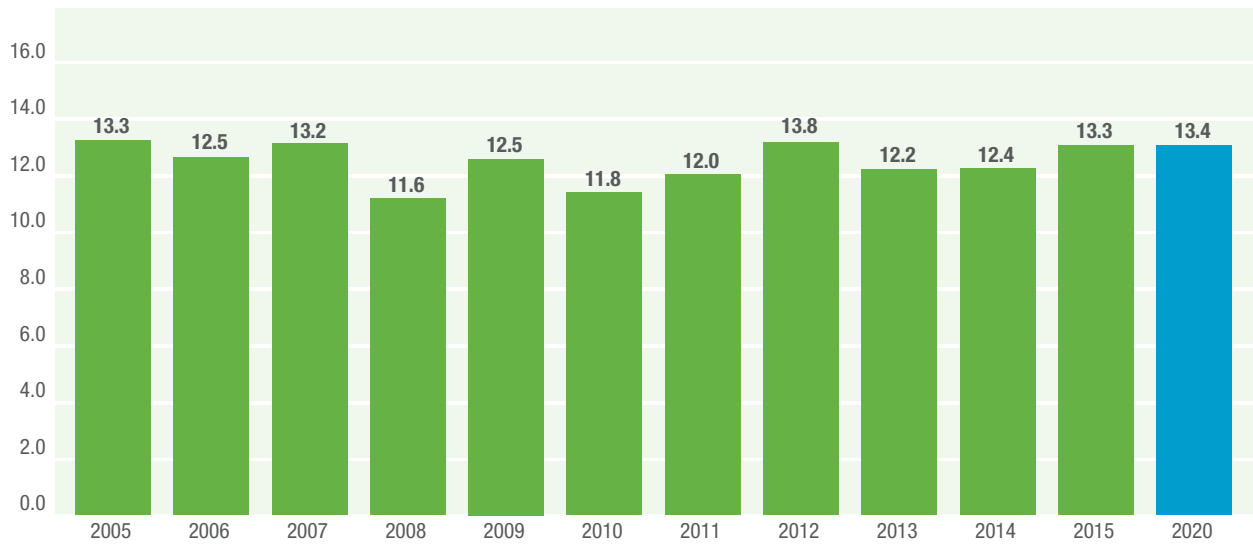## POLICY AND PLANNING MANAGERS - EMPLOYMENT LEVEL ('000s)

This data shows past and projected (to 2020) employment levels (thousands). Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

The table above shows that employment for this occupation fell slightly in the past five years and rose moderately in the longer term (ten years). Looking forward, employment for Policy and Planning Managers to November 2020 is expected to remain relatively steady

- Over the five years to November 2019, the number of job openings for Policy and Planning Managers is expected to be average (between 10,001 and 25,000)

- This is a medium-sized occupation (20,300 in November 2015) suggesting that opportunities may be limited in some regions

- Policy and Planning Managers have an above-average proportion of full-time jobs (84.9%). For Policy and

Planning Managers working full-time, average weekly hours are 39.5 (compared to 40.2 for all occupations) and earnings are high - in the tenth decile. Unemployment for Policy and Planning Managers is average.[45]

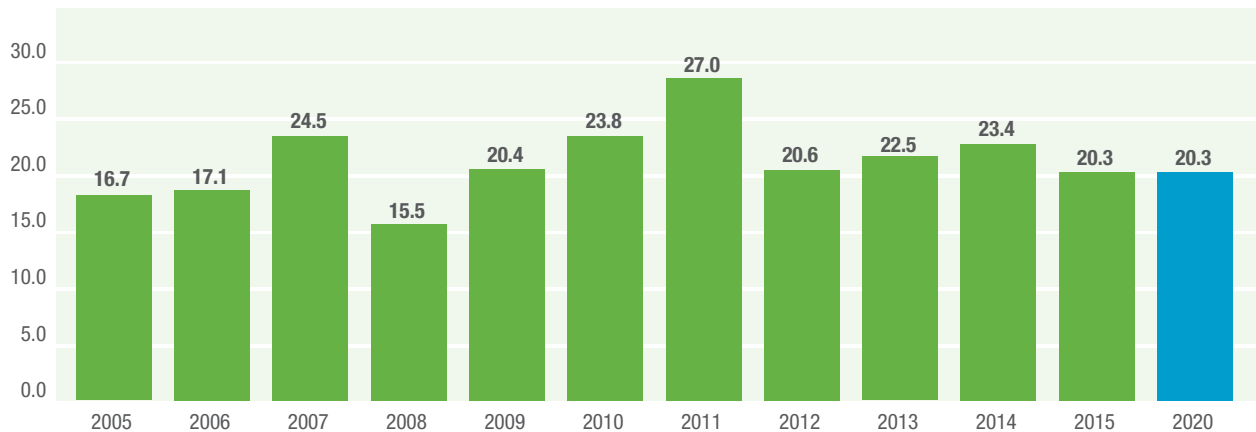## TRANSLATOR AND INTERPRETERS - EMPLOYMENT LEVEL ('000s)
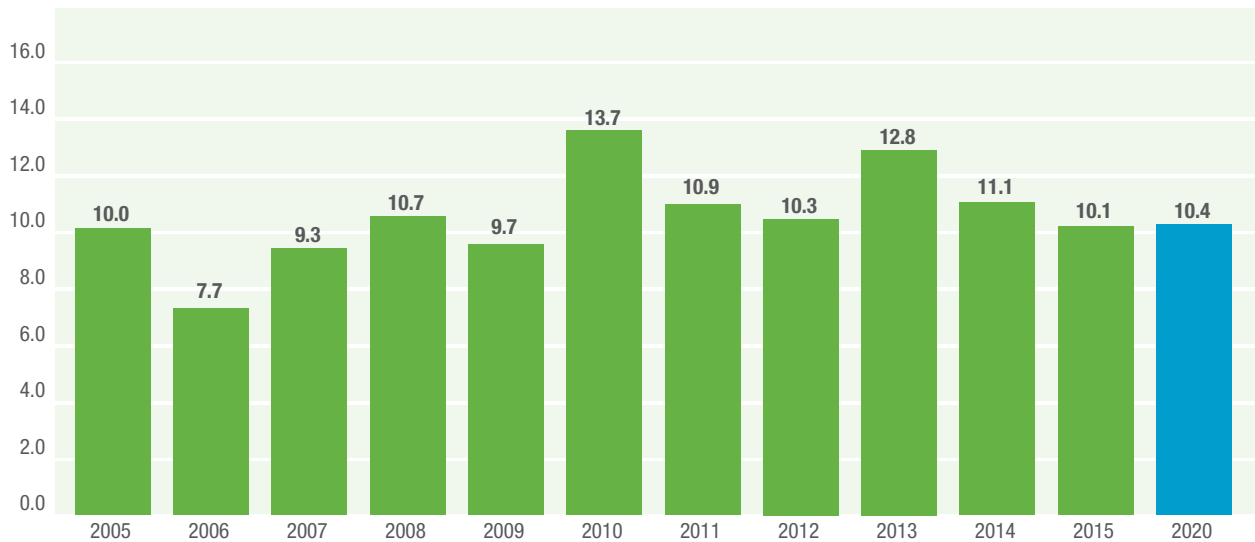
This data shows past and projected (to 2020) employment levels (thousands). Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

It can be seen from the data in the table above that employment for this occupation fell markedly (in percentage terms) in the past five years, but remained relatively steady in the longer term (ten years). Looking forward, employment to November 2020 is expected to grow moderately.

- Over the five years to November 2019, the number of job openings for Social Professionals such as translators and interpreters is expected to be below average (between 5,001 and 10,000)

- This is a small occupation (10,100 in November 2015), suggesting that opportunities may be quite limited in some regions

- Social Professionals such as translators and interpreters have a relatively low proportion of full-time jobs (35%). For those working full-time, average weekly hours are 35.4 (compared to 40.2 for all occupations) and earnings are average - in the sixth decile. Unemployment in this occupation is average.[46]

Workforce challenges and opportunities

Ageing workforce

Consistent findings from a variety of sources confirm that the ageing workforce continues to be a key factor impacting the public sector, because it leads to a loss of knowledge and an attendant difficulty in replacing retirees. An ageing workforce also results in the public sector having to manage increased WHS and health issues, as well as flexibility needs.[47]

Attracting, developing and retaining the next generation of public sector workers is crucial, particularly given the competition from other sectors offering enticing benefits and wages. Succession planning and the transfer of corporate knowledge from older workers to the younger generation is an important part of successfully managing the retirement of the ageing workforce. Strategies to retain older workers, involving initiatives such as flexible working arrangements and part-time work, play a key role in this process.[48]

The average age at which people intend to retire has increased from 63 years of age in 2006-07[49] to 65.1 years of age in 2014-15.[50] This is reflective of the changes to the qualification age for the Age Pension. Industry notes that this will increase the need to up-skill and re-train existing older workers to keep them engaged as the workforce profile changes. This is particularly important in areas such as digital literacy.

A focus on re-establishing the link between school leavers and access to on-the-job training has been suggested as a key method of mitigating the risk associated with the ageing public sector workforce. A national cadetship style program which focusses on pathways from school to employment would look to not only address workforce issues within the public sector, but would also assist in addressing nation-wide issues in youth unemployment. While outside of the scope of training package development, an initiative such as this would have significant positive impacts on the sector and provide far-reaching opportunities for the wider population.

Lack of awareness of skills available via the VET system

Public sector training package, Capacity, capabilities and challenges (2013) identified a lack of awareness of the VET system across the public sector. Similarly, it is felt that there is a low value placed on VET qualifications given the high proportion of staff educated at the tertiary level. The relevance of VET within the public sector should not be underestimated, as it can be used by university graduates in order to provide additional training in a public sector specialisation area.[51]

Financial constraints within the public sector have also been cited as a contributing factor to the underutilisation of VET.[52]

Diversity

Governments are also increasingly promoting diversity in public institutions and creating inclusive policy-making processes. To facilitate an inclusive public sector, public sector employment frameworks that guarantee attention to fundamental values such as fairness, equality, justice and social cohesion have been established across most OECD countries.[53] A 2015 overview of OECD countries showed that despite employment and remuneration reforms used by central governments of most OECD countries to reduce spending, public sector employment remained relatively stable as a share of the labour force.[54]

Many public sector agencies have dedicated themselves to the recruitment, retention and learning and development strategies of Aboriginal and Torres Strait Islander people. Disability employment strategies have also been identified by some agencies as of increasing importance.[55]

D. Skills outlook

International and national trends in workplace design

Customer-centricity

The current push towards a customer-centric approach acts as a driving force to build teams equipped with the skills to make customer service a priority across the sector.[56] Industry identifies with the increasing importance of communication, teamwork and customer service skills to meet such consumer needs.

Similarly, leadership and management skills remain a training area of key priority for the public sector.[57] Strength in leadership ensures that the public sector can adapt and evolve under sound direction.

Workforce agility

An evolving workplace will create an ongoing need for agencies to undergo change in response to both internal and external factors. In order to effectively administer and adopt change, particularly change resulting from the uptake of digital technologies, the public sector needs to remain agile and receptive to new practices.

Irrespective of the way the change originates, change management requires planning and structures that support impacted stakeholders in making the transition and overcoming challenges involved. It is generally accepted that stakeholders' capacity to adapt to change decreases if they misunderstand or resist the change, causing barriers and ongoing issues. Here the role and skill of management and leadership becomes critical.

Digital Change

Deloitte Consulting's 'Tech Trends 2015: The fusion of business and IT' reports on emerging digital trends, from changes to programming interfaces, to the impact that analytics and connectivity have on public engagement, and their impacts on the public sector. The report predicts that over the coming 24 months these trends may cause significant disruption to the manner in which public sector organisations interact with consumers, undertake work and use IT within agencies. It is noted that these disruptors have the ability to bring about positive change when used effectively.[58]

Leaders in the public sector who are adopting new technologies seek a breed of workforce talent that possesses the right skill set in order to deliver value from significant IT investments. It is often the case that younger employees have the skills required to operate effectively in a digital age. However, agencies are reporting difficulties in attracting new, younger talent with such skills to replace senior public sector workers who are retiring *en masse*.[59]

It is noted that there is a need to invest in building capability and capacity in digital literacy across the public sector within the existing workforce to ensure adequate numbers of employees with the requisite skills in this area.

Top five skills required within the next three to five year period
Communication
Management
Customer Service
Technology
Data Analysis

These skills were identified through a variety of methods. These included:

- desktop research, which was undertaken to develop an understanding of existing research and data on the skill requirements in this sector

- an industry workforce survey, which was open to all stakeholders across all industries. The broad scope of the survey allowed a wide range of inputs from different industries to be gathered, which reflects the wide-ranging use of these training package products

- validation with the IRC, in order to confirm that the findings accurately reflect industry expectations on skill requirements within the next three- to five-year period.

It is envisaged that further investigation of skills needs for the public sector be conducted during the next full review of this Industry Skills Forecast. Development of skills in areas such as policy development are paramount to the ongoing sustainability of the public sector workforce. Whilst in some settings, co-design of policy with parties outside of the public sector is desirable in terms of achieving the required outcomes, a continued reliance on outsourcing in these areas undermines the skill base of the various public service areas. Development of training package components that can support skills in areas such as this is necessary to build and deepen public sector capabilities. This will in turn assist in developing the skills and capabilities that are required to support individuals throughout their careers within both the public sector and other inter-related sectors.

COMMON WORKFORCE SKILLS RANKED IN ORDER OF IMPORTANCE

Workforce Skill	Rank
Learning agility / Information literacy / Intellectual autonomy and self-management	1
Communication / Virtual collaboration / Social intelligence	2
Managerial/Leadership	3
Customer service / Marketing	4
Design mindset / Thinking critically / System thinking / Solving problems	5
Language, Literacy and numeracy (LLN)	6
Technology	7
Data analysis	8
Financial	9
Science, Technology, Engineering and Mathematics (STEM)	10
Entrepreneurial	11
Environmental and Sustainability	12

When looking at the broad workforce skills listed above, varying interpretations and definitions have been inferred by survey participants. Industry emphasises that any generic skill may have a vastly different meaning and application to different individuals and within different organisations. Industry cautions that a lack of consistent understanding of how individual skills are defined requires careful consideration when reviewing and determining industry skills priorities.

E.   Other relevant skills-related insights for this sector

The impact of other key areas, such as design thinking, integrated analytics, artificial intelligence and innovation are noted as becoming more integral to the future of work in the public sector.

Additionally, given the ageing public sector workforce, the strong focus across all jurisdictions upon increasing the diversity of this workforce and the increased focus on Australia developing closer economic ties with Asia, inter-generational, cross-cultural and inter-cultural skills will be key requirements for working effectively in the public sector, particularly in regard to enabling the development and implementation of effective economic and social policy and initiatives.

Inter-cultural skills are also important not just in terms of effective policy development, but to ensure effective management of an increasingly diverse public sector. Specific groups, such as Aboriginal and Torres Strait Islander workers require targeted mechanisms to support recruitment and retention in the sector.

There is also a need to consider training package components that support supervisor capability development in a workforce that will soon encompass potentially five generations, and is looking to embrace workplace policies which are far different to that of the past. Additionally, the advancements in technology that have been mentioned previously in this document will result in fundamental changes to the processes used in carrying out job roles in this sector.

The above points will require additional exploration in the next full review of this Industry Skills Forecast, in order to determine any impact they may have on current and proposed training package components for the Public Sector and other industry sectors that are connected with and across this sector.

F. Proposed schedule of work: 2016-17 to 2019-2020

Time-critical issues

An activity order for a Case for Change regarding the development of a suite of nationally recognised Auslan qualifications has been approved for year one of the Industry Skills Forecast. A suite of four qualifications currently exists ranging from Certificate II ranging from Certificate II through to Diploma level, which provide skills relating to the use of Australian Sign Language, known as Auslan.

The purpose of these qualifications is to enable individuals who come into contact with users of Auslan in their workplaces to expand their skills and enhance their employment opportunities. This may be individuals either deaf or hearing and relates to the use of Auslan for communication either between two deaf individuals, or between an individual who is deaf and a hearing individual. The qualifications provide the necessary skills to interact, give and receive a broad range of complex information in Auslan in a number of contexts. There is a growing need for Auslan interpreters, as deaf people become more involved in education and employment at every level.

The current qualifications available in this sector are accredited in Victoria and this accreditation initially expired in December 2016 however an extension was granted until December 2017. The need for national qualifications in this sector has been identified and the AISC has given approval to proceed with the development of these qualifications.

It is critical that this work is prioritised, given the expiry of the current available training products, as delay will result in an absence of the ability to continue to train individuals in these important skills.

There has been recent feedback from stakeholders in the Translating and Interpreting sector that the current qualifications do not meet the occupational outcome at the requisite AQF level.

These stakeholders note that the packaging rules of the four qualifications that relate to Translating and Interpreting skills need to be adjusted to ensure that the elective selections are appropriately guided to meet industry needs. As these qualifications have only recently been endorsed as a part of the wider Public Sector Training Package in March 2016, this work has been listed on the Industry Skills Forecast for review in year two.

The training products allocated to this IRC were last endorsed in March 2016. However, industry notes that, as the last review was a "desktop transition" to meet the requirements of the Standards for Training Packages, this has resulted in a number of issues, and there are areas where the content will require additional review and development. The remaining training products in this sector have been scheduled for review in year three (2018-19), which will allow further information to be collected on implementation issues. It is envisaged that the challenges and workforce skills requirements identified in this Industry Skills Forecast will be taken into account when developing the Case for Change for this review.

The Department of Defence has developed two new qualifications in Defence Financial Management and one qualification and one skill set in Performance Based Contracting, which have been approved by the AISC for progression for submission for national endorsement within the DEF Defence Training Package.

The rationale for the development of the financial management training package components was the removal of the Diploma and Certificate IV of Government (Financial Services) from the PSP Public Sector Training Package and the inability of units from the FNS Financial Services Training Package to meet the needs of a government workplace such as Defence, as they are focussed on activities in the private sector. The new training package components are appropriate to workers in a government finance domain and may have broader applicability than just Defence.

The qualification and skill set relating to performance based contracting have been developed based on over four years of research by the Australian Department of Defence, which is a recognised expert in this field. While a contracting 'generalist' is able to manage and tailor contracts that relate purely to demand and supply of goods and services, these training package components relate specifically to the performance based management of contracts, i.e. management of contracts to achieve outcomes that are based on performance of the contractor and not simply the goods or services or man hours provided. These new training package components will ensure that the correct level of skills are obtained to meet industry standards and again may have applicability across a range of federal, state and territory government departments.

The AISC has requested that the Department of Defence engage with the Public Sector IRC to establish if these training package components have broader public sector application, with a view to transitioning them to the PSP Public Sector Training Package if appropriate and supported by industry. It is envisaged that this would occur in Year Three, in line with and as a part of the review of the majority of the PSP training package components.

Interdependencies

The Public Sector Training Package makes extensive use of imported units of competency, which result in common standards across occupational groups, supporting the convergence and connectivity of skills. Public Sector qualifications will be impacted by the review of imported units of competency from the following training packages:

- Business Services
- Correctional Services
- Information and Communications Technology
- Manufacturing
- Laboratory Operations
- Police
- Public Safety
- Tourism, Travel and Hospitality.

Where the IRC is advising that a training product would need to be reviewed more than once in the four-year period.

The IRC notes that there may be instances of unforeseen change triggering a need to review training package products outside of where listed in the national schedule. Examples of unforeseen change include, but are not limited to, changes to legislation, regulation and industry licencing.

Where the review of a training product is expected to be contentious or involve lengthy work.

It is difficult to predict if review of these training products will be contentious or lengthy as the detail of proposed change has not yet been identified or considered by industry. At this time no significant issues have been detected, however the IRC notes that the very nature of training product review work will bring to light differing stakeholder views.

G. IRC sign-off

This Industry Skills Forecast and Proposed Schedule of Work was agreed to by:

Dr Damian West, Chair of the Public Sector IRC

………………………………………………………………………..

Signature of Chair

Date:

Public Sector IRC Proposed schedule of work 2016-17 to 2019-2020

Contact details: Dr Damian West, Chair of the Public Sector IRC; Melinda Brown, SkillsIQ General Manager. Date submitted to Department of Education and Training: 28 April 2017.

The training products allocated to this IRC were last endorsed in March 2016.
Training package development work is currently under way in regard to a suite of four qualifications relating to the use of Australian Sign Language (Auslan), given that the current accredited courses in this area are due to expire in December 2017.
A significant translating and interpreting industry stakeholder has requested a review of the packaging rules for the translating and interpreting suite of four qualifications in year two (2017-2018).
The remaining training products in this sector have been scheduled for review in year three (2018-19). This will allow further information to be collected on implementation issues.

QUALIFICATIONS

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 1 (2016-2017) Approved in first year workplan	PSP	Public Sector	New	Certificate II in Auslan		
Year 1 (2016-2017) Approved in first year workplan	PSP	Public Sector	New	Certificate III in Auslan		
Year 1 (2016-2017) Approved in first year workplan	PSP	Public Sector	New	Certificate IV in Auslan		
Year 1 (2016-2017) Approved in first year workplan	PSP	Public Sector	New	Diploma of Auslan		
Year 2 (2017-2018) Based on stakeholder feedback	PSP	Public Sector	PSP50816	Diploma of Translating		
Year 2 (2017-2018) Based on stakeholder feedback	PSP	Public Sector	PSP50916	Diploma of Interpreting (LOTE-English)		
Year 2 (2017-2018) Based on stakeholder feedback	PSP	Public Sector	PSP60816	Advanced Diploma of Translating		
Year 2 (2017-2018) Based on stakeholder feedback	PSP	Public Sector	PSP60916	Advanced Diploma of Interpreting (LOTE-English)		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP20116	Certificate II in Government		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP30116	Certificate III in Government		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP40116	Certificate IV in Government		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP40216	Certificate IV in Court Operations		

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP40316	Certificate IV in Government Security		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP40416	Certificate IV in Government Investigations		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP40516	Certificate IV in Trade Measurement		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP40616	Certificate IV in Procurement and Contracting		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP40716	Certificate IV in Heavy Vehicle Road Compliance		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP50116	Diploma of Government		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP50216	Diploma of Court Operations		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP50716	Diploma of Fraud Control		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP50416	Diploma of Government Investigations		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP50316	Diploma of Government Security		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP50516	Diploma of Trade Measurement		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP50616	Diploma of Procurement and Contracting		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP60116	Advanced Diploma of Government		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP60616	Advanced Diploma of Procurement and Contracting		

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP80116	Graduate Certificate in Strategic Procurement		
Year 3 (2018-2019) Based on time since previous review	PSP	Public Sector	PSP80216	Graduate Certificate in Radiation Safety		

SKILL SETS

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00039	Customer Service		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00040	Government Investigations		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00041	Procurement Basics		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00043	Procurement Delegation		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00042	Procurement Fundamentals		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00044	Public Sector Executive Manager		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00045	Public Sector Fundamentals		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00046	Public Sector Manager		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00047	Radiation Environment Safety		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00048	Radiation Sealed Sources Safety		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00050	Radiation Technician Safety		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00049	Radiation Unsealed Sources Safety		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00051	Workplace Coaching		
Year 3 (2018-2019)	PSP	Public Sector	PSPSS00052	Writing in Politically Sensitive Context in Government		

UNITS OF COMPETENCY

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS001	Apply codes and standards to ethical practice
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS002	Build glossaries for translating and interpreting assignments
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS003	Prepare to translate and interpret
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS004	Conduct career planning
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS020	Analyse text types for translation of general purpose texts (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS021	Translate and certify non-narrative texts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS022	Translate general purpose texts from English to LOTE
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS023	Translate general purpose texts from LOTE to English
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS024	Read and analyse general purpose LOTE texts to be translated
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS025	Read and analyse general purpose English texts to be translated
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS026	Demonstrate routine written LOTE proficiency in different subjects and cultural contexts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS027	Demonstrate routine written English proficiency in different subjects and cultural contexts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS040	Interpret in general dialogue settings (LOTE English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS041	Interpret in general monologue settings (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS042	Manage discourses in general settings
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS043	Use routine subject matter terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS044	Demonstrate routine LOTE proficiency in different subjects and cultural contexts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS045	Demonstrate routine English proficiency in different subjects and cultural contexts

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS046	Use routine education terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS047	Use routine health terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS048	Use routine legal terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS060	Analyse text types for translation of special purpose texts (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS061	Quality assure translations
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS062	Translate special purpose texts from English to LOTE
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS063	Translate special purpose texts from LOTE to English
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS064	Read and analyse special purpose English texts to be translated
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS065	Read and analyse special purpose LOTE texts to be translated
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS066	Apply theories to translating and interpreting work practices
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS067	Demonstrate complex written LOTE proficiency in different subjects and cultural contexts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS068	Demonstrate complex written English proficiency in different subjects and cultural contexts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS069	Maintain and enhance professional practice
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS070	Prepare translated transcripts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS071	Translate multimedia source material
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS072	Use translation technology
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS080	Interpret in complex dialogue settings (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS081	Interpret in complex monologue settings (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS082	Interpret through communication media
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS083	Manage discourses in complex settings

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS084	Sight translate (LOTE English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS085	Use complex subject area terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS086	Use chuchotage (whispered simultaneous) to interpret (LOTE English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS087	Use note taking to recall and reproduce source messages (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS088	Demonstrate complex language LOTE in different subjects and cultural contexts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS089	Demonstrate complex English proficiency in different subjects and cultural contexts
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS090	Interpret as part of a team
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS091	Use complex education terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS092	Use complex health terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS093	Use complex legal terminology in interpreting (LOTE-English)
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS100	Apply codes and standards to professional judgement
Year 2 (2017-2018)	PSP	Public Sector			PSPTIS101	Negotiate translating and interpreting assignments
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR001	Conduct patrols
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR002	Use border protection technology equipment
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR003	Deploy detector dog
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR004	Maintain detector dog proficiency
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR005	Calculate taxes, fees and charges
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR006	Create and maintain profiles
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR007	Develop surveillance flight routes
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR008	Review operational schedules

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR009	Analyse surveillance products
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR010	Develop operational effectiveness of detector dog teams
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR011	Conduct detector dog team training
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR012	Command operational groups
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR013	Examine and test firearms
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR014	Command operational forces
Year 3 (2018-2019)	PSP	Public Sector			PSPBDR015	Manage operations
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT001	Audio record court proceedings
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT002	Perform duties to support a hearing
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT003	Manage witnesses
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT004	Handle exhibits and documents tendered
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT005	Serve process
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT006	Handle monies received in satisfaction of warrants and orders
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT007	Compile and use official notes
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT008	Undertake court listings
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT009	Provide court registry and information services
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT010	Administer court fines and debt management
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT011	Provide court support to Indigenous clients
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT012	Audio record complex court proceedings
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT013	Record court proceedings using shorthand
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT014	Contribute to an integrated service delivery program
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT015	Administer court legislation
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT016	Administer alternative dispute-resolution proceedings

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT017	Provide support to self-represented litigants
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT018	Perform court duties
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT019	Manage jurors
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT020	Execute process
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT021	Carry out possessions and evictions
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT022	Undertake senior court listing activities
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT023	Perform quasi-judicial functions
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT024	Record complex court proceedings
Year 3 (2018-2019)	PSP	Public Sector			PSPCRT025	Manage court practice and process
Year 3 (2018-2019)	PSP	Public Sector			PSPETH001	Uphold the values and principles of public service
Year 3 (2018-2019)	PSP	Public Sector			PSPETH002	Uphold and support the values and principles of public service
Year 3 (2018-2019)	PSP	Public Sector			PSPETH003	Promote the values and ethos of public service
Year 3 (2018-2019)	PSP	Public Sector			PSPETH004	Maintain and enhance confidence in public service
Year 3 (2018-2019)	PSP	Public Sector			PSPETH005	Lead and influence ethical practice in the public sector
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU001	Monitor data for indicators of fraud
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU002	Conduct fraud control awareness sessions
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU003	Communicate fraud control awareness
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU004	Anticipate and detect possible fraud activity
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU005	Conduct fraud risk assessments
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU006	Develop fraud control plans
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU007	Implement fraud control activities
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU008	Coordinate development and implementation of fraud information systems

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU009	Develop fraud control strategy
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU010	Manage fraud risk assessment and action plan
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU011	Manage fraud control awareness
Year 3 (2018-2019)	PSP	Public Sector			PSPFRU012	Review fraud control activities
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN001	Work in a public sector environment
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN002	Use routine workplace communication techniques
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN003	Deliver a service to clients
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN004	Access and use resources
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN005	Participate in workplace change
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN006	Handle workplace information
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN007	Use technology in the workplace
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN008	Write routine workplace materials
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN009	Work effectively in the organisation
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN010	Contribute to workgroup activities
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN011	Build and maintain internal networks
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN012	Access and use resources and financial systems
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN013	Implement change
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN014	Organise workplace information
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN015	Work effectively with diversity
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN016	Address client needs
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN017	Work in and with small, regional and remote organisations
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN018	Work with a coach or mentor
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN019	Use workplace communication strategies

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN020	Compose workplace documents
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN021	Contribute to conflict management
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN022	Give and receive workplace feedback
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN023	Deliver and monitor service to clients
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN024	Use resources to achieve work unit goals
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN025	Develop and implement work unit plans
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN026	Provide input to change processes
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN027	Gather and analyse information
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN028	Provide a quotation
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN029	Value diversity
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN030	Provide support to Parliament
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN031	Undertake career planning
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN032	Deal with conflict
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN033	Use advanced workplace communication strategies
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN034	Compose complex workplace documents
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN035	Provide workplace mentoring
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN036	Provide workplace coaching
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN037	Monitor performance and provide feedback
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN038	Identify and treat risks
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN039	Develop internal and external networks
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN040	Work with interpreters
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN041	Use translation services
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN042	Exercise delegations

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN043	Apply government processes
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN044	Develop client services
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN045	Coordinate resource allocation and usage
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN046	Undertake research and analysis
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN047	Promote diversity
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN048	Support workplace coaching and mentoring
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN049	Undertake negotiations
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN050	Manage conflict
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN051	Conduct evaluations
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN052	Undertake and promote career management
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN053	Provide leadership
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN054	Use complex workplace communication strategies
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN055	Refine complex workplace documents
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN056	Facilitate change
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN057	Develop and use political nous
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN058	Coordinate risk management
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN059	Benchmark performance
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN060	Manage performance
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN061	Scope statistical data collection
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN062	Collect statistical data
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN063	Process statistical data
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN064	Interrogate and analyse statistical data
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN065	Interpret data and related statistics

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN066	Apply government systems
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN067	Establish and maintain strategic networks
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN068	Develop a tender submission response
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN069	Foster leadership and innovation
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN070	Persuade and influence opinion
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN071	Prepare high-level written communication
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN072	Manage compliance with workplace relations legislation
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN073	Prepare for community engagement
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN074	Develop and implement community engagement strategies
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN075	Build and maintain community relationships
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN076	Use public sector financial processes
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN077	Apply public sector financial policies and processes
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN078	Apply complex public sector financial requirements
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN079	Undertake strategic financial analysis
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN080	Develop public sector financial strategies
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN081	Provide public affairs writing and editorial services
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN082	Coordinate public affairs events and activities
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN083	Manage public affairs
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN084	Provide public affairs advisory service
Year 3 (2018-2019)	PSP	Public Sector			PSPGEN085	Manage media relationships
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD001	Identify and select government service delivery options
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD002	Administer government service delivery requirements
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD003	Conduct government service delivery interviews

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD004	Administer delivery of financial and other benefits
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD005	Introduce the government service delivery model
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD006	Facilitate participation in government service delivery
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD007	Assist self-management of government service offers
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD008	Assist government service recipients with complex needs
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD009	Deal with incorrect payments and debts
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD010	Develop and implement procedures for government service delivery
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD011	Manage the emergent dynamics of government service delivery
Year 3 (2018-2019)	PSP	Public Sector			PSPGSD012	Provide specialist technical service delivery
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM001	Administer human resource processes
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM002	Provide a consultancy service for human resource management
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM003	Facilitate performance management processes
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM004	Implement workforce planning and succession strategies
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM005	Implement staffing policies
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM006	Coordinate employment relations
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM007	Coordinate employee support
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM008	Coordinate career development
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM009	Provide advisory and mediation services
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM010	Formulate a strategic human resource plan
Year 3 (2018-2019)	PSP	Public Sector			PSPHRM011	Provide leadership in strategic human resource management
Year 3 (2018-2019)	PSP	Public Sector			PSPINM001	Process claims

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPINM002	Conduct initial claim assessments
Year 3 (2018-2019)	PSP	Public Sector			PSPINM003	Undertake initial rehabilitation assessments
Year 3 (2018-2019)	PSP	Public Sector			PSPINM004	Make claim determinations
Year 3 (2018-2019)	PSP	Public Sector			PSPINM005	Conduct situational workplace assessments
Year 3 (2018-2019)	PSP	Public Sector			PSPINM006	Develop return to work plans
Year 3 (2018-2019)	PSP	Public Sector			PSPINM007	Implement and monitor return to work plans
Year 3 (2018-2019)	PSP	Public Sector			PSPINM008	Promote and educate about injury management
Year 3 (2018-2019)	PSP	Public Sector			PSPINM009	Monitor and review injury management cases
Year 3 (2018-2019)	PSP	Public Sector			PSPINM010	Maintain injury management case files
Year 3 (2018-2019)	PSP	Public Sector			PSPINM011	Determine liability and negotiate settlements
Year 3 (2018-2019)	PSP	Public Sector			PSPINM012	Manage case direction and outcomes
Year 3 (2018-2019)	PSP	Public Sector			PSPINM013	Maintain and monitor service standards
Year 3 (2018-2019)	PSP	Public Sector			PSPINM014	Contribute to a quality injury management system
Year 3 (2018-2019)	PSP	Public Sector			PSPINV001	Plan and initiate an investigation
Year 3 (2018-2019)	PSP	Public Sector			PSPINV002	Conduct an investigation
Year 3 (2018-2019)	PSP	Public Sector			PSPINV003	Finalise an investigation
Year 3 (2018-2019)	PSP	Public Sector			PSPLEG001	Comply with legislation in the public sector
Year 3 (2018-2019)	PSP	Public Sector			PSPLEG002	Encourage compliance with legislation in the public sector
Year 3 (2018-2019)	PSP	Public Sector			PSPLEG003	Promote compliance with legislation in the public sector
Year 3 (2018-2019)	PSP	Public Sector			PSPLEG004	Manage compliance with legislation in the public sector
Year 3 (2018-2019)	PSP	Public Sector			PSPLND001	Investigate tenure and land use history
Year 3 (2018-2019)	PSP	Public Sector			PSPLND002	Compile and check survey plans
Year 3 (2018-2019)	PSP	Public Sector			PSPLND003	Assess Crown land

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPLND004	Undertake native title assessments
Year 3 (2018-2019)	PSP	Public Sector			PSPLND005	Prepare and lodge non-claimant native title applications
Year 3 (2018-2019)	PSP	Public Sector			PSPLND006	Investigate tenure applications
Year 3 (2018-2019)	PSP	Public Sector			PSPLND007	Administer public reserves
Year 3 (2018-2019)	PSP	Public Sector			PSPLND008	Monitor reserves management
Year 3 (2018-2019)	PSP	Public Sector			PSPLND009	Coordinate land board sittings
Year 3 (2018-2019)	PSP	Public Sector			PSPLND010	Investigate Aboriginal land claims and/or applications
Year 3 (2018-2019)	PSP	Public Sector			PSPLND011	Handle compensation claims
Year 3 (2018-2019)	PSP	Public Sector			PSPLND012	Review planning documents and environmental assessments
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT001	Manage resources
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT002	Facilitate people management
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT003	Manage change
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT004	Manage diversity
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT005	Manage quality client service
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT006	Develop a business case
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT007	Manage risk
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT008	Formulate business strategies
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT009	Manage public sector financial resources
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT010	Review and improve business performance
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT011	Develop partnering arrangements
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT012	Facilitate knowledge management
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT013	Provide strategic direction
Year 3 (2018-2019)	PSP	Public Sector			PSPMGT014	Undertake enterprise risk management

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM001	Carry out basic procurement
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM002	Dispose of assets
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM003	Procure goods and services
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM004	Plan procurement
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM005	Develop and distribute requests for offers
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM006	Select providers and develop contracts
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM007	Manage contracts
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM008	Manage contract performance
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM009	Finalise contracts
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM010	Manage procurement risk
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM011	Plan to manage a contract
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM012	Plan for procurement outcomes
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM013	Make procurement decisions
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM014	Participate in budget and procurement review processes
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM015	Conduct and manage coordinated procurement
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM016	Plan and implement strategic sourcing
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM017	Plan and implement procurement category management
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM018	Conduct demand and procurement spend analysis
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM019	Divest strategic assets
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM020	Plan for strategic procurement
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM021	Coordinate strategic procurement
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM022	Negotiate strategic procurement
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM023	Manage strategic contracts

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM024	Manage fundamental aspects of supply chain
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM025	Influence and define strategic procurement direction
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM026	Establish the strategic procurement context
Year 3 (2018-2019)	PSP	Public Sector			PSPPCM027	Evaluate and improve strategic procurement performance
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY001	Contribute to policy development
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY002	Assist with specialist policy development
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY003	Give and receive policy information
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY004	Support policy implementation
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY005	Implement e-correspondence policies
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY006	Develop organisation policy
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY007	Advise on organisation policy
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY008	Develop public policy
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY009	Provide policy advice
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY010	Manage policy implementation
Year 3 (2018-2019)	PSP	Public Sector			PSPPCY011	Influence strategic policy
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD001	Work safely in a radiation environment
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD002	Work safely with radioactive ores and minerals
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD003	Perform basic radiation measurements
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD004	Consign radioactive material
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD005	Handle and transport radioactive material
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD006	Work safely with radiation-sealed source equipment
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD007	Monitor radiation
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD008	Coordinate radiation safety

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD009	Select, commission and maintain radiation measuring instruments
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD010	Apply radiation safety knowledge to develop and implement ionising radiation management plans
Year 3 (2018-2019)	PSP	Public Sector			PSPRAD011	Work safely with radiation-unsealed source equipment
Year 3 (2018-2019)	PSP	Public Sector			PSPREG001	Carry out inspections and monitoring under guidance
Year 3 (2018-2019)	PSP	Public Sector			PSPREG002	Undertake routine inspections and monitoring
Year 3 (2018-2019)	PSP	Public Sector			PSPREG003	Apply regulatory powers
Year 3 (2018-2019)	PSP	Public Sector			PSPREG004	Promote client compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPREG005	Assess compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPREG006	Produce formal record of interview
Year 3 (2018-2019)	PSP	Public Sector			PSPREG007	Make arrests
Year 3 (2018-2019)	PSP	Public Sector			PSPREG008	Act on non-compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPREG009	Conduct search and seizure
Year 3 (2018-2019)	PSP	Public Sector			PSPREG010	Prepare a brief of evidence
Year 3 (2018-2019)	PSP	Public Sector			PSPREG011	Give evidence
Year 3 (2018-2019)	PSP	Public Sector			PSPREG012	Gather information through interviews
Year 3 (2018-2019)	PSP	Public Sector			PSPREG013	Undertake inspections and monitoring
Year 3 (2018-2019)	PSP	Public Sector			PSPREG014	Conduct surveillance
Year 3 (2018-2019)	PSP	Public Sector			PSPREG015	Receive and validate data
Year 3 (2018-2019)	PSP	Public Sector			PSPREG016	Conduct data analysis
Year 3 (2018-2019)	PSP	Public Sector			PSPREG017	Undertake compliance audits
Year 3 (2018-2019)	PSP	Public Sector			PSPREG018	Plan and implement recovery action
Year 3 (2018-2019)	PSP	Public Sector			PSPREG019	Take custody of and store weapons

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPREG020	Conduct prosecutions
Year 3 (2018-2019)	PSP	Public Sector			PSPREG021	Coordinate investigation processes
Year 3 (2018-2019)	PSP	Public Sector			PSPREG022	Supervise and carry out complex inspections and monitoring
Year 3 (2018-2019)	PSP	Public Sector			PSPREG023	Manage plant movement health risk
Year 3 (2018-2019)	PSP	Public Sector			PSPREG024	Conduct measurement licensee audit
Year 3 (2018-2019)	PSP	Public Sector			PSPREG025	Manage investigations
Year 3 (2018-2019)	PSP	Public Sector			PSPREG026	Review and evaluate investigations
Year 3 (2018-2019)	PSP	Public Sector			PSPREG027	Manage regulatory compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPREG028	Evaluate regulatory compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPREG029	Manage and lead inspection and monitoring programs
Year 3 (2018-2019)	PSP	Public Sector			PSPREG030	Manage investigations program
Year 3 (2018-2019)	PSP	Public Sector			PSPREV001	Identify and apply statute law
Year 3 (2018-2019)	PSP	Public Sector			PSPREV002	Undertake legislative decision making
Year 3 (2018-2019)	PSP	Public Sector			PSPREV003	Manage information on legal entities, relationships and property
Year 3 (2018-2019)	PSP	Public Sector			PSPREV004	Interpret and assess contracts
Year 3 (2018-2019)	PSP	Public Sector			PSPREV005	Assess applications for grants, subsidies and rebates
Year 3 (2018-2019)	PSP	Public Sector			PSPREV006	Evaluate returns-based taxes
Year 3 (2018-2019)	PSP	Public Sector			PSPREV007	Determine land tax liability
Year 3 (2018-2019)	PSP	Public Sector			PSPREV008	Determine stamp duties
Year 3 (2018-2019)	PSP	Public Sector			PSPREV009	Administer levies, fines and other taxes
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI001	Contribute to the provision of scientific technical support
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI002	Assist with scientific technical support
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI003	Support innovation and change through extension

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI004	Undertake scientific/technological research
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI005	Provide scientific technical support
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI006	Promote innovation and change through extension
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI007	Organise and undertake scientific/technological research
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI008	Provide high-level scientific technical support
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI009	Facilitate innovation and change through extension
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI010	Develop and undertake scientific/technological research
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI011	Manage the provision of high-level scientific technical support
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI012	Influence innovation and change through extension
Year 3 (2018-2019)	PSP	Public Sector			PSPSCI013	Initiate and conduct scientific/technological research
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC001	Secure government assets
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC002	Respond to government security incidents
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC003	Conduct security awareness sessions
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC004	Undertake information technology security audits
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC005	Undertake government security risk analysis
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC006	Implement security risk treatments
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC007	Develop and advise on government security procedures
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC008	Conduct personnel security assessments
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC009	Handle sensitive information
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC010	Provide government security briefings
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC011	Assess security risks
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC012	Develop security risk management plans
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC013	Implement and monitor security risk management plans

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC014	Coordinate protective security
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC015	Communicate security awareness
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC016	Define information systems framework
Year 3 (2018-2019)	PSP	Public Sector			PSPSEC017	Manage security awareness
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP001	Intercept vehicles and assess vehicle compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP002	Operate weighbridges
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP003	Intercept vehicles and assess driver compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP004	Conduct detailed vehicle inspections
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP005	Pilot or escort oversize and/or over-mass vehicles
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP006	Undertake access assessments and approvals
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP007	Provide information on vehicle configuration compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP008	Operate within the regulatory framework for road transport compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPTRP009	Provide vehicle technical advice
Year 3 (2018-2019)	PSP	Public Sector			PSPWPI001	Evaluate workplace legislative compliance
Year 3 (2018-2019)	PSP	Public Sector			PSPWPI002	Facilitate improvement in workplace legislative performance
Year 3 (2018-2019)	PSP	Public Sector			PSPWPI003	Investigate possible breaches of workplace legislation
Year 3 (2018-2019)	PSP	Public Sector			PSPWPI004	Improve compliance through industry partnerships
Year 3 (2018-2019)	PSP	Public Sector			PSPWPI005	Investigate complex issues
Year 3 (2018-2019)	PSP	Public Sector			PSPWPI006	Manage emerging issues
Year 3 (2018-2019)	PSP	Public Sector			PSPWPI007	Represent and promote the organisation

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