



ACT
Government

Chief Minister, Treasury and
Economic Development

Freedom of Information Publication Coversheet

The following information is provided pursuant to section 28 of the *Freedom of Information Act 2016*.

FOI Reference: CMTEDDFOI 2019-180

Information to be published	Status
1. Access application	Published
2. Decision notice	Published
3. Documents and schedule	Published
4. Additional information identified	No
5. Fees	Waived
6. Processing time (in working days)	32
7. Decision made by Ombudsman	N/A
8. Additional information identified by Ombudsman	N/A
9. Decision made by ACAT	N/A
10. Additional information identified by ACAT	N/A

From: [REDACTED]
To: [CMTEDD.FOJ](#)
Cc: [REDACTED]
Subject: FOI Request - Surveys and polls
Date: Wednesday, 7 August 2019 9:50:00 AM

Good morning

I write to request under the *Freedom of Information Act 2016* the final results for all surveys and polls commissioned or received by the ACT Government since last request on 5 February 2019. Surveys and polls may include, but are not limited to, research performed by Orima Research Pty Ltd, Q&A Market Research, or received as part of the YourSay Community Panel.

These documents may include but are not limited to reports issued by the consultants or contractors and include questions, results, conclusions, analysis and/or recommendations.

Should you require any further information or clarification about my request, please contact [REDACTED]

Kind regards,

[REDACTED]



ACT
Government

Chief Minister, Treasury and
Economic Development

Our ref: CMTEDDFOI2019-180



via email 

Dear 

FREEDOM OF INFORMATION REQUEST

I refer to your application under section 30 of the *Freedom of Information Act 2016* (the Act), received by the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) on 7 August 2019, in which you are seeking access to the “...*final results for all surveys and polls commissioned or received by the ACT Government since last request on 5 February 2019. Surveys and polls may include, but are not limited to, research performed by Orima Research Pty Ltd, Q&A Market Research, or received as part of the YourSay Community Panel*”.

On 20 August 2019 you agreed to exclude the following documents from your request:

- Your say - LGBTIQ Strategy (<https://yoursay.act.gov.au/lgbtiq-strategy>) as it’s already available online;
- Canberra Theatre Centre Executive Summary Report; and
- Survey Monkey - ACT Book of the Year Award Survey.

You also agreed to withdraw the portion of your request that relates to Q&A Research as it appears it may fall within another directorate.

On 20 August 2019 you also agreed to a staged release of the documents noting that some documents were subject to third party consultation.

Authority

I am an Information Officer appointed by the Director-General under section 18 of the Act to deal with access applications made under Part 5 of the Act.

Third party consultation

In determining this access request, we identified that some of the information may reasonably be expected to be of concern to two third parties. In accordance with section 38 of the Act, we have undertaken third party consultation. The views of one identified third party was considered in making this decision. The second third party has not yet responded, and I note that they are still within the prescribed timeframe to respond.

Timeframes

In accordance with section 40 of the Act, CMTEDD is required to provide a decision on your access application by 25 September 2019.

Decision on access

Searches were completed for relevant documents and 14 documents were identified that fall within the scope of your request.

This decision is based on 13 of those documents as one document is currently subject to third party consultation. I have decided to grant access in full to 11 documents and partial access to 2 documents relevant to your request.

I have included as **Attachment A** to this decision the schedule of relevant documents. This provides a description of each document that falls within the scope of your request and the access decision for each of those documents.

My access decisions are detailed further in the following statement of reasons and the documents released to you are provided as **Attachment B** to this letter.

In accordance with section 54(2) of the Act a statement of reasons outlining my decisions is below.

Statement of Reasons

In reaching my access decisions, I have taken the following into account:

- the Act;
- the content of the documents that fall within the scope of your request; and
- the *Human Rights Act 2004*.

Exemption claimed

My reasons for deciding not to grant full access to the identified documents are as follows:

Public Interest

The Act has a presumption in favour of disclosure. As a decision maker I am required to decide where, on balance, public interest lies. As part of this process I must consider factors favouring disclosure and factors favouring non-disclosure.

In *Hogan v Hinch* (2011) 243 CLR 506, [31] French CJ stated that when 'used in a statute, the term [public interest] derives its content from "the subject matter and the scope and purpose" of the enactment in which it appears'. Section 17(1) of the Act sets out the test, to be applied to determine whether disclosure of information would be contrary to the public interest. These factors are found in subsection 17(2) and Schedule 2 of the Act.

Factors favouring disclosure (Schedule 2 section 2.1)

Taking into consideration the information contained in the documents found to be within the scope of your request, I have identified that the following public interest factor in

favour of disclosure is relevant to determine if release of the information contained within these documents is within the 'public interest':

- (a) *disclosure of the information could reasonably be expected to do any of the following:*
- (i) *promote open discussion of public affairs and enhance the government's accountability.*

Having considered the factor identified as relevant in this matter, I consider that release of the information within the scope of the request may contribute to open discussion of public affairs and enhance the government's accountability. I consider there is a public interest in the results of surveys conducted by the ACT Government. I am satisfied that there is a significant public interest in releasing this information.

Factors favouring non-disclosure (Schedule 2 section 2.2)

As required in the public interest test set out in section 17 of the Act, I have also identified the following public interest factor in favour of non-disclosure that I believe is relevant to determine if release of the information contained within these documents is within the 'public interest':

- (a) *disclosure of the information could reasonably be expected to do any of the following:*
- (ii) *prejudice the protection of an individual's right to privacy or any other right under the Human Rights Act 2004;*

When considering the documents and factors in favour of non-disclosure, I have considered the personal information contained in the *Australian Apprenticeship – Completion Payment Survey* (document 1 in Attachment A) and the *Skilled Capital Completion Payment Survey* (document 2 in Attachment A) documents being the full names of the participants, contact details and student identification numbers included in these surveys. I consider that it is unreasonable to release the names, contact and identifying information of individuals that are not ACT Government employees as this is personal information that is not publicly available. I am satisfied that information regarding an individual's identity is personal information and that releasing this information may prejudice the protection of that individual's right to privacy or any other right under the *Human Rights Act 2004*.

Noting the pro-disclosure intent of the Act, I am satisfied that redacting only the information that is not in the public interest to release, while releasing the rest of the information will ensure that the intent of the Act is met and will provide you with access to the majority of information held by CMTEDD within the scope of your request.

Charges

Pursuant to *Freedom of Information (Fees) Determination 2017 (No 2)* processing charges have been waived in accordance with section 107(2)(e) of the Act.

Online publishing – Disclosure Log

Under section 28 of the Act, CMTEDD maintains an online record of access applications called a disclosure log. Your original access application and my decision in response to your access application will be published in the CMTEDD disclosure log three days after the date of my decision. Your personal contact details will not be published.

You may view the CMTEDD disclosure log at
<https://www.cmtedd.act.gov.au/functions/foi/disclosure-log>.

Ombudsman Review

My decision on your access request is a reviewable decision as identified in Schedule 3 of the Act. You have the right to seek a review by the Ombudsman of this outcome under section 73 of the Act within 20 working days from the day that my decision is published in the CMTEDD disclosure log, or a longer period allowed by the Ombudsman.

If you wish to request a review of my decision you may write to the Ombudsman at:

The ACT Ombudsman
GPO Box 442
CANBERRA ACT 2601
Via email: actfoi@ombudsman.gov.au


ACT Civil and Administrative Tribunal (ACAT) Review

Under section 84 of the Act, if a decision is made by the Ombudsman under section 82(1), you may apply to the ACAT for a review of the Ombudsman decision. Further information may be obtained from the ACAT at:

ACT Civil and Administrative Tribunal
Level 4, 1 Moore St
GPO Box 370
Canberra City ACT 2601
Telephone: (02) 6207 1740
<http://www.acat.act.gov.au/>

Should you have any queries in relation to your request please contact me by telephone on 6207 7754 or by email at CMTEDDFOI@act.gov.au.

Yours sincerely,



Sarah McBurney
Information Officer
Information Access Team
Chief Minister, Treasury and Economic Development Directorate
27 August 2019



ACT
Government

Chief Minister, Treasury and
Economic Development

Our ref: CMTEDDFOI2019-180/2

[REDACTED]

via email: [REDACTED]

Dear [REDACTED]

FREEDOM OF INFORMATION REQUEST

I refer to your application under section 30 of the *Freedom of Information Act 2016* (the Act), received by the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) on 7 August 2019, in which you are seeking access to the “...*final results for all surveys and polls commissioned or received by the ACT Government since last request on 5 February 2019. Surveys and polls may include, but are not limited to, research performed by Orima Research Pty Ltd, Q&A Market Research, or received as part of the YourSay Community Panel*”.

On 20 August 2019 you agreed to exclude the following documents from your request:

- Your say - LGBTIQ Strategy (<https://yoursay.act.gov.au/lgbtiq-strategy>);
- Canberra Theatre Centre Executive Summary Report;
- Q&A Research; and
- Survey Monkey - ACT Book of the Year Award Survey.

On 20 August 2019 you also agreed to a staged release of the documents noting that some documents were subject to third party consultation.

This decision is part two of your request and relates only to the release of the i-graduate International Student Barometer, Australian Capital Territory State Report 2018 produced by Tribal Group Pty Ltd. The decision in relation to the other surveys identified by CMTEDD as being within the scope of your request was provided to you on 27 August 2019.

Authority

I am an Information Officer appointed by the Director-General under section 18 of the Act to deal with access applications made under Part 5 of the Act.

Third party consultation

In determining this part of your access request, I identified that some of the information may reasonably be expected to be of concern to Tribal Group Pty Limited. In accordance with section 38 of the Act, I have undertaken third party consultation. The views of Tribal Group Pty Limited were considered in making this decision.

Timeframes

In accordance with section 40 of the Act, CMTEDD is required to provide a decision on your access application by 25 September 2019.

Decision on access

I have decided not to release the International Student Barometer, Australian Capital Territory State Report 2018 as I consider release of this document to be contrary to the public interest in accordance public interest test conducted under section 17 of the Act.

I have included as **Attachment A** to this decision an updated schedule of relevant documents. This provides a description of each document that has previously been released and incorporates the International Student Barometer, Australian Capital Territory State Report 2018.

My access decisions are detailed further in the following statement of reasons.

In accordance with section 54(2) of the Act a statement of reasons outlining my decisions is below.

Statement of Reasons

In reaching my access decisions, I have taken the following into account:

- the Act;
- the content of the documents that fall within the scope of your request;
- the views of the relevant third party; and
- the *Human Rights Act 2004*.

Exemption claimed

My reasons for deciding not to grant access to the identified document is as follows:

Public Interest

The Act has a presumption in favour of disclosure. As a decision maker I am required to decide where, on balance, public interest lies. As part of this process I must consider factors favouring disclosure and factors favouring non-disclosure.

In *Hogan v Hinch* (2011) 243 CLR 506, [31] French CJ stated that when 'used in a statute, the term [public interest] derives its content from "the subject matter and the scope and purpose" of the enactment in which it appears'. Section 17(1) of the Act sets out the test, to be applied to determine whether disclosure of information would be contrary to the public interest. These factors are found in subsection 17(2) and Schedule 2 of the Act.

Factors favouring disclosure (Schedule 2 section 2.1)

Taking into consideration the information contained in the documents found to be within the scope of your request, I have identified that the following public interest factor in favour of disclosure is relevant to determine if release of the information contained within these documents is within the 'public interest':

- (a) *disclosure of the information could reasonably be expected to do any of the following:*
- (i) *promote open discussion of public affairs and enhance the government's accountability;*

Having considered the factor identified as relevant in this matter, I consider that release of the information within the scope of the request may contribute to open discussion of public affairs and enhance the government's accountability. I consider there is a public interest in the results of surveys conducted by the ACT Government.

Factors favouring non-disclosure (Schedule 2 section 2.2)

As required in the public interest test set out in section 17 of the Act, I have also identified the following public interest factor in favour of non-disclosure that I believe is relevant to determine if release of the information contained within these documents is within the 'public interest':

- (a) *disclosure of the information could reasonably be expected to do any of the following:*
- (xi) *prejudice trade secrets, business affairs or research of an agency or person;*
 - (xii) *prejudice an agency's ability to obtain confidential information.*

Having reviewed the document identified, I am satisfied that the document contains information which is of a sensitive commercial nature. Release of this information would impact the business affairs of Tribal Group Pty Ltd.

In the case of *Re Mangan and The Treasury [2005] AATA 898* the term 'business affairs' was interpreted as meaning 'the totality of the money making affairs of an organisation or undertaking as distinct from its private or internal affairs'. Schedule 2 section 2.2 allows for government information to be withheld from release if disclosure of the information could reasonably be expected to prejudice the trade secrets, business affairs or research of an agency or person.

The International Student Barometer, Australian Capital Territory State Report 2018 contains valuable commercial data compiled and developed at significant cost to Tribal Group Pty Ltd over an extended period of time. This data and the processes used to make findings in relation to international students is the intellectual property of Tribal Group Pty Ltd. I note the report was developed with the express permission of the ANU and the University of Canberra who provided information with the expectation that the information provided would remain confidential and would only be used by the ACT Government and Tribal Group Pty Ltd. A non-disclosure statement was included with the purchase of the report which further supports this claim. In reviewing this information, I am of the view that the report contains information of significant commercial value to Tribal Group Pty Ltd and this information is essential to both the profitability and viability to Tribal Group's core benchmarking business. It is evident from the third-party submissions that Tribal Group Pty Ltd has gone to significant lengths to ensure details related to the technical nature of the information, the intellectual property and their

allied processes remain protected. Accordingly, I am satisfied that release of this information would have a significant commercial impact on Tribal Group Pty Ltd and would impact their future money making affairs if released.

The second factor I have considered is the agency's ability to obtain confidential information. The International Student Barometer, Australian Capital Territory State Report 2018 was collated specifically for the ACT Government and required the express permission of the ANU and the University of Canberra to enable the use of their historical data. The provision of this information by the universities was made with the express understanding of all parties that it would be treated in confidence and not disclosed further. In reviewing the information contained in the report, I consider it is confidential in character and was communicated in circumstances importing an obligation of confidence. Moreover, appropriate measures have been undertaken to ensure the distribution of the information is limited. Accordingly, I am satisfied that the information provided by the universities to Tribal Group Pty Ltd and from Tribal Group Pty Ltd to the ACT Government occurred on an understanding that the communications were being made and received in confidence. Breaching this confidence, through the release of the information will prejudice the ability for the ACT Government to obtain similar information in the future.

Having applied the test outlined in section 17 of the Act, it is my view that the factors in favor of non-disclosure significantly outweigh the factors in of disclosure. Therefore, release of this information is considered to be contrary to the public interest.

Charges

Pursuant to *Freedom of Information (Fees) Determination 2017 (No 2)* processing charges are not applicable for this request as no documents are being released to you.

Online publishing – Disclosure Log

Under section 28 of the Act, CMTEDD maintains an online record of access applications called a disclosure log. Your original access application and my decision in response to your access application will be published in the CMTEDD disclosure log three days after the date of my decision. Your personal contact details will not be published. You may view the CMTEDD disclosure log at <https://www.cmtedd.act.gov.au/functions/foi/disclosure-log>.

Ombudsman Review

My decision on your access request is a reviewable decision as identified in Schedule 3 of the Act. You have the right to seek a review by the Ombudsman of this outcome under section 73 of the Act within 20 working days from the day that my decision is published in the CMTEDD disclosure log, or a longer period allowed by the Ombudsman.

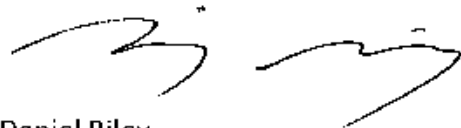
ACT Civil and Administrative Tribunal (ACAT) Review

Under section 84 of the Act, if a decision is made by the Ombudsman under section 82(1), you may apply to the ACAT for a review of the Ombudsman decision. Further information may be obtained from the ACAT at:

ACT Civil and Administrative Tribunal
Level 4, 1 Moore St
GPO Box 370
Canberra City ACT 2601
Telephone: (02) 6207 1740
<http://www.acat.act.gov.au/>

Should you have any queries in relation to your request please contact me by telephone on 6207 7754 or by email at CMTEDDFOI@act.gov.au.

Yours sincerely,



Daniel Riley
Information Officer
Information Access Team
Chief Minister, Treasury and Economic Development Directorate

20 September 2019



ACT
Government

Chief Minister, Treasury and
Economic Development

FREEDOM OF INFORMATION REQUEST SCHEDULE

NAME	WHAT ARE THE PARAMETERS OF THE REQUEST	Reference NO.
	Results for all surveys and polls commissioned or received by the ACT Government since last request on 5 February 2019. Surveys and polls may include, but are not limited to, research performed by Orima Research Pty Ltd, Q&A Market Research, or received as part of the YourSay Community Panel.	CMTEDDFOI2019-180

Ref No	Page number	Description	Date	Status	Reason for Exemption	Online Release Status
1	1-316	Survey – Australian Apprenticeship (All personal information has been removed from document)	2019	Partial release	2.2(a)(ii)	Yes
2	317-379	Skills needs list consultation	2019	Partial release	2.2(a)(ii)	Yes
3	380-394	Appendix B. Survey Results – Wage Advice Line	2019	Full release	N/A	Yes
4	395-437	Stakeholder consultation report – Controlled Sports subordinate legislation development.	12 Jul 2019	Full release	N/A	Yes
5	438-460	Survey Monkey – Study Canberra Agent Workshop	2019	Full release	N/A	Yes
6	461-462	Survey Monkey – Grants satisfaction 2018-2019	2019	Full release	N/A	Yes
7	463	Survey Monkey – Tenants Satisfaction with Management of Arts Facilities	2019	Full release	N/A	Yes
8	464-477	Powerpoint – YourSay Community Panel – ‘Lifestyle Survey’ Report	29 July 2019	Full release	N/A	Yes
9	478-485	CMTEDD Community Views Survey (April 2019 Cycle) Draft (excel)	April 2019	Full release	N/A	Yes
10	486-523	Orima Research – ACT Government Community Views Survey	May 2019	Full release	N/A	Yes
11	524-535	Orima Research – ACT Government Community Views Survey – Final 21 February 2019	21 Feb 2019	Full release	N/A	Yes
12	536-547	Orima Research – ACT Government Community Views Survey – April 2019	April 2019	Full release	N/A	Yes
13	548-560	OZHELP - Health & Wellbeing Data Report	2019	Full release	N/A	Yes

2nd Stage Release

14	14-75	i-graduate – International Student Barometer – ACT	2019	Currently withheld for 3 rd party consultation	Third party consultation	Withheld
Total No of Docs						
14						

Q4 - Have you received your completion certificate from your training provider?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you received your completion certificate from your training provider?	0.00	0.00	0.00	0.00	0.00	0

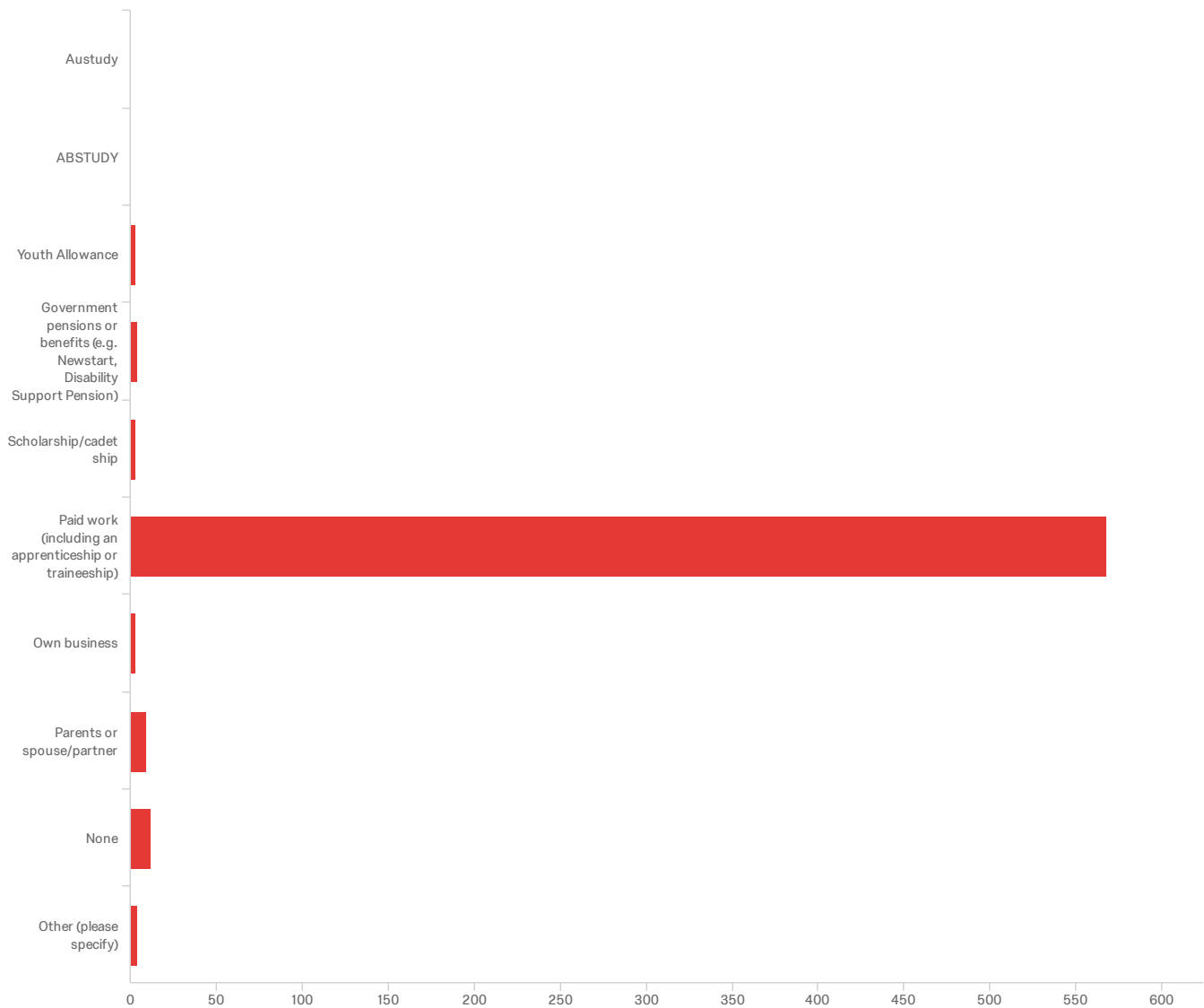
#	Field	Choice Count
1	Yes	0.00% 0
2	No	0.00% 0
		0

Showing rows 1 - 3 of 3

Q5 - When did you receive your completion certificate/documentation from your training provider?

Date Received: (DD/MM/YYYY) Qualtrics.SurveyEngine.addOnload(function...

Q6 - What sources of income did you have while training? (Select all that apply)



#	Field	Choice Count
1	Austudy	0.00% 0
2	ABSTUDY	0.00% 0
3	Youth Allowance	0.50% 3
4	Government pensions or benefits (e.g. Newstart, Disability Support Pension)	0.66% 4
5	Scholarship/cadetship	0.50% 3
6	Paid work (including an apprenticeship or traineeship)	93.73% 568
7	Own business	0.50% 3
8	Parents or spouse/partner	1.49% 9

#	Field	Choice Count
9	None	1.98% 12
10	Other (please specify)	0.66% 4

606

Showing rows 1 - 11 of 11

Other (please specify)

Other (please specify)

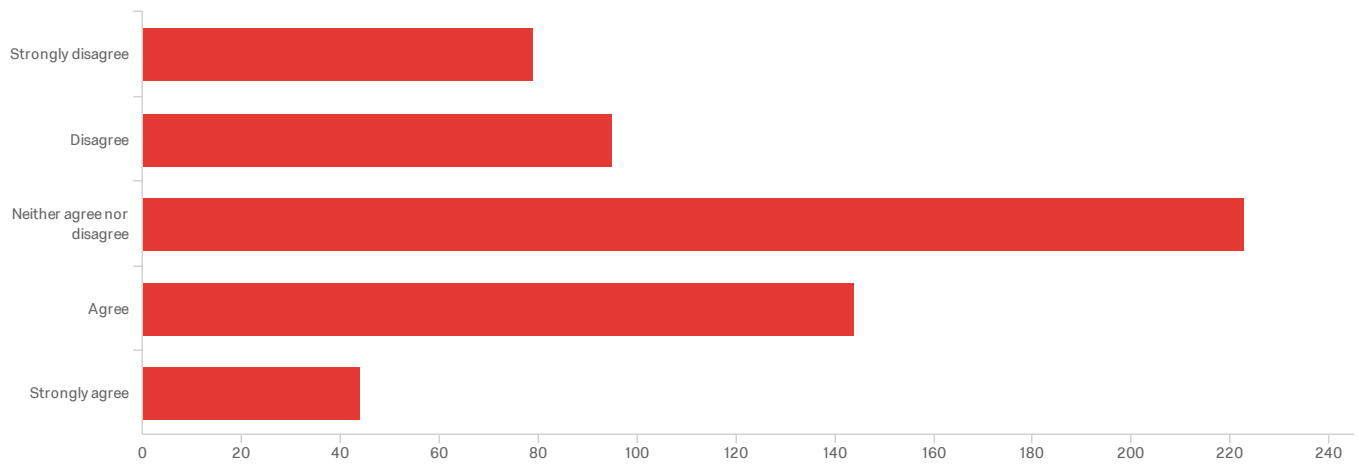
Trade support loan

Full Time employee

full time employee act gov

Graduate Program within the APS

Q7 - Did the completion bonus encourage you to begin the training?

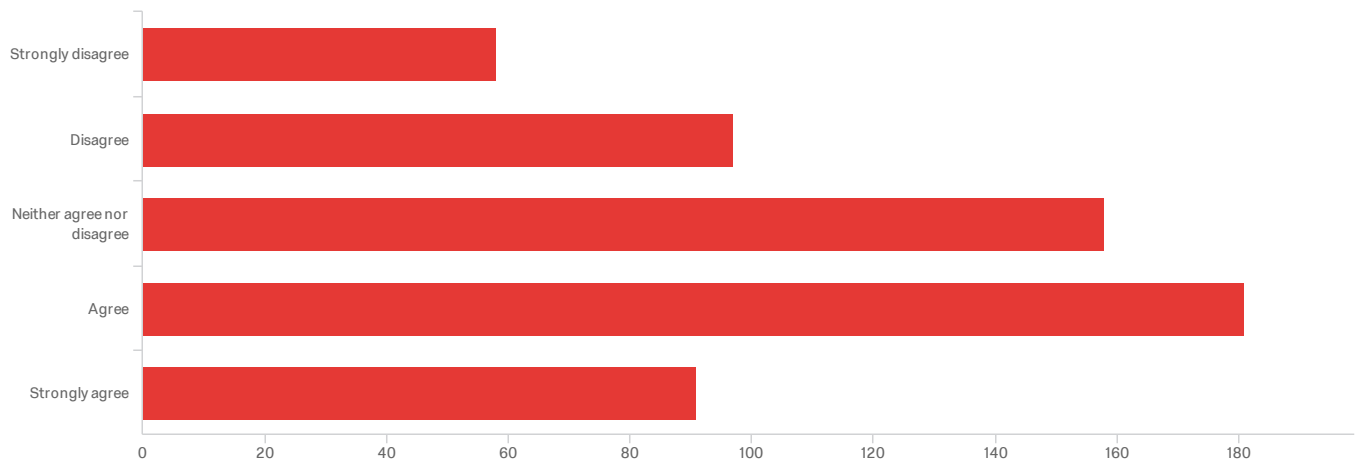


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the completion bonus encourage you to begin the training?	1.00	5.00	2.96	1.12	1.25	585

#	Field	Choice Count
1	Strongly disagree	13.50% 79
2	Disagree	16.24% 95
3	Neither agree nor disagree	38.12% 223
4	Agree	24.62% 144
5	Strongly agree	7.52% 44
		585

Showing rows 1 - 6 of 6

Q8 - Did the completion bonus encourage you to complete the training?

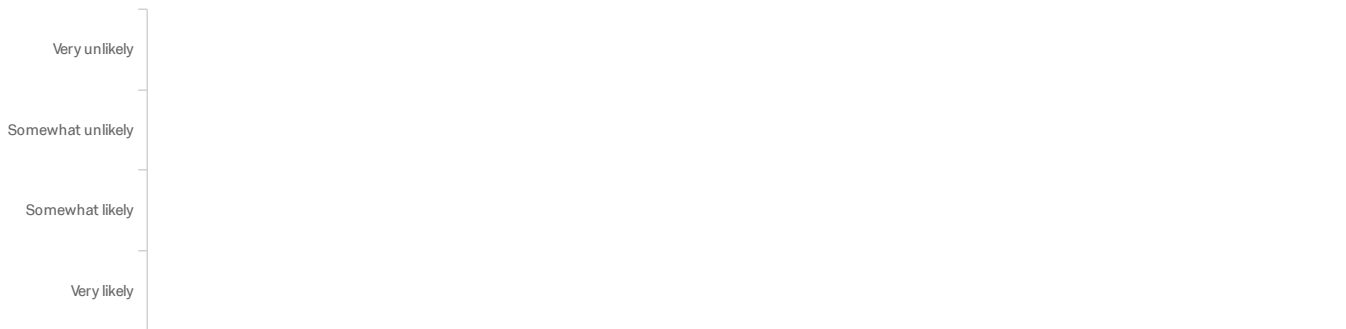


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the completion bonus encourage you to complete the training?	1.00	5.00	3.26	1.20	1.43	585

#	Field	Choice Count
1	Strongly disagree	9.91% 58
2	Disagree	16.58% 97
3	Neither agree nor disagree	27.01% 158
4	Agree	30.94% 181
5	Strongly agree	15.56% 91
		585

Showing rows 1 - 6 of 6

Q9 - How likely are you to recommend the training you have undertaken to others?

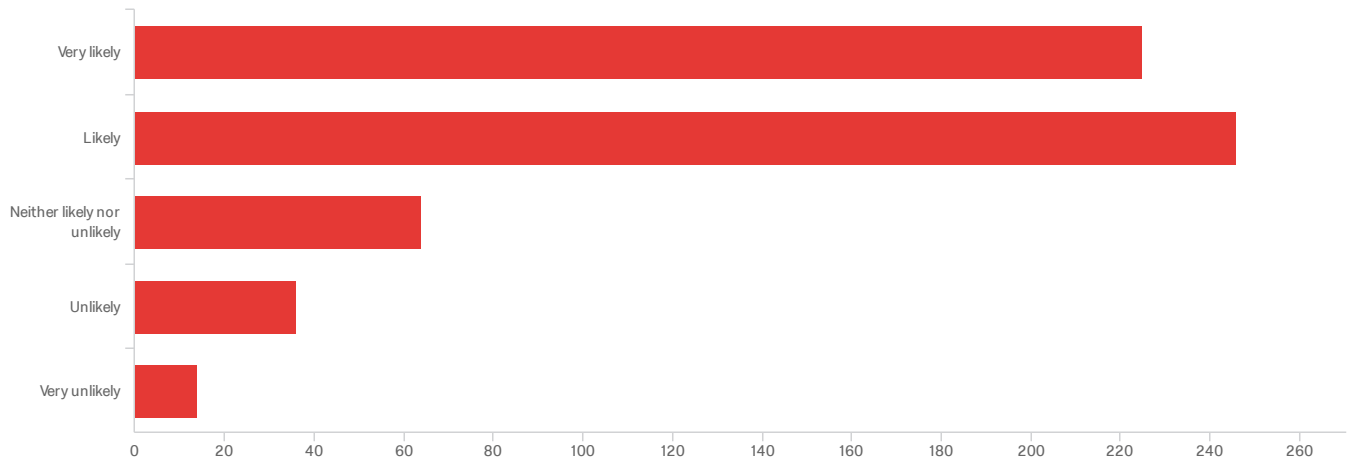


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely are you to recommend the training you have undertaken to others?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Very unlikely	0.00% 0
2	Somewhat unlikely	0.00% 0
3	Somewhat likely	0.00% 0
4	Very likely	0.00% 0
		0

Showing rows 1 - 5 of 5

Q10 - How likely would you be to recommend the training to other students?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely would you be to recommend the training to other students?	1.00	5.00	1.92	0.97	0.95	585

#	Field	Choice Count
1	Very likely	38.46% 225
2	Likely	42.05% 246
3	Neither likely nor unlikely	10.94% 64
4	Unlikely	6.15% 36
5	Very unlikely	2.39% 14
		585

Showing rows 1 - 6 of 6

Q11 - How likely are you to recommend the training provider where you undertook the training to others?



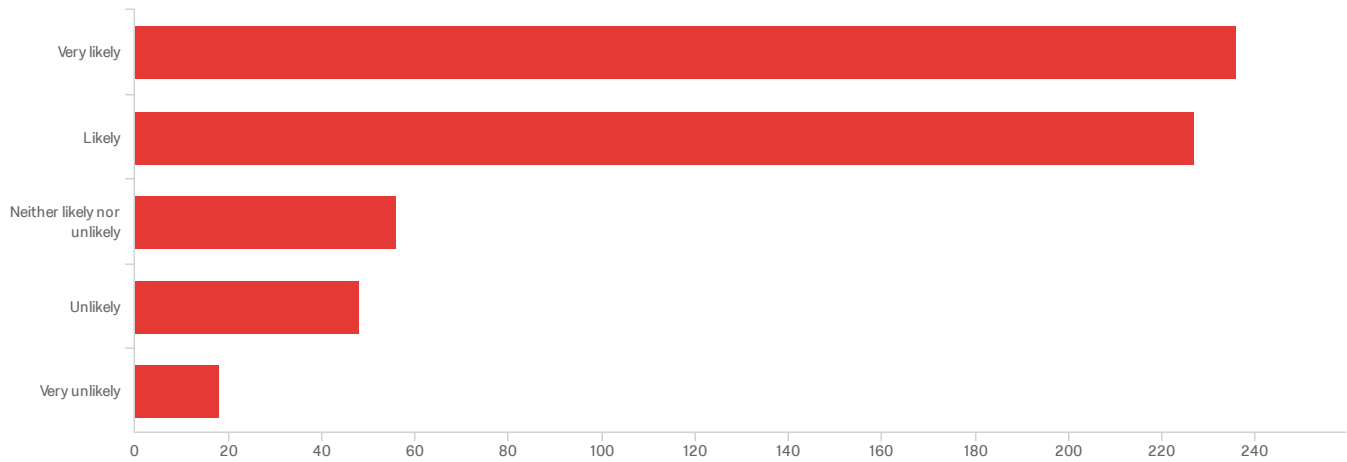
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely are you to recommend the training provider where you undertook the training to others?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Very unlikely	0.00% 0
2	Somewhat unlikely	0.00% 0
3	Somewhat likely	0.00% 0
4	Very likely	0.00% 0

0

Showing rows 1 - 5 of 5

Q12 - How likely would you be to recommend the training provider to other students?

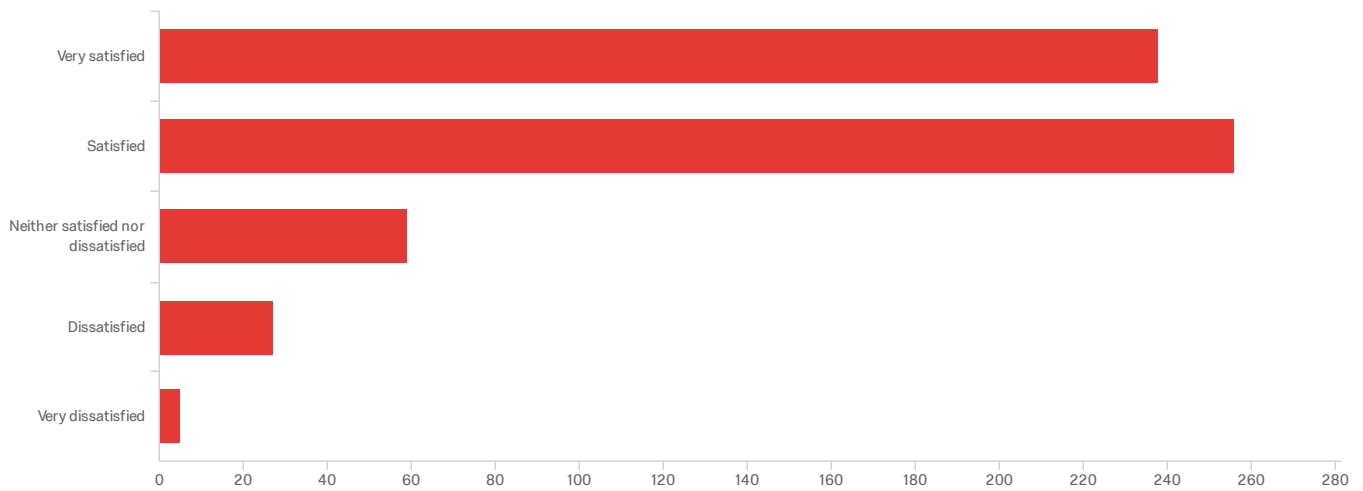


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely would you be to recommend the training provider to other students?	1.00	5.00	1.95	1.05	1.10	585

#	Field	Choice Count
1	Very likely	40.34% 236
2	Likely	38.80% 227
3	Neither likely nor unlikely	9.57% 56
4	Unlikely	8.21% 48
5	Very unlikely	3.08% 18
		585

Showing rows 1 - 6 of 6

Q13 - Overall, how satisfied are you with your training?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, how satisfied are you with your training?	1.00	5.00	1.81	0.86	0.73	585

#	Field	Choice Count
1	Very satisfied	40.68% 238
2	Satisfied	43.76% 256
3	Neither satisfied nor dissatisfied	10.09% 59
4	Dissatisfied	4.62% 27
5	Very dissatisfied	0.85% 5
		585

Showing rows 1 - 6 of 6

Q14 - Indicate how strongly you agree with these statements



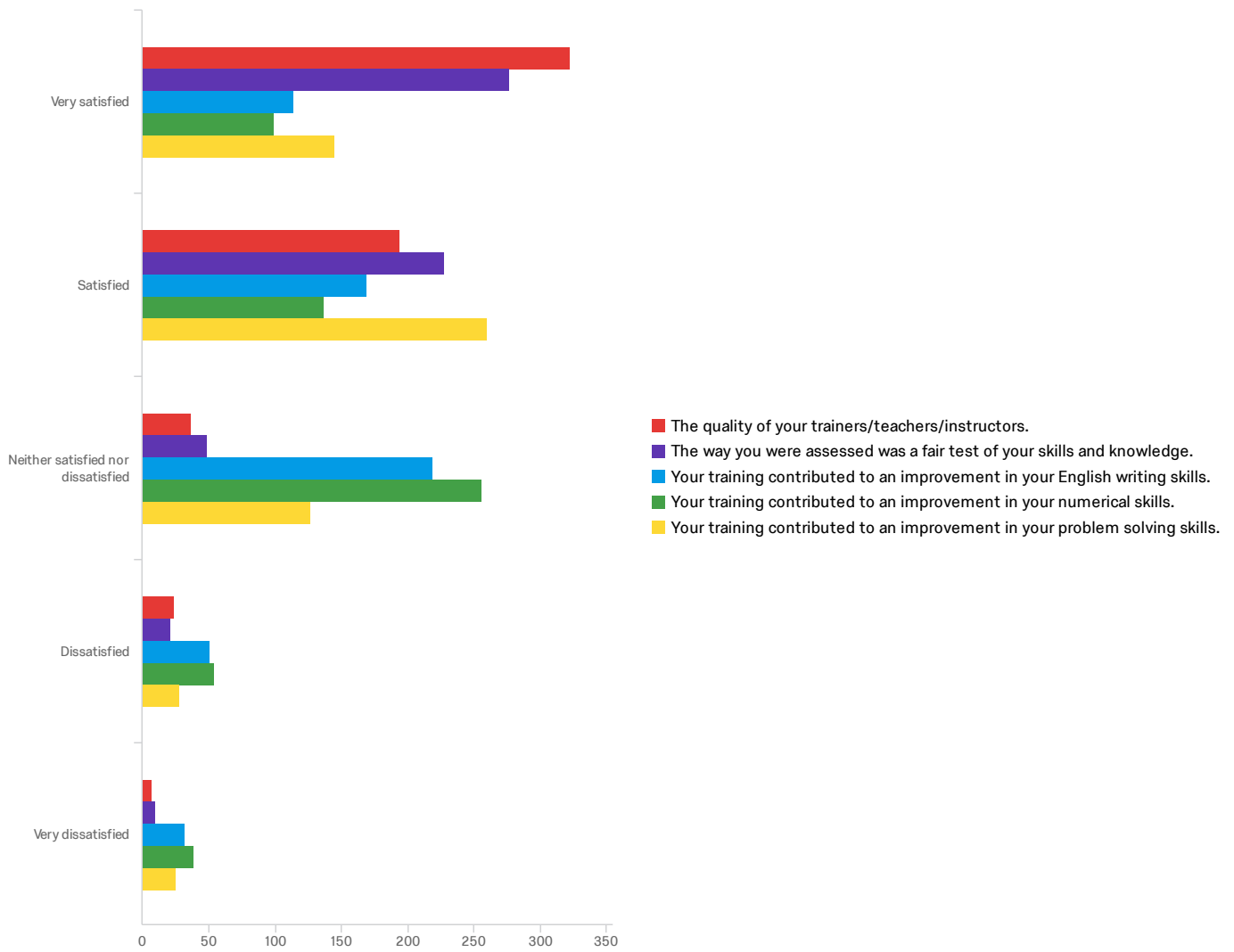
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, I was satisfied with the quality of my training	0.00	0.00	0.00	0.00	0.00	0
2	My instructors understood my learning needs	0.00	0.00	0.00	0.00	0.00	0
3	My instructors communicated the subject content effectively	0.00	0.00	0.00	0.00	0.00	0
4	The assessment was a good test of what I was taught	0.00	0.00	0.00	0.00	0.00	0
5	I received useful feedback on my assessment	0.00	0.00	0.00	0.00	0.00	0

#	Field	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
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#	Field	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	Overall, I was satisfied with the quality of my training	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
2	My instructors understood my learning needs	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
3	My instructors communicated the subject content effectively	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
4	The assessment was a good test of what I was taught	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
5	I received useful feedback on my assessment	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Showing rows 1 - 5 of 5

Q15 - Indicate how satisfied you are with these statements



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The quality of your trainers/teachers/instructors.	1.00	5.00	1.63	0.87	0.75	585
2	The way you were assessed was a fair test of your skills and knowledge.	1.00	5.00	1.73	0.89	0.78	585
3	Your training contributed to an improvement in your English writing skills.	1.00	5.00	2.52	1.07	1.14	585
4	Your training contributed to an improvement in your numerical skills.	1.00	5.00	2.65	1.07	1.15	585
5	Your training contributed to an improvement in your problem solving skills.	1.00	5.00	2.19	1.00	1.00	585

#	Field	Very satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Very dissatisfied		Total
1	The quality of your trainers/teachers/instructors.	55.21%	323	33.16%	194	6.32%	37	4.10%	24	1.20%	7	585
2	The way you were assessed was a fair test of your skills and knowledge.	47.35%	277	38.97%	228	8.38%	49	3.59%	21	1.71%	10	585
3	Your training contributed to an improvement in your English writing skills.	19.49%	114	28.89%	169	37.44%	219	8.72%	51	5.47%	32	585
4	Your training contributed to an improvement in your numerical skills.	16.92%	99	23.42%	137	43.76%	256	9.23%	54	6.67%	39	585
5	Your training contributed to an improvement in your problem solving skills.	24.79%	145	44.44%	260	21.71%	127	4.79%	28	4.27%	25	585

Showing rows 1 - 5 of 5

Q16 - Do you have any comments on the quality of your training?

Do you have any comments on the quality of your training?

No

I had a great time during the apprenticeship, for the most part I had good teachers, I found some teachers for not very organised.

Thank you, it was a wonderful opportunity

NA

Very interactive and fresh approach to learning. All the trainers and facility were very good.

it was a great learning experience.

Perfect training

CIT Reid's teaching staff are of a very high standard. Friendly and very knowledgeable!

Some of the assignments were old

I really enjoyed completing my Diploma in childcare.

last 3 question not applicable

Changes to TAFE training packages which don't have requirements to enrol in particular subject categories are a good idea. I had to take a few subjects which are not directly relevant to the job my apprenticeship was training me for. E.g. I did 3 web development subjects, but I was training for IT infrastructure.

Not really, the course was good and the teachers were good aswell, the test/elearn part of my training was that good, spelling mistakes etc were marked wrong which required you to resist the whole test over again, we're carpenters not English teachers

It was great

No further comments

It was really good

It was poorly written but I completed it in time

No

No

kylie tiyce was really understanding and helpful

They were very helpful

Do you have any comments on the quality of your training?

Candace Safi was an amazing teacher

Training was enjoyable and I learnt a great deal.

The course was well structured and was given great support throughout the whole process.

I really enjoyed the training, particularly the stars focusing on Emotional Intelligence and Negotiation. The face to face sessions were useful as informative and I found the knowledge of the convenors/presenters to enhance the program. As a general rule the online course materials were quality, however there appeared to be inconsistency in the difficulty of questions. A majority were logical and manageable however some quizzes seemed to not be as clear enough to differentiate answers.

Teacher was very invested in the outcome of the students and was happy to assist if needed

My trainer was amazing it makes me want to do more with her

The course is good quality. I didn't expect to complete the course with all assignment done when they finish course but they followed me up patiently and encouraged.

Was fantastic loved doing my course

Training was good, no relevance to my writing or numeracy or problem solving skills

the year long course was satisfying and created a challenge to do well

Quality of my training was excellent, the handling of my training by apprenticeships Australia and Sarina Russo was appalling.

The training was of a very high standard and our trainer was one of the best I have worked with. He was able to engage the group and encourage all to participate.

It was pretty fine

Tony Pan from Macmillan was an excellent educator and I will definitely be seeking him for any further training opportunities

No

Everything was awesome. Well managed and taught by everyone involved. Helped me gain better work ethics.

Overall it was good and the best part is that I got the job after this.

No, it was all done perfectly

Our facilitator Paul Nixon explained materials in class and research in thorough detail which made being in class very engaging.

It was really good overall

I found the program to be under my capability and quite easy

Very practical

Do you have any comments on the quality of your training?

The training provided by CIT in the CERT IV in Training and Assessment was of a high quality

The class workshops were great, but the assessments could be more aligned with lessons and objectives.

The classes were good. The assessment sometimes didn't match the content.

Great system 1 day a week works very well

The training was tough, but the facilitator was outstanding. I learn a lot and feel that this is a certificate of value given how tough the course was.

The workload was designed inadequate for those who work full time

More Audio Visual materials to be used, more practicals, More adult migrant/refugee English tutoring, not by volunteer teacher, but paid ones. Not fair to use volunteer teachers if the course is fully funded including migrant English.

Great training, with good support.

Well done I thought it was fair and challenged me.

Very good program

The Certificate 3 was great am looking forward to Cert 4

My trainer was very encouraging and easy to get along with. It made me apply to continue training for my certificate 4.

Need a bit more up to date technology.

The training was a good mix of reflection on my current skills and how I might improve, as well as providing new models to use in my workplace that were practical and applicable.

Was good

Fantastic trainers and good work content

No

Amanda was fantastic

My trainer that assest me was lovely and always there to help

My training was very detailed and professional.

Very good

It's was very good

if it could be more about our industry, that would be better

Do you have any comments on the quality of your training?

The course didn't really cover much and was very value.

The course was intense at moments however the trainer was supportive and professional. Excellent course which I would recommend to others who want to receive robust and credible training for a CERT IV TAE. Blended learning was much more effective for me than a 100% online experience. Engagement was high and activities with teams was a great way of building networking opportunities.

Good

It was very well presented

My Trainer was very encouraging and I was quite pleased with her professionalism

The training met my requirements

no

The training I received was absolutely fantastic. I will definitely be recommending Wisdom Learning to all of my friends and family.

No feedback from the training provide so was unsure how things were going.

Quality

A follow-up/refresh course after 1 at work month would have been useful

Was a good course!

I suggest the training should test the skills you learn more often to ensure you understand them correctly

No

Craig Woodbridge from orbus3 training went well above and beyond to help me with anything I needed improvement or knowledge in

unsatisfied with kirana colleges - trainer was excellent, a few issues which was hard to get sorted. The past 6 months was a nightmare, and really put me off any further studying through them. overall dealing with kirana has not been pleasant.

Training was first rate and directly related to the work operations.

For the course that I completed, It needs to be longer so we as students can have a better understanding of the course. I have since completed and found a job in training and assessing and the course was useless for information that I needed. 13 face to face sessions over 7 months was not helpful at all... especially for the money that we paid... The training and assessment course that I completed needs A LOT of work if its to help students like me hope to get a job in there perspective industries.

I was very impressed by the methodical approach to the training; and felt motivated by the instructor. The instructor clearly demonstrated how the skills, their application and principles of application would be useful for me.

It was fantastic!

Professional

Great experts. Mark was a great trainer

Do you have any comments on the quality of your training?

No

As I was already a post graduate student and wanted to switch jobs by learning something different so this platform gave me the best way to fulfil my dreams. For some people its not a big thing but for me it is as with two little kids it was hard to survive and do studies & I always wanted to do study with this trainee-ship I got the opportunity to learn while earn which suited me perfectly. This trainee ship is going to be the best thing that ever happened to me and it helped me get the job that I wanted . Thanks a ton from the core of my heart. Have no words to describe and feel blessed now. Thanks again for giving me the opportunity

Enjoyed every classes.

There were lots of valid points raised and discussed

Loved it, met good trainers and improved my skills

The quality of the training was good, but perhaps a bit low level for someone who is degree qualified. The content could also be a bit more organisationally relevant.

The quality of the training facilitator was good. The course itself was pitched to a level of competency that was largely lower than the overall group. Many members of the group have competencies far higher.

The course content was very good but because the class' standard varies, it felt that the content was not targeted to the class

The quality of the coursework did not meet my expectations but the quality of the trainer exceeded my expectations.

Trainer seemed very disengaged. None of the material wasn't anything I didn't already know

The level of training was far too low for our group of university graduates currently working in the government. The trainer understood that but did not challenge us. Instead, he made the training even easier which made it too boring for any of us to actually listen or try during the assessments.

n/a

The quality of the trainer was fantastic. Unfortunately, the training content was not useful or overly relevant for my job.

Content material as too rudimentary for a Cert IV. The trainer was not engaged with the training.

The expected outcomes were vague, and this resulted in it being very difficult to answer questions.

The training did not address the day to day concerns of my department and there seemed to be little crossover

There were some inconsistencies with marking of assessments, so that could be improved in the future.

I really enjoyed the course. I gained new skills that will deferentially help me in my career.

No

The quality of the training was good. I particularly developed further problem solving skills through the risk management component

I believe the training was too basic, however the training provider did their best

Really enjoyed it and the class was a great mixture of people

Do you have any comments on the quality of your training?

I have two political science degrees and I was made to do a certificate IV in Government. It was pretty much a complete waste of my time.

Nic was a great trainer, and was able to keep the training days interesting and engaging.

N/A

N/A

The training would have been more beneficial to those without tertiary education

No

Great assistance from ORBUS, especially with technical support and help with understanding the lesson content when I needed clarification of questions.

Overall I learned a number of skills through the diverse topics I was taught at the training. The trainers were always patient and helpful

CIT provided good quality training. At times CIT was disorganised which was frustrating, but the course content was good.

Quality of training was good but the trainers are spread thin and were exhausted at times due to long travel times. More trainers are needed to lighten the load.

It was a requirement as part of the graduate program. It was a waste of time and did not teach anything of value. It should not have been a requirement for University graduates to immediately undertake a poorly designed cert4

The training provided was timely and relevant to my current role within the APS.

Excellent instructor and excellent provider.

It was good doing it with like people.

Very high quality.

Some portions of the training seemed rushed and not covered well enough for the assessment material, however this may have been due to the fact that we changed instructors part way through the course, and they taught the content differently.

I have been told the workload for this course is light. In fact, each course unit requires me to spend 15-20+ hours to finish the assessment (per month). I totally underestimated the workload hours required for the course.

The quality is good.

N/A

No

N/A

Exceptional training, tailored and delivered in a way to suit my needs and the needs of the business.

Do you have any comments on the quality of your training?

-

Training was very basic having completed 5 years of university and undertaken full-time work

While the overall content of the course was useful, the provider Interaction Consulting were inexperienced in delivering this course to a graduate cohort. The training sessions were not properly targeted to the audience, and therefore varied in a lot in their usefulness. This feedback was provided to Interaction who have been receptive in improving their delivery.

The curriculum was clear but our trainers had little knowledge of the subjects and seemed to be largely improvising classes.

Facilitator was good but content overlapped too much with work training.

Gregg Barclay was a fantastic leader as he taught in a collaborative way that used our experienced, paired with his lessons to enhance the practicality of the overall learning.

The quality of the instructors was very poor which overall lessened my interest and enjoyment of my training

excellent course and great trainer.

I was disappointed with the lack of expertise of our trainers.

Very good people

Well delivered

Amazing, no faults what so ever

I was satisfied with the training, and enjoyed a number of aspects such as the workshops and the fact it allowed me to keep a good record of the work I have done. However, I found the assessments very repetitive.

Run very well. some subjects were to short for the amount of content

The provider was a bit disorganised which was reflected in the delivery of the training and in the assessments.

Compared to the rigour of my undergraduate coursework, the training was much simpler than expected.

Trainer was amazing and qualification was very useful.

Training was well taught. The content itself was not targeted appropriately.

· Communication across interaction team and then back to the graduates - On a number of occasions graduates were communicated different messages by the Interaction team. Whether this was in the face-to-face 'learning consultant' meeting or by email. Suggest that in the future if Interaction runs this kind of service that questions and answers are noted by the learning consultant so that the same answers can be provided to everyone. It was also evident that where questions had been provided in advance, answers were not prepared, and questions were still taken on notice. Suggest that when a graduate emails a question relating to assessments the answer is sent back to the whole cohort. The FAQ document was also very poorly updated. · Resources - resources were often poorly prepared, including spelling and grammatical errors. Often large amount of documents and resources were provided to the graduates during the face-to-face classes, and we were then told that everything had to be typed and submitted electronically. This is a waste of paper and time, when a large number of competencies are based on effective time management, this was often not shown back to us. · Response times - Interaction's response times for issues was slow, this became an issue for graduates around assessment time when faster responses would have been beneficial. Often Interaction indicated that they would respond to an issue, and occasionally this response never came.

Do you have any comments on the quality of your training?

It was okay.

The choice of course was poor for our cohort of graduates with one or more degrees. I found the content very basic and rushed through. It would have been more effective to focus on one or more methodologies of project management, rather than high-level concepts which were difficult to apply in the workplace. Because the course was below the level of competency of the participants, we rushed through the materials and as a consequence had a lot of time to waste thereafter. This course could be beneficial for early school leavers looking to enter the public service.

Gave a good overview of relevant legislation and government processes.

N/a

My RTO was extremely helpful throughout my entire time as an apprentice, through helping me change my trainers and ensuring I was on track with my assignments at all times

N/A

Fantastic trainers.

My trainer Debbie Guymer was phenomenal.

Instructors, particularly Mark, were very good.

Cert IV program was too basic and poorly targeted for an APS graduate program.

Was very thorough and related to our work.

Great facilitator.

Gregg was great

N/A

Great instructors, flexible attitude

CIT are amazing. everything is easy to communicate and they are very willing to help sort things out in regard to personal issues which interfere with the training

I have to say that Mark Evans from CIT made the training very enjoyable. I really valued his knowledge and experiences and the way he could apply them to his teaching. His humour and interaction with us as students also made the learning so much more enjoyable and engaging.

the facilitator was excellent

Training providers had a strong knowledge from personal experience.

VERY HAPPY WITH EDWARD & THE TEAM

no

Do you have any comments on the quality of your training?

Overall the trainers were excellent. There were 2 units on Aboriginal and Torres Strait Islanders people run by an external party and trainer and while information delivered was interesting and relevant the trainer was unapproachable and the assessment was much larger and felt like university level compared to the other units. This cause me to feel very stressed and my colleges at work were unable to guide me as they as teachers had never been required to study these units in such depth.

CIT was a little disorganized.

CIT administration was always disorganised and late for everything which was frustrating.

CTET was the most accommodating training institute. There was so many offers to make up classes and for out of class support - it was really great and really supportive. The classes were fun and the units were so applicable to my workplace so it has enhanced some of the things that we do now!

Overall it was good

They improved the course structure as the course went along. Initially they requested 7000 word assignments to be completed per Module (10 modules) within 3 weeks. This was not feasible and they reduced the number of repetative tasks. Course was a family run business and the owners did not have much experience to run it but hired two people who did have experience.

Very helpful teachers.

I am grateful that at my age there was and still is an opportunity to be trained and continue training if I wish.

The trainer (Tony Pan at McMillan) was EXCEPTIONAL and I feel that he was a large part of the success of the course! Tony's delivery was excellent and his examples were fascinating, relevant and enlightening!!

Training was about what I expected. I have concerns that other members of my cohort found it challenging at times considering we all have obtained a minimum of a bachelor degree prior to the training.

The training was very systematic to feed the information!

All of the individuals were so helpful, encouraging and monitored me well throughout the entirety of my traineeship.

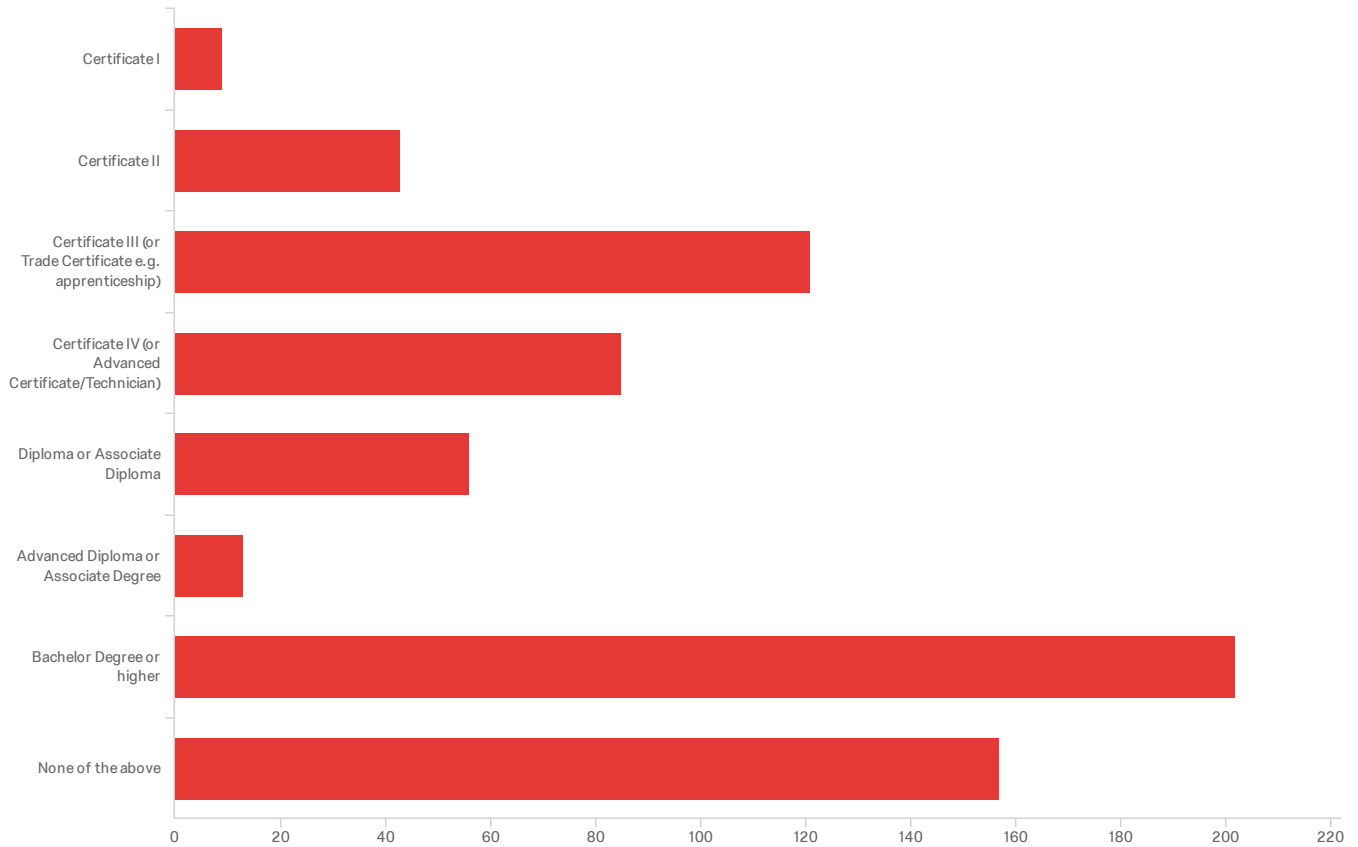
The quality of the materials and as well as the instructors was below par.

My training was not aimed at improving writing or numeracy skills - so my answers can be treated as not applicable

The course had 4 different teachers/coordinators due to lots of staff turn over. this was clearly internal organisational issues. I have a high level of language, literacy and numeracy skills, so the course did not improve or decrease them.

Q17 - Did you complete any of the following qualifications before undertaking training in

[Field-Qual]? (Select all that apply)



#	Field	Choice Count
1	Certificate I	1.31% 9
2	Certificate II	6.27% 43
3	Certificate III (or Trade Certificate e.g. apprenticeship)	17.64% 121
4	Certificate IV (or Advanced Certificate/Technician)	12.39% 85
5	Diploma or Associate Diploma	8.16% 56
6	Advanced Diploma or Associate Degree	1.90% 13
7	Bachelor Degree or higher	29.45% 202
8	None of the above	22.89% 157

686

Showing rows 1 - 9 of 9

Q18 - What was your main reason for undertaking training in [Field-Qual]?



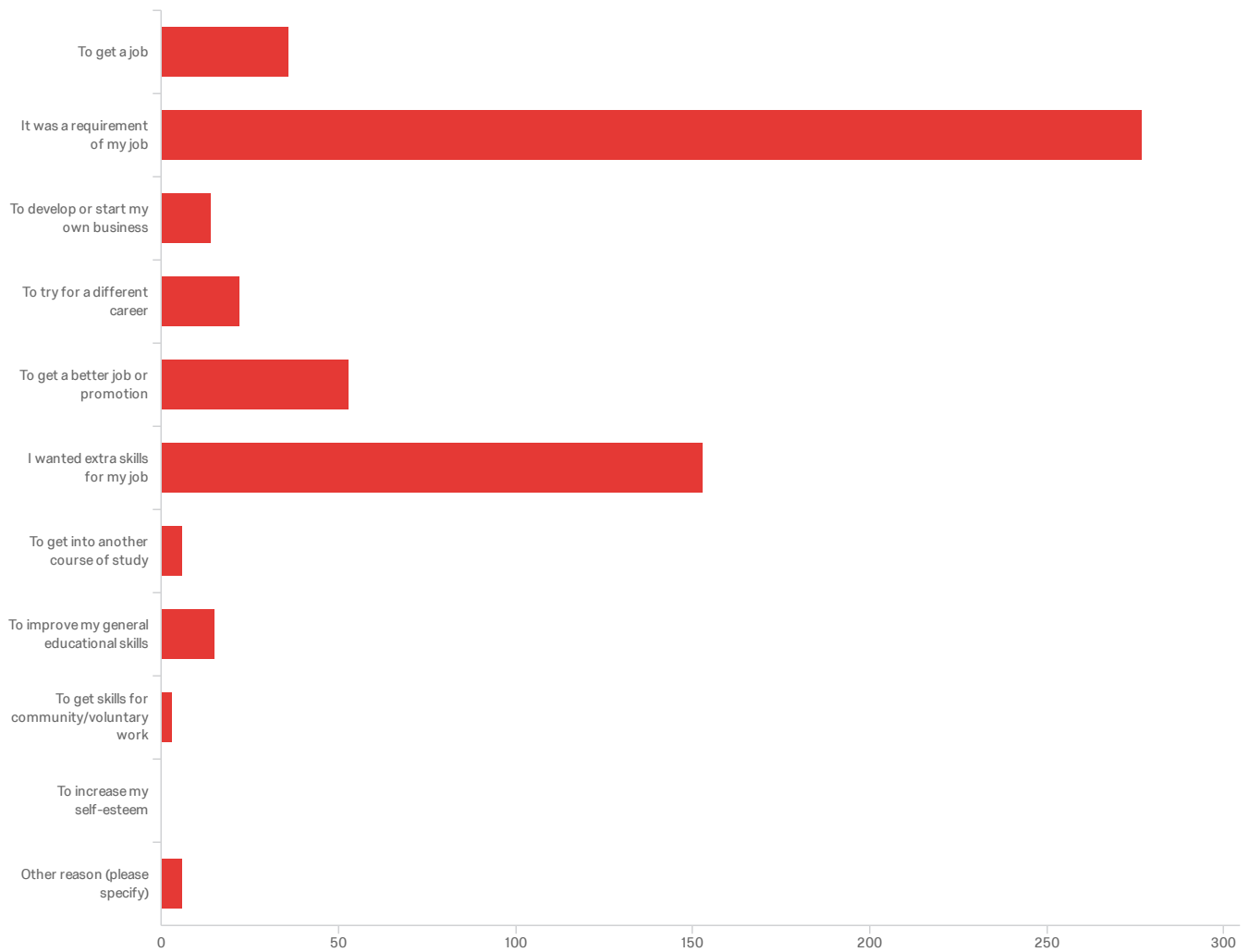
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What was your main reason for undertaking training in [Field-Qual]?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	To get a job	0.00% 0
2	It was a requirement of my job	0.00% 0
3	To develop my existing business	0.00% 0
4	To start my own business	0.00% 0

#	Field	Choice Count
5	To try for a different career	0.00% 0
6	To get a better job or promotion	0.00% 0
7	I wanted extra skills for my job	0.00% 0
8	To get into another course of study	0.00% 0
9	To improve my general educational skills	0.00% 0
10	To get skills for community/voluntary work	0.00% 0
11	To increase my confidence/self-esteem	0.00% 0
		0

Showing rows 1 - 12 of 12

Q19 - What was your main reason for doing the training?

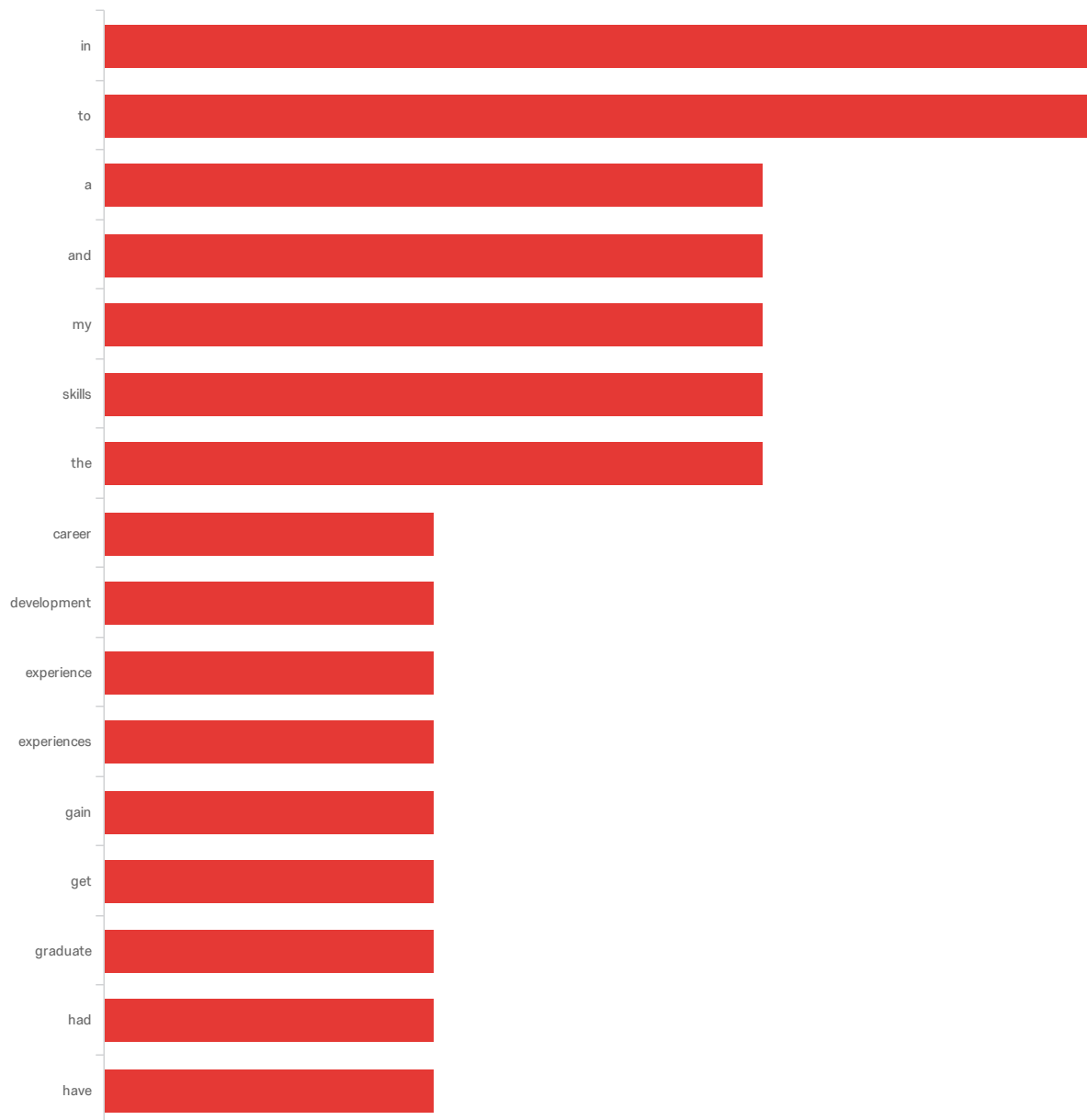


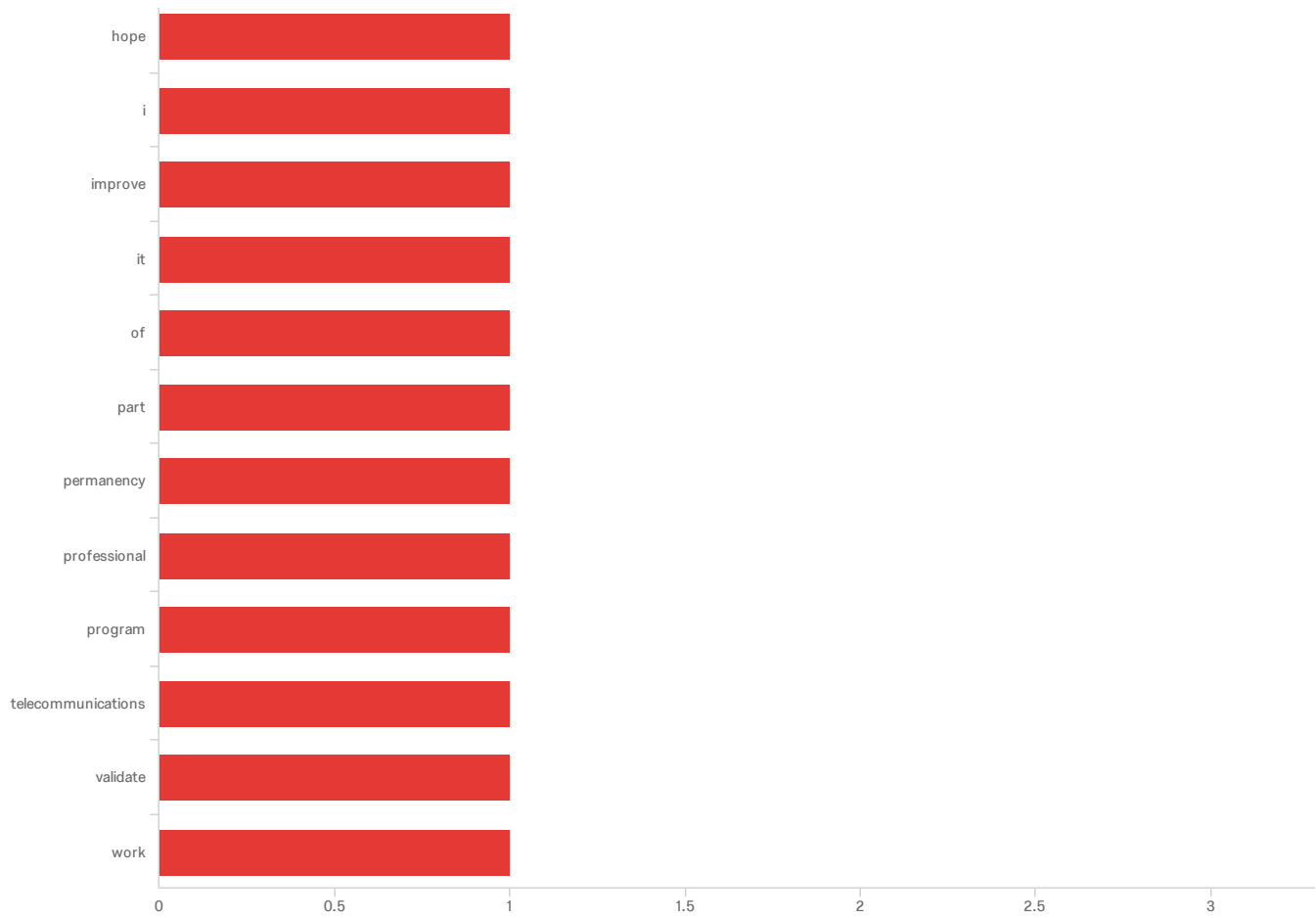
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What was your main reason for doing the training? - Selected Choice	1.00	10.00	4.05	2.49	6.21	585


#	Field	Choice Count
1	To get a job	6.15% 36
2	It was a requirement of my job	47.35% 277
3	To develop or start my own business	2.39% 14
4	To try for a different career	3.76% 22

#	Field	Choice Count
5	To get a better job or promotion	9.06% 53
6	I wanted extra skills for my job	26.15% 153
7	To get into another course of study	1.03% 6
8	To improve my general educational skills	2.56% 15
9	To get skills for community/voluntary work	0.51% 3
10	To increase my self-esteem	0.00% 0
11	Other reason (please specify)	1.03% 6
		585

Showing rows 1 - 12 of 12






 Data source misconfigured for this visualization.

#	Field	Choice Count
1	in	8.11% 3
2	to	8.11% 3
3	a	5.41% 2
4	and	5.41% 2
5	my	5.41% 2
6	skills	5.41% 2
7	the	5.41% 2
8	career	2.70% 1

#	Field	Choice Count
9	development	2.70% 1
10	experience	2.70% 1
11	experiences	2.70% 1
12	gain	2.70% 1
13	get	2.70% 1
14	graduate	2.70% 1
15	had	2.70% 1
16	have	2.70% 1
17	hope	2.70% 1
18	i	2.70% 1
19	improve	2.70% 1
20	it	2.70% 1
21	of	2.70% 1
22	part	2.70% 1
23	permanency	2.70% 1
24	professional	2.70% 1
25	program	2.70% 1
26	telecommunications	2.70% 1
27	validate	2.70% 1
28	work	2.70% 1

37

Showing rows 1 - 29 of 29

Q20 - Did the training help you to achieve your main goal?

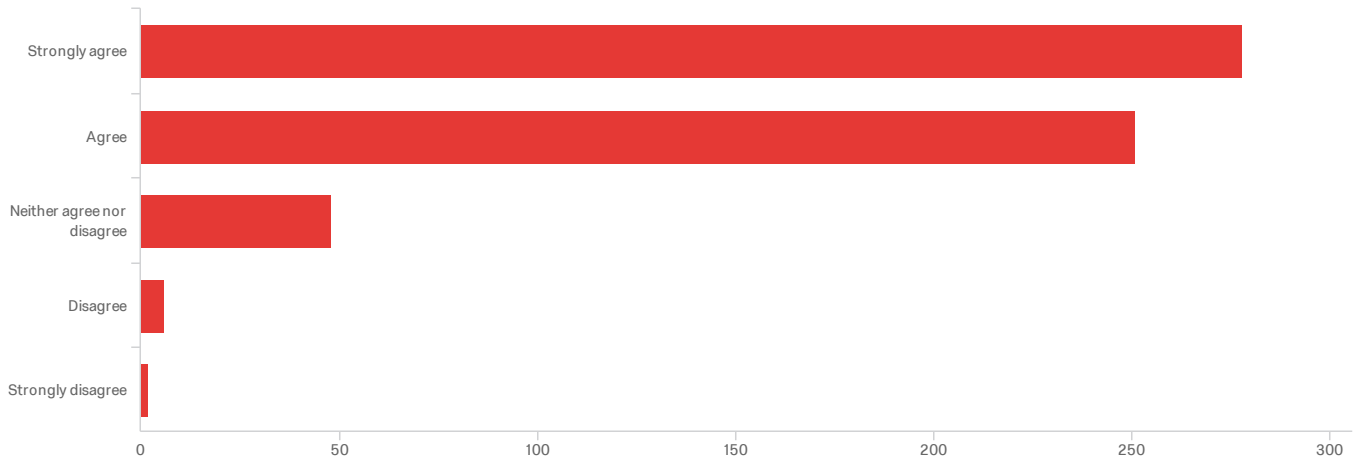


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the training help you to achieve your main goal?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Yes	0.00% 0
2	No	0.00% 0
3	Partly	0.00% 0
4	Don't know yet	0.00% 0
		0

Showing rows 1 - 5 of 5

Q21 - To what extent would you agree or disagree that you achieved your main reason for doing the training in [Field-Qual]?



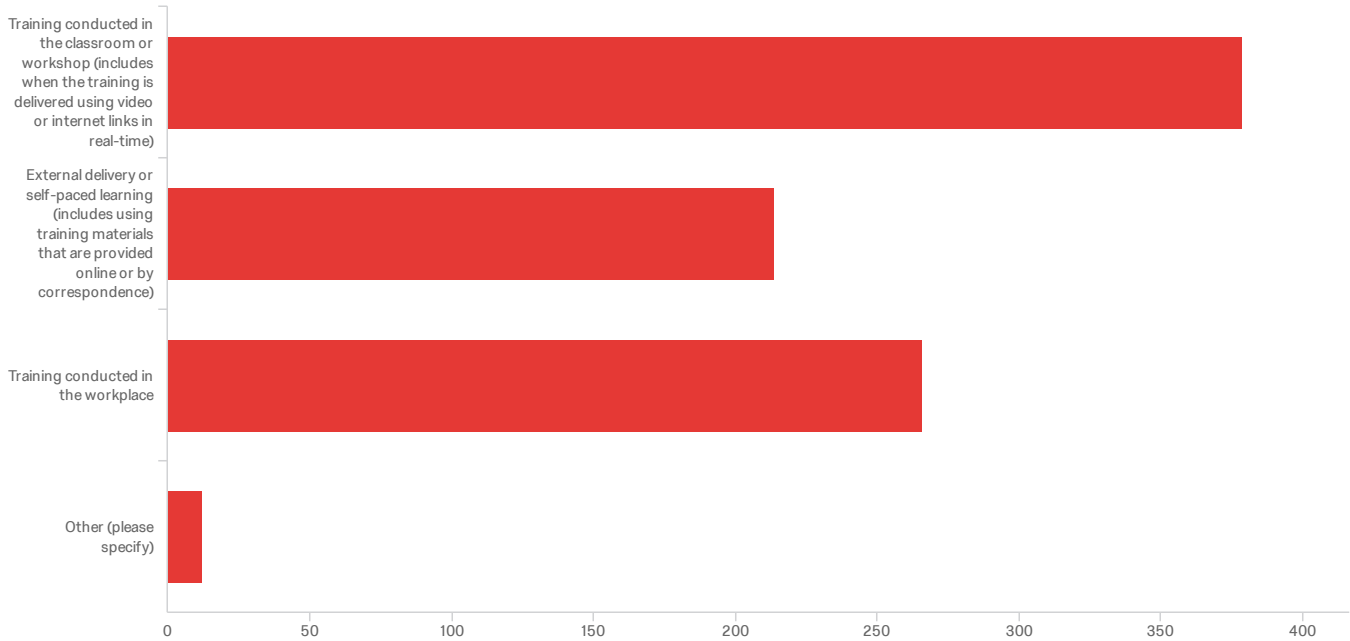
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent would you agree or disagree that you achieved your main reason for doing the training in [Field-Qual]?	1.00	5.00	1.64	0.71	0.50	585

#	Field	Choice Count
1	Strongly agree	47.52% 278
2	Agree	42.91% 251
3	Neither agree nor disagree	8.21% 48
4	Disagree	1.03% 6
5	Strongly disagree	0.34% 2
		585

Showing rows 1 - 6 of 6

Q22 - Which of the following describes how the training was delivered? (Please select all

that apply)



#	Field	Choice Count
1	Training conducted in the classroom or workshop (includes when the training is delivered using video or internet links in real-time)	43.51% 379
2	External delivery or self-paced learning (includes using training materials that are provided online or by correspondence)	24.57% 214
3	Training conducted in the workplace	30.54% 266
4	Other (please specify)	1.38% 12

871

Showing rows 1 - 5 of 5

Other (please specify)

Other (please specify)

Training was blended - combining classroom and online content.

A good mixture of all facets

Training was both online and in a classroom once a fortnight.

School based training delivered one on one with a trainer. It was very effective and highly valued training.

Other (please specify)

Online modules

Mix of workplace training and workshop training

Mixture of the first two options - training was conducted offsite in the classroom with an external training provider but also with self-paced learning modules that were conducted online outside of the classroom training sessions

Required to attend some classes at CIT Bruce and completed assessments in my own time.

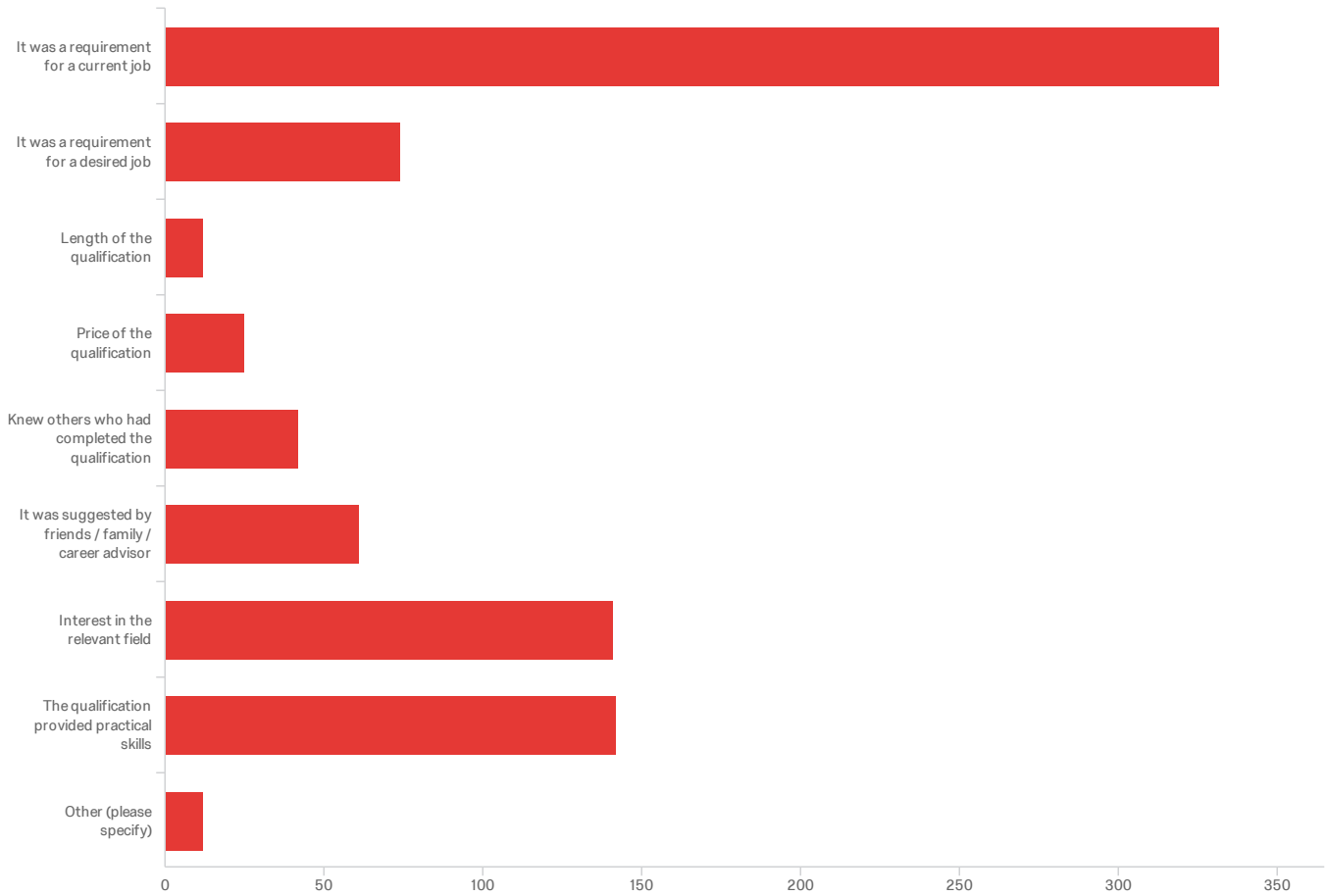
Training was delivered through a mix of face-to-face and online learning. Modules were presented by CIT staff and the Department of Home Affairs.

Combination of all three (classroom training and practical assessments, online learning and assessments, workplace visits)

Both in classroom and online

Mainly online with some face-to-face facilitation

Q23 - Why did you choose to undertake this particular qualification? (Select all that apply)



#	Field	Choice Count
1	It was a requirement for a current job	39.48% 332
2	It was a requirement for a desired job	8.80% 74
3	Length of the qualification	1.43% 12
4	Price of the qualification	2.97% 25
5	Knew others who had completed the qualification	4.99% 42
6	It was suggested by friends / family / career advisor	7.25% 61
7	Interest in the relevant field	16.77% 141
8	The qualification provided practical skills	16.88% 142
9	Other (please specify)	1.43% 12
		841

Other (please specify)

Other (please specify)

To ensure my knowledge and skills are current, after finishing a bachelor degree in 2012

I would like to work towards my bachelors

I want more qualifications

Allowed for progression to the next level of my broad-banded position.

To know the industry better, look into business opportunities

We offered it to all our employees

The qualification provided additional credentials for my career.

Part of the graduate program at my workplace

It was chosen and provided by my employer.

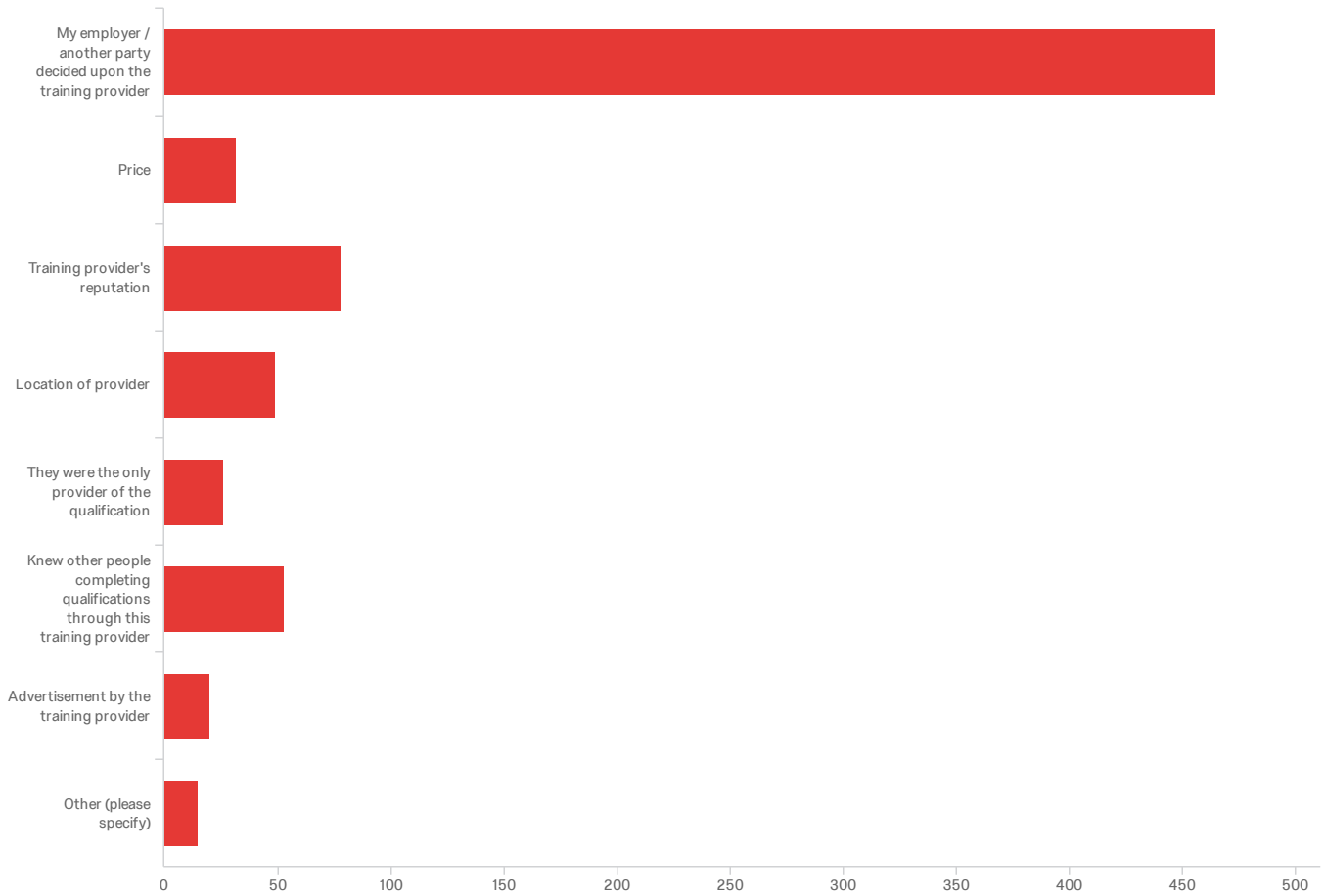
Upskill

Career Progression, not for a particular job, but to aid.

I did it because I believe it is coming in as a requirement for the job and I wanted to be ahead of the requirement and hoped to gain permanency. From achieving it.

Q24 - Which of the following reasons were important in your choice to undertake your

qualification through the training provider you chose? (Select all that apply)



#	Field	Choice Count
1	My employer / another party decided upon the training provider	63.01% 465
2	Price	4.34% 32
3	Training provider's reputation	10.57% 78
4	Location of provider	6.64% 49
5	They were the only provider of the qualification	3.52% 26
6	Knew other people completing qualifications through this training provider	7.18% 53
7	Advertisement by the training provider	2.71% 20
8	Other (please specify)	2.03% 15

738

Other (please specify)

Other (please specify)

great previous education courses with Wisdom Learning. great facilitators for adult learning

affordable

I wanted the training

Just knew about it and chose it

I work within the training organisation and so I defaulted to CIT

The spin they put on the course

The provider is my employer as well

My goal to have work experience in telecommunications

Recommended by friends

Wanted to continue my education

ease of attendance eg course schedule.

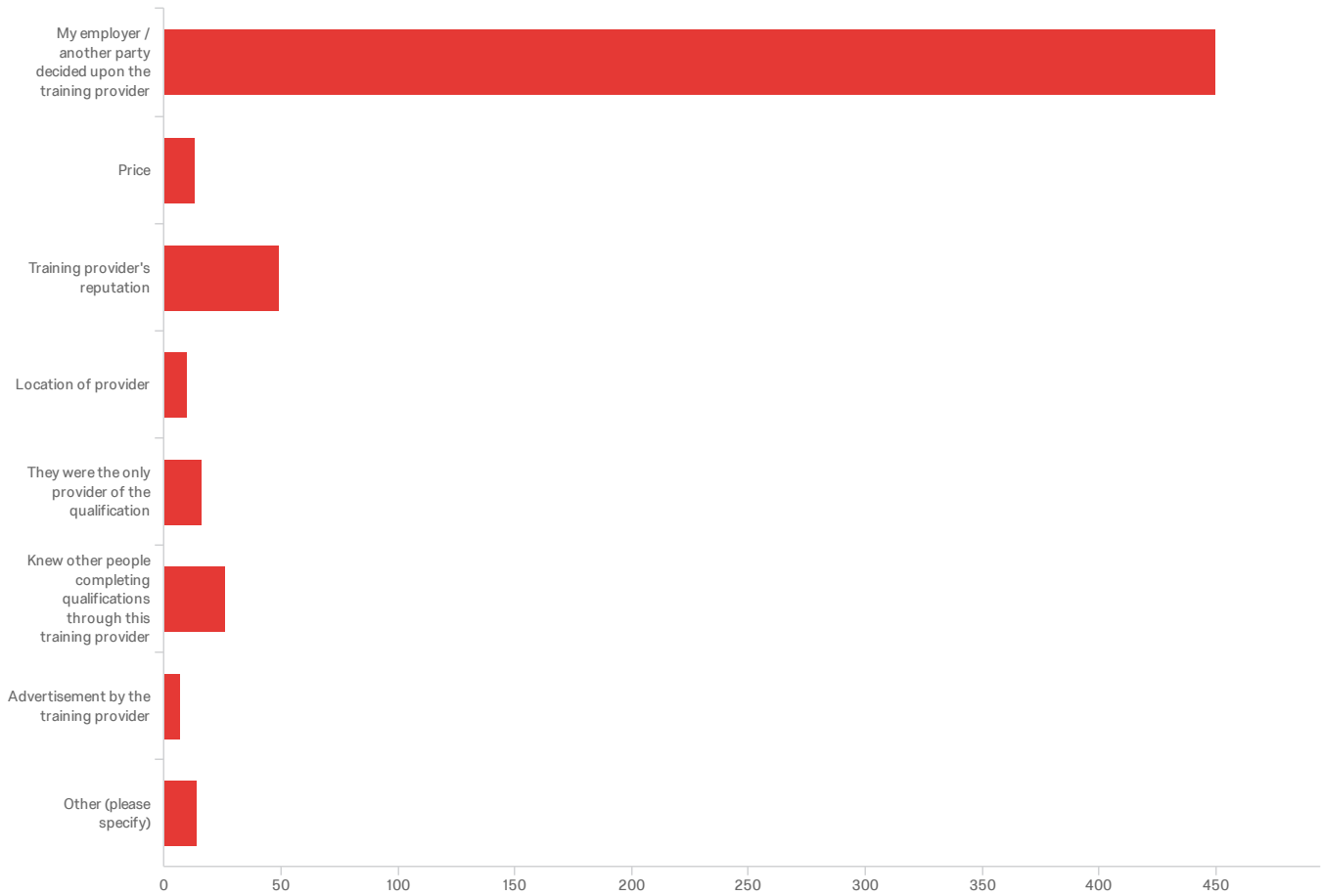
We don't tend to shop around very much regarding our training providers, so a lot of the courses we do at our work place are done through this provider.

RTO approached the business.

Family friend

I received a staff scholarship to complete the course.

Q25 - Which of the following considerations was the main reason you chose to undertake your training through the training provider you chose?




#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following considerations was the main reason you chose to undertake your training through the training provider you chose? - Selected Choice	1.00	8.00	1.81	1.73	3.00	585


#	Field	Choice Count
1	My employer / another party decided upon the training provider	76.92% 450
2	Price	2.22% 13
3	Training provider's reputation	8.38% 49
4	Location of provider	1.71% 10


#	Field	Choice Count
5	They were the only provider of the qualification	2.74% 16
6	Knew other people completing qualifications through this training provider	4.44% 26
7	Advertisement by the training provider	1.20% 7
8	Other (please specify)	2.39% 14

585

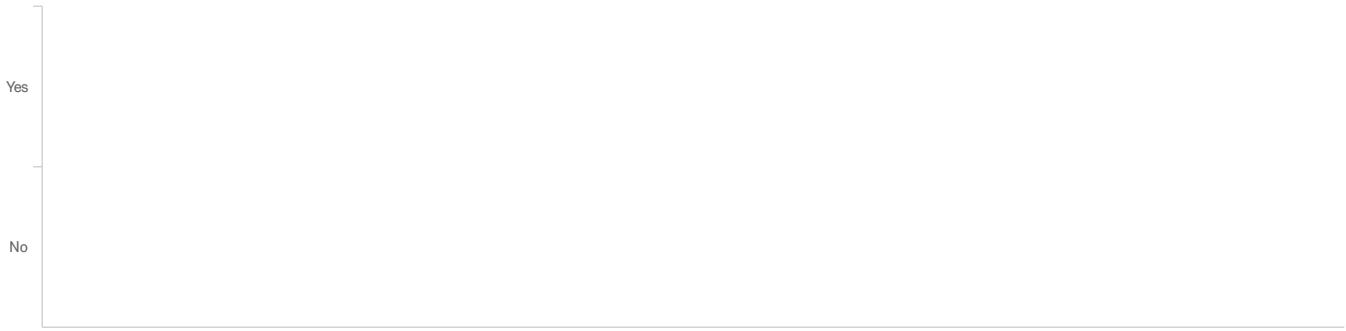
Showing rows 1 - 9 of 9


No results to show


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visualization.


No results to show

Q26 - Are you currently enrolled in any other training with a TAFE institute, TAFE division of a university, Polytechnic, Registered Private Provider or Adult and Community Education provider?

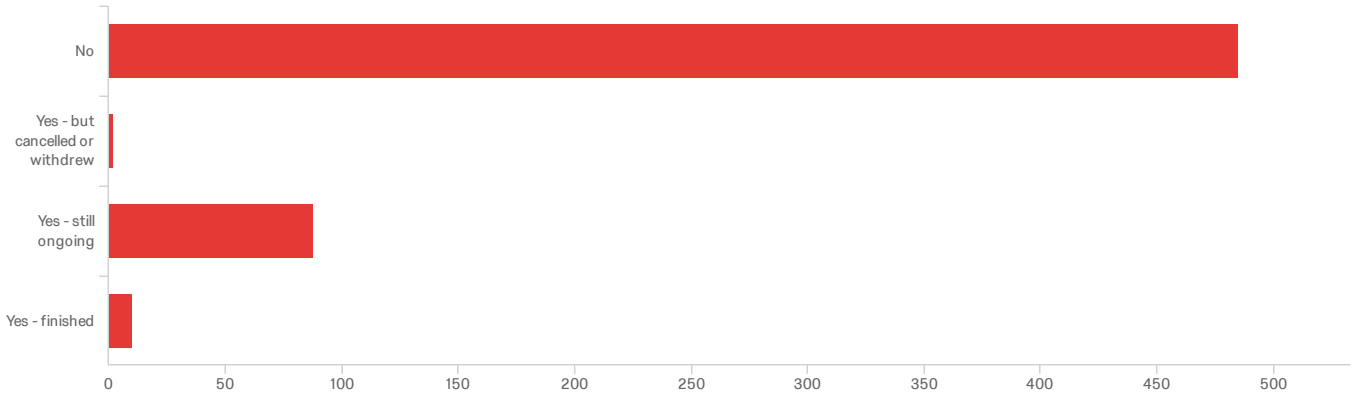


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently enrolled in any other training with a TAFE institute, TAFE division of a university, Polytechnic, Registered Private Provider or Adult and Community Education provider?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Yes	0.00% 0
2	No	0.00% 0
		0

Showing rows 1 - 3 of 3

Q27 - Have you commenced another course or further study since undertaking the training in [Field-Qual]?



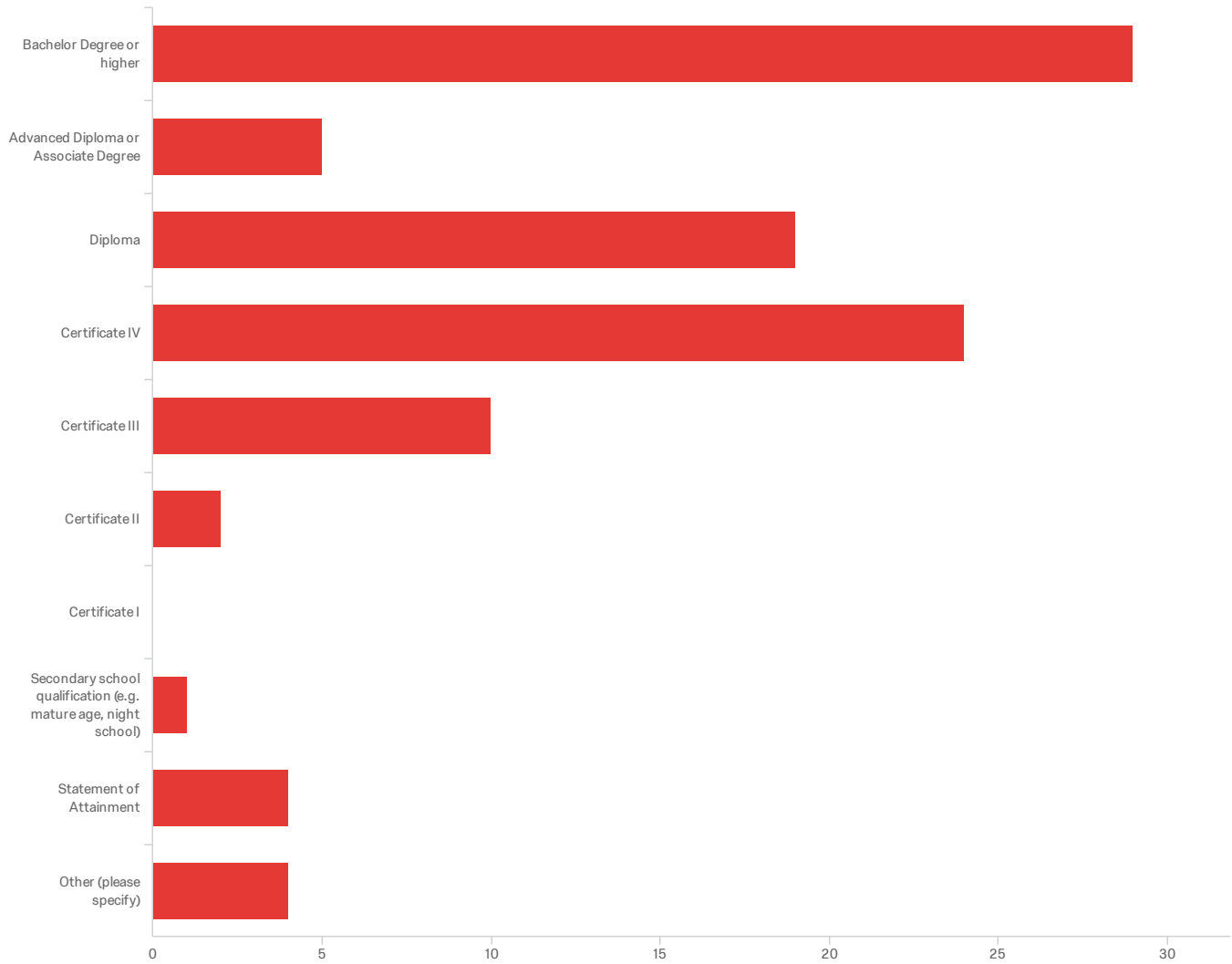
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you commenced another course or further study since undertaking the training in [Field-Qual]?	1.00	4.00	1.36	0.80	0.63	585

#	Field	Choice Count
1	No	82.91% 485
2	Yes - but cancelled or withdrew	0.34% 2
3	Yes - still ongoing	15.04% 88
4	Yes - finished	1.71% 10

585

Showing rows 1 - 5 of 5

Q28 - What is the level of this new course? Note: If you enrolled in more than one course, please report the one that you think is most important.



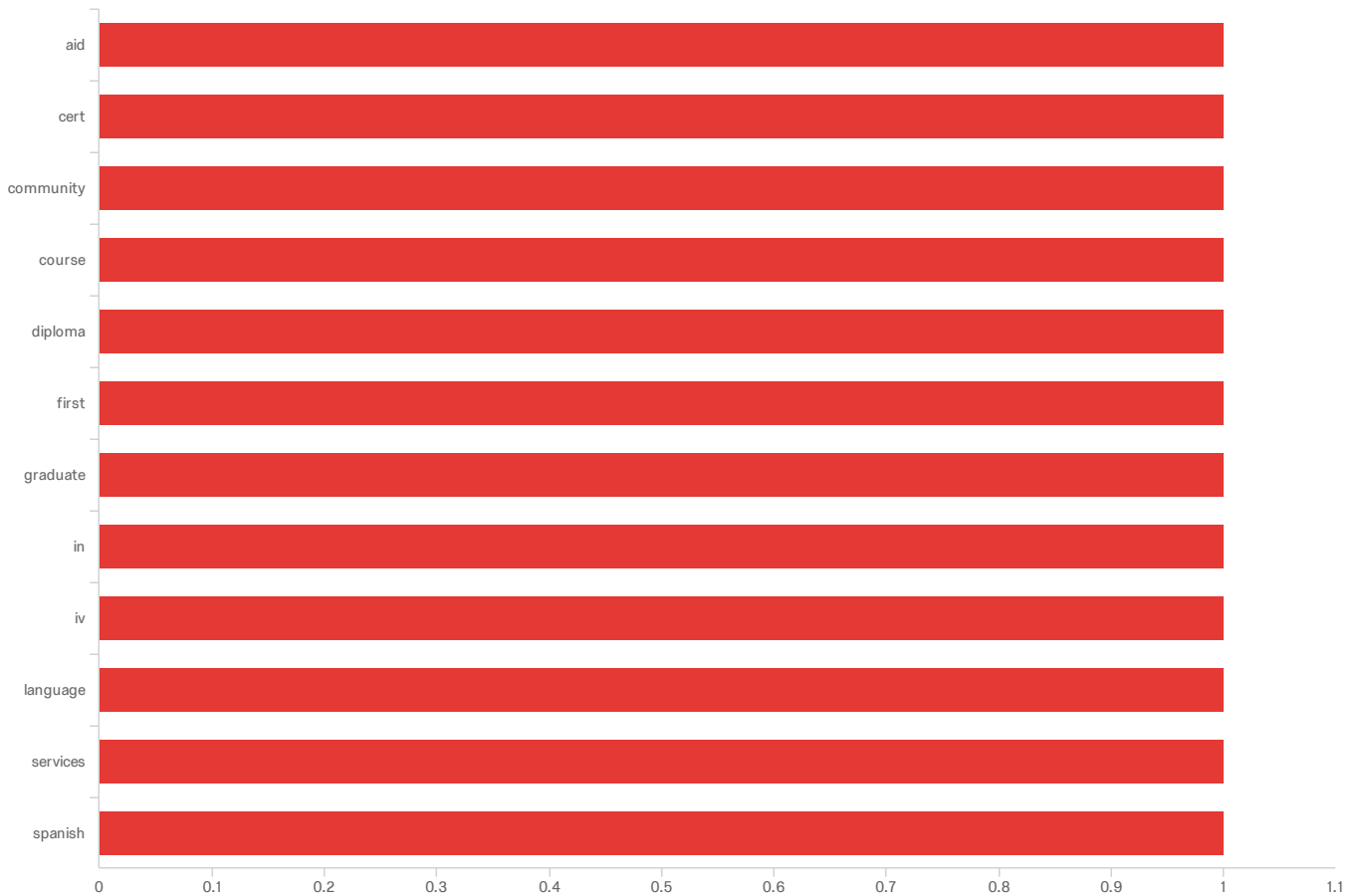
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the level of this new course? Note: If you enrolled in more than one course, please report the one that you think is most important. - Selected Choice	1.00	10.00	3.45	2.37	5.59	98


#	Field	Choice Count
1	Bachelor Degree or higher	29.59%
2	Advanced Diploma or Associate Degree	5.10%

#	Field	Choice Count
3	Diploma	19.39% 19
4	Certificate IV	24.49% 24
5	Certificate III	10.20% 10
6	Certificate II	2.04% 2
7	Certificate I	0.00% 0
8	Secondary school qualification (e.g. mature age, night school)	1.02% 1
9	Statement of Attainment	4.08% 4
10	Other (please specify)	4.08% 4

98

Showing rows 1 - 11 of 11



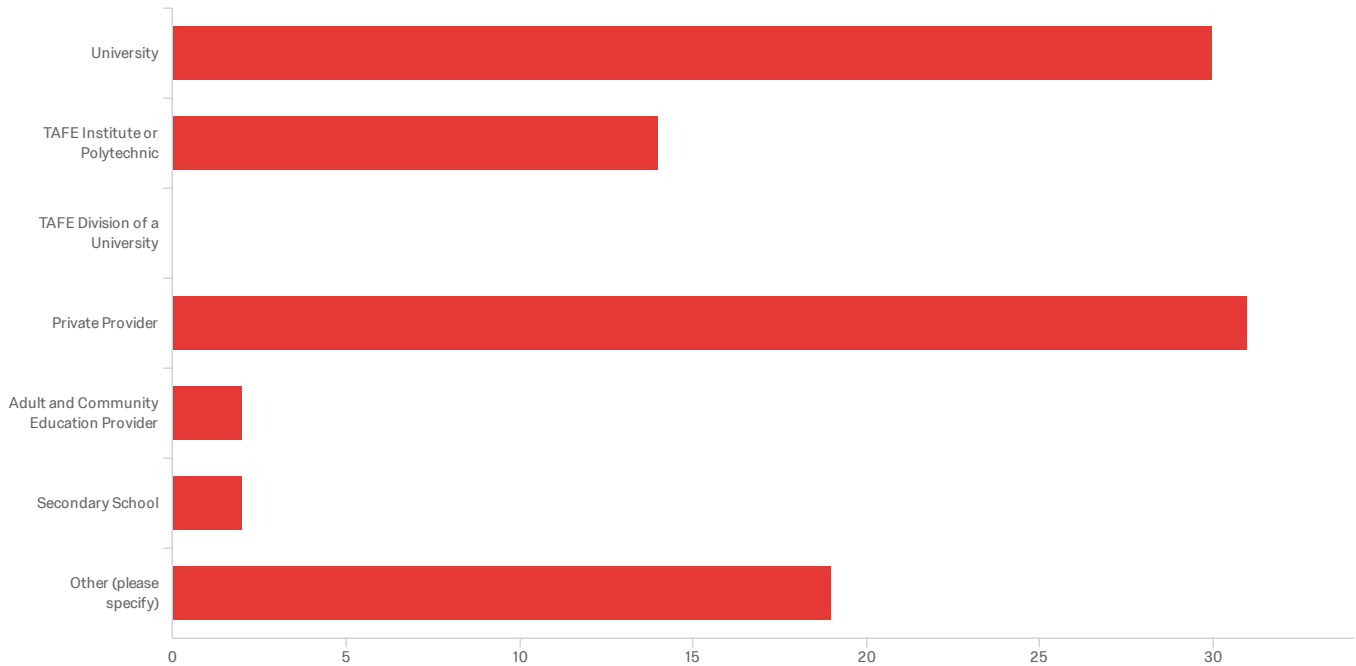

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#	Field	Choice Count
1	aid	8.33% 1
2	cert	8.33% 1
3	community	8.33% 1
4	course	8.33% 1
5	diploma	8.33% 1
6	first	8.33% 1
7	graduate	8.33% 1
8	in	8.33% 1
9	iv	8.33% 1
10	language	8.33% 1
11	services	8.33% 1
12	spanish	8.33% 1

12

Showing rows 1 - 13 of 13

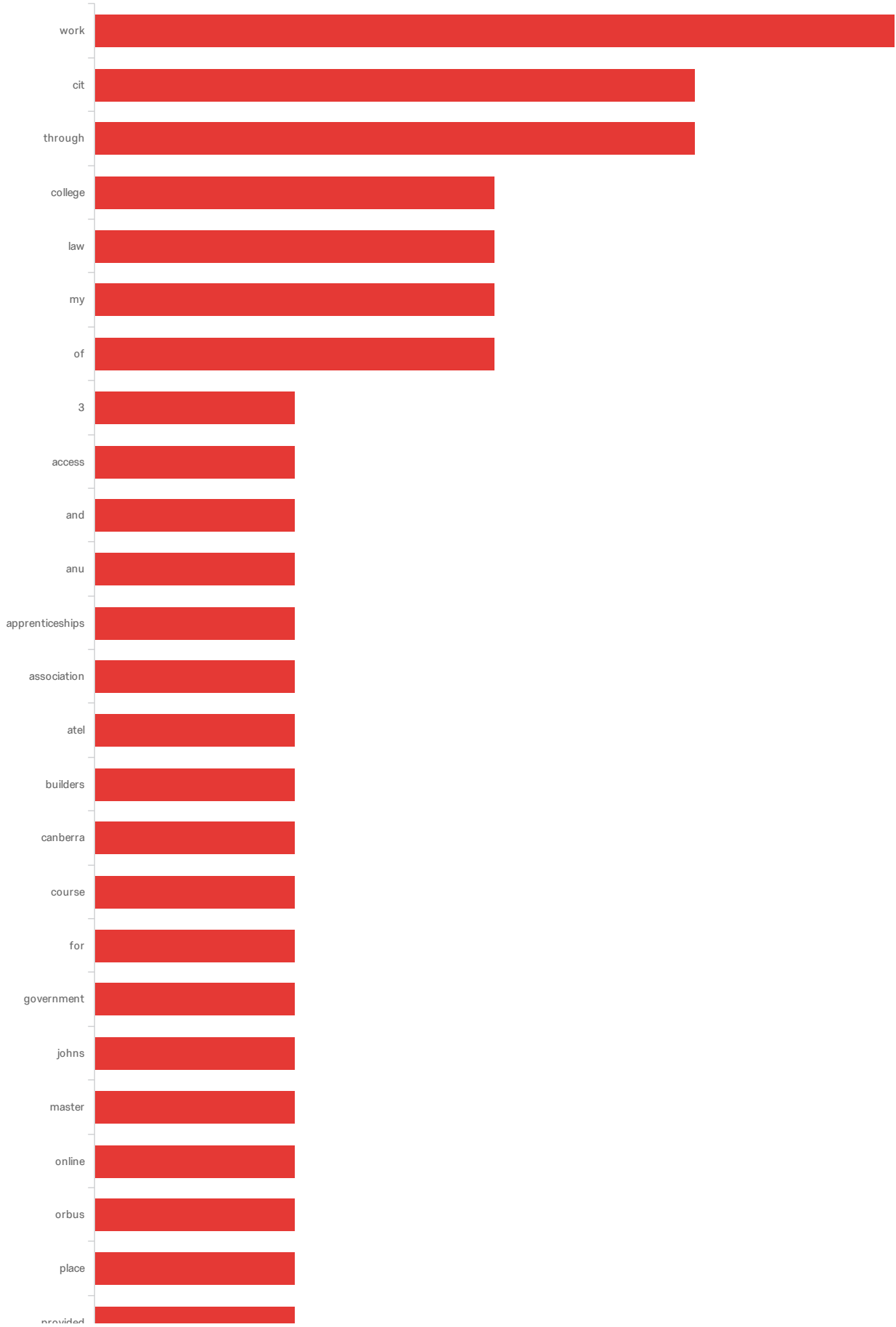
Q29 - Where did you enrol to this course? Note: If you are doing external study, please report the organisation you are studying with, e.g. university, TAFE institute.

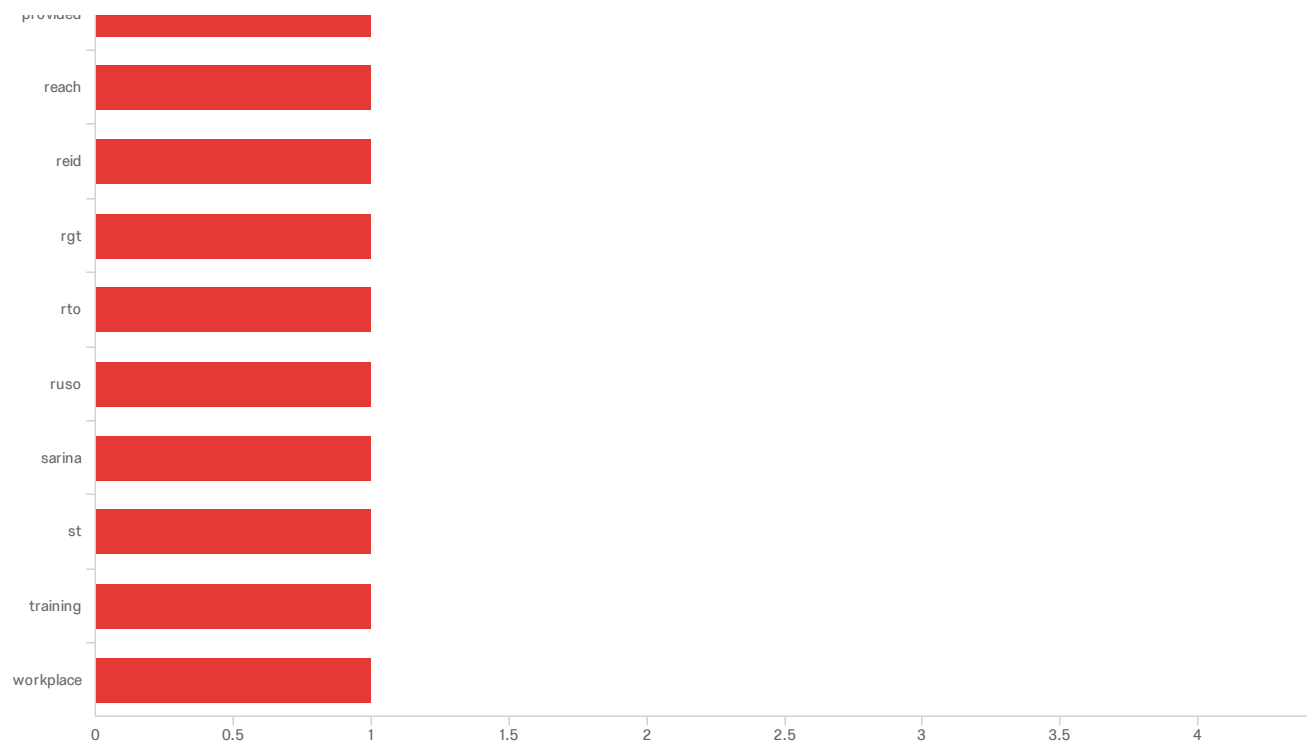



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Where did you enrol to this course? Note: If you are doing external study, please report the organisation you are studying with, e.g. university, TAFE institute. - Selected Choice	1.00	10.00	4.02	3.23	10.41	98

#	Field	Choice Count
1	University	30.61% 30
2	TAFE Institute or Polytechnic	14.29% 14
3	TAFE Division of a University	0.00% 0
4	Private Provider	31.63% 31
5	Adult and Community Education Provider	2.04% 2
6	Secondary School	2.04% 2
7	Other (please specify)	19.39% 19
		98

Showing rows 1 - 8 of 8






 Data source misconfigured for this visualization.

#	Field	Choice Count
1	work	8.89% 4
2	cit	6.67% 3
3	through	6.67% 3
4	college	4.44% 2
5	law	4.44% 2
6	my	4.44% 2
7	of	4.44% 2
8	3	2.22% 1
9	access	2.22% 1
10	and	2.22% 1
11	anu	2.22% 1

#	Field	Choice Count
12	apprenticeships	2.22% 1
13	association	2.22% 1
14	atel	2.22% 1
15	builders	2.22% 1
16	canberra	2.22% 1
17	course	2.22% 1
18	for	2.22% 1
19	government	2.22% 1
20	johns	2.22% 1
21	master	2.22% 1
22	online	2.22% 1
23	orbus	2.22% 1
24	place	2.22% 1
25	provided	2.22% 1
26	reach	2.22% 1
27	reid	2.22% 1
28	rgt	2.22% 1
29	rto	2.22% 1
30	ruso	2.22% 1
31	sarina	2.22% 1
32	st	2.22% 1
33	training	2.22% 1
34	workplace	2.22% 1

Q30 - Which of the following job-related benefits do you feel you have received as a result of completing the training? (Select all that apply)

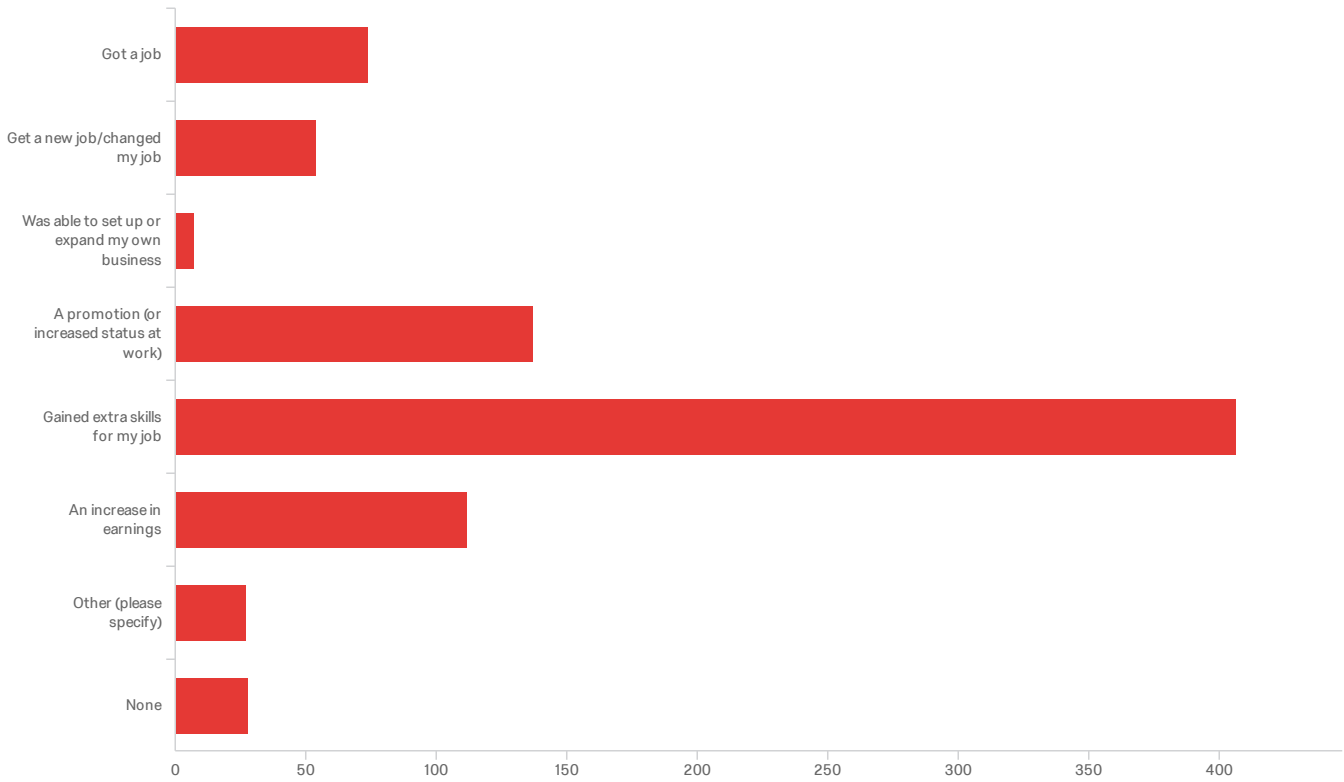


#	Field	Choice Count
1	Got a job	0.00% 0
2	Was able to set up/expand my own business	0.00% 0
3	Change of job	0.00% 0
4	A promotion (or increased status at work)	0.00% 0
5	An increase in earnings	0.00% 0
6	None	0.00% 0

0

Showing rows 1 - 7 of 7

Q31 - Which of the following job-related benefits have you received from undertaking the training in [Field-Qual]? (Select all that apply)



#	Field	Choice Count
1	Got a job	8.75% 74
2	Get a new job/changed my job	6.38% 54
3	Was able to set up or expand my own business	0.83% 7
4	A promotion (or increased status at work)	16.19% 137
5	Gained extra skills for my job	48.11% 407
6	An increase in earnings	13.24% 112
7	Other (please specify)	3.19% 27
8	None	3.31% 28

846

Showing rows 1 - 9 of 9

Other (please specify)

Other (please specify)

increased my skills for future advancement

Gained practical management skills

None

Just Had the opportunity to present one of my assignments/presentation at an international nursing symposium

Building my confidence

Still thinking of advanced course, not sure about funding

confidence

Nothing

Completed a requirement for my job

None

Nothing

Fulfilled requirements.

I completed the requirements of my graduate program

Another qualification to add to me resume.

More Confidence in my role

completed graduate program

Developed stronger work relationships with others from my company who undertook the same course

Was able to complete the Graduate Development Program in my workplace

Completion of graduate program

Keep the Job

Gained no benefit - was just a requirement of my Graduate Program

Greater understanding of governments and legislation

Completed the Graduate Development Program.

There was a promotion and increase in earnings associated with finishing a graduate program but not directly received from taking this course.

Other (please specify)

Got a new job in a different industry in my area of interest.

It was a requirement

It was a requirement of my job.

Q32 - Which of the following personal benefits do you feel you have received as a result

of undertaking the training? (Select all that apply)



#	Field	Choice Count
1	Got into further study	0.00% 0
2	Advanced my skills generally	0.00% 0
3	Gained confidence	0.00% 0
4	Satisfaction of achievement	0.00% 0
5	Improved communication skills	0.00% 0
6	Made new friends	0.00% 0
7	Seen as a role model for others in the community	0.00% 0
8	Gained increased productivity	0.00% 0
9	Other (please specify)	0.00% 0
		0

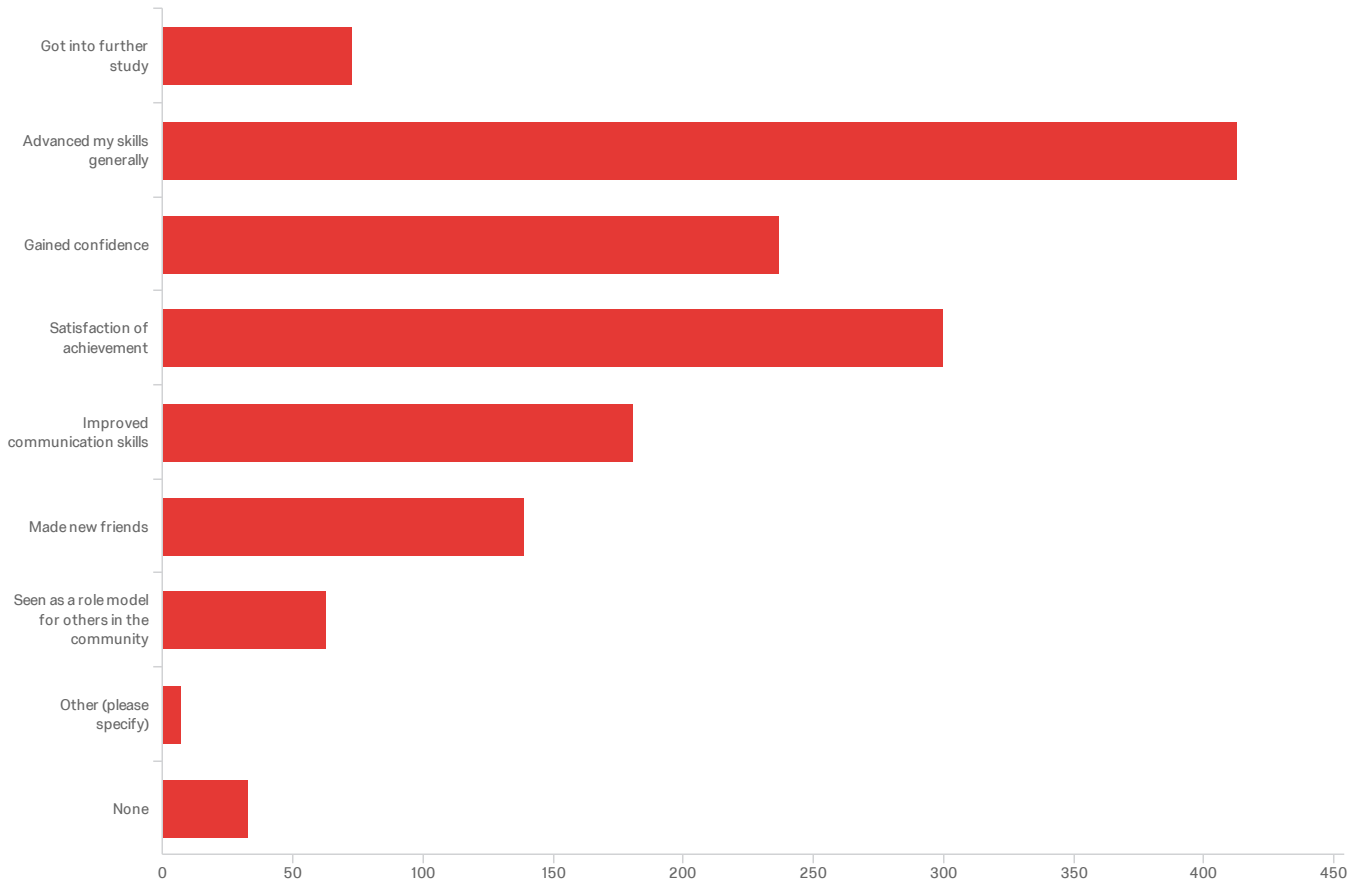
Showing rows 1 - 10 of 10

Other (please specify)

Other (please specify)

Q33 - Which of the following personal benefits have you received due to undertaking

your training in [Field-Qual]? (Select all that apply)



#	Field	Choice Count
1	Got into further study	5.05% 73
2	Advanced my skills generally	28.56% 413
3	Gained confidence	16.39% 237
4	Satisfaction of achievement	20.75% 300
5	Improved communication skills	12.52% 181
6	Made new friends	9.61% 139
7	Seen as a role model for others in the community	4.36% 63
8	Other (please specify)	0.48% 7
9	None	2.28% 33
		1446

Other (please specify)

Other (please specify)

Another certificate

new practical skills for future projects

None

Promoted the course for another member in my workplace.

Have an additional qualification.

Gained confidence in approaching my managers for particular pieces of work. Gained confidence using departmental resources such as internal policies and guidelines

N/a

Q34 - Is English the primary language spoken at your home?

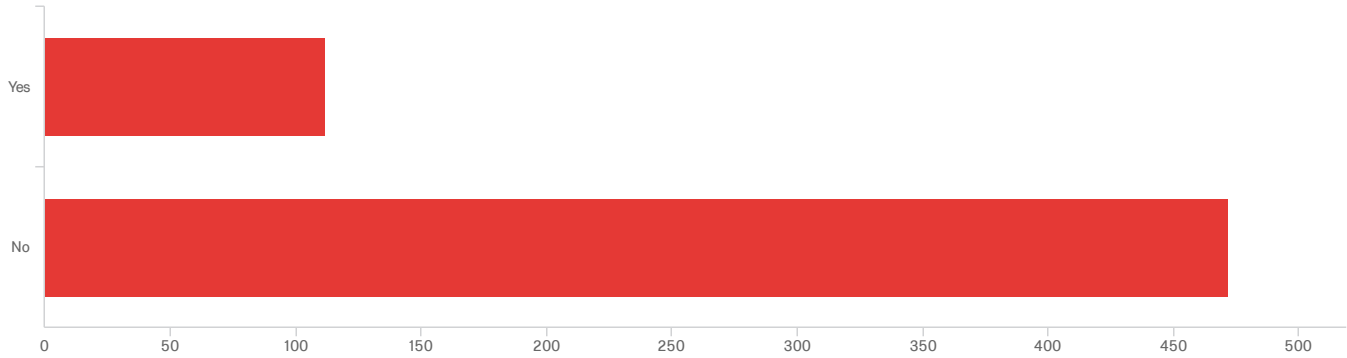


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is English the primary language spoken at your home?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Yes	0.00% 0
2	No	0.00% 0

Showing rows 1 - 3 of 3

Q35 - Were you provided with any foundation skills training or support to develop the language, literacy and numeracy (LLN) skills needed for your qualification?



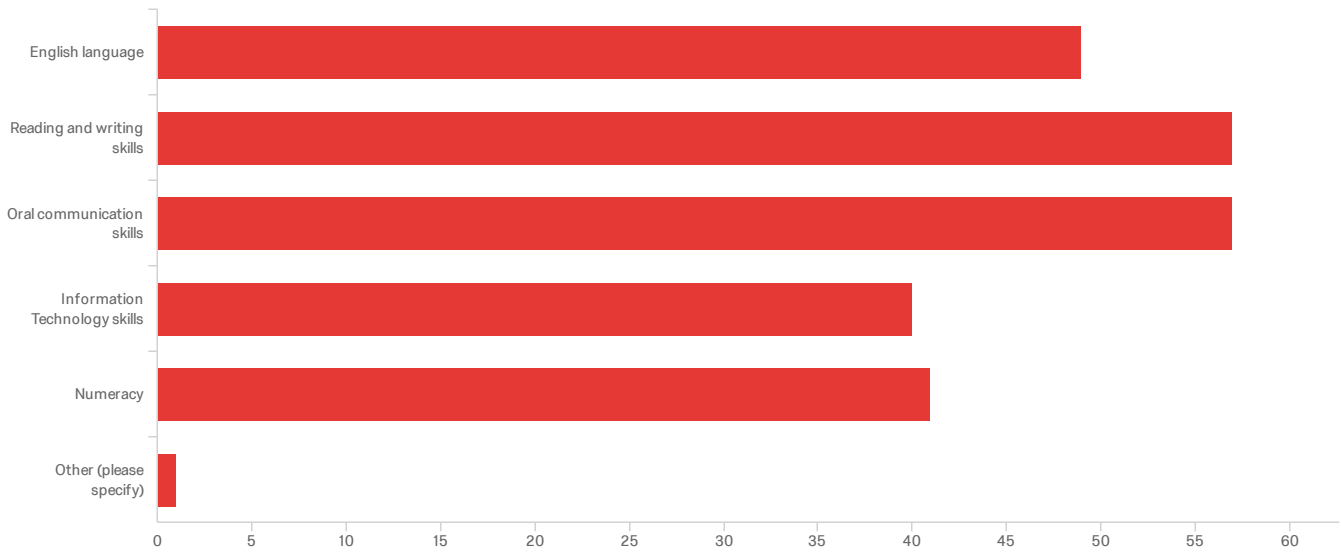
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you provided with any foundation skills training or support to develop the language, literacy and numeracy (LLN) skills needed for your qualification?	1.00	2.00	1.81	0.39	0.16	584

#	Field	Choice Count
1	Yes	19.18% 112
2	No	80.82% 472

584

Showing rows 1 - 3 of 3

Q36 - Was the foundation skills training or support for: (Select all that apply)



#	Field	Choice Count
1	English language	20.00% 49
2	Reading and writing skills	23.27% 57
3	Oral communication skills	23.27% 57
4	Information Technology skills	16.33% 40
5	Numeracy	16.73% 41
6	Other (please specify)	0.41% 1

245

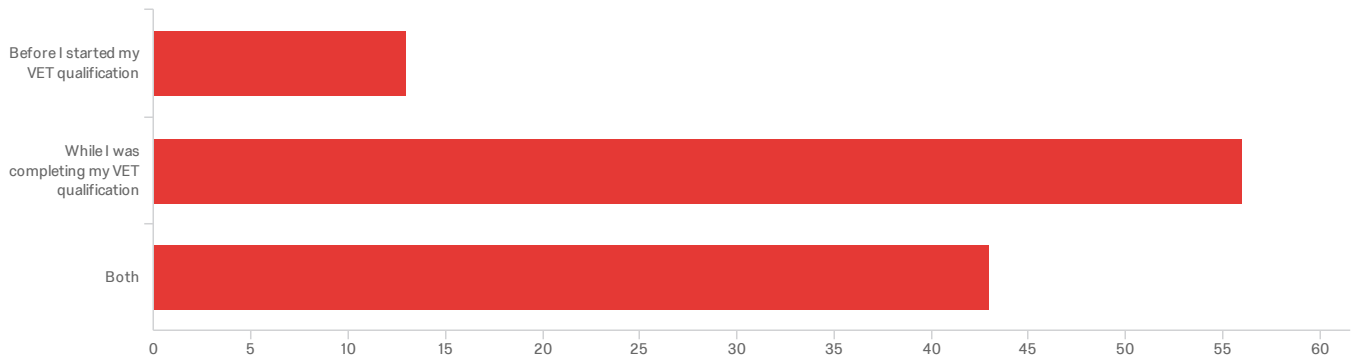
Showing rows 1 - 7 of 7

Other (please specify)

Other (please specify)

None required.

Q37 - How was that training or support provided?

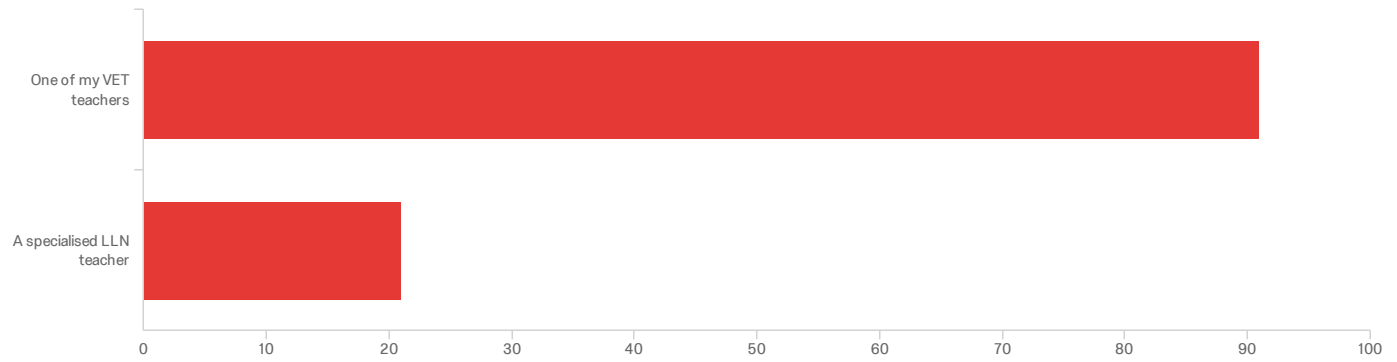


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How was that training or support provided?	1.00	3.00	2.27	0.65	0.43	112

#	Field	Choice Count
1	Before I started my VET qualification	11.61% 13
2	While I was completing my VET qualification	50.00% 56
3	Both	38.39% 43
		112

Showing rows 1 - 4 of 4

Q38 - Who provided the training or support?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Who provided the training or support?	1.00	2.00	1.19	0.39	0.15	112

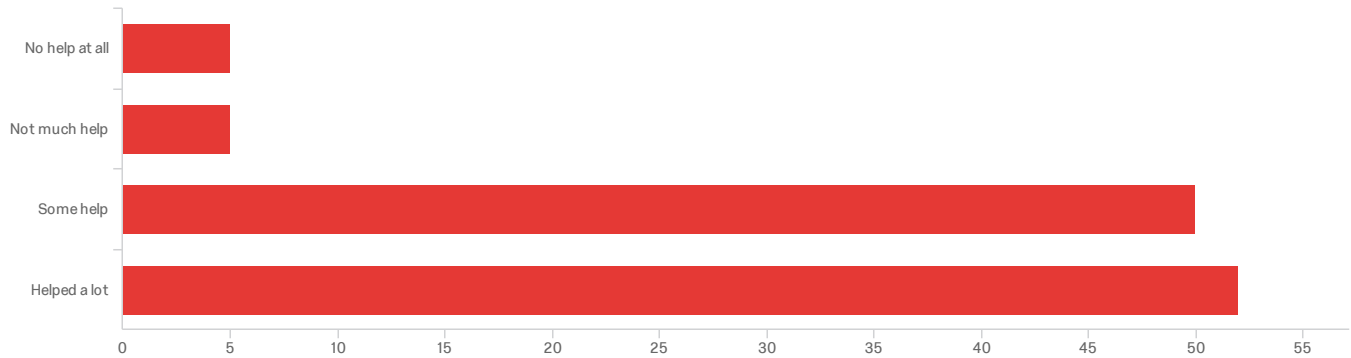
#	Field	Choice Count
1	One of my VET teachers	81.25% 91
2	A specialised LLN teacher	18.75% 21

112

Showing rows 1 - 3 of 3

Q39 - Did the foundation skills training or support help you to meet the study

requirements of your training in [Field-Qual]?



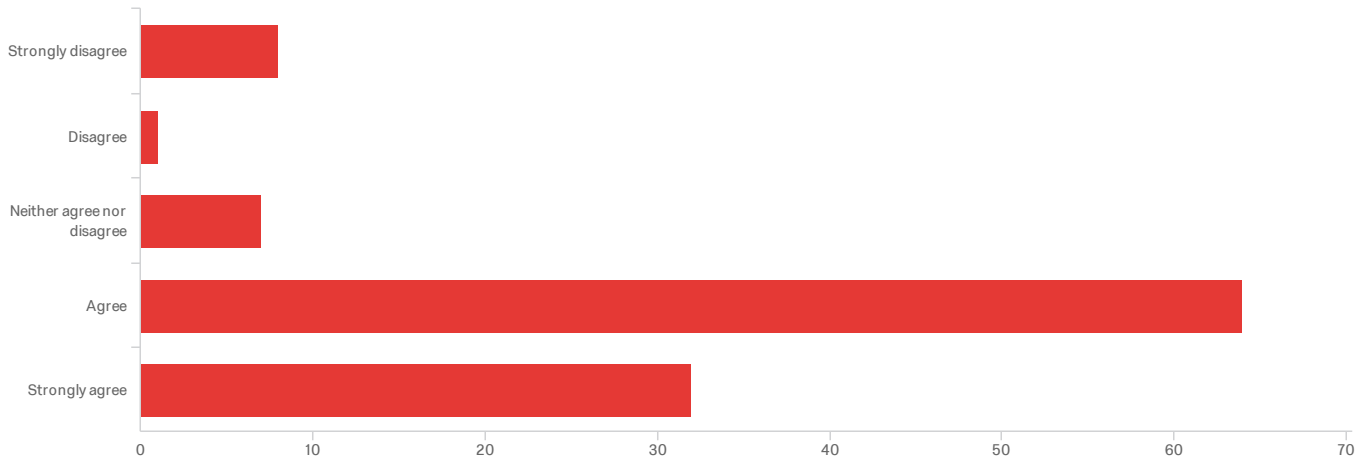
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the foundation skills training or support help you to meet the study requirements of your training in [Field-Qual]?	1.00	4.00	3.33	0.76	0.58	112

#	Field	Choice Count
1	No help at all	4.46% 5
2	Not much help	4.46% 5
3	Some help	44.64% 50
4	Helped a lot	46.43% 52

112

Showing rows 1 - 5 of 5

Q40 - Overall, I was satisfied with the quality of the foundation skills training or support I received.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, I was satisfied with the quality of the foundation skills training or support I received.	1.00	5.00	3.99	1.01	1.03	112

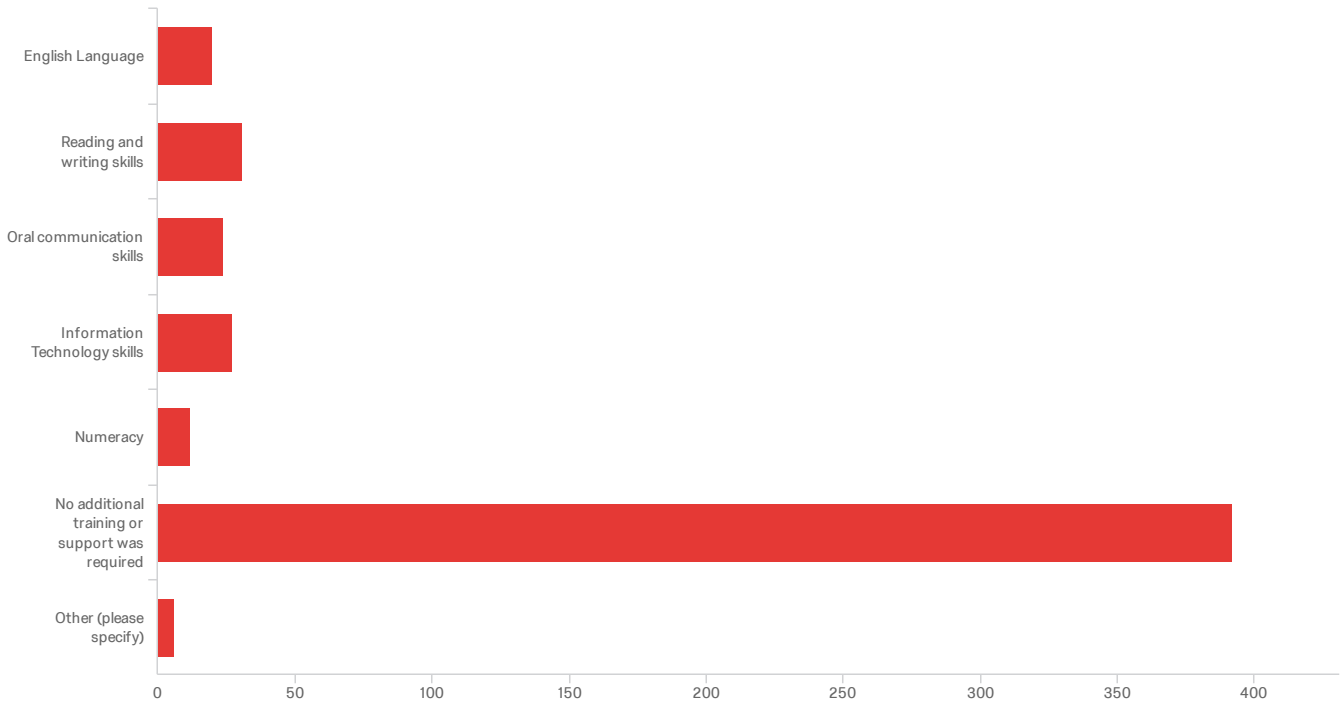
#	Field	Choice Count
1	Strongly disagree	7.14% 8
2	Disagree	0.89% 1
3	Neither agree nor disagree	6.25% 7
4	Agree	57.14% 64
5	Strongly agree	28.57% 32
		112

Showing rows 1 - 6 of 6

Q41 - Any further comments?

Any further comments?

Q42 - Would training or support in one or more of the following areas have helped you to meet the study requirements of your training in [Field-Qual]? (Select all that apply)



#	Field	Choice Count
1	English Language	3.91% 20
2	Reading and writing skills	6.05% 31
3	Oral communication skills	4.69% 24
4	Information Technology skills	5.27% 27
5	Numeracy	2.34% 12
6	No additional training or support was required	76.56% 392
7	Other (please specify)	1.17% 6
		512

Showing rows 1 - 8 of 8

Other (please specify)

Other (please specify)

As a student with Aspergers. I accessed support from CIT disability support.

Other (please specify)

No because I didn't need help

I can't remember if we have this from the start.

N/A

Not really. All the training I received was fine - did not require any more

N/A

Q43 - Any further comments?

Any further comments?

No

Some training would have gained benefit if I could use MS Project software but it wasn't immediately available.

A very well run course.

The course developed our skills in training people for LLN needs, but I did not require LLN training myself

I am grateful for the opportunity to have done the course

Certificate II in Construction for non native English speaker is an important and expensive course, should retain paid English tutors, rather than rely on volunteer ones.

Course was put on hold for quite a while due to lack of communication between all parties involved however once restarted was beneficial.

Any of the above options would have been beneficial. I feel as though the Certificate IV in Government reiterated most of the content learnt in my bachelor degree. It would be more beneficial to learn how the Government actually works and tie our organisation's role and goals into this.

No

N/A

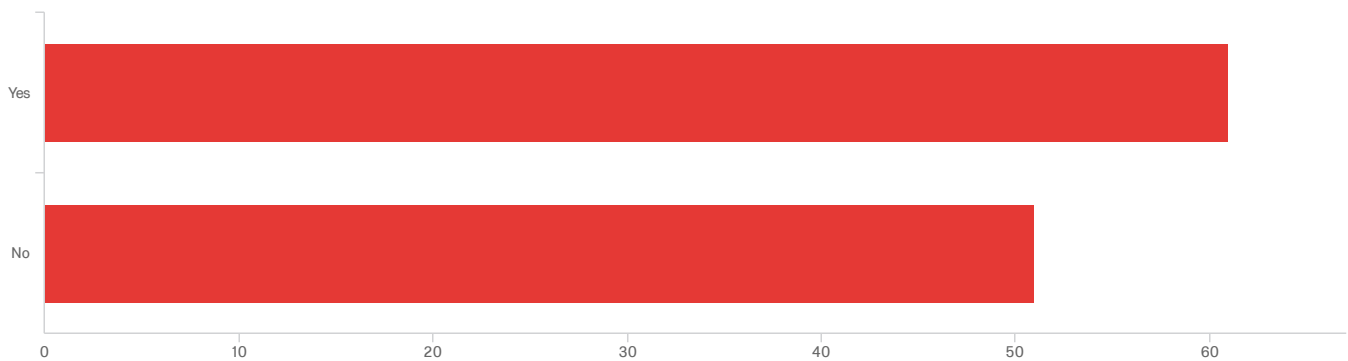
It was marked based on competency in a nonsensical manner

N/a

The students in this course all had Bachelor's or Master's degrees. These additional support programs weren't applicable.

I will be doing further study with the training provider at some point in the near future.

Q44 - List of Support Services • Disability support services such as Auslan interpretation, customised resources for vision impairment, scribing • Assistance with transport (bus passes or reimbursement of petrol) • Assistance with paid parking • Assistance to purchase equipment or clothing needed for training • Mentoring • Job search skills support • Introductory work experience placement • Assistance with interview presentation (e.g hair cut, assistance with clothing) • Provision of food during training • I didn't require support services Did the training undertaken include any support services?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	List of Support Services • Disability support services such as Auslan interpretation, customised resources for vision impairment, scribing • Assistance with transport (bus passes or reimbursement of petrol) • Assistance with paid parking • Assistance to purchase equipment or clothing needed for training • Mentoring • Job search skills support • Introductory work experience placement • Assistance with interview presentation (e.g hair cut, assistance with clothing) • Provision of food during training • I didn't require support services Did the training undertaken include any support services?	1.00	2.00	1.46	0.50	0.25	112

#	Field	Choice Count
1	Yes	54.46% 61

Field

Choice
Count

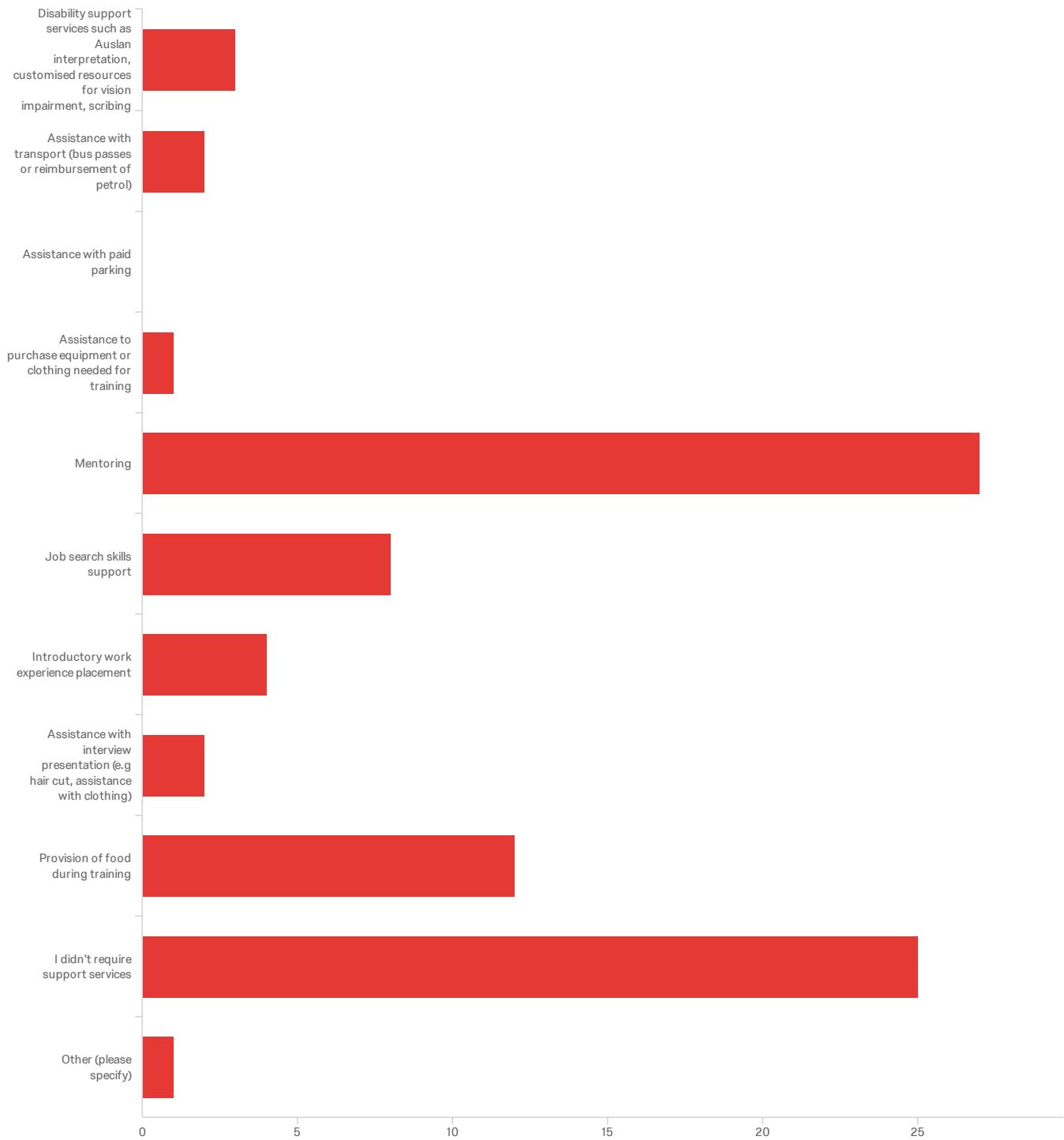
2 No

45.54% 51

112

Showing rows 1 - 3 of 3

Q45 - What services did you receive? (Select all that apply)



#	Field	Choice Count
1	Disability support services such as Auslan interpretation, customised resources for vision impairment, scribing	3.53% 3
2	Assistance with transport (bus passes or reimbursement of petrol)	2.35% 2

#	Field	Choice Count
3	Assistance with paid parking	0.00% 0
4	Assistance to purchase equipment or clothing needed for training	1.18% 1
5	Mentoring	31.76% 27
6	Job search skills support	9.41% 8
7	Introductory work experience placement	4.71% 4
8	Assistance with interview presentation (e.g hair cut, assistance with clothing)	2.35% 2
9	Provision of food during training	14.12% 12
10	I didn't require support services	29.41% 25
11	Other (please specify)	1.18% 1
		85

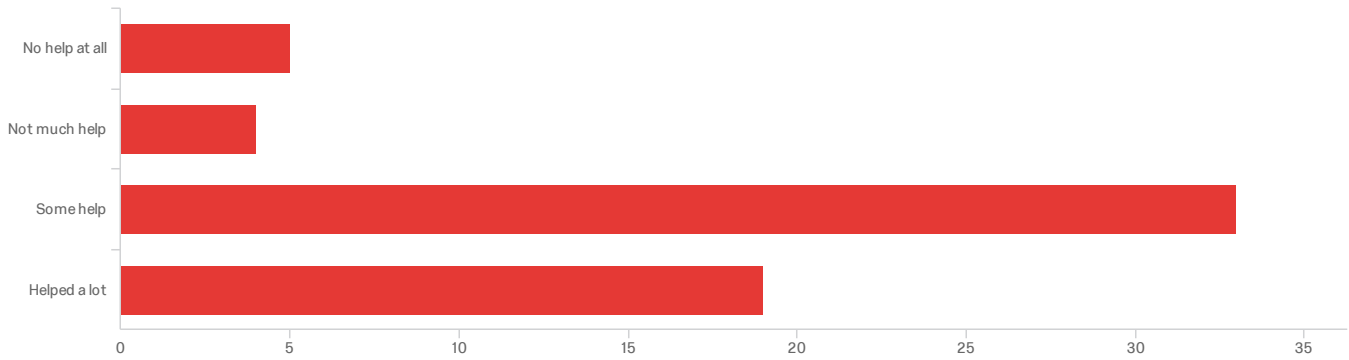
Showing rows 1 - 12 of 12

Other (please specify)

Other (please specify)

Na

Q46 - Did the support services you received help you to meet the study requirements of your training?



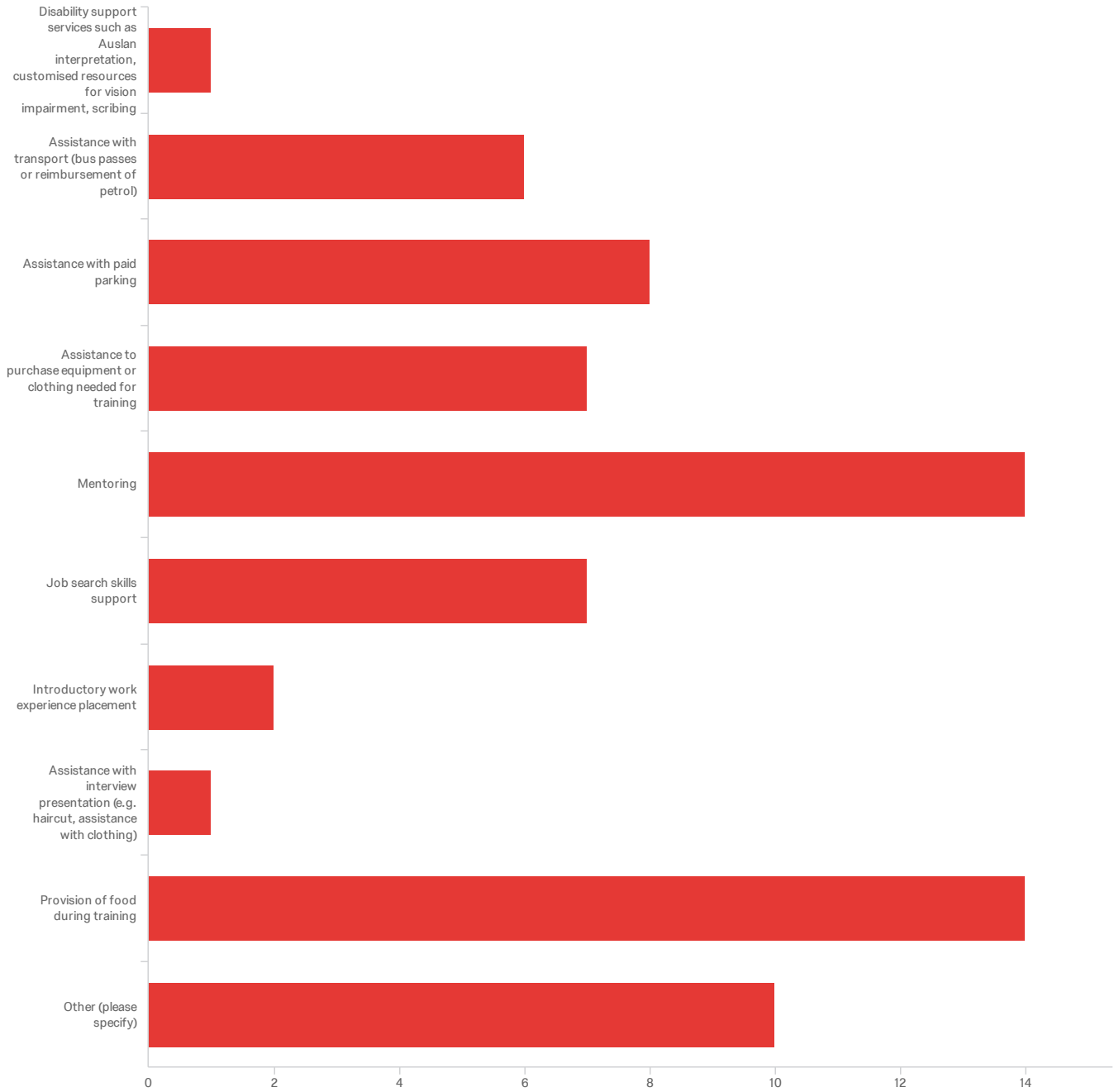
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the support services you received help you to meet the study requirements of your training?	1.00	4.00	3.08	0.84	0.70	61

#	Field	Choice Count
1	No help at all	8.20% 5
2	Not much help	6.56% 4
3	Some help	54.10% 33
4	Helped a lot	31.15% 19

61

Showing rows 1 - 5 of 5

Q47 - Would one or more of the following support services have helped you to meet the study requirements of your training in [Field-Qual]? (Select all that apply)



#	Field	Choice Count
1	Disability support services such as Auslan interpretation, customised resources for vision impairment, scribing	1.43% 1
2	Assistance with transport (bus passes or reimbursement of petrol)	8.57% 6
3	Assistance with paid parking	11.43% 8

#	Field	Choice Count
4	Assistance to purchase equipment or clothing needed for training	10.00% 7
5	Mentoring	20.00% 14
6	Job search skills support	10.00% 7
7	Introductory work experience placement	2.86% 2
8	Assistance with interview presentation (e.g. haircut, assistance with clothing)	1.43% 1
9	Provision of food during training	20.00% 14
10	Other (please specify)	14.29% 10

70

Showing rows 1 - 11 of 11

Other (please specify)

Other (please specify)

i didnt get any support services

No support required

no assistance needed

no support services were provided

Nothing needed

Most services were not required

no

nil

no, I was fine.

None of these

Q48 - Any further comments?

Any further comments?

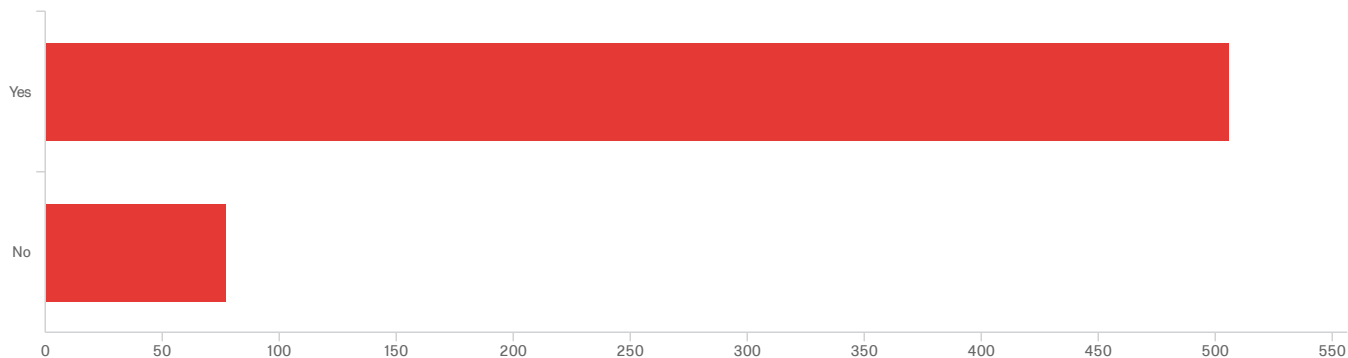
Q49 - The questions in this section focus on your employment situation before you undertook the training. Did you have a paid job or volunteer work at any time during the six months before undertaking training?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The questions in this section focus on your employment situation before you undertook the training. Did you have a paid job or volunteer work at any time during the six months before undertaking training?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Yes, worked for payment or profit	0.00% 0
2	Yes, but absent on holidays, on paid leave, on strike or temporarily stood down	0.00% 0
3	Yes, unpaid work in a family business	0.00% 0
4	Yes, other unpaid work	0.00% 0
5	No, did not have a job	0.00% 0
		0

Q50 - The questions in this section focus on your work situation before you undertook the training. Did you have any job during the six months before undertaking the training in [Field-Qual]? Note: If you have more than one job, please report for your main job, i.e. the job you usually worked the most hours.



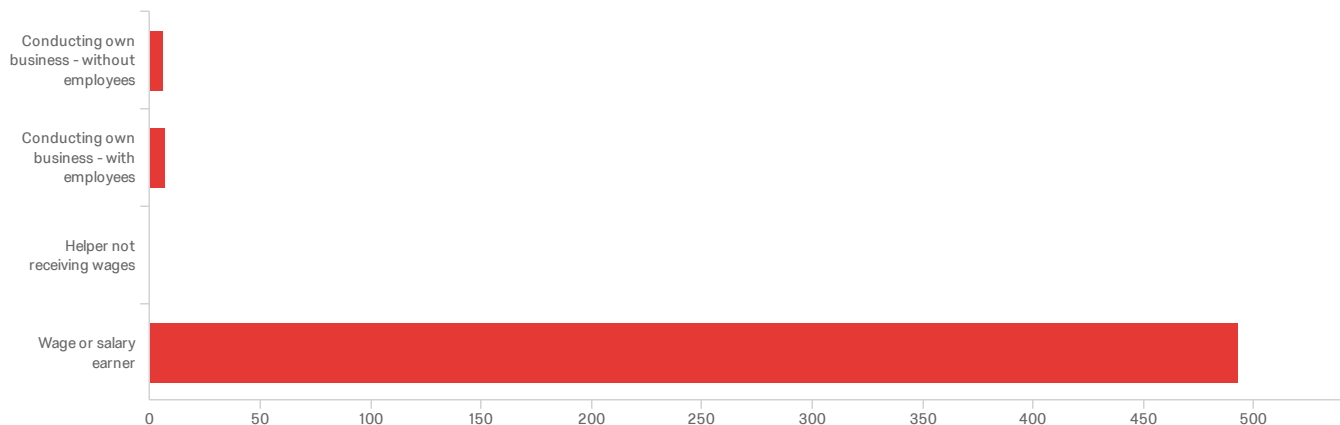
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The questions in this section focus on your work situation before you undertook the training. Did you have any job during the six months before undertaking the training in [Field-Qual]? Note: If you have more than one job, please report for your main job, i.e. the job you usually worked the most hours.	1.00	2.00	1.13	0.34	0.11	583

#	Field	Choice Count
1	Yes	86.79% 506
2	No	13.21% 77

583

Showing rows 1 - 3 of 3

Q51 - The questions in this section focus on your work situation before you undertook the training. On what basis were you employed in your main job during the six months before undertaking the training in [Field-Qual]? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The questions in this section focus on your work situation before you undertook the training. On what basis were you employed in your main job during the six months before undertaking the training in [Field-Qual]? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.	1.00	4.00	3.94	0.40	0.16	506

#	Field	Choice Count
1	Conducting own business - without employees	1.19% 6
2	Conducting own business - with employees	1.38% 7
3	Helper not receiving wages	0.00% 0
4	Wage or salary earner	97.43% 493
		506

Q52 - The questions in this section focus on your employment situation before you

undertook the

The questions in this section focus on your employment situation before you...

Office Manager

Digital health officer

Team Leader

Mechanic

Registered Nurse

Kitchen hand

ICT Support helpdesk at DSS

Crew Member

Team leader or quality and care planning

Electronics Assembler

Tennis coach

Account Manager

Public Servant

Foreman

Support worker

Customer Service Attendant

Childcare educator

Pipe layer

Retail Coordinator

sales assistant for rebel sport

Receptionist

The questions in this section focus on your employment situation before you...

Project Manager

Registered nurse

Bar attendant

Nursing

Hairdresser

Casual educator

Mcdonalds

Team Leader

Technical Support Engineer

shop Assistant

Intelligence Officer

Public Service

Second Qualified Educator OSHC [Communities@Work](#)

Contracts, Procurement and Fleet Officer

Trainee Admin

Kitchen hand and customer service position

Technology Team Member

Waitress

Sales assistant

U.S Consulate security

Assistant educator

Dental technician

NTG Public Servant

Cataloguer

The questions in this section focus on your employment situation before you...

Tutor

Property manager

Apprentice carpenter

Apprentice hairdresser

Administration Assistant

Assisting educator at Burgmann Anglican School

Field engineer

Club Duty Manager

Out of school hours educator

apprentice cabinet maker

Property Manager

Manager of a bar

GSO 5/6

Woolworths Shelf stacker

Leading hand

Registered Nurse Level 2

Receptionist

Engineering and Maintenance Handy Person

Apprentice butcher

Real estate

Waitress

Lifeguard

Real Estate Assistant

General Service Officer Level 5/6

The questions in this section focus on your employment situation before you...

Branch staff

Apprentice pastry chef

Assistant

General Service Officer Level 5/6

Flight Attendant

Public servant

Retail assisstant

Acting Assistant Director - Testing Services Section

Executive Officer

Waitress

Project support Officer

Food and Beverage Attendant

Senior Project Officer

Hotel Receptionist

Bar assistant

astronomer

Telstra support

General Service Officer 5/6

Delivery driver

Registered Nurse

leading hand gardener

Plumber

Property manager

General Service Officer Grade 5/6

The questions in this section focus on your employment situation before you...

Educator

Crew Trainer

Working with the same boss

Cook at a cafe promoted to Sous Chef but then became an apprentice where I am now

General Service Officer 5/6 - horticulturist team leader

Plant operator

Crew Member

McDonalds Crew Worker

Builders Labourer

Childcare educator

Crew member, McDonald's

Admin Support Officer

Sales Assistant

Research Support Officer - Trainee, Research Management

Electrician apprentice

Program Administrator

Project Officer, ACT Government

Acting Senior Procurement Officer

clinical services coordinator

Civil construction leading hand

Enrolled Nurse

Pool Manager

Test Centre Manager

Accreditation Training and Education Advisor

The questions in this section focus on your employment situation before you...

McDonald's employee

Human Resources Manager

Advanced Rigger

Physiotherapist

Senior Compliance Officer

Office manager

Operations trainer

Duty manager

Retail worker

Therapeutic Assessor

Painter and Decorator

Automotive technician

Senior Account Manager

Surveillance Officer

Delivery driver

Sales

Leading hand

Consultant

Food and beverage supervisor

Site supervisor

Front office support- Yarralumla Primary School Admin Assistant - Australian Property Institute

Administration

Operator

Tennis Coach

The questions in this section focus on your employment situation before you...

ICT Commercials Officer

Operations Agent

Operations agent

Childcare educator

Sales Associate

Part time worker at Kmart

Plant operator

Learning Support Assistant

Labourer

Apprentice Mechanic

Executive designer (business analyst consultant)

Freight handler

Delivery Driver

Carpenter

McDonald's Crew

Driving Uber

Apprentice electrician

Duty Manager/customer service representative

Mortgage broker

Administration assistant

Guest Host

Sandwich Artist - Casual Sales Assistant

Store General Manager

Nursing

The questions in this section focus on your employment situation before you...

Hydraulic Engineer

Engineer/Designer

Bar attendant

Sales Associate

Site engineer

Payroll officer, Department of Finance

RN level 2

Training coordinator

Accounts Manager

Registered Nurse

Wait staff

Receptionist

Game Dealer

Strata Manager and Team Leader

Public servant

Fire Services Project Manager

Plumbing Supervisor

Learning and Development Consultant

Office administrator

Retail manager

Project Manager

Automotive technician

retail coffee shop

Project Manager

The questions in this section focus on your employment situation before you...

Project Manager

Project Manager

ASBA

Level 3 Educator

Real Estate Cadetship

Sales Assistant

Director

Night Auditor or Night Receptionist

Apprentice Mechanic

Leading Hand Grade checker for road construction

Property Management Associate

Clinical Nurse Consultant Diabetes Educator

Patient Accounts Officer

Landscaper

Assistant educator in childcare; retail/sales

Customer service executive

Croupier/Inspector

Administrative Assistant Certificate III Trainee

Pharmacist

Landscaper

Property Manager

Cook

Shift Assistant Manager

Shift assistant manager

The questions in this section focus on your employment situation before you...

Educator

Labourer

McDonald's crew member

Pipe layer

Project officer

Machine operator

Retail Assistant

Administration Assistant

office assistant

coles

Research assistant - University

Hospitality

Electrical cable joiner

Registered Nurse

Sales assistant

Hydraulics Supervisor

Business Administration trainee

childcare educator

Data Entry Clerk

Assistant educator

Educator

Administrative Assistant

Crew

RTO Quality Assurance Co-ordinator

The questions in this section focus on your employment situation before you...

Project manager

Skyzone

Director construction Manager within the business

Foreman

Contract Administration

Chef De Partie

Registered Nurse Level 1.

Senior Property Manager

Apprentice carpenter

Registered Nurse

Graduate

Educater

Graduate

Hairdresser

Property manager assistance

Public servant

Recon Co-ordinator

Office Assistant

QA

Receptionist

Sales Manager

Allied Health Manager

Power line worker

Physiotherapist

The questions in this section focus on your employment situation before you...

Administration clerk

Graduate, Federal Government

Learning Support Assistant

Plant operator

Graduate working in Human Resources

Retail Assistant

Mechanical Engineer

Finance Graduate

Medical Scientist

Customer Champion

Public servant

Retail Manager

Disability employment consultant

Teacher

Research Support Officer

Graduate

Case Manager

Counsellor and Project Officer.

Program Manager

Graduate / Legislative Officer

Asset manager

customer service officer in a bank

Out of school hours care assistant

Retail worker

The questions in this section focus on your employment situation before you...

hairdresser

Health Services officer -3

Green Keeper

Apprentice refrigeration mechanic

Crew person at mcdonald's

Graduate accountant

AFP employee

Lab Technician

Local government management

Graduate policy officer

Replenishment associate

Graduate

Project Officer

Analyst

Graduate, Lawyer

Client Service Officer

Graduate Lawyer

LEGAL ASSISTANT

Service & Technology Associate

Research Assistant

Senior Economic Adviser

Senior Policy Officer

Youth Worker

Journalist

The questions in this section focus on your employment situation before you...

Rifleman

Graduate Role

Graduate - AFP

Client Engagement Officer

Social Media Intern

Business Support Officer

Research Assistant - Ecology

Watercart Operator

Educator

Teacher

Driver/plant operator/labourer

Future Student Enquiries Sales Officer

ASBA student doing carpentry

School assistant

Storeman

Sales representative

Engineer

Executive Assistant

Mechanic

Customer solutions representative

Boost juice leading hand

Information Officer

Graduate at APS

University tutor

The questions in this section focus on your employment situation before you...

Events and Comms Officer

Assessments Officer

Senior Trainer in Biosecurity Operations Division at department of Agriculture and Water Resources

Executive Assistant to the Director Strategic Business

Learning Support officer

Casino dealer

Learning support assistant

Data analyst for the Department of Human Services.

HR Officer

Public Servant

Senior Manager Emergency Response

Administration support officer

WHS Manager

Sales Administrator

Plant operator

I was not working

Assistant Educator

Airline Operations Worker Level 2 (CW2)

Classroom Support Assistant

Graduate public servant

Commonwealth Employee

Party hostess at kids indoor playground

Graduate, Government

Casual Childcare Educator Level 1

The questions in this section focus on your employment situation before you...

casual student ambassador

General Manager

Food & Beverage Supervisor

Legal Assistant

Administration assistant

Child care educator

Digital information officer

Telecommunication Technician

Classrooms support Assistant

Communications officer

Graduate

Duty Manager

Coffee roaster / barista

office worker - energy sector

Worker

Customer service

Graduate

leading hand

Graduate

Preschool Assistant

Graduate Policy Officer

Compliance officer

Customer service assistant

Lead Taekwondo Instructor and Poomsae Coach

The questions in this section focus on your employment situation before you...

Graduate

Exam Invigilator

Engineering Support Officer

Government Service Officer Grade 5-6

Supervisor

Paralegal

Plant operator

Childcare aide

Naval Officer

Solar panel consultant

Associate

Client legal officer

Only had one job

Concreting

Classroom Support Assistant

Management Consultant

Crew member

Public Servant - Graduate

Laboratory demonstrator and university tutor.

Learning Support Assistant

Sales assistant

Policy Officer

administration assistant

Early Childhood Educator

The questions in this section focus on your employment situation before you...

Policy officer

Customer service assistant

N/A

Tree Surgeon

APS4 in Government. Retail Assistant

Waitress

Tutor/demonstrator

Sales assistant

Lawyer

Policy Officer - Department of the Environment and Energy

Retail Assistant

Sales Assistant

Public servant

Duty Manager

APS3 Public Servant

Assistant Co-ordinator and Educational Leader

Consultant

real estate agent

Laborer

Cashier at supermarket

Graduate

Admin Assistant

Business Systems officer

Gaming Attendant

The questions in this section focus on your employment situation before you...

Departmental Officer

Public Servant

Research Assistant

Crew Trainer at Mcdonalds

Public Servant

Sales Assistant

Manager

Public Servant - Information Officer

Director of early learning centre

Electorate Officer

Hardware Engineer

Policy Officer

Financial Management Specialist

Accountant

Policy Officer

Graduate of Department of Home Affairs

Real Estate Agent

Retail

Team Leader - Hospitality

Retail sales staff.

Policy and Project Officer

Admin officer

Retail Assistant

I was a gallery attendant, and then upon starting a graduate position in the APS I was required to complete this diploma.

The questions in this section focus on your employment situation before you...

Receptionist

Retail salesperson

Public servant

Operations Coordinator

Graduate engineer

EXECUTIVE ASSISTANT

Project Officer - International Development

Graduate

Warehouse Supervisor

Waitress & Barista

Strata administration assistant

Customer Service Officer

Pharmacist Consultant - Business Support

Manager

Gymnastics coach

Duty Manager

Learning support assistant

Trade assistant

Classroom Support Assistant

Nightfiller

Customer Experience Manager

Director of Mission

Research Coordinator

Crew trainer

The questions in this section focus on your employment situation before you...

Cleaning industry

McDonalds Worker, Barista.

Retail Assistant

Regulatory Officer

HR Assistant

Duty/Department Manager

Community Facilitator

Sales assistant

Truck driver, bobcat operator.

Manager / Supervisor / Technician

I was undertaking a Certificate III in Business as a traineeship

McDonald's Crew Trainer

Mental health support worker

Contact Centre Coach (APS4)

Store services assistant

Public Servant

Crew Person

Before = Research Assistant

Seasonal Field Officer

Communications Coordinator

Public Servant

Account Manager

Finance and Administration Assistant

Retail assistant

The questions in this section focus on your employment situation before you...

Journalist

Nurse

Makeup Artist

Store Manager of a Ice Cream store

Manager - Mura Lanyon Youth and Community Centre and Acting Manager Housing Support Unit.

Q53 - The questions in this section focus on your employment situation before you undertook the training. What were the main tasks or duties you usually performed in this job? e.g. Preparing food/cooking food, typing Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.

The questions in this section focus on your employment situation before you...

Administration support for a very busy real estate office.

Educating health care providers to use My Health Record

Manage Carer Support Team to deliver short-term and emergency respite and support to unpaid family and friend carers.

Servicing and repairing cars

Full nursing care to the patients

Washing dishes

Answering phones, incident responder, customer service.

customer service

Daily management of staff, contract delivery and general business

Electronics and mechanical assembly

Coaching, training sessions, preparing schedule

looking after federal government clients for recruitment. managing a small team of recruitment consultants

Procurement Officer

General foreman tasks

Organising activities for migrants

Drink service

Programming, preparing food and activities, supervising children

Pipe laying, trenching, sanding up

The questions in this section focus on your employment situation before you...

- managing op shops

selling the stores inventory

Administration tasks, dealing with guests and complaints

Managing Construction works in an project manager role procurement Contracting admin & finance

Nursing

serving customers

Nursing

Cutting hair Cleaning Training staff Customer service

Covering staff absences in their usual role i.e. caring for children, assisting room leaders/permanent educators, preparing food

Customer service, serving, cooking and children's parties

Leading a team of 25 staff

First Line of Contact for Technical issues

stock replenishment

Providing and gathering intelligence.

Operational Admin

Assist Program Coordinator Cover Program Coordinator's shift when she absent Attend meeting Support children with special needs Conduct daily hazards checklists Supervise children play Documenting children learning and planning cycle Communicate with parents/caregivers and co-workers

Procurement

administration

Preparing/cooking Food

Cash handling, customer service, customer tech warranties, register sales, stock counts, receiving stock into loading dock, organizing next-day business deliveries

delivering food and making coffee

Scanning out items and assisting customers

Conduct screening of clients and protect U.S assets

The questions in this section focus on your employment situation before you...

Assisting the team leader in running the room

Assisted the lab

Contract/ civil construction manager

Producing catalogue records for public libraries

Tutoring

Emails, maintenance, routine inspections

Anything that was required for the carpentry job I was in

Cleaning

Administration work

Watching the kids and administering first aid

It support

Managing staff and a venue

Supervising the safety of children, engaging with children

building kitchens

managing a portfolio of around 130 rental properties

Service of alcohol, food

Turf management

Unpacking and stacking food

Concrete

Team Leader and support to Manager

Taking calls, Manning front desk, rental payments

Engineering and maintenance work

Snags

Admin

The questions in this section focus on your employment situation before you...

Waiting

Watching over patrons at the pool to prevent harm to themselves or others.

Admin, open homes, auctions

Team Leader

Sale

Preparing pastries Cooking pastries General cleaning

Assist in sales, customer service, delivery and workshop tasks.

Sweeper Operator

in-flight services

Reports

Sales, register operator, department management

-Manage and mentor staff - Provide quality assurance activities within an IT environment

Administration

Serving customers, handling complaints, handing food out

Support

Customer service, serving food, handling cash and card payments

Administrative, contract management, project management

Organising guest check ins and outs. Assisting with guest enquiries. Computer system operations.

Vikings

radio astronomy observations and development required for that.

What I still do

Maintenance of public sports fields

Delivery

Providing Patient Care In Intensive Care Unit of a Hospital

The questions in this section focus on your employment situation before you...

landscape maintenance

plumbing

Manage a rental portfolio, decision making, communication with clients

Administrative and horticultural

Supervision of students

Cooking, Barista, Area Managment

Tiling grouting

Prepping food/cooking/writing rosters and menus

Horticultural work

Excavations

Front Counter and Drive Thru

Making coffees, preparing food, customer service

Labour

Looking after the children, Admin role of writing the journal

Putting food in bags, making coffees, presenting

Customer Services

Customer service. Product knowledge. Trouble shooting

Fascilitating the application process for scientific research grants

Labour

Admin and office related project work. Email correspondence, data entry and customer service

Project management and contract administration

Providing advice and assistance to Business Area's regarding procurement. Conducting procurements. Managing Procurements.

hospital management

Roads and earthworks

The questions in this section focus on your employment situation before you...

Nursing in a surgical ward.

Managing a pool and learn to swim school

Managing, recruiting, training and supervising staff; delivering IELTS and OET tests in accordance with partner standards; ensuring security and accuracy of test deliver and results

Designing and conducting training

Cooking food serving customers

Managing the Human Resources operations in our company

Rigging. Training

Rehabilitation physiotherapy on an orthopaedic ward

Undertaking enforcement activities

Accounting administration

Training

Supervise shifts

Packing groceries

Assessment work

Painting commercial and domestic properties

Service and troubleshooting cars

Managing people/ clients/ operations

General surveillance to protect the assets of my workplace

Food delivery

Sales

Setout work

Customer aervice

Bar, restaurant, functions

Running team of people to undertake earthmoving jobs

The questions in this section focus on your employment situation before you...

General Admin Deal with phone call. emails, clients in person Cross checking tasks Adhoc tasks Mail distribution Account receivable creating/distributing certificates

Customer service

Digging trench

Coaching kids of all abilities between ages 3-18.

Procurement advice and service for ICT acquisitions and ICT contract management. ICT budget management.

Administration Duties / Manual Work

Creating shipping labels and paperwork for the truck. Paperwork and emails.

Supervising children, running programs, documenting and cooking.

Sales

Cleaning isle and unloading stock

Control fill sites, cut and fill

caring for children, helping them read, write etc

Trade assistant for qualified carpenters, cleaning up, basic carpenter things

Assisting mechanics

Workshop facilitation, design thinking projects, business analyst, change management, consulting in services, strategy and policy design

Handling freight

Courier driver

Carpentry

Preparing food

Driving

Electrical

Customer service (managing customer complaints, assisting with general enquires and escalating issues where required) Cash handling (including daily store reconciliation and following correct policies for safe and till policies and limits) Managing store cleanliness and organisation Stock rotation, replenishment and control Staff supervision including ensuring correct policies and procedures are being followed Training of staff Following Responsible Service of Alcohol regulations.

Banking

The questions in this section focus on your employment situation before you...

General real estate admin

Liaising with and managing the comfortable stay of guests and groups

Customer service, preparing food, cash handling

Over all running of a retail business

Nursing duties

Engineering design of plumbing systems

Planning and design hydraulic for buildings

Bar skills, reception tab, and pokies

worked in telco, sold plans, built rapport etc

Construction site management

Responding to queries regarding clients' pay and conditions

Caring for patients Supervising junior nurses and student nurse Occasionally run the ward in the absence of my manager

Admin duties

Accounts receivable/accounts payable Reconciliation of bank accounts/credit card Receipting funds into the trust accounts/ paying settlement funds to vendors Preparing management reports Payroll BAS Preparing franchise returns Payroll tax Making sure the office is compliant

Nursing

Make orders

Customer service, administration

Dealing Games

Client communication and assisting my team

Administration

managing labour and financials for major projects

team leader

Designing, developing and delivering work based and soft skills training.

Invoices, word processing

The questions in this section focus on your employment situation before you...

Customer service, Cash handling etc

Overseeing the installation of the required fire services in several commercial construction projects including managing the staff, client and financials

Worked on motor vehicles

making coffee, customer service

Managing the electrical services for construction projects.

Project Management

Manage large Plumbing projects

Building/carpentry

Assisting day to day runnings of service e.g. preparing food, cleaning, lock up and supporting the implementation of educational program.

Concierge, shadowing and assisting agents

Sales and Customer service

Strategic planning, business planning, management of my staff, quality control of work we performed, professional development for my staff, performing work for my clients.

Guest CheckIn and Check Out, Balace all day payments before end of day roll. Charging guest accounts. sending invoices to guests and Agents. Upload invoices for third party websites.

Servicing cars

Construction of roads

Managing properties, dealing with clients/tenants, maintenance

Diabetes education to patients and families, staff education, policy and procedures, staff management

Process Admission and Discharges, Debt Recovery, Process invoices...

Labouring

Childcare; customer service

To deal with customers and team members.

Conducting table games and supervising other croupiers

Admin, reception

The questions in this section focus on your employment situation before you...

Pharmacy

all aspects of domestic landscape business

Property managing

Preparing and cooking food

Manage

Managing the shift along with a qualified manager

Preparing food, cleaning, looking after children

Working in confined spaces

Preparing food, cooking food, leadership, training crew

Laying pipe in a subdivision

Client liaison, emails. Presentations

Operating a backhoe

Helping customers

Typing emails, updating spreadsheets, answering phones

Invoicing, Job scheduling, accounts payable and receivable

shelf packing

Wrote reports, did data analysis

customer service

Joining electrical cables

Health care

Selling bead

Organised and Laid pipe in civil earthwaorks

Administration

assisting lead educator in the room, engaging with children etc

The questions in this section focus on your employment situation before you...

Typing and scanning documents

Early childhood education and care, basic care giving, supervision and interaction with children, food service

Assisting children in education and care

Note taking, general administrative tasks

Service

Quality assurance of Qualifications/Units of Competency on scope

Project management

Supervising children

Setting up Budgets, labour Forecasting, Reporting.

Construction work

Construction project administration

Preparing food, cooking food

Mental Health Nursing; Team Leader

Inspections, arrears, rent reviews, customer service

Laboured/1st year apprentice

Provide holistic care to the patient, triaging, physical assessmnet and plan of care, mentoring junior staff and students

Read workplace documents

Caring and educating children

Government work

Hair related services

Assisting with property management

Administration

Prime7 Television/ Media

General Office Administration Duties i.e. emailing clients, preparing documents, minute taking.

The questions in this section focus on your employment situation before you...

QUALITY ASSURANCE

Answering phone calls, sending emails, processing payments.

Overseeing sales department

Managed and coordinated the allied health team within the hospital

Maintenance and new construction

Physiotherapy assessments and rehabilitation

Administration

Compliance work

Supporting primary school aged children in the literacy and numeracy at school

Civil construction

Admin

Selling Clothing

Technical design, CAD drawings

Accounting type duties

Laboratory work

Provided customers with friendly and efficient services

Policy development

Conduct sales, run a shop, manage staff.

Developing client employment plans and case noting progress

Lesson preparation and delivery, creation and marking of assessment tasks, reporting

Conducting scientific research, data analysis, writing reports, presenting results

Admin, clerical

High level administration support and management

Counselling and organising therapeutic groups and engaged in policy making.

The questions in this section focus on your employment situation before you...

Organised and coordinated international programs in Australia

Legal research, information collection, preparation of briefing material, etc.

Strategic asset management, asset planning, risk management.

serving the public

Caring for children, Providing for children, Teaching/helping children understand Playing games with children

Sales, customer service, basic admin

hairdressing, cutting, colouring ETC

Cleaning discharge beds, Restocking linen, gloves , gowns, and medication room , Support the staff in the assigned ward in the hospital

Lawn and grass mowing, gardening, landscaping

Working with air cons

customer service

Accounting

Writing documents/emails

Receiving and preparing specimens for lab processing.

Managing staff

Legal research, report writing, stakeholder consultations

Replenishing stock and helping customers at a department store (Big W).

Admin, reports, analysis

Assisting the Project delivery

Data Analytics

Providing legal advice

Call centre work - answering calls and actioning and responding to correspondence

drafting of legal documents and general clerical tasks

LEGAL WORK

The questions in this section focus on your employment situation before you...

retail work - serving customers, maintaining store etc.

Researching, policy analysis & administrative tasks

Economic research

Policy writing

Various

Writing stories

soldiering

Administrative, report writing

completing graduate program for AFP through job specific tasks such as investigation and admin

Auditing Taxpayers

Monitoring and creating campaigns, content creation

Administration

Field work, laboratory work, research report writing, field gear maintenance, project management

Delivering water to the job site as required.

Lead educator

Gain extra skills for career change

Driver/plant operator/labourer

Handled prospective student enquiries face to face, online and on the phone with the aim of converting the enquiry to an enrolment at Swinburne University

carpentry

Supporting children with learning needs, from 4 years to 12 years

Moving, cataloguing, organising and assembling furniture.

Selling

Project Management, Meeting, Presentation, Finance

Diary Management, Correspondence, Coordination, Providing Advice

The questions in this section focus on your employment situation before you...

Mechanical work

Call centre customer support

Making juice

Answering questions for clients, finding information, sending / referring clients to information, solving complex issues

Preparing reports and investigating incidents

Reviewing student assignment drafts, facilitating tutorials

Events, Comms, Admin

Completing assessments of members military awards entitlements

Delivering Training in Biosecurity Systems

Administration, diary management

Assisting teachers with learning activities

Dealing with large sums of money, following security procedures, writing

Support students

Analysing and interpreting data. Quality checks

payroll, data entry, document development, training scheduling

Public Servanting

Stakeholder engagement to develop and agree on national technical response plans for emergency animal disease

Clerical/website maintenance

WHS

Preparing quotes, site assessments. client management

Earth moving

n/A

Preparing food, taking care of the children, supervising, writing observation,

Cleaning aircrafts interior

The questions in this section focus on your employment situation before you...

Assisting teachers and students

Policy work

Administration, policy, coordination

Party hostess, customer service, preparing food and drinks.

Policy Writing

Supervising children. Cleaning. Communicating with clients. Preparing food. Documenting children.

Campus Tour

Responsible for growth and development of a sales led business. Lead and manage a multi-disciplined team of recruitment consultants, HR professionals and administrative staff.

Customer Service

Answering calls, managing diaries, photocopying/scanning, drafting legal documents, conducting legal research

Reception work

Early learning educator

Digital record keeping

Fibre Splicer

Supporting students and teachers in the classroom Personal care support for students Preparing materials

Social media, reporting, engagement with sponsors, marketing, media monitoring

Public servant

Ensure smooth operating of the front desk

Customer service hospitality Serve and make coffee to a busy Main Street cafe Roast coffee for the business Manage small coffee roasting operation

problem solving and computer use

General duties

Customer service

Policy work, analysis, case work

tree maintenance

The questions in this section focus on your employment situation before you...

Research, writing, coordination, stakeholder engagement... all dependent on the rotation.

supporting teacher in the Preschool setting.

Strategic thinking; parliamentary, ministerial and executive briefing; negotiation and advocacy; writing; presentation; research and problem solving; etc.

Compliance role

Packing boxes putting stock away

Teaching Taekwondo

Policy development and implementation

Invigilating at university exams

Providing technical assistance

Crew Leader, tree maintenance.

Overseeing the day to day operations of the recruitment team including handling complex queries, task and attending working group's

Preparing court documents, drafting advice, researching, reviewing/editing documents

Building sub divisions

Planning activities, interacting with children etc

Administration/Management/Training

stakeholder engagement

Editing, case management and legal research

Admin Court

Policy- public servant

Concreting

Supporting learning and teachers

research tasks

Preparing food

Strategizing, report writing, policy sprints, editing, client information

The questions in this section focus on your employment situation before you...

Teaching and instructing students in the lab, marking lab reports and exams, and caring for student safety.

Assisting students in class

Customer service

Assessing applications, providing advice to stakeholder and developing guidelines.

general administration and customer service delivery

The care and education of children aged birth to 5

policy work

customer service, replenishing stock

N/A

Team Leader in the Tree Crew

Doing sales etc.

Food service

Facilitating tutorials and labs

Sales, mechanical work

- Attending court -Preparing legal documents -Client meetings

Provide unbiased policy advice

Customer service, food preparation

Customer service and styling, visual merchandising, stocktake, stock receiving and transfers, cash handling, banking, sales figures

Business support

Performance management, financial reconciliation, site management

Administration, data entry, client liaison, stakeholder engagement, general corporate functions

Childcare

Looking after finance applications, queries and problems from clients

sales management

The questions in this section focus on your employment situation before you...

Mixed

Stock take, packing shelves, serving customers, cleaning.

Policy work , products, legislative products

Managing a group inbox, answering incoming calls from clients and other stakeholders, providing internal support to case officers

procurements and training staff in business systems

Customer service

Administrative and policy

Administration work

Graphic Design

Preparing and cooking food, Customer service, training

Decision making, communicating with community

Selling products

Managing a club.

Client interaction, internal engagement, responding to client enquiries and complex query resolution

Staff management, family and child support

Correspondence, organising meetings, creating promotional material, advocacy, policy development

Data Center Engineering

Policy advice, preparing briefs, stakeholder management

Financial Management and Accounting of a Luxury Brand

Auditing

Prepared government briefings

rotating between three rotations in different work areas, learning the Department's different roles and functions

Sales

Sales

The questions in this section focus on your employment situation before you...

Preparing food, cooking food, serving food, running the restaurant, cleaning, running staff and shifts

Retail sales, providing advice on goods and services, ordering and managing deliveries.

Policy

Data entry

Customer service, cash handling

Various administrative tasks.

computer data entry, answering phones, completing customer inquiries, typing documents

Handling money, customer service, merchandising

Writing and analysis

workflow management, stakeholder engagement, editing highly technical medical reports

Economic and thermal analysis in the renewable energy field

MINUTES / ADMIN SUPPORT FOR EXECUTIVE

International development - office based work

Australian Public Service

Managing a team , unloading / loading trucks, picking and packing

Waitressing, making coffees

data input, stakeholder engagement via email and phone, filing, processing change of unit ownership and online payment direct debit details

Data Processing, Receiving calls from customers.

Providing support to member pharmacy owners on business and health service operations

Manager of staff and club

Coach gymnastics skills in a class setting

Managing staff, ensuring business operations run smoothly

Supporting vunurable students in a school setting/ learning support

Assisting with Air con/heater installations.

The questions in this section focus on your employment situation before you...

Supporting students and assisting teachers in the classroom.

Helping customers, stacking shelves.

Managing customer support team, handling escalations of complaints and queries, data reporting and analysis.

Building community amongst staff and key stakeholders; promoting the heritage and mission of the organization.

Coordinated Research trials in a hospital

Preparing food

Perfome cleaning ,book work , liaise with clients.

Making Coffee, Preparing and serving cafe food and customer service.

Assisting customers

Assessing applications for compliance with federal legislation and eligibility requirements.

Administrative

Anything that can happen in a supermarket

· Coordinate, manage and organize workshops, training and/or events aiming to increase levels of participation and communication between person and the community. · Provide ongoing support to individual including informal supervision, advocacy, goal setting and identifying further training opportunities. · Facilitation of Person's participation in public speaking events. · Engage and support person in improving their lives through our services. · Engage key stakeholders and identify additional partnership opportunities to assist with improving the life outcomes for person in Support. · Training, building, maintaining strong local networks for capacity building of the individual. · Case Coordination of the NDIS participants. · Attend the meeting with the families and other stakeholders.

Preparing food

Driving tippers trucks, bobcat, smashing concrete with slage hammer excavating with pick and shovel.

Site set up, Paper work, Hauled cables, dug trenches, rod and rope conduits.

General customer service officer roles and contact monitoring for apprentices/trainees/employers to support them throughout their Training Contracts + facilitate the process

Kitchen

Council teenagers with mental illness

Coaching contact centre operators. Developing and delivering training packages.

Cash handling, safe counting, payroll

Writing reports

The questions in this section focus on your employment situation before you...

Preparing/cooking food & customer service

Literature Review

Seasonal firefighting duties

Developing communications collateral - writing, editing, proofing, etc, liaising with stakeholders, project coordination.

Policy role - policy development and program management

Sales, administration

Administrative tasks, organising workshops

Stack shelves, manage stock

Producing a community newspaper

Nursing DUTIES

Applying makeup and skincare on customers

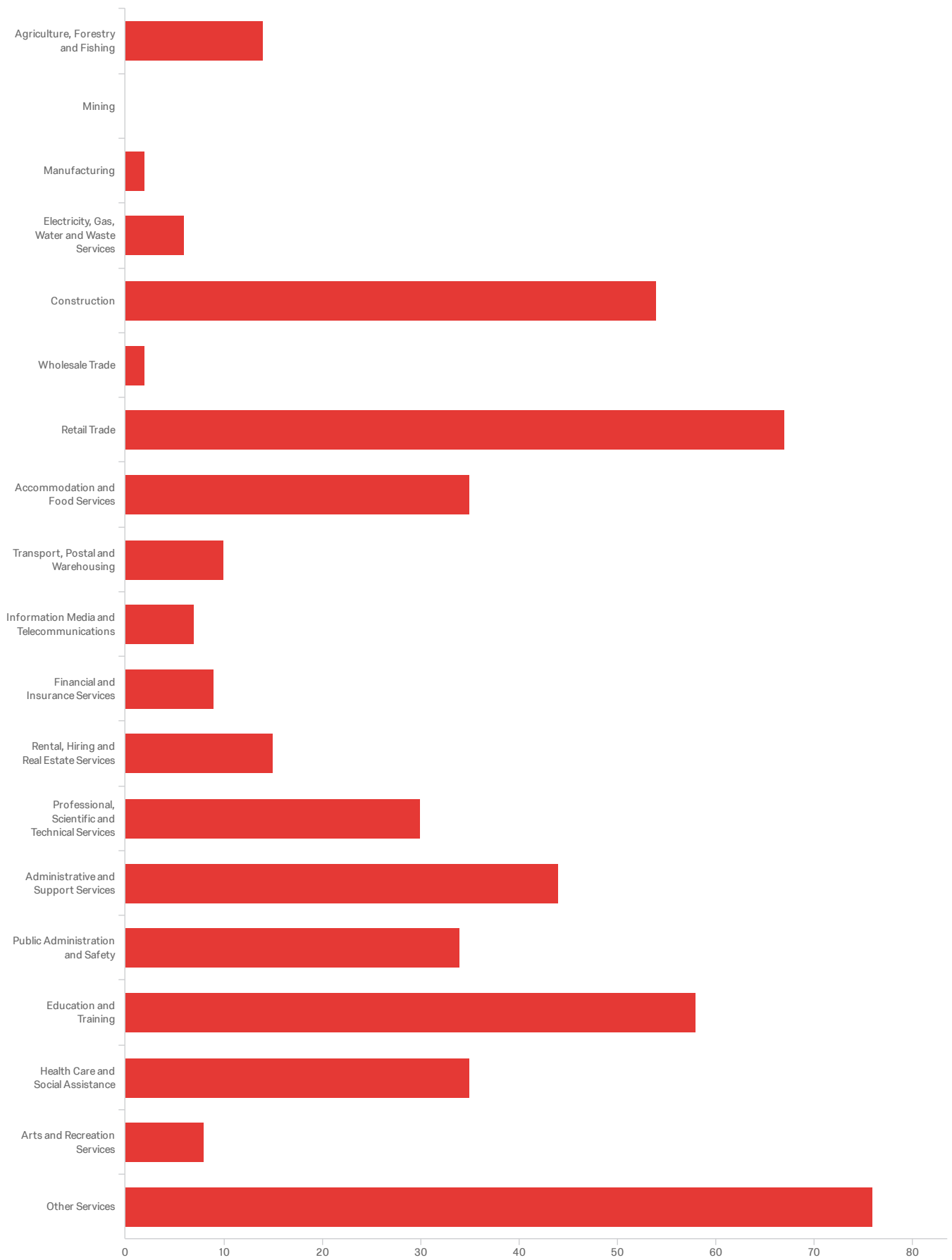
Preparing food Serving Customers Training employees Opening and closing store Cleaning Duties Overseeing day-to-day operations of store Ordering supplies

Manage the full operations of a Community Centre facility, support and manage youth workers, counsellors and volunteers. Provide direct service delivery to clients.

Q54 - The questions in this section focus on your work situation before you undertook the training. What kind of industry, business or service was carried out by your

employer/business in your main job during the six months before undertaking the training?

Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.

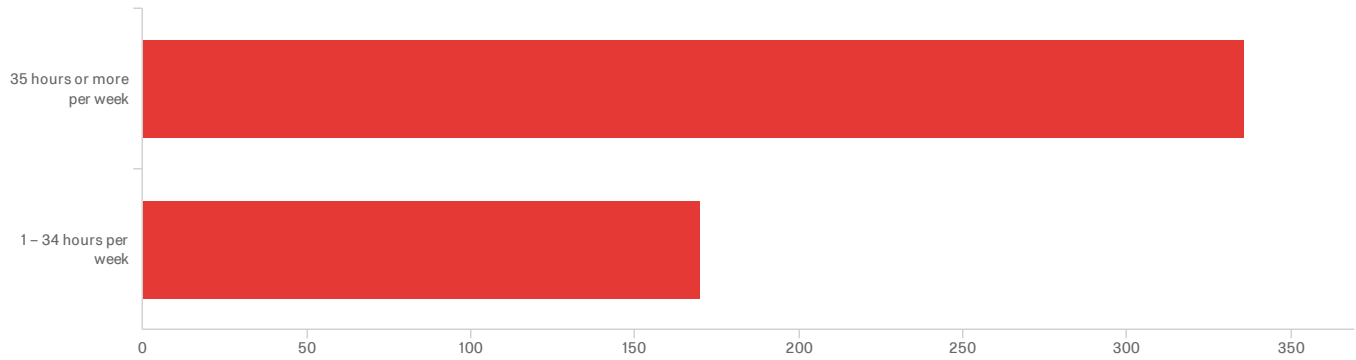


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The questions in this section focus on your work situation before you undertook the training. What kind of industry, business or service was carried out by your employer/business in your main job during the six months before undertaking the training? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.	1.00	19.00	12.14	5.19	26.95	506

#	Field	Choice Count
1	Agriculture, Forestry and Fishing	2.77% 14
2	Mining	0.00% 0
3	Manufacturing	0.40% 2
4	Electricity, Gas, Water and Waste Services	1.19% 6
5	Construction	10.67% 54
6	Wholesale Trade	0.40% 2
7	Retail Trade	13.24% 67
8	Accommodation and Food Services	6.92% 35
9	Transport, Postal and Warehousing	1.98% 10
10	Information Media and Telecommunications	1.38% 7
11	Financial and Insurance Services	1.78% 9
12	Rental, Hiring and Real Estate Services	2.96% 15
13	Professional, Scientific and Technical Services	5.93% 30
14	Administrative and Support Services	8.70% 44
15	Public Administration and Safety	6.72% 34
16	Education and Training	11.46% 58
17	Health Care and Social Assistance	6.92% 35
18	Arts and Recreation Services	1.58% 8
19	Other Services	15.02% 76
		506

Showing rows 1 - 20 of 20

Q55 - How many hours did you usually work each week in your main job during the six months before undertaking the training in [Field-Qual]?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many hours did you usually work each week in your main job during the six months before undertaking the training in [Field-Qual]?	1.00	2.00	1.34	0.47	0.22	506

#	Field	Choice Count
1	35 hours or more per week	66.40% 336
2	1 - 34 hours per week	33.60% 170

506

Showing rows 1 - 3 of 3

Q56 - How much did you usually earn (before tax or anything else is taken out) in your main job during the six months before undertaking the training?

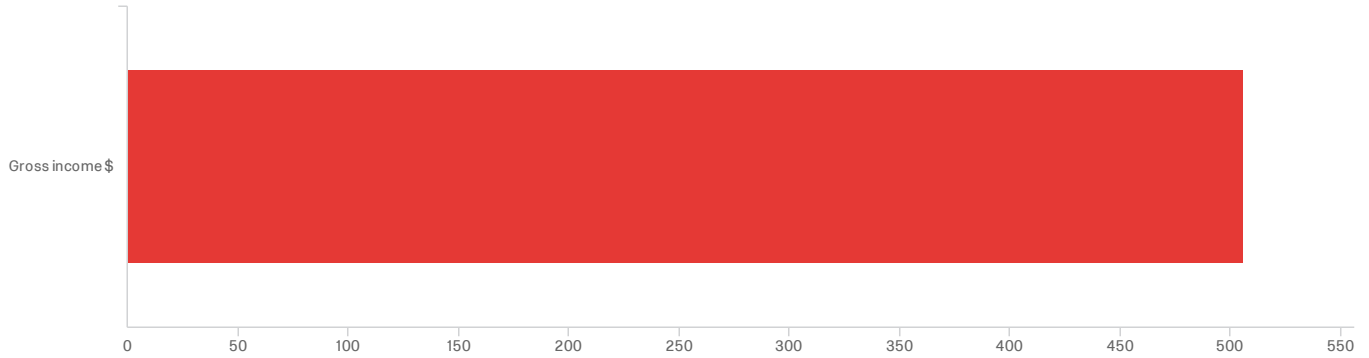


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much did you usually earn (before tax or anything else is taken out) in your main job during the six months before undertaking the training?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Annual: \$104,000 or more / Weekly: \$2,000 or more	0.00% 0
2	Annual: \$91,000 - \$103,999 / Weekly: \$1,750 - \$1,999	0.00% 0
3	Annual: \$78,000 - \$90,999 / Weekly: \$1,500 - \$1,749	0.00% 0
4	Annual: \$65,000 - \$77,999 / Weekly: \$1,250 - \$1,499	0.00% 0
5	Annual: \$52,000 - \$64,999 / Weekly: \$1,000 - \$1,249	0.00% 0
6	Annual: \$41,600 - \$51,999 / Weekly: \$800 - \$999	0.00% 0
7	Annual: \$36,400 - \$41,599 / Weekly: \$700 - \$799	0.00% 0
8	Annual: \$31,200 - \$36,399 / Weekly: \$600 - \$699	0.00% 0
9	Annual: \$26,000 - \$31,199 / Weekly: \$500 - \$599	0.00% 0
10	Annual: \$15,600 - \$25,999 / Weekly: \$300 - \$499	0.00% 0
11	Annual: \$8,320 - \$15,599 / Weekly: \$160 - \$299	0.00% 0
12	Annual: \$4,160 - \$8,319 / Weekly: \$80 - \$159	0.00% 0
13	Annual: \$1 - \$4,159 per year / Weekly: \$1 - \$79	0.00% 0
		0

Showing rows 1 - 14 of 14


Q57 - How much did you usually earn (before tax or anything else is taken out) in your main job during the six months before undertaking the training in [Field-Qual]?




#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much did you usually earn (before tax or anything else is taken out) in your main job during the six months before undertaking the training in [Field-Qual]? - Selected Choice	1.00	1.00	1.00	0.00	0.00	506

#	Field	Choice Count
1	Gross income \$	100.00% 506

Showing rows 1 - 1 of 1

 Too many values to display.

 Data source misconfigured for this visualization.

#	Field	Choice Count
1	per	3.85% 28
2	week	3.57% 26
3	fortnight	1.65% 12
4	1000	1.51% 11
5	a	1.51% 11
6	60000	1.37% 10
7	1200	1.24% 9
8	1800	1.24% 9
9	500	1.24% 9
10	60,000	1.24% 9
11	600	1.24% 9
12	65000	1.24% 9
13	800	1.24% 9
14	200	1.10% 8
15	approx	1.10% 8
16	120000	0.96% 7
17	300	0.96% 7
18	55000	0.96% 7
19	700	0.96% 7
20	70000	0.96% 7
21	85000	0.96% 7
22	1500	0.82% 6
23	1600	0.82% 6
24	2000	0.82% 6
25	400	0.82% 6
26	45,000	0.82% 6
27	50,000	0.82% 6
28	65,000	0.82% 6
29	900	0.82% 6

#	Field	Choice Count
30	annum	0.82% 6
31	i	0.82% 6
32	not	0.82% 6
33	000	0.69% 5
34	20,000	0.69% 5
35	20000	0.69% 5
36	250	0.69% 5
37	3000	0.69% 5
38	350	0.69% 5
39	40,000	0.69% 5
40	45000	0.69% 5
41	5000	0.69% 5
42	50000	0.69% 5
43	57000	0.69% 5
44	approximately	0.69% 5
45	around	0.69% 5
46	tax	0.69% 5
47	30,000	0.55% 4
48	30000	0.55% 4
49	75000	0.55% 4
50	80000	0.55% 4
51	90,000	0.55% 4
52	before	0.55% 4
53	to	0.55% 4
54	100,000	0.41% 3
55	110,000	0.41% 3
56	1100	0.41% 3
57	1700	0.41% 3
58	36,000	0.41% 3

#	Field	Choice Count
59	40000	0.41% 3
60	42000	0.41% 3
61	48000	0.41% 3
62	52000	0.41% 3
63	550	0.41% 3
64	62000	0.41% 3
65	64,000	0.41% 3
66	750	0.41% 3
67	fortnightly	0.41% 3
68	on	0.41% 3
69	pa	0.41% 3
70	say	0.41% 3
71	was	0.41% 3
72	weekly	0.41% 3
73	1,400	0.27% 2
74	10000	0.27% 2
75	100000	0.27% 2
76	104000	0.27% 2
77	12,000	0.27% 2
78	120,000	0.27% 2
79	1400	0.27% 2
80	15,000	0.27% 2
81	15000	0.27% 2
82	160	0.27% 2
83	2100	0.27% 2
84	23,000	0.27% 2
85	2300	0.27% 2
86	25,000	0.27% 2
87	2800	0.27% 2

#	Field	Choice Count
88	35,000	0.27% 2
89	35000	0.27% 2
90	42,000	0.27% 2
91	47000	0.27% 2
92	50	0.27% 2
93	55,000	0.27% 2
94	60	0.27% 2
95	6000	0.27% 2
96	63000	0.27% 2
97	64,000.00	0.27% 2
98	64000	0.27% 2
99	67,000	0.27% 2
100	69,500	0.27% 2
101	72000	0.27% 2
102	76000	0.27% 2
103	80,000	0.27% 2
104	8000	0.27% 2
105	90k	0.27% 2
106	950	0.27% 2
107	95000	0.27% 2
108	about	0.27% 2
109	after	0.27% 2
110	casual	0.27% 2
111	dollars	0.27% 2
112	guess	0.27% 2
113	n	0.27% 2
114	p	0.27% 2
115	prefer	0.27% 2
116	remember	0.27% 2

#	Field	Choice Count
117	sure	0.27% 2
118	year	0.27% 2
119	1	0.14% 1
120	1,000	0.14% 1
121	1,200	0.14% 1
1	1, 99	0.14% 1
123	100	0.14% 1
124	100,000.00	0.14% 1
125	100.000	0.14% 1
126	1005	0.14% 1
127	100k	0.14% 1
128	101000	0.14% 1
129	1017.00	0.14% 1
130	1050	0.14% 1
131	11	0.14% 1
132	110	0.14% 1
133	110000	0.14% 1
134	1106	0.14% 1
135	1150	0.14% 1
136	117.000	0.14% 1
137	1175.00	0.14% 1
138	118,049.00	0.14% 1
139	118000	0.14% 1
140	12,500	0.14% 1
141	120	0.14% 1
142	12000	0.14% 1
143	125	0.14% 1
144	1300	0.14% 1
145	13000	0.14% 1

#	Field	Choice Count
146	1330	0.14% 1
147	1350	0.14% 1
148	135000	0.14% 1
149	136000	0.14% 1
150	140	0.14% 1
151	150	0.14% 1
152	1513.92	0.14% 1
153	16.08	0.14% 1
154	164,000	0.14% 1
155	17.5	0.14% 1
156	1700.00	0.14% 1
157	17000	0.14% 1
158	1790	0.14% 1
159	1790.24	0.14% 1
160	18,000	0.14% 1
161	180,000	0.14% 1
162	19,000	0.14% 1
163	1900	0.14% 1
164	2,200	0.14% 1
165	2,500	0.14% 1
166	200000	0.14% 1
167	2081	0.14% 1
168	21,000.00	0.14% 1
169	22	0.14% 1
170	2400	0.14% 1
171	2500	0.14% 1
172	25000	0.14% 1
173	26000	0.14% 1
174	27,000	0.14% 1

#	Field	Choice Count
175	28000	0.14% 1
176	2800per	0.14% 1
177	29000	0.14% 1
178	3,000	0.14% 1
179	30k	0.14% 1
180	3200	0.14% 1
181	33,500	0.14% 1
182	3300	0.14% 1
183	33000	0.14% 1
184	360	0.14% 1
185	3600	0.14% 1
186	365	0.14% 1
187	370	0.14% 1
188	38,000	0.14% 1
189	38000	0.14% 1
190	390	0.14% 1
191	40k	0.14% 1
192	41,000	0.14% 1
193	41000	0.14% 1
194	42	0.14% 1
195	43,000	0.14% 1
196	43000	0.14% 1
197	44,000	0.14% 1
198	44k	0.14% 1
199	45.00	0.14% 1
200	4500	0.14% 1
201	45000.0	0.14% 1
202	48,000	0.14% 1
203	49000	0.14% 1

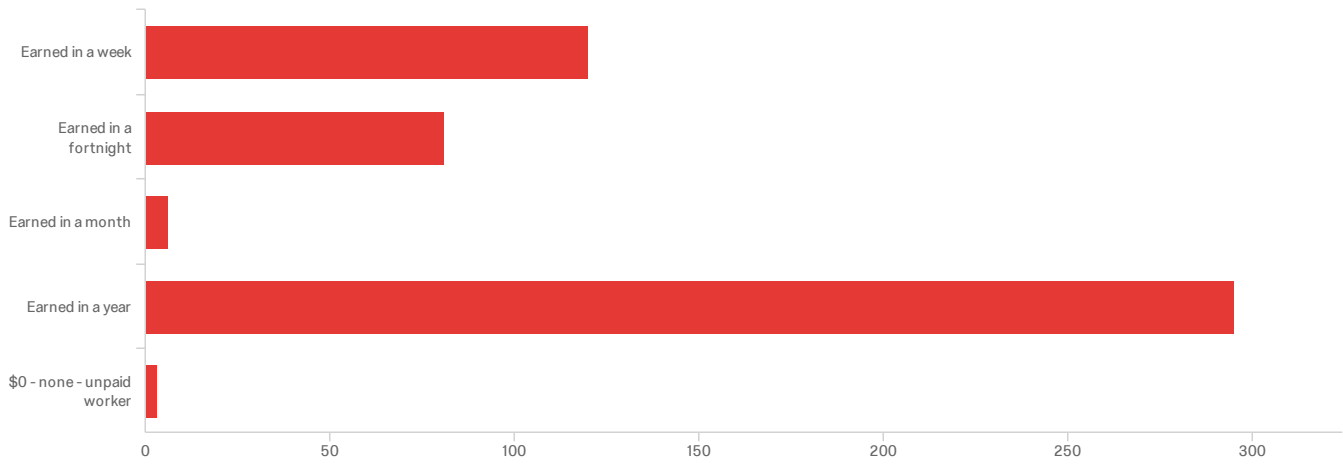
#	Field	Choice Count
204	50,000.00	0.14% 1
205	51,000	0.14% 1
206	52,000	0.14% 1
207	52,500	0.14% 1
208	53,000	0.14% 1
209	53900	0.14% 1
210	54,000	0.14% 1
211	54000	0.14% 1
212	56000	0.14% 1
213	570	0.14% 1
214	58,000	0.14% 1
215	59000	0.14% 1
216	6,240	0.14% 1
217	61000	0.14% 1
218	6141	0.14% 1
219	62	0.14% 1
220	62,000	0.14% 1
221	6200	0.14% 1
222	62703	0.14% 1
223	62k	0.14% 1
224	63,000	0.14% 1
225	64,508	0.14% 1
226	64508	0.14% 1
227	64700	0.14% 1
228	65	0.14% 1
229	650	0.14% 1
230	65k	0.14% 1
231	66,000	0.14% 1
232	66892	0.14% 1

#	Field	Choice Count
233	68,000	0.14% 1
234	680	0.14% 1
235	68000	0.14% 1
236	70.000	0.14% 1
237	70k	0.14% 1
238	71,000	0.14% 1
239	74,000	0.14% 1
240	75	0.14% 1
241	75,000	0.14% 1
242	75,000.00	0.14% 1
243	75,652	0.14% 1
244	75000pa	0.14% 1
245	76,000	0.14% 1
246	78000	0.14% 1
247	79	0.14% 1
248	79,000	0.14% 1
249	790	0.14% 1
250	79000	0.14% 1
251	800.00	0.14% 1
252	80k	0.14% 1
253	81,000	0.14% 1
254	82000	0.14% 1
255	824	0.14% 1
256	83000	0.14% 1
257	850	0.14% 1
258	86,000	0.14% 1
259	870	0.14% 1
260	875.00	0.14% 1
261	88000	0.14% 1

#	Field	Choice Count
262	89000	0.14% 1
263	90000	0.14% 1
264	98,728	0.14% 1
265	990	0.14% 1
266	an	0.14% 1
267	annual	0.14% 1
268	answer	0.14% 1
269	applicable	0.14% 1
270	aprrrox	0.14% 1
271	as	0.14% 1
272	aud	0.14% 1
273	between	0.14% 1
274	can	0.14% 1
275	depends	0.14% 1
276	dont	0.14% 1
277	fn	0.14% 1
278	from	0.14% 1
279	get	0.14% 1
280	gross	0.14% 1
281	hour	0.14% 1
282	i'd	0.14% 1
283	information	0.14% 1
284	indicative	0.14% 1
285	is	0.14% 1
286	ish	0.14% 1
287	it	0.14% 1
288	just	0.14% 1
289	lt	0.14% 1
290	max	0.14% 1

#	Field	Choice Count
291	memory	0.14% 1
292	na	0.14% 1
293	only	0.14% 1
294	p.a	0.14% 1
295	pay	0.14% 1
296	perweek	0.14% 1
297	plus	0.14% 1
298	private	0.14% 1
299	pw	0.14% 1
300	rate	0.14% 1
301	refuse	0.14% 1
302	relevant	0.14% 1
303	rough	0.14% 1
304	roughly	0.14% 1
305	salary	0.14% 1
306	that	0.14% 1
307	the	0.14% 1
308	this	0.14% 1
309	unsure	0.14% 1
310	vague	0.14% 1
311	varied	0.14% 1
312	want	0.14% 1
313	what	0.14% 1
314	yr	0.14% 1

Q58 - And is that...



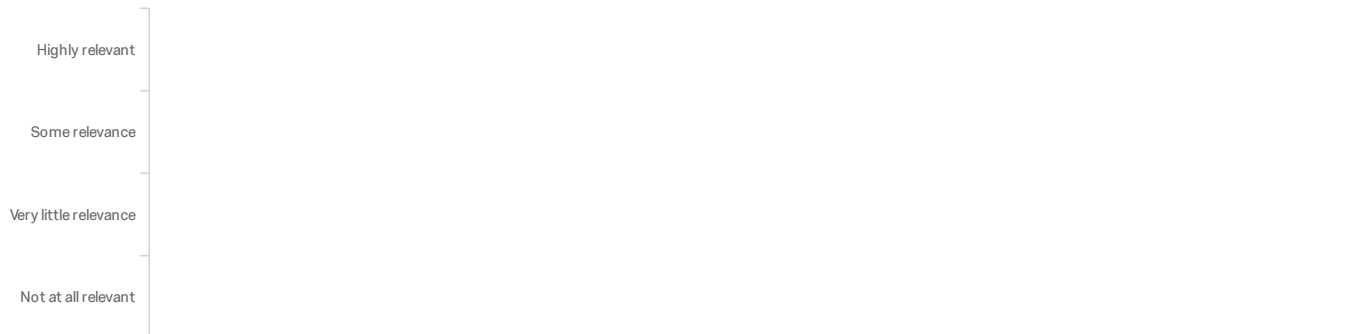
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	And is that...	1.00	5.00	2.96	1.31	1.72	505

#	Field	Choice Count
1	Earned in a week	23.76% 120
2	Earned in a fortnight	16.04% 81
3	Earned in a month	1.19% 6
4	Earned in a year	58.42% 295
5	\$0 - none - unpaid worker	0.59% 3
		505

Showing rows 1 - 6 of 6

Q59 - How relevant was the training to your main job during the six months before

commencing the training in [Field-Qual]?



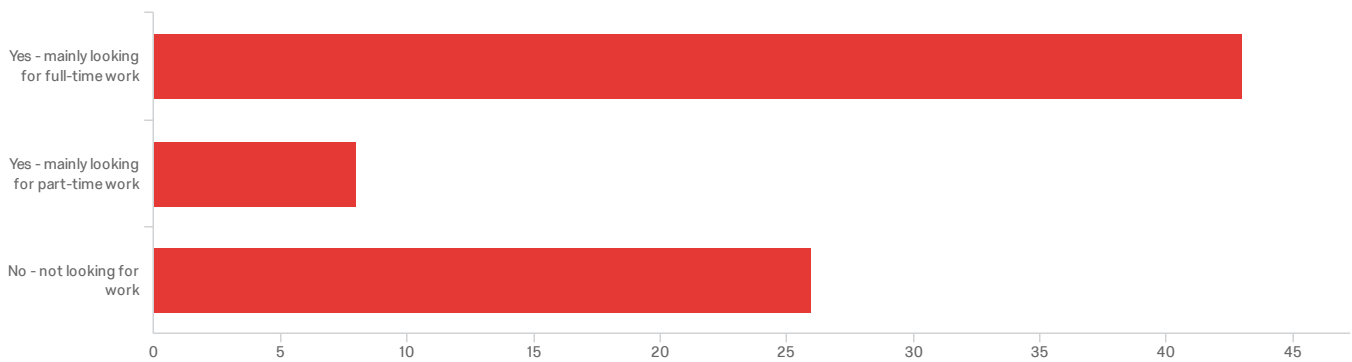
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How relevant was the training to your main job during the six months before commencing the training in [Field-Qual]?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Highly relevant	0.00% 0
2	Some relevance	0.00% 0
3	Very little relevance	0.00% 0
4	Not at all relevant	0.00% 0

0

Showing rows 1 - 5 of 5

Q60 - The questions in this section focus on your work situation before you undertook the training. Were you actively looking for work during the six months before undertaking the training in [Field-Qual]? Note: Examples of actively looking for work include: Being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The questions in this section focus on your work situation before you undertook the training. Were you actively looking for work during the six months before undertaking the training in [Field-Qual]? Note: Examples of actively looking for work include: Being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work.	1.00	3.00	1.78	0.92	0.85	77

#	Field	Choice Count
1	Yes - mainly looking for full-time work	55.84% 43
2	Yes - mainly looking for part-time work	10.39% 8
3	No - not looking for work	33.77% 26
		77

Q61 - Did you have a job of any kind after completing the training? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours. Note: A job means any type of work including fulltime, casual, temporary or part-time work, if it was for one our or more over a two-week period.



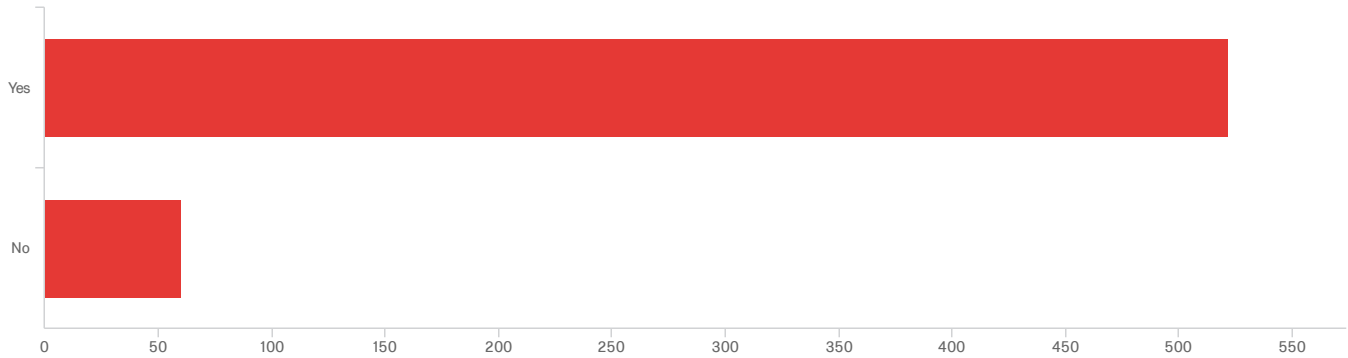
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you have a job of any kind after completing the training? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours. Note: A job means any type of work including fulltime, casual, temporary or part-time work, if it was for one our or more over a two-week period.	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Yes, worked for payment or profit	0.00% 0
2	Yes, but absent on holidays, on paid leave, on strike or temporarily stood down	0.00% 0
3	Yes, unpaid work in a family business	0.00% 0
4	Yes, other unpaid work	0.00% 0

#	Field	Choice Count
5	No, did not have a job	0.00% 0
		0

Showing rows 1 - 6 of 6

Q62 - Did you have a job of any kind after completing the training in [Field-Qual]? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours. Note: A job means any type of work including fulltime, casual, temporary or part-time work, if it was for one our or more over a two-week period.



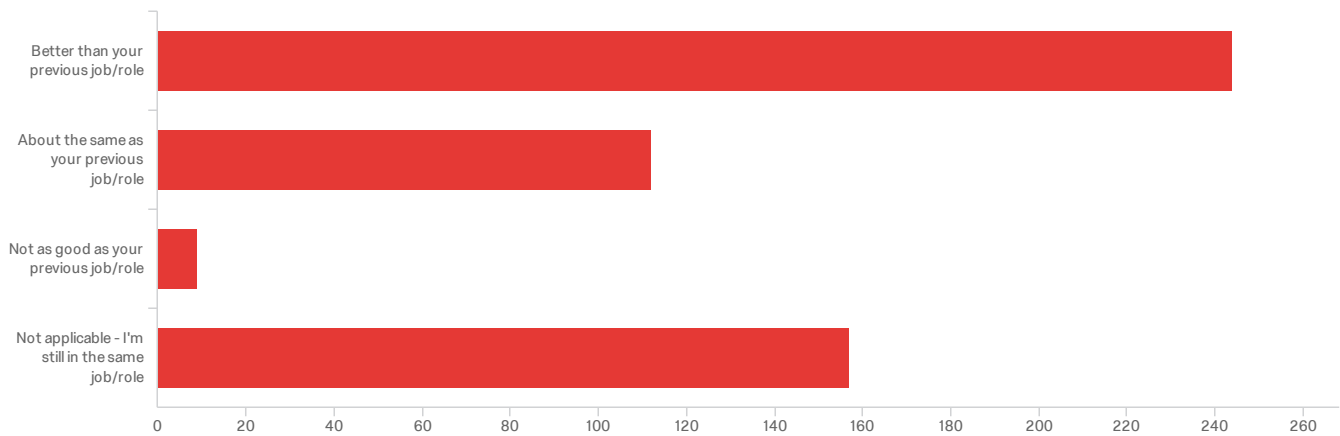
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you have a job of any kind after completing the training in [Field-Qual]? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours. Note: A job means any type of work including fulltime, casual, temporary or part-time work, if it was for one our or more over a two-week period.	1.00	2.00	1.10	0.30	0.09	582

#	Field	Choice Count
1	Yes	89.69% 522
2	No	10.31% 60

582

Showing rows 1 - 3 of 3

Q63 - All things considered, is the job or role you are working in now...

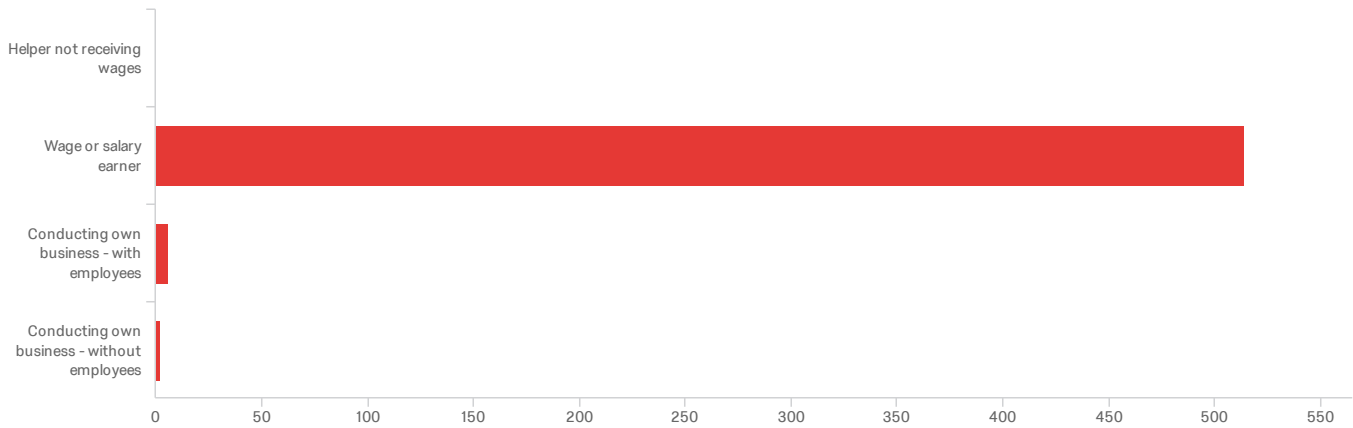


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	All things considered, is the job or role you are working in now...	1.00	4.00	2.15	1.29	1.66	522

#	Field	Choice Count
1	Better than your previous job/role	46.74% 244
2	About the same as your previous job/role	21.46% 112
3	Not as good as your previous job/role	1.72% 9
4	Not applicable - I'm still in the same job/role	30.08% 157
		522

Showing rows 1 - 5 of 5

Q64 - On what basis were you employed in your main job?



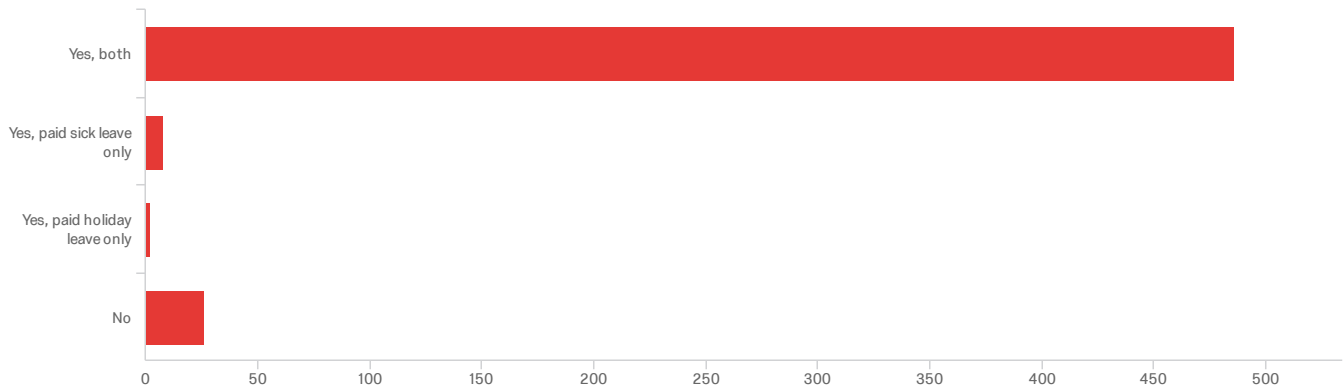
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On what basis were you employed in your main job?	2.00	4.00	2.02	0.16	0.03	522

#	Field	Choice Count
1	Helper not receiving wages	0.00% 0
2	Wage or salary earner	98.47% 514
3	Conducting own business - with employees	1.15% 6
4	Conducting own business - without employees	0.38% 2

522

Showing rows 1 - 5 of 5

Q65 - Were you entitled to paid sick leave and/or paid holiday leave in your main job?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you entitled to paid sick leave and/or paid holiday leave in your main job?	1.00	4.00	1.17	0.67	0.45	522

#	Field	Choice Count
1	Yes, both	93.10% 486
2	Yes, paid sick leave only	1.53% 8
3	Yes, paid holiday leave only	0.38% 2
4	No	4.98% 26

522

Showing rows 1 - 5 of 5

Q66 - What was the full title of your main job after completing the training in [Field-Qual]?

e.g. Apprentice chef, Childcare aide

What was the full title of your main job after completing the training in [...]

Office Manager and Registered Salesperson in ACT & NSW

Aged Care Manager

Registered theatre nurse

Carpenter

Registered Nurse

Childcare educator

Graphic Design

Team leader of quality and care planning

Electronics Assembler

ICT apprentice

Carpenter

Account Manager

Public Servant

Foreman

Educator

Customer Service Attendant

Trainee in another course

Retail Coordinator

sales assistant for rebel sport

Receptionist

Project Manager

What was the full title of your main job after completing the training in [...]

Registered Nurse

electrician

Bar attendant

Nursing

Web developer

Centre cook and assistant educator

Childcare educator

Team leader

Technical Team Lead

Bus Operator

Teacher

Public Servant

Electrician

Contracts, Procurement and Fleet Officer

Media and social team member

Education Assistant

Junior Developer

Policy Officer

Hairdresser

DHS APS3 in SAP operations

Assistant educator

Federal Public Servant

IT Officer

Sys admin

What was the full title of your main job after completing the training in [...]

Property manager

Carpenter

Team Member Finance & Commercial

Assisting educator at Burgmann Anglican School

Field engineer

Duty MAnager

Long day care educator

Senior Property Manager

Tradesman

GSO 5/6

Leading hand

Registered Nurse Level 2

Campaign manager

Engineering & Maintenance Handy Person

Butcher

department of prime minister and cabinet. mobility officer

Receptionist

Qualified Air-conditioning and refrigeration install/service.

Real Estate Assistant

General Service Officer Level 5/6

Branch staff

Assistant educator

General Service Officer Level 5/6

Residential Sales consultant

What was the full title of your main job after completing the training in [...]

Public Servant

Retail assisstant (different job)

Assistant Director - Testing Services Section

Waitress

Project Manager

Information Technology officer

Conferencing Attendant

Same as previous

Central Reservations Attendant

Bar attendant

Astronomer

Telstra support

Field engineer

General Service Officer 5/6

Delivery driver

Registered Nurse

supervisor

Property manager

Butcher

General Service Officer Grade 5/6

Educator

Demi chef as of next week I will be

General Service Officer 5/6 - horticulturist team leader

Crew Member

What was the full title of your main job after completing the training in [...]

McDonalds Crew Worker

Light Vehicle Mechanic

Field service Engineer for Konica Minolta

Admin Support Officer

Croupier

Early childhood educator - trainee

Barber

Hairdresser

Account Manager

Administration Officer

Project Officer, ACT Government

Acting Senior Procurement Officer

clinical services coordinator

Civil construction leading hand

Enrolled Nurse

Centre Manager

Manager Scholarships and Prizes

As above

Carpenter

Initially HR Manager but mid May 2019 I was promoted to Lead, HR Strategy & Operations

Advanced rigger. This was done as professional development as will be other training

Physiotherapist

Regulatory Officer

Bookkeeper

What was the full title of your main job after completing the training in [...]

Hotel manager

Learning Support Assistant

Bus Driver

Correspondent: Community language radio

Senior Account Manager

Childcare Educator

Childcare -support worker.

Surveillance Officer

Bus driver

Bus Operator

Leading hand

Consultant

Automotive glazier

Food and beverage supervisor

Site manager

Front office administrator

Mechanic

Sales Consultant

operator

Senior ICT Contract Officer

Operations agent

Childcare worker level 3

Carpenter

Plant operator

What was the full title of your main job after completing the training in [...]

Learning Support Assistant

Mechanic

Executive Designer

Bus driver

Bus Driver

Carpenter

Assitant Educator

McDonald's Crew Trainer

Bus Operator

Electrician

Senior Administrative Support

Bus driver

Office manager

Guest Host

Administration Officer Trainee

Bus driver

Carpenter

Assistant Apprenticeship Field Consultant

Hydraulic Engineer

Hydraulic Engineer/Designer

Bar attendant

Carpenter

Sales Executive

Site engineer

What was the full title of your main job after completing the training in [...]

Parliamentary Liaison Officer

RN level 2

Table Games Dealer Trainee

Training Coordinator

Accounts Manager

Registered Nurse

Casino dealer

Sales consultant in real estate

Property management support

Game Dealer

Strata Manager and Team Leader

Public servant

Project Manager

Plumbing supervisor

Learning and Development Consultant

Office Manager

Public bus driver

Assistant Early Childcare Educator

Project Manager

Support worker

Project Manager

Project Manager

Leading Hand

Coordinator

What was the full title of your main job after completing the training in [...]

Project Sales

bus driver

Sales Executive

Financial Controller

Restaurant shift manager.

Night Auditor

Mechanic/apprentice auto electrician

Leading Hand Grade checker

Finance Officer

Property Management Associate

Clinical Nurse Consultant Diabetes Educator

Patient Accounts Team Leader

Tradesman

Executive Assistant (APS4)

Croupier/Inspector

Administrative assistant

Apprentice fridgery

Apprentice Developer

Pharmacist

Bus operator

Property Manager

Cook

Shift assistant manager

Shift supervisor

What was the full title of your main job after completing the training in [...]

Room Leader

Labourer

Croupier, Card Dealer

McDonalds shift supervisor

Same - hospitality

Pipe later

Business Analyst

Project officer

Machine operator

Public Servant

office manager

Apprentice Roof Plumber

Public Servant, Australian Government

Electrician

Registered Nurse

Chef

Casual

Hydraulics supervisor

Program Coordinator

lead educator

Support worker

Assistant educator

Team leader

Graduate- Policy Officer

What was the full title of your main job after completing the training in [...]

Quality Assurance Co-ordinator RTO

project manager

Electrician

Director, Construction Manager

Foreman/supervisor

Contract Administrator

Registered Nurse

Acting assistant manager

Carpenter

Clinical Nurse or Registered Nurse level 2

Graduate

Educator

Electrician

Graduate

Hairdresser

Property Manager

Assistant educator

Administration officer

Senior Valet

Office Assistant

QA

Childcare Educator

Allied Health manager

Electrician

What was the full title of your main job after completing the training in [...]

Senior Physiotherapist

Administration Clerk

Graduate, Federal Government (different department)

Learning Support Assistant

Graduate working in Human Resources

APS Employee

Mechanical Engineer

Finance Graduate

Trainee

Graduate

Business Analyst

Policy Officer

Policy Officer

Disability employment consultant

Crime Scene Investigator

Forensic Biologist

Policy officer

Team Member

International Policy Officer

Program Officer

Graduate

Graduate / Legislative Officer

Bus Driver

bus driver

What was the full title of your main job after completing the training in [...]

Early Learning Assistant

Public Servant

hairdresser and hairdressing teacher

HSO-3

Green Keeper

Tradesman Carpenter

Graduate ICT

Crew person at mcdonald's

Accountant

AGP employee

Graduate - AFP

Security Operations Manager

Lawyer

Security Team Member

Graduate

Project Officer

Advisor

Litigation Lawyer

Lawyer

INTELLIGENCE ANALYST

Systems administrator

Policy Officer

Team member, Australian Federal Police

Project Officer

What was the full title of your main job after completing the training in [...]

Media Advisor

Team member - AFP

Policy Officer

Field intelligence officer

Financial Investigator

Senior Policy Officer

Graduate

Client Service Magician

Public servant

Watercart Operator

Lead educator

Trainee Payroll Advisor

Casino Dealer

Driver/operator

Public Servant

11 year carpentry apprentice

school assistant

Light automotive mechanical technician

Carpenter

Engineer

APS5 - Policy Officer

Mechanic auto electrician

Security analyst

Strategy Officer

What was the full title of your main job after completing the training in [...]

APS 5 Intelligence Analyst

Policy Officer

Casino Dealer

Graduate

Assessments

Senior Trainer Biosecurity Operations Division Department of Agriculture and Water Resources

Executive Assistant to the Executive Group Manager, Shared Services

Learning support assistant

Casino dealer

Learning support assistant

HR Officer

Public Servant

Senior Manager Emergency Response

Same role Administration support officer

Childcare Educator

WHS Manager

Policy Officer

Plant operator

Childcare Educator

Assistant Educator (childcare)

Classroom Support Assistant

Graduate public servant

Commonwealth Employee

Educator assistant

What was the full title of your main job after completing the training in [...]

Graduate, Government

Part time Childcare Educator Level 3

Dealer

General Manager

Australian Public Servant

APS4 Public Servant with Department of Home Affairs

Policy Officer, Department of Home Affairs

Policy Officer

Graduate

Educator

Digital records officer

Telecommunication Technician

Classroom support assistant

Graduate

Policy Officer

Graduate

Front Office Manager

Public Service Graduate

Laboratory research technician

APS

Policy Officer, Government

Case officer

Carpenter

ag gso 7 leading hand urban tree management central

What was the full title of your main job after completing the training in [...]

Legal training coordinator

Learning Support Assistant/ preschool Assistant

Policy Officer

Operations Officer

Public Affairs officer

Finance Support Officer

Graduate

Policy Officer

Eco-hydrology Analyst

Acting Technical Officer Level 3, Tree Protection Unit. ACT Government.

Supervisor

Graduate Policy Officer

Plant operator

Intelligence analyst

Public Servant

Public Servant

Graduate

Policy graduate

Journeyman Plumber

Classroom Support Assistant

Operations Team Leader

early childhood educator

Graduate

Carpenter

What was the full title of your main job after completing the training in [...]

Public Servant APS4/ Client Information Officer

Administration Assistant

Graduate, Department of the Environment and Energy

Learning Support Assistant

Graduate

Graduate

Administration Manager and Team Leader

Casual Early Childhood Educator

policy officer

Public servant

N/A

GSO 5/6

Acting APS 5, Government

Graduate - Federal Government

Graduate

Graduate

Policy officer

Policy Officer

Australian Public Servant

APS5 Project Officer

Data Analyst

Public servant

Travel Consultant

Data Modeller

What was the full title of your main job after completing the training in [...]

APS4 Public Servant

Fraud Reporting Officer

Cyber Security Analyst

Correctional Officer

Public servant

Assistant Childcare Educator

Childcare educator

Public servant

Budget officer

Procurements and training officer

WRP Assessment Officer

N/A same job

Public Servant

Policy Officer

Apprentice Carpenter

Policy officer, public service

Policy Officer

Early Childhood Educator

Manager

Policy Officer

Director Early learning Centre

Risk and Policy Analyst

Systems Analyst

Policy Officer

What was the full title of your main job after completing the training in [...]

Project Coordinator

Public Servant - Workforce Strategist

Graduate

ICT Officer

Policy Officer

Graduate of the Department of Home Affairs

Public Servant

Government

Graduate, Australian Public Service

Policy officer.

Strategic Design Officer

Legal officer

Policy Officer

Policy Officer

APS research assistant

Intelligence Analyst

Policy Officer

Policy Officer

Technologist

Policy Offier

APS 4

Correctional Officer

APS5

Administration Officer

What was the full title of your main job after completing the training in [...]

Policy Officer

Audit Officer

Pharmacist Consultant

Manager

Data Analyst

Duty Manager

Learning support Assistant

IT Support Specialist

Classroom Support Assistant

ICT Apprentice

Customer Experience Manager

Director of Mission

Bus operator

Graduate Department of Human Services

Crew trainer

Customer Service Technician - Level 1

Bus driver

McDonalds worker, Barista.

HR Advisor

Regulatory Officer

HR Advisor

Project Officer

Trade desk assistant

Educator

What was the full title of your main job after completing the training in [...]

Bus driver

Technician

Assistant Apprenticeships Field Consultant

Technical analyst

Contact Centre Coach (APS4)

Clerk

Public Servant

Crew Person

Project Officer, APS

Graduate Officer

Communications Coordinator

Public Servant

Graduate

Graduate Policy Officer

Apprentice in IT services

Media adviser

correctional officer

Programme Officer

Project Officer

Early Childhood Educator

Manager Mura Lanyon Youth and Community Centre

Q67 - What were the main tasks or duties you usually performed in this job? e.g.

Preparing food/cooking food, typing

What were the main tasks or duties you usually performed in this job? e.g....

Administration support and sales support.

Managing multiple aged care contracts for services to unpaid family carers and the people they care for.

Scrubbing

Demolishing and building homes

Full nursing care to the patient

Educating children

Customer service, multimedia

Daily management of staff and contracts along with general business

mechanical and electronics assembly

IT admin tasks such as managing team mailbox, maintaining mailbox duties schedule, arranging meetings for managers, research projects, managing SharePoint projects, liaising with clients, etc

Carpentry

recruitment

Procurement Officer

Foreman tasks

Looking after and educating early learners.

Drink service

concreting, Laying marking out civil works

-managing op shops

selling the stores inventory

Same As before

What were the main tasks or duties you usually performed in this job? e.g....

same as previous - same employment

Nursing

all things electrical

serving customers

Nursing

Programming Problem solving Web design

Caring for children, assisting room leaders, preparing food

Communication, feeding, nappy changes etc.

Leading a team of 25 staff

Leading the Support team

operating public bus

Teaching and looking after children

Operational Admin

Electrical services

Procurement

answering phones, queires, updating logs

Child Care Assistant

software development / programming, user interface design, web design, technical documentation

Policy work for a government department

Cutting and colouring hair

System maintenance. Performance tuning

Helping team leader run the room

Not allowed to disclose

Data Protection

What were the main tasks or duties you usually performed in this job? e.g....

Sys admin duties

Emails, maintenance, routine inspections

Building houses

Administration tasks

Watching kids

It support

Managing staff and the venue

Supervising and engaging with toddlers at

Managing a portfolio of about 130 rental properties plus managing a small team of 2 people including another property manager and a property manager assistant

Carpentry

Turf management

Running a job

Patient care

Running marketing on properties, preparing them for sale, ads, marketing payments

Engineering and maintenance work

Meat prep breaking body's

look after mobiles within the department

Reception

Installing and servicing air-conditioning systems.

Admin, open homes, auctions

Team Leader

Sales

caring for children changing children's nappies/assisting with toileting preparing food for children providing planned activities for children

Sweeper Operator

What were the main tasks or duties you usually performed in this job? e.g....

Selling residential properties

Policy

Sales, register operator, running shifts

- Manage and mentor staff - Provide quality assurance activities within an IT environment

Customer service, food service

Managing projects, contracts and financials

Providing IT support

Customer service, serving food, handling payments, general admin

Same as previous

Make bookings for guests. manage call centre. Assist with guest enquiries

Serving drinks

Astronomical observation and development

Support

Desktop support

Maintenance of public sports fields

Delivery

Providing Patient Care

garden maintenance

Manage rental portfolio, decision making, communication with clients

Preparation of meat for sale, customer service, money handling.

Administrative and Horticultural

Looking after children after school

Preparing food and cooking it

Horticultural work

What were the main tasks or duties you usually performed in this job? e.g....

Front Counter & Drive Thru

Preparing food, customer service and coffees

Light Vehicle Mechanic

Servicing the printers, installations and IT related tasks.

Customer Services

Customer service, games dealing

childcare and educational work

Doing haircuts

Cut and colours

Client and contract management, customer service and project management

Administered Students

Project management

Conducting Procurements. Providing advice and assistance to Business areas in relation to procurements. Managing procurements.

hospital administration

Supervising

Nursing

Managing a pool and learn to swim school - same role but different organisation

Managing scholarships and prizes for the entire university

As above

Building

Initially I looked after the HR operational needs of the business, but with my promotion I am now also responsible for the HR strategy

Rigging

Rehabilitation physiotherapy on orthopaedic ward

Regulate the legislation

What were the main tasks or duties you usually performed in this job? e.g....

Accounting admin

Manage operations of the hotel

Support work

Driving public buses

News gathering, building community network

Account management/ operations and client management

Supervising, cooking food, changing nappies, putting children to sleep, arranging programming and experiences for the children routines, form bonds with children and their families educators and colleagues

Support worker- child care

General surveillance to protect the assets of my workplace.

Moving people

Customer Service

Setout jobs

Customer advice

Fitting glass to vehicles

Bar, restaurant, functions

Looking after people undertaking earthmoving jobs

receptionist/ admin assistant - deal with phone calls/ emails/ colleagues & clients - assist in finance - help other colleagues in the admin perspective

Fix cars

Selling homes, prospecting

Operating machinery

ICT contract management

Administration Duties & Manual labour

Supervising children, running programs, documenting, educating others, cooking.

Construction

What were the main tasks or duties you usually performed in this job? e.g....

Plant operating

Listening to children read, running learning programs alongside the teacher etc

Repairing of vehicles

Workshop facilitation, project leadership, design thinking projects (same role and organisation as before)

Bus driver

Bus Driving

Building

Support and monitor safety of the children, change nappy, organize activities according to the curriculum and interest

Preparing food, training staff

Driving

Electrical

Providing administrative support to all staff members within the designated business area Keeping up to date with established work procedures and guidelines Setting up and maintaining a good filing system to facilitate easy access to required information; diary management, coordination of office supplies, correspondence receipt, refer, and response, data entry, photocopying, and support for rostering /scheduling activities Acting as the first point of contact for external queries, guests or visitors as required, including provision of reception cover, screening, referral and introduction of calls, signing in and escorting of visitors and contractors. Arrange, schedule, and attend meetings as required, including room bookings, preparing rooms for meetings, ensuring presentations is up to standards and arranging catering Maintain an appropriate level of supplies by checking stock to determine inventory level; anticipating needed supplies; placing and expediting orders for supplies; verifying receipt of supplies

Driving

General real estate manager duties

Liaising with and managing the comfortable stay of guests/ groups

Administration

Public transport

Building houses

Sign ups and contact visits

Engineering design of plumbing systems

Designing hydraulics for buildings

Bar skills, reception, pokies, tab

What were the main tasks or duties you usually performed in this job? e.g....

Building houses

Real Estate Agent

Construction site management

Assist clients with queries regarding PDMS and briefing processes

Caring for patients Supervising junior nurses and students Running the ward in the absence of my manager

Dealing table games

Admin duties

Same as before

Nursing

Dealing table games

Comducting Appraisals and open homes

Administration

Dealing Games

Client communication and assisting my team

Administration

managing projects

team leader

Designing, developing, delivering work based and soft skills training.

Communication with clients, meetings

Driving, customer service

Caring for children

Overseeing the installation of the required fire services in several commercial construction projects including managing the staff, client and financials

Provide support to the teachers in the classroom

Manage construction projects

What were the main tasks or duties you usually performed in this job? e.g....

Managing large Plumbing projects

Managing small sites/jobs

Creating and implementing program, delegating tasks, supporting staff, etc

Selling residential and commercial property

Picking up and setting down passengers, in a bus, within the ACT region.

Sales

Financial management of a not for profit organisation.

Open shop, money handling, customer service, open and set up bar, cleaning, table set up, prepare drinks, take orders, run food, instruct others of their duties, run front of shop

Guest CheckIn and Check Out, Balace all day payments before end of day roll. Charging guest accounts. sending invoices to guests and Agents. Upload invoices for third party websites.

Fixing cars

Building roads

Accounting

Dealing with clients/tenants, managing properties, maintenance

Diabetes education to patients and families, staff education, policy and procedures, staff management

Making sure the day to day activities are performed, Develop standard operating procedures, attend to more complex inquiries, liaise with internal and external stakeholders, attend meetings, commenced recruitment, commenced staff training, help staff to improve their skills.

Construction of a house

Administration, typing, time management

Conducting table games and supervising other croupiers

Admin finance systems

Assisting tradesmen

Basic development on to improve or support existing applications.

Pharmacy

drive buses

What were the main tasks or duties you usually performed in this job? e.g....

Managing Property

Preparing and cooking food

Manage

Managing the shift on my own

Designing and implementing programs, behaviour guidance/ management

Labouring

Card Dealing, customer service.

Management, preparing/cooking food, cleaning

Bar/waiter/the pass

Pipe laying

Stakeholder engagement, requirements gathering, producing documentation

Client liaison presentation

Operating a backhoe

Communications

preparing tenders, accounts payable and receivable, job scheduling, payroll

roofing

assisting with enquiries, providing information, language translation

Electrical maintenance

Health care

Food; cooking & prep

Serving customers

Supervising. Prepare work and lay pipes in civil earthworks

Administration

planning, observations, mentoring, experiences, day to day jobs

What were the main tasks or duties you usually performed in this job? e.g....

Work in the group house and helping people in general tasks support individual living.

Early childhood education and care, basic care giving, supervision and interaction with children, food service

Leading a team of educators

Policy advice

Quality assurance of Qualifications/Units of Competency on scope

project management

Running cables, fitting off

Labour Forecasting, Pricing, Budgets.

All things to do with of residential/commercial

Construction project administration

Mental Health Nursing; Team Leader

Rent reviews, inspections, arrears, customer service, team leader

Everything relating all constructions and building

Manage the patient flow and the team, mentoring to the staff, educate staff, provide care to the patients

Reading

Careing and educating children

Electrical Installation

Graduate rotations in 3 areas of the department of Home affairs

Hair related services

Taking on a rent role

Looking after children

Administration

Service Helpdesk

General Administration Duties i.e emailing clients, preparing documents, minute taking

What were the main tasks or duties you usually performed in this job? e.g....

QUALITY ASSUARANCE

Supervising children,

Same as before

Wiring establishments

Physiotherapy assessments and rehabilitation. Mentoring staff.

administration

Policy officer

Helping primary school aged children with literacy and numeracy

Admin

Administration

Technical design, CAD drawings

Accounting type duties

garden maintenance

Various scientific work

Assisting the team in calculating and implementing performance measures as part of the Annual Report

Policy development

Writing and analysing policy

Developing client employment plans

Interpretation of crime scenes and collection of evidence

Examining exhibits, data analysis, writing reports, presenting results, photography

admin, clerical

Administrative support, research, and management

Government coordination.

Coordinating initiatives to prevent children from online sexual exploitation

What were the main tasks or duties you usually performed in this job? e.g....

Admin

(Please note these questions become repetitive when in the same role) Legal research, information collection, preparation of briefs, answering emails, etc.

Bus driving

driving a bus

Caring and providing for children Assisting room leader

General office admin, strategic work

hairdressing

Cleaning discharge beds, Restocking linen, gloves , gowns, and medication room , Support the staff in the assigned ward in the hospital

Lawn mowing, landscaping,

Carpenter

ICT duties and Admin

customer service

Accounting

writing correspondence/answering phones

Assisting investigations.

Managing security

Advice writing, legal research

Administration

Admin, reports, analysis

Assisting the Delivery of DPS projects

Mission design and strategy

Reviewing amendments to legislation/new legislative proposals, litigation work, policy work

provision of legal services

ANALYSIS

What were the main tasks or duties you usually performed in this job? e.g....

Administrating systems

Policy writing, research analysis, coordination

n

Admin

Media advice

Team member - Policy related tasks, emails, proof ready, etc

Report writing, ministerial correspondence

job specific tasks such as investigation and admin

Analysing Bank Statements

Policy analysis, policy development

Preparing briefs, research, coordination

Administration

Program officer, policy officer.

Driving a water truck

Guiding educators on thier daily task

Providing service to all employees in the business regarding any payroll queries

Dealing a variety of games in the casino

Driver/plant operator

Writing and assisting in government policy, processing and program management

demolition bathrooms etc

Supporting children, aged 4 to 12 years, who have learning needs

Servicing and reapaing light vehicles.

Construction

Management, Meetings, Presentation, Finance

What were the main tasks or duties you usually performed in this job? e.g....

Policy writing and advice, communications, strategic analysis, risk management

Electrical

Risk identified and analysis

Research, writing briefs or minutes, writing and contributing to strategy documents, stakeholder engagement, supporting senior leadership, organising agendas, presentations and minutes

Intelligence collection and report writing

Drafting Ministerial Submissions, reviewing policy documents, liaising with stakeholders

Maintaining correct gaming procedures

Various, depending on rotation

Office Administration

Training Biosecurity Officers in Business Systems

Adminsitration, diary managment, providing support to other EAs

Assistant to teachers

Dealing with large sums of money, following security procedures, writing

Support students

Payroll, data entry, document development, training scheduling

Investigating

Stakeholder engagement to develop and reach agreement on national technical response plans for emergency animal diseases

Same tasks clerical/website maintenance

Taking care of Children

WHS

Government administration, briefing, policy development

Earth moving

children education and care

Caring for Children, Serving food, changing nappies

What were the main tasks or duties you usually performed in this job? e.g....

Assisting teachers with student's learning

Policy work

Administration, Policy, Coordination

An educator. Teaching, cleaning, helping children learn basic and non basic life skills, lessons and knowledge. There for the children in any situation they faced and always a shoulder for them to cry on.

Policy Writing

Same as before.

Dealing game

Responsible for the growth and development of a sales led business. Leadership and management of a mult-disciplined team of recruitment consultants, HR professionals and administrative staff.

policy officer

Integrity investigations and data analysis

Forming Policy, conducting analysis, preparing briefings, responding to stakeholders

Research, briefings, submissions, administrative tasks

Public Service

Educating and caring for children in child care setting.

Digital and paper record keeping

Fibre Splicer

Same as before

Policy development at an APS 4 level

Policy development and assessment

Public servant

Front desk running

writing, office work

All lab work. Field trips

What were the main tasks or duties you usually performed in this job? e.g....

APS

Policy

Case work, policy work, analysis

Carpentry and Woodworking

tree work

Organise legal training for departmental staff

assisting teacher in educating students in the classroom.

Strategic thinking; parliamentary, ministerial and executive briefing; negotiation and advocacy; writing; presentation; research and problem solving; etc.

Data reporting and compliance reviews

Writing and editing documents for government websites

Financial Management support

Policy development and implementation

Government policy

Analysing data

Tree inspection, Data entry,

Overseeing the day to day operations of the recruitment team including handling complex queries

Research, providing policy advice, briefing work, government administration

Civil construction

Intelligence reports

Government Administration

Policy

Policy development, legal research

Policy advice

Plumbing

What were the main tasks or duties you usually performed in this job? e.g....

Supporting teachers and learning

Operational Management of a Recreation Facility. Public relations, lifeguard and duty manager teams, Facility WHS, Contractors assignments, Budgeting

duty of care to children - creating safe and nurturing environments

policy work

Construction works

Client information services, web updates, statistics,

Reception work, compliance follow up, answering the phones, spreadsheet making

Public servant duties

To Help and assist Children between years 7-12 in class with their school work

Policy analysis, brief/speech writing, secretariat tasks.

Same as before study

managing instructors, managing administrative tasks

The care and education of children aged birth to 5

policy work

policy development

N/A

Team Leader

Policy/Program Mgmt work

General office work

Public service duties

Government administration, policy

-Development of policy -Legal reform

provide policy advice

Data analytics, intelligence, analysis

What were the main tasks or duties you usually performed in this job? e.g....

Project management

Data Analytics

Business support

Selling travel products, financial reconciliation, managing bookings

Data Modelling (creating diagrams and semantic business definitions for data elements)

Administration, data entry, client liaison, stakeholder engagement and general corporate functions

Reporting and stakeholder engagement

IT functions

looking after the detainees in the AMC

Administration/policy

Cooking and preparing food for children, implementing experiences, putting children to sleep, changing nappies, cleaning up after children, documenting each child's development, comforting children when they are unsettled, preparing bottles and dealing with each child's families to ensure that they are kept up to date about their child's development

Educating children, nappy changes, food preparation, caring for children.

Legislation

prepare costings, stakeholder management

procurements/contracts

Policy Assessment

N/A same job

Administration work

Policy and Stakeholder engagement

Building frames

Policy

Preparing policy documents

Providing care to children

What were the main tasks or duties you usually performed in this job? e.g....

Managing staff

Writing policy and providing policy advice

Staff management- families liaison

Policy development, risk assessment and analysis, stakeholder engagement, public servant roles

Systems Analysis

Policy advice, preparing briefs, international engagement

Project Management

Stakeholder engagement, contributing to and drafting strategic documents, executive briefs etc.

Developer

ICT Stuff

Preparing government briefing, correspondence and policy documents; stakeholder liaison; secretariat support

experiencing the different functions of the Department through the rotation in three business areas

Public Service

Admin

Admin, office work

Policy development.

Policy

case management, apply legal expertise and analysis

Researching policy issues, analysing policy options, stakeholder engagement, etc.

A range of policy related tasks, such as stakeholder communication and writing briefs.

Research, answering inquiries, data entry

Collection and interrogation of data and information

Writing and analysis

stakeholder engagement, brief drafting, event organisation,

What were the main tasks or duties you usually performed in this job? e.g....

Data analysis

Policy development

Australian Public Service role. Admin and policy

provide safety and security for detainees, other officers and other public members

Provide legal advice

Administration

Facilitating trade and market access of Australian agricultural exports in overseas markets

Writing papers Data analysis Stakeholder communication

Same

Manager of club staff

Data extraction, data matching, data mining

Managing staff, business operation

Providing support to vulnerable students in a school setting/ learning support

Business IT support

Supporting students and assisting teachers in the classroom.

Testing

As previous

building community amongst the staff; promoting the heritage and mission of the organization.

Driving

programme support

Preparing food

Maintaining and repairing photocopiers.

Transportation of general public.

Making coffee, preparing cafe food and customer service.

What were the main tasks or duties you usually performed in this job? e.g....

Advising staff in HR matters

Same as before

Administrative, advice

Supporting management and colleagues with projects, administrative duties.

Supplying plumbing goods

Looking after children

Driving a bus

Cable hauling, Cable testing

Conducting contact monitoring checkups on site for apprentices, trainees and employers. Signing apprentices/trainees/employers up to Training Contracts.

Data analytics

Coaching and mentoring contact centre operators. Developing and delivering training packages

Reception duties

Writing reports, conducting analysis, attending meetings

Preparing/cooking food and customer service

Policy

Policy officer work/ general APS work

Developing communications collateral (writing, editing, proofreading), liaising with stakeholders, project coordination

Policy role - policy development and program management

Administration, Editing, Writing

Policy work, stakeholder engagement

Helping clients with IT needs

Preparing strategic communications for the department

custodial OFFICER

Analysis and project management

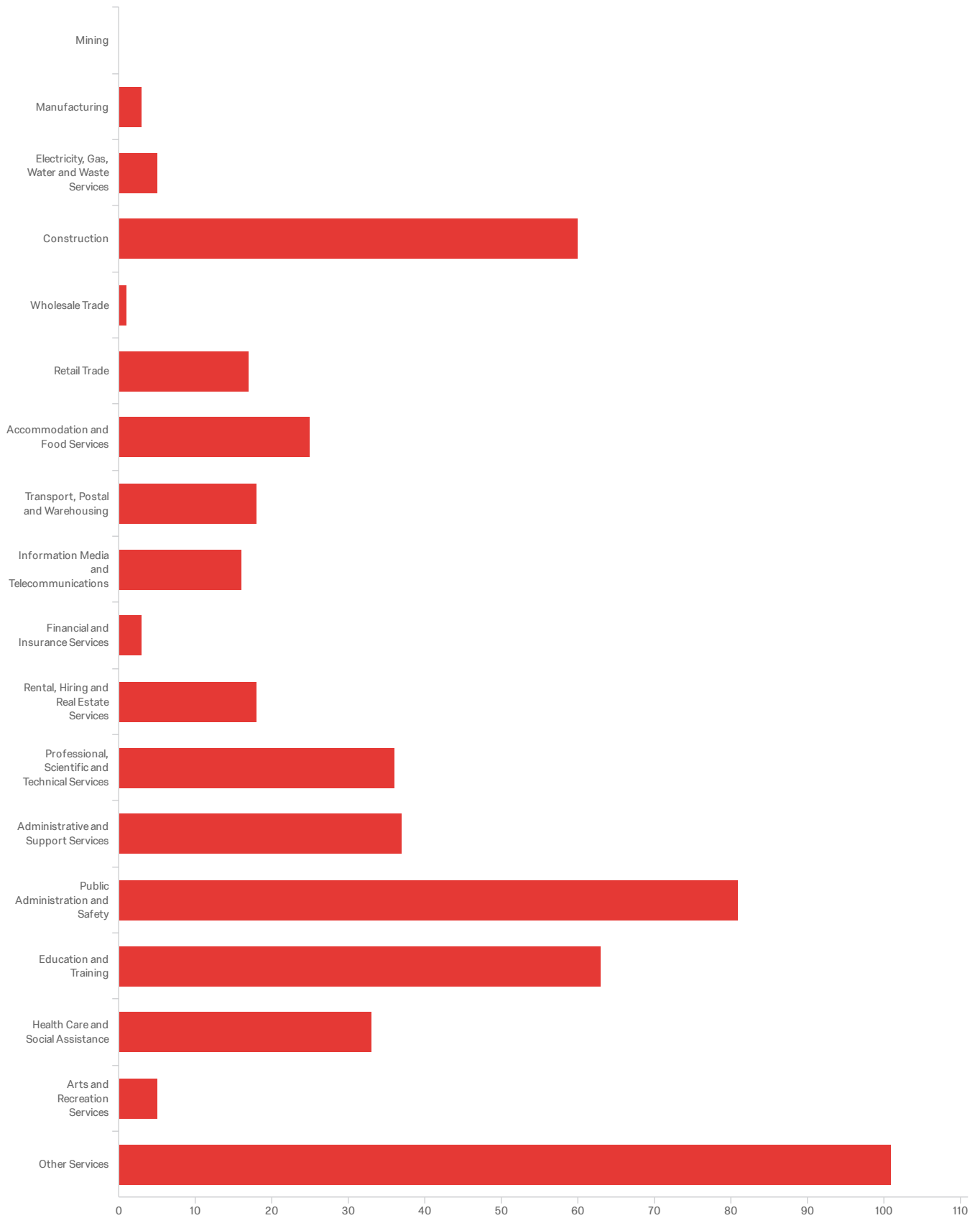
What were the main tasks or duties you usually performed in this job? e.g....

Provision and interpretation of policy advice reflects research and analysis of implications and stakeholder views obtained through consultation, articulation of policy in policy statements, regulatory or financial measures and legislation.

Caring for children Serving food Completing learning stories/programming Competing basic paperwork Changing nappies Cleaning

Manage the full operations of a Community Centre facility, support and manage youth workers, counsellors and volunteers. Provide direct service delivery to clients.

Q68 - What kind of industry, business or service was carried out by your employer/business in your main job? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
---	-------	---------	---------	------	---------------	----------	-------

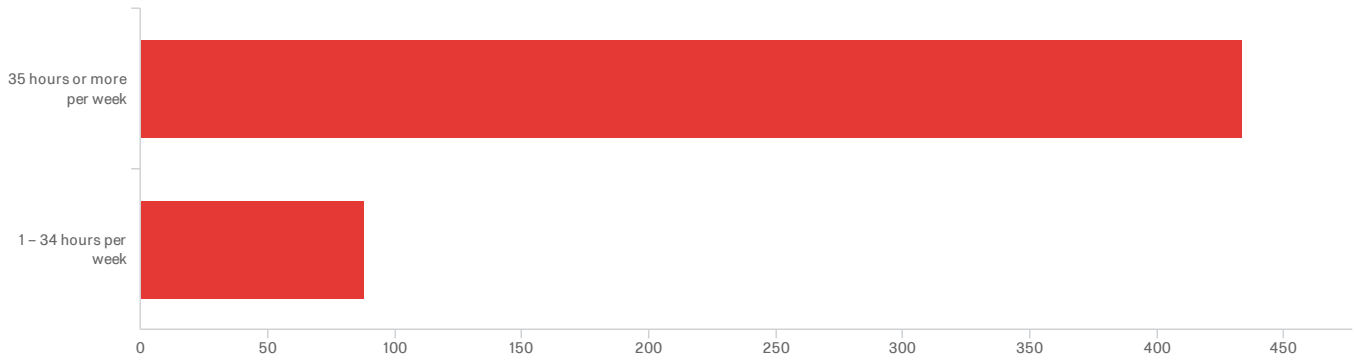
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What kind of industry, business or service was carried out by your employer/business in your main job? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.	2.00	18.00	12.42	4.68	21.88	522

#	Field	Choice Count
1	Mining	0.00% 0
2	Manufacturing	0.57% 3
3	Electricity, Gas, Water and Waste Services	0.96% 5
4	Construction	11.49% 60
5	Wholesale Trade	0.19% 1
6	Retail Trade	3.26% 17
7	Accommodation and Food Services	4.79% 25
8	Transport, Postal and Warehousing	3.45% 18
9	Information Media and Telecommunications	3.07% 16
10	Financial and Insurance Services	0.57% 3
11	Rental, Hiring and Real Estate Services	3.45% 18
12	Professional, Scientific and Technical Services	6.90% 36
13	Administrative and Support Services	7.09% 37
14	Public Administration and Safety	15.52% 81
15	Education and Training	12.07% 63
16	Health Care and Social Assistance	6.32% 33
17	Arts and Recreation Services	0.96% 5
18	Other Services	19.35% 101

522

Showing rows 1 - 19 of 19

Q69 - How many hours did you usually work each week in your main job? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.



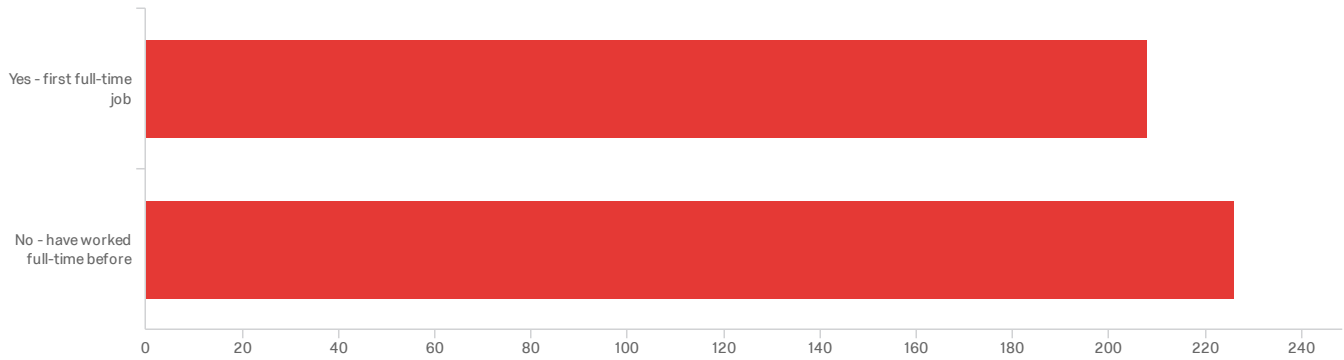
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many hours did you usually work each week in your main job? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.	1.00	2.00	1.17	0.37	0.14	522

#	Field	Choice Count
1	35 hours or more per week	83.14% 434
2	1 - 34 hours per week	16.86% 88

522

Showing rows 1 - 3 of 3

Q70 - Is your main job your first full time job? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	s your main job your first full time job? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.	1.00	2.00	1.52	0.50	0.25	434

#	Field	Choice Count
1	Yes - first full-time job	47.93% 208
2	No - have worked full-time before	52.07% 226
		434

Showing rows 1 - 3 of 3

Q71 - How much did you usually earn (before tax or anything else is taken out) in your main job after completing training?

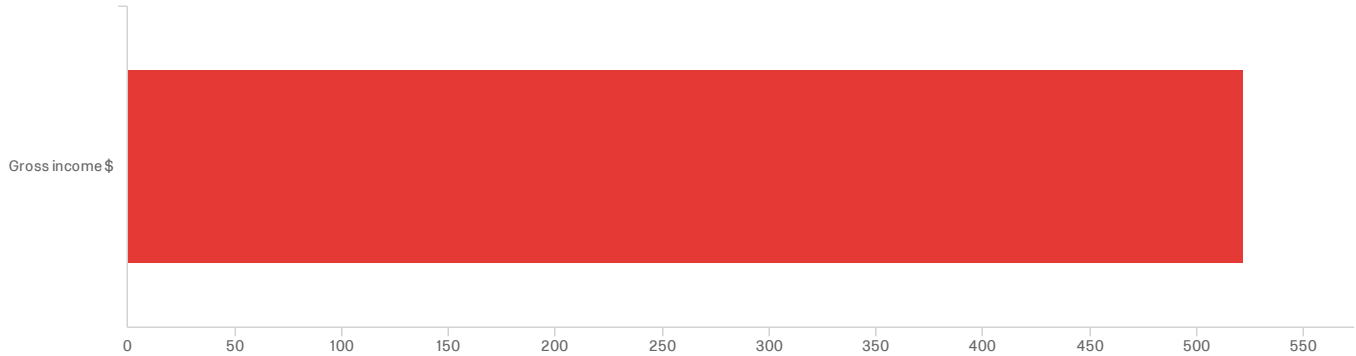


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much did you usually earn (before tax or anything else is taken out) in your main job after completing training?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Annual: \$104,000 or more / Weekly: \$2,000 or more	0.00% 0
2	Annual: \$91,000 - \$103,999 / Weekly: \$1,750 - \$1,999	0.00% 0
3	Annual: \$78,000 - \$90,999 / Weekly: \$1,500 - \$1,749	0.00% 0
4	Annual: \$65,000 - \$77,999 / Weekly: \$1,250 - \$1,499	0.00% 0
5	Annual: \$52,000 - \$64,999 / Weekly: \$1,000 - \$1,249	0.00% 0
6	Annual: \$41,600 - \$51,999 / Weekly: \$800 - \$999	0.00% 0
7	Annual: \$36,400 - \$41,599 / Weekly: \$700 - \$799	0.00% 0
8	Annual: \$31,200 - \$36,399 / Weekly: \$600 - \$699	0.00% 0
9	Annual: \$26,000 - \$31,199 / Weekly: \$500 - \$599	0.00% 0
10	Annual: \$15,600 - \$25,999 / Weekly: \$300 - \$499	0.00% 0
11	Annual: \$8,320 - \$15,599 / Weekly: \$160 - \$299	0.00% 0
12	Annual: \$4,160 - \$8,319 / Weekly: \$80 - \$159	0.00% 0
13	Annual: \$1 - \$4,159 per year / Weekly: \$1 - \$79	0.00% 0
		0

Showing rows 1 - 14 of 14


Q72 - How much did you usually earn (before tax or anything else is taken out) in your main job after completing training?




#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much did you usually earn (before tax or anything else is taken out) in your main job after completing training? - Selected Choice	1.00	1.00	1.00	0.00	0.00	522

#	Field	Choice Count
1	Gross income \$	100.00% 522

Showing rows 1 - 1 of 1

 Too many values to display.

 Data source misconfigured for this visualization.

#	Field	Choice Count
1	65000	2.95% 19
2	1000	2.18% 14
3	60000	2.02% 13
4	64000	2.02% 13
5	1200	1.71% 11
6	85000	1.56% 10
7	1800	1.40% 9
8	70000	1.40% 9
9	75000	1.09% 7
10	a	1.09% 7
11	000	0.93% 6
12	1400	0.93% 6
13	2000	0.93% 6
14	50000	0.93% 6
15	60,000	0.93% 6
16	64500	0.93% 6
17	70,000	0.93% 6
18	700	0.93% 6
19	800	0.93% 6
20	fortnight	0.93% 6
21	week	0.93% 6
22	120000	0.78% 5
23	1300	0.78% 5
24	2400	0.78% 5
25	3000	0.78% 5
26	50,000	0.78% 5
27	55000	0.78% 5
28	62000	0.78% 5
29	64,000	0.78% 5

#	Field	Choice Count
30	65,000	0.78% 5
31	73000	0.78% 5
32	1500	0.62% 4
33	1600	0.62% 4
34	1900	0.62% 4
35	2100	0.62% 4
36	250	0.62% 4
37	40000	0.62% 4
38	45,000	0.62% 4
39	72,000	0.62% 4
40	750	0.62% 4
41	90,000	0.62% 4
42	900	0.62% 4
43	90000	0.62% 4
44	approx	0.62% 4
45	not	0.62% 4
46	per	0.62% 4
47	same	0.62% 4
48	100000	0.47% 3
49	1700	0.47% 3
50	200	0.47% 3
51	2300	0.47% 3
52	2500	0.47% 3
53	30,000	0.47% 3
54	35000	0.47% 3
55	400	0.47% 3
56	50	0.47% 3
57	51,000	0.47% 3
58	54000	0.47% 3

#	Field	Choice Count
59	57000	0.47% 3
60	62,000	0.47% 3
61	64508	0.47% 3
62	68000	0.47% 3
63	72000	0.47% 3
64	74000	0.47% 3
65	78000	0.47% 3
66	80000	0.47% 3
67	n	0.47% 3
68	1050	0.31% 2
69	110,000	0.31% 2
70	2200	0.31% 2
71	350	0.31% 2
72	40,000	0.31% 2
73	4000	0.31% 2
74	42000	0.31% 2
75	52000	0.31% 2
76	53,000	0.31% 2
77	550	0.31% 2
78	60	0.31% 2
79	600	0.31% 2
80	6000	0.31% 2
81	64,508	0.31% 2
82	68,000	0.31% 2
83	70344	0.31% 2
84	71,000	0.31% 2
85	73226	0.31% 2
86	74,000	0.31% 2
87	75,000.00	0.31% 2

#	Field	Choice Count
88	76000	0.31% 2
89	80,000	0.31% 2
90	850	0.31% 2
91	86000	0.31% 2
92	89000	0.31% 2
93	90k	0.31% 2
94	950	0.31% 2
95	as	0.31% 2
96	before	0.31% 2
97	i	0.31% 2
98	is	0.31% 2
99	on	0.31% 2
100	p	0.31% 2
101	say	0.31% 2
102	the	0.31% 2
103	to	0.31% 2
104	unsure	0.31% 2
105	w	0.31% 2
106	wage	0.31% 2
107	1	0.16% 1
108	1,000	0.16% 1
109	1,100	0.16% 1
110	1,288	0.16% 1
111	1,500	0.16% 1
112	100	0.16% 1
113	100,000	0.16% 1
114	100,000.00	0.16% 1
115	100.000	0.16% 1
116	100k	0.16% 1

#	Field	Choice Count
117	101000	0.16% 1
118	102000	0.16% 1
119	104000	0.16% 1
120	1070	0.16% 1
121	110	0.16% 1
1	1100	0.16% 1
123	11000	0.16% 1
124	1106	0.16% 1
125	112,000	0.16% 1
126	113000	0.16% 1
127	117.000	0.16% 1
128	118,049.00	0.16% 1
129	120,000	0.16% 1
130	1250	0.16% 1
131	125000	0.16% 1
132	13,000	0.16% 1
133	1314.80	0.16% 1
134	1327	0.16% 1
135	1330	0.16% 1
136	1385	0.16% 1
137	150	0.16% 1
138	1505.00	0.16% 1
139	160	0.16% 1
140	164,000	0.16% 1
141	1645	0.16% 1
142	1665	0.16% 1
143	17.5	0.16% 1
144	1712	0.16% 1
145	1745	0.16% 1

#	Field	Choice Count
146	1790	0.16% 1
147	1863	0.16% 1
148	1908	0.16% 1
149	2,000	0.16% 1
150	2,200	0.16% 1
151	2,500	0.16% 1
152	200,000	0.16% 1
153	2081	0.16% 1
154	21,000	0.16% 1
155	2430	0.16% 1
156	25	0.16% 1
157	25,000	0.16% 1
158	25000	0.16% 1
159	2600	0.16% 1
160	2600.00	0.16% 1
161	2668	0.16% 1
162	2800	0.16% 1
163	29500	0.16% 1
164	3,500	0.16% 1
165	30	0.16% 1
166	3060.50	0.16% 1
167	3200	0.16% 1
168	33,500	0.16% 1
169	34,631	0.16% 1
170	36000	0.16% 1
171	37000	0.16% 1
172	38,000	0.16% 1
173	4,600	0.16% 1
174	410	0.16% 1

#	Field	Choice Count
175	41000	0.16% 1
176	42	0.16% 1
177	42,000	0.16% 1
178	420	0.16% 1
179	43,000	0.16% 1
180	45,000.00	0.16% 1
181	4500.0	0.16% 1
182	45000	0.16% 1
183	45k	0.16% 1
184	46	0.16% 1
185	46,000	0.16% 1
186	46621	0.16% 1
187	47088	0.16% 1
188	48	0.16% 1
189	48,000	0.16% 1
190	48k	0.16% 1
191	49000	0.16% 1
192	50,000.00	0.16% 1
193	500	0.16% 1
194	5000	0.16% 1
195	52,000	0.16% 1
196	52,500	0.16% 1
197	52000.0	0.16% 1
198	53,052	0.16% 1
199	55,000	0.16% 1
200	560000	0.16% 1
201	570	0.16% 1
202	57500	0.16% 1
203	59,000	0.16% 1

#	Field	Choice Count
204	59000	0.16% 1
205	61000	0.16% 1
206	62	0.16% 1
207	62703	0.16% 1
208	62k	0.16% 1
209	63,000	0.16% 1
210	63,958	0.16% 1
211	63000	0.16% 1
212	64,000.00	0.16% 1
213	64,500	0.16% 1
214	64,716	0.16% 1
215	647.16	0.16% 1
216	64700	0.16% 1
217	65,400	0.16% 1
218	65252	0.16% 1
219	65480	0.16% 1
220	65600	0.16% 1
221	66,000	0.16% 1
222	6600	0.16% 1
223	66000	0.16% 1
224	66558	0.16% 1
225	67,500	0.16% 1
226	675	0.16% 1
227	67500	0.16% 1
228	67800	0.16% 1
229	68k	0.16% 1
230	70500	0.16% 1
231	71,790	0.16% 1
232	71000	0.16% 1

#	Field	Choice Count
233	72,500	0.16% 1
234	72363	0.16% 1
235	73,000	0.16% 1
236	73.5	0.16% 1
237	73419	0.16% 1
238	740000	0.16% 1
239	75,652	0.16% 1
240	77,000	0.16% 1
241	79500	0.16% 1
242	80	0.16% 1
243	8000	0.16% 1
244	820	0.16% 1
245	84,000	0.16% 1
246	850.00	0.16% 1
247	86,000	0.16% 1
248	87,000	0.16% 1
249	870	0.16% 1
250	875.00	0.16% 1
251	879	0.16% 1
252	89,000	0.16% 1
253	918	0.16% 1
254	92	0.16% 1
255	95,000	0.16% 1
256	960	0.16% 1
257	978	0.16% 1
258	98,728	0.16% 1
259	980	0.16% 1
260	am	0.16% 1
261	an	0.16% 1

#	Field	Choice Count
262	annum	0.16% 1
263	answering	0.16% 1
264	applicable	0.16% 1
265	apprentice	0.16% 1
266	approximately	0.16% 1
267	apprximately	0.16% 1
268	around	0.16% 1
269	asked	0.16% 1
270	base	0.16% 1
271	been	0.16% 1
272	boss	0.16% 1
273	casual	0.16% 1
274	commission	0.16% 1
275	contract	0.16% 1
276	depending	0.16% 1
277	different	0.16% 1
278	disclose	0.16% 1
279	each	0.16% 1
280	fortnightly	0.16% 1
281	get	0.16% 1
282	guess	0.16% 1
283	has	0.16% 1
284	haven't	0.16% 1
285	hour	0.16% 1
286	hours	0.16% 1
287	hr	0.16% 1
288	information	0.16% 1
289	improved	0.16% 1
290	indicative	0.16% 1

#	Field	Choice Count
291	ish	0.16% 1
292	it	0.16% 1
293	job	0.16% 1
294	me	0.16% 1
295	more	0.16% 1
296	my	0.16% 1
297	new	0.16% 1
298	nothing	0.16% 1
299	only	0.16% 1
300	other	0.16% 1
301	pa	0.16% 1
302	plus	0.16% 1
303	pns	0.16% 1
304	pr	0.16% 1
305	prefer	0.16% 1
306	private	0.16% 1
307	put	0.16% 1
308	rather	0.16% 1
309	rough	0.16% 1
310	roughly	0.16% 1
311	ruffly	0.16% 1
312	salary	0.16% 1
313	still	0.16% 1
314	than	0.16% 1
315	think	0.16% 1
316	until	0.16% 1
317	work	0.16% 1
318	working	0.16% 1
319	yet	0.16% 1

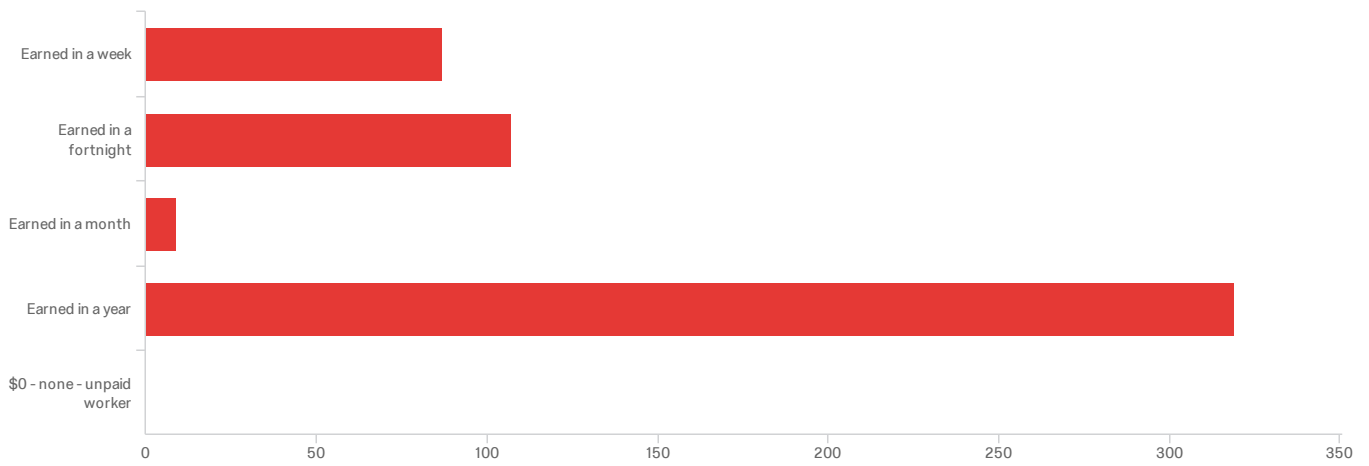
Field

Choice
Count

643

Showing rows 1 - 320 of 320

Q73 - And is that...

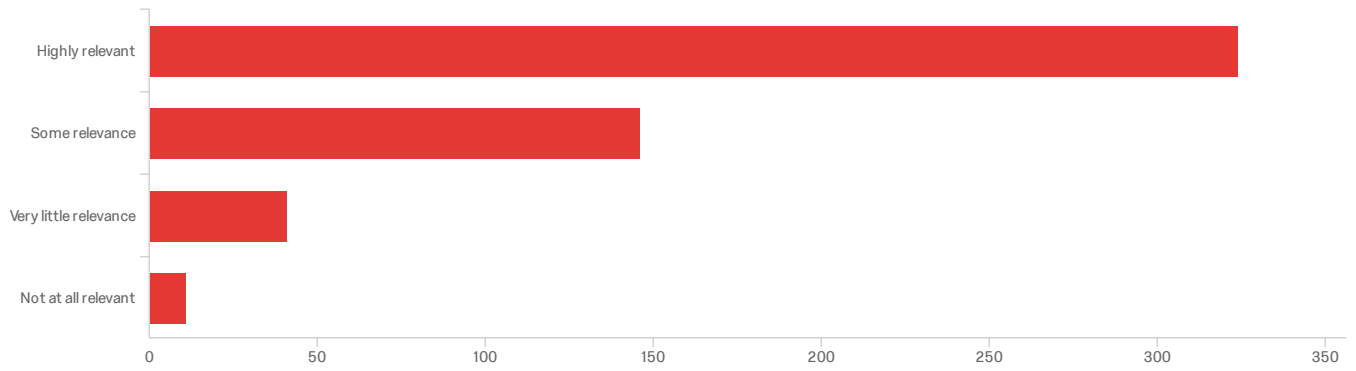


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	And is that...	1.00	4.00	3.07	1.22	1.48	522

#	Field	Choice Count
1	Earned in a week	16.67% 87
2	Earned in a fortnight	20.50% 107
3	Earned in a month	1.72% 9
4	Earned in a year	61.11% 319
5	\$0 - none - unpaid worker	0.00% 0
		522

Showing rows 1 - 6 of 6

Q74 - How relevant was the training to your main job?



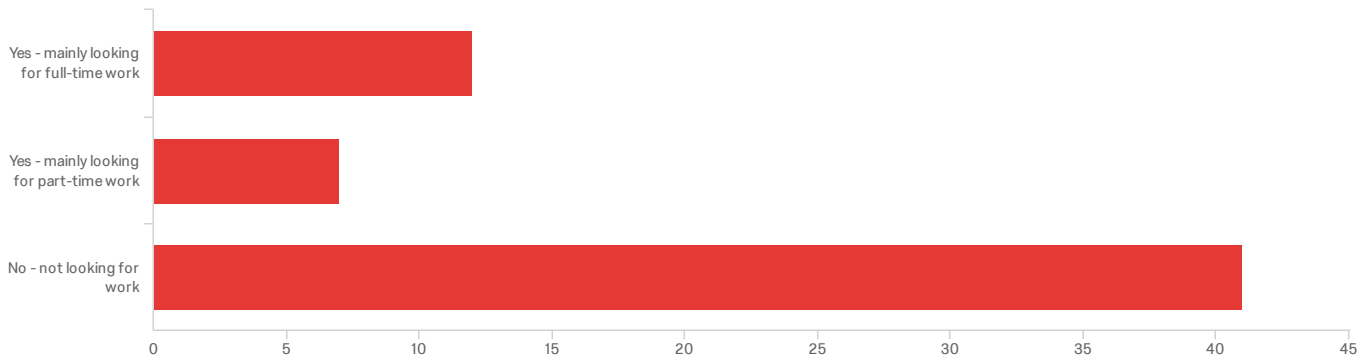
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How relevant was the training to your main job?	1.00	4.00	1.50	0.73	0.53	522

#	Field	Choice Count
1	Highly relevant	62.07% 324
2	Some relevance	27.97% 146
3	Very little relevance	7.85% 41
4	Not at all relevant	2.11% 11

522

Showing rows 1 - 5 of 5

Q75 - Were you actively looking for work after completing your training in [Field-Qual]?

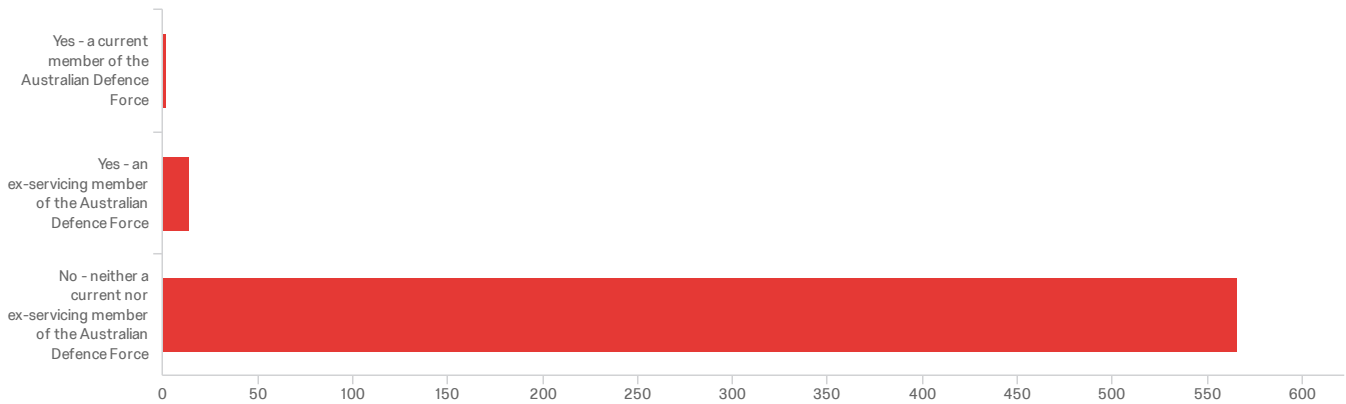


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you actively looking for work after completing your training in [Field-Qual]?	1.00	3.00	2.48	0.81	0.65	60

#	Field	Choice Count
1	Yes - mainly looking for full-time work	20.00% 12
2	Yes - mainly looking for part-time work	11.67% 7
3	No - not looking for work	68.33% 41
		60

Showing rows 1 - 4 of 4

Q76 - Are you a current or ex-servicing member of the Australian Defence Force?



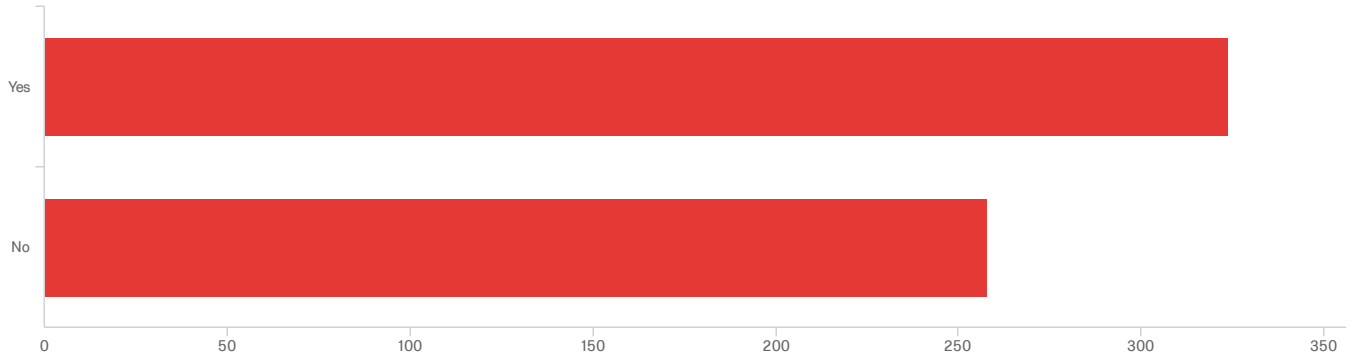
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a current or ex-servicing member of the Australian Defence Force?	1.00	3.00	2.97	0.19	0.04	582

#	Field	Choice	Count
1	Yes - a current member of the Australian Defence Force	0.34%	2
2	Yes - an ex-servicing member of the Australian Defence Force	2.41%	14
3	No - neither a current nor ex-servicing member of the Australian Defence Force	97.25%	566
			582

Showing rows 1 - 4 of 4

Q77 - Do you consent to the Chief Minister, Treasury and Economic Development

Directorate contacting you for a follow up survey in the future?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you consent to the Chief Minister, Treasury and Economic Development Directorate contacting you for a follow up survey in the future?	1.00	2.00	1.44	0.50	0.25	582

#	Field	Choice Count
1	Yes	55.67% 324
2	No	44.33% 258
		582

Showing rows 1 - 3 of 3

Q78 - In order to receive the completion bonus, please provide your bank details below.

Please ensure your details are accurate.


Account Holder's Full Name:


BSB:


Account Number:

Bank Name:

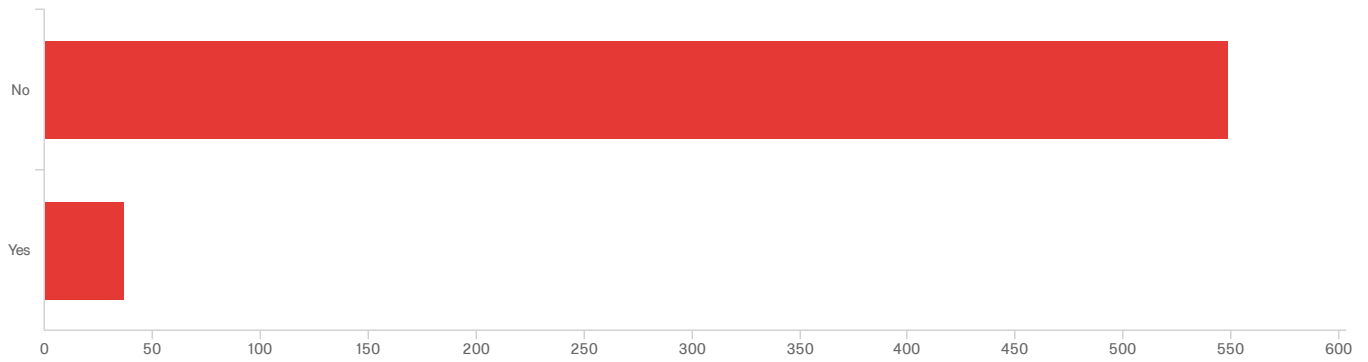
Student Contract ID


No results to show


Data source misconfigured for this
visualization.


No results to show

Trade




Data source misconfigured for this visualization.

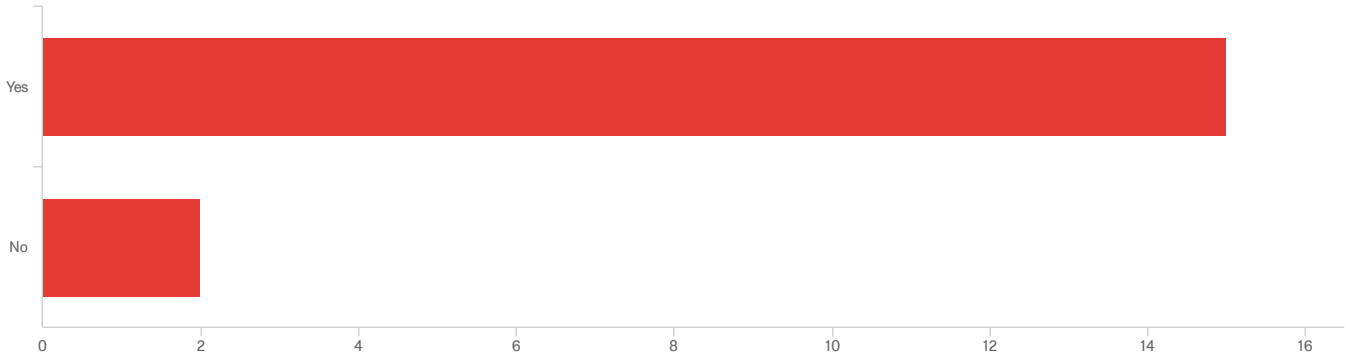
#	Field	Choice Count
1	No	93.69% 549
2	Yes	6.31% 37

586

Showing rows 1 - 3 of 3

End of Report

Q4 - Have you received your completion certificate/documentation from your training provider?



#	Field	Choice	Count
1	Yes	88.24%	15
2	No	11.76%	2

17

Showing rows 1 - 3 of 3

Q5 - When did you receive your completion certificate/documentation from your training provider?

Date Received: (DD/MM/YYYY) Qualtrics.SurveyEngine.addOnload(function...

06/12/2017

08/08/2017

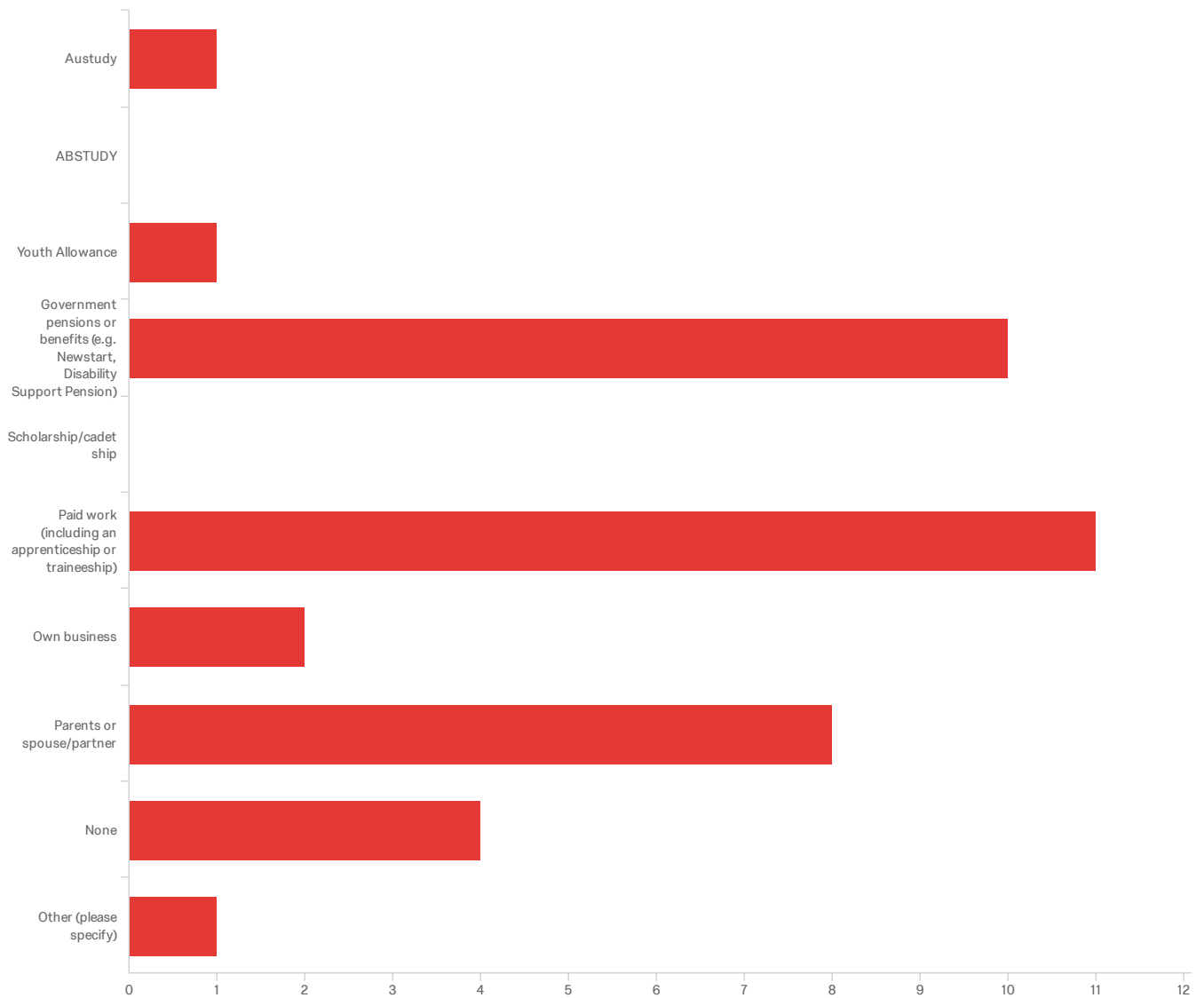
03/08/2017

22/07/2017

16/06/2017

23/06/2017

Q6 - What sources of income did you have while training? (Select all that apply)



#	Field	Choice Count
1	Austudy	2.63% 1
2	ABSTUDY	0.00% 0
3	Youth Allowance	2.63% 1
4	Government pensions or benefits (e.g. Newstart, Disability Support Pension)	26.32% 10
5	Scholarship/cadetship	0.00% 0
6	Paid work (including an apprenticeship or traineeship)	28.95% 11
7	Own business	5.26% 2
8	Parents or spouse/partner	21.05% 8

#	Field	Choice Count
9	None	10.53% 4
10	Other (please specify)	2.63% 1

38

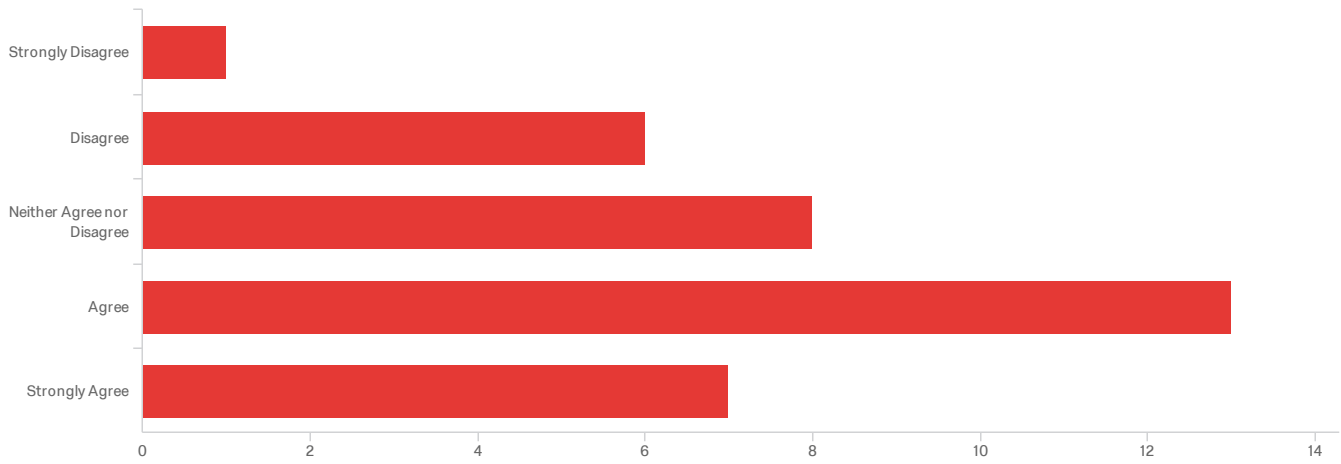
Showing rows 1 - 11 of 11

Other (please specify)

Other (please specify)

Uber driver

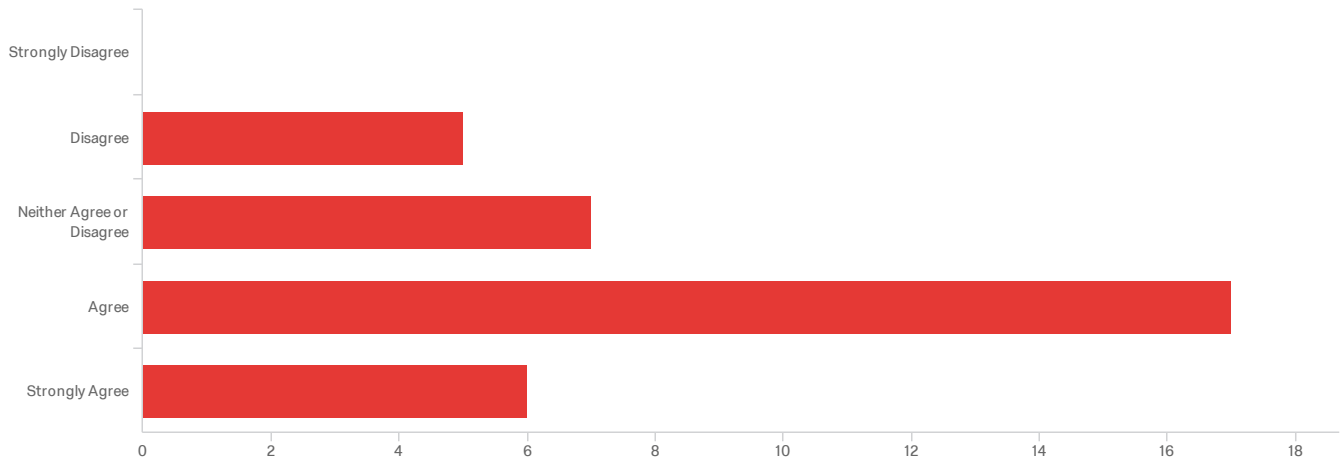
Q7 - Did the completion bonus encourage you to begin the training?



#	Field	Choice Count
1	Strongly Disagree	2.86% 1
2	Disagree	17.14% 6
3	Neither Agree nor Disagree	22.86% 8
4	Agree	37.14% 13
5	Strongly Agree	20.00% 7
		35

Showing rows 1 - 6 of 6

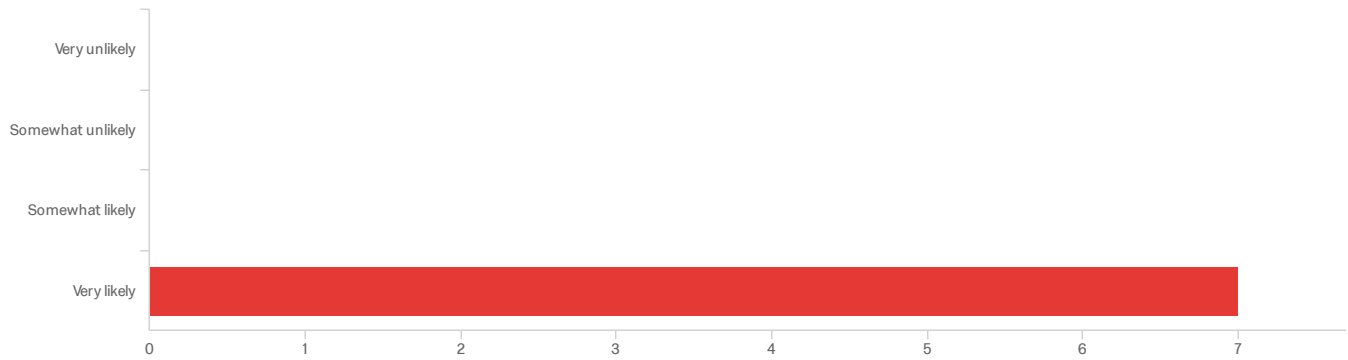
Q8 - Did the completion bonus encourage you to complete the training?



#	Field	Choice Count
1	Strongly Disagree	0.00% 0
2	Disagree	14.29% 5
3	Neither Agree or Disagree	20.00% 7
4	Agree	48.57% 17
5	Strongly Agree	17.14% 6
		35

Showing rows 1 - 6 of 6

Q9 - How likely are you to recommend the training you have undertaken to others?

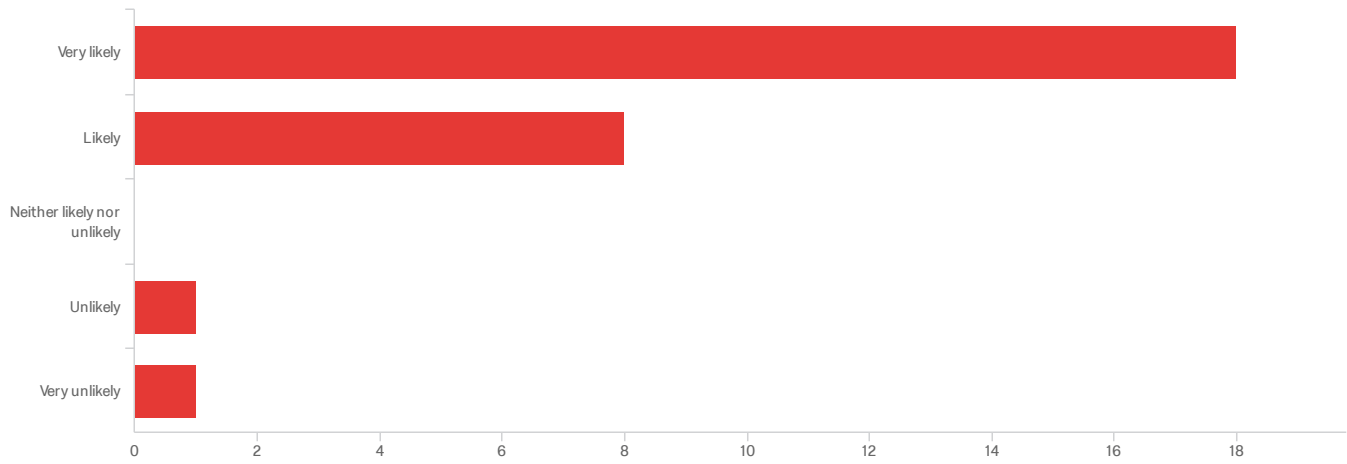


#	Field	Choice Count
1	Very unlikely	0.00% 0
2	Somewhat unlikely	0.00% 0
3	Somewhat likely	0.00% 0
4	Very likely	100.00% 7

7

Showing rows 1 - 5 of 5

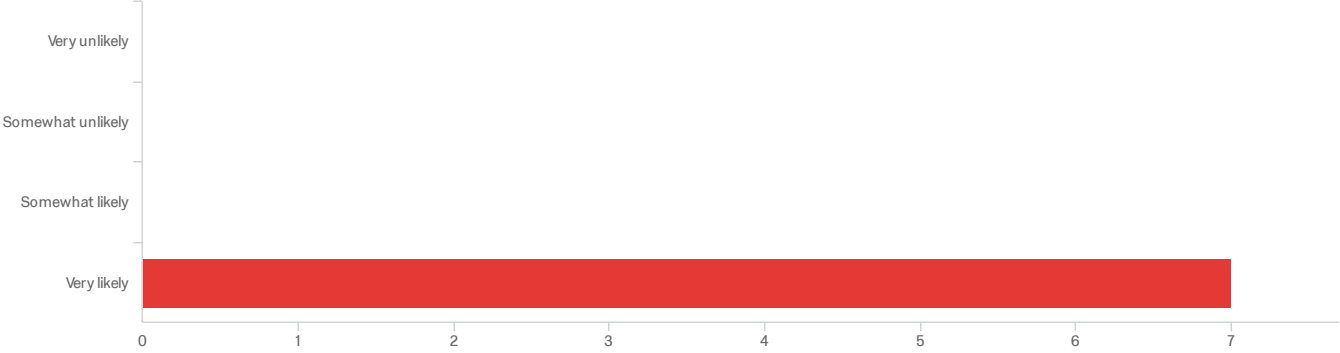
Q10 - How likely would you be to recommend the training to other students?



#	Field	Choice Count
1	Very likely	64.29% 18
2	Likely	28.57% 8
3	Neither likely nor unlikely	0.00% 0
4	Unlikely	3.57% 1
5	Very unlikely	3.57% 1
		28

Showing rows 1 - 6 of 6

Q11 - How likely are you to recommend the training provider where you undertook the training to other

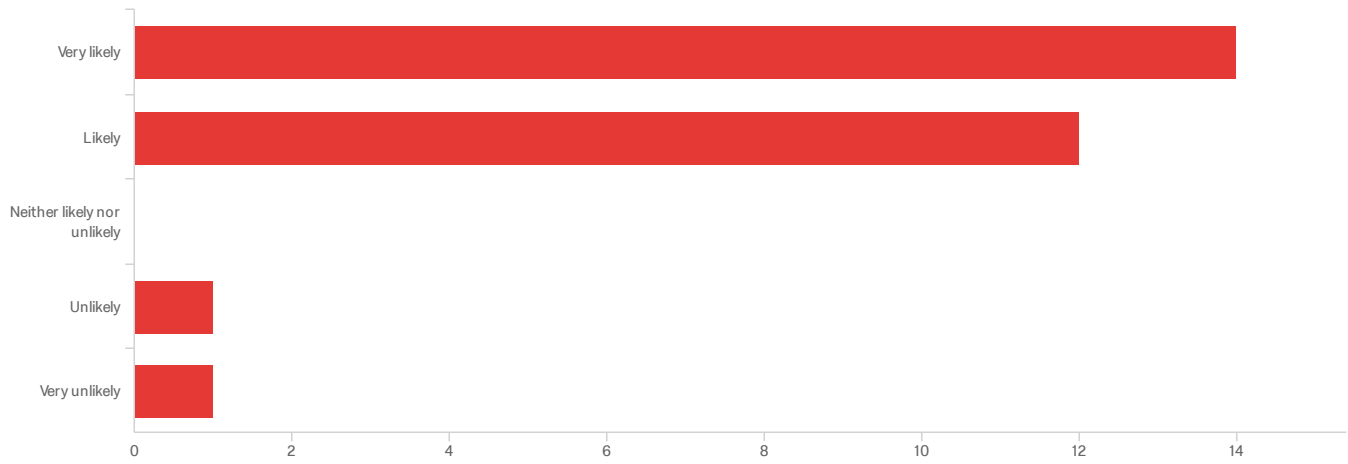


#	Field	Choice Count
1	Very unlikely	0.00% 0
2	Somewhat unlikely	0.00% 0
3	Somewhat likely	0.00% 0
4	Very likely	100.00% 7

7

Showing rows 1 - 5 of 5

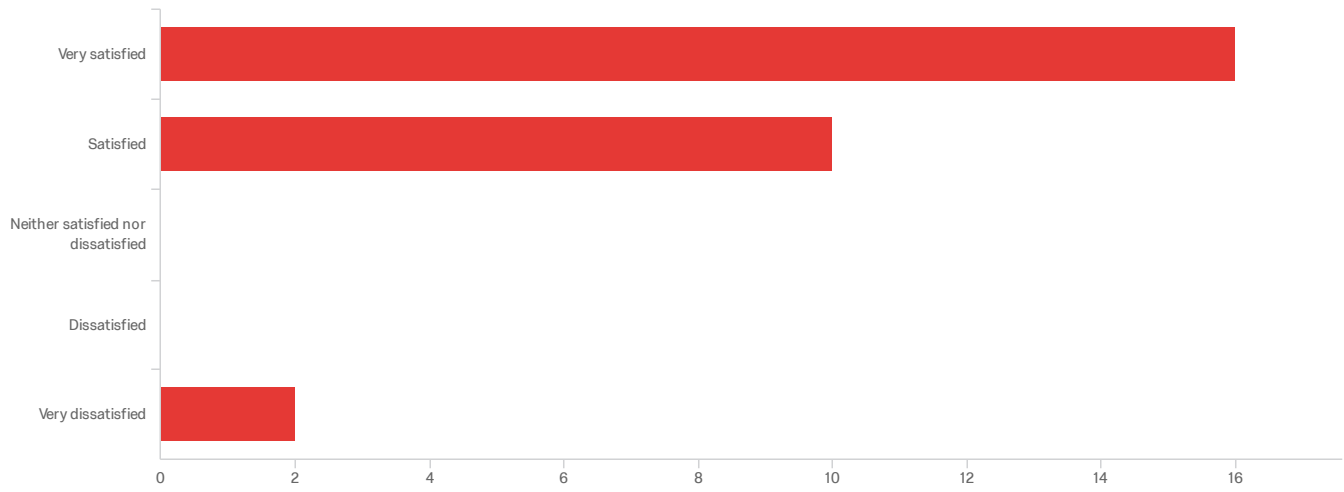
Q12 - How likely would you be to recommend the training provider to other students?



#	Field	Choice Count
1	Very likely	50.00% 14
2	Likely	42.86% 12
3	Neither likely nor unlikely	0.00% 0
4	Unlikely	3.57% 1
5	Very unlikely	3.57% 1
		28

Showing rows 1 - 6 of 6

Q13 - Overall, how satisfied are you with your training?



#	Field	Choice Count
1	Very satisfied	57.14% 16
2	Satisfied	35.71% 10
3	Neither satisfied nor dissatisfied	0.00% 0
4	Dissatisfied	0.00% 0
5	Very dissatisfied	7.14% 2
		28

Showing rows 1 - 6 of 6

Q14 - Indicate how strongly you agree with these statements

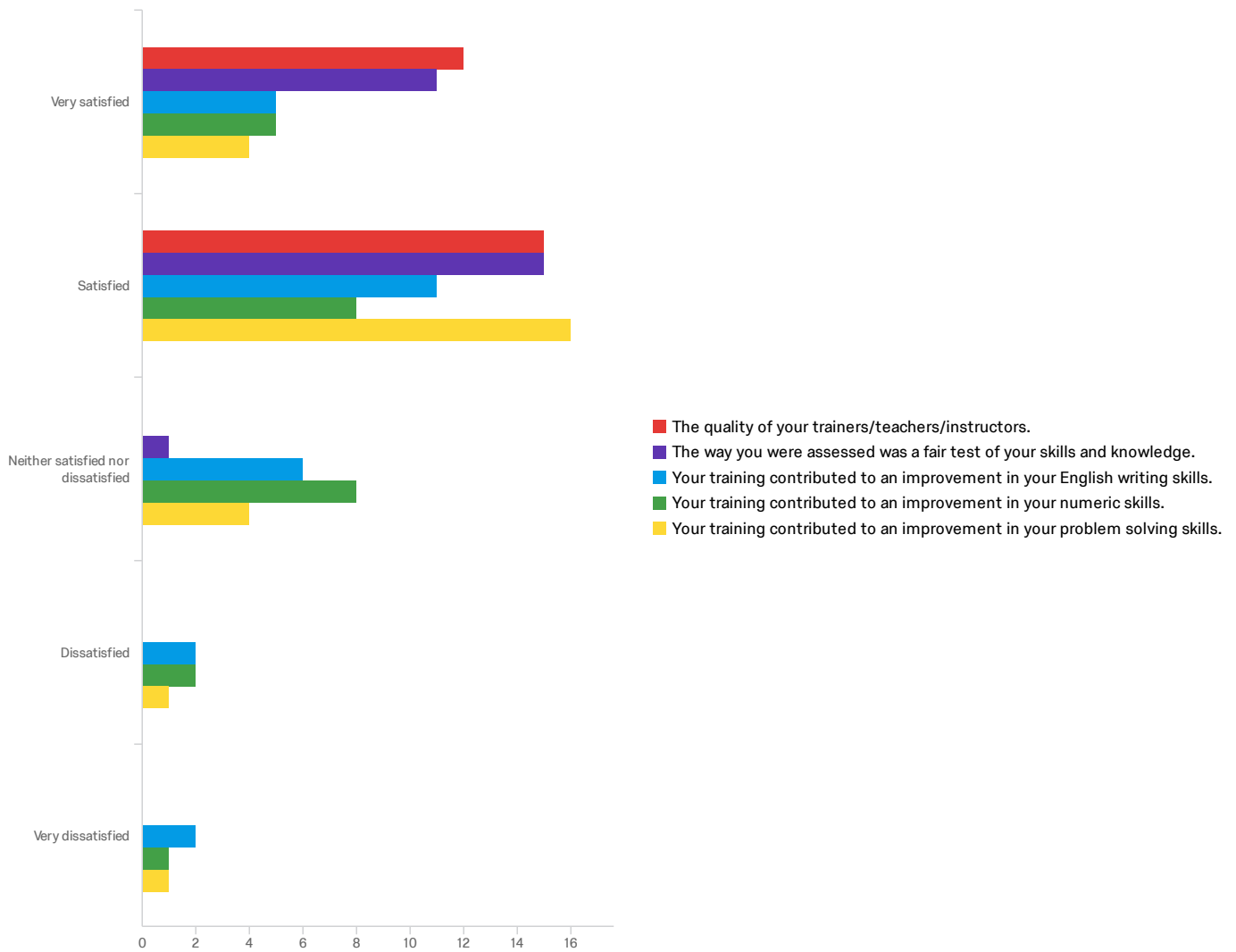


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Q15 - Indicate how satisfied you are with these statements



#	Field	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Total
1	The quality of your trainers/teachers/instructors.	44.44% 12	55.56% 15	0.00% 0	0.00% 0	0.00% 0	27
2	The way you were assessed was a fair test of your skills and knowledge.	40.74% 11	55.56% 15	3.70% 1	0.00% 0	0.00% 0	27
3	Your training contributed to an improvement in your English writing skills.	19.23% 5	42.31% 11	23.08% 6	7.69% 2	7.69% 2	26
4	Your training contributed to an improvement in your numeric skills.	20.83% 5	33.33% 8	33.33% 8	8.33% 2	4.17% 1	24
5	Your training contributed to an improvement in your problem solving skills.	15.38% 4	61.54% 16	15.38% 4	3.85% 1	3.85% 1	26

Showing rows 1 - 5 of 5

Q16 - Do you have any comments on the quality of your training?

Do you have any comments on the quality of your training?

The trainers kept changing and at one time, did not have one. The books would not be accessed/availed in time to the extent that I did not have books for over one month. Some information was not given initially that I had to discover it on my own in the middle of my training, especially about Placement work. One manager had to tell me off rudely that they do not deal with students, but that the college should solicit for student placement matters!

I'm happy to complete my certificate III in reach training

Reach for training was a good organisation to train with

Well presented

the training was amazing David made every effort to support and push me for better results and understanding to gain more skill.

Good quality training. Future skilled capital in counselling will be appreciated

It was an overall good and satisfying experience. Teachers were helpful and highly experienced.

During my study period i have better understanding and improve my knowledge and i am satisfied about my course.

Over all good training and experience. Would certainly recommend to others.

Overall the quality of the training was very good. It was particularly good for 2 subjects because the teachers were excellent. The other 2 subjects were not well taught and were very disorganised.

Very happy with the training

There is always room for improvement.

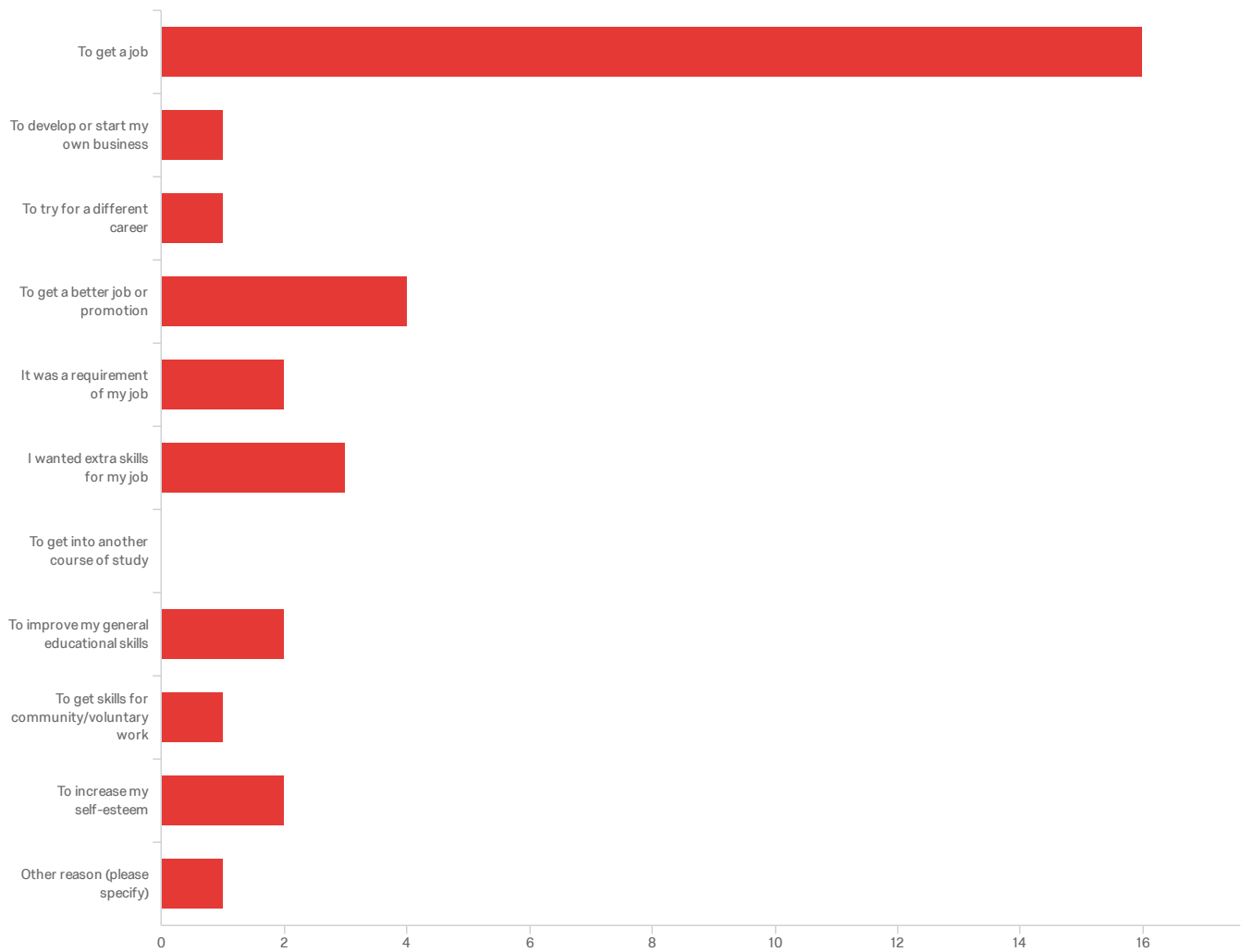
Training was very good I learned a lot how to deal with children in all age groups

I would like to say thanks for everyone had working hard to give us a good studying and knowledge and I wish the best for quality reach for training

The Training was excellent and the training staff was knowledgeable and helpful.

The training worth it and I can advise everyone irrespective of ur qualifications to do it and have the knowledge

Q17 - What was your main reason for doing the training? (Please select one option only)



#	Field	Choice Count
1	To get a job	48.48% 16
2	To develop or start my own business	3.03% 1
3	To try for a different career	3.03% 1
4	To get a better job or promotion	12.12% 4
5	It was a requirement of my job	6.06% 2
6	I wanted extra skills for my job	9.09% 3
7	To get into another course of study	0.00% 0
8	To improve my general educational skills	6.06% 2
9	To get skills for community/voluntary work	3.03% 1

#	Field	Choice Count
10	To increase my self-esteem	6.06% 2
11	Other reason (please specify)	3.03% 1
		33

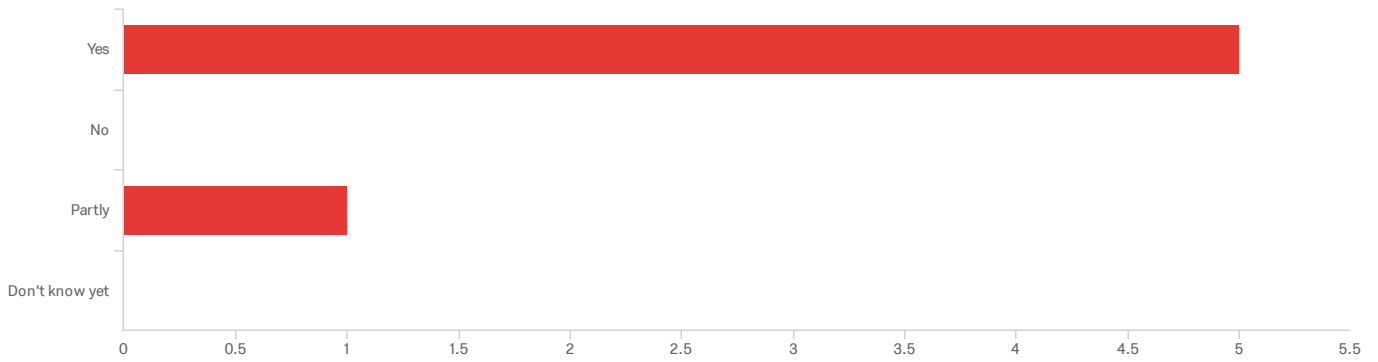
Showing rows 1 - 12 of 12

Other (please specify)

Other reason (please specify)

To update my work and computer skills and get some up to date experience and references after being out of the workforce for some years as a full time carer

Q18 - Did the training help you to achieve your main goal?

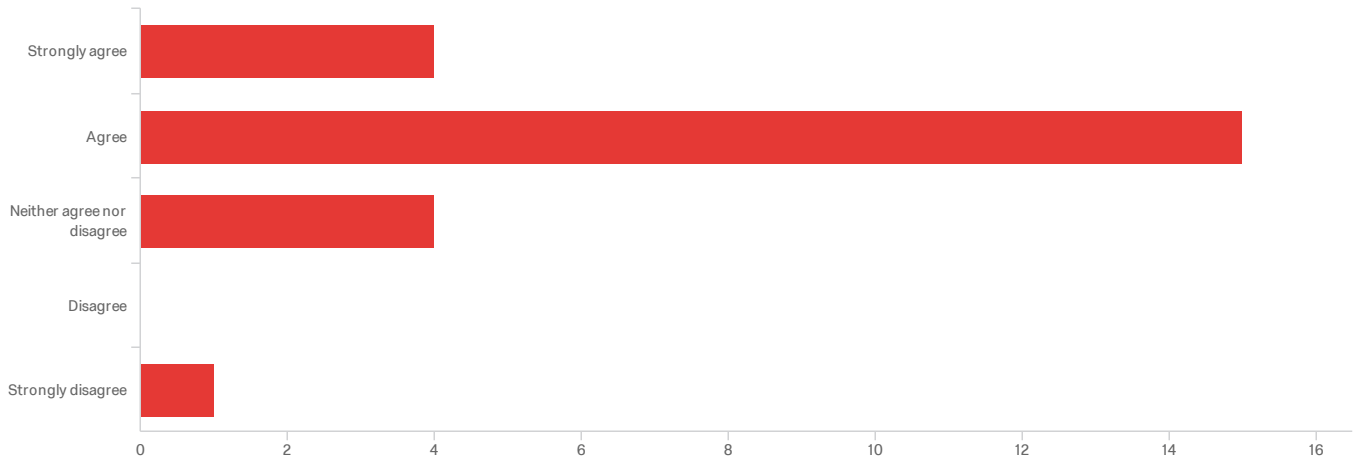


#	Field	Choice Count
1	Yes	83.33% 5
2	No	0.00% 0
3	Partly	16.67% 1
4	Don't know yet	0.00% 0

6

Showing rows 1 - 5 of 5

Q19 - To what extent would you agree or disagree that you achieved your main reason for doing the training?

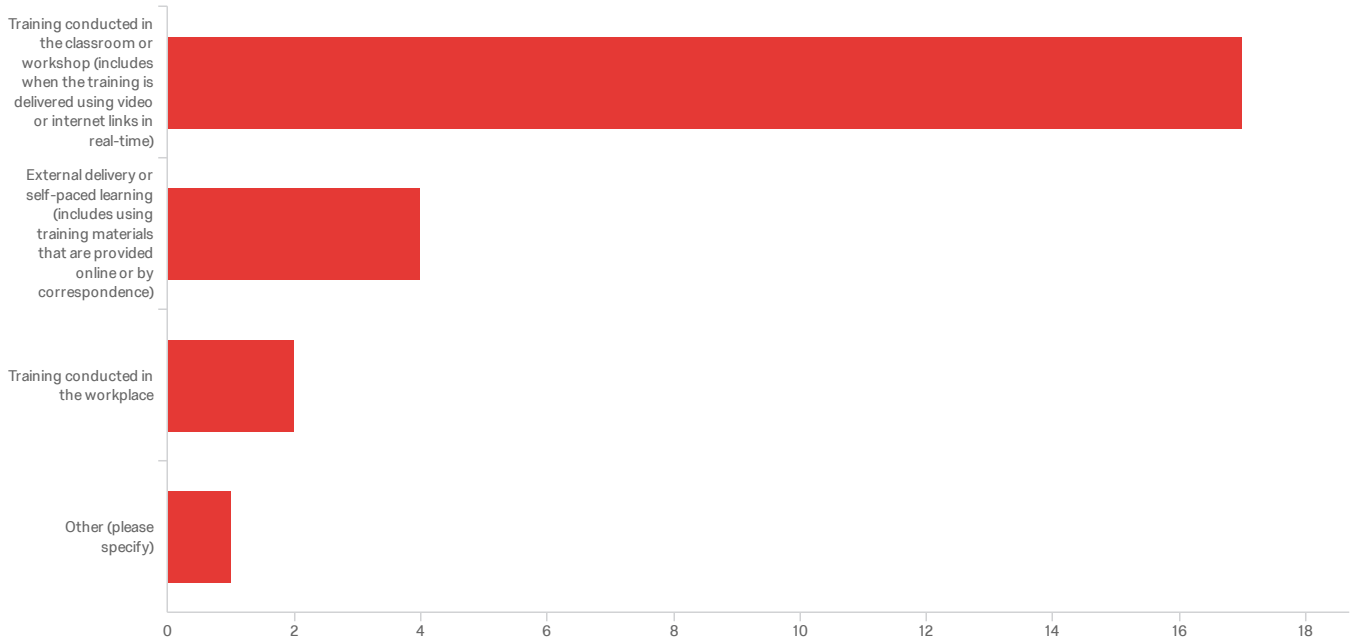


#	Field	Choice Count
1	Strongly agree	16.67% 4
2	Agree	62.50% 15
3	Neither agree nor disagree	16.67% 4
4	Disagree	0.00% 0
5	Strongly disagree	4.17% 1
		24

Showing rows 1 - 6 of 6

Q20 - Which of the following describes how the training was delivered? (Please select all

that apply)



#	Field	Choice Count
1	Training conducted in the classroom or workshop (includes when the training is delivered using video or internet links in real-time)	70.83% 17
2	External delivery or self-paced learning (includes using training materials that are provided online or by correspondence)	16.67% 4
3	Training conducted in the workplace	8.33% 2
4	Other (please specify)	4.17% 1

24

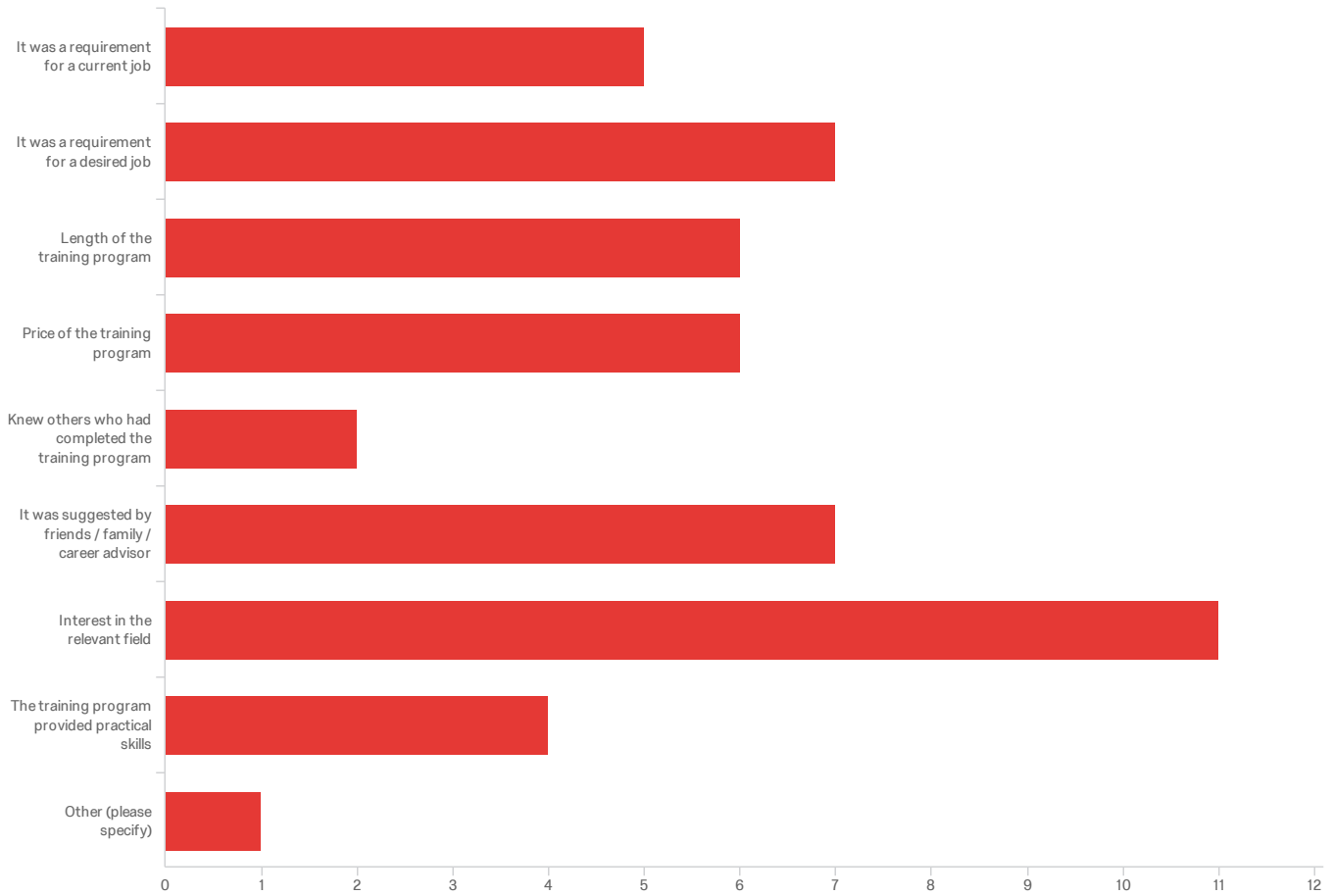
Showing rows 1 - 5 of 5

Other (please specify)

Other (please specify)

All of the above. The system wouldn't let me click multiple items

Q21 - Why did you choose to undertake this particular training program? (Select all that apply)



#	Field	Choice Count
1	It was a requirement for a current job	10.20% 5
2	It was a requirement for a desired job	14.29% 7
3	Length of the training program	12.24% 6
4	Price of the training program	12.24% 6
5	Knew others who had completed the training program	4.08% 2
6	It was suggested by friends / family / career advisor	14.29% 7
7	Interest in the relevant field	22.45% 11
8	The training program provided practical skills	8.16% 4
9	Other (please specify)	2.04% 1

Field

Choice
Count

49

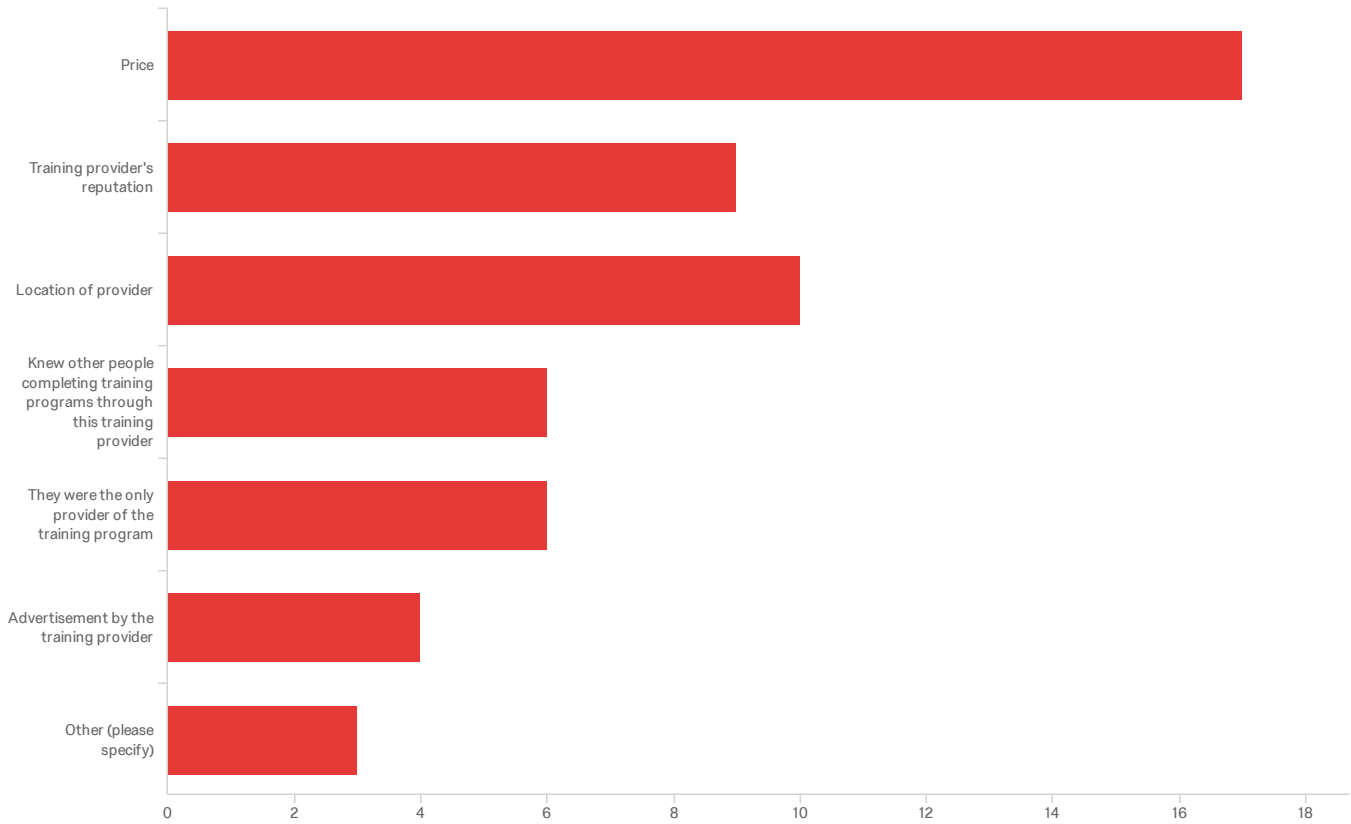
Showing rows 1 - 10 of 10

Other (please specify)

Other (please specify)

It was the only program I knew of where I could update my computer and work skills

Q22 - Which of the following reasons were important in your choice to undertake your training program through the training provider you chose? (Select all that apply)



#	Field	Choice Count
1	Price	30.91% 17
2	Training provider's reputation	16.36% 9
3	Location of provider	18.18% 10
4	Knew other people completing training programs through this training provider	10.91% 6
5	They were the only provider of the training program	10.91% 6
6	Advertisement by the training provider	7.27% 4
7	Other (please specify)	5.45% 3
		55

Showing rows 1 - 8 of 8

Other (please specify)

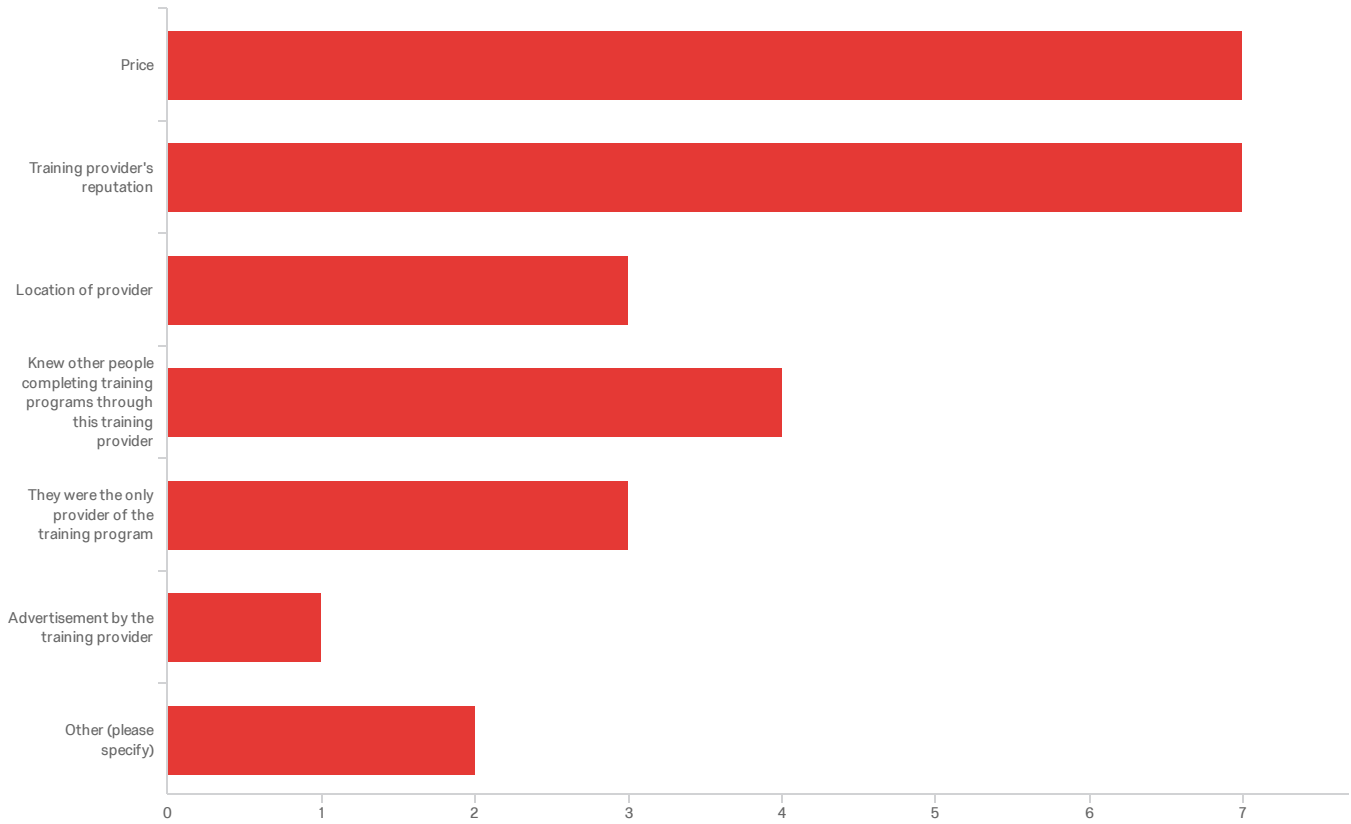
Other (please specify)

It was recommendation of the programme of skilling women to work...

Had been planning to start my own business

connection to employer

Q23 - Which of the following considerations was the main reason you chose to undertake your training through the training provider you chose?



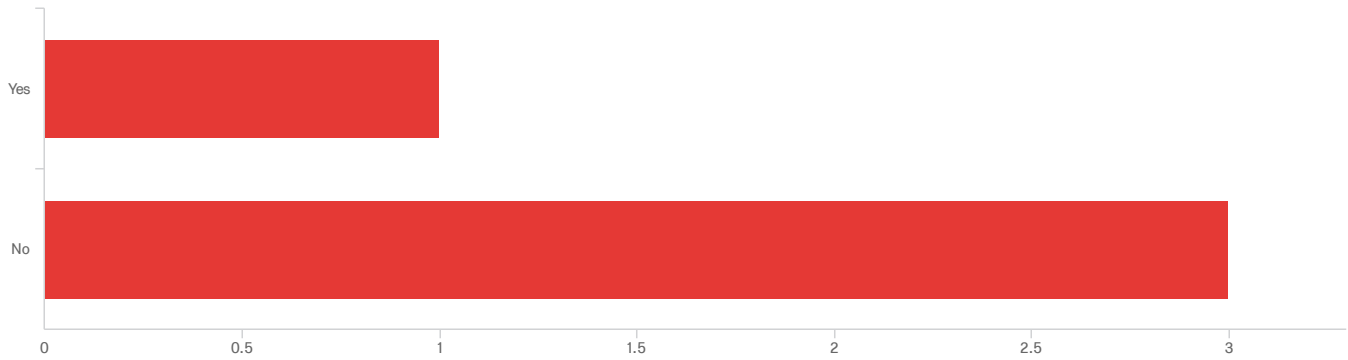
#	Field	Choice Count
1	Price	25.93% 7
2	Training provider's reputation	25.93% 7
3	Location of provider	11.11% 3
4	Knew other people completing training programs through this training provider	14.81% 4
5	They were the only provider of the training program	11.11% 3
6	Advertisement by the training provider	3.70% 1
7	Other (please specify)	7.41% 2
		27

Showing rows 1 - 8 of 8

Other (please specify)

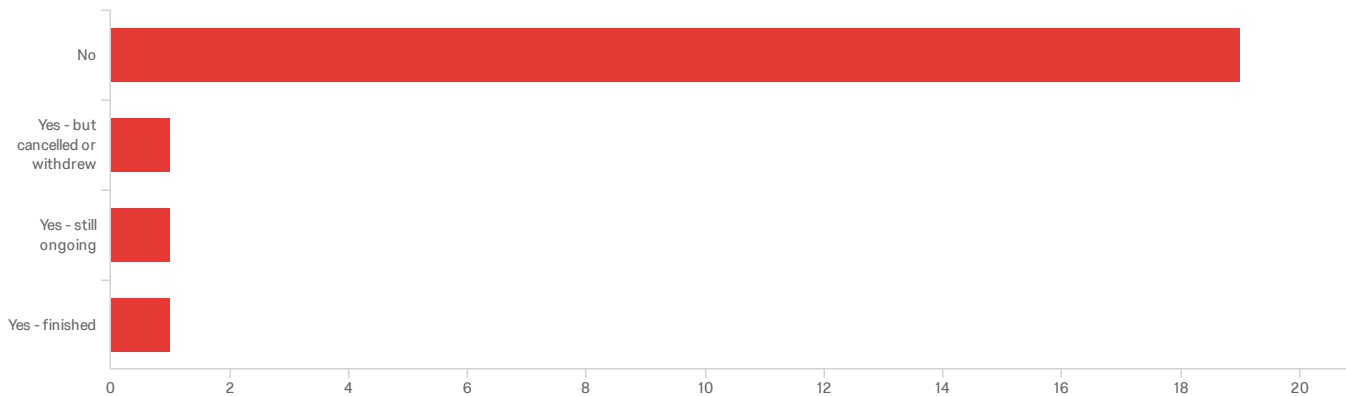
WIDGET_ERROR.ERROR

Q24 - Are you currently enrolled in any other training with a TAFE institute, TAFE division of a university, Polytechnic, Registered Private Provider or Adult and Community Education provider?



#	Field	Choice Count
1	Yes	25.00% 1
2	No	75.00% 3

Q25 - Have you commenced another course or further study since undertaking the training in [Field-QualName]?



#	Field	Choice Count
1	No	86.36% 19
2	Yes - but cancelled or withdrew	4.55% 1
3	Yes - still ongoing	4.55% 1
4	Yes - finished	4.55% 1

22

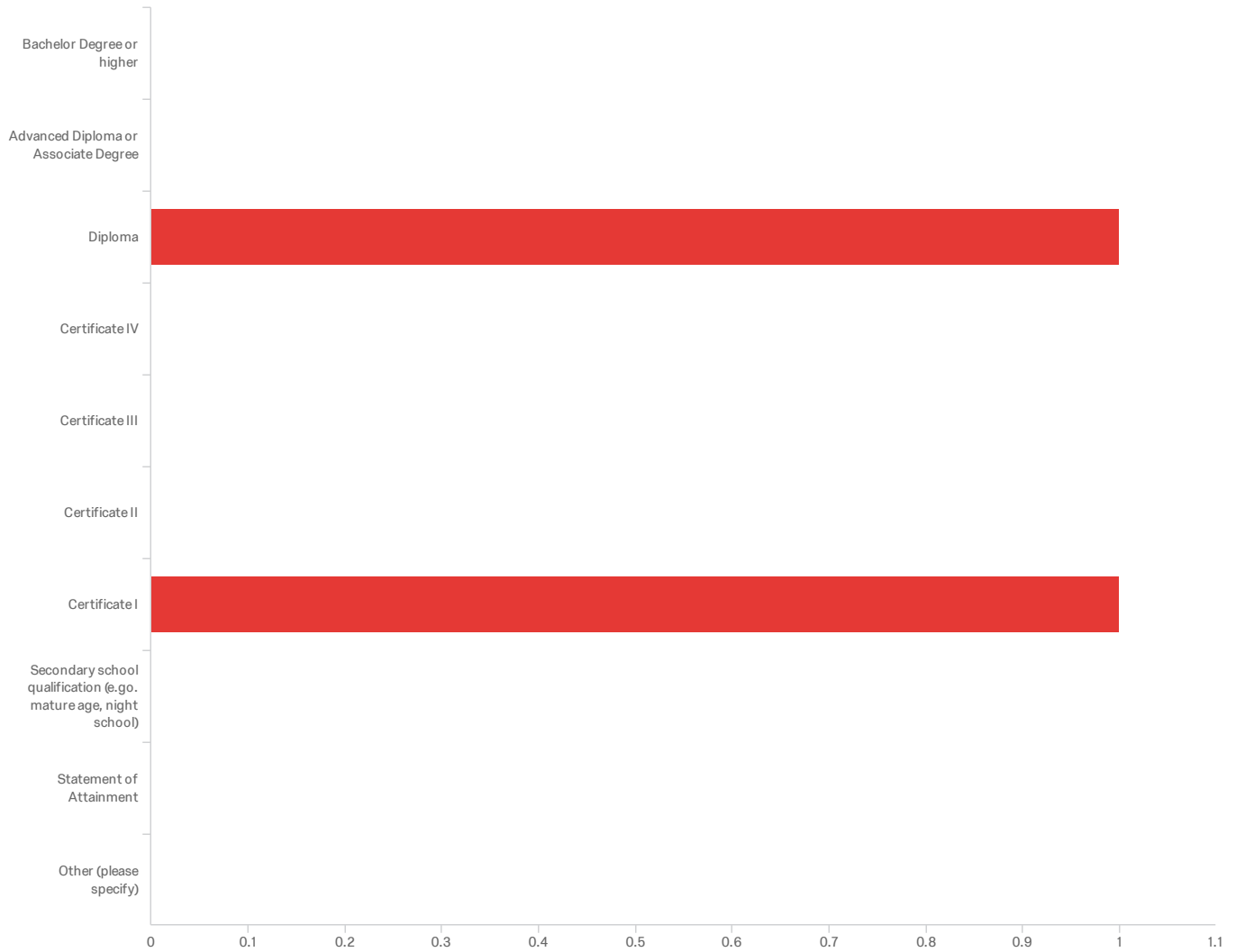
Showing rows 1 - 5 of 5

Q26 - What training program are you currently enrolled in? (Please provide qualification/skill set code if applicable)

What training program are you currently enrolled in? (Please provide qualif...

Reach for trining

Q27 - What is level of this new course? Note: If you enrolled in more than one course, please report the one that you think is most important.



#	Field	Choice Count
1	Bachelor Degree or higher	0.00% 0
2	Advanced Diploma or Associate Degree	0.00% 0
3	Diploma	50.00% 1
4	Certificate IV	0.00% 0
5	Certificate III	0.00% 0
6	Certificate II	0.00% 0
7	Certificate I	50.00% 1

#	Field	Choice Count
8	Secondary school qualification (e.g. mature age, night school)	0.00% 0
9	Statement of Attainment	0.00% 0
10	Other (please specify)	0.00% 0

2

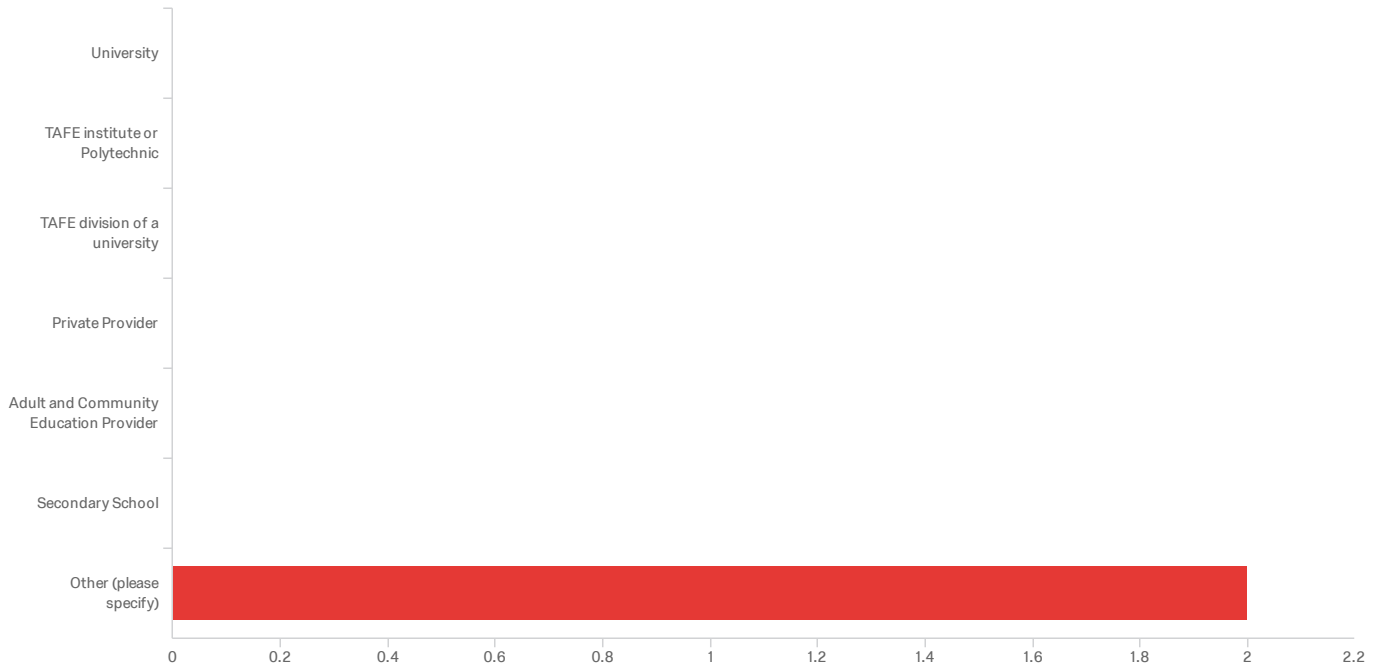
Showing rows 1 - 11 of 11

Other (please specify)

Other (please specify)

Q28 - Where did you enrol to this study? Note: If you are doing external study, please

report the organisation you are studying with, e.g. university, TAFE institute.



#	Field	Choice Count
1	University	0.00% 0
2	TAFE institute or Polytechnic	0.00% 0
3	TAFE division of a university	0.00% 0
4	Private Provider	0.00% 0
5	Adult and Community Education Provider	0.00% 0
6	Secondary School	0.00% 0
7	Other (please specify)	100.00% 2
		2

Showing rows 1 - 8 of 8

Other (please specify)

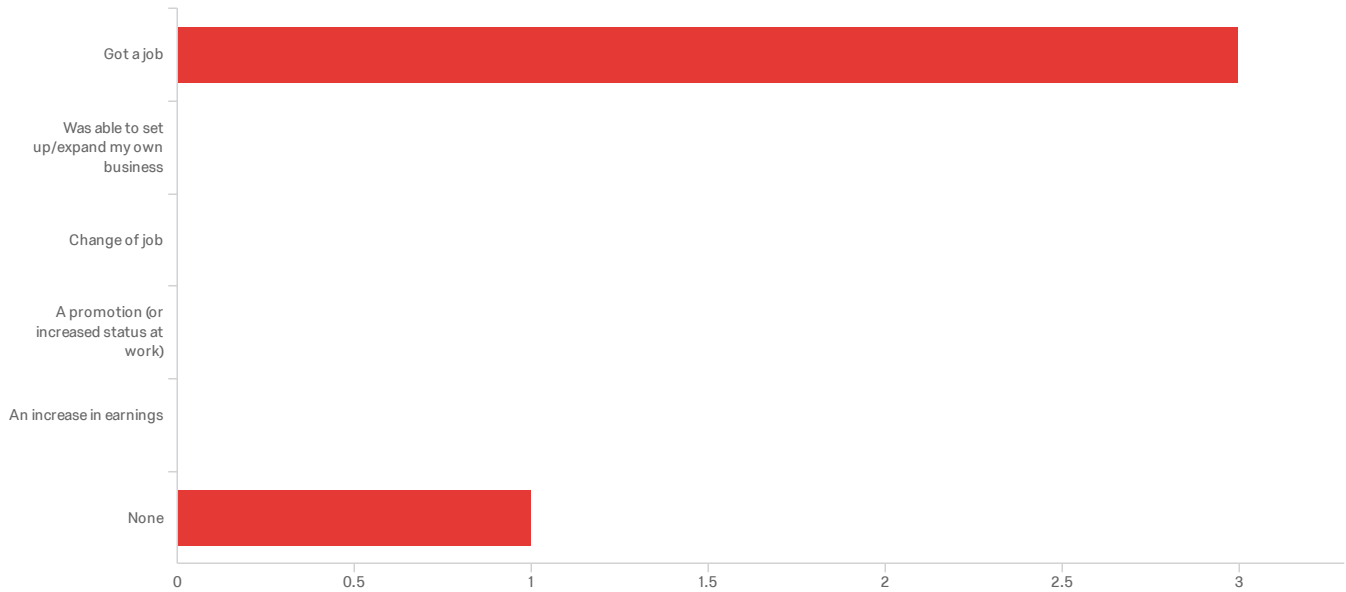
Other (please specify)

Communities @ work

Other (please specify)

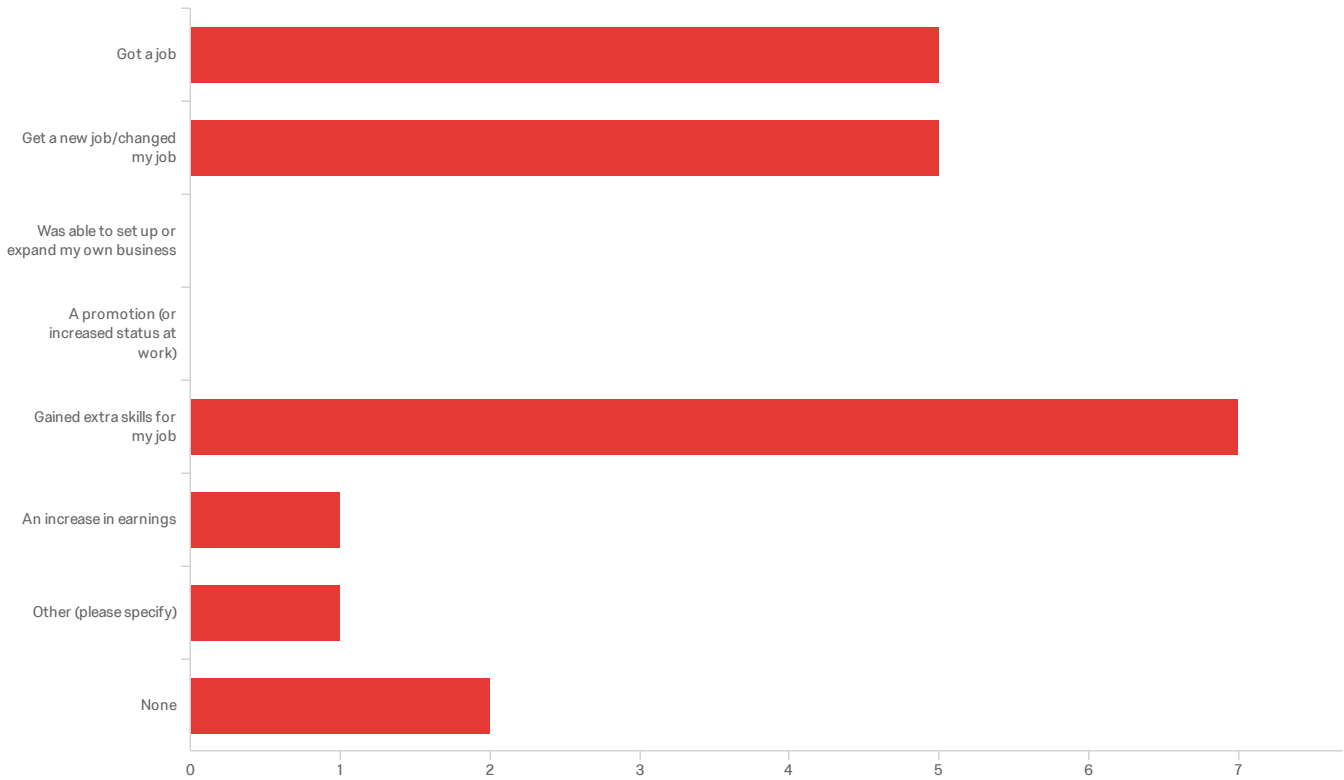
Xit bruce

Q29 - Which of the following job-related benefits do you feel you have received as a result of completing the training? (Select all that apply)



#	Field	Choice Count
1	Got a job	75.00% 3
2	Was able to set up/expand my own business	0.00% 0
3	Change of job	0.00% 0
4	A promotion (or increased status at work)	0.00% 0
5	An increase in earnings	0.00% 0
6	None	25.00% 1

Q30 - Which of the following job-related benefits have you received from undertaking the training in [Field-QualName]? (Select all that apply)



#	Field	Choice Count
1	Got a job	23.81% 5
2	Get a new job/changed my job	23.81% 5
3	Was able to set up or expand my own business	0.00% 0
4	A promotion (or increased status at work)	0.00% 0
5	Gained extra skills for my job	33.33% 7
6	An increase in earnings	4.76% 1
7	Other (please specify)	4.76% 1
8	None	9.52% 2

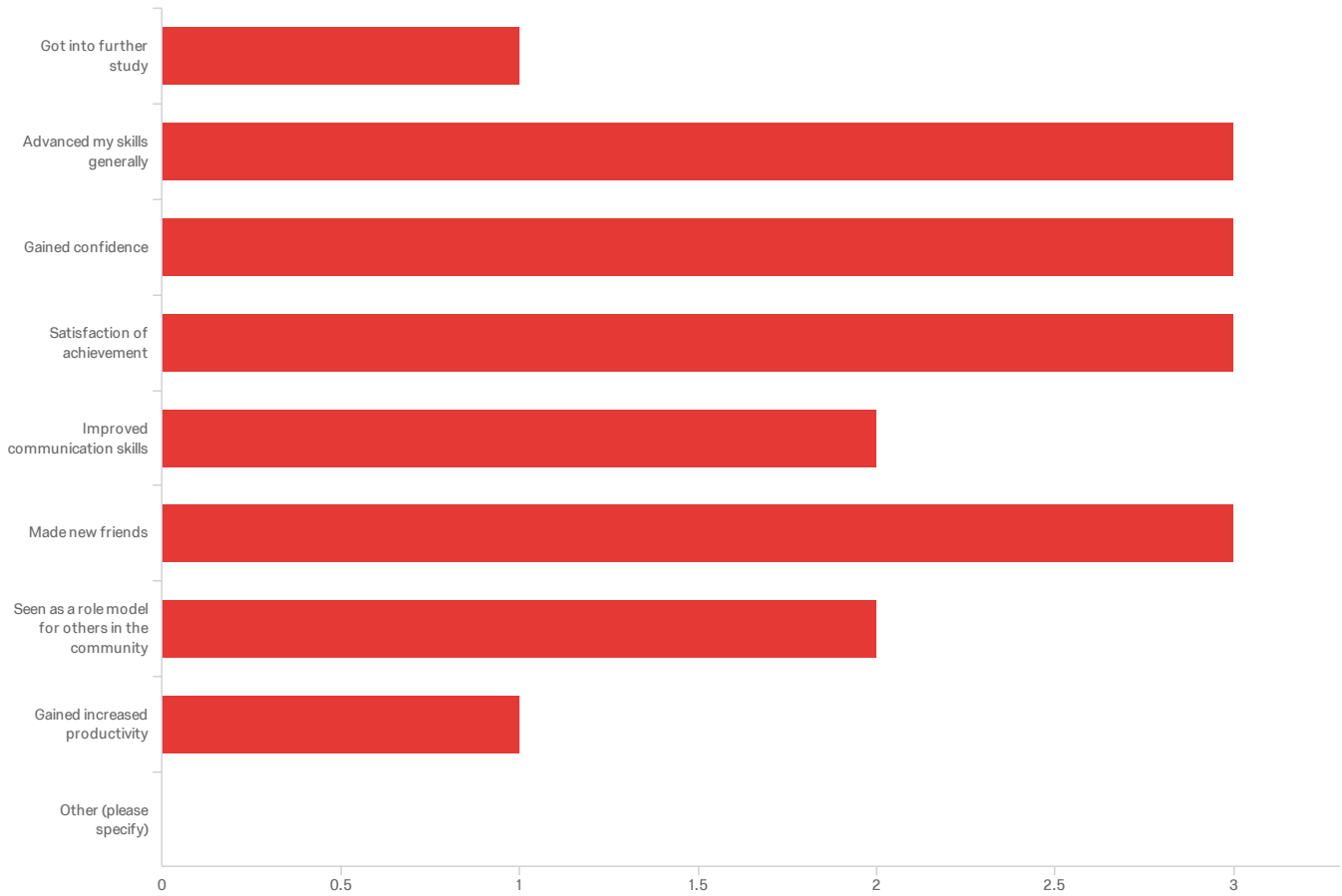
Other (please specify)

Other (please specify)

will start my own business eventually

Q31 - Which of the following personal benefits do you feel you have received as a result

of undertaking the training? (Select all that apply)



#	Field	Choice Count
1	Got into further study	5.56% 1
2	Advanced my skills generally	16.67% 3
3	Gained confidence	16.67% 3
4	Satisfaction of achievement	16.67% 3
5	Improved communication skills	11.11% 2
6	Made new friends	16.67% 3
7	Seen as a role model for others in the community	11.11% 2
8	Gained increased productivity	5.56% 1
9	Other (please specify)	0.00% 0

Field

Choice
Count

18

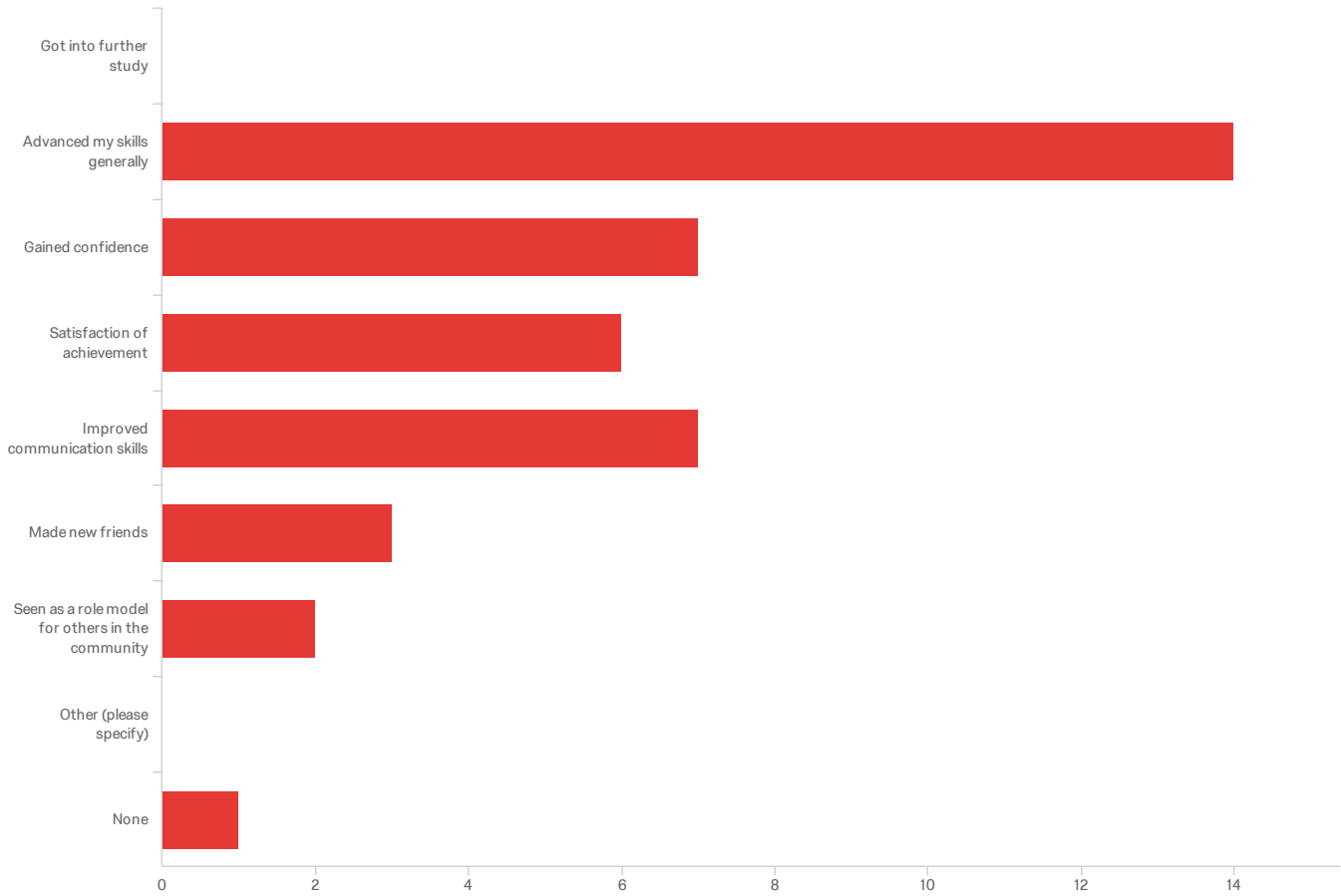
Showing rows 1 - 10 of 10

Other (please specify)

Other (please specify)

Q32 - Which of the following personal benefits have you received due to undertaking

your training in [Field-QualName]? (Select all that apply)



#	Field	Choice Count
1	Got into further study	0.00% 0
2	Advanced my skills generally	35.00% 14
3	Gained confidence	17.50% 7
4	Satisfaction of achievement	15.00% 6
5	Improved communication skills	17.50% 7
6	Made new friends	7.50% 3
7	Seen as a role model for others in the community	5.00% 2
8	Other (please specify)	0.00% 0
9	None	2.50% 1

Field

Choice
Count

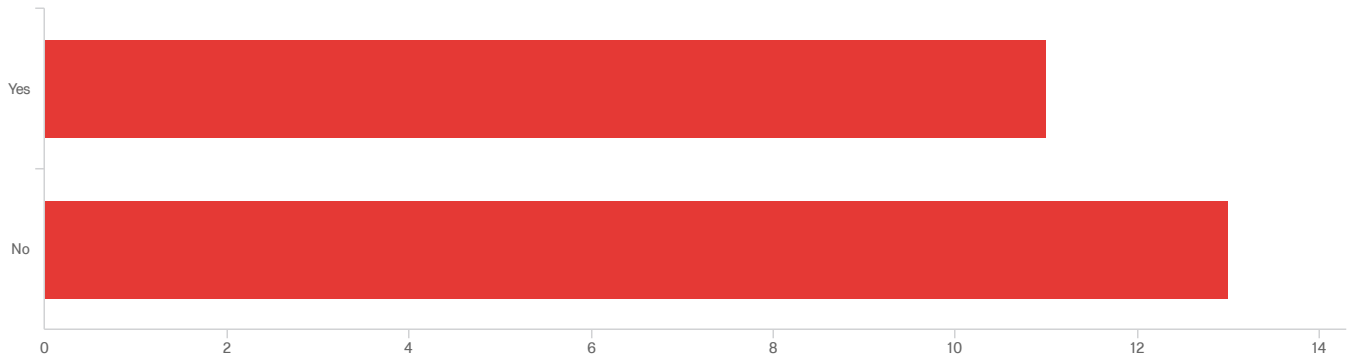
40

Showing rows 1 - 10 of 10

Other (please specify)

Other (please specify)

Q33 - Were you provided with any foundation skills training or support to develop the language, literacy and numeracy (LLN) skills needed for your training in [Field- QualName]?

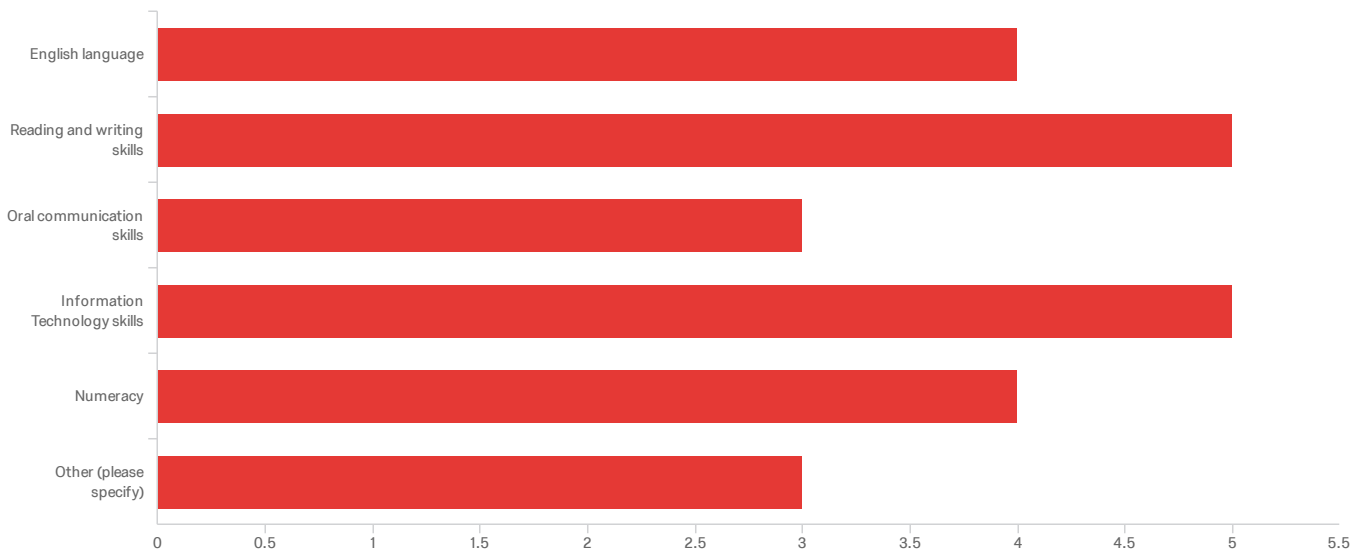


#	Field	Choice Count
1	Yes	45.83% 11
2	No	54.17% 13

24

Showing rows 1 - 3 of 3

Q34 - Was the foundation skills training or support for (Select all that apply)



#	Field	Choice Count
1	English language	16.67% 4
2	Reading and writing skills	20.83% 5
3	Oral communication skills	12.50% 3
4	Information Technology skills	20.83% 5
5	Numeracy	16.67% 4
6	Other (please specify)	12.50% 3

24

Showing rows 1 - 7 of 7

Other (please specify)

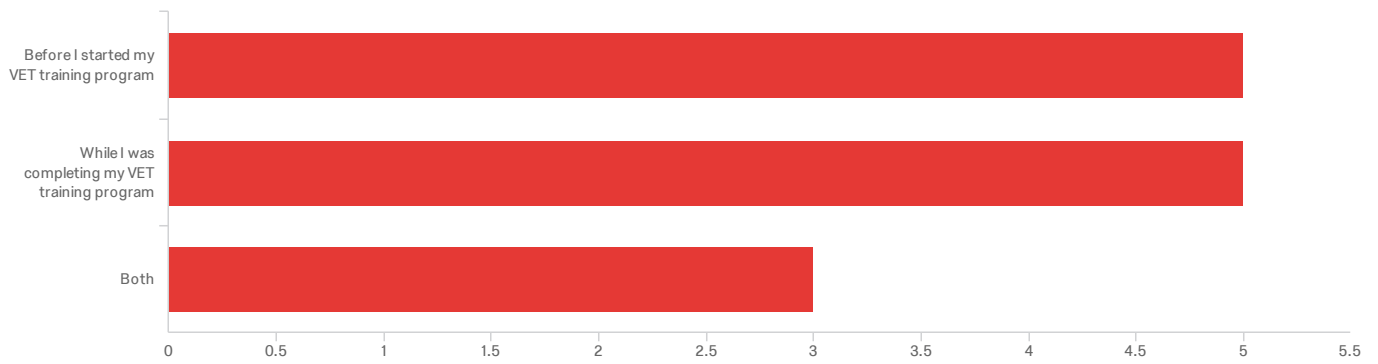
Other (please specify)

No support needed in above

N/A

None

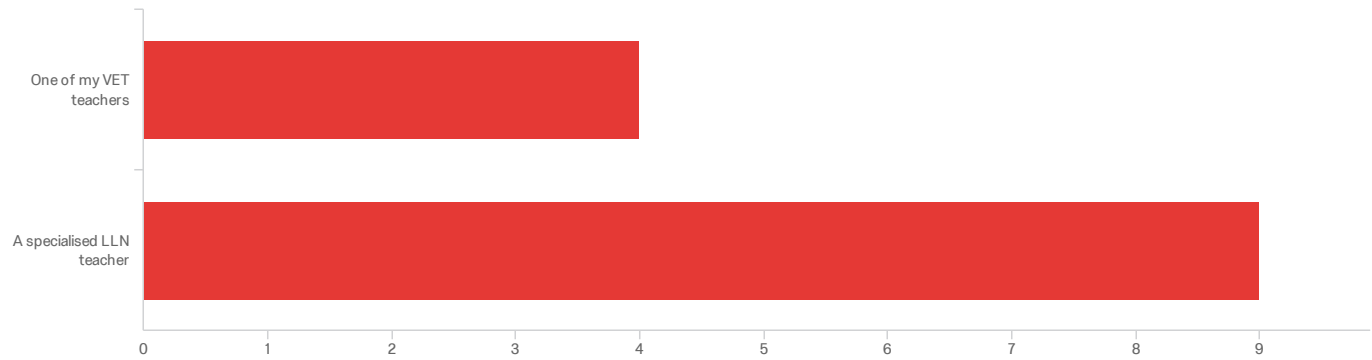
Q35 - How was that training or support provided?



#	Field	Choice Count
1	Before I started my VET training program	38.46% 5
2	While I was completing my VET training program	38.46% 5
3	Both	23.08% 3
		13

Showing rows 1 - 4 of 4

Q36 - Who provided the training or support?



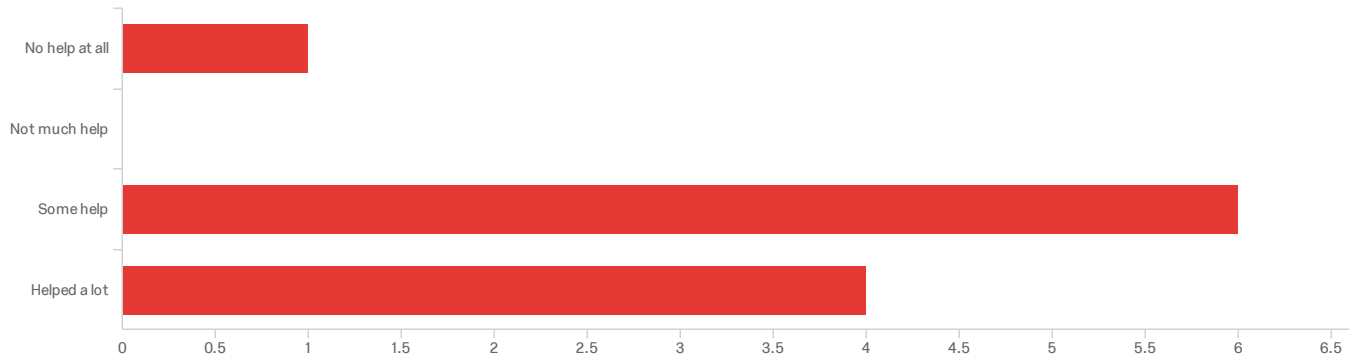
#	Field	Choice Count
1	One of my VET teachers	30.77% 4
2	A specialised LLN teacher	69.23% 9

13

Showing rows 1 - 3 of 3

Q37 - Did the foundation skills training or support help you to meet the study

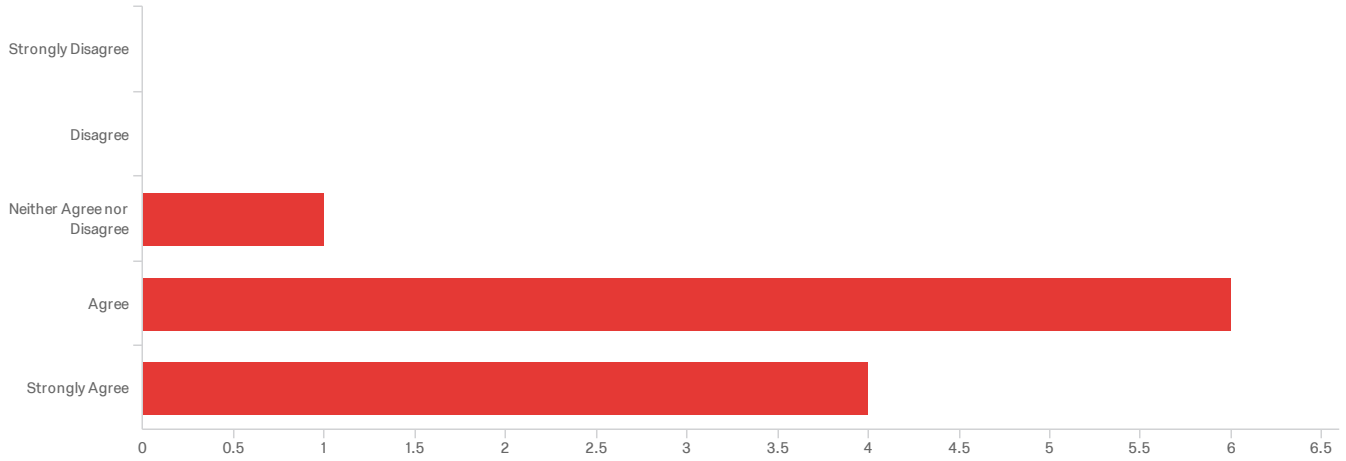
requirements of your training in [Field-QualName]?



#	Field	Choice Count
1	No help at all	9.09% 1
2	Not much help	0.00% 0
3	Some help	54.55% 6
4	Helped a lot	36.36% 4
		11

Showing rows 1 - 5 of 5

Q38 - Overall, I was satisfied with the quality of the foundation skills training or support I received.



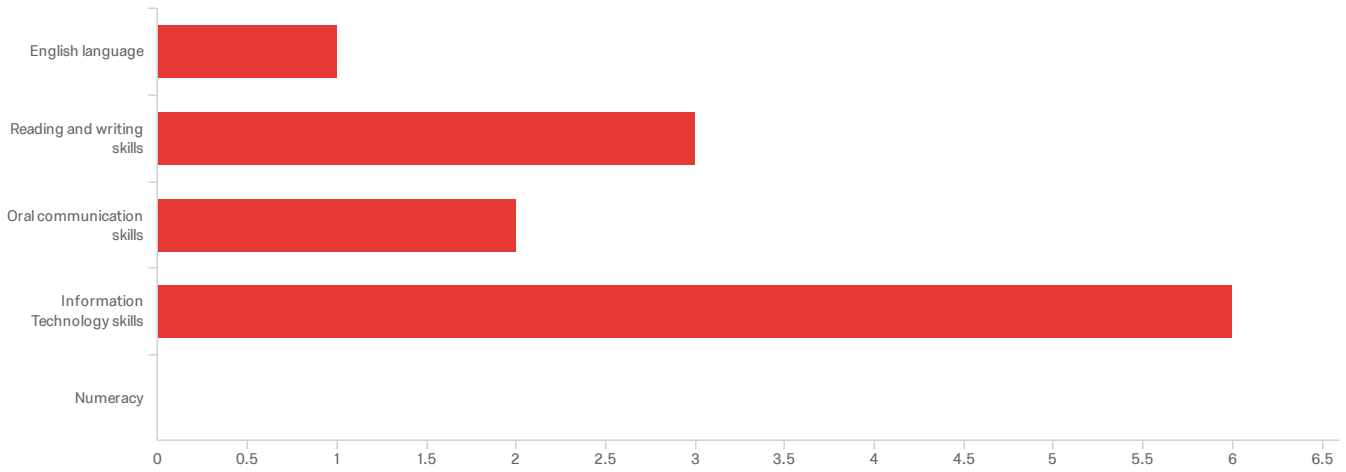
#	Field	Choice Count
1	Strongly Disagree	0.00% 0
2	Disagree	0.00% 0
3	Neither Agree nor Disagree	9.09% 1
4	Agree	54.55% 6
5	Strongly Agree	36.36% 4
		11

Showing rows 1 - 6 of 6

Q39 - Any further comments?

Any further comments?

Q40 - Would training or support in one or more of the following areas have helped you to meet the study requirements of your training in [Field-QualName]? (Select all that apply)



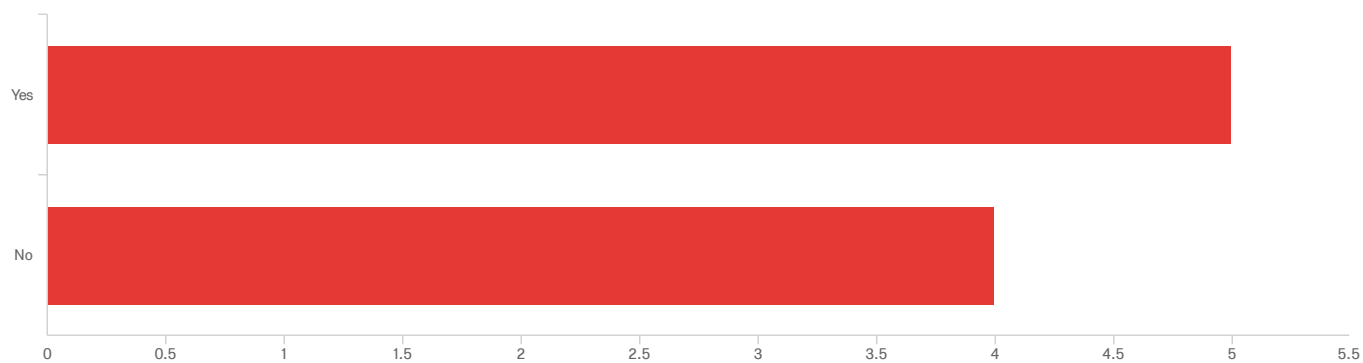
#	Field	Choice Count
1	English language	8.33% 1
2	Reading and writing skills	25.00% 3
3	Oral communication skills	16.67% 2
4	Information Technology skills	50.00% 6
5	Numeracy	0.00% 0
		12

Showing rows 1 - 6 of 6

Q41 - Any further comments?

Any further comments?

Q42 - List of Support Services • Disability support services such as Auslan interpretation, customised resources for vision impairment, scribing • Assistance with transport (bus passes or reimbursement of petrol) • Assistance with paid parking • Assistance to purchase equipment or clothing needed for training • Mentoring • Job search skills support • Introductory work experience placement • Assistance with interview presentation (e.g. haircut, assistance with clothing) • Provision of food during training • I didn't require support services Did the training undertaken include any support services?

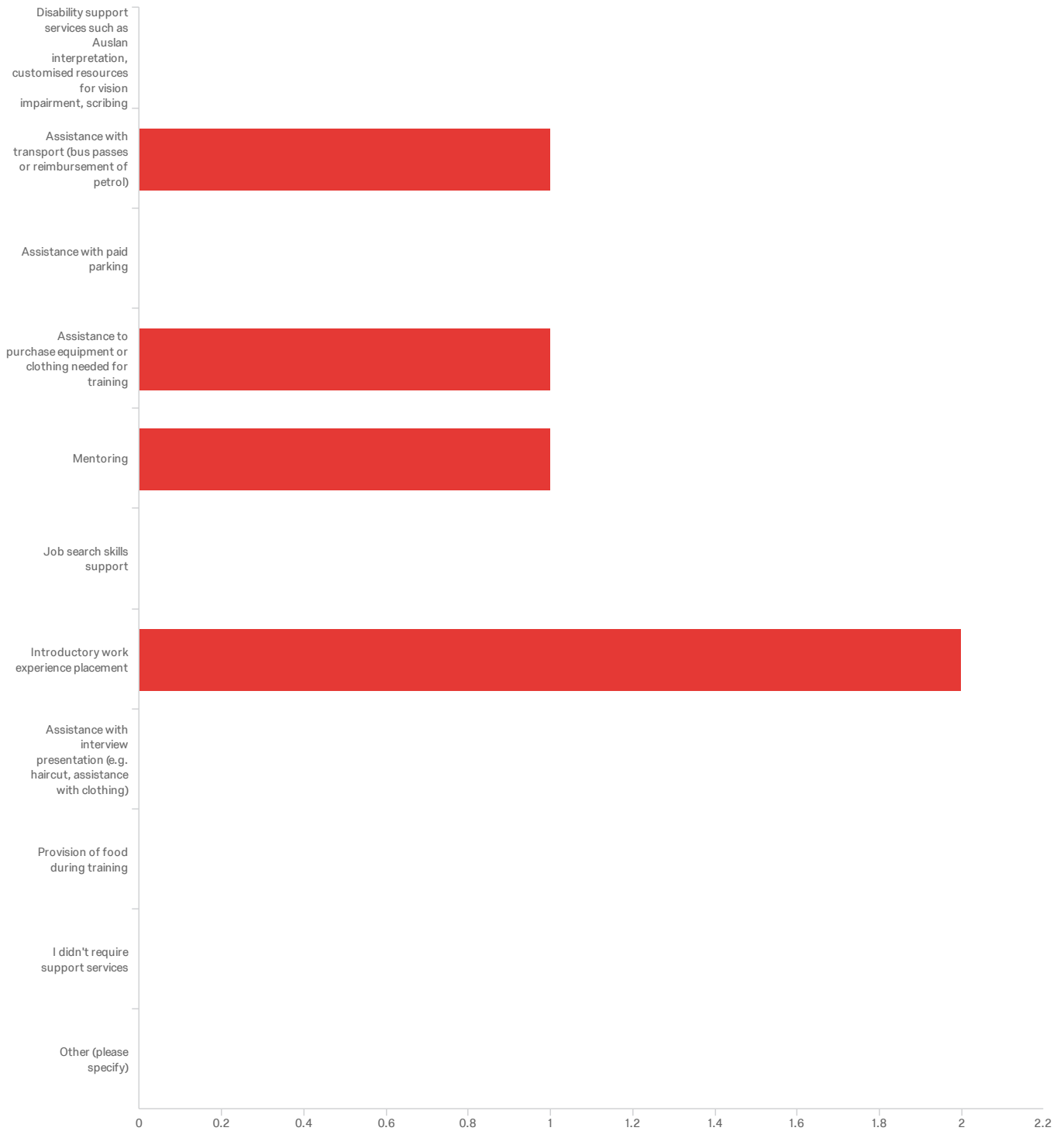


#	Field	Choice Count
1	Yes	55.56% 5
2	No	44.44% 4

9

Showing rows 1 - 3 of 3

Q43 - What services did you receive? (Select all that apply)



#	Field	Choice Count
1	Disability support services such as Auslan interpretation, customised resources for vision impairment, scribing	0.00% 0
2	Assistance with transport (bus passes or reimbursement of petrol)	20.00% 1

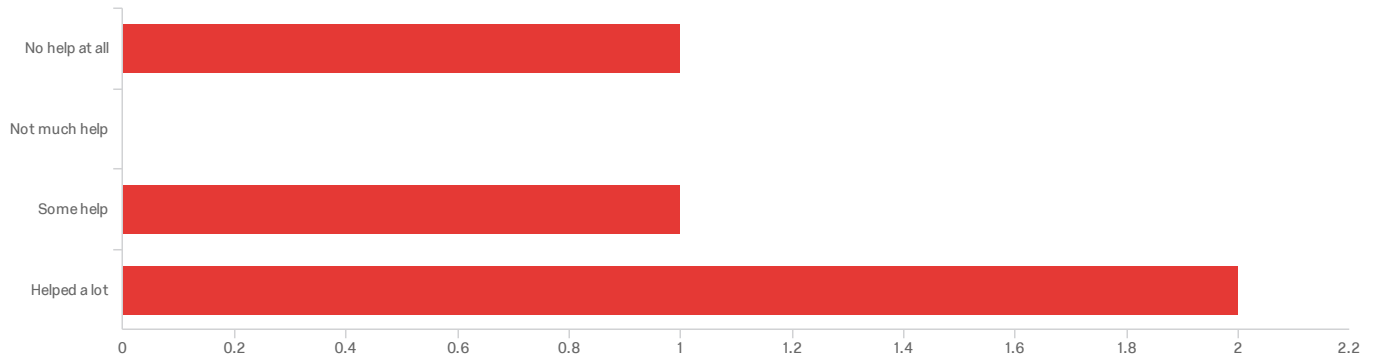
#	Field	Choice Count
3	Assistance with paid parking	0.00% 0
4	Assistance to purchase equipment or clothing needed for training	20.00% 1
5	Mentoring	20.00% 1
6	Job search skills support	0.00% 0
7	Introductory work experience placement	40.00% 2
8	Assistance with interview presentation (e.g. haircut, assistance with clothing)	0.00% 0
9	Provision of food during training	0.00% 0
10	I didn't require support services	0.00% 0
11	Other (please specify)	0.00% 0
		5

Showing rows 1 - 12 of 12

Other (please specify)

Other (please specify)

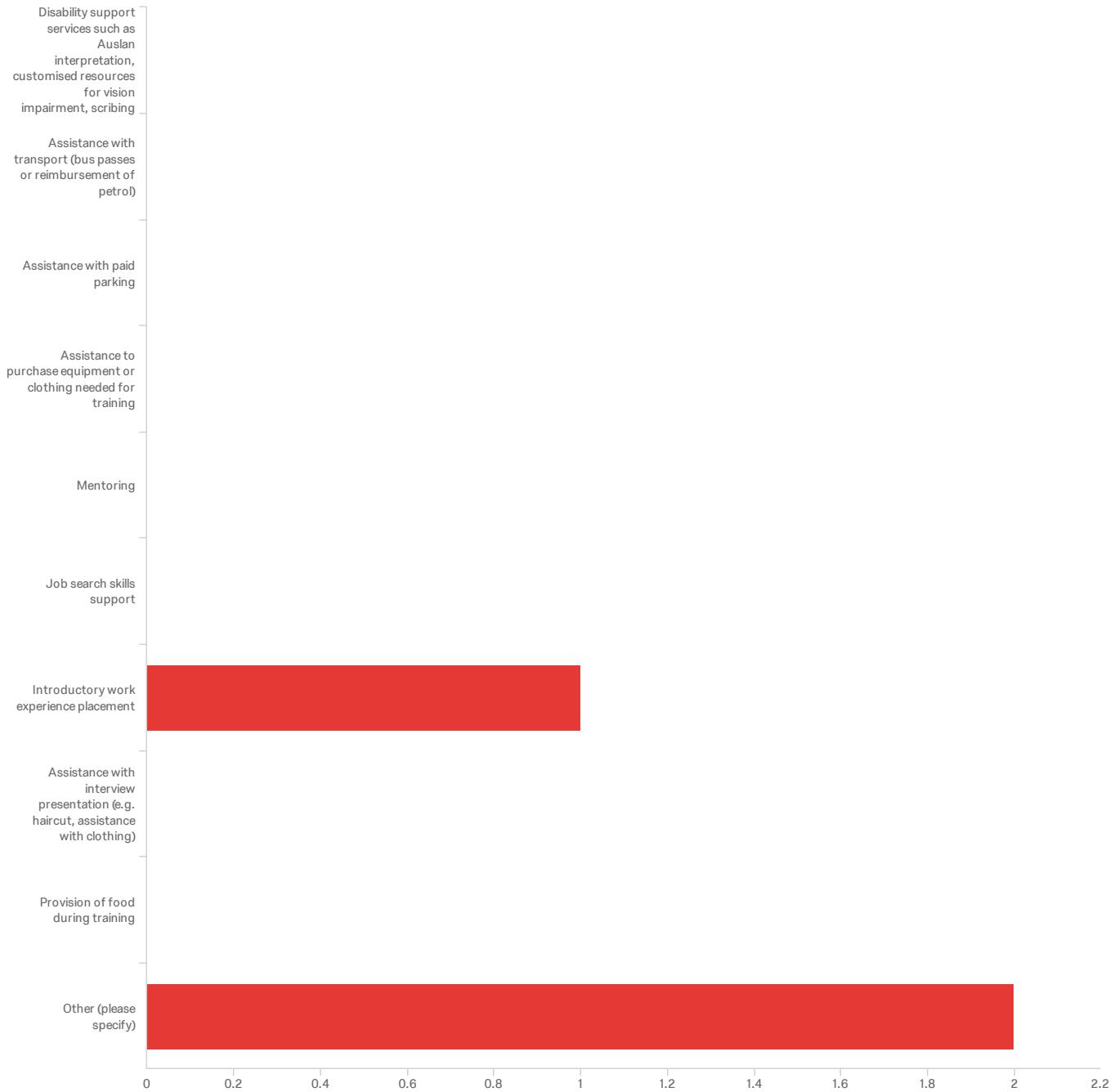
Q44 - Did the support services you received help you to meet the study requirements of your training in [Field-QualName]?



#	Field	Choice Count
1	No help at all	25.00% 1
2	Not much help	0.00% 0
3	Some help	25.00% 1
4	Helped a lot	50.00% 2

Showing rows 1 - 5 of 5

Q45 - Would one or more of the following support services have helped you to meet the study requirements of your training in [Field-QualName]? (Select all that apply)



#	Field	Choice Count
1	Disability support services such as Auslan interpretation, customised resources for vision impairment, scribing	0.00% 0
2	Assistance with transport (bus passes or reimbursement of petrol)	0.00% 0

#	Field	Choice Count
3	Assistance with paid parking	0.00% 0
4	Assistance to purchase equipment or clothing needed for training	0.00% 0
5	Mentoring	0.00% 0
6	Job search skills support	0.00% 0
7	Introductory work experience placement	33.33% 1
8	Assistance with interview presentation (e.g. haircut, assistance with clothing)	0.00% 0
9	Provision of food during training	0.00% 0
10	Other (please specify)	66.67% 2

3

Showing rows 1 - 11 of 11

Other (please specify)

Other (please specify)

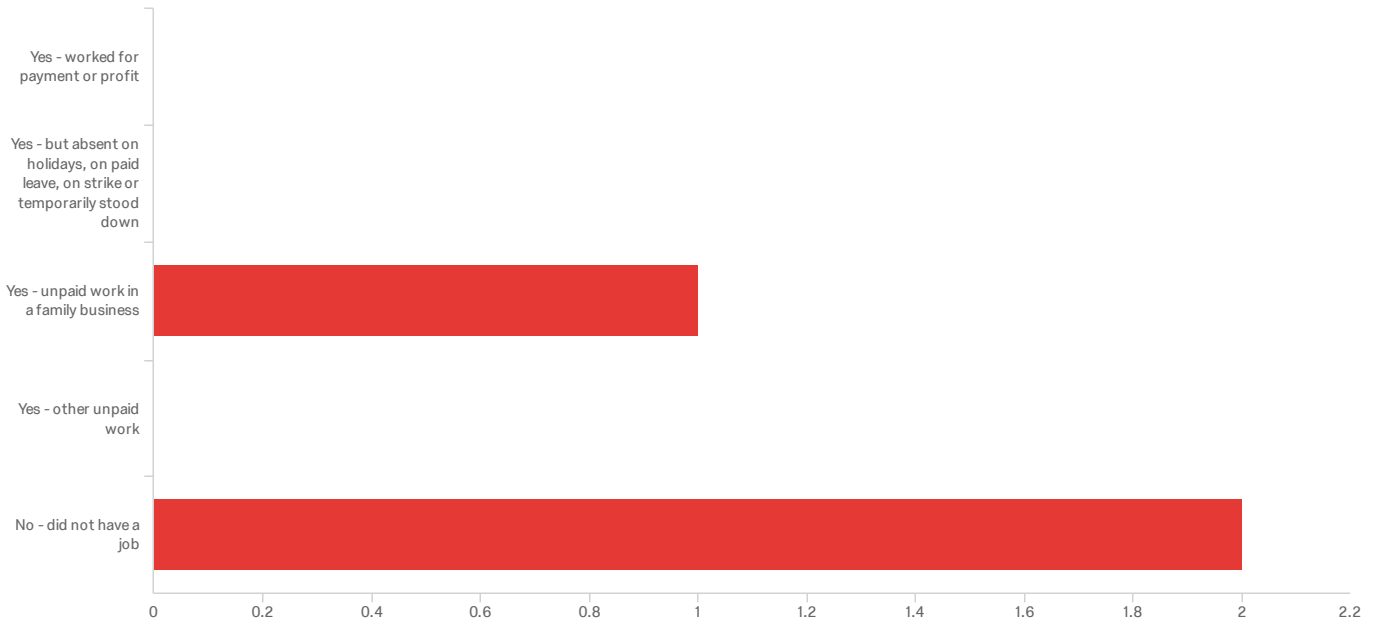
Mentoring was provided

The Sport was to reduce the cost of training

Q46 - Any further comments?

Any further comments?

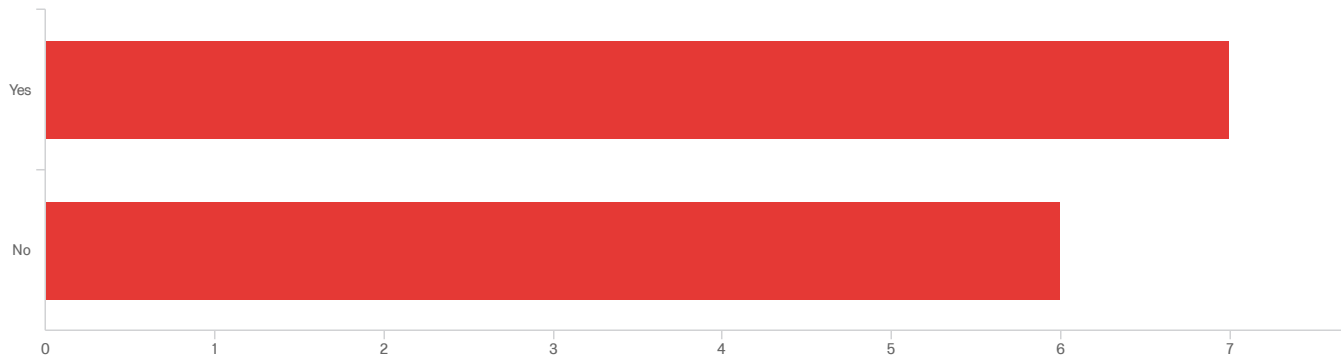
Q47 - The questions in this section focus on your work situation before you undertook the training Did you have a paid job or volunteer work at any time during the six months before undertaking training?



#	Field	Choice Count
1	Yes - worked for payment or profit	0.00% 0
2	Yes - but absent on holidays, on paid leave, on strike or temporarily stood down	0.00% 0
3	Yes - unpaid work in a family business	33.33% 1
4	Yes - other unpaid work	0.00% 0
5	No - did not have a job	66.67% 2
		3

Showing rows 1 - 6 of 6

Q48 - The questions in this section focus on your work situation before you undertook the training in [Field-QualName] Did you have a job of any kind during the six months before undertaking the training in [Field-QualName]? Note: if you had more than one job, please report for your main job, i.e. the job you usually worked the most hours.

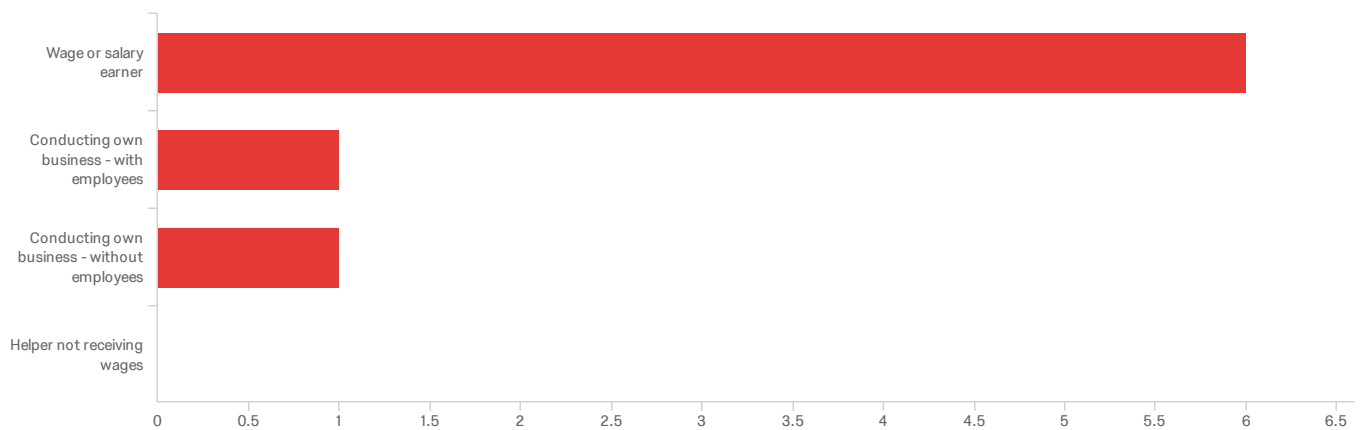


#	Field	Choice Count
1	Yes	53.85% 7
2	No	46.15% 6

13

Showing rows 1 - 3 of 3

Q49 - The questions in this section focus on your work situation before you undertook the training in [Field-QualName]. On what basis were you employed in your main job during the six months before undertaking the training in [Field-QualName]? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.



#	Field	Choice Count
1	Wage or salary earner	75.00% 6
2	Conducting own business - with employees	12.50% 1
3	Conducting own business - without employees	12.50% 1
4	Helper not receiving wages	0.00% 0

8

Showing rows 1 - 5 of 5

Q50 - The questions in this section focus on your work situation before you undertook the training in [Field-QualName]. What was the full title of your main job during the six months before undertaking the training? e.g. Apprentice chef, Childcare aide Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.

The questions in this section focus on your work situation before you under...

Casual worker in Disability

Uber driver

Unqualified educator

Employment consultant

Uber driver

Retail assistant

Administration

Q51 - The questions in this section focus on your work situation before you undertook the training in [Field-QualName]. What were the main tasks or duties you usually performed in this job? e.g. Preparing food/ cooking food, typing Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.

The questions in this section focus on your work situation before you under...

Preparing for clients, taking clients to work, taking clients to the community activities.

My job was Uber driver

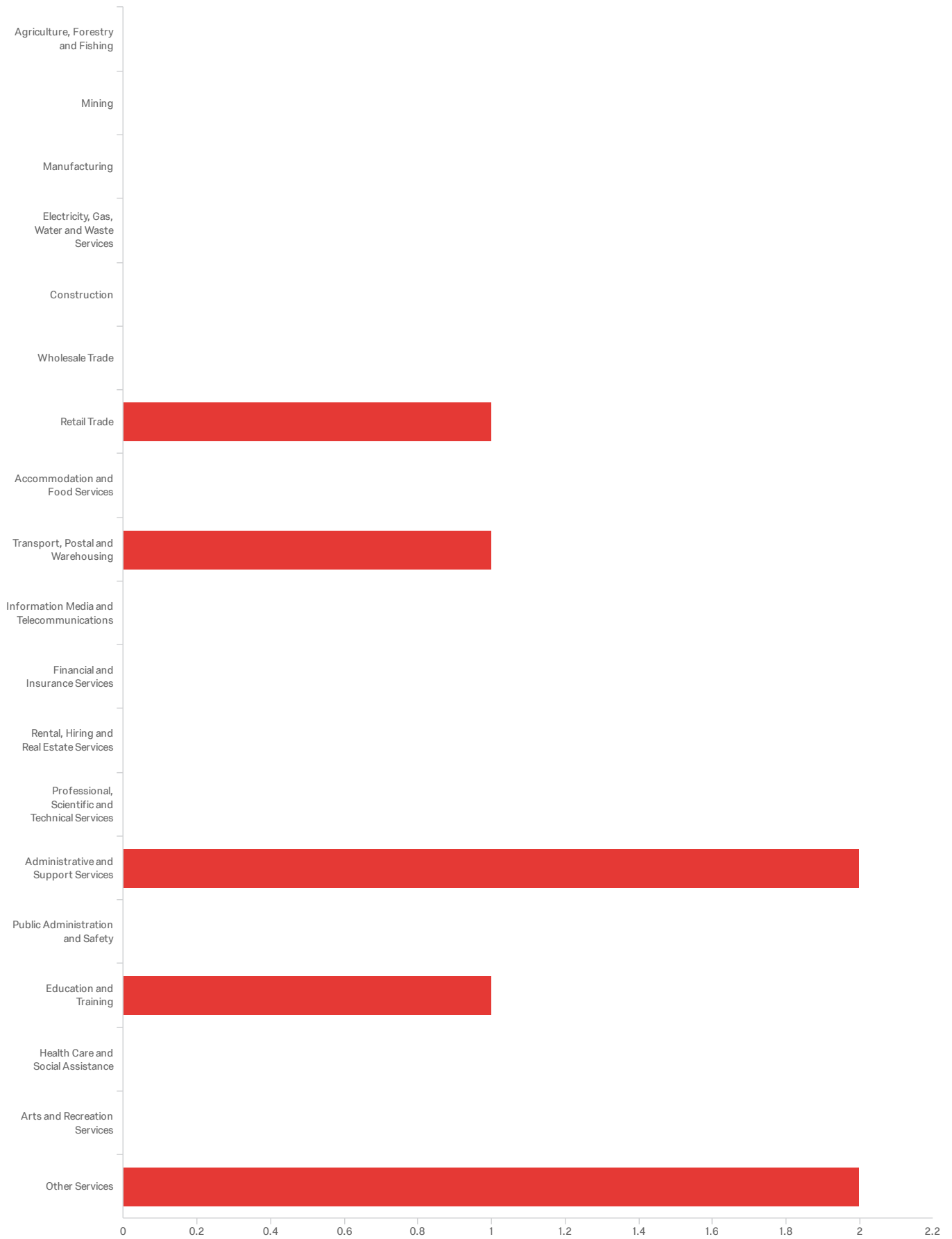
Educating children

Getting jobs for disabled clients

Uber driver

Customer service

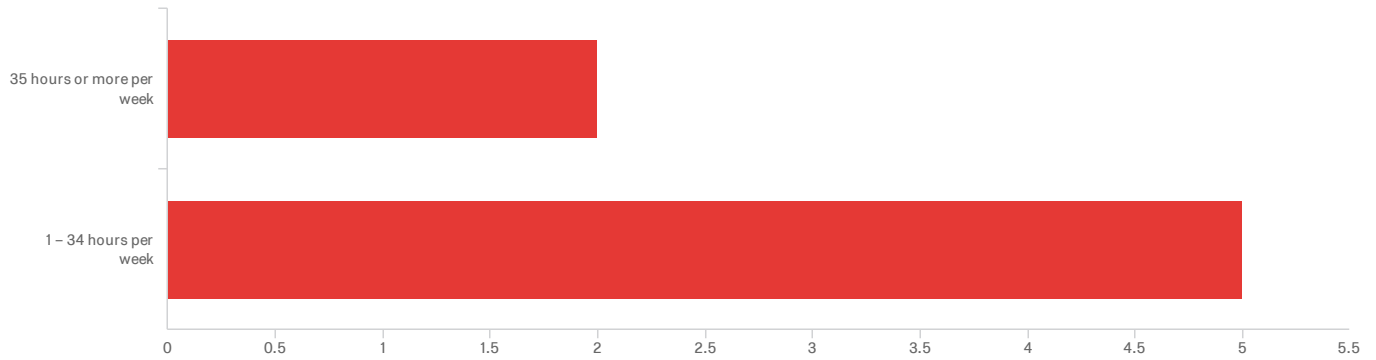
Q52 - The questions in this section focus on your work situation before you undertook the training in [Field-QualName]. What kind of industry, business or service was carried out by your employer/business in your main job during the six months before undertaking the training? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.



#	Field	Choice Count
1	Agriculture, Forestry and Fishing	0.00% 0
2	Mining	0.00% 0
3	Manufacturing	0.00% 0
4	Electricity, Gas, Water and Waste Services	0.00% 0
5	Construction	0.00% 0
6	Wholesale Trade	0.00% 0
7	Retail Trade	14.29% 1
8	Accommodation and Food Services	0.00% 0
9	Transport, Postal and Warehousing	14.29% 1
10	Information Media and Telecommunications	0.00% 0
11	Financial and Insurance Services	0.00% 0
12	Rental, Hiring and Real Estate Services	0.00% 0
13	Professional, Scientific and Technical Services	0.00% 0
14	Administrative and Support Services	28.57% 2
15	Public Administration and Safety	0.00% 0
16	Education and Training	14.29% 1
17	Health Care and Social Assistance	0.00% 0
18	Arts and Recreation Services	0.00% 0
19	Other Services	28.57% 2
		7

Showing rows 1 - 20 of 20

Q53 - How many hours did you usually work each week in your main job during the six months before undertaking the training in [Field-QualName]?

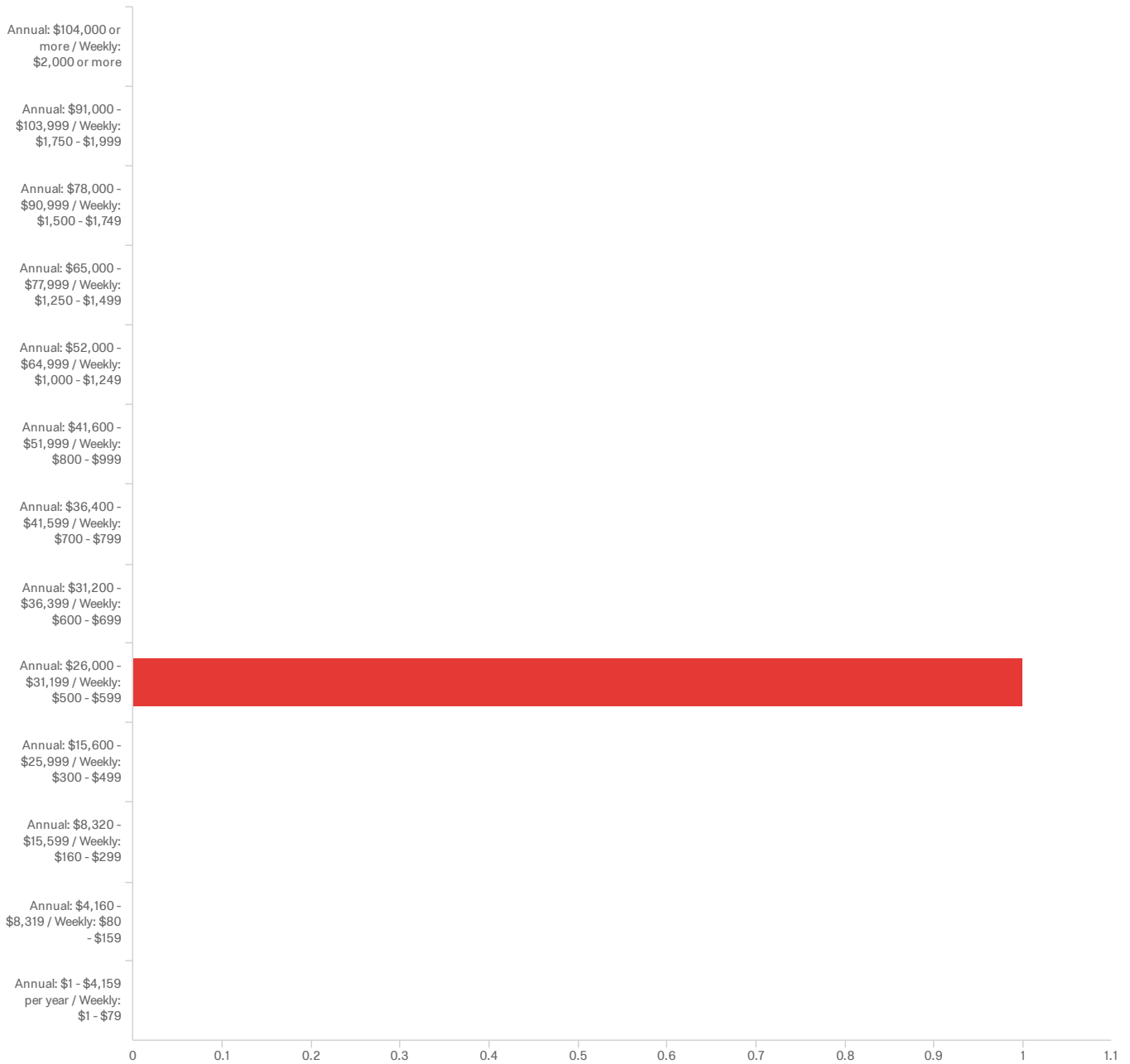


#	Field	Choice Count
1	35 hours or more per week	28.57% 2
2	1 - 34 hours per week	71.43% 5

7

Showing rows 1 - 3 of 3

Q54 - How much did you usually earn (before tax or anything else is taken out) in your main job during the six months before undertaking the training?



#	Field	Choice Count
1	Annual: \$104,000 or more / Weekly: \$2,000 or more	0.00% 0
2	Annual: \$91,000 - \$103,999 / Weekly: \$1,750 - \$1,999	0.00% 0
3	Annual: \$78,000 - \$90,999 / Weekly: \$1,500 - \$1,749	0.00% 0

#	Field	Choice Count
4	Annual: \$65,000 - \$77,999 / Weekly: \$1,250 - \$1,499	0.00% 0
5	Annual: \$52,000 - \$64,999 / Weekly: \$1,000 - \$1,249	0.00% 0
6	Annual: \$41,600 - \$51,999 / Weekly: \$800 - \$999	0.00% 0
7	Annual: \$36,400 - \$41,599 / Weekly: \$700 - \$799	0.00% 0
8	Annual: \$31,200 - \$36,399 / Weekly: \$600 - \$699	0.00% 0
9	Annual: \$26,000 - \$31,199 / Weekly: \$500 - \$599	100.00% 1
10	Annual: \$15,600 - \$25,999 / Weekly: \$300 - \$499	0.00% 0
11	Annual: \$8,320 - \$15,599 / Weekly: \$160 - \$299	0.00% 0
12	Annual: \$4,160 - \$8,319 / Weekly: \$80 - \$159	0.00% 0
13	Annual: \$1 - \$4,159 per year / Weekly: \$1 - \$79	0.00% 0

1

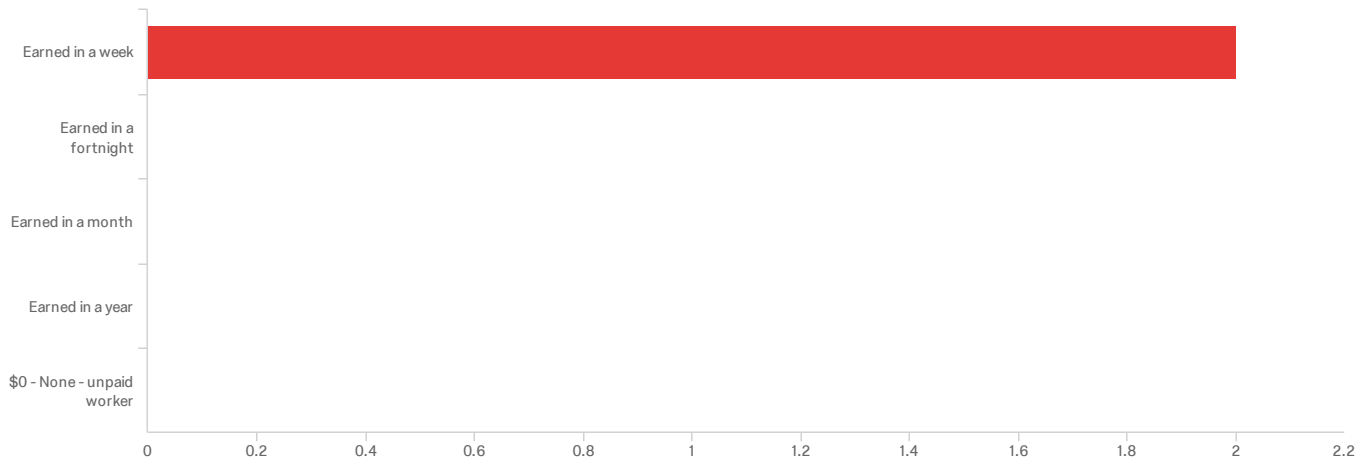
Showing rows 1 - 14 of 14

Q55 - How much did you usually earn (before tax or anything else is taken out) in your main job during the six months before undertaking the training in [Field-QualName]?

Gross income \$

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much did you usually earn (before tax or anything else is taken out) in your main job during the six months before undertaking the training in [Field-QualName]? Gross income \$	700.00	700.00	700.00	0.00	0.00	1

Q56 - And is that...

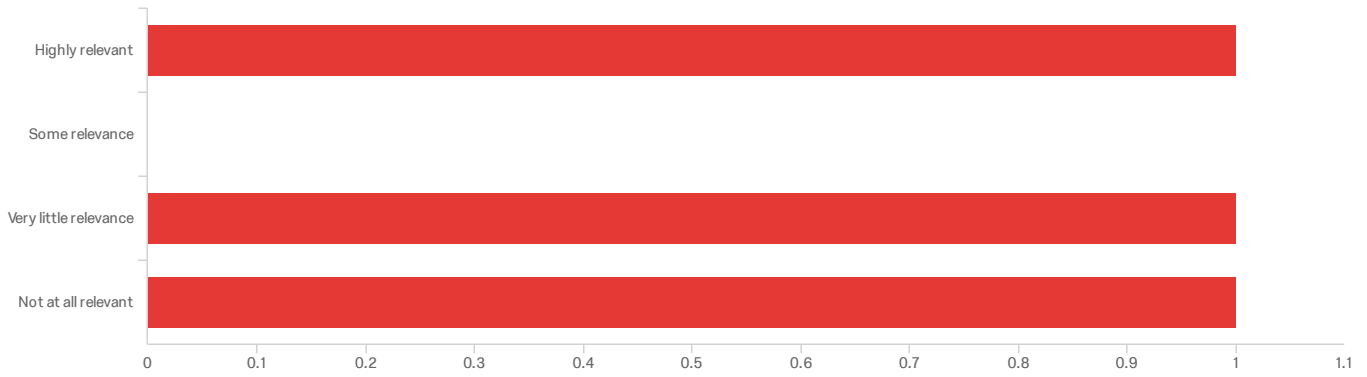


#	Field	Choice Count
1	Earned in a week	100.00% 2
2	Earned in a fortnight	0.00% 0
3	Earned in a month	0.00% 0
4	Earned in a year	0.00% 0
5	\$0 - None - unpaid worker	0.00% 0
		2

Showing rows 1 - 6 of 6

Q57 - How relevant was the training to your main job during the six months before

commencing training in [Field-QualName]?

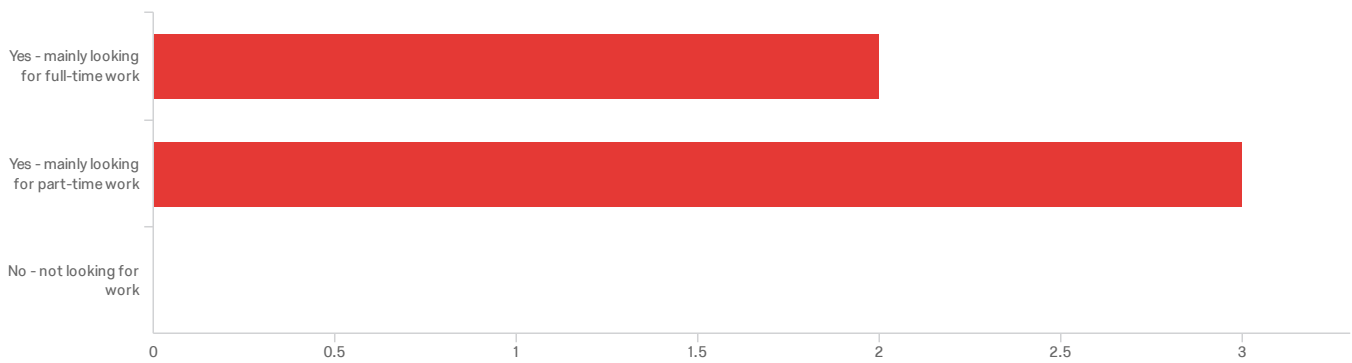


#	Field	Choice Count
1	Highly relevant	33.33% 1
2	Some relevance	0.00% 0
3	Very little relevance	33.33% 1
4	Not at all relevant	33.33% 1

3

Showing rows 1 - 5 of 5

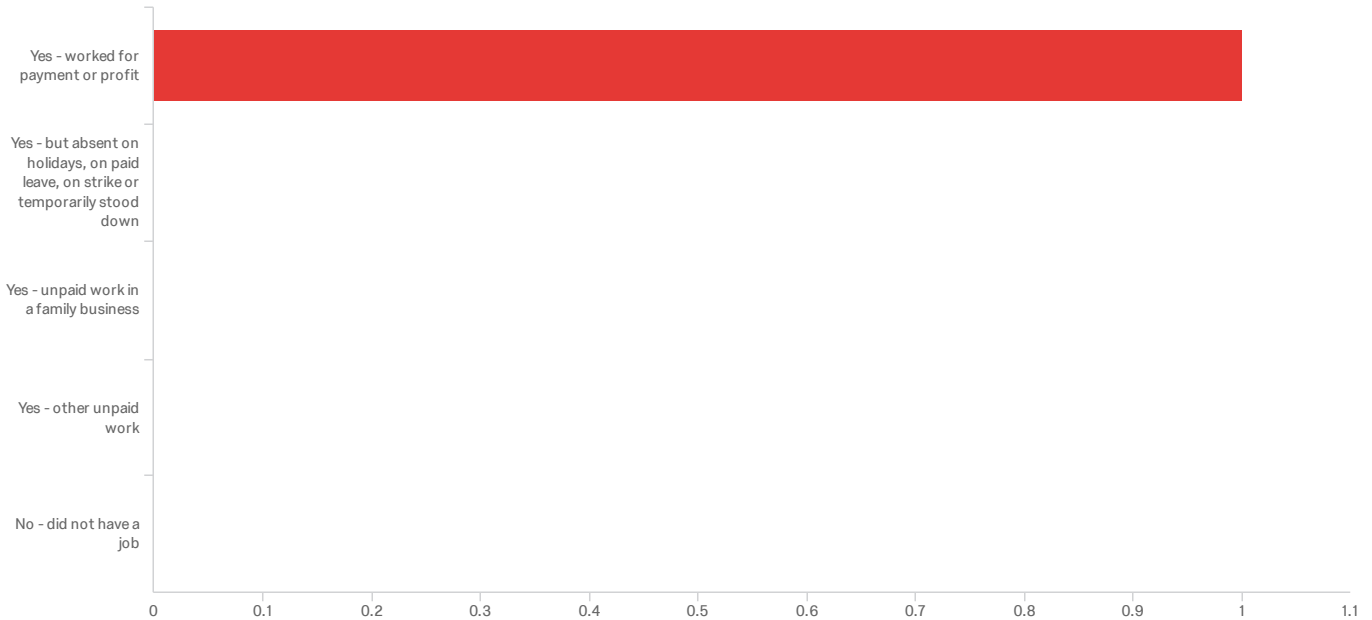
Q58 - The questions in this section focus on your employment situation before you undertook the training shown on the front of the form. Were you actively looking for work during the six months before undertaking the training in [Field-QualName]? (Even if you were already working) Note: Examples of actively looking for work include: Being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work.



#	Field	Choice Count
1	Yes - mainly looking for full-time work	40.00% 2
2	Yes - mainly looking for part-time work	60.00% 3
3	No - not looking for work	0.00% 0
		5

Showing rows 1 - 4 of 4

Q59 - Did you have a job of any kind after completing training? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours. Note: A job means any type of work including fulltime, casual, temporary or part-time work, if it was for one hour or more over a two-week period.

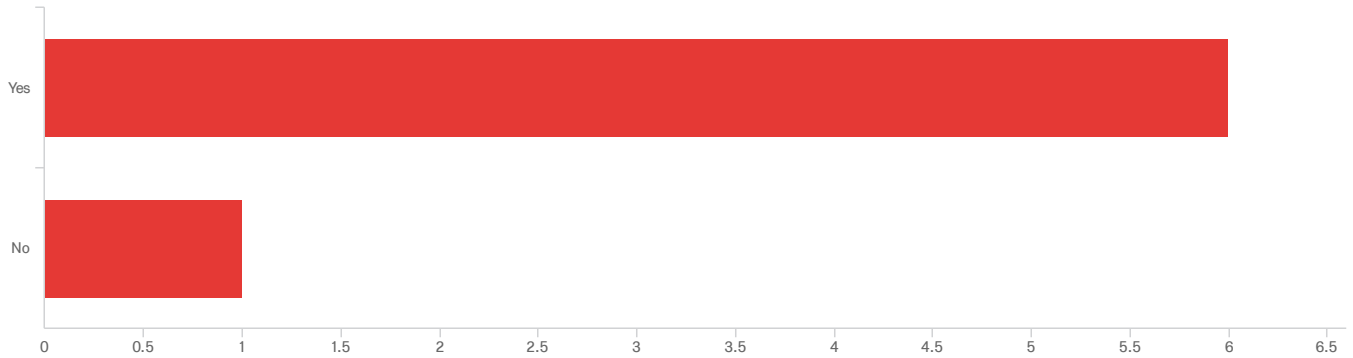


#	Field	Choice Count
1	Yes - worked for payment or profit	100.00% 1
2	Yes - but absent on holidays, on paid leave, on strike or temporarily stood down	0.00% 0
3	Yes - unpaid work in a family business	0.00% 0
4	Yes - other unpaid work	0.00% 0
5	No - did not have a job	0.00% 0
		1

Showing rows 1 - 6 of 6

Q60 - Did you have a job of any kind after completing training in [Field-QualName]?

Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours. Note: A job means any type of work including fulltime, casual, temporary or part-time work, if it was for one hour or more over a two-week period.

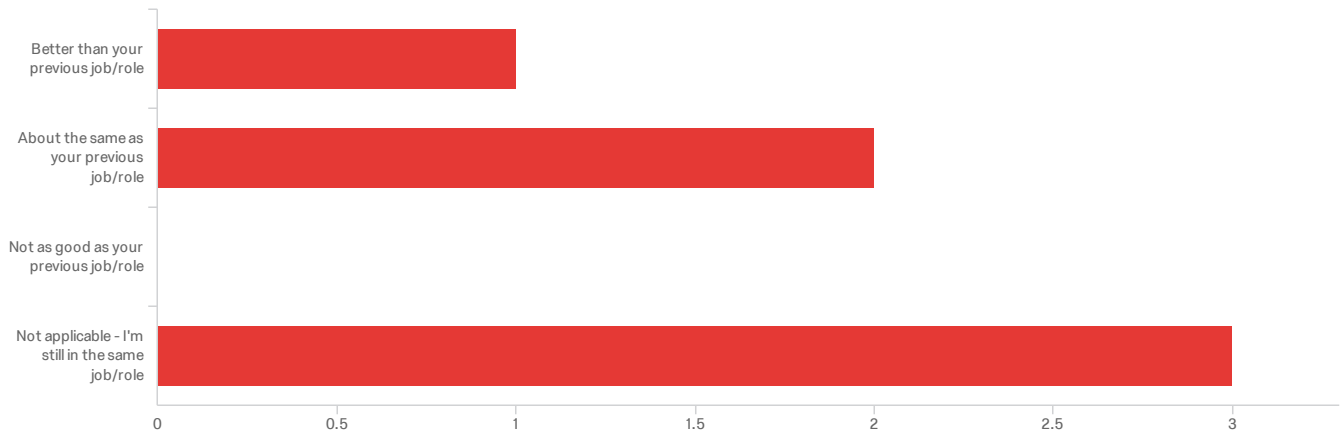


#	Field	Choice	Count
1	Yes	85.71%	6
2	No	14.29%	1

7

Showing rows 1 - 3 of 3

Q61 - All things considered, is the job or role you are working in now...



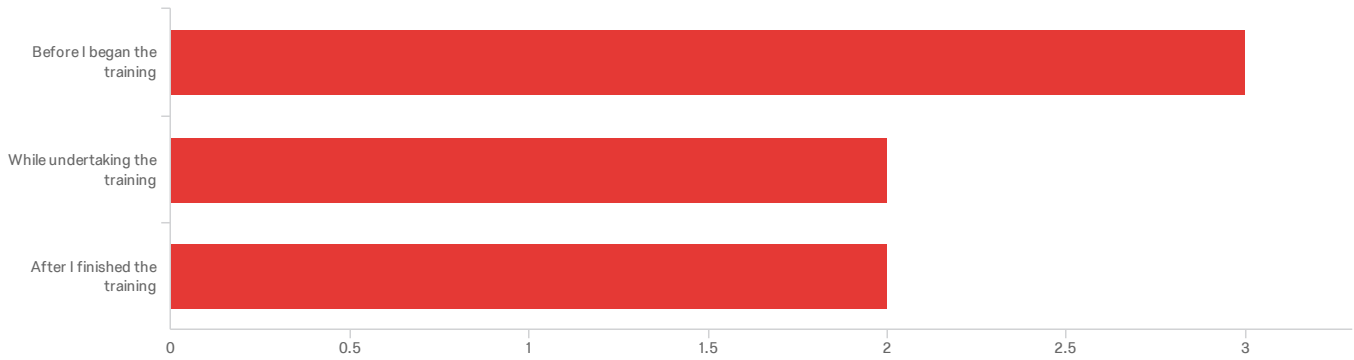
#	Field	Choice Count
1	Better than your previous job/role	16.67% 1
2	About the same as your previous job/role	33.33% 2
3	Not as good as your previous job/role	0.00% 0
4	Not applicable - I'm still in the same job/role	50.00% 3

6

Showing rows 1 - 5 of 5

Q62 - When did you begin your main job? Note: If you had more than one job, please

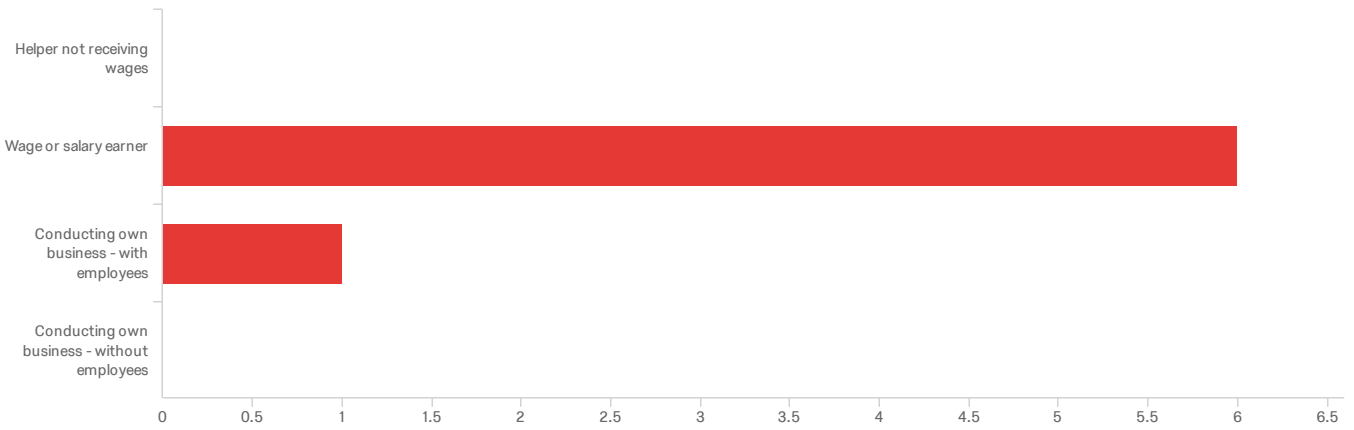
report for your main job, i.e. the job in which you usually worked the most hours.



#	Field	Choice Count
1	Before I began the training	42.86% 3
2	While undertaking the training	28.57% 2
3	After I finished the training	28.57% 2
		7

Showing rows 1 - 4 of 4

Q63 - On what basis were you employed in your main job?

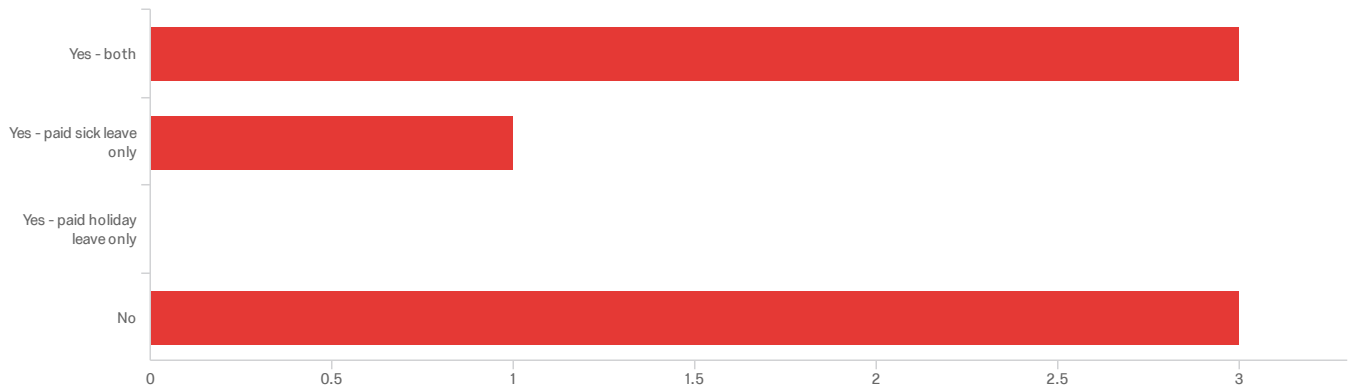


#	Field	Choice Count
1	Helper not receiving wages	0.00% 0
2	Wage or salary earner	85.71% 6
3	Conducting own business - with employees	14.29% 1
4	Conducting own business - without employees	0.00% 0

7

Showing rows 1 - 5 of 5

Q64 - Were you entitled to paid sick leave and/or paid holiday leave in your main job?



#	Field	Choice Count
1	Yes - both	42.86% 3
2	Yes - paid sick leave only	14.29% 1
3	Yes - paid holiday leave only	0.00% 0
4	No	42.86% 3

7

Showing rows 1 - 5 of 5

Q65 - Note: If you had more than one job, please report for your main job, i.e. the job in which you&

Note: If you had more than one job, please report for your main job, i.e. t...

People transport

look after children

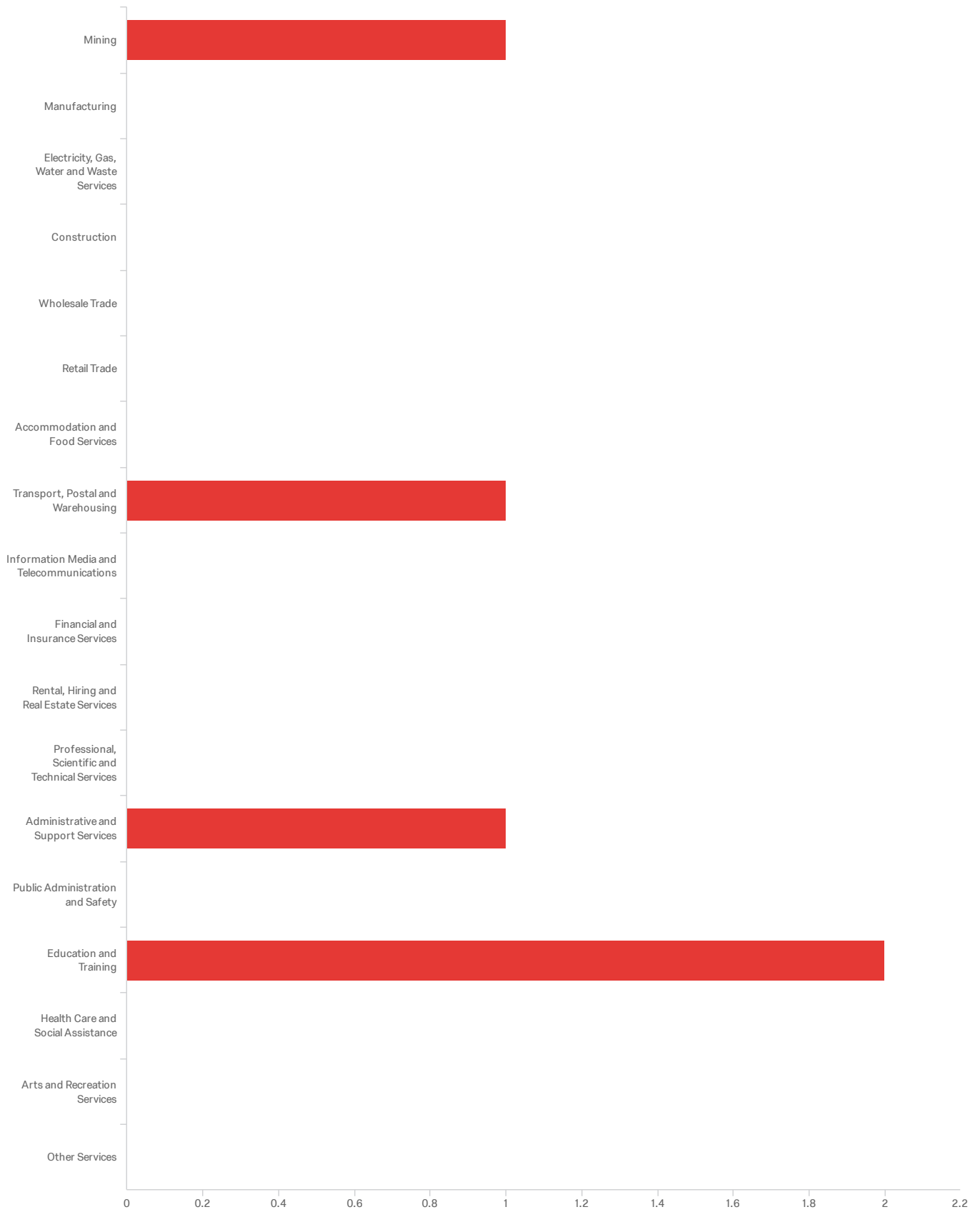
Office administration

typing

hgjk

Child care worker

Q66 - Note: If you had more than one job, please report for your main job, i.e. the job in which you usual



Field

Choice
Count

1 Mining

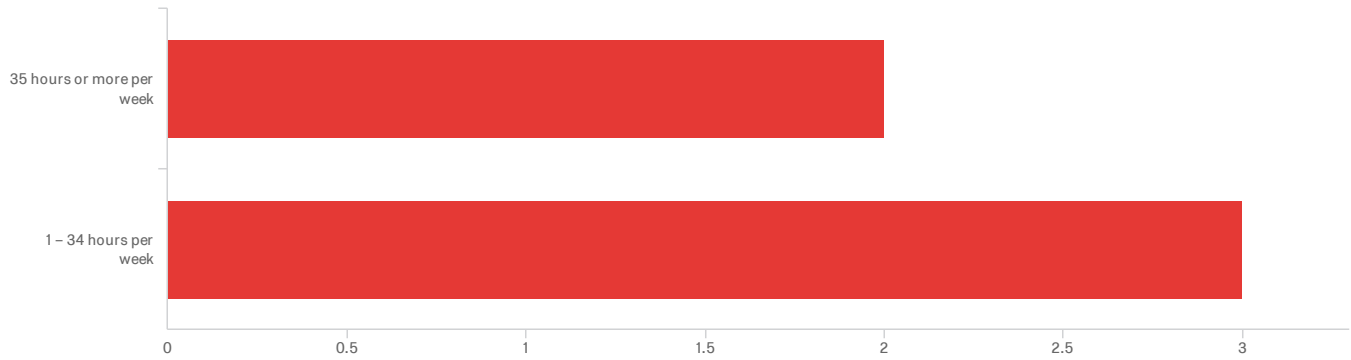
20.00% 1

#	Field	Choice Count
2	Manufacturing	0.00% 0
3	Electricity, Gas, Water and Waste Services	0.00% 0
4	Construction	0.00% 0
5	Wholesale Trade	0.00% 0
6	Retail Trade	0.00% 0
7	Accommodation and Food Services	0.00% 0
8	Transport, Postal and Warehousing	20.00% 1
9	Information Media and Telecommunications	0.00% 0
10	Financial and Insurance Services	0.00% 0
11	Rental, Hiring and Real Estate Services	0.00% 0
12	Professional, Scientific and Technical Services	0.00% 0
13	Administrative and Support Services	20.00% 1
14	Public Administration and Safety	0.00% 0
15	Education and Training	40.00% 2
16	Health Care and Social Assistance	0.00% 0
17	Arts and Recreation Services	0.00% 0
18	Other Services	0.00% 0

5

Showing rows 1 - 19 of 19

Q67 - How many hours did you usually work each week in your main job after training in [Field-QualName]? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.

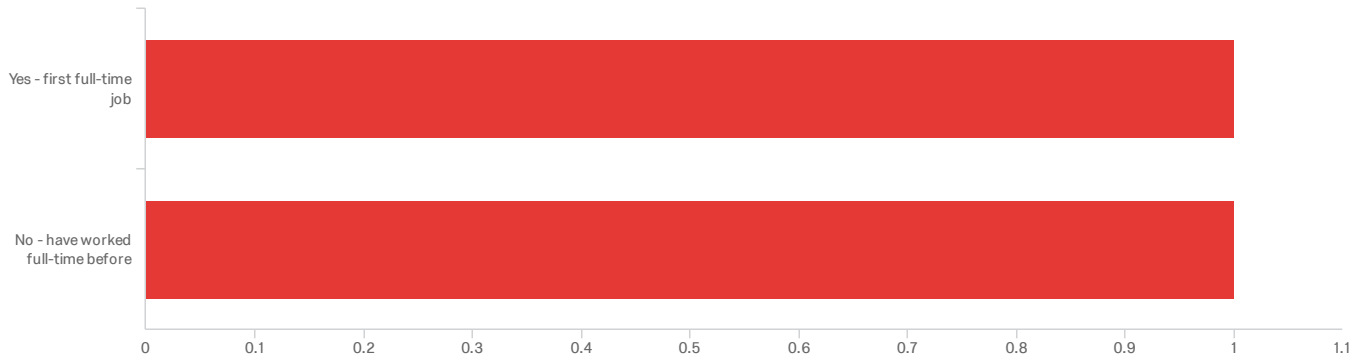


#	Field	Choice Count
1	35 hours or more per week	40.00% 2
2	1 - 34 hours per week	60.00% 3

5

Showing rows 1 - 3 of 3

Q68 - Is your main job your first full time job? Note: If you had more than one job, please report for your main job, i.e. the job in which you usually worked the most hours.



#	Field	Choice Count
1	Yes - first full-time job	50.00% 1
2	No - have worked full-time before	50.00% 1

2

Showing rows 1 - 3 of 3

Q69 - How much did you usually earn (before tax or anything else is taken out) in your main job after completing training?



#	Field	Choice Count
1	Annual: \$104,000 or more / Weekly: \$2,000 or more	0.00% 0
2	Annual: \$91,000 - \$103,999 / Weekly: \$1,750 - \$1,999	0.00% 0
3	Annual: \$78,000 - \$90,999 / Weekly: \$1,500 - \$1,749	0.00% 0

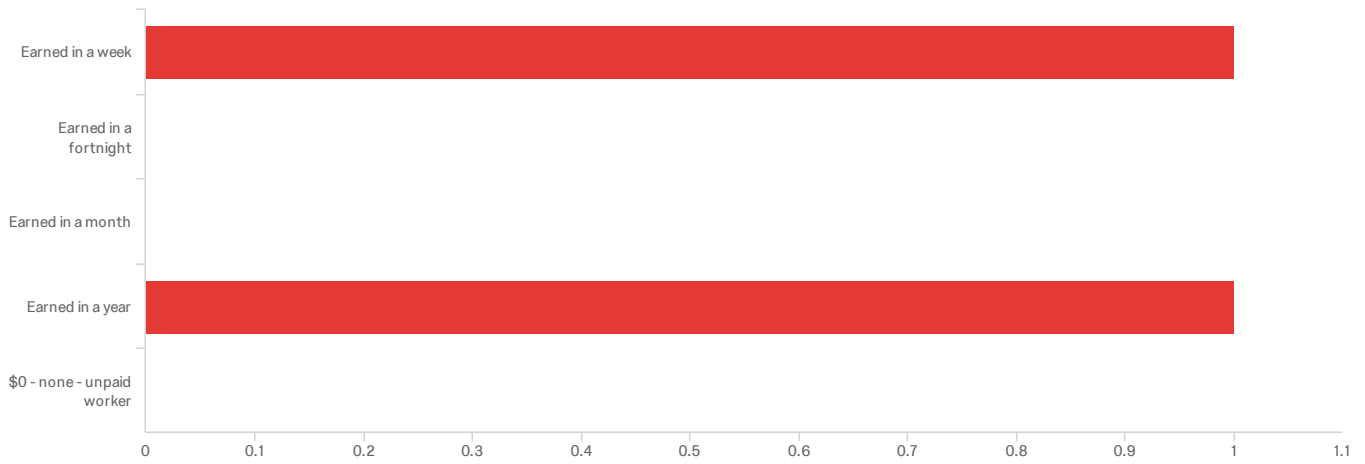
#	Field	Choice Count
4	Annual: \$65,000 - \$77,999 / Weekly: \$1,250 - \$1,499	0.00% 0
5	Annual: \$52,000 - \$64,999 / Weekly: \$1,000 - \$1,249	0.00% 0
6	Annual: \$41,600 - \$51,999 / Weekly: \$800 - \$999	0.00% 0
7	Annual: \$36,400 - \$41,599 / Weekly: \$700 - \$799	0.00% 0
8	Annual: \$31,200 - \$36,399 / Weekly: \$600 - \$699	0.00% 0
9	Annual: \$26,000 - \$31,199 / Weekly: \$500 - \$599	0.00% 0
10	Annual: \$15,600 - \$25,999 / Weekly: \$300 - \$499	0.00% 0
11	Annual: \$8,320 - \$15,599 / Weekly: \$160 - \$299	0.00% 0
12	Annual: \$4,160 - \$8,319 / Weekly: \$80 - \$159	0.00% 0
13	Annual: \$1 - \$4,159 per year / Weekly: \$1 - \$79	0.00% 0
		0

Showing rows 1 - 14 of 14

Q70 - How much did you usually earn (before tax or anything else is taken out) in your main job after completing training in [Field-QualName]? Gross income \$

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much did you usually earn (before tax or anything else is taken out) in your main job after completing training in [Field-QualName]? Gross income \$	700.00	700.00	700.00	0.00	0.00	1

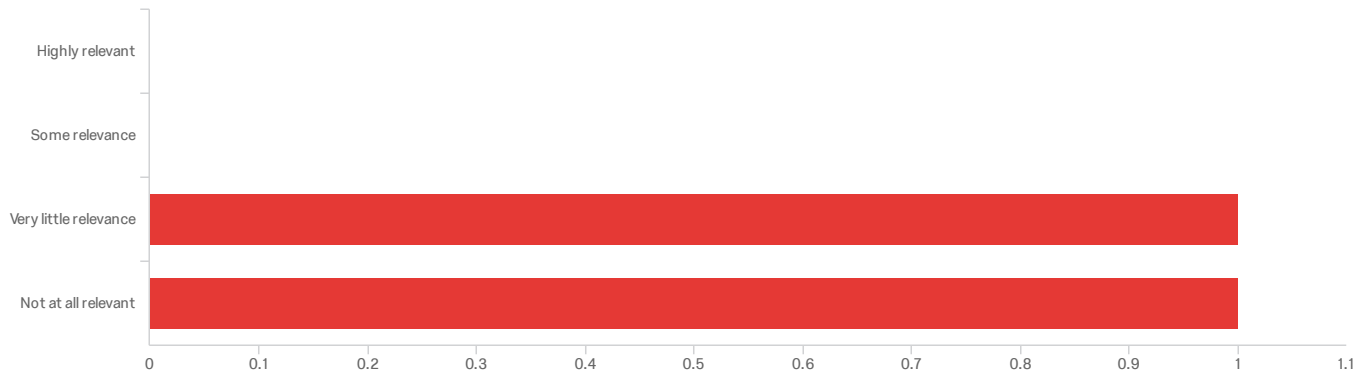
Q71 - And is that...



#	Field	Choice Count
1	Earned in a week	50.00% 1
2	Earned in a fortnight	0.00% 0
3	Earned in a month	0.00% 0
4	Earned in a year	50.00% 1
5	\$0 - none - unpaid worker	0.00% 0
		2

Showing rows 1 - 6 of 6

Q72 - How relevant was the training to your main job?

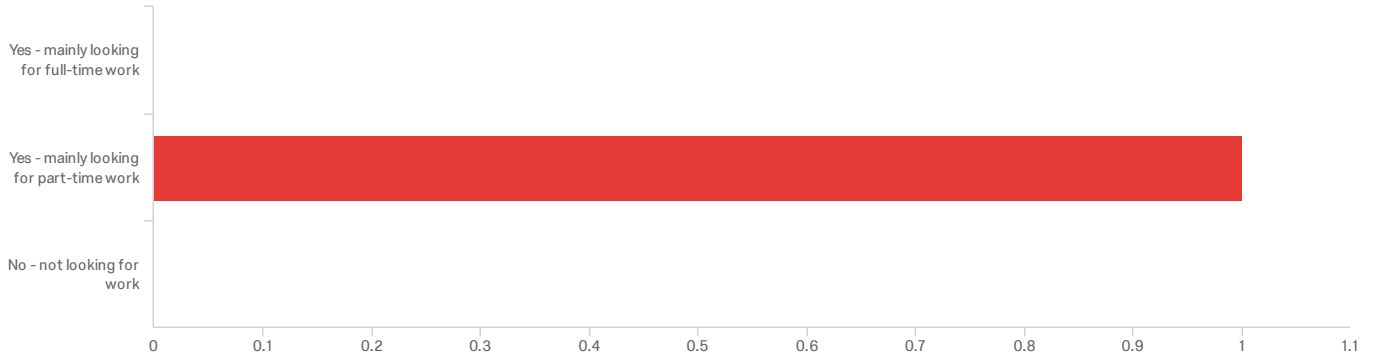


#	Field	Choice Count
1	Highly relevant	0.00% 0
2	Some relevance	0.00% 0
3	Very little relevance	50.00% 1
4	Not at all relevant	50.00% 1

2

Showing rows 1 - 5 of 5

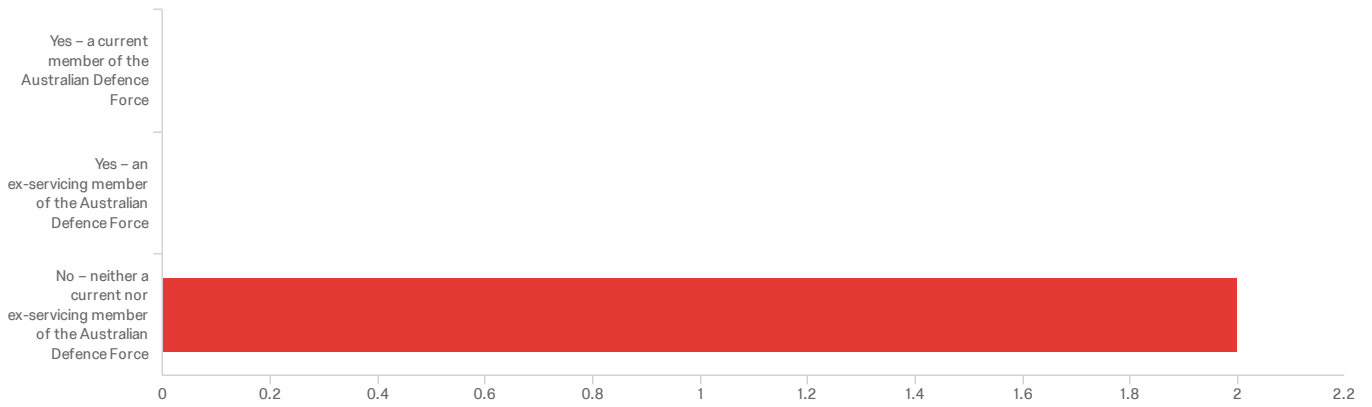
Q73 - Were you actively looking for work after completing your training in [Field- QualName]?



#	Field	Choice Count
1	Yes - mainly looking for full-time work	0.00% 0
2	Yes - mainly looking for part-time work	100.00% 1
3	No - not looking for work	0.00% 0
		1

Showing rows 1 - 4 of 4

Q74 - Are you a current or ex-servicing member of the Australian Defence Force?



#	Field	Choice	Count
1	Yes - a current member of the Australian Defence Force	0.00%	0
2	Yes - an ex-servicing member of the Australian Defence Force	0.00%	0
3	No - neither a current nor ex-servicing member of the Australian Defence Force	100.00%	2
			2

Showing rows 1 - 4 of 4

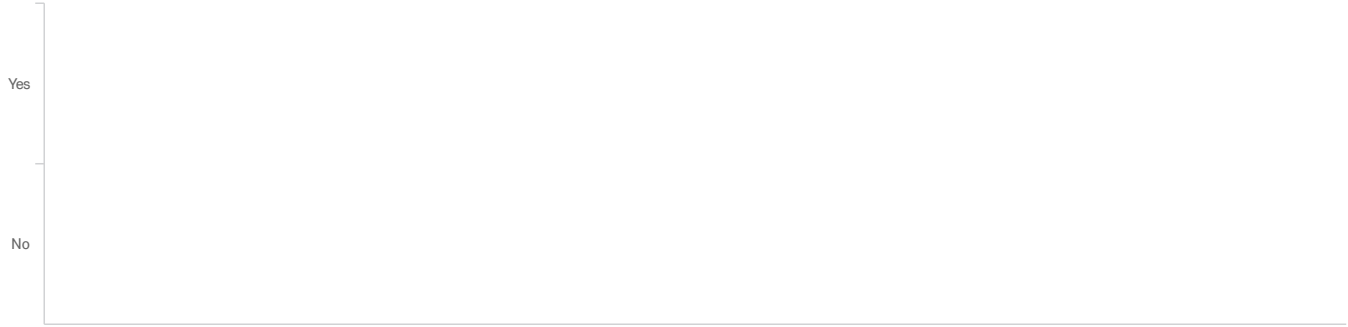
Q75 - Do you have any suggestions for improving the training you undertook?

Do you have any suggestions for improving the training you undertook?

No

Q76 - Do you consent to the Chief Minister, Treasury and Economic Development

Directorate contacting you for a follow up survey in the future?

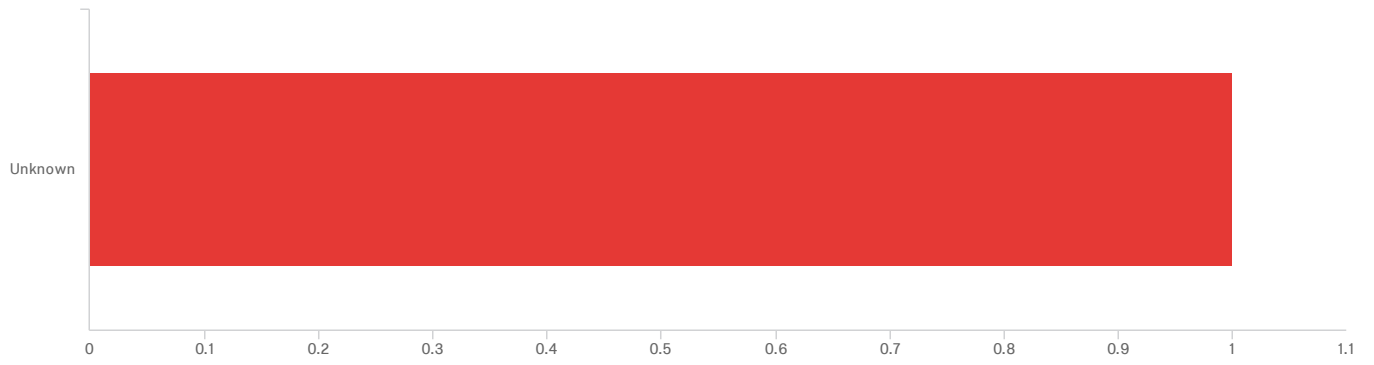


#	Field	Choice	Count
1	Yes	0.00%	0
2	No	0.00%	0

0

Showing rows 1 - 3 of 3


Q20_4_TEXT - Topics




#	Field	Choice Count
1	Unknown	100.00% 1

Showing rows 1 - 1 of 1

Q73 - Topics


No results to show


No results to show

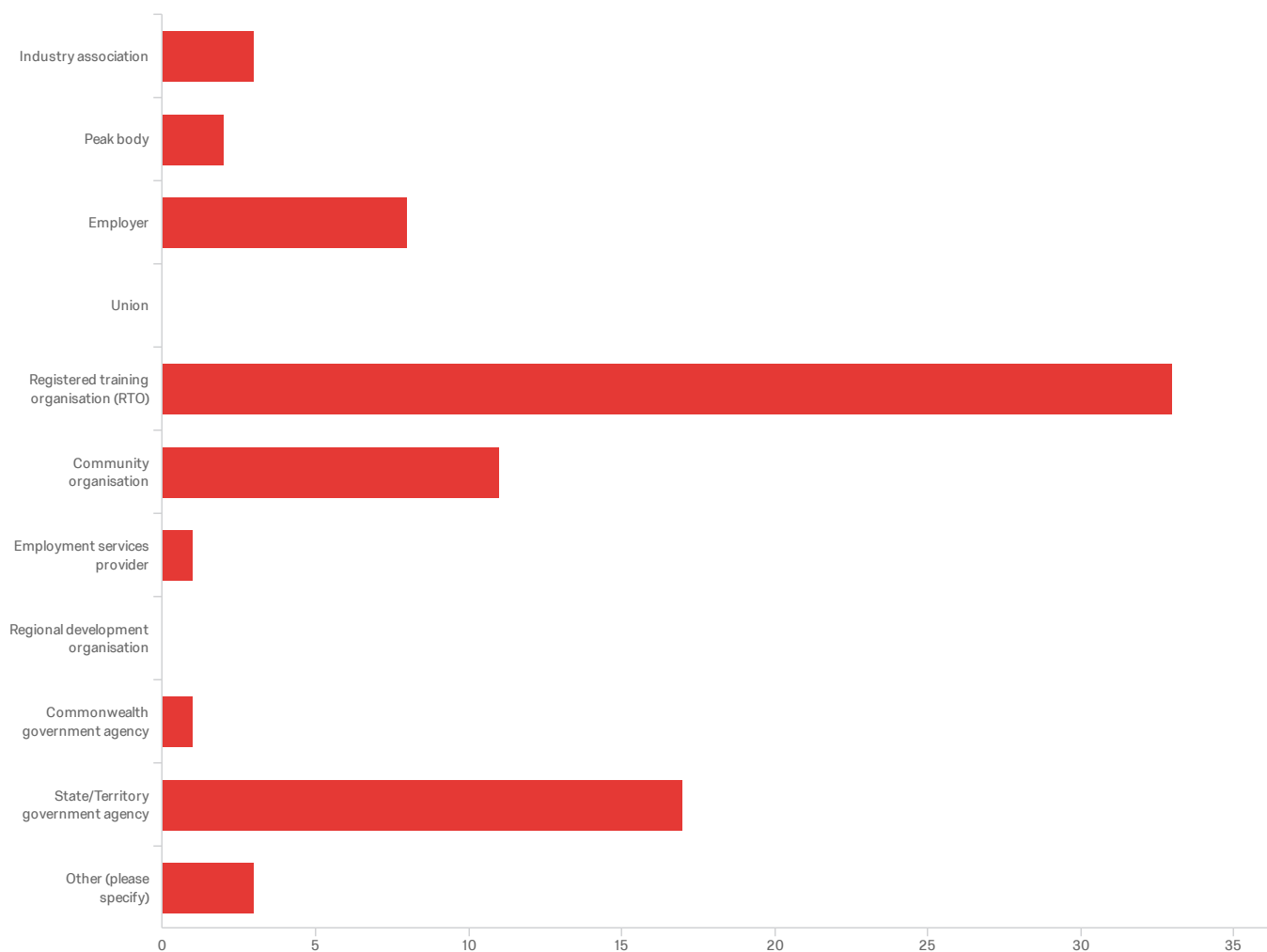
End of Report

Default Report

ACT Skills Needs List 2020

August 12, 2019 12:20 PM AEST

Q2 - Select the most relevant category from the list below for your organisation type



#	Field	Choice Count
1	Industry association	3.80% 3
2	Peak body	2.53% 2
3	Employer	10.13% 8
4	Union	0.00% 0
5	Registered training organisation (RTO)	41.77% 33
6	Community organisation	13.92% 11
7	Employment services provider	1.27% 1

#	Field	Choice Count
8	Regional development organisation	0.00% 0
9	Commonwealth government agency	1.27% 1
10	State/Territory government agency	21.52% 17
11	Other (please specify)	3.80% 3
		79

Showing rows 1 - 12 of 12

Q2_11_TEXT - Other (please specify)

Other (please specify)

Individual

ANP

Apprenticeship Network Provider

Q3 - What is your organisation's name? (Optional)

What is your organisation's name? (Optional)

Blue Visions Management Pty Ltd

ACT Government - EPSDD

CIT

ACT Health

Laundromap

ACT Health Directorate

Community at work

Compas Pty Ltd

EPSDD

ED

Canberra Institute of Technology

Emergency Services Agency

IRT College

Alan Bartlett Consulting

CIT

The Deaf Society

Canberra Health Services

Institute of Management

Canberra Hospital and Health Services

The Academy of Interactive Entertainment Limited

Eg petrol

Environment, Planning and Sustainable Development Directorate

What is your organisation's name? (Optional)

Learning Options

ACT Education directorate

Canberra Health Services

Woden community Service

Community Connections Incorporated

LAA Laundry Association Australia

Train4Life

The LDC Group Asia Pacific PTY Limited

Marist College

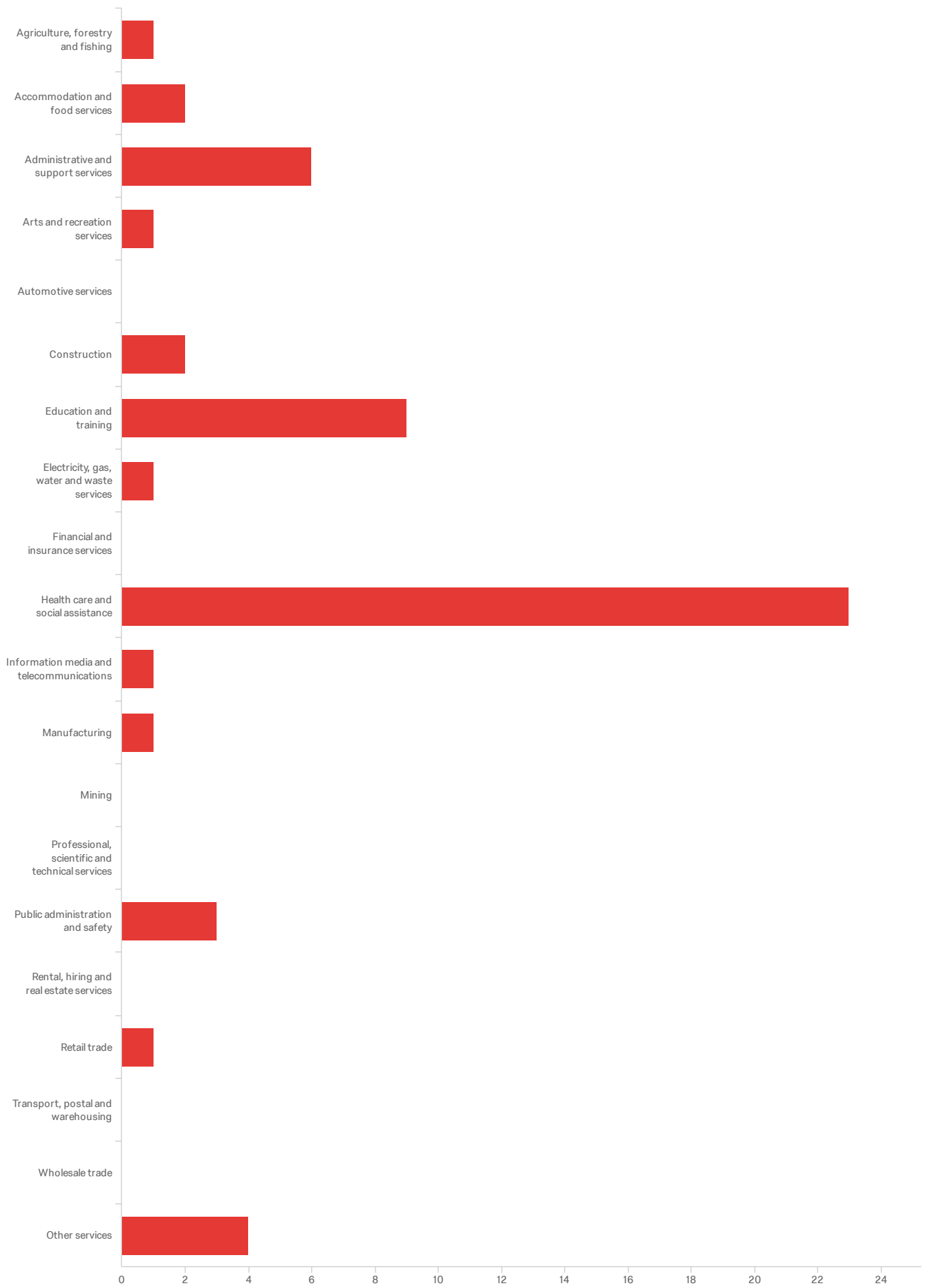
MHF ACT

Canberra Youth Residential Service

CERT Training

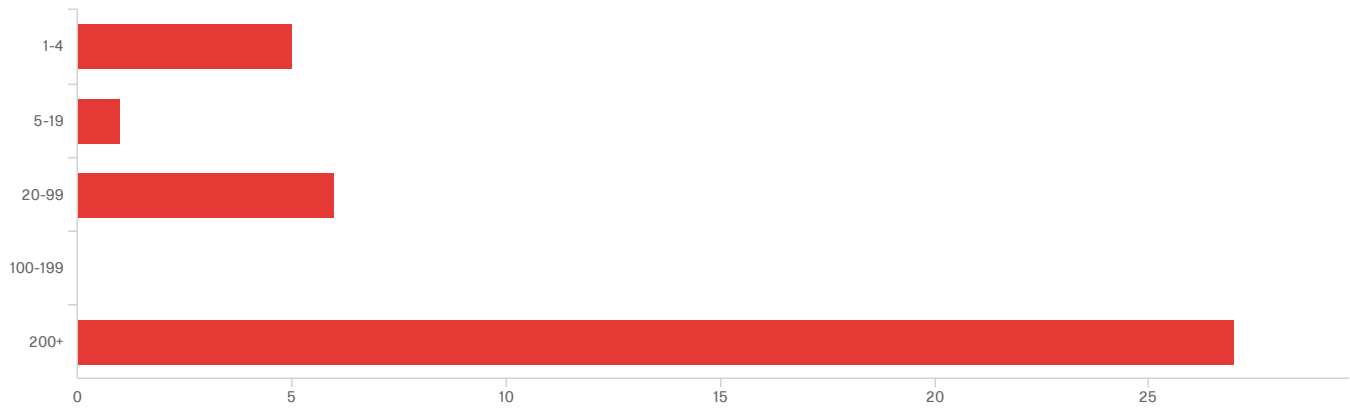
HWNS education and training

Q4 - What are the most relevant industries for your organisation? (Please select all that apply)



#	Field	Choice Count
1	Agriculture, forestry and fishing	1.82% 1
2	Accommodation and food services	3.64% 2
3	Administrative and support services	10.91% 6
4	Arts and recreation services	1.82% 1
5	Automotive services	0.00% 0
6	Construction	3.64% 2
7	Education and training	16.36% 9
8	Electricity, gas, water and waste services	1.82% 1
9	Financial and insurance services	0.00% 0
10	Health care and social assistance	41.82% 23
11	Information media and telecommunications	1.82% 1
12	Manufacturing	1.82% 1
13	Mining	0.00% 0
14	Professional, scientific and technical services	0.00% 0
15	Public administration and safety	5.45% 3
16	Rental, hiring and real estate services	0.00% 0
17	Retail trade	1.82% 1
18	Transport, postal and warehousing	0.00% 0
19	Wholesale trade	0.00% 0
20	Other services	7.27% 4

Q5 - Approximately how many employees does your organisation currently employ?

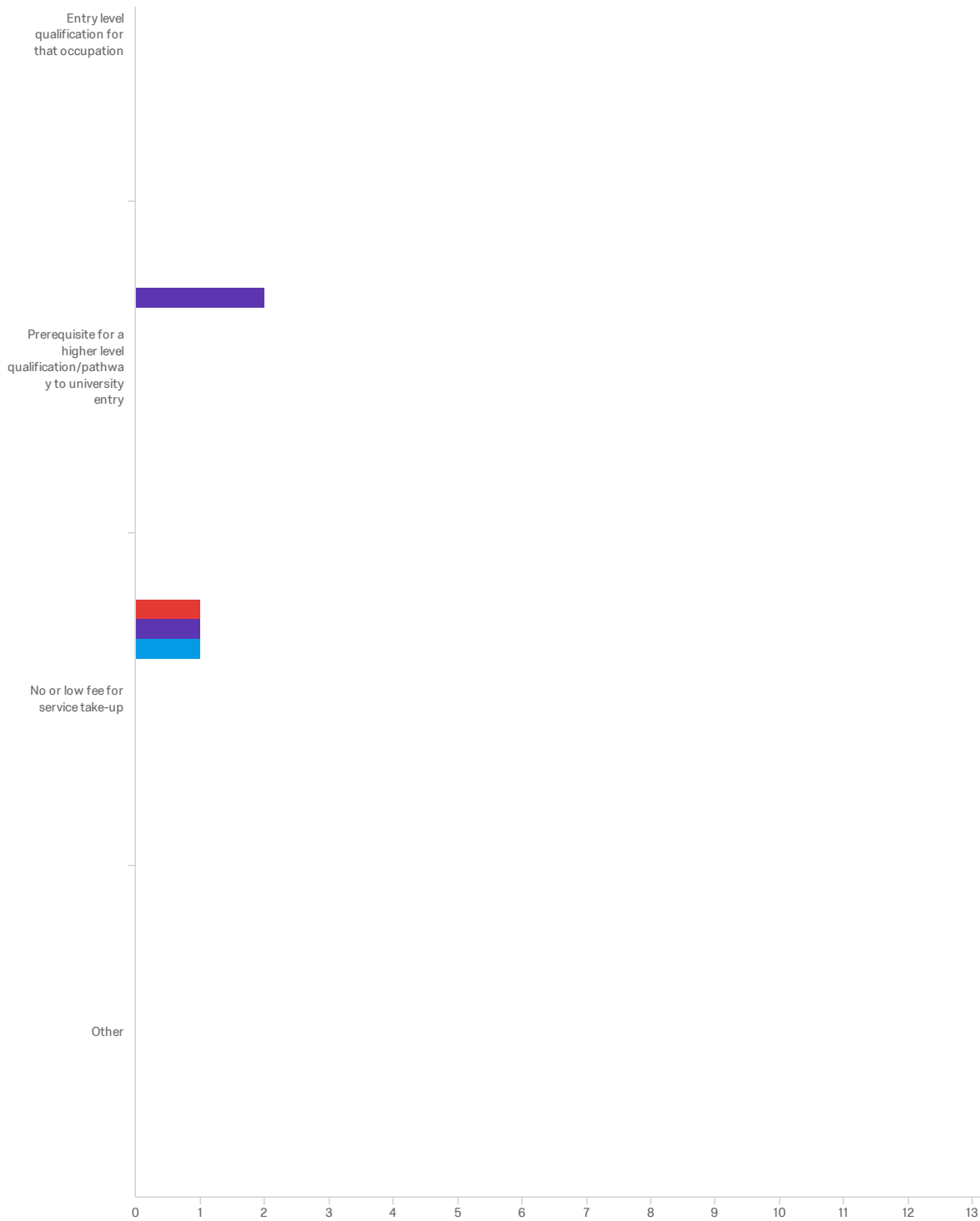


#	Field	Choice Count
1	1-4	12.82% 5
2	5-19	2.56% 1
3	20-99	15.38% 6
4	100-199	0.00% 0
5	200+	69.23% 27
		39

Showing rows 1 - 6 of 6

Q12 - Which qualification/s INCLUDED on the Draft ACT Skills Needs List A do you consider to be the most critical to your organisation or industry? Please use the qualification code in your response, e.g. ABC11018.

Qualification 1	Qualification 2	Qualification 3	Qualification 4	Qualification 5	Qualification 6	Qualification 7	Qualification 8	Qualification 9
Fashion Designer	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Civil Engineer	Technical Officer - Civil Construction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PSP40116	PSP40616	PSP30116	N/A	N/A	N/A	N/A	N/A	N/A
CHC33015	CHC43015	BSB30415	N/A	N/A	N/A	N/A	N/A	N/A
CUA51015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CHC33015 - with disability and aged care specialisations	CHC43015	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BSB42015 Certificate IV in Leadership and Management	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MST30616 Certificate III in laundry operations	MST30716 Certificate III in dry cleaning operations	MST20416 Certificate II in laundry operations	N/A	N/A	N/A	N/A	N/A	N/A
BSB42015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CHC30213	CHC40213	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HLT47815	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TLI22215	TLI32918	TLI31418	TLI22115	TLI33118	TLI42215	TLI40115	TLI42415	N/A
CHC30115	CHC430115	CHC43115	CHC52105	N/A	N/A	N/A	N/A	N/A



#	Field	Addresses current/future skills needs	High take up (enrolments)	High labour market value (e.g. good employment opportunities)	Strong completion rates	Entry level qualification for that occupation	Prerequisite for a higher level qualification/pathway to university entry	No or low fee for service take-up
1	Qualification 1	36.36% 12	6.06% 2	24.24% 8	18.18% 6	12.12% 4	0.00% 0	3.03% 1
2	Qualification 2	32.00% 8	8.00% 2	24.00% 6	12.00% 3	12.00% 3	8.00% 2	4.00% 1
3	Qualification 3	33.33% 5	0.00% 0	26.67% 4	13.33% 2	20.00% 3	0.00% 0	6.67% 1

#	Field	Addresses current/future skills needs	High take up (enrolments)	High labour market value (e.g. good employment opportunities)	Strong completion rates	Entry level qualification for that occupation	Prerequisite for a higher level qualification/pathway to university entry	No or low fee for service take-up
4	Qualification 4	66.67% 2	0.00% 0	33.33% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
5	Qualification 5	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
6	Qualification 6	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
7	Qualification 7	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
8	Qualification 8	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
9	Qualification 9	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
10	Qualification 10	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0

Showing rows 1 - 10 of 10

Q15 - Please expand upon the "reason for importance". In particular explain how inclusion of the qualification/s would affect your organisation or industry. If you have any evidence for the "reason for importance" cited, then include that below. Responses that include evidence will be highly regarded.

Please expand upon the "reason for importance". In particular explain how i...

In Canberra we don't have Fashion Office because we don't have people with skills necessary.

We are experiencing a significant uptake in enrolments for courses funding by Skills Canberra. These learners are able to access promotions and movement within their careers (even across departments). There is a high flow-on effect to the next level of course (usually the Diploma) where learners are aspiring to management roles.

The main reason for importance of the CHC33015 and CHC43015 is to continue to promote the much needed workforce development in an area that requires more workers to service the needs of those who require care. We also see the BSB30415 qualification provide opportunity for learning in core programs across Microsoft Office that are often required to enter the job outcome opportunities as well as allowing for transferable skills in other job roles where Microsoft Office is used.

rr

Industry shortages in obtaining workers. Skills shortages across the industry.

Team Leaders within the community services sector need to have a strong understanding of the FairWork legislation and how to create rosters using those underlying principles. The current Community services qualifications do not accommodate that need. The completion rate for this qualification is high but as most students within the community services sector are self-funded this poses a financial burden on workers within the industry, not only do they have to take a day off work to attend training but they then have a high student fee to pay as well.

Recently there has been growth in the ACT of onsite laundry developed by the hotels due to the lack of supply or increasing cost of outsourcing of linen, which there are no employees skilled to fill these positions Dry cleaners cannot access the qualification and no training is available for employees unless fee for service which with the current economical climate is impossible to provide

N/A

As the population grows there is an increase in the requirement to support our students better. When we support our students better, we can assist them in future career pathways and choices and equip them with the key skills to function post secondary college. This will give industry additional choices in applicants when seeking employees and start filling those employment and skills gaps that exist. In addition, in supporting students better, we can prepare them for work, which promotes resilience.

Optical dispensers are a critical aspects to most people lives in general. Without, well qualified optical dispensers, the optometrists / Ophthalmologists prescription may not be dispensed correctly. The optical prescription is only as good as the optical dispenser. It is critical in many peoples working lives to be able to see clearly thorough their optical appliance. Having an increase in optical dispensing training in Canberra will benefit everyone's visual needs.

For light rail introduction in Canberra (especially phases 2 and 3)

To train ur own staff on the latest training package requirements

Q34 - Which qualification/s INCLUDED on the Draft ACT Skills Needs List A do you consider to be the least critical to your organisation or industry? Please use the qualification code in your response, e.g. ABC11018.

Qualification 1	Qualification 2	Qualification 3	Qualification 4	Qualification 5	Qualification 6	Qualification 7	Qualification 8	Qualification 9
Bussiness	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AHC30616	AUR30516	AUR31816	AHC30816	AHC50516	N/A	N/A	N/A	N/A

Showing rows 1 - 10 of 10

Q41 - As you have selected 'There is a similar, more suitable than this qualification'

reason,

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

Business administration

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

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please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

Q14 - As you have selected 'Other' reason,

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

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please explain your reason in the relevant box below.

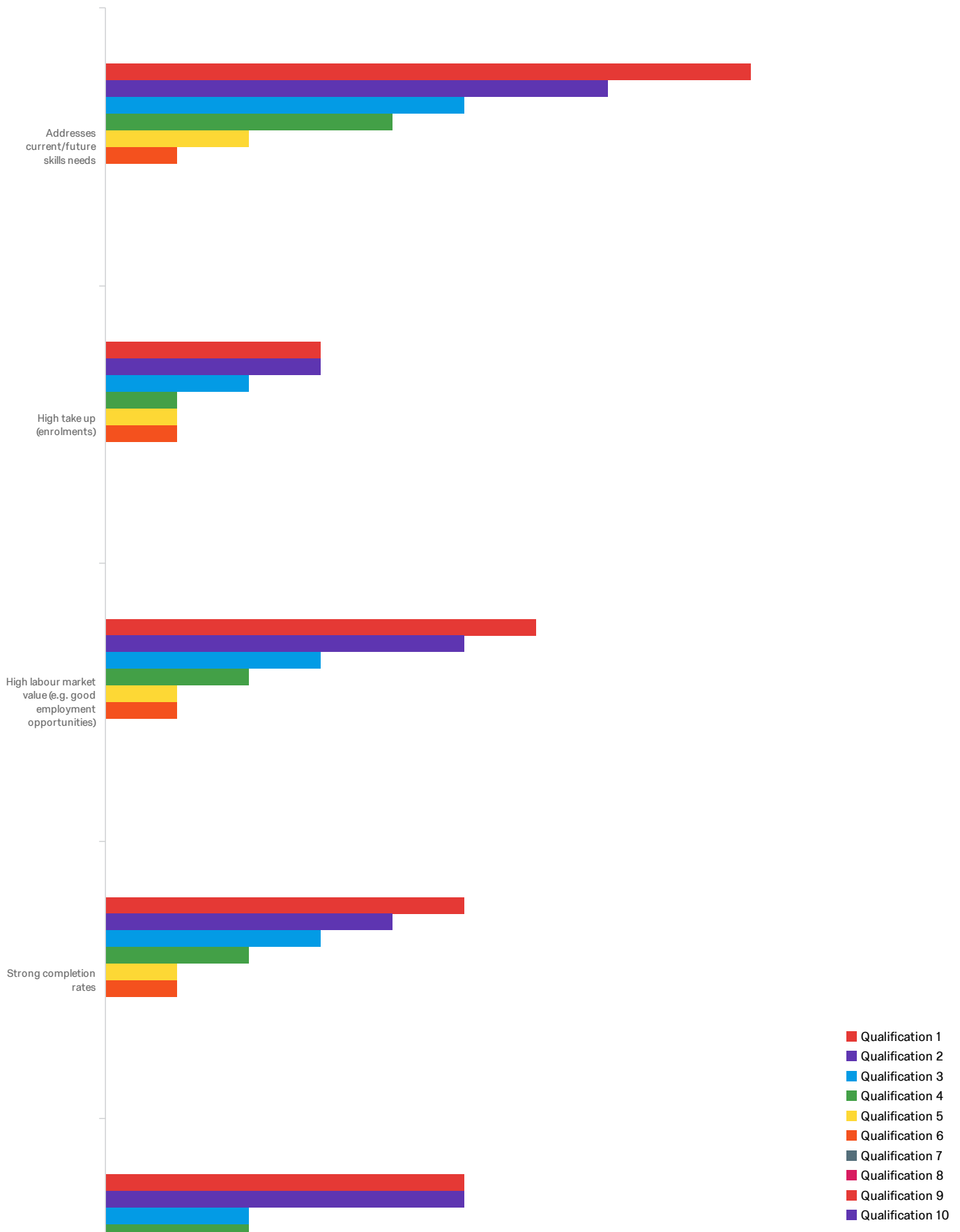
please explain your reason in the relevant box below.

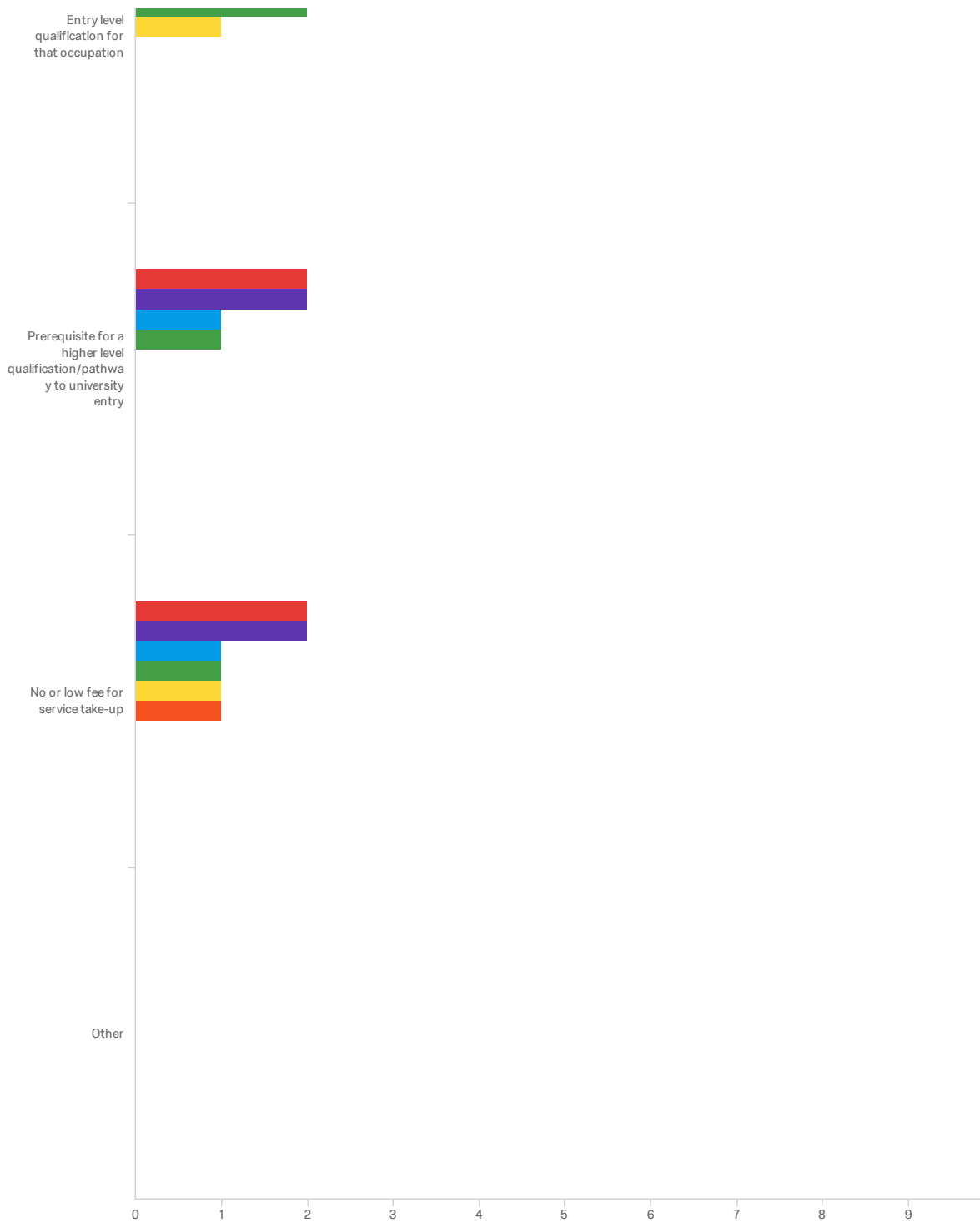
please explain your reason in the relevant box below.

Q17 - Which qualification/s INCLUDED on the Draft ACT Skills Needs List B do you consider to be the most critical to your organisation or industry? Please use the qualification code in your response, e.g. ABC11018. Note: use the Myskills website (www.myskills.gov.au) to find the qualification code.

Qualification 1	Qualification 2	Qualification 3	Qualification 4	Qualification 5	Qualification 6	Qualification 7	Qualification 8	Qualification 9
PUA30613 Certificate III in Public Safety (Fire and emergency Operations)	PUA30613 Certificate III in Public Safety (Fire and emergency Operations)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PSP40416	PSP50116	TAE40116	N/A	N/A	N/A	N/A	N/A	N/A
CHC43115	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BSB41515	BSB51415	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CHC40313	CHC40413	CHC43315	HLT32507	HLT33015	N/A	N/A	N/A	N/A
CHC42015 Certificate IV in Community Services	CHC52015 Diploma of Community Services	CHC43115 Certificate IV in Disability	CHC50413 Diploma of Youth Work	CHC43315 Certificate IV in Mental Health	CHC40413 Certificate V in Youth Work	N/A	N/A	N/A
CHC43515	CHC52015	CHC53215	CHC62015	N/A	N/A	N/A	N/A	N/A
MSF30213	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CHC30115	CHC43015	CHC43115	CHC52015	N/A	N/A	N/A	N/A	N/A

Q18 - Provide reason/s for response/s below: (please select all relevant categories)





#	Field	Addresses current/future skills needs	High take up (enrolments)	High labour market value (e.g. good employment opportunities)	Strong completion rates	Entry level qualification for that occupation	Prerequisite for a higher level qualification/pathway to university entry	No or low fee for service take-up
1	Qualification 1	28.13% 9	9.38% 3	18.75% 6	15.63% 5	15.63% 5	6.25% 2	6.25% 2
2	Qualification 2	25.00% 7	10.71% 3	17.86% 5	14.29% 4	17.86% 5	7.14% 2	7.14% 2
3	Qualification 3	29.41% 5	11.76% 2	17.65% 3	17.65% 3	11.76% 2	5.88% 1	5.88% 1

#	Field	Addresses current/future skills needs	High take up (enrolments)	High labour market value (e.g. good employment opportunities)	Strong completion rates	Entry level qualification for that occupation	Prerequisite for a higher level qualification/pathway to university entry	No or low fee for service take-up
4	Qualification 4	30.77% 4	7.69% 1	15.38% 2	15.38% 2	15.38% 2	7.69% 1	7.69% 1
5	Qualification 5	28.57% 2	14.29% 1	14.29% 1	14.29% 1	14.29% 1	0.00% 0	14.29% 1
6	Qualification 6	20.00% 1	20.00% 1	20.00% 1	20.00% 1	0.00% 0	0.00% 0	20.00% 1
7	Qualification 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
8	Qualification 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
9	Qualification 9	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
10	Qualification 10	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0

Showing rows 1 - 10 of 10

Q20 - Please expand upon the "reason for importance". In particular explain how inclusion of the qualification/s would affect your organisation or industry. If you have any evidence for the "reason for importance" cited, then include that below. Responses that include evidence will be highly regarded.

Please expand upon the "reason for importance". In particular explain how i...

The Certificate III in Public Safety (Fire and Mergency Operations) is the foundation qualification for recruit firefighters in the ACT. The qualification ensures our recruits are trained to the national standard. Firefighter numbers need to be maintained to meet the current and emerging needs of the ACT. It also assists in managing the natural attrition of the workforce.

As before, PSP40416 is critical to the industry and is a requirement qualification for Authorised Officers. The Diploma level is encouraging learners to expand their skills and move in to a more management role. TAE40116 is a legal minimum requirement for all VET trainers. This qualification ensures consistency of training providers as well as provides for better outcomes for learners.

The main reason for importance of the CHC43115 is to continue to promote the much needed workforce development in an area that requires more workers to service the needs of those who require care.

Development of project management and leadership capability has been identified as the key skill for our clients in the ACT.

Skills shortages across the sectors - particularly of note in non-compulsory qualification areas (mostly the ones where there are current or recent Royal commissions into abuse and neglect)

These qualifications are essential for workers across the board in Community Services Sector, they are the underpinning requirements for workers to be effective and productive within their chosen field.

N/A

We struggle to find an RTO that can deliver this qualification in the ACT. In order for our teachers to teach in this subject area they must be vocationally competent.

To have our staff trained in the latest training package requirements

Showing rows 1 - 10 of 10

Q43 - As you have selected 'There is a similar, more suitable than this qualification'

reason,

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

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please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

please provide that qualification code in the relevant box below.

Q44 - As you have selected 'Other' reason,

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

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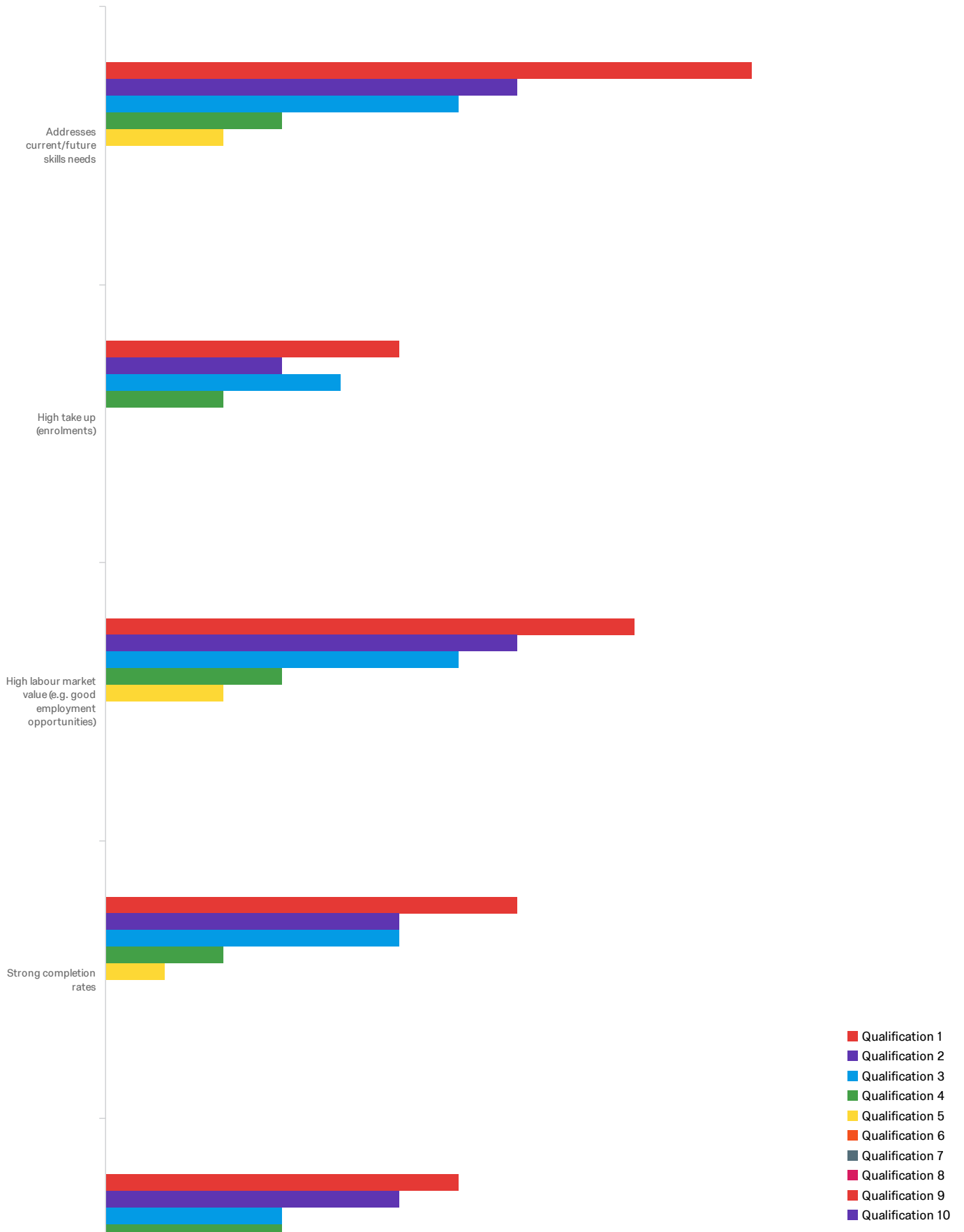
please explain your reason in the relevant box below.

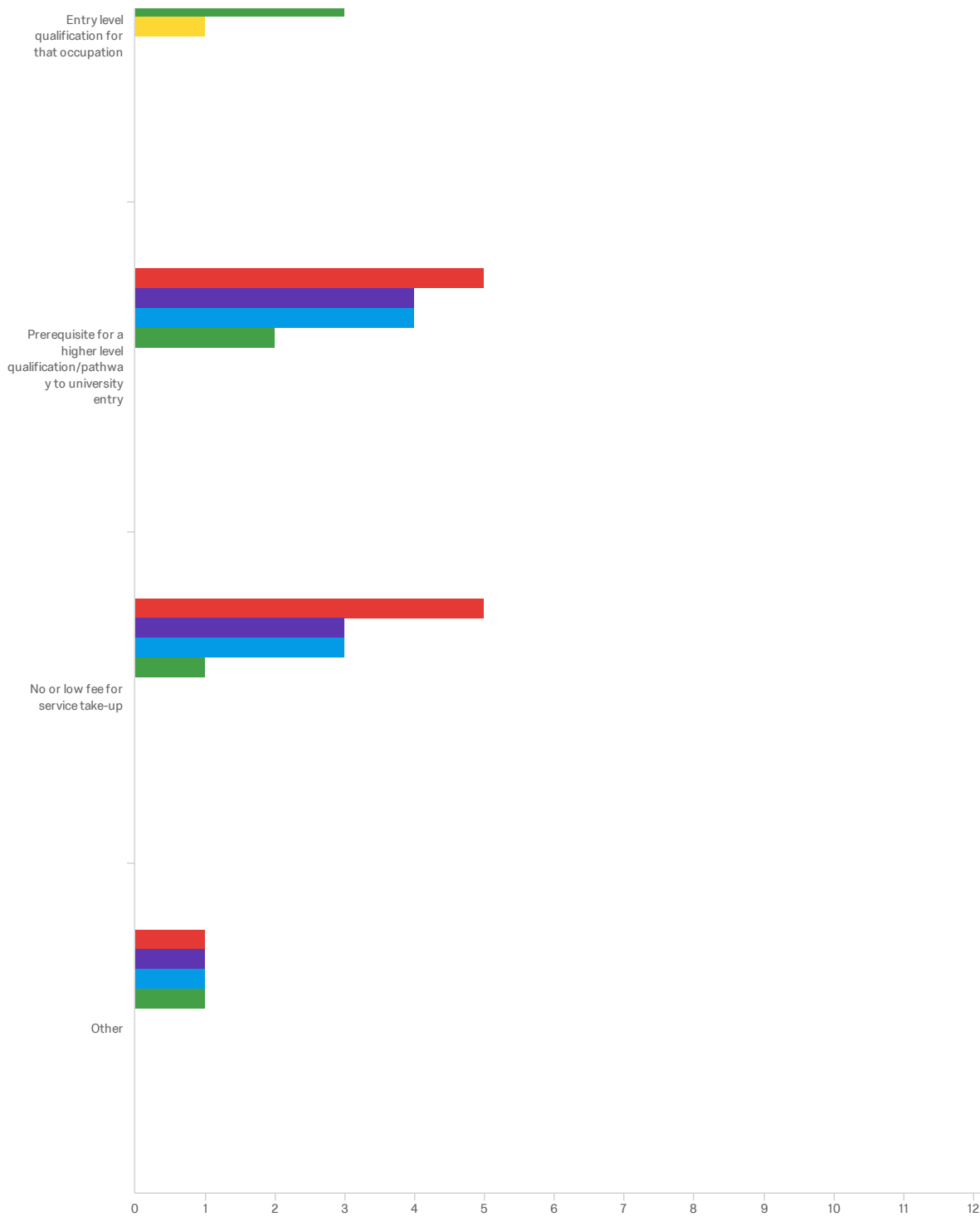
please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q23 - Provide reason/s for response/s below: (please select all relevant categories)





#	Field	Addresses current/future skills needs	High take up (enrolments)	High labour market value (e.g. good employment opportunities)	Strong completion rates	Entry level qualification for that occupation	Prerequisite for a higher level qualification/pathway to university entry	No or low fee for service take-up
1	Qualification 1	22.45% 11	10.20% 5	18.37% 9	14.29% 7	12.24% 6	10.20% 5	10.20% 5
2	Qualification 2	20.00% 7	8.57% 3	20.00% 7	14.29% 5	14.29% 5	11.43% 4	8.57% 3
3	Qualification 3	18.75% 6	12.50% 4	18.75% 6	15.63% 5	9.38% 3	12.50% 4	9.38% 3

#	Field	Addresses current/future skills needs	High take up (enrolments)	High labour market value (e.g. good employment opportunities)	Strong completion rates	Entry level qualification for that occupation	Prerequisite for a higher level qualification/pathway to university entry	No or low fee for service take-up
4	Qualification 4	17.65% 3	11.76% 2	17.65% 3	11.76% 2	17.65% 3	11.76% 2	5.88% 1
5	Qualification 5	33.33% 2	0.00% 0	33.33% 2	16.67% 1	16.67% 1	0.00% 0	0.00% 0
6	Qualification 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
7	Qualification 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
8	Qualification 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
9	Qualification 9	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
10	Qualification 10	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0

Showing rows 1 - 10 of 10

Q25 - Please expand upon the "reason for importance". In particular explain how non-inclusion would affect your organisation or industry and whether you would swap a qualification you nominated with one already on the list. If you have any evidence for the "reason for importance" cited, then include that below. Responses that include evidence will be highly regarded.

Please expand upon the "reason for importance". In particular explain how n...

This qualification is an essential part of the ACT Fire and Rescue training continuum. This qualification provides training to firefighters moving into senior roles in the fire brigade. This is increasingly important with the retirement of many senior firefighters in the ACT.

these qualifications relate to Biosecurity and Public Safety. It is a very relevant topic for today. We have seen significant amendments to the Biosecurity legislation at both Commonwealth and State levels. Staff need to be aware of their legislation requirements. The ACT is looking to draft biosecurity legislation that will be similar in effect to NSW. We consider it imperative that officers in the ACT get the same quality education as their State and Commonwealth counterparts. Biosecurity is an area of increasing interest and employment that deserves attention via government assistance to increase the uptake in these important courses. We would look to swap out PSP30116 Certificate III in Government to include PUA42912. Although we do consider PUA33112 (Certificate III) and PUA52412 (Diploma) equally important, we believe that the larger uptake will be at the Certificate IV if funding is granted.

The ACT much the like the rest of the country is in need of Auslan fluent support workers, allied health professionals, teachers aides and interpreters, to support the under served local Deaf Community. The provision of the accredited Auslan programs supports the development of language skills/ fluency and is a pathway to becoming an Auslan interpreter. The Deaf Society has been delivering courses in the ACT for a number of years, and is pleased to be offering the first Diploma of Auslan course and hopeful of providing a Diploma of Interpreting in 2020.

Leadership and project management skills have been identified by our clients in ACT as the most important needed across their teams.

Please expand upon the "reason for importance". In particular explain how n...

The Academy of Interactive Entertainment (AIE) was established through a partnership with CIT in 1996 and has been a Registered Training organisation (RTO No. 88021) since 1999. AIE is Australia's most awarded 3D Animation, Game Design and Visual Effects (VFX) educator, and was awarded the Australian Small Training Provider of the Year in 2007 and 2016. Created as a non-for-profit organisation to grow the creative digital sector, AIE pioneered the development of specialist game qualifications and continues to innovate through industry partnerships and dynamic teaching. AIE graduates are employed in successful careers all over the world at AAA game studios such as Bioware, Rockstar, Epic Games, Splash Damage, and at major film production houses such as Weta Digital, Lucasfilm, Dreamworks, Luma Pictures, Method Studios, Sunrise Pictures, and Animal Logic. AIE recognises the need for the following qualifications to grow the Australian Games and Film industries: · ICT50215 · 10702NAT · CUA51015 · CUA60615 · BSB80615 The reason for importance is that the Australian Games and Films industries are unique and growing industries, and skill development in Australia needs to be trained proportionally. Over 67% of the Australian population are playing some kind of game as of 2017, whether it's on mobile, other hand-held devices, PC based or console gaming. According to key findings by Digital Australia Report 2018: · 97% of homes with children have computer games, · 67% of Australians play video games, and · 89 Minutes is the average daily total of all gameplay. The rising affordability of games and consoles combined with the increased popularity of mobile game applications (also known as 'apps') has led to rapidly increasing demand for skills in the industry to meet the rising demand for new content. Australia's digital economy is forecast to be worth \$139 billion and will account for over 7% of GDP growth by 2020 – bigger than traditional industry sectors such as agriculture, retail and transport, but a lack of skilled workers could derail it (Brand and Todhunter 2018). According to the Interactive Games and Entertainment Association (IGEA), the Australian industry generated \$118.5 million in revenue and 81% of all video games revenue from Australian-developed games came from overseas markets, particularly the United States, Europe and Asia. "The local industry is making gains and contributing millions to the Australian economy – imagine how much more could be achieved if the government acknowledged us," Ron Curry, CEO of the IGEA, noted (IGEA 2016). The industry presents great potential for the Australian economy, especially with regard to high export market growth. Additionally, the domestic market presents an opportunity as Australian consumers spent \$3.23 billion in 2017 on games and hardware, a nine per cent increase on the previous year's sales (IGEA 2018). Additionally, IBIS World has identified that the Film industry has also grown over the past five years. The Australian industry generated \$3 billion in revenue in 2019 and continues to employ over 15,000 Australians (IBISWorld 2019). AIE was originally developed through frustration of not being able to find skilled workers in Australia, by a Canberra-based Games Studio (Micro Forte Pty Ltd). Since its inception, AIE has been a key provider of skills and talent not just for the Games industry, but for all digital creative industries across Australia for over twenty years. Courses delivered uniquely by the AIE meet the needs of industry because they have been developed and demanded by industry, with ongoing consultation with industry stakeholders to ensure our curriculum and technologies are at the forefront of industry standards and needs. AIE's own nationally accredited Advanced Diploma of Professional Game Development (10702NAT) is a two-year pathway program that leads directly into employment. There are three distinct discipline streams or pathways that students can choose in the first stage of their two stage, two-year pathway. They are Game Art, Game Design and Game Programming. The Diploma of Screen & Media (CUA5015) is a very important first stage of the two stages over the two-year pathway in that it covers two streams. This program is used for students who choose to move into either discipline area of Game Art or Game Design. Once the first stage of the two stage, two-year pathway has been successfully completed, students then move into the second stage of the two-year pathway which is the 10702NAT in either the Game Art or Game Design streams. Students are employed either during the second stage of the pathway or at the end of the two-year pathway program. The same program (Diploma of Screen & Media CUA5015) is used once again for the first stage of another two stage, two-year pathway program. A student can choose to undertake study in 3D Animation or the VFX side of Screen & Media. Once they have successfully completed this very important first stage of the pathway, unlike the other three streams, this pathway leads them into the Advanced Diploma of Screen & Media (CUA60615). Students are employed once they complete both stages of this two-year pathway program. The Diploma of Digital and Interactive Entertainment (ICT50215) is also a first stage of the two stages over the two-year pathway program. When a student chooses Game Programming, they complete this qualification as the first stage over the first year of the pathway. Once this qualification is successfully completed, they move through to the second stage of the two-year pathway which is the 10702NAT programming stream. Students are employed either during the second stage of the pathway or at the end of this two-year pathway program. The Graduate Diploma of Management (Learning) (BSB80615) is the final stage applicable to certain students whom want to be an employer. It focuses on developing entrepreneurial skills required to capitalise on opportunities in the rapidly expanding games and film industries. This has led to the formation of over 150 start-ups. Students are self-employed during this third stage of the pathway or at the end of this three-year pathway program. Therefore, the above qualifications could not be swapped with ones already on the list as it would fail to meet the demands of industry and would disrupt the student pathway. Bibliography: Brand, JE and Todhunter, S 2015, 'Digital Australia 2016', Rep Eveleigh NSW: IGEA. Interactive Games and Entertainment Association 2016, Comprehensive research into Australian video game development highlights potential for growth. Available from: <http://www.igea.net/2016/12/australian-game-development-industry-a-significant-export-opportunity>. [30 July 2019]. Interactive Games and Entertainment Association 2018, Australian consumer spend on video games cracks \$3 billion. Available from: <https://igea.net/2018/02/australian-consumer-spend-video-games-cracks-3-billion/> [30 July 2019]. IBISWorld 2019, Motion Picture and Video Production – Australia Market Research Report. Available from: <https://www.ibisworld.com.au/industry-trends/market-research-reports/information-media-telecommunications/motion-picture-video-production.html>. [30 July 2019].

Within the sector industry bodies are playing catch up with staffing levels. AND this is compounding the issue of unqualified staff. The aged care and Disability sectors are looking to professionalise it workforce. Supporting employers to encourage staff to gain Traineeships at the CERT III level would be a massive bonus to the sectors and the individual it aims to support

These qualifications provide solid grounding in LLN and "soft skills". NCVER research published in May 2019 supports this. For evidence please see: "Skilling the Australian workforce for the digital economy By Victor Gekara, Darryn Snell, Alemayehu Molla, Stan Karanasios and Amanda Thomas Research report 8 May 2019" <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/skilling-the-australian-workforce-for-the-digital-economy>

Please expand upon the "reason for importance". In particular explain how n...

Industry is not in a financial position to pay fee for service and as no organisation is listed to deliver the qualification this put industry in a position not to be able to offer staff training Industry is providing laundry to aged care, hospitality, health care and uniforms for food preparation and cannot even get funding for teaching infection control, wash processes, dryer safety. Industry cannot meet the requirements of the Laundry Standard in all of these industry without training. Canberra's laundry providers are growing but non can access training.

There is a high demand for Team Leaders within the Community Services sector to gain an understanding of management from a strategic perspective. As the majority of students are self funded the fee-for-service costs are prohibitive. On average we receive 40 enquiries per semester for this qualification.

VET trainers and assessors are hard to source. We need qualified staff to deliver VET subjects to our students and this qualification is a prerequisite.

Q26 - Please provide any other input you believe relevant to the development of the ACT

Skills Needs List.

Please provide any other input you believe relevant to the development of t...

The current list meets the needs of the ACT ESA with the addition of the PUA40419 Cert IV in Public Safety (Firefighting Supervision).

Skills Canberra should consider the inclusion of the Public Safety (Biosecurity Response) courses. This is a very topical issue and we note a focus by governments to amend their biosecurity legislation to reflect its importance. Funding will encourage learners to increase their skills in this area flowing through to employment and promotion opportunities.

None

- Skill Set funding opportunities within the community services sector

NA

AIE also operates Game Plus, a national co-working space for software developers (Canberra, Adelaide and Sydney) and Film Plus, a co-working space for the film industry (Canberra). AIE additionally works with industry and industry associations on a regular basis and can procure letters of support to substantiate the claims made by AIE as to the importance of the skills identified.

d

There is a significant need for insulation in ACT houses and the Energy Efficiency Improvement Scheme (EEIS) is proposing to add residential insulation to its list of eligible activities that help Canberra residents save energy and money. Insulation has been identified by EEIS stakeholders as a priority to be included under the scheme, as detailed in recent publications on the EEIS webpage (<https://www.environment.act.gov.au/energy/smarter-use-of-energy/energy-efficiency-improvement-scheme/news-and-events>). One of the main barriers is the lack of qualified insulation installers in the ACT. Trained and highly skilled insulation installers will be critical to ensure safe insulation installation practices across the Territory.

test

.

I struggle with the rationale of including government/PSP qualifications on any funded training delivery list. There seems to have been an explosion of CIV and Dip Governments and public service departments should be self funding these. TAE40116 - there is no skills shortage here and never really has been. One of the challenges of our sector is that we have so many people with this qualification where it has been under delivered and because it is equivalent to the old qualification, students are entitled to direct credits. Where we are finding the gap is on the students with TAE40110 who have no experiences in TAEASS502 and assessment concepts, despite having the old qualification. The gap is more in upskilling/professional development rather than people without the qualification. I've been training in BSB qualifications in the ACT for over 20 years. The business quals on the list are almost never requested by employers or students and lack of demand meant we took them off scope (with the exception of leadership and management). Thanks for the opportunity to have input. Karen

My experience demonstrates to me that while the needs of industry have been very widely and soundly addressed, industry does not see the importance of providing students with opportunities or even the TIME to address soft skills and basic LLN skills.

Laundry positions very rarely show up on advertisements as being in need of skilled staff as word of mouth usually gets employees however we cannot access the training needed to accredit these staff

Please provide any other input you believe relevant to the development of t...

Increase in funded skills sets; some of the business skill sets are required in the Community Services sector but as it is not a wealth sector organisations are reluctant to pay for courses that are not for direct care, having subsidised business skill sets would enable admin staff to access training as well. The need for the BSBSS00062 is high as there are more and more migrants entering the community services sector where english is their 3rd or 4th language, staff need to be able to assist them on the floor to write better communication and incident reports in order to meet compliance. BSBSS00063 - Team Leader Skill Set BSBSS00062 - Workplace Supervisor Language, Literacy and Numeracy Skill Set

Aged care on premise laundry cannot access qualifications as the staff in multi skilled rolls only need the certificate II in laundry operations Laundries are being built by business in the ACT but cannot access any skilled staff to employee in these facilities

NA

n/a

f

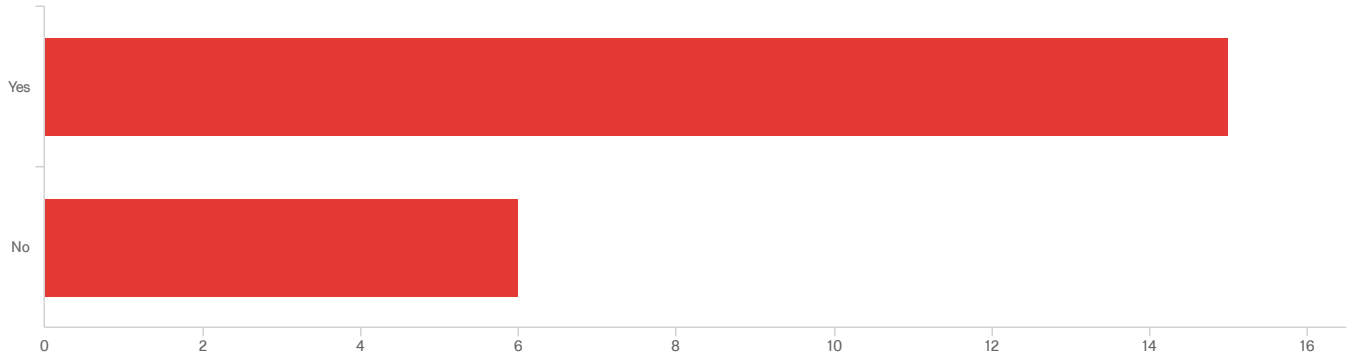
ACOD has now partnered with UC to deliver HLT47815 locally in Canberra. This is the first time, Canberrans don't need to travel interstate to complete their training.

N/A

We believe having the community service qualification on the skills shortage lists provides a list that we currently want to specialise

Q27 - Can we contact you to participate in further discussions regarding the ACT Skills

Needs List?



#	Field	Choice Count
1	Yes	71.43% 15
2	No	28.57% 6

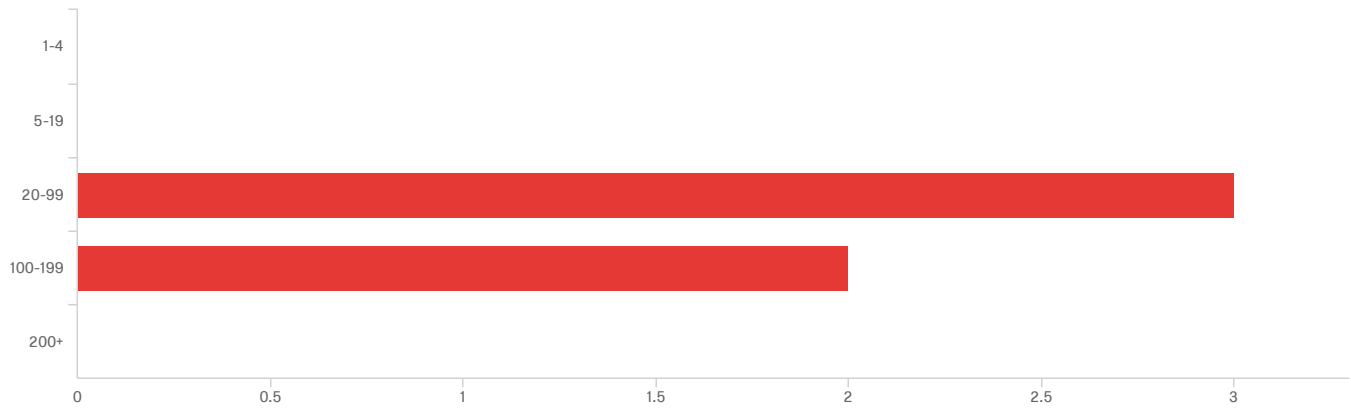
21

Showing rows 1 - 3 of 3

Q28 - As you indicated that you were happy to be contacted, please enter your contact details

Name	Organisation name	Contact phone number	Contact email
2.2(a)(ii)			

Q53 - Approximately how many members does your organisation currently represent?

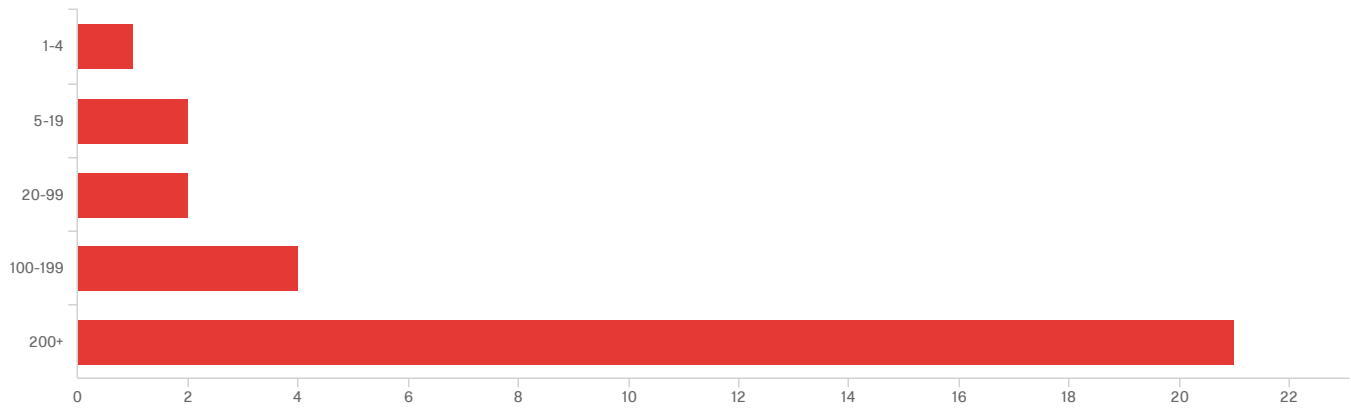


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Approximately how many members does your organisation currently represent?	3.00	4.00	3.40	0.49	0.24	5

#	Field	Choice Count
1	1-4	0.00% 0
2	5-19	0.00% 0
3	20-99	60.00% 3
4	100-199	40.00% 2
5	200+	0.00% 0
		5

Showing rows 1 - 6 of 6

Q54 - Approximately how many students are currently enrolled at your RTO?

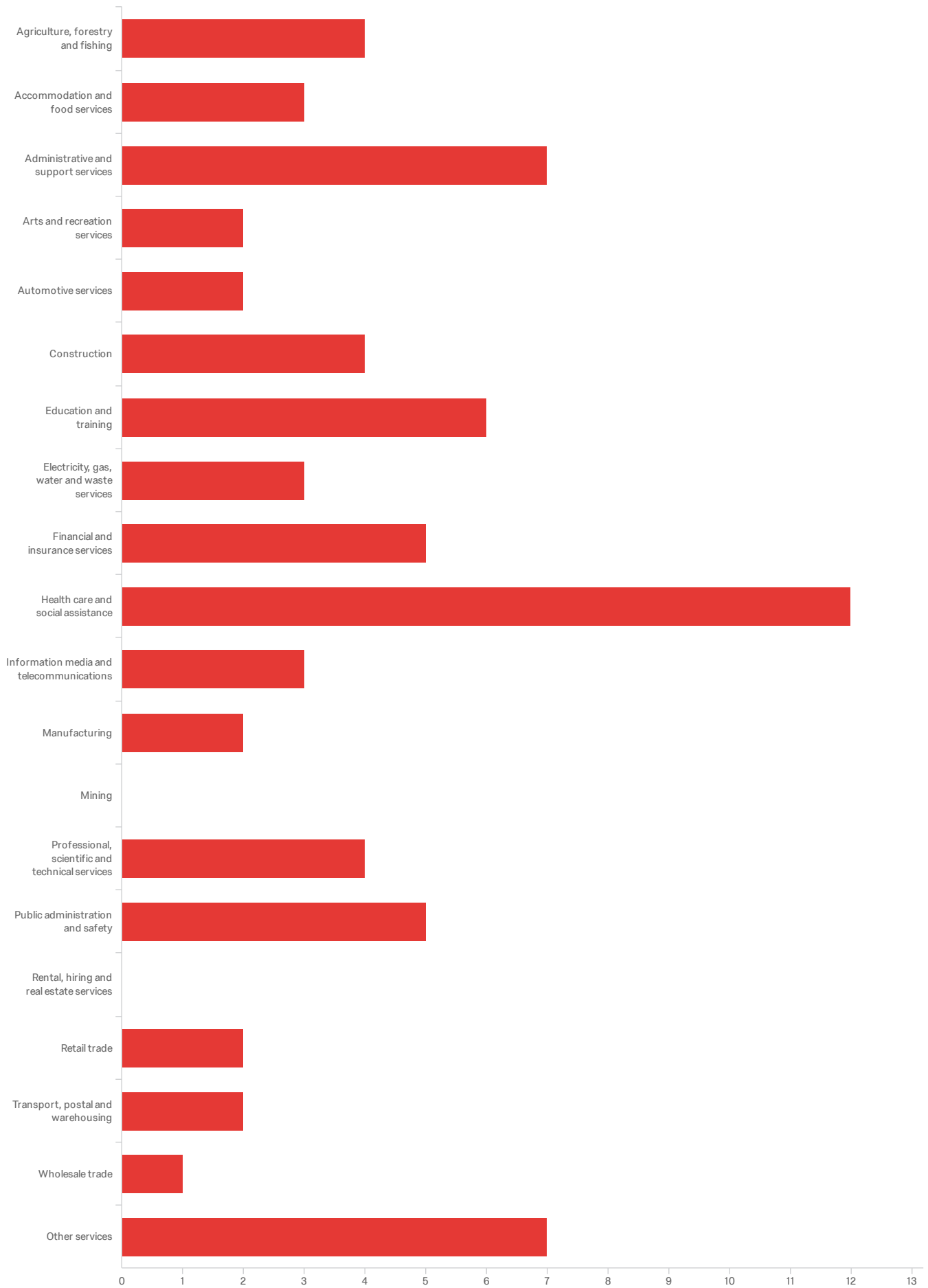


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Approximately how many students are currently enrolled at your RTO?	1.00	5.00	4.40	1.08	1.17	30

#	Field	Choice Count
1	1-4	3.33% 1
2	5-19	6.67% 2
3	20-99	6.67% 2
4	100-199	13.33% 4
5	200+	70.00% 21
		30

Showing rows 1 - 6 of 6

Q48 - What industry/ies does your RTO provide training for? (Please select all that apply)



#	Field	Choice Count
1	Agriculture, forestry and fishing	5.41% 4
2	Accommodation and food services	4.05% 3
3	Administrative and support services	9.46% 7
4	Arts and recreation services	2.70% 2
5	Automotive services	2.70% 2
6	Construction	5.41% 4
7	Education and training	8.11% 6
8	Electricity, gas, water and waste services	4.05% 3
9	Financial and insurance services	6.76% 5
10	Health care and social assistance	16.22% 12
11	Information media and telecommunications	4.05% 3
12	Manufacturing	2.70% 2
13	Mining	0.00% 0
14	Professional, scientific and technical services	5.41% 4
15	Public administration and safety	6.76% 5
16	Rental, hiring and real estate services	0.00% 0
17	Retail trade	2.70% 2
18	Transport, postal and warehousing	2.70% 2
19	Wholesale trade	1.35% 1
20	Other services	9.46% 7

74

Showing rows 1 - 21 of 21

Q49 - What do you consider to be the key skills shortages in your industry/ies?

What do you consider to be the key skills shortages in your industry/ies?

Early Childhood qualifications - Certificate III and Diploma School Age Education and Care - Certificate IV and Diploma Education Support - Certificate III and IV Advanced Diploma of Community Sector Management Certificate II in Community Services

Lack of time for professional development, uneven skill sets across employees, no knowledge of core training needs

nn

Sonographers Mammographers Breast sonographers

Creativity

dt

Highly skilled IT functions

Civil and Hydraulic Engineers, Technical Officers in the same discipline as Engineers

Design Thinking Systems Thinking Entrepreneurship Innovation

Education support

sdfasdf

Across the public safety industry there is a current and emerging shortage of skills/knowledge due to the ageing workforce and retirement profiles

Specialist dementia trained staff

Accredited Facilitators with suitable experience in training and the industry they deliver training in to deliver the programs.

d

You have appeared to have removed the funding for the following qualificaions: MSL30118 - Certificate III in Laboratory Skills MSL40118 - Certificate IV in Laboratory Technology MSL50118 - Diploma of Laboratory Techniques These qualifications are a requirement of employees within any commercial laboratory to remain NATA accredited. Without NATA accreditation the laboratory cannot legally operate. This would adversely affect our partner clients who are in the construction industry such as Downer, Boral and Department of Main Roads. These qualifications are indirectly aligned to the construction qualifications that are listed within both Draft List A and List B.

Hairdressing Barbering Beauty Therapy

Procurement and Contracting Government Investigations Biosecurity Awareness and management of incidents Self Defence/de-escalation skills

Auslan interpreters Auslan-fluent support workers Auslan-fluent teachers/ trainers

- The amount of qualified staff for the demand across our industry

What do you consider to be the key skills shortages in your industry/ies?

Specialist doctors

Project and Program Management Leadership Skills, including topics such as resilience, emotional intelligence IT skills (such as ITIL) Cyber Security Awareness

Spiritual care, counselling and psychology services. We support physical recovery (and there are skills shortages here, too) but for true holistic care and better health outcomes we need more psychosocial and spiritual support.

The Games and Film industries lacks technically trained employable graduates. Key skill shortages include: · training in industry standard software (such as Mari, Maya, 3DS Max, Unreal, Substance and Adobe Photoshop); · training in core technical skills (such as 3D animation, VFX, C++, C#, and GDD methodologies); and · soft skills for working in a highly technical and collaborative team.

Lack of employable people.

Quality Customer service

Insulation installation.

test

Disability direct care workers. - at Cert III level Aged care direct care workers. - at Cert III level "Qualified" youth workers @ Cert III & IV level- significant skills and practice shortages Disability support team leaders - Cert IV level

Nil

Cultural/Clinical Competence

teachers

Marketing specialists - strategy area

Specialist Doctors

Clinical nurse managers and specialist nurses

Experienced Occupational Therapists

Disability and support worker skills

Skilled disability support workers; allied health professionals and therapists. Skilled advocates

Allied Health - psychologists Early Education and Care Support workers

Continually decreasing LLN skill level of apprentices. In addition, apprentices are not demonstrating current, industry required skills in digital literacy. Apprentices appear to be skilled in using small mobile devices but are generally very poorly skilled in using PC and applications which are optimally used via a PC for learning and work.

Laundry/wash room operators, multi skilled laundry staff, production floor staff, soiled sort staff,

What do you consider to be the key skills shortages in your industry/ies?

Disability support workers with mental health and trauma care experience Team Leaders with complex roster experience Youth workers Middle management with quality assurance experience

community based health care

Both laundry and dry cleaning no qualified staff, no access to training Skills shortages in laundry operators, skilled dry cleaners, pressers, customer service staff Aged care no skilled staff working in the laundrys

Peer / lived experience Trauma informed practice Evidence based health promotion

In education industry - there is a shortage of qualified and committed teachers

Negotiation, mediating and communications Mental Health

Qualified Youth Workers

Community, Health and Aged care workers

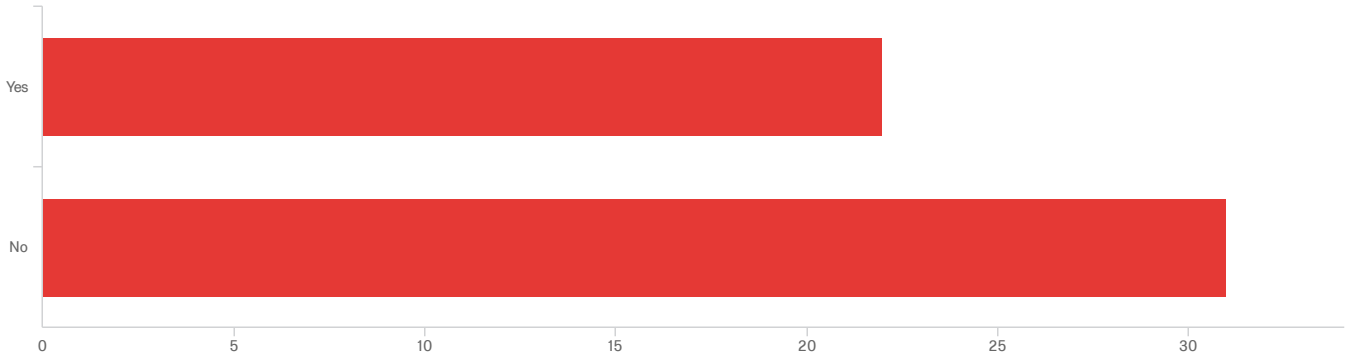
Trades

Optical Dispensing

Skilled Trainers in General

Cert III, IV, Diploma Disability and Community Services

Q50 - Would you like to provide feedback on any specific qualifications that address skills shortages or skills needs in your industry/ies?



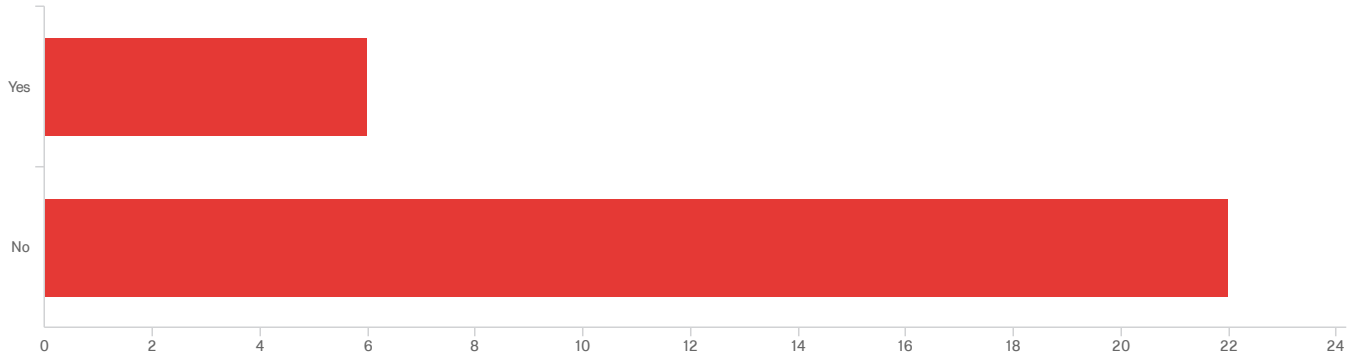
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you like to provide feedback on any specific qualifications that address skills shortages or skills needs in your industry/ies?	1.00	2.00	1.58	0.49	0.24	53

#	Field	Choice Count
1	Yes	41.51% 22
2	No	58.49% 31

53

Showing rows 1 - 3 of 3

Q52 - Do you have any specific feedback on the qualifications included or not included on the Draft ACT Skills Needs Lists (A or B)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have any specific feedback on the qualifications included or not included on the Draft ACT Skills Needs Lists (A or B)?	1.00	2.00	1.79	0.41	0.17	28

#	Field	Choice Count
1	Yes	21.43% 6
2	No	78.57% 22

28

Showing rows 1 - 3 of 3

Q51 - Do you have any further comments?

Do you have any further comments?

None

no

no

I could not see any qualifications relevant to the fields I have mentioned. There are some certificate and diploma level qualifications to be had in spiritual care. Also in counselling.

No

no

really did not understand the survey - is it for employers or employees

No

More specialist doctors needed in the ACT to bring down the waiting times. Specialists such as haematologists, rheumatologists, cardiologists, orthopaedic surgeons, general surgeons and anaesthetists are required. More money and resources need to be allocated in that space and talent has to be attracted from all over the world. Thanks.

n/a

no

No

Given the Reserve Bank of Australia has noted that 20% of all new jobs created in the last year derived from NDIS funding (directly or indirectly) it is probably time to identify the disability support sector as a distinct skill / professional / employment area rather than subsume it within 'Health and social assistance'. Disability support activity is a permanent driver of economic growth which will -- we know -- add 1% to Australia's GDP. That needs more focussed attention.

no

No

No

No

No

Q45 - As you have selected 'Other' reason,

Q45_xx1_1 - Qualification 1 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx2_1 - Qualification 2 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx3_1 - Qualification 3 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx4_1 - Qualification 4 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx5_1 - Qualification 5 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx6_1 - Qualification 6 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx7_1 - Qualification 7 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx8_1 - Qualification 8 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx9_1 - Qualification 9 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q45_xx10_1 - Qualification 10 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46 - As you have selected 'Other' reason,

Q46_xx1_1 - Qualification 1 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx2_1 - Qualification 2 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx3_1 - Qualification 3 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx4_1 - Qualification 4 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx5_1 - Qualification 5 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx6_1 - Qualification 6 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx7_1 - Qualification 7 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx8_1 - Qualification 8 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx9_1 - Qualification 9 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q46_xx10_1 - Qualification 10 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q47 - As you have selected 'Other' reason,

Q47_xx1_1 - Qualification 1 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Skills shortages

Q47_xx2_1 - Qualification 2 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Skills shortages

Q47_xx3_1 - Qualification 3 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Skills shortages

Q47_xx4_1 - Qualification 4 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Skills shortages

Q47_xx5_1 - Qualification 5 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q47_xx6_1 - Qualification 6 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q47_xx7_1 - Qualification 7 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q47_xx8_1 - Qualification 8 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.


Q47_xx9_1 - Qualification 9 - please explain your reason in the relevant box below.


please explain your reason in the relevant box below.

Q47_xx10_1 - Qualification 10 - please explain your reason in the relevant box below.

please explain your reason in the relevant box below.

Q37_8 - Topics


No results to show


No results to show

End of Report

Appendix B. Survey results

Survey method

The survey was a web-based structured questionnaire consisting of multiple choice and free-form questions. The survey was hosted on Policy Partners web-site. Access to the survey was via a hyperlink distributed by email from Skills Canberra to its network of employers, apprentices/trainees, Registered Training Organisations and other stakeholders.

Survey population and response rate

The survey was sent to 18,185 email addresses, including anyone who had been an apprentice in the period since 2015—that is, since the Wage Advice Line has been operating—and their employer and RTO.

The response rate was not high enough to draw any firm conclusions from the survey data. However, the responses included interesting anecdotal information. The overall finding about low awareness of the service was so strong as likely to be reflective of the view of the population and was consistent with interviews with stakeholders.

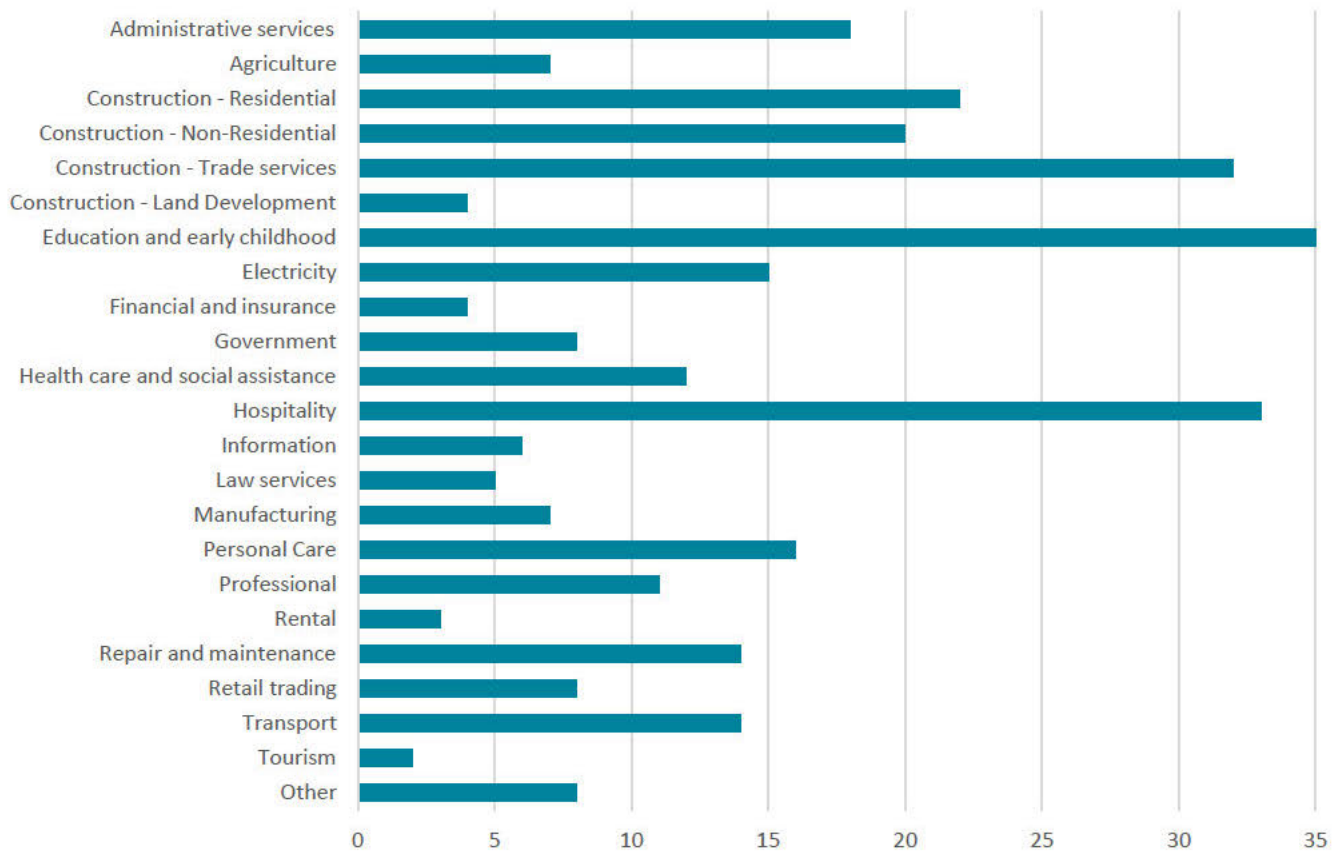
Figure 12. **Distribution of survey and responses**

	Subscribers	Opened	Bounced	Unopened	Clicked	Response
Apprentices and trainees	14,036	5,180	1,019	7,837	477	102
Employers	3,404	922	597	1,885	78	50
Registered Training Organisations	189	70	9	110	8	8
Industry stakeholders	556	110	28	418	17	63
	18,185	6,282	1,653	10,250	580	223

Characteristics of respondents

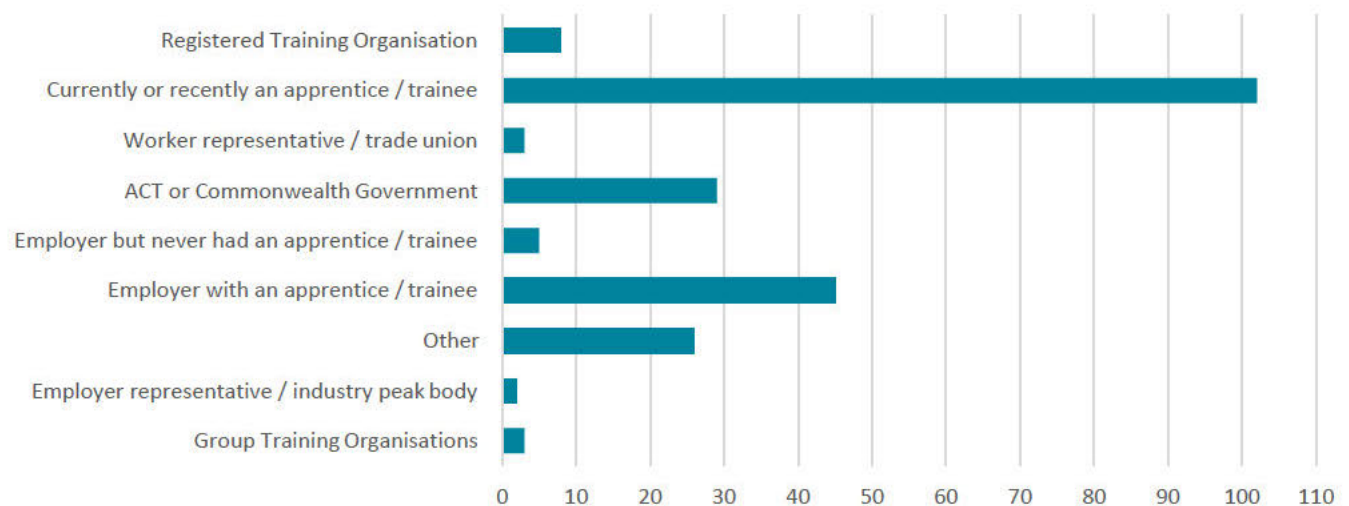
Most respondents were from the construction industry, followed by education and early childhood, hospitality, administrative and support services, and electricity.

Figure 13. Responses by industry



Most respondents were currently or recently an apprentice/trainee, but the response rate from this group was low (0.7 per cent). The response rate from employers (1.5 per cent) and RTOs (4.2 per cent) was better.

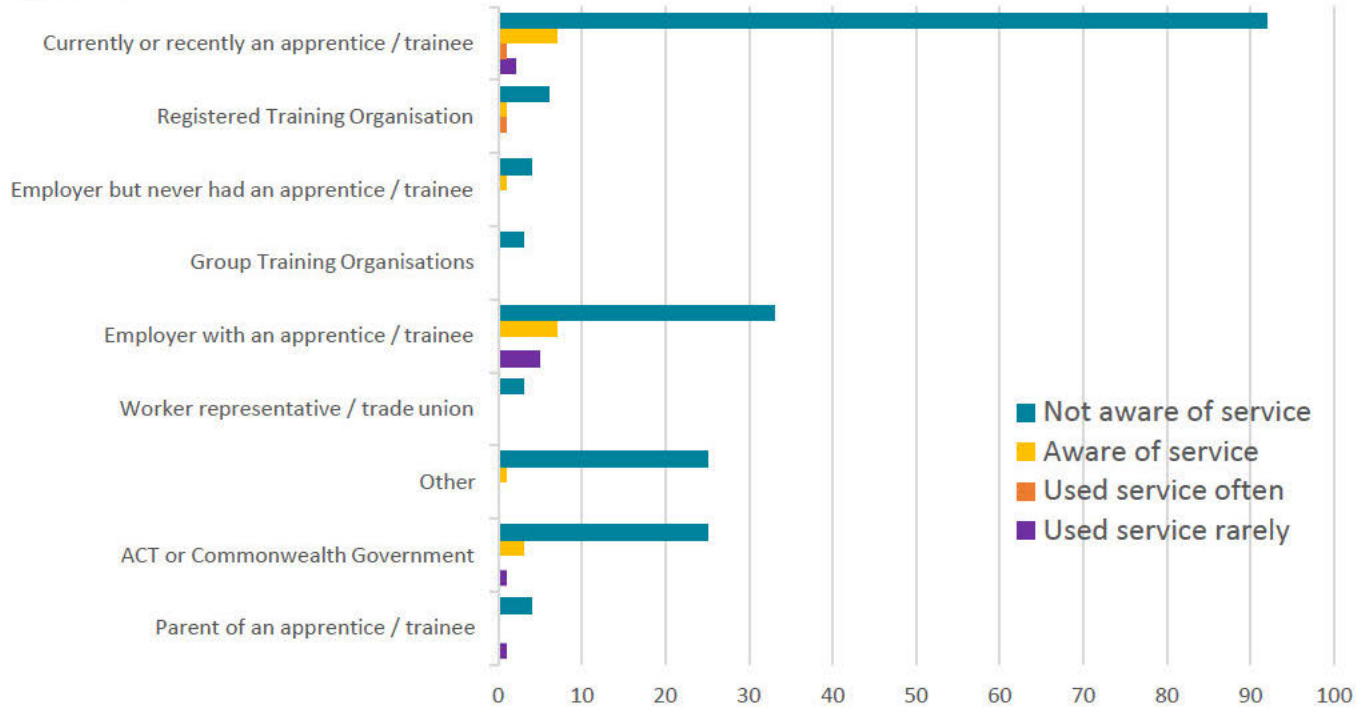
Figure 14. Respondent types



Impressions of the service

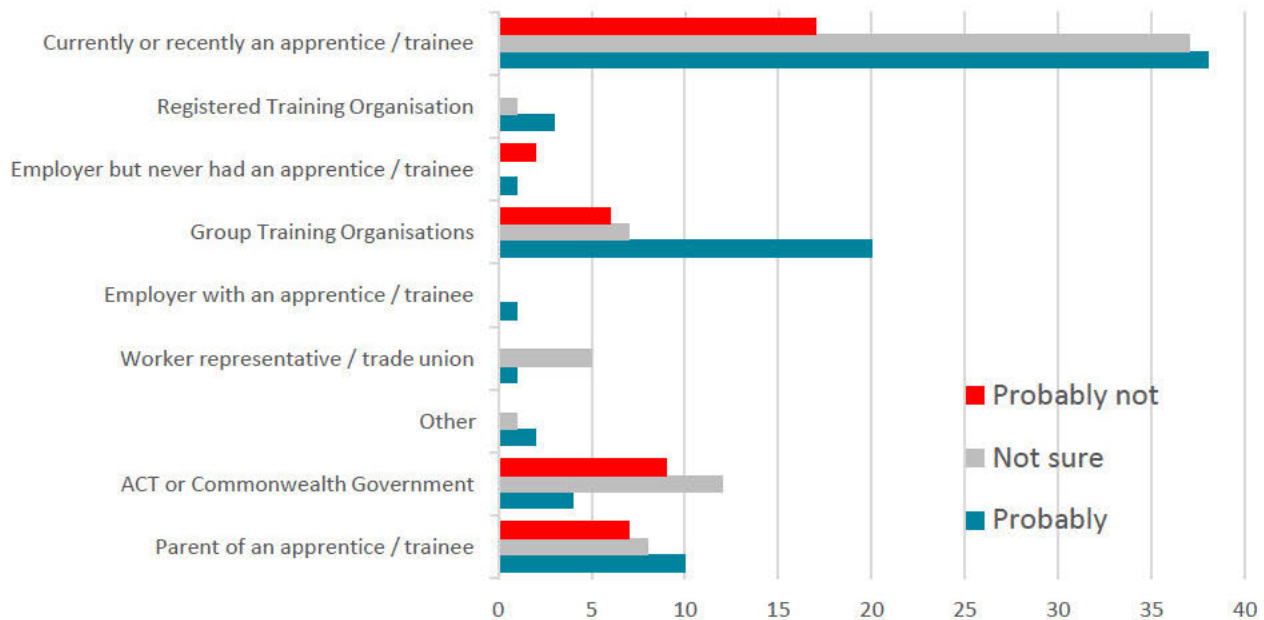
One strong result from the survey was in respect of awareness of the service—86 per cent of respondents were unaware of the service and a further 9 per cent were aware of the service but had not used it. Only 5 per cent of respondents had used the service.

Figure 15. Awareness of the service



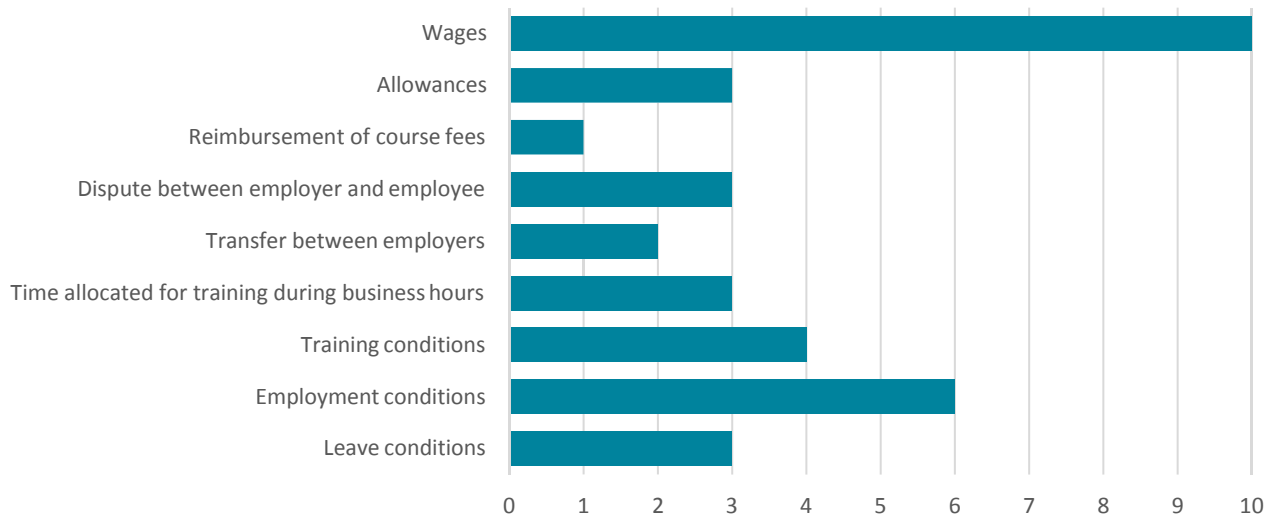
There was a generally positive result from respondents who had not known that the services existed, with 41 per cent responding that they would probably use the service in the future. This suggests that improved marketing of the service would lead to significant higher levels of use of the service. Only 18 per cent said they probably would not use the service in the future.

Figure 16. Would have used the service if known



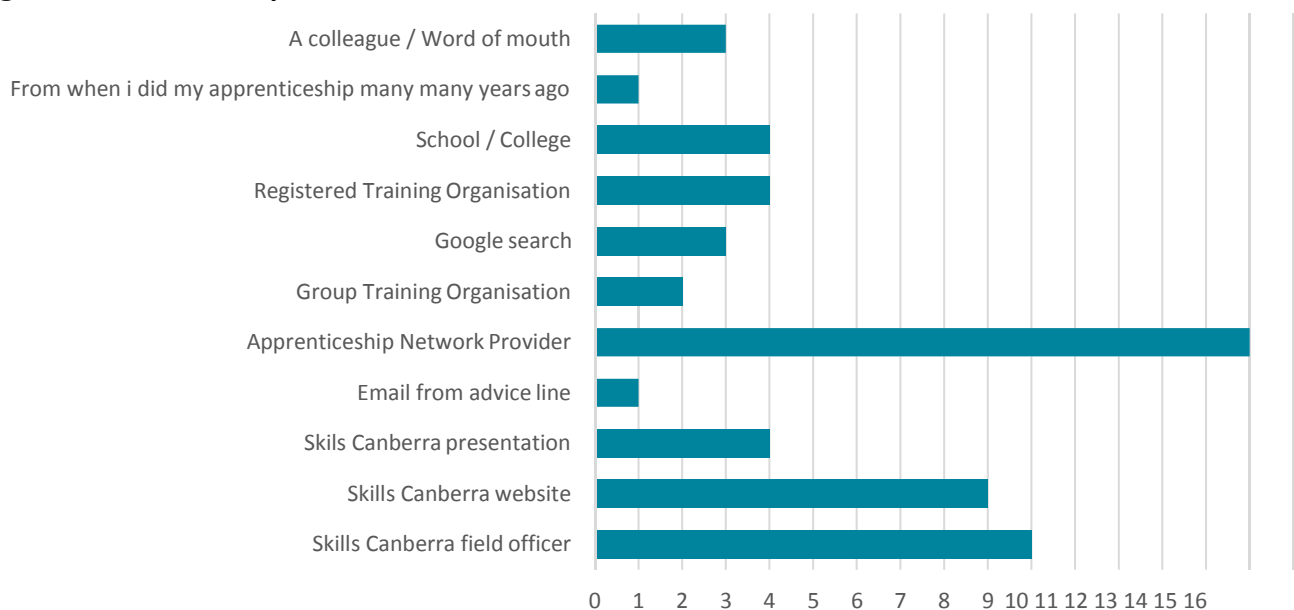
Of those respondents who had used the service, most use was around wage enquiries. Enquiries around training entitlements—training conditions, time allocated during business hours, and reimbursement of course fees—was the other main reason for using the service.

Figure 17. Reason for using the service



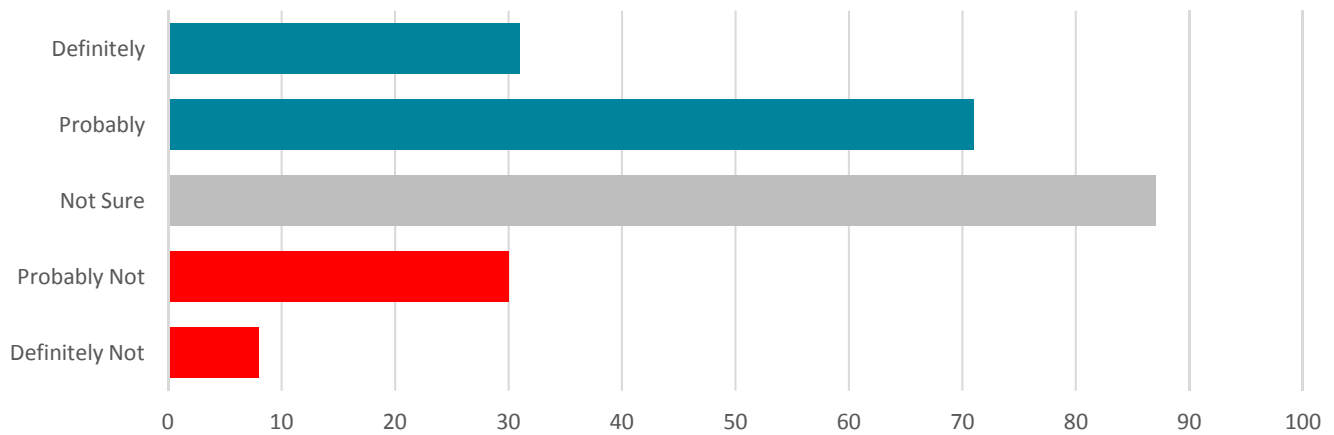
Of those respondents who had used the service, most had been referred by their Apprenticeship Network Provider or Skills Canberra (a field officer, at a presentation, or from a website search).

Figure 18. How the respondent heard about the service



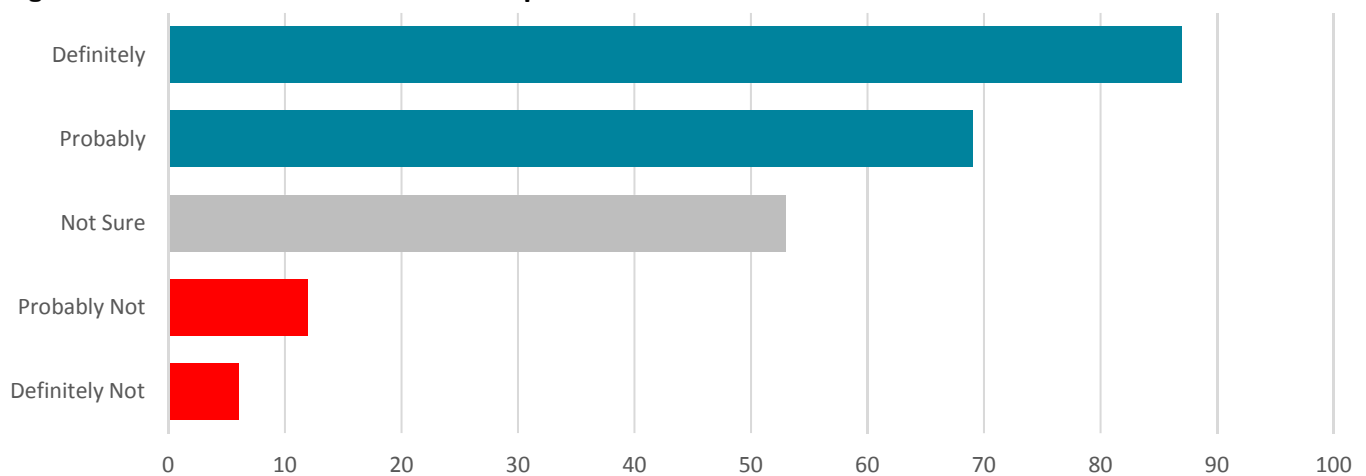
When asked whether they might need to use the service in the future, almost half responded that they probably would. This was quite a strong result, based on a reasonable number of respondents. Only 17 per cent said they probably wouldn't.

Figure 19. Might need the service in future



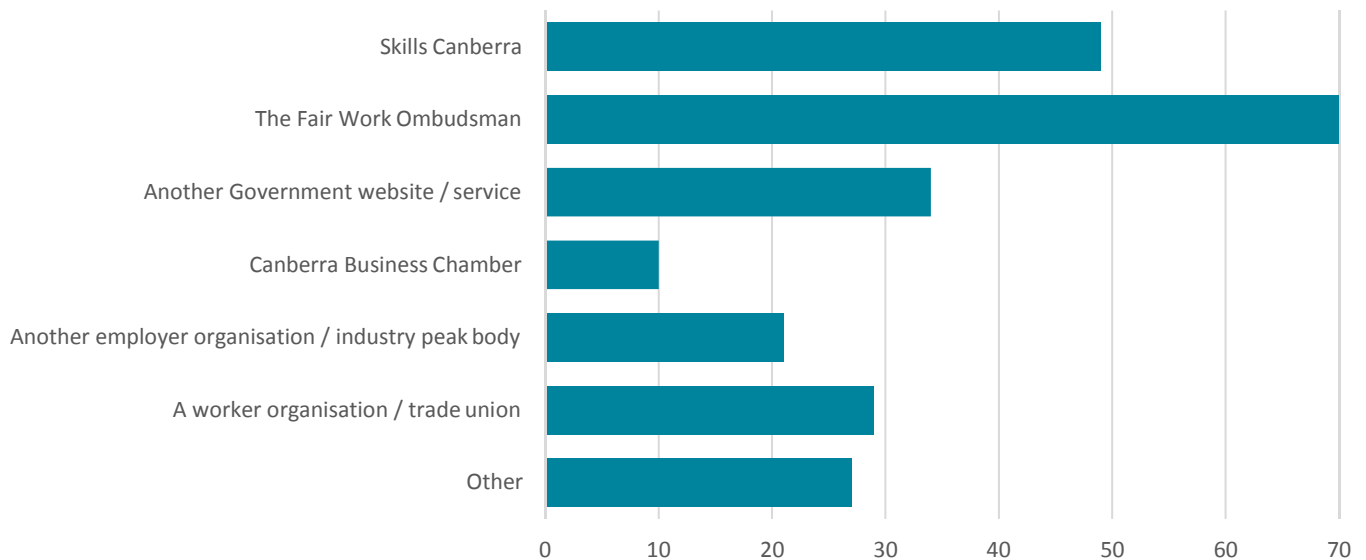
In another reasonably strong result, 69 per cent of respondents considered that the ACT Government should definitely (87 responses) or probably (69 responses) fund a wage advice service for apprentices/trainees. Only 8 per cent disagreed.

Figure 20. Should the ACT Government provide this service



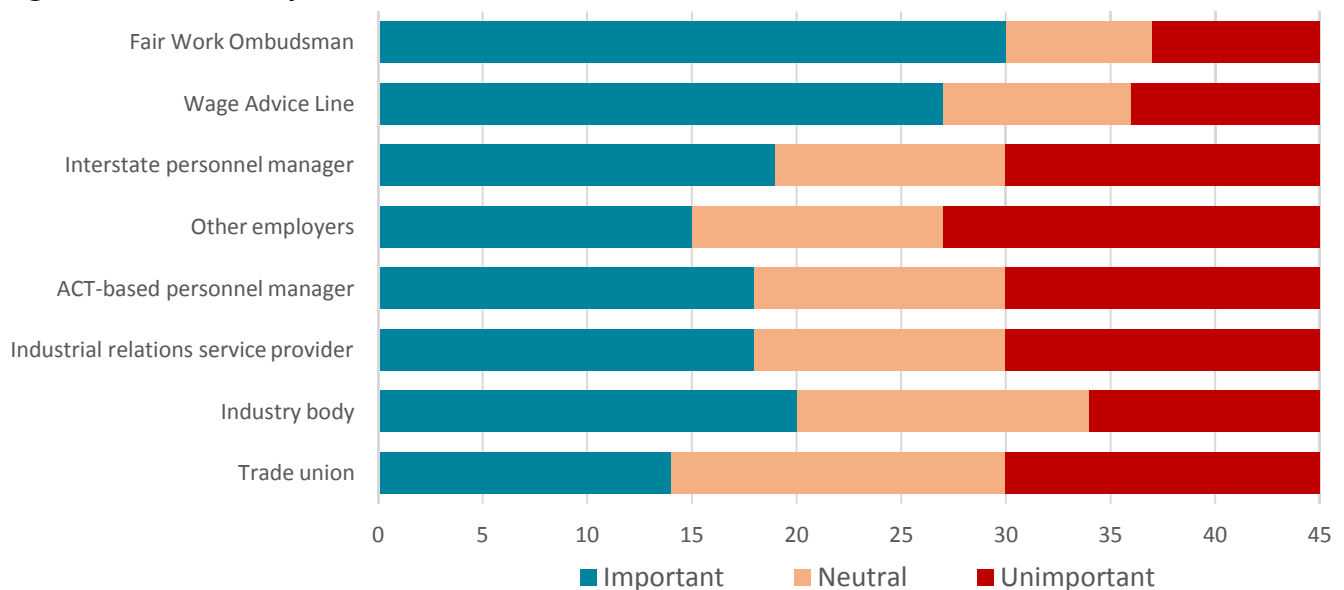
Respondents were asked what other types of advice on wages and conditions for apprentices/trainees was used. The Fair Work Ombudsman ranked highest. The Skills Canberra website ranked second highest.

Figure 21. **Other sources of advice**



The Fair Work Ombudsman and the Wage Advice Line ranked high as important sources of advice. Employer/industry bodies and trade unions ranked relatively lower.

Figure 22. **Relative importance of advice sources**



Comments provided by survey respondents

The more informative comments from survey respondents include the following.

Awareness of the service

I am an RTO and feel strongly with keeping the Wage Advice Line. I refer this to all my apprentices and their employers, and it is free advice.

Would be very helpful for young people and people new to the workforce but needs to be promoted a lot better.

I wish I had of known about this service as I believe I am being underpaid by my employer with this my contract also said I should be on more and I was not paid the said amount it was under.

Wasn't aware of this even existing. May have been helpful to me especially as it was based in the ACT.

We have used this service several times particularly when it comes to Apprentices/Traineeships and understanding the difference between these positions for under 18s and over 18s!

I'm an APS employee and had no idea this service existed. Having said that I might've sought advice from the service for my teenage daughter when she was struggling with being underpaid and working conditions in a local ACT cafe.

Responsiveness

I have played phone tag with the Advice Line and am yet to speak to someone. I'm hoping to be able to speak to someone soon.

Quality of service

The wage advice service is very useful for employers to get the correct information.

Advice from the Wage Advice Line was professional and fast and answered all my questions.

I had not been able to obtain correct advice concerning the appropriate payment for our ASBA. I had been on fairwork.gov.au to obtain award wages and also emailed our ANP. Neither had been able to provide the correct advice about whether the apprentice should be paid the full award wage to attend CIT and whether he should be paid daily travel allowance for the day he attended CIT. The advice I received from the email correspondence I had with the Wage Advice Line was spot on and included excerpts from documents outlining my obligations that I could also use to show my apprentice. I also called the wage advice line to confirm my understanding of the email as I wanted to be sure because the advice from the field officer at was vague and confusing. Without the thorough and correct advice from the wage advice line we may have had to cancel our ASBA because we hadn't been able to get the correct wage advice beforehand and hence had been paying way more than we needed to (which was unsustainable over the term of the apprenticeship).

The ACT Wage Advice Service is an extremely useful tool. The Service provides Australian Apprentices with answers and guidance regarding their pay that they may not be able to find themselves online or elsewhere. The Service also provides Australian Apprentices with a safe and comfortable space that they are able to openly and freely discuss any issues or concerns that they may have with their pay. These discussions are not easy and researching the different pay rates and entitlements can be extremely difficult, therefore having this service to direct people to will continue being extremely helpful.

Objectives in the service

I think it may be of more assistance for small business owners who do not have as much exposure to the employment conditions of apprentices. I can see how the three-tier pay scale could be confusing and it would be good to have someone to talk it through.

The wage advice line should be delivered in basic civic lessons for all students at school.

This service is essential.

I strongly believe a service such as this should be Government managed and not outsourced. Most people requiring advice would be relatively young and new to the field therefore need somewhere to go to receive unbiased information and be aware of the minimum wage and conditions they are entitled to.

I have found most people find it difficult to approach any organizations in regards to work issues because of job security especially in a low income work place.

They were helpful in providing information and helpful in that aspect but I think bosses of hairdressing industry need to be reinforced of the way things should work, the way public holidays work and wages—especially older generations, as they are stuck in the old ways (and their way or nothing) even though the set guidelines and wages say different.

I believe this may be important for young people. I see and hear evidence of wage theft mostly through fast food outlets and private business on a weekly basis. Young people need the jobs so accept having their wages docked by business owners with very little power to change the status quo.

Alternative sources of advice

Some answers to common queries could be useful if they were listed on a website for those seeking quick information.

The Wage Advice Line provided me with very important timely information by phone and email that enabled us to understand our payment obligations to our ASBA. This advice had not been provided to us by our ANP—either in their contract training plan nor email correspondence.

I have tried to gain advice about my trainee wages and conditions through Fair Work however my employer keeps stating that the information they are providing is for apprentices and not for trainees so the information is incorrect and tells me that there is another part of Fair Work that can assist but won't send me the link to the information I need.

Without the Wage Advice Line, we would need to seek advice from FWA and times I have contacted them they don't provide specific advice just direct me back to their website.

This is a great service especially for Small Business to provide clarity on wages particularly when some awards are confusing or not clear! Also saves massive wait times for FWA call lines.

I would have always looked to the Fair work ombudsman's website for this information, so this service is doubling up on a federal service that already exists.

Appendix C. Interviews with stakeholders

Interview method

Skills Canberra provide us with a list of stakeholders who were relatively well aware of the Wage Advice Line and who might be able to provide a more detailed view of the relative merits of the service than just relying on the survey results.

The stakeholder list included Apprenticeship Network Providers, Registered Training Operators, trade unions, and training providers. Some of these stakeholders resulted in further suggestions for interviews.

The interviews were semi-structured—framed around a core set of questions, but the questions were only a guide for eliciting views from the interviewee, who was mostly free to provide details in areas that were of most relevance or importance to them. In general, most questions tend to be covered during an interview, but the level of response may vary significantly between interviewees.

We also conducted two open forums at our offices in Fyshwick and a general invitation was issued to everyone who received an email from Skills Canberra in respect of the online survey.

Framing questions

The core set of questions were derived from the evaluation framework in the terms of reference.

What is your interaction with the Wage Advice Line?

Does the WAL provide a good service?

Is the information clear and accessible?

Does the service provide up to date and relevant information?

Has the CBC been an appropriate service provider?

What would your organisation do if there was no Wage Advice Line?

Do you have any suggestions to improve the service?

Where further prompts or expansion of a particular response was appropriate, the more detailed framework questions were used.

Is the service efficient?

Is the cost of the Service commensurate with its benefit?

How does the Service compare with like Services in other jurisdictions?

Do the results of the Service represent value for money?

Could others provide the services more efficiently?

Is the Service simple to administer?

Who can best deliver the Service—the government, the private sector or both in partnership?

Is the service effective?

Is the Service producing intended/unintended results?

What changes would help the Service better target stakeholder needs?

Does the Service meet ACT Government needs?

To what extent can results be attributed to the Service?

Are the target clients aware of the Service and able to access it?

Do stakeholders and staff understand the Service?

Is the service appropriate?

Is there an ongoing need for the Service?

Should the current Service be maintained, expanded, or discontinued?

Is the Service aligned with government priorities?

Does the Service perform a valuable role for government?

Does the Service take sufficient account of emerging trends and new developments?

Is the Service consistent with other government Services?

Is the Service acceptable to the community and government?

Themes from the interviews

Awareness of the service

Skills Canberra should do a better job of increasing awareness of the Wage Advice Line.

Until 2 years ago, we had never heard of it. We have had no feedback about the service, and are not aware of anyone who uses it.

Responsiveness

It can be hard for clients to contact the Wage Advice Line. Its usual that you have to leave a voicemail and receive a call back. But they do always answer the voicemail. If there could be a personal interaction in the first instance (e.g. an operator), it would be a huge improvement.

The supervisor knew about the minimum and maximum working hours for her ASBA, but had a range of queries about these. The supervisor phoned the Wage Advice Line and was very impressed with their advice, as they cleared up her questions on the spot.

Quality of service

RTOs reported that feedback they received about the Wage Advice Line was very positive. The service was easier to deal with than Fair Work Ombudsman, which can only provide general advice.

The Wage Advice Line can provide clear and accurate advice to employers and apprentices/trainees about specific awards and entitlements.

It's very rare that RTOs experience adverse issues with resulting from the Wage Advice Service.

The ANPs regularly refer clients to the Wage Advice Line. Feedback about the service is very positive.

Objectives in the service

There is a clear dichotomy between providing advice to employers and employees. The two services should not be conflated.

Most apprentices use the internet and their parents. We don't see a need for the Wage Advice Line.

We have a problem with the whole conception of the Wage Advice Line. It is faulty in its objectives. Skills Canberra should engage with stakeholders to design a more wholistic service, one that improves safety (young workers are injured at twice the rate of older workers). Skills Canberra is not cognisant of the safety issues.

A Fair Work Ombudsman audit of ACT employers found that 40 per cent do not comply with awards.

Skills Canberra is not suited to designing or providing this type of service.

The Wage Advice Line is redundant. The unions already provide this service for employees. The industry peak bodies already provide the service for employers. Legal Aid already provides this service plus free workshops. The Government is also funding the Local Industry Advocate and the Commonwealth funds the Small Business Ombudsman.

People just want to talk with someone when they have a problem.

Alternative sources of advice

Employers and apprentices/trainees find Fair Work Ombudsman ineffective, difficult to deal with, and the information on the website is too vast and confusing.

If the Wage Advice Line was not available, RTOs would have real difficulty, as Fair Work Ombudsman would not be an adequate replacement and ANPs not contractually permitted to provide this advice.

The Wage Advice Line can resolve specific issues in a timely manner. Without it, the only viable alternative is the Fair Work Ombudsman, it's not going to be able to resolve the issues, and disputes which are now settled at an early stage are likely to end up in arbitration from Fair Work Ombudsman—that is no good for anyone.

If the Wage Advice Line didn't exist, the onus on employers to seek out this advice would require them to join the Canberra Business Chamber or even the other industry peak bodies. That would be a better outcome.

Fair Work Ombudsman is a bad alternative to the Wage Advice Line. Fair Work provides a poor service and is a misconception, and should be abandoned, so its not a viable alternative.

Fair Work Ombudsman involves lots of waiting on hold and gives non-specific and obtuse advice.

If there was no Wage Advice Line, it would result in a lot of agro people. Skills Canberra would have to refer people to Fair Work Ombudsman, and their workload and antagonistic callers would increase.

As an alternative, Skills Canberra could include FAQs on their website.

Canberra Business Chamber as the service provider

It is awkward having the Canberra Business Chamber as the service provider, as its associated with another ANP.

It's not so bad now having the Canberra Business Chamber as the service provider. Originally, the staff member providing the service was located in an open office with the ANP staff. I understand that they're now located away from the ANP staff, so more comfortable with that arrangement.

We were not happy with the way the Wage Advice Line was set up. It seemed to be done in secret. Had we been asked, we would have objected to the Canberra Business Chamber being the service provider.

The Canberra Business Chamber has an irreconcilable conflict in providing services to apprentices, when its main interest is advocacy on behalf of the employers of those apprentices.

The Canberra Business Chamber just wants the Government to subsidise they would provide anyway.

I have encountered no problems with the Canberra Business Chamber providing the service.
No feedback about biased advice.



Communication Link

Controlled Sports subordinate legislation development

Stakeholder consultation report

FINAL

12 July 2019

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1. Introduction

The ACT Government – Chief Minister, Treasury and Economic Development Directorate recently sought stakeholder input to regulations being developed under the **Controlled Sports Act 2019** (the Act). This legislation regulates combat sports events in the ACT for safety and integrity purposes.

Legislation that will support the Act is being developed. Stakeholders were asked to provide their input on the following:

- Establishment of a minimum age for participation in controlled sports events
- An industry code of practice, applicable to both registrable and non-registrable events
- Arrangements for non-registrable events including:
 - How to become an Authorised Controlled Sports Body
 - Requirements that must be met for Authorised Controlled Sports Bodies to approve non-registrable events
 - Notification requirements for non-registrable events

Industry stakeholders were also invited to review two policies relating to components of the legislation that have been raised in previous consultations. These are:

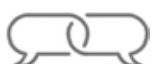
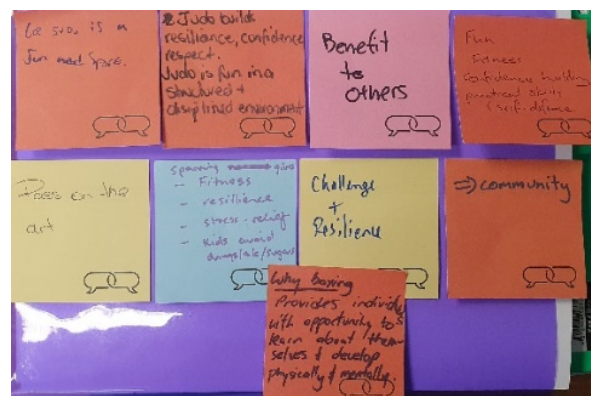
- The **Commercial Purpose Policy** - this policy explains how commercial purpose will be determined in distinguishing between registrable and non-registrable events.
- The **Light Contact Combat Sports Exemption Policy** - this policy explains how to apply for exemption as a light contact combat sport under Section 8 of the Act.

The **Light Contact Combat Sports Exemption Policy** did not form part of the consultation framework at the industry workshops.

Communication Link was engaged to deliver industry workshops to seek feedback on all areas and youth workshops to inform the establishment of a minimum age. Two industry workshops were held on 18 June and 27 June 2019. Three youth workshops were offered on 18, 20 and 25 June 2019.

In conjunction with this engagement, the ACT Government ran an online survey for parents to gather feedback on the establishment of a minimum age for participation in combat sports events. Feedback was also provided directly through email submissions. Feedback from the survey and from email submissions are also reflected in this report.

This report provides an overview of the consultation activities and provides detail of feedback received on each of the input areas.



2. Promotion and participation

To inform the consultation process, the ACT Government made available the following documentation on their website (<https://www.sport.act.gov.au/clubs-and-organisations/combat-sport-applications/consultation-on-regulations>):

- Factsheets on:
 - Code of Practice
 - Establishment of a minimum age for participation in controlled sports events
 - Arrangements for non-registrable events
 - requirements for Authorised Controlled Sports Bodies, including how to become authorised, conditions of authorisation and requirements for notification of events.
- Draft Code of Practice
- Draft Light Contact Combat Sports Exemption Policy
- Draft Commercial Purpose Policy (for registrable events)

Ninety-three combat sports organisations, promoters and gyms were directly approached to provide feedback to the consultation. In addition, gyms were asked to promote the parent and carer survey, and children’s sessions to their patrons. A poster was supplied to erect on club notice boards. The ACT Government also promoted the consultation through the Sport and Recreation website as well as various social media channels, including the Sport and Recreation Facebook page and ACT Government Facebook page. A post to the ACT Government Facebook page generated significant interest in the parent and carer survey, lifting the results by 133 valid responses.

Table 1 shows a summary of the consultation events held and the attendees at each.

Table 1. Participation numbers for consultation events

Event type	Participation
Industry session, 18 June, 12.30pm – 2.30pm, Phillip ACT	Five industry representatives
Industry session, 27 June, 12pm – 2pm, Bruce ACT	Nine industry representatives
Youth session, 18 June, 4.30pm – 5.30pm, Weston Creek ACT	No attendees
Youth session, 20 June, 3.30pm – 4.30pm, Tuggeranong ACT	Three youth participants
Youth session, 25 June, 4pm – 5pm, Gungahlin ACT	No attendees
Parent and carer survey (online from 1 June – 2 July 2019)	216 responses
Email feedback	Six submissions



3. Industry and youth workshops

3.1 Industry workshops

Industry workshops were held on 18 June, 12.30pm – 2.30pm in Phillip ACT and 27 June, 12pm – 2pm in Bruce ACT. A total of 14 participants attended both sessions.

Participants were given a presentation from Rebecca Kelley, Executive Branch Manager, Sport and Recreation on the workshop purpose and background. Following this were four sessions:

- Session 1: Managing risks and maximising benefits
- Session 2: Options for establishing a minimum age
- Session 3: Code of practice
- Session 4: Authorised Controlled Sports Bodies and non-registrable events

Participants were also asked the following questions “what is it about your sport that makes you continue to be involved?” and “why do you do what you do?”. A word cloud of these responses is shown in Figure 1.

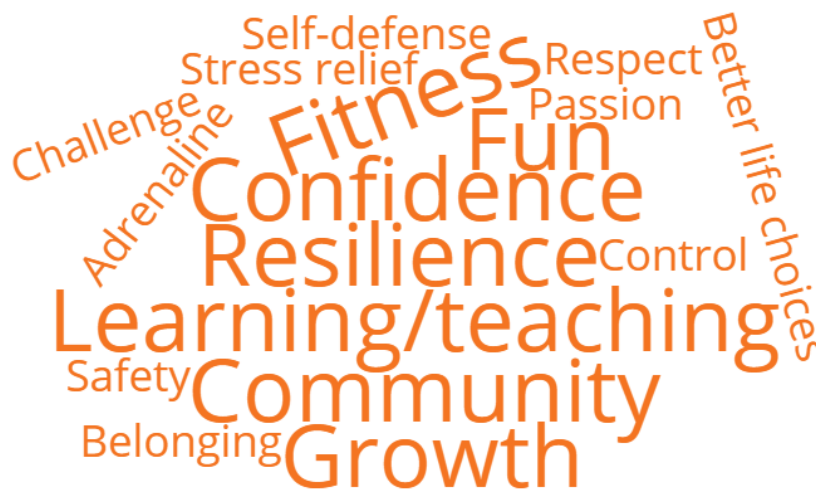
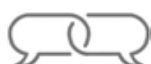


Figure 1. Individual outcomes of combat sport participation. Larger word size indicates higher frequency of occurrence in responses.

Workshop participants represented the following sports:

- Judo
- Kendo
- Boxing
- Mixed Martial Arts (MMA)
- Jujitsu
- Karate
- Hapkido
- Taekwondo
- Kyusho Jitsu



3.2 Youth workshops

Three youth workshops were also offered, although only one of these was attended. Three young combat sport participants attended the youth workshop on 20 June, 3.30pm – 4.30pm in Tuggeranong ACT.

The participants were male and female, aged between 13 and 15 and represented MMA and Brazilian Jujitsu.

When asked why they were involved in their sport of choice, responses included:

“I like it because I’ve always had interest and long term benefits of self-defence”

“I need to do it as there is nothing else I want to do, and it’s a big part of who I am and what I want to do for the rest of my life”

“I like it because of the mixed environment and culture. I’ve grown up around it from the age of 6.”

The workshop focused on gathering feedback on the establishment of a minimum age for participation in competitions.

Participants were asked to define risks and benefits and were asked to identify risks, benefits and their management within their sports. Participants were also asked to provide feedback on each of the options for the establishment of a minimum age put forward by the ACT Government.

The workshop concluded with participants being asked to write a fictional letter to the Sports Minister to answer the question *“If you could say one thing to the Sports Minister about this consultation, what would it be?”* The letters offered some feedback on the proposed age restrictions, but they largely focused on the existing age restrictions that preclude under 18 MMA fighters from fighting in cages. Currently under 18s can only fight in boxing rings. Feedback highlighted that this added dangers as the ring is hard, the wrong surface, fighters have fallen out of the ring and the ropes can’t bare the weight of two people fighting against it. It was also noted that current changes in NSW are allowing certain sports to move into cages. The letters are included at Appendix B.



Figure 2. Participants writing letters to the Minister

4. Parent and carer survey and written submissions

The ACT Government survey sought parent and carer views on the establishment of a minimum age for participation in controlled sports events. The survey was available online from 1 June to 2 July 2019. In addition, six written submissions were received.

4.1 Written submissions

Written submission feedback included a combination of individual stories and parent/carers experiences in combat sports (including what has been gained from these experiences); feedback on the draft Code of Practice and other policy documents; and specific feedback on the proposed minimum age options. A summary of each submission can be found in Appendix D.

4.2 Survey responses

Communication Link has undertaken analysis of the survey results and written submissions. The survey received 216 responses. Of these 216 responses, 82 respondents were not parents or carers and were not permitted to finish the survey, survey response numbers were not adjusted to allow for this. This resulted in the number of non-responses looking particularly high for some questions as the number on non-responses still includes the 82 people who were not able to complete the survey.

The survey analysis included quantification of a large volume of open-ended responses. These quantified responses were then merged with the pre-existing questions responses to enable statistical analysis of the feedback. Full details of the survey outcomes can be found at Appendix E.

Survey question 20 has not been included in this analysis for reasons of data integrity. Question 20 asked “To what extent do you agree or disagree that the safety of children under 14 years of age would improve if techniques that make contact with the head, neck spine or groin are restricted during contests?” The answers offered for this question were entered incorrectly, resulting in a repeated option to agree or strongly agree rather than providing the option to disagree or strongly disagree. This was corrected on 27 June 2019 at 9pm. However, as the integrity of these answers was compromised, they have not been included in this report.

Feedback from the parent and carer survey and email feedback has been incorporated into the relevant sections of this report. Key highlights from the survey can be found below.



Nearly 2/3 of survey respondents were male



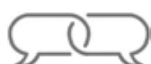
56% of respondents had more than one child who participated in combat sports



Responses were received from 32 ACT suburbs and nearby towns.



16 combat sports were represented in the survey results



5. Establishing a minimum age

All consultation activities sought participant feedback on the establishment of a minimum age for participation in controlled sports events. Consultation questions relating to this were:

1. How you (in whatever capacity) manage risks of significant injury in sports participation
2. Your understanding of the risks of injury in combat sports and how these are managed
3. Any industry specific feedback regarding the design, structure and content of a regulation on minimum age
4. The similarities and differences between current contest rules and the proposed options (for industry representatives)

Section 5.1 shows the feedback received relating to questions one and two. Section 5.2 addresses the responses received relating to questions three and four.

5.1 Risks and benefits

Participants were asked across both industry and youth workshops, online survey to identify the risks and benefits they associated with being a part of their sport. Participants were also asked to identify ways of managing risk and maximising the benefits involved in their sports.

Table 2 shows recurrent themes heard for risk, risk management, benefits and maximising benefits across each of the feedback channels.



Table 2.

	INDUSTRY WORKSHOPS	YOUTH WORKSHOP	ONLINE SURVEY	WRITTEN SUBMISSIONS
RISKS	<ul style="list-style-type: none"> • Injuries (contact injuries, head injuries, breaks, concussion, sprains and tears) • Death • Competition environment • Lack of education • Capability of people • Experience/skill matching • Reputation (Code of Practice, standards, creating right environment) • Financial damage (insurance) • Competence of officials (certification) • Inconsistent application of rules/regulations • Weight cutting • Doping/drugs 	<ul style="list-style-type: none"> • Risks were only identified in the context of risk management strategies 	<ul style="list-style-type: none"> • Mental • Physical pain/injury • Social • Same as other sports • None • Stigma • Poor Instruction • Over-training • Parental-factors 	
RISK MANAGEMENT	<ul style="list-style-type: none"> • Accredited coaching/ instructors/ officials (including medical) • Existing codes of practice/ legislation / regulation / national and international rules • Insurance • Education/ awareness • Mentor system/ testing • Medical clearance • Match making 	<ul style="list-style-type: none"> • Protective equipment used (mouthguards, gloves, shin guards) in competition and training • In MMA, referee is there to prevent injury, not just stop after injury has happened • Doctor present at every show that can stop the fight if they believe the people are too injured to continue 	<ul style="list-style-type: none"> • Over 35% of respondents felt that current risk management practices were sufficient 	<ul style="list-style-type: none"> • Good coaching • Appropriate training to learn correct techniques • Medical staff present at competitions • First aid training of coaches

	INDUSTRY WORKSHOPS	YOUTH WORKSHOP	ONLINE SURVEY	WRITTEN SUBMISSIONS
	<ul style="list-style-type: none"> • Athlete experience • Equipment (checked and approved) • Use checklist • Training • Assessment of skills • Techniques (eg. break fall and tap outs) • Strict rules on submission and choke techniques • Respectful culture • Doping/ drugs (testing/ laws/ compliance/ international oversight) • Weight cutting (training/ education, monitoring over time, medical inspections and doctors) • Existing age/skill restrictions on certain techniques and ability to compete • Risk management process built into Association • Breaks between matches • Warm-ups/cool downs 	<ul style="list-style-type: none"> • Breaks between competition (only a few times a year) 		
BENEFITS	<ul style="list-style-type: none"> • Sense of community/ belonging/friendship • Self-defense • Builds confidence and resilience • Stress management • Ethics/ respect for others (Value system common across most martial arts) 	<ul style="list-style-type: none"> • Physical benefits from training all year round. • Great environment and culture • Opportunity creation • Confidence building 	<ul style="list-style-type: none"> • Self Defence • Health • Social • Behaviour • Mental health • Competition • Mental skills 	<ul style="list-style-type: none"> • Teaches respect • Teaches determination • Increases self-esteem and self-confidence • Opportunities for international travel • Teaches discipline and self-control

	INDUSTRY WORKSHOPS	YOUTH WORKSHOP	ONLINE SURVEY	WRITTEN SUBMISSIONS
	<ul style="list-style-type: none"> • Personal development for athletes and officials (continuous learning, skills for life, skills transference to school and workplace, resilience, stress management) • Legacy for next generation • Fitness (agility, balance, flexibility) • Self-discipline – control of emotions • Gross motor skills • Divert from bullying and antisocial behavior • Safely tumbling and falling • Role models for elite competition 		<ul style="list-style-type: none"> • Injury prevention • Aggression outlet • Away from electronics • Fun • Spiritual/Cultural • Mentorship 	<ul style="list-style-type: none"> • Attain life skills and transferable skills • Improved understanding of nutrition and the importance of exercise • Avoid negative factors such as drugs and alcohol • Keeps kids active • Lower injury rate than other sports such as skating, rugby and motorbike riding • Fitness and personal development benefits
MAXIMISING BENEFITS	<ul style="list-style-type: none"> • Accreditation • Code of practice • Being successful • Consistency – same page • Give back, next generation, legacy • Less regulation that does not fit the sport • Less regulation that imposes additional costs to compete • Sports controlled by well-managed bodies with clearly defined rules, processes and governance 	<ul style="list-style-type: none"> • Discussion focused primarily on identifying benefits 		

5.2 Option specific feedback

To further inform the discussion on consultation questions three and four, four options for the establishment of a minimum age were presented and feedback was sought on the positives and negatives of each option. These options are shown in Figure 3.

In the industry workshops, participants were asked to vote for the option they preferred. In the first industry workshop, option three received the most votes. In the second industry workshop, none of the options received a vote. Instead the group suggested alternative options which received their votes. The most voted for options for the second workshop were:

1. Leave industry to self-regulate
2. No minimum age

Figure 3. Options for establishment of minimum age

Option One	Option Two	Option Three	Option Four
<ul style="list-style-type: none">• Prohibit children under 14 years from using techniques that have contact with the head, neck spine or groin	<ul style="list-style-type: none">• Minimum age set by Authorised Controlled Sports Bodies subject to Ministerial approval on recommendation of Advisory Committee	<ul style="list-style-type: none">• Minimum age set at 14 years with prohibition on contact with the head, neck, spine or groin under this age• BUT allow <i>sporting organisations</i> to apply for an exemption for non-registrable events	<ul style="list-style-type: none">• Minimum age set at 14 years with prohibition on contact with the head, neck, spine or groin under this age• BUT allow <i>individual athletes</i> to apply for an exemption based on elite or promising athlete status

5.2.1 Option 1 – Prohibit children under 14 years from using techniques that have contact with the head, neck spine or groin

5.2.1.1 INDUSTRY FEEDBACK

Below is a summary of positive and negative feedback on option 1 received from industry workshops and email submissions.

Positive

- Good that it is clear/hard rule
- All other options provide grey area where people can manipulate – option 1 doesn't

Negative

- May conflict with international/ national rules
- Younger people should be able to compete but not with head contact
- The 14 year age limit seems arbitrary
- Definition includes a throw – this is too limiting for Judo
- Abide by national and international body rules – this will not enable kids to move up in a national and international level



- The same age should not apply to all sports
- A 14 year age limit will mean that athletes will not gain competition experience for international competition
- Does not include consideration of all the mitigations already in place
- A lot of work has been done to create athlete pathways (including an increased focus on young female participation) - competency must be proven before progressing – a 14 year age limit does not consider this

5.2.1.2 YOUTH FEEDBACK

Below is a summary of positive and negative feedback on option 1 received from the youth workshop.

Positive

- Positive in some areas
- Age 14 as far as a blanket statement is a good age for who can and can't fight.

Negative

- In some cases for those who have a career in this field you need to start early to gain that experience. It can take a long time to get the experience that you need.
- Under 14s should be allowed to compete but a lot of sport's rules would need to be modified for each sport.

5.2.1.3 PARENT AND CARER SURVEY FEEDBACK

The survey question relating to this option (question 15) did not specifically highlight the age restriction as 14, however the suggestion of introducing prohibited techniques was opposed by over 50% of respondents.

When asked what the impact would be on their children if an age restriction to 14 was established, the top four responses were:

- It won't change anything (23.1% of responses)
- My child/ children will be less likely to participate in contests (22.6% of responses)
- My child/ children will not be able/ allowed to participate in contests (17.9% of responses)
- This won't apply to my child/ children (14.1% of responses)

5.2.2 Option 2 – Minimum age to vary across different controlled sports. Decision to be made by the Minister and advisory committee

5.2.2.1 INDUSTRY FEEDBACK

Below is a summary of positive and negative feedback on option 2 received from industry workshops and email submissions.

Positive

- Empowers individual sports – sports directed outcome
- Could enable sport specific rules – eg. Competing in an 'open mat' environment
- Guided by and aligned to existing rules (including international rules and existing age restrictions)
- Option 1 is a simple solution, but this may be more fit for purpose
- Would enable modified rules to be includes such as precluding head strikes
- Might work but bodies will be all different



- Not supported as this does not provide enough checks and balances

Negative

- May create ‘loop holes’ that promoters can work around eg: name of event
- Commercial events must be over 18 – motivations are changed by commercial environment
- Unnecessary as strong community, parents, ethics and national structures will keep the bad guys out
- Unknown impacts on emerging sports
- Exemption goes to the organisation that is organising the event – needs to be done under the representative group
- International rule is 10 for many sports – why need another set of rules?

5.2.2.2 YOUTH FEEDBACK

Below is a summary of feedback on option 2 received from the youth workshop. No positive feedback was received on this option.

Negative

- Decisions should only be made by a representative from that sport, for example: an MMA fighter cannot decide what age someone can box.
- The Minister could be influenced by parents whose children play the sport by making the most noise.
- What information will the Minister receive to make this decision? Will it be enough to make a decision?
- How would the advisory committee be chosen? If it’s from the Sports Commission, they aren’t coming from combat sport. Not sure how they can make their decisions, they would have very little information. Advisory committee may not have perspective on the combat sports.

5.2.2.3 PARENT AND CARER SURVEY FEEDBACK

The survey question relating to this option (question 16) asked to what extent did respondents agree or disagree with the following statement “Sporting organisations should be able to set their own minimum age for participation in their style of combat sport”.

Over 84% of respondents either agreed or strongly agreed with this statement.

5.2.3 Option 3 – Prohibit children under 14 years from using techniques that have contact with the head, neck spine or groin BUT allow *sporting organisations* to apply for an exemption for non-registrable events

5.2.3.1 INDUSTRY FEEDBACK

Below is a summary of positive and negative feedback on option 3 received from industry workshops and email submissions.

Positive

- More streamlined than option 4
- This is more applicable than option 4
- Option 3 would work much better than option 4 but promoters/event coordinators could provide assurances on behalf of participants



- Offers flexibility for different sports and includes more safeguards.
- The Authorised Controlled Sports Body must supply more evidence than in option 2.
- The possibility of confusion for officials dealing with inconsistency between different codes is not considered of paramount importance, as any official should be able to demonstrate expertise in the code at which they are officiating.

Negative

- Exemptions should be allowed for light contact rules, protective equipment, international guidelines/ rules and modified rules
- Different sports have different rules and types of different equipment required to protect young people.
- Graduated contact levels – does this occur in most levels? Modified rules.
- Having a properly governed organisation mean that options 2 and 3 are quite similar

5.2.3.2 YOUTH FEEDBACK

Below is a summary of feedback on option 3 received from the youth workshop. No positive feedback was received on this option.

Negative

- The promoters might not have the same motivations as us.
- If someone was 12 and wanted to compete in kick boxing and got approval, they may not be able to find someone else at the same weight due to the exemption process. That could lead to a 12-year-old fighting with a 16-year-old because there was no one else to fight with.

5.2.3.3 PARENT AND CARER SURVEY FEEDBACK

The survey question relating to this option (question 16) asked to what extent did respondents agree or disagree with the following statement “Sporting organisations should be able to apply for an exemption for their contestants under 14 years of age, to use techniques involving contact with the head, neck, spine or groin”.

Over 60% of respondents either agreed or strongly agreed with this statement.

5.2.4 Option 4 – Prohibit children under 14 years from using techniques that have contact with the head, neck spine or groin BUT allow *individual athletes* to apply for an exemption based on elite or promising athlete status

5.2.4.1 INDUSTRY FEEDBACK

Below is a summary of feedback on option 4 received from industry workshops and email submissions. No positive feedback was received on this option. This option was not discussed at one industry workshop as all agreed that it would not work.

Negative

- If athletes aren’t able to compete until they are 14, there won’t be any elite athletes
- Restricts emerging athletes
- The term ‘elite’ does not really apply in this context



- Most gifted athletes get identified at competitions not in the gym, so they won't be able to be identified if they can't compete first
- Whether you are elite or not, this does not minimise the impact of a blow to the head.

5.2.4.2 YOUTH FEEDBACK

Below is a summary of feedback on option 4 received from the youth workshop. No positive feedback was received on this option.

- Parents may push their kids even if they aren't elite
- Similar to option 3, only allowing people to compete by exception will mean that you will not have kids at the same weight, age and sport to compete against
- Could end very poorly.
- The fighter shouldn't decide whether they can fight. It could lead to injury and harm.

5.2.4.3 PARENT AND CARER SURVEY FEEDBACK

The survey question relating to this option (question 16) asked to what extent did respondents agree or disagree with the following statement "Individual athletes, under 14 years of age that are considered an elite or promising athlete, should be able to apply for an exemption so they can use prohibited techniques involving contact with the head, neck, spine or groin".

Just over half (56%) of respondents either agreed or strongly agreed with this statement.

5.2.5 Suggested alternative options

Alternative suggestions received during an industry workshops were as follows:

- If an event has insurance than it should be able to proceed
- Leave industry to self-regulate
- No minimum age.

When participants at this industry workshop were asked to vote for their preferred option based on the four options supplied and these options, 80% of the votes went to "leave industry to self-regulate" and 20% of the votes went to "no minimum age".

Additional feedback received suggested that athletes aged 10-13 should be included in all options and further reinforced that a 14 year ban across most options should be revisited.



6. Code of Practice

Feedback received on the draft Code of Practice was gathered from industry workshops and from written submissions. A summary of the feedback received is included at Appendix C.

Table 3 shows the areas feedback was received on both sections of the draft Code of Practice.

Table 3. Sections of the draft Code of Practice that received feedback

Applications for registrable events	Applications for non-registrable events
Contest Rules	Contest rules
Promoter Responsibilities	Medical requirements
Insurance	Protective Clothing and Equipment
Matchmaking	
International Contestants	
Weight cutting	
Doping	
Weigh-Ins	
Contest area requirements	
Protective Clothing and Equipment	

In addition to this specific feedback, additional feedback was received of a general nature. Most of this feedback related to ensuring that the implementation of the changes to the controlled sports legislation is accompanied by an education program to ensure changes are understood.

In addition to this, other comments related to:

- Restricting photos of juniors at weigh-ins
- Provision of private areas for weigh-ins
- Notifying AFP of the event, time, location and expected crowd
- Recognition could be given as a certified/Code of Practice participant
- The terminology used in the Code of Practice is not relevant to all sports and remains boxing focused
- Feedback received indicated that feedback given last year had not been incorporated into draft Code of Practice
- Confusion around the distinction between registrable and non-registrable events.



7. Authorised Controlled Sports Bodies and non-registrable events

Feedback was received through industry workshops and written submissions on conditions for becoming an Authorised Controlled Sports Body and on the conditions for non-registrable events being approved for Authorised Controlled Sports Bodies. Feedback was also received on the notification requirements for non-registrable events.

7.1 Becoming an Authorised Controlled Sports Body

Feedback relating to the process of becoming an Authorised Controlled Sports Body was minimal. Most feedback related to the application of the *Commercial purposes policy* (discussed in section 7.4) and the resulting impacts this would have on events deemed to be 'commercial' when the intent was for 'fundraising' not 'profit-making' activity. Boxing was used as an example in this context. There was also some confusion about whether a representative organisation would receive automatic recognition as an Authorised Controlled Sports Body if they were affiliated under an NSO but not the NSO itself.

Other feedback received suggested that becoming an Authorised Controlled Sports Body should not be required if the event was held under the sanction of a National Sporting Organisation (NSO). This would put the responsibility to ensure that all requirements were being met onto the NSO.

It was also noted that communication around the date when applications (if the proposal came into force) would open was very important to allow sports to undertake appropriate planning.

7.2 Conditions for approval of non-registrable events

It was suggested that if an event was 'sanctioned' by an NSO eg. Boxing ACT, it should be non-registrable.

7.3 Notifications requirements for non-registrable events

Consistent feedback was received relating to areas where proposed notification requirements for non-registrable events would pose a challenge. These included:

- Understanding who would be responsible for notification for interclub competitions
- Lead-times before events. Feedback was received that in some instances entry to a competition may only open a week or information is not known until the event is occurring, making a 28 day notification impossible
- It was suggested that a notification of the event date could be made with detailed participant and attendee information to follow closer to the event
- It was also suggested that the inspector will be able to ensure compliance with requirements on the ground instead and that detail could be provided after the event
- Understanding where an unaffiliated club with no NSO would fit is important

7.4 Commercial Purpose Policy

The intent and detail of the *Commercial Purpose Policy* was discussed at the industry workshop and noted in a written submission.



Discussion on this policy focused on the definition of commercial. The intent of charging for the event was discussed and consideration was given as to whether the intent of the event was to make money for profit, or if the intent is more focused on fundraising to reinvest in the club for equipment or athlete travel.

The suggestion was also made that an organisation's 'not for profit' status with the ATO could be used to determine their eligibility under this policy – irrespective of whether they were an Authorised Controlled Sports Body.

Feedback was also received that in NSW the event is categorised as professional or amateur depending on whether spectators pay to watch. If no payment is required, then it is considered amateur. In addition, if the event takes place in a ring or a cage, it is registrable.

Additional feedback also suggested that any event where betting was taking place should not be considered non-registrable.

For some sports, the commercial nature of their events meant that under the proposed *Commercial Purpose Policy* their events would be registrable. Feedback received from these groups suggested that the current proposal would limit their ability to provide practice competitions for their athletes or make money to reinvest in their gyms or studios.



8. Broader feedback

During the consultation, additional feedback was received that related to the controlled sports legislation more broadly. Table 4 captures this feedback.

Table 4. Feedback received that did not specifically relate to highlighted consultation areas

Feedback area	Feedback detail
Language used in documentation	<p>Discussion around the terminology was raised in both industry workshops. Points to note include:</p> <ul style="list-style-type: none">• Confusion around the terms 'registrable' and 'non-registrable'• The term 'promoter' was very being specific and should be changed to 'organiser'• The language used across the documentation was not inclusive of the sports that it covers and appeared very boxing-centric.
Role of inspectors	<p>Clarification was sought on multiple occasions on the role of inspectors, seeking to understand where they would be sourced from, the role they would perform and whether they would have knowledge of the sports they are inspecting. Consistent feedback indicated that inspectors should have relevant controlled sports experience and should be accompanied by someone from the industry body. Inspectors should have an individual sport focus.</p>
Broad and narrow focus	<p>There was recurring feedback that the scope of the legislation aimed to take in too many different sports, resulting in documentation that was too prescriptive or inaccurate for some sports.</p> <p>Conversely, feedback was also received that questioned why the legislation was not broader to include other contact sports such as AFL, rugby league, rugby union and soccer.</p>
Consultation process	<p>Feedback was received through industry workshops and written submissions that suggested feedback from previous consultations had not been integrated into revised documentation. This feedback specifically related to changes to the Code of Practice but was also provided more generally.</p> <p>Concern was also raised that the minimum age of 14 had not been mentioned in any previous consultation and the reasons for its selection were not highlighted comprehensively.</p>
Informed by industry	<p>It was suggested that the project team should undertake field work across the range of different sports prior to finalising the updates.</p> <p>It was also suggested that industry should be able to manage itself and suggestions were made that included consideration of an independent accreditation process for officials and coaches to increase safety and minimise the use of combat sports events being used for illegal activities.</p>



Appendices

Appendix A – Industry worksheets

Workshop 1

Managing risks	Maximising benefits
<p>List some of the risks associated with your sport</p> <p>Injuries and death</p> <p>Reputational damage</p> <p>Financial damage</p>	<p>List some of the benefits associated with your sport</p> <p>Healthy population</p> <p>Sense of community/ belonging</p> <p>Self-defense/ confidence</p> <p>Ethics/ respect for others</p>
<p>How are these risks managed?</p> <p>Accredited coaching/ instructors/ officials</p> <p>Codes of practice/ legislation</p> <p>Insurance</p>	<p>How can these benefits be maximised?</p> <p>Accreditation</p> <p>Code of practice</p> <p>Being successful</p>

Managing risks	Maximising benefits
<p>List some of the risks associated with your sport</p> <ul style="list-style-type: none"> • Head trauma – injuries • Capability • Environment • Safety • Competence of officials (certification) <ul style="list-style-type: none"> – Accountability – Consistency. 	<p>List some of the benefits associated with your sport</p> <ul style="list-style-type: none"> • Personal development (athlete, officials etc) <ul style="list-style-type: none"> - Continuous learning - Skills for life - learning
<p>How are these risks managed?</p> <ul style="list-style-type: none"> • Doctor, judges, referee • Education/ awareness • Action • Mentor system/ testing • Medical clearance • Match making – check skill level match appropriately • Experience (combatant/ athlete) • Equipment promoter • Use checklist • Regulations of sport 	<p>How can these benefits be maximised?</p> <ul style="list-style-type: none"> • Consistency – same page • Give back, next generation, legacy



Workshop 2

Managing risks	Maximising benefits
<p>List some of the risks associated with your sport</p> <ul style="list-style-type: none"> As in any physical sport, injury is of course a risk, but rules and training are designed to minimise. 	<p>List some of the benefits associated with your sport</p> <ul style="list-style-type: none"> Fitness and flexibility Control Discipline Safely tumbling and falling Olympic sport Allows children to compete and aspire to elite competition by starting to develop required skills and experience early
<p>How are these risks managed?</p> <ul style="list-style-type: none"> Age requirements for under 12s eg. No drop throws, no neck holds, no arm bars Strict rules on submission and choke techniques Compliance with national and international rule sets Risk management process built into Association Medical onsite at major competitions Referees control competition bouts Can't compete until at certain kyu (belt) level 	<p>How can these benefits be maximised?</p> <ul style="list-style-type: none"> Less regulation that does not fit the sport Less regulation that imposes additional costs to compete

Managing risks	Maximising benefits
<p>List some of the risks associated with your sport</p> <ul style="list-style-type: none"> Contact injuries concussion etc <ul style="list-style-type: none"> noting a 12 year old punching another 12 year old applies a lot less force than a tackle at speed, or involving several other players. 	<p>List some of the benefits associated with your sport</p> <ul style="list-style-type: none"> Fitness benefits (children at greater risk of diabetes and sedentary illness through inactivity) Resilience and discipline Stress management Coaching and role modelling Confidence Diversion from bullying and anti-social behaviour.
<p>How are these risks managed?</p> <ul style="list-style-type: none"> Referees and rules (1 minute rounds for younger boxers) Matching (young people matching in boxing within 24mths and 2kgs and similar experience) Breaks between matches Doctor supervises the bout Equipment, padded gloves 8 counts Preparation in gym before coach agrees to compete Competitors motivated to show skill and techniques, judged on skill and techniques 	<p>How can these benefits be maximised?</p> <ul style="list-style-type: none"> Sports controlled by well-managed bodies with clearly defined rules, processes and governance.



Managing risks	Maximising benefits
<p>List some of the risks associated with your sport</p> <ul style="list-style-type: none"> • Note the onus here (<i>referring to the title 'your sport'</i>) • Kendo <ul style="list-style-type: none"> – Sprains and tears – Occasional contact injury in competitions • Wrestling <ul style="list-style-type: none"> – Sprains – Breaks – Concussion – Doping <ul style="list-style-type: none"> » ASC, IOC, Comm games 	<p>List some of the benefits associated with your sport</p> <ul style="list-style-type: none"> • Kendo <ul style="list-style-type: none"> – Self-discipline – Awareness and consideration of others – Health – Community (Canberra/Nara) – Friendship (international) – All defined by 'concept of KENDO' • Wrestling <ul style="list-style-type: none"> – Olympics/national reps – Fitness – Community
<p>How are these risks managed?</p> <ul style="list-style-type: none"> • Kendo <ul style="list-style-type: none"> – Warm-ups/cool downs – Coach training – Teaching of proper techniques in line with National (AKR) and International guidelines (FIK) – 3 referees on each court and 1 court judge (+ first aid and medical) – Accredited by being a member of a National body • Wrestling <ul style="list-style-type: none"> – Age/size classes – Refs (trained) – Medical staff – Soft mats – Intensive training – Coach accreditation – Opponent is not meant to be injured – ASADA 	<p>How can these benefits be maximised?</p> <ul style="list-style-type: none"> • Kendo <ul style="list-style-type: none"> – Work with ACTAS to help you understand what we already have in place so we don't get buried in red tape and lose members • Wrestling <ul style="list-style-type: none"> – Many competitions since young age – High level comps – Lots of training

Managing risks	Maximising benefits
<p>List some of the risks associated with your sport</p> <ul style="list-style-type: none"> • Impact injuries due to falls or strive • Sprains associated with joint locks 	<p>List some of the benefits associated with your sport</p> <ul style="list-style-type: none"> • Fitness • Strength • Flexibility • Fun • Stress control • Self-defence (self and others) • Positive attitude • Respect for others



Managing risks	Maximising benefits
<p>How are these risks managed?</p> <ul style="list-style-type: none"> • We teach break falls – how to fall safely to the ground • Mats equivalent • We teach control and how to receive a technique – not just crashing to the floor – rugby tackle • We teach ‘tap out’ ie. when it starts to hurt you indicate to stop. • We teach mutual respect. “Be Master of Yourself” • Techniques are practices with mutual consent. 	<p>How can these benefits be maximised?</p> <ul style="list-style-type: none"> • This has been a traditional and integral part of MA (Japanese) for centuries. • This gets passed on as students learn the art.



Appendix B – Letters to the Sports Minister (from Youth Workshop)

Response 1

Under 18s should be allowed to compete in the cage as long as there is appropriate safety requirements such as a doctor, and a referee that is worried about the fighters safety.

Mixed martial arts events should be held in a cage it's a lot safer than a boxing ring because ¼ of the rules in MMA uses the cage and it's also better because if a fighter was going for a takedown, throw or a slam they could potentially fall out of the ring resulting in major injury but if it's in a cage that threat is gone.

Response 2

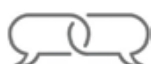
Under 18 Mixed Martial Arts fighters are currently not allowed to compete in a cage (have to fight in a ring).

This is because people's poor perspective on MMA.

It is very dangerous to fight in a ring. The mat is very thin and not designed to have people falling or hitting the ground. There is also the lack of support of cage walls. MMA fighters have fallen out of the ring, broken their hand accidentally hitting the mat. Combat sports has evolved from putting underage fighters in dangerous positions only because of the view of the sport. Personally I think children under the age of 14 should not compete in head strike heavy sports. Each sport needs to be looked at and developed by people with experience in the sport.

Response 3

Me personally, every show is run different, every sport is different. There are different rules and agreements for every sport, it's the same with MMA. I think that if you are 14, 15, 16 you should be able to fight in a cage for the MMA fighter because it is honestly so much safer for the fighter that is fighting than in a boxing ring because MMA in a boxing ring you have the risk of being punched out of the ring and are hurting yourself more that way than actually partaking in the fight. Like I said before, every show is set up and ran differently so it would depend on rules for what sport they are doing but there are already rules and mature decision the fighters can agree on before the fight evens takes place. So, the fights feel safer, going and doing something they really do love and want to do.



Appendix C – Code of Practice feedback

Table 5. Feedback related to Code of Conduct registrable events section

Matters relating to registrable events		
Code of Conduct Section	Item Number	Feedback received
Applications for Registrable events	3	<i>Draws notification is too far out</i> <i>Draws – settled in 24 hours before competition – can't do a draw 5 days beforehand.</i>
Contest Rules	7, 8, 9	<i>Shouldn't contradict international/national rules that govern the sports.</i> - <i>Mandated to run comps alongside international rules</i> <i>Modified rules should still be included in the Code of Practice – loopholes can still be included under the existing Code of Practice. Inspectorate may cover this off. Inspectorate at non-registrable events as well.</i>
Promoter Responsibilities	12 13 14 15	The promoter must supply clean and appropriate weight gloves <i>in very good condition</i> (if any) ... The promoter of the event must provide: - <i>Two stopwatches/timers</i> - <i>A stretcher</i> The promoter of the event must ensure that a contest does not commence, or continue, unless a referee and <i>doctor</i> are present. The promoter must report to the ACT registrar: - <i>Any serious injuries or deaths of any contestant immediately by phone, and also for serious injury possibly leading to death.</i>
Insurance	20	A promoter is required to provide Worker's Compensation insurance to any employee <i>including any professional fighter on the show (who is by definition an employee or contractor) – need to be very strict otherwise it will be avoided.</i>

Matters relating to registrable events

Matchmaking	21	<p>Contestant age – <i>Need something about adult vs junior. Permitted age gap? I don't think anyone under 16 should fight an adult. And 16-18 y/o only to fight people 3 years older.</i></p> <p><i>Assurance of trainer or manager. Parents must sign agreeing to a match for juniors and the rules.</i></p> <p><i>Requirements in table are at odds with national laws.</i></p> <p><i>Can have different belts fighting in judo (you are setting requirements that can't be applied)</i></p> <p><i>Match people in weight and size – doesn't work across sports (weight controlled not size)</i></p>
International Contestants	2	<p><i>International contestant rules too onerous</i></p> <p><i>International competitors may come in short-notice – can't apply all the medical requirements</i></p>
Weight cutting	29	<p><i>How are you going to enforce this?</i></p> <p><i>Concerned about fluid restrictions</i></p>
Doping	35	<p><i>Abide by all ASADA regulations and be open to testing.</i></p>
Weigh-Ins	36	<p><i>Amateurs weigh in on the same day – within 8 hours of the event is much safe for weight cut and easy to do. Only pros need 24 hr and it is for marketing of the promoter not the safest athlete. Should also be an option.</i></p>
	37	<p><i>Why limit the number of weigh ins and not allow pre-testing</i></p>
	38, 40	<p><i>Dis-allowance of shoes and socks does not make sense as people are not trying to go up a grade</i></p> <p><i>Singlets used specifically for weigh-in – too much detail to apply to all sports</i></p> <p><i>We now make everyone weigh in in shorts and a top (for girls), avoiding stripping down.</i></p> <p><i>What about female Islamic competitors?</i></p>

Matters relating to registrable events

Contest area requirements	61	<i>Contest area flooring is too specific – so prescriptive.</i>
	60, 61, 62	<i>Regulated and specific spaces. Attach national documents as appendices for each sport.</i>
	65	<i>Judging elevation not right</i>

Protective Clothing and Equipment	<i>Equipment safety not relevant to some sports e.g. mouth guards</i>
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Table 6. Feedback related to Code of Conduct non-registrable events section

Matters relating to non-registrable events

Code of Conduct Section	Item number	Feedback received
Contest rules	6, 7, 8	<p><i>Shouldn't contradict international/national rules that govern the sports.</i></p> <ul style="list-style-type: none"> - <i>Mandated to run comps alongside international rules</i> <p><i>Modified rules should still be included in the Code of Practice – loopholes can still be included under the existing Code of Practice. Inspectorate may cover this off. Inspectorate at non-registrable events as well.</i></p>
Medical requirements	43	<p><i>Being able to be forced to see a doctor 24 hours beforehand and medical professionals onsite etc. Why can't there just be a first aider?</i></p> <p><i>Unrealistic impost</i></p> <p><i>To make sure competitors have a medical certificate to say they're okay. Wouldn't happen in rugby.</i></p> <p><i>It is possible that two or more arenas would be utilised at the same time at a non-registrable controlled sport event.</i></p>

45 *The implication of these sections in the Proposed Code of Practice appears to be that each arena could be regarded as having contests, which would mean that each would need a medical practitioner, and possibly two spinal boards. (It is assumed that only one set of the equipment listed in (11) would be required for the entire event.)*

The need for a medical practitioner at each ring side is questioned, and especially the requirement for more than two spinal boards for an event.

11 *Having medical practitioner across each arena makes sense.*

Having a defibrillator for each space may be excessive

Protective Clothing and 20 *Equipment safety not relevant to some sports e.g. mouth guards*
Equipment

Appendix D – Summary of written submissions

Submission 1

Started doing Muay Thai at the age of 5, currently 13. Benefits of the sport include teaching of respect, determination and self-confidence. Has travelled internationally and has Australian, Oceanic and world titles.

The discipline and self-control taught through the sport has also provided benefits at school both academically and in sport. Improved understanding of nutrition and the importance of exercise, as well as avoiding negative factors such as drugs and alcohol.

Being able to fight is an important part of training and is concerned that rules don't limit opportunities for other young people to do well at Muay Thai.

Submission 2A

Pleased to legislation being passed with respect to Combat Sports. Providing advice as an industry specialist with respect to suggestions to impose a minimum age for athletes to compete. Frustrated that this advice has been provided repeatedly to many different people over eight years; this latest round of consultation is further frustrating as the advice seems to not be heard. Concerned that after eight years of consultation on a minimum age, the age of 14 seems to have been selected with no previous suggestion of this age or publicised summary of advice as to why this age is appropriate.

The 4 options seem an obvious attempt to pre-determine the situation to an already desired agenda. Research that is referenced is biased and not relevant to the conditions of Muay Thai competition in Australia or Thailand. Muay Thai Australia (MTA) already works to ensure the safety of all athletes, especially juniors. It is recommended that the ACT Government support MTA's efforts in this area, rather than apply extra legislative requirements.

There is no justifiable reason to introduce an arbitrary minimum age of 14 for Muaythai Competition. It is proposed that the ACT Government:

- Allow juniors to compete in accordance with the rules and regulations of any NSO under the sporting and governance conditions applied to these organisations.
- Do not allow juniors (17 and under) to compete at Muaythai professional shows or any show in the ACT that is designed for profit, by way of ticket sales, marketing, venue hire, licensed venue.
- No rules for Muaythai should allow juniors to compete without padding and headgear under any circumstances. Currently the government has allowed this and turns a disinterested eye to it going on.

The following points are highlighted:

- The ACT government should allow the peak bodies to operate under their international rules and standards (which have strict requirements) regarding juniors. All other local or approved bodies should not have this level of endorsement.
- It is the parent's right to choose the best for their children. Encouraging them to steer towards an NSO for each peak body is the safest environment for their children.
- NSOs must meet strict child safety regulations, member protection and anti-doping regulations which are not required for those with a commercial interest who conduct Combat Sports events outside an NSO.
- Important to keep kids active and not preclude them.



- The MTA uses the highest trained officials in Australia and the only ones internationally certified. At every bout there are 5 officials, a Doctor, 4 trainers, safety rules, strict padding and controlled round times with evenly matched competitors.
- As a professional coach for over 20 years and someone that has led the way in children competing in the ACT, I am aware of the risks and have been relied on by parents and children to look after their best interests. The ACT Government should support the NSOs as providing the safest most proven path for juniors.
- In comparison to other contact sports the injury rate is far lower than sports such as skate parks which are not regulated as strictly. Why is Muay Thai given such tighter scrutiny over rugby and ice skating when there is ample evidence these activities are dangerous but promoted with more positivity.
- Juniors in Australia have very limited competition opportunity. By placing restrictions on the age available you are placing the children's families at a disadvantage compared to other jurisdictions.

There is a strong correlation between safety and professional training and believe an arbitrary age limit is not the correct methodology to keep young competitors safe. Limiting competition options will deprive other young people of positive role models which are important in today's environment of bullying, harassment and violence against women.

Submission 2B

Comments on the Code of Practice have been recorded in Appendix C.

With respect to the establishment of a minimum age for students; there should be a differential between competition conducted by an NSO and a not-approved sporting body. Not supportive of any of the options as they currently stand.

Juniors should not be allowed to appear at professional shows as there is no padding requirements.

The Government should rely on the NSOs to establish a safe environment for juniors; accept Ministerial approval of the NSOs as a step in that process.

Important to note that it is not just about protecting the head, all contact is problematic – it is about appropriate rules and training that avoid any type of injury. Light head contact and light throwing are also problematic.

The Muay Thai Study referenced in the documents is not appropriate to Australia.

Submission 3

As a parent, has witnessed the fitness and personal development benefits for children participating in Muay Thai over more than 10 years. Very supportive of good coaching and appropriate training to manage risks.

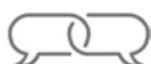
Would be disappointed if the competition pathway was impacted by an age-limit on competitions and angry if the child's right to partake in a sport by choice was taken away.

Submission 4

Comments on the Code of Practice have been recorded in Appendix C.

The draft regulations have met most of the concerns raised during early consultation by Kung Fu – Wushu ACT (KWA), although a few remaining comments.

Support the minimum age option 1, as most KWA rules will fit into the light contact sport exemption or do not apply to people under the age of 15.



KWA strongly suggests that mandated accreditation of all officials be considered with respect to the minimum age option 3. The application of a light contact sports exemption for option 3 is confusing.

Support the arrangements for non-registrable events. Note that providing names and duties of all officials 28 days in advance is logistically difficult.

Support for both the proposed light contact combat sports policy and the commercial purpose policy.

KW ACT strongly supports accreditation of coaches, and also of officials. Such accreditation should be provided through an independent accreditation process which sets out minimum standards for officials, and preferably for coaches as well.

Submission 5

Student who has participated in Muay Thai for almost 10 years. Concerned that a minimum age would restrict the opportunities of young people to compete at a national or international level.

Notes benefits of Muay Thai include physical and mental development and boosting people's self-esteem and confidence.

Points out that there is inherent risk in all sports, noting he has had more injuries from motorbike riding, skating or playing rugby union than in nine and a half years of Muay Thai. Attributes this to the medical staff being present, the first aid training of coaches and learning correct technique.

Suggests fitness activities should be encouraged and participation should not be restricted.

Submission 6

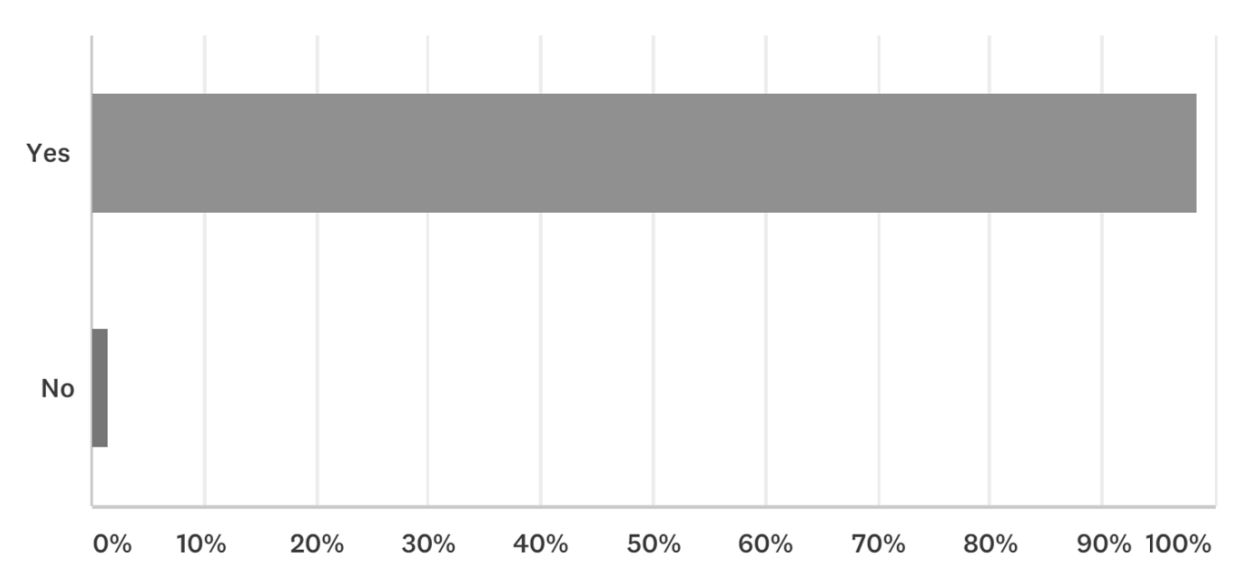
Young 10 year old who has been to Muay Thai world championships and knows that the referees and coaches are great at controlling the sport. Has had seven fights with no injuries. Loves the physical and mental benefits of training and the opportunities to meet amazing young people who have become friends.



Appendix E – Survey results

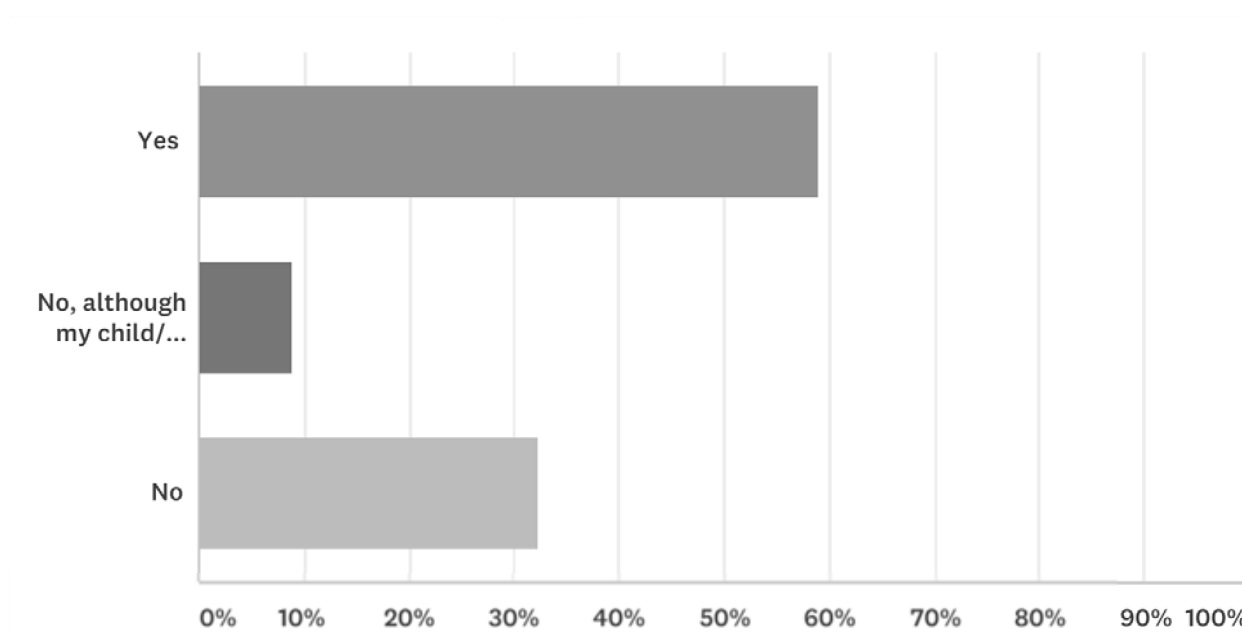
Q1 Are you over 18 years of age?

Answered: 216 skipped: 0



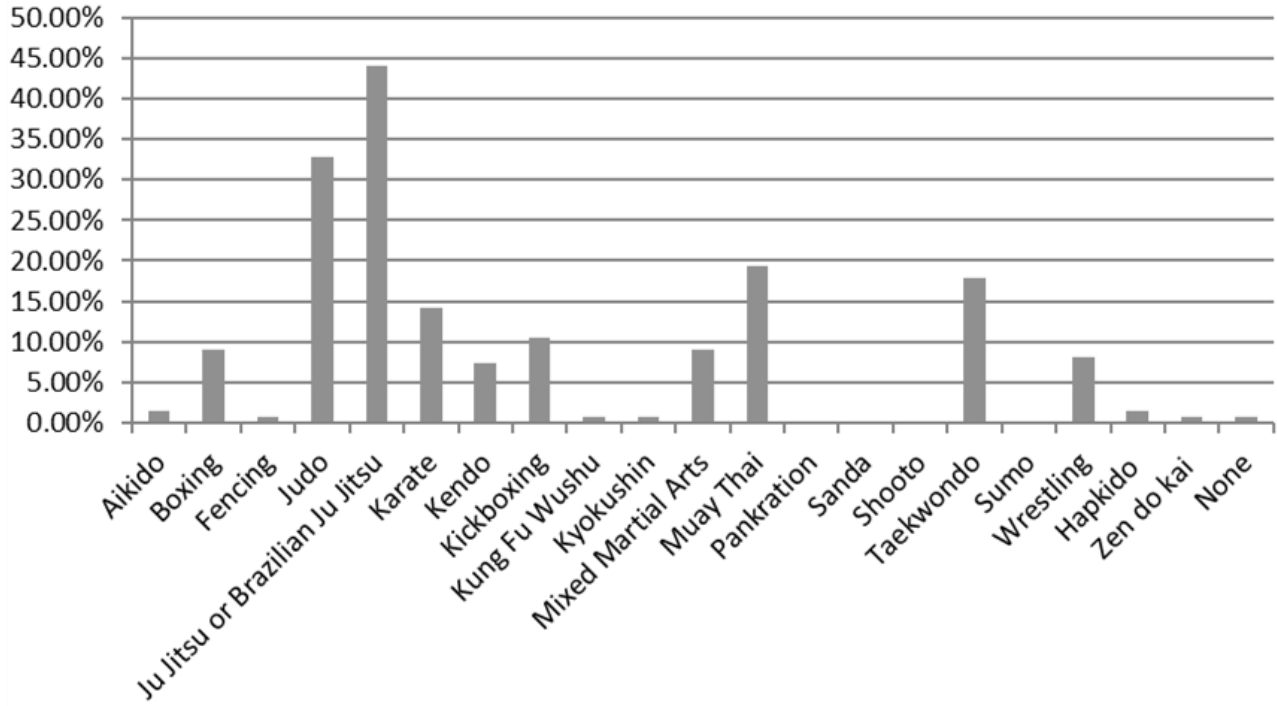
Q2 Do you care for a child/ children (under 18 years of age) that participate in combat sports in the ACT?

Answered: 205 Skipped: 11



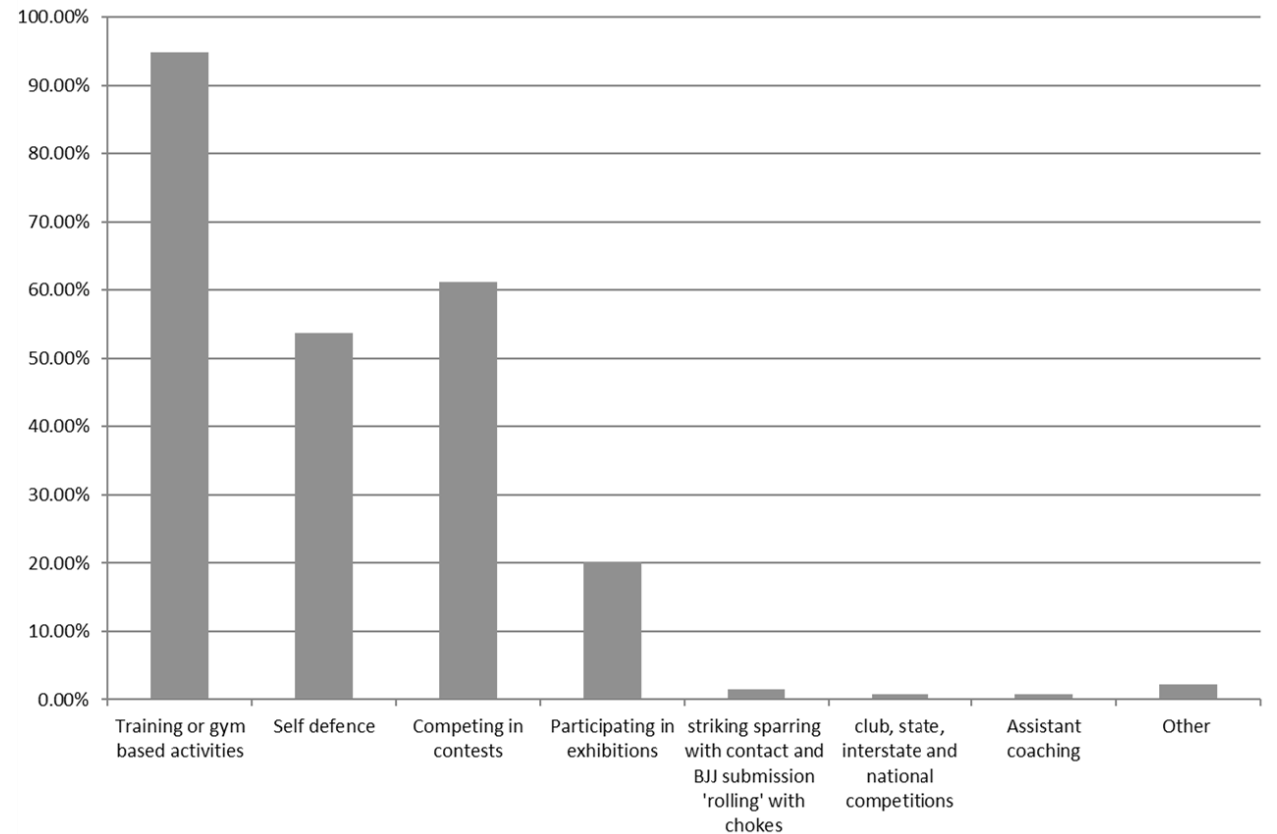
Q3 What combat sport does your child/ children participate in (including past participation)? Select all that apply:

Answered: 134 Skipped: 82



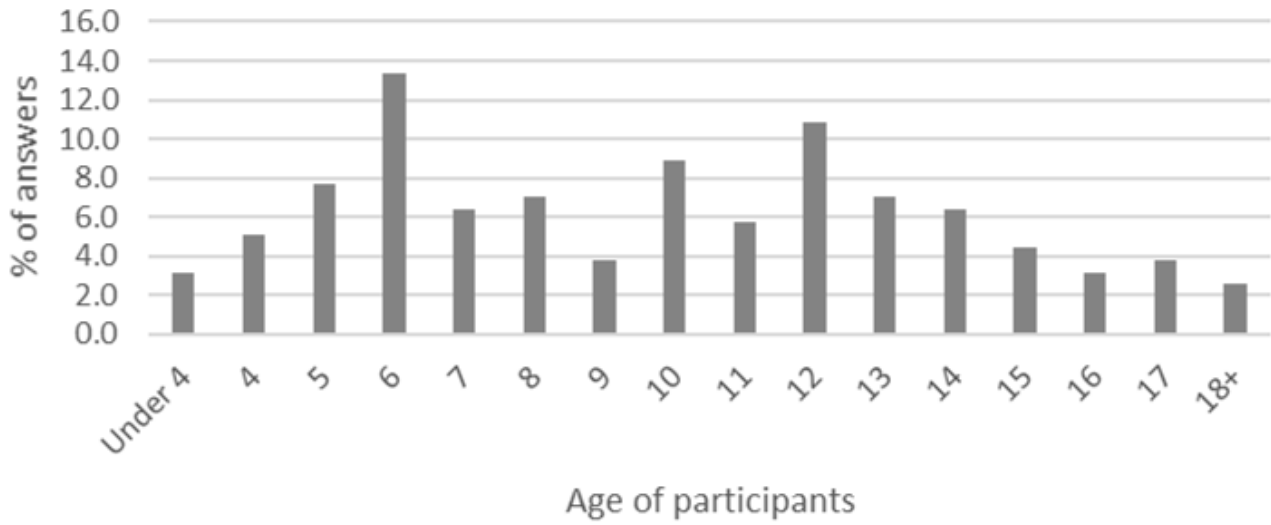
Q4 Of the combat sports you selected above, in what ways do they participate?

Answered: 134 Skipped: 82



Q5 – 9 Age of survey respondents' child or children participating in combat sports (including past participation) n=157 children

Answered: 134 Skipped: 82

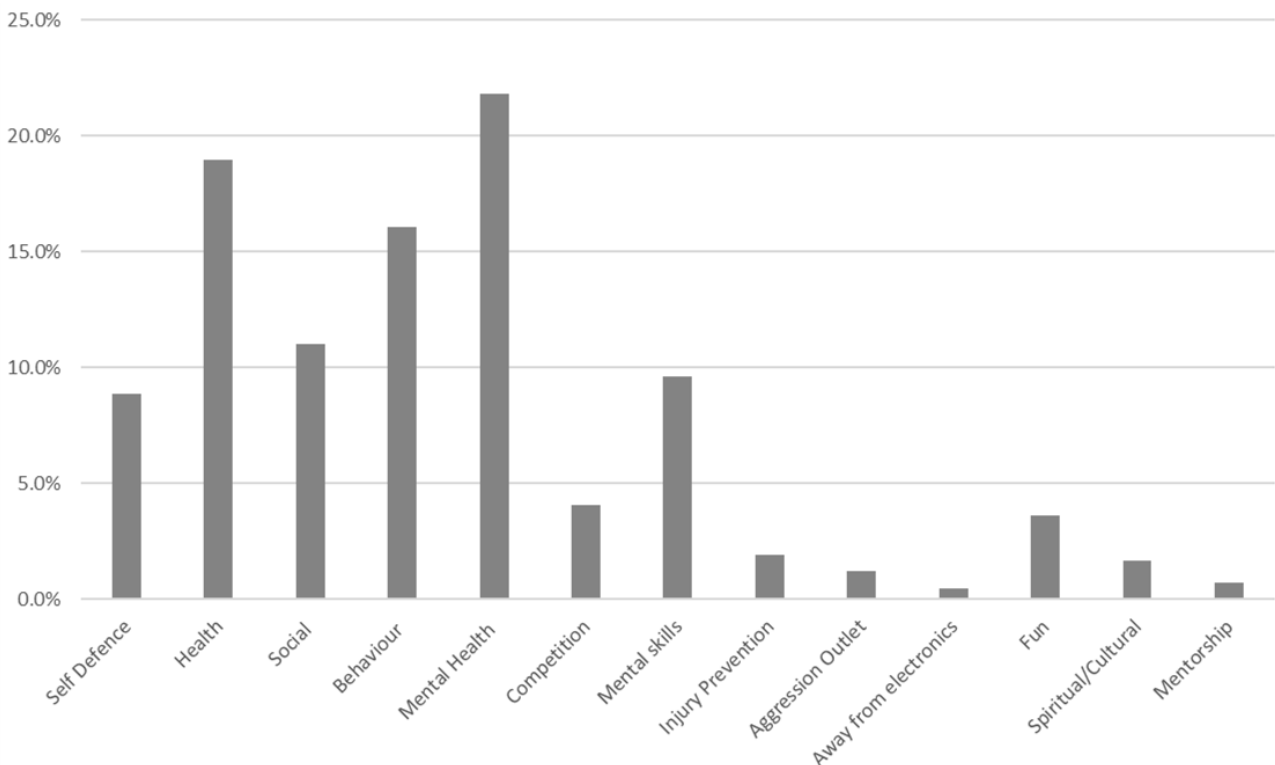


Q5 – 9 Percentage of responses from families with more than one child

56.1% of responses

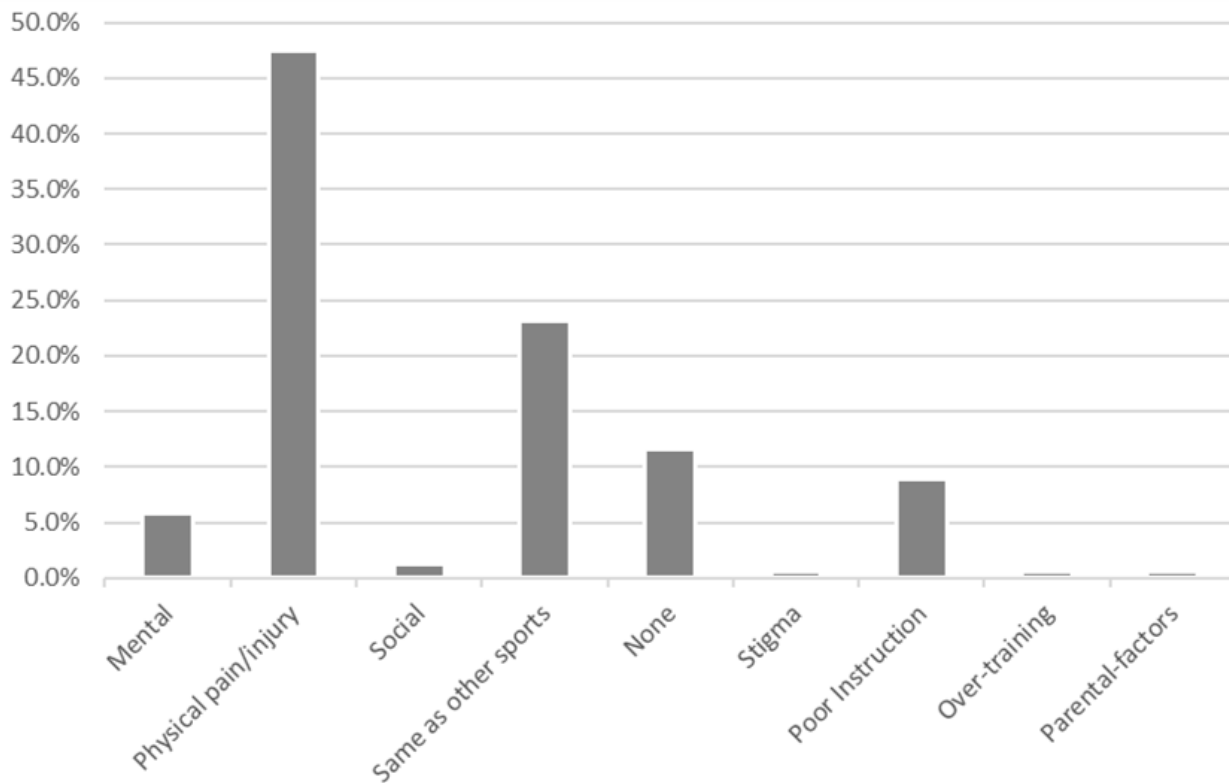
Q10 What do you consider are the benefits of participating in combat sports? List as many as you like.

Answered: 115 Skipped: 101



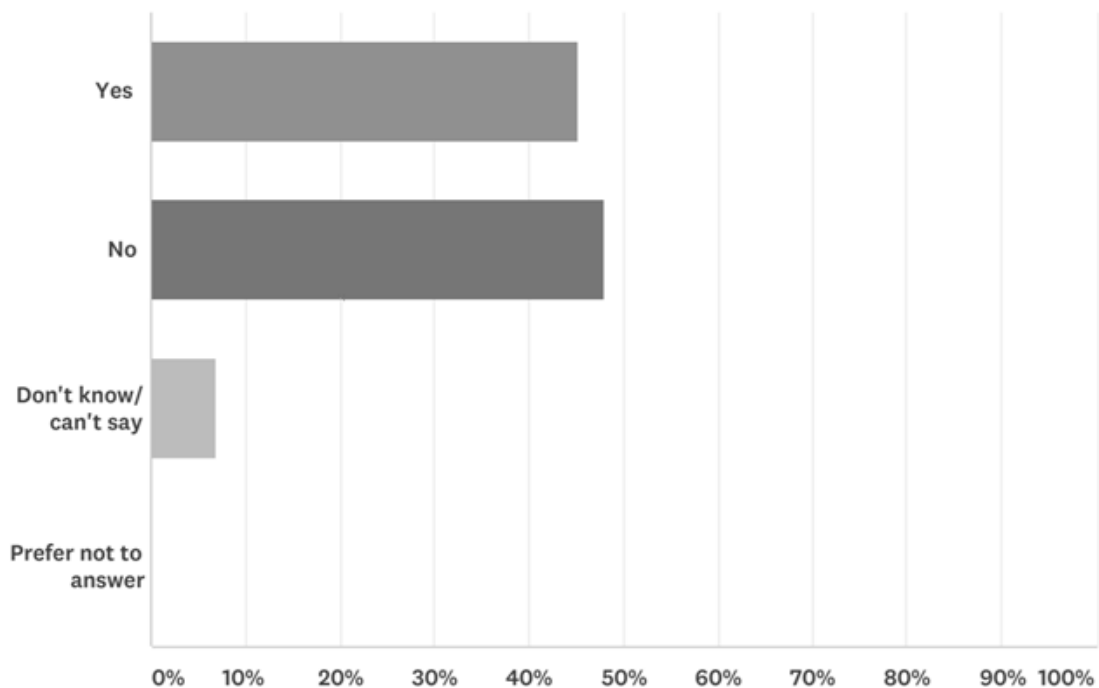
Q11 What do you consider are the risks of participating in combat sports? List as many as you like.

Answered: 112 Skipped: 104



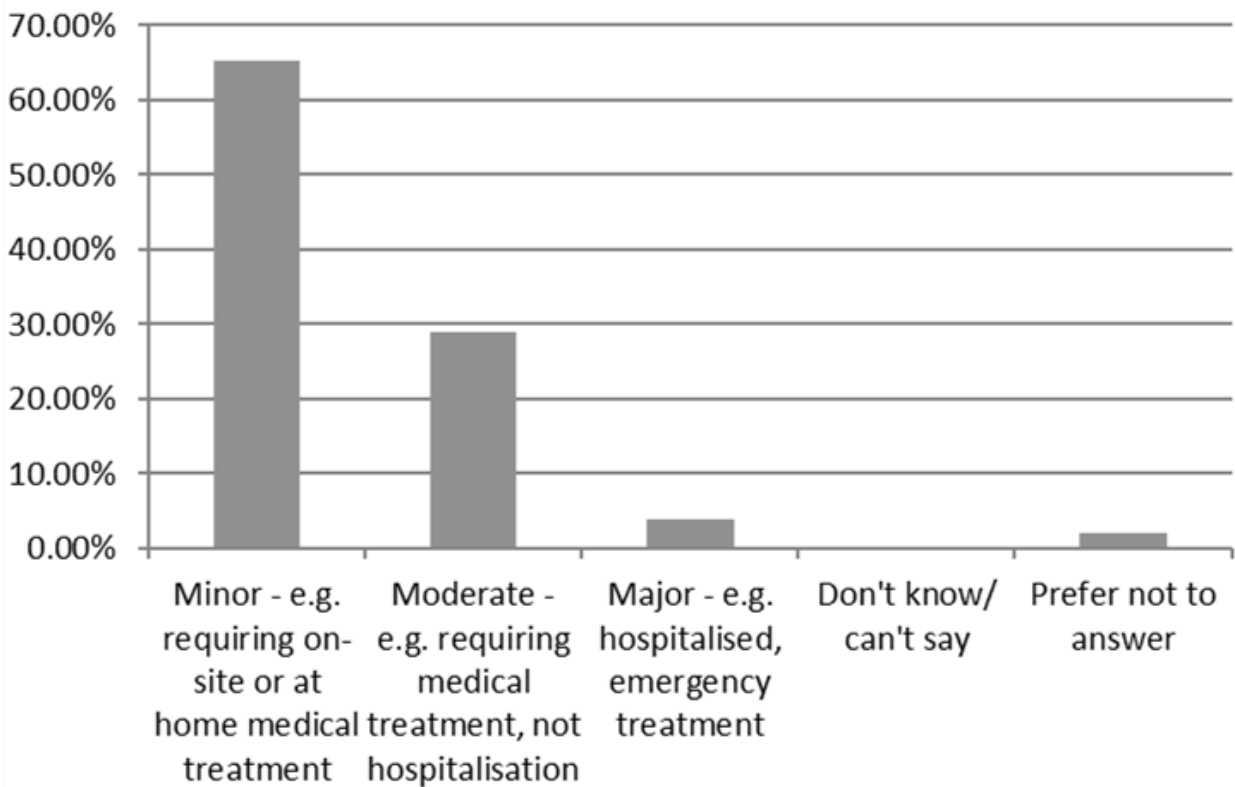
Q12 Are you aware of any instances where a child has suffered an injury as a result of participating in combat sports?

Answered: 115 Skipped: 101



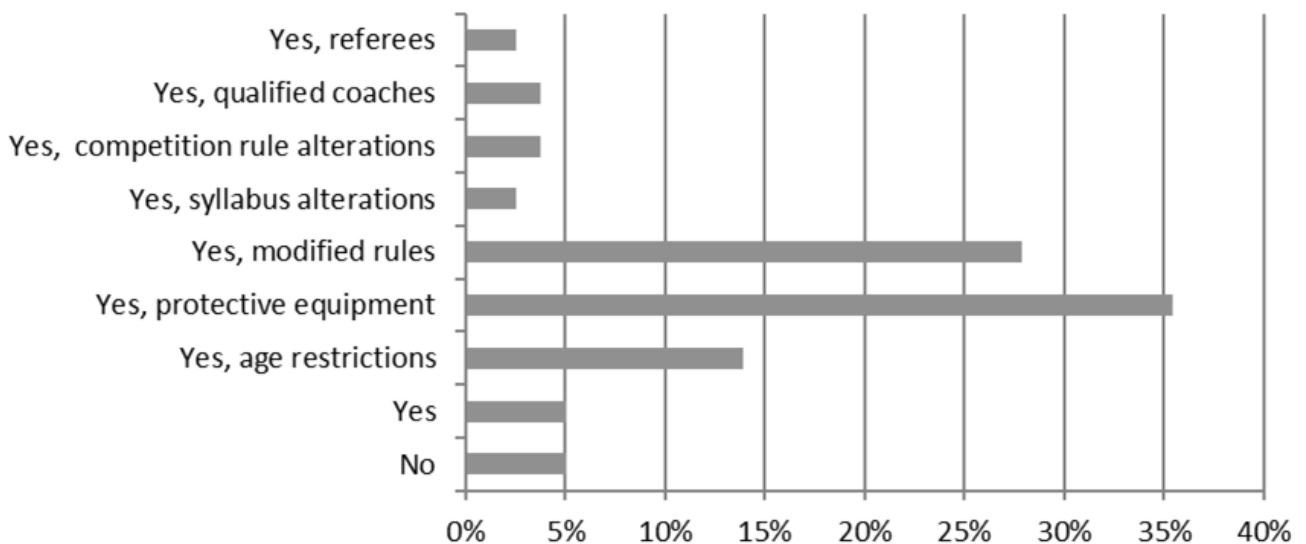
Q13 To the best you can recall, how severe was the injury?

Answered: 52 Skipped: 164



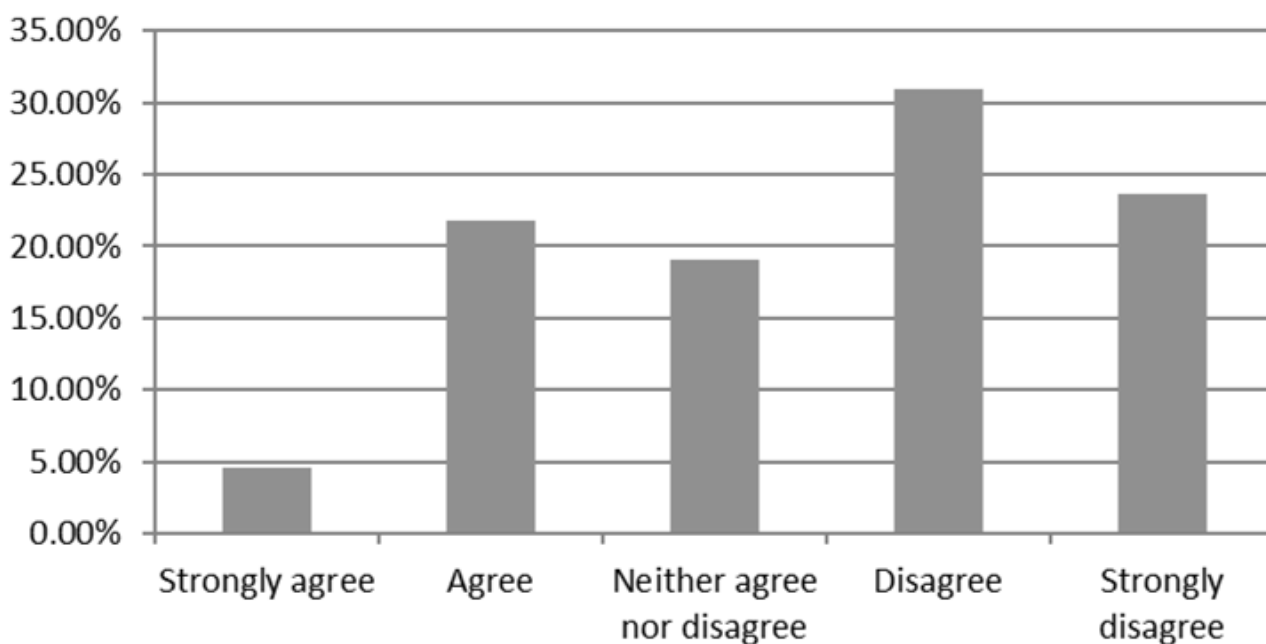
Q14 Do you think there should be special measures in place for children participating in combat sports? For example, use of protective equipment, restrictions on techniques etc.

Answered: 51 Skipped: 165



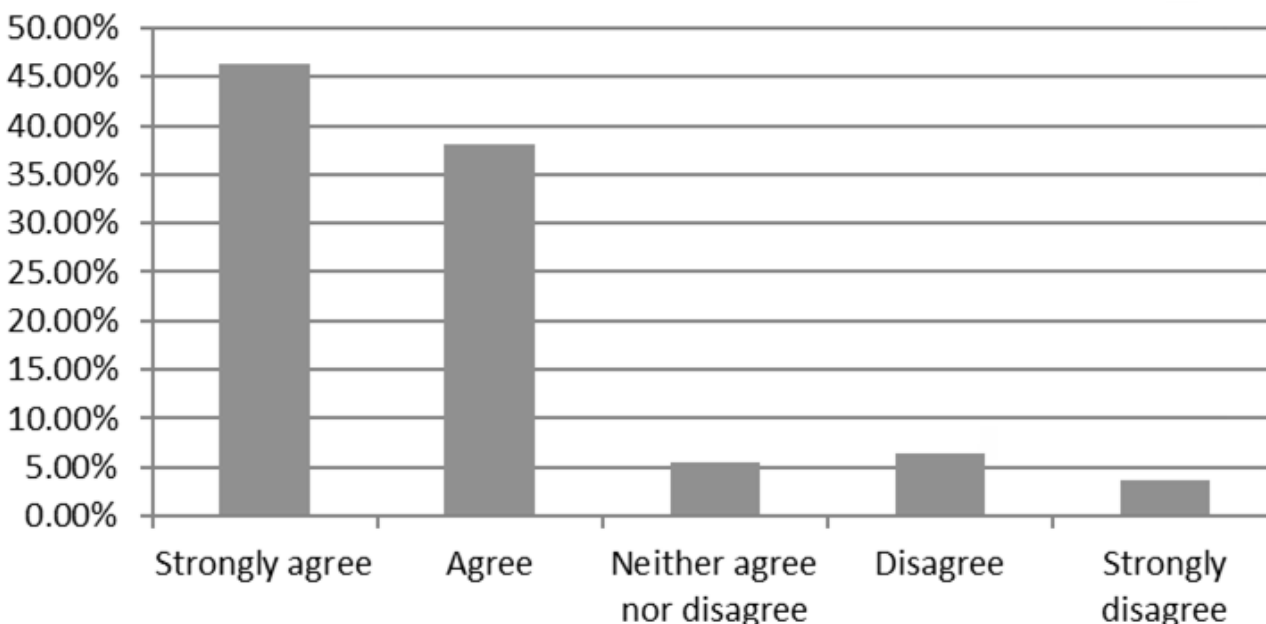
Q15 To what extent do you agree or disagree with the following statement:
Children should be prohibited from using combat sporting techniques that
involve contact with the head, neck, spine or groin

Answered: 110 Skipped: 106



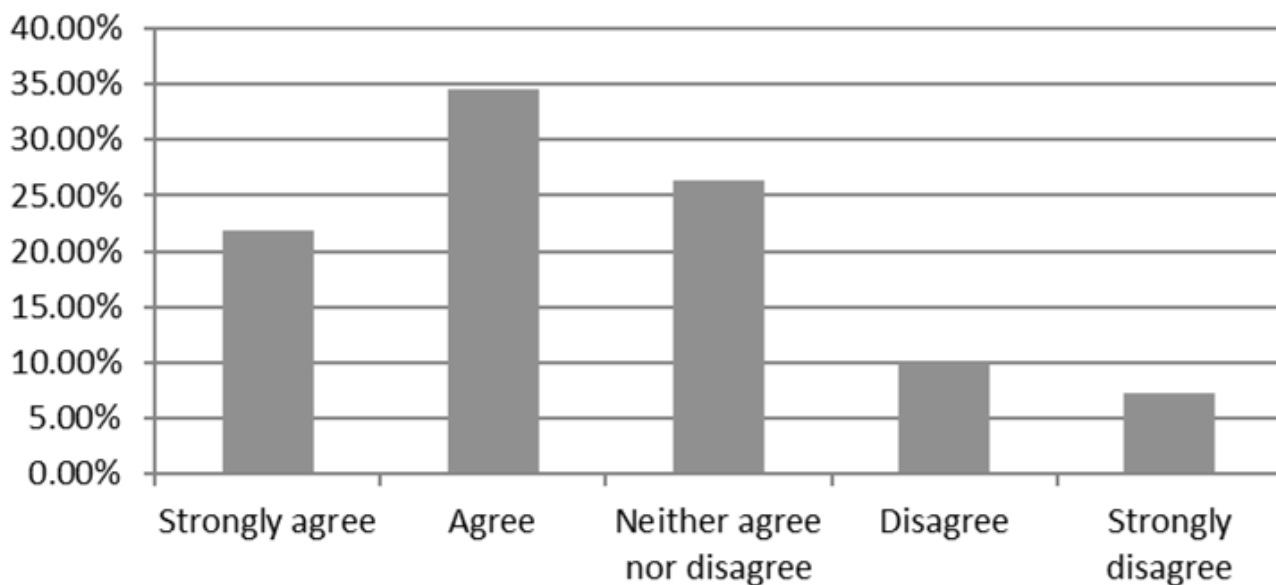
Q16 To what extent do you agree or disagree with the following statement:
Sporting organisations should be able to set their own minimum age for
participation in their style of combat sport

Answered: 110 Skipped: 106



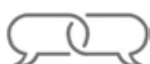
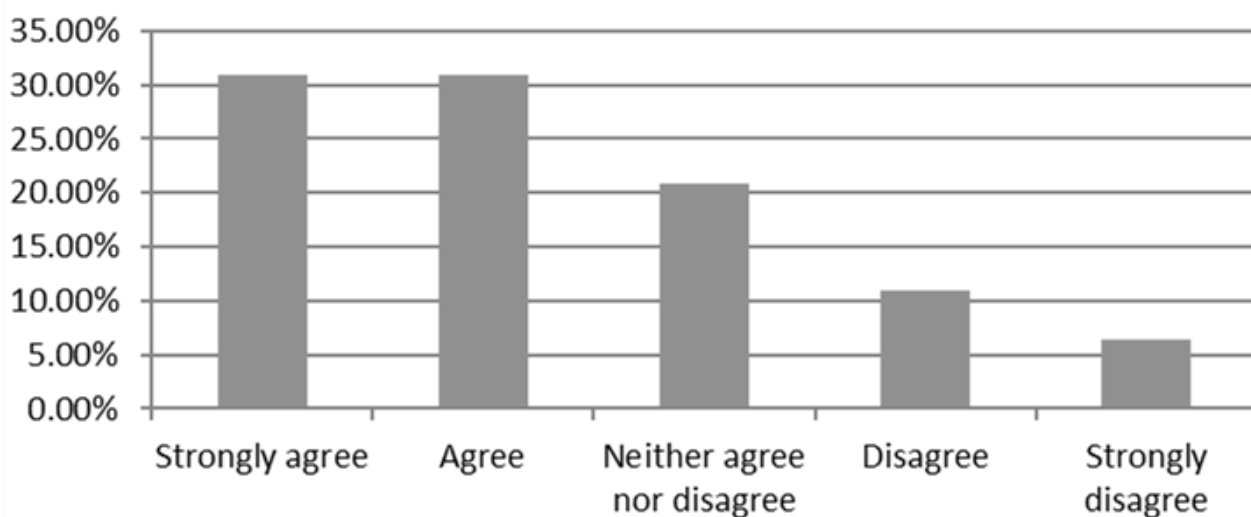
Q17 To what extent do you agree or disagree with the following statement:
Sporting organisations should be able to apply for an exemption for their
contestants under 14 years of age, to use techniques involving contact with the
head, neck, spine or groin

Answered: 110 Skipped: 106



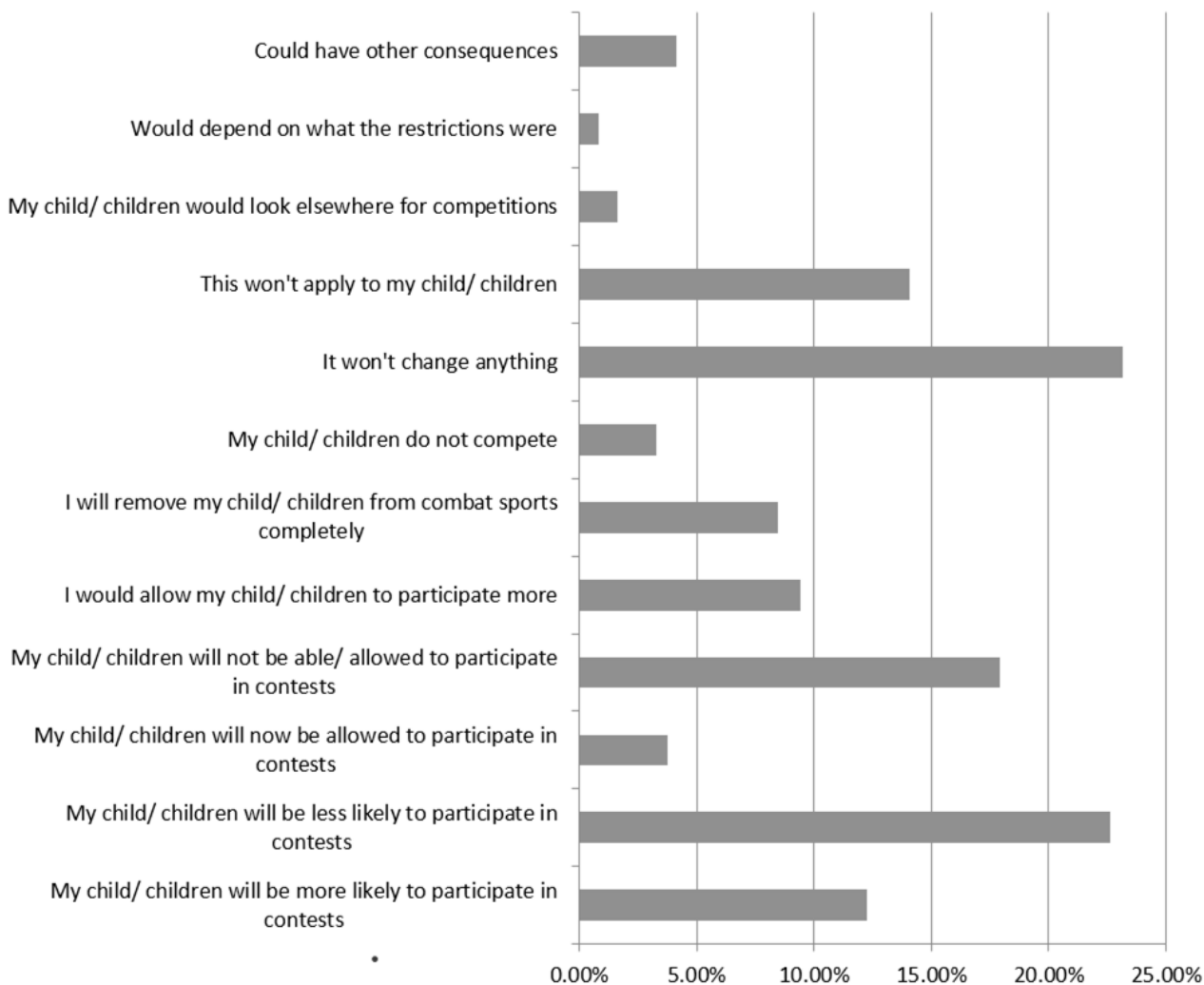
Q18 To what extent do you agree or disagree with the following statement:
Individual athletes, under 14 years of age that are considered an elite or
promising athlete, should be able to apply for and exemption so they can use
prohibited techniques involving contact with the head, neck, spine or groin.

Answered: 110 Skipped: 106



Q19 If restrictions are put in place during contests to prohibit children under 14 years of age to use techniques that make contact with the head, neck, spine or groin, how would this affect your child's/ children's participation in their combat sport in the future?

Answered: 106 Skipped: 110



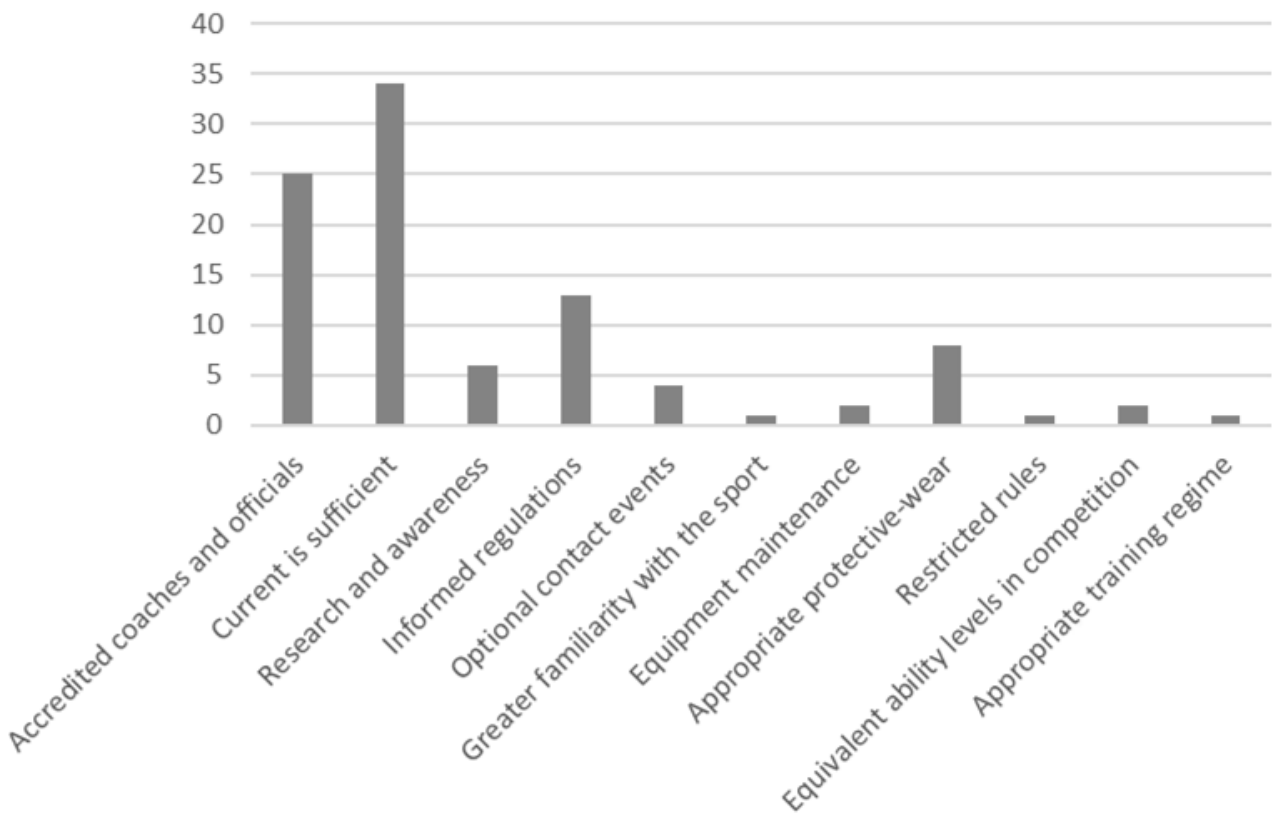
Q20 To what extent do you agree or disagree that the safety of children under 14 years of age would improve if techniques that make contact with the head, neck spine or groin are restricted during contests?

The answers offered for this question were entered incorrectly, resulting in a repeated option to agree or strongly agree rather than providing the option to disagree or strongly disagree. This was corrected on 27 June 2019 at 9pm. However, due to the integrity of these answers being compromised, they have not been included in this report.



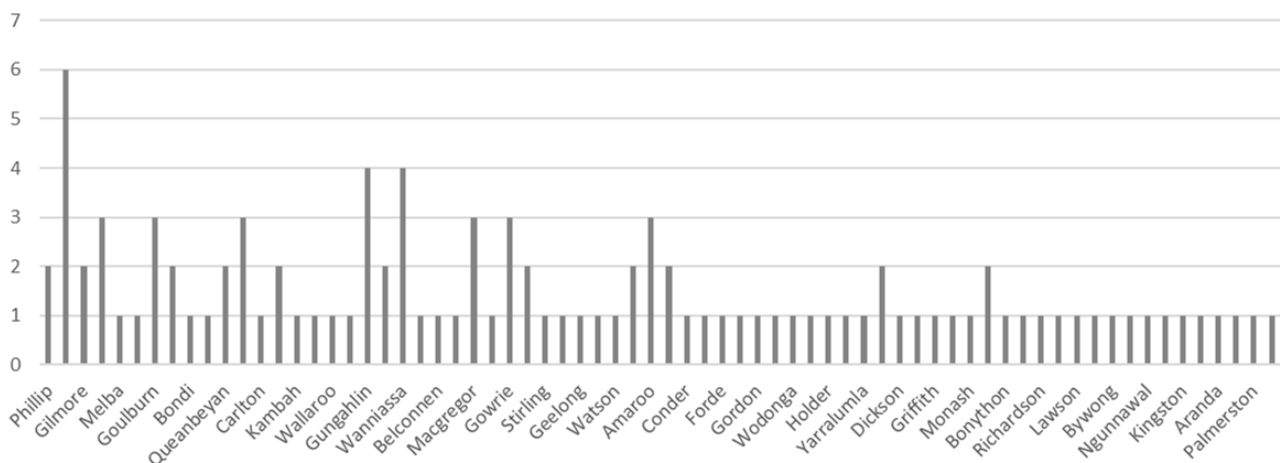
Q21 Are there any other measures that could be taken that would increase safety for children participating in combat sports? Please write your answer below.

Answered: 79 Skipped: 137



Q22 What suburb do you live in?

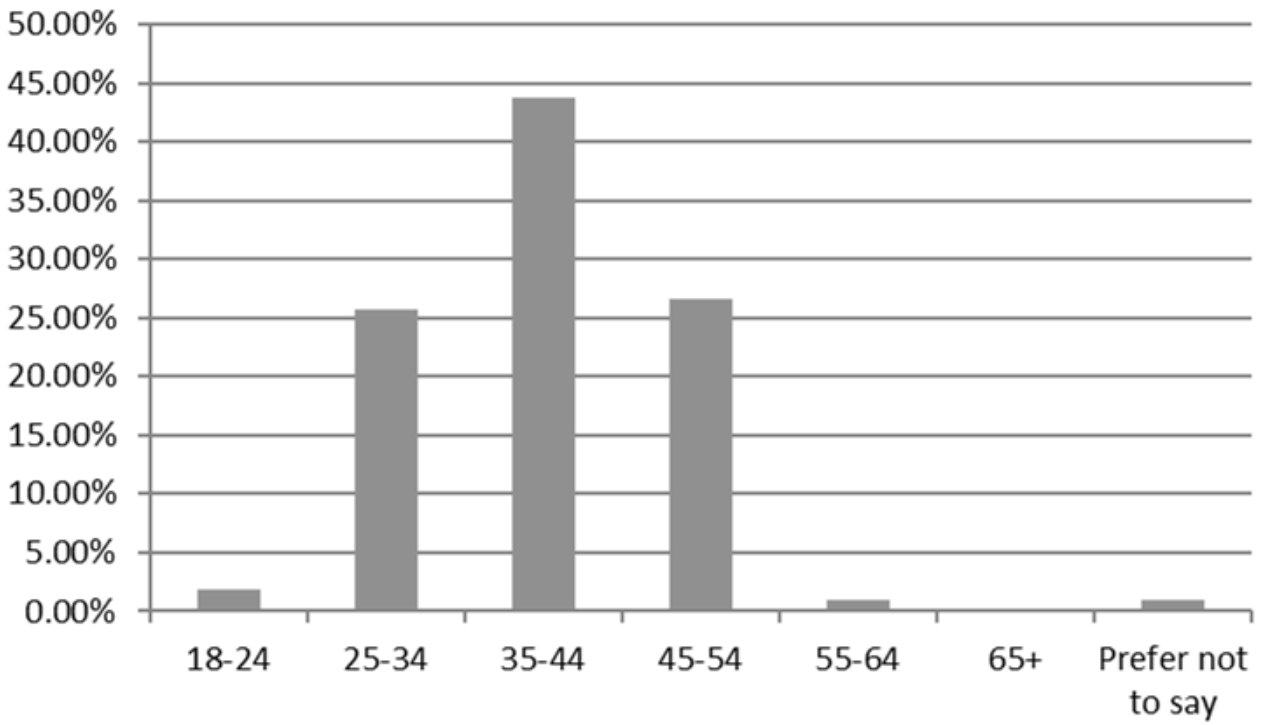
Answered: 104 Skipped: 112



Q23 What is your age range?

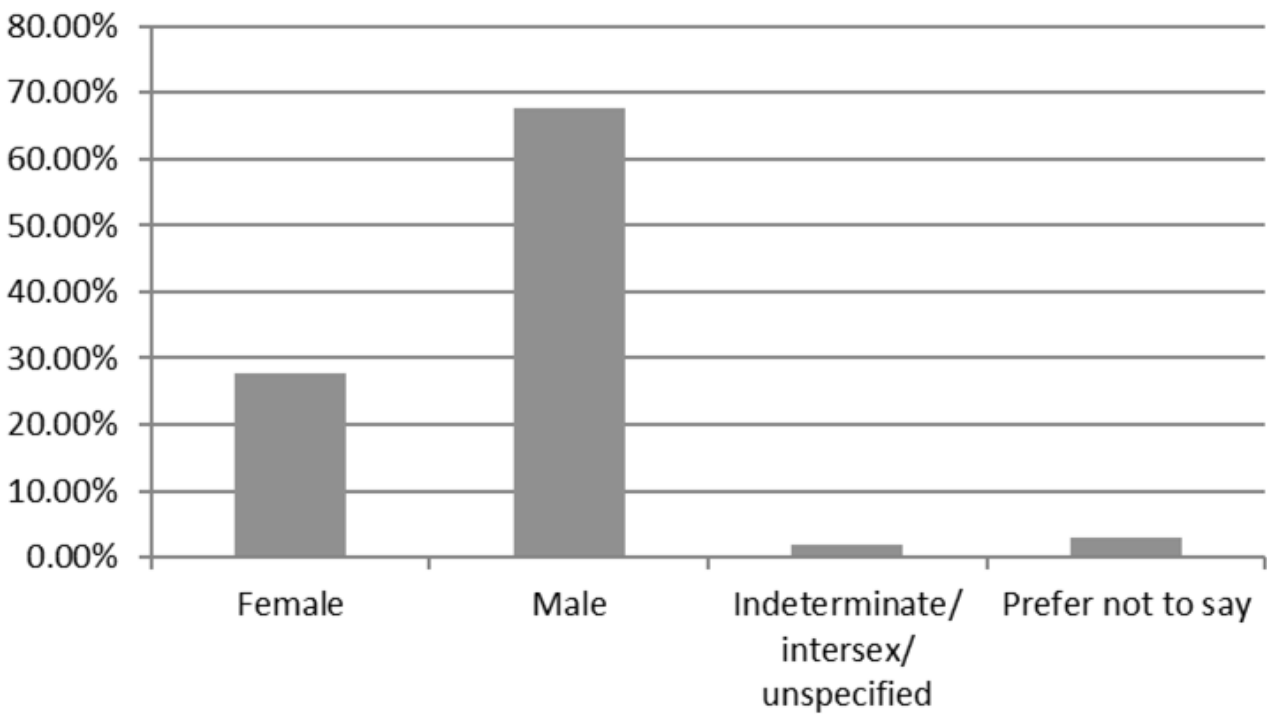
Answered: 105 Skipped: 111





Q24 What is your gender?

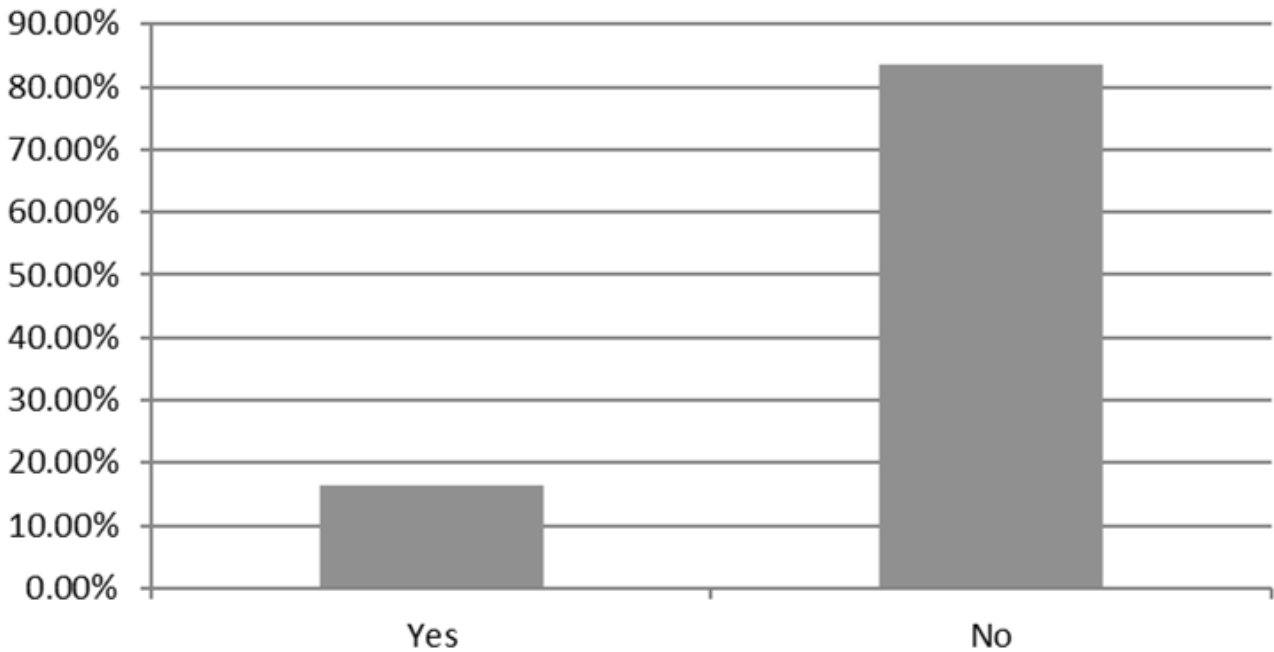
Answered: 105 Skipped: 111



Q25 Would you like to provide more feedback or schedule a meeting with us?

Answered: 91 Skipped: 125





Q26 I am interested in attending a parent/ carer session or one on one meeting
 *Your personal details will not be linked to your response *

Answered: 12 Skipped: 204

Personal information relating to this response has not been included in this report due to privacy concerns.

Q27 If you would like to be notified of the findings of the consultation, please include your email address below:* Your personal details will not be linked to your response *

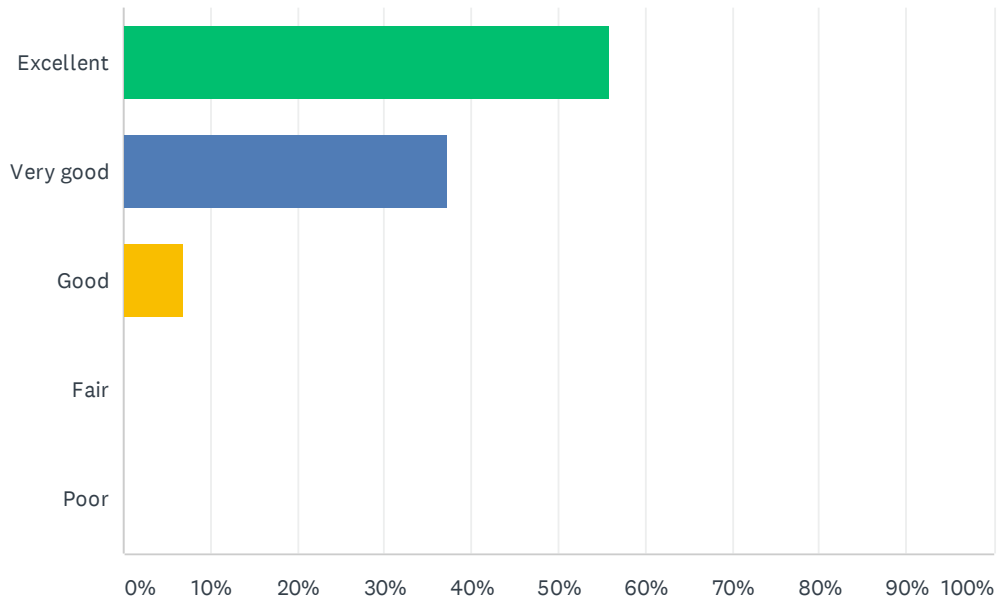
Answered: 30 Skipped: 186

Personal information relating to this response has not been included in this report due to privacy concerns.



Q1 Overall, how would you rate the event?

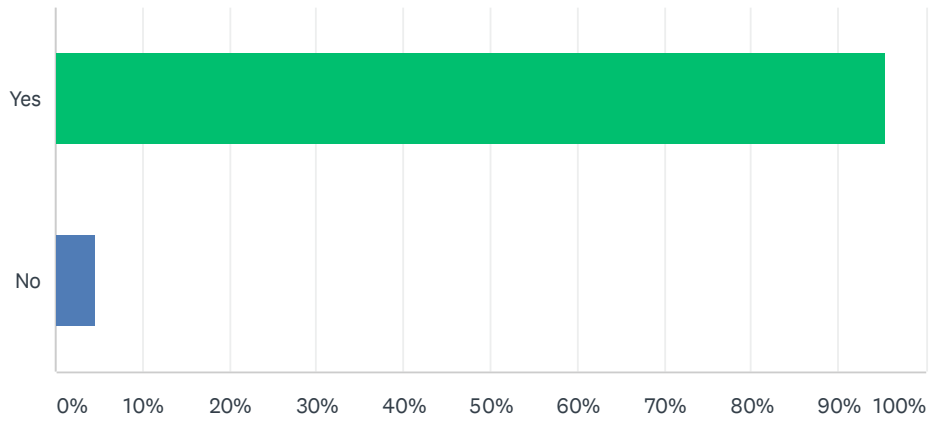
Answered: 86 Skipped: 3



ANSWER CHOICES	RESPONSES	
Excellent	55.81%	48
Very good	37.21%	32
Good	6.98%	6
Fair	0.00%	0
Poor	0.00%	0
TOTAL		86

Q2 Did you learn something new about Canberra as a study destination?

Answered: 86 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	95.35%	82
No	4.65%	4
TOTAL		86

Study Canberra Agent Workshop

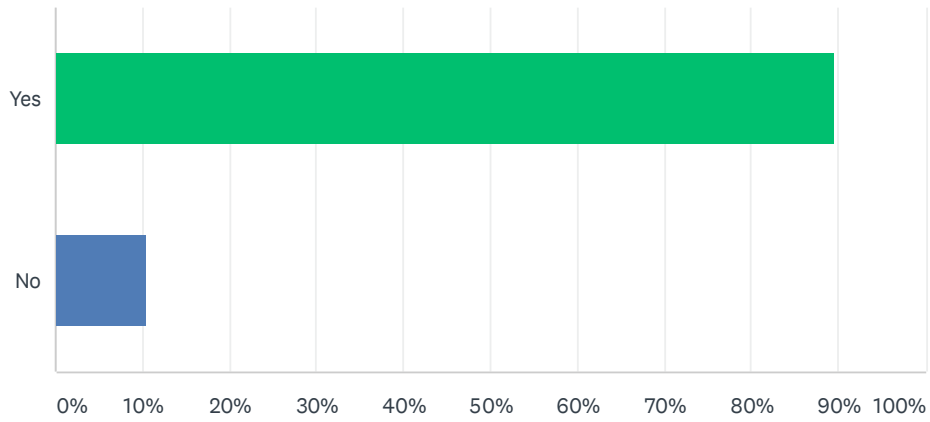
#	IF YES, PLEASE DESCRIBE FURTHER	DATE
1	3 top city to live in the world, UC ranking, ANU open to new agents	7/26/2019 1:34 PM
2	As a young and growing city	7/26/2019 1:28 PM
3	Good possibilities of Bachelor	7/26/2019 1:25 PM
4	Excellent presentation. Condense but yet to the point	7/26/2019 1:06 PM
5	Capital of Australia	7/26/2019 1:01 PM
6	About canberra nand opportunity	7/26/2019 12:58 PM
7	Extensive student support	7/26/2019 12:44 PM
8	Useful hidden info for student life	7/26/2019 12:40 PM
9	Lifestyle and students point of view	7/26/2019 12:38 PM
10	More information about ACT	7/26/2019 12:36 PM
11	Job opportunities	7/26/2019 12:34 PM
12	Culture and opportunities	7/26/2019 12:32 PM
13	Student presentaion is really attractive	7/26/2019 12:26 PM
14	Guaranteed student accomodation	7/26/2019 12:17 PM
15	Canberra is getting popular	7/26/2019 12:13 PM
16	Study options, accomodation and transport	7/26/2019 11:47 AM
17	Economy, great job opportunities, all students have concession	7/26/2019 11:40 AM
18	Young city, education	7/25/2019 4:25 PM
19	Wonderful place to study	7/25/2019 4:17 PM
20	More on student experience and regional facilities	7/25/2019 4:11 PM
21	More about student environment	7/25/2019 4:08 PM
22	Things students can do while living there	7/25/2019 3:56 PM
23	Easy to join the local community	7/25/2019 3:52 PM
24	About the providers there	7/25/2019 3:51 PM
25	Various investments	7/25/2019 3:42 PM
26	Accommodation and job opportunities	7/25/2019 3:36 PM
27	19,000 international students	7/25/2019 3:32 PM
28	19 thousand international enrollments	7/25/2019 3:30 PM
29	Various options/alternatives, high quality of living	7/25/2019 3:28 PM
30	Courses and diverstiy	7/25/2019 3:27 PM
31	ACT CM Scholarship	7/25/2019 3:23 PM
32	International students family, education options	7/25/2019 3:21 PM
33	Benefits of studying in Canberra	7/25/2019 2:59 PM
34	Attractive events and job opportunities	7/25/2019 2:54 PM
35	About Canberra student lifestyle, city and culture	7/25/2019 2:47 PM
36	About Canberra lifestyle and opportunities for international students	7/25/2019 2:43 PM
37	Canberra going to be regional from Nov 2019	7/25/2019 2:37 PM

Study Canberra Agent Workshop

38	Most suitable	7/25/2019 2:33 PM
39	Oart time employment opportunity	7/25/2019 2:30 PM
40	Everyone loves Canberra	7/25/2019 2:27 PM
41	Rent. Canberra happening	7/25/2019 2:25 PM
42	Safe environment, high salary, employment	7/25/2019 12:37 PM
43	Guaranteed accommodation	7/25/2019 12:27 PM
44	Employment rate and starting salary	7/25/2019 12:15 PM
45	The reason to study in Canberra	7/25/2019 12:12 PM
46	high ranking for world class city to live and learn	7/24/2019 10:36 AM
47	study enviroment with statistic	7/9/2019 8:33 AM
48	many reasons to study in Canberra, such as safety	6/21/2019 4:22 PM
49	living conditions, places to visit, and environment	6/21/2019 2:45 PM
50	very liveable and friendly place	6/21/2019 2:28 PM

Q3 Did you learn something new about tertiary study options in Canberra?

Answered: 86 Skipped: 3



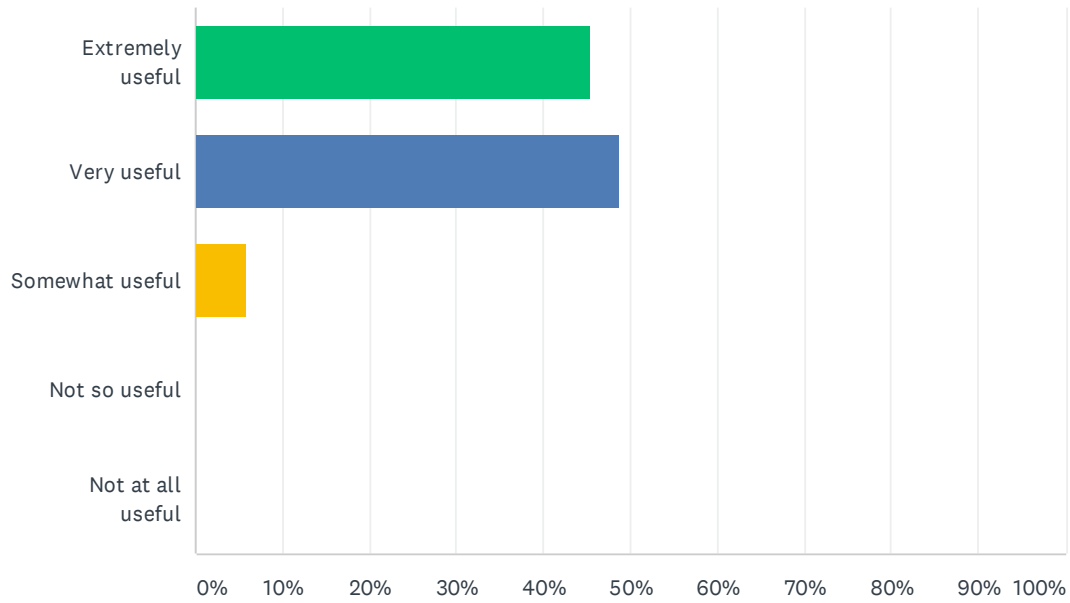
ANSWER CHOICES	RESPONSES	
Yes	89.53%	77
No	10.47%	9
TOTAL		86

Study Canberra Agent Workshop

#	IF YES, PLEASE DESCRIBE FURTHER	DATE
1	ANU admission reform	7/26/2019 1:34 PM
2	Sponsorship	7/26/2019 1:13 PM
3	So much more than watching websites and brochures	7/26/2019 1:06 PM
4	Service management	7/26/2019 1:01 PM
5	Transport concession	7/26/2019 12:40 PM
6	Courses available and pathway options	7/26/2019 12:38 PM
7	Student accomodation and lifestyle in Canberra	7/26/2019 12:36 PM
8	Pathway	7/26/2019 12:26 PM
9	Work placement	7/26/2019 12:13 PM
10	ANU pathway program - we need more details	7/26/2019 12:04 PM
11	Changing regional visa and ranking	7/26/2019 12:01 PM
12	CIT VET: Nursing, cookery. UC: Bachelor of Building and Construction Management	7/26/2019 11:47 AM
13	Learnt more about ANU	7/26/2019 11:40 AM
14	Health	7/25/2019 4:25 PM
15	Closer intergrated links between institutions	7/25/2019 4:11 PM
16	Various types of courses and institutions	7/25/2019 4:08 PM
17	Diversity is important when it comes about to choose new students	7/25/2019 3:56 PM
18	University options	7/25/2019 3:51 PM
19	Admission reform at ANU	7/25/2019 3:42 PM
20	CIT offers aged care studies	7/25/2019 3:32 PM
21	Offers aged care programs	7/25/2019 3:30 PM
22	Diverse courses	7/25/2019 3:28 PM
23	No english for nursing - Pathway	7/25/2019 3:21 PM
24	Concession transport fee	7/25/2019 2:59 PM
25	Information about ANU	7/25/2019 2:54 PM
26	students after graduation have access in 190 and new industries are growing in Canberra	7/25/2019 2:43 PM
27	CIT, ANU, UC, UCC, ACU	7/25/2019 2:33 PM
28	Student city	7/25/2019 2:25 PM
29	Guarateed accomodation	7/25/2019 12:37 PM
30	Student's Experiences	7/25/2019 12:12 PM
31	UC College	7/9/2019 8:33 AM
32	CIT has a lot of courses available; UC college pathways	6/21/2019 2:28 PM
33	ANU is going to be harder to apply for.	6/21/2019 1:54 PM

Q4 How useful was the student led session?

Answered: 86 Skipped: 3



ANSWER CHOICES	RESPONSES	
Extremely useful	45.35%	39
Very useful	48.84%	42
Somewhat useful	5.81%	5
Not so useful	0.00%	0
Not at all useful	0.00%	0
TOTAL		86

Q5 What information did you find most useful for helping you promote Canberra as a study destination?

Answered: 67 Skipped: 22

Study Canberra Agent Workshop

#	RESPONSES	DATE
1	City and how the study CBR works and offer to the students	7/26/2019 1:40 PM
2	Learning about it's vibrancy and things to do, cheap living costs, not as busy - healthy location	7/26/2019 1:34 PM
3	The quality of life and the low cost of living, quality of studies	7/26/2019 1:28 PM
4	GTE process	7/26/2019 1:25 PM
5	The high level of life quality	7/26/2019 1:13 PM
6	Canberra as a study hub	7/26/2019 1:11 PM
7	Lifestyle, living cost	7/26/2019 1:09 PM
8	All	7/26/2019 1:06 PM
9	Currency to study in Canberra	7/26/2019 1:01 PM
10	All good	7/26/2019 12:58 PM
11	Student experience, quality of life, community, employment	7/26/2019 12:50 PM
12	Overall student experience, safe city, accomodation	7/26/2019 12:44 PM
13	Suitable study environment	7/26/2019 12:40 PM
14	Location, student opportunities and accomodation	7/26/2019 12:34 PM
15	Job opportunity after graduation and between study	7/26/2019 12:28 PM
16	Courses and student feeling	7/26/2019 12:26 PM
17	Student experiences	7/26/2019 12:15 PM
18	Study and work environment	7/26/2019 12:13 PM
19	Details about the providers	7/26/2019 12:08 PM
20	Information about accommodation and jobs	7/26/2019 11:51 AM
21	School Support. Accomodation. Living expenses. Regional destination	7/26/2019 11:47 AM
22	Policy - Become regional area from Nov 2019 and 3rd year Post Study Work Visa	7/26/2019 11:40 AM
23	Employment rate, accommodation options and student experience feedback	7/25/2019 4:38 PM
24	Living cost, easy access and focus based environment	7/25/2019 4:25 PM
25	Lifestyle in Canberra, scholarship, course information	7/25/2019 4:23 PM
26	Ranking	7/25/2019 4:21 PM
27	Quality, safety, transport	7/25/2019 4:11 PM
28	Diversity of nationalities	7/25/2019 4:08 PM
29	Student experiences	7/25/2019 3:56 PM
30	Student experiences	7/25/2019 3:52 PM
31	Amenaties of the city	7/25/2019 3:51 PM
32	Becoming a regional in Nov 2019	7/25/2019 3:44 PM
33	Destination attractiveness	7/25/2019 3:42 PM
34	Public transport advantage	7/25/2019 3:36 PM
35	Location, events and culture	7/25/2019 3:32 PM
36	Students experience	7/25/2019 3:30 PM
37	Many positive points in Canberra	7/25/2019 3:28 PM

Study Canberra Agent Workshop

38	Courses and future qualifications and work prospects	7/25/2019 3:27 PM
39	Student session including the combined presentation from UC and UCC	7/25/2019 3:23 PM
40	3 year stay back	7/25/2019 3:21 PM
41	Cultural diversity and job opportunities	7/25/2019 3:05 PM
42	Cost of living, higher salary. 3 years PSW visa	7/25/2019 2:59 PM
43	Scholarship and employment rate/salary	7/25/2019 2:54 PM
44	Structure of the city, the people (community), lifestyle, transportation	7/25/2019 2:47 PM
45	The courses offered and the cost of living which are students main concern	7/25/2019 2:43 PM
46	Considering regional from Nov 2019	7/25/2019 2:37 PM
47	Options of top universities in the world. Affordable - cost, living, environment	7/25/2019 2:33 PM
48	Range of courses, partime job, highly ranked university and institutes	7/25/2019 2:30 PM
49	The option for students	7/25/2019 2:27 PM
50	Passion, pro-active, encourage	7/25/2019 2:25 PM
51	Job opportunity	7/25/2019 12:37 PM
52	Each education provider's strength and key selling points	7/25/2019 12:32 PM
53	Ranking of ANU and UC and work placement	7/25/2019 12:27 PM
54	Academic city and good for studying	7/25/2019 12:22 PM
55	Activities and employment rate	7/25/2019 12:20 PM
56	The facts and data	7/25/2019 12:18 PM
57	The possibilities after study	7/25/2019 12:12 PM
58	Job oppertunity	7/24/2019 10:36 AM
59	student's learning experience	7/9/2019 8:33 AM
60	EMPLOYMENT OPPORTUNITIES	6/24/2019 12:05 PM
61	High employablity	6/21/2019 4:22 PM
62	migration posibility	6/21/2019 2:45 PM
63	very convenient public transport and open universities	6/21/2019 2:28 PM
64	Safety, reputation, environment	6/21/2019 12:34 PM
65	Promotion of the tuition fee and also internship Jobs	6/21/2019 12:30 PM
66	students can immerse themselves more into AU society	6/21/2019 12:25 PM
67	ertheryu	6/19/2019 10:41 AM

Q6 What information would you like to see included in future events?

Answered: 52 Skipped: 37

Study Canberra Agent Workshop

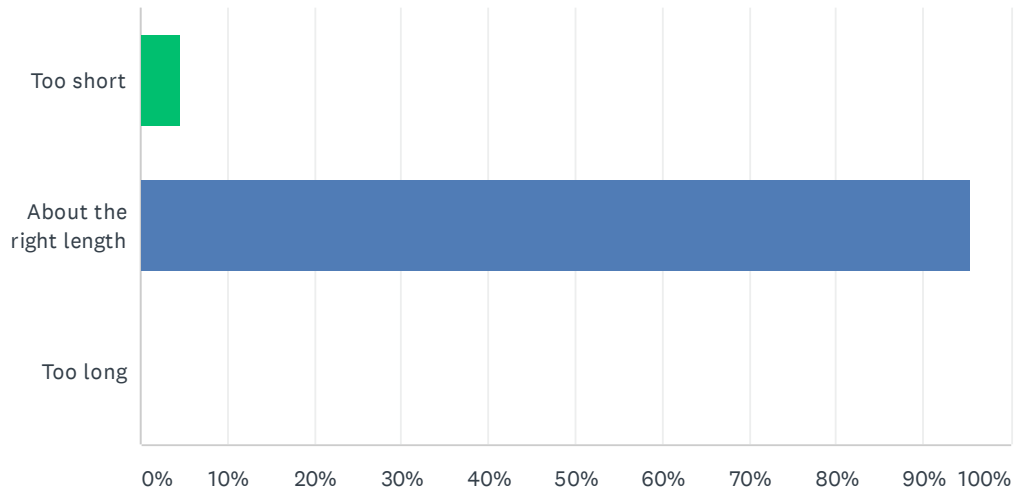
#	RESPONSES	DATE
1	N/A - everything was really well covered	7/26/2019 1:34 PM
2	New course possibilities	7/26/2019 1:25 PM
3	Most of international students want to know more about VISA opportunity	7/26/2019 1:13 PM
4	Study options, culture	7/26/2019 1:11 PM
5	Partime jobs, internships	7/26/2019 1:09 PM
6	All covered	7/26/2019 1:06 PM
7	State nomination opportunity	7/26/2019 1:01 PM
8	State nomination opportunity	7/26/2019 12:58 PM
9	Opportunities post study options	7/26/2019 12:50 PM
10	Scholarship for international students , informative video on real insightof Canberra	7/26/2019 12:44 PM
11	More about UC provider details and entry requirements	7/26/2019 12:34 PM
12	More popular courses introduction	7/26/2019 12:26 PM
13	Thank you for inviting Bridge Blue Team. I like all presentations and events. Keep going :)	7/26/2019 12:13 PM
14	Migration	7/26/2019 12:08 PM
15	ANU new pathway program details	7/26/2019 12:04 PM
16	General information about migration pathways - it's not the focus but students do ask a lot about it	7/26/2019 11:51 AM
17	New courses. Students sharing	7/26/2019 11:47 AM
18	Real job opportunities and guest speaker from industry. Salary expectation in Canberra	7/26/2019 11:40 AM
19	Maybe each university can invite key selling program faculty expert to introduce about their unique course selling points	7/25/2019 4:38 PM
20	More about scholarships	7/25/2019 4:25 PM
21	Student benefits	7/25/2019 4:11 PM
22	More about future plans	7/25/2019 4:08 PM
23	Migration advantages. Comparission between Canberra and other important Australian cities	7/25/2019 3:56 PM
24	More information about the city. Agent tour trip to Canberra	7/25/2019 3:51 PM
25	Some information about migration pathways	7/25/2019 3:44 PM
26	ACT migration plan, Canberra Matrix	7/25/2019 3:36 PM
27	More about English requirements	7/25/2019 3:30 PM
28	Student events and Canberra events	7/25/2019 3:28 PM
29	Scholarship and visa information	7/25/2019 3:27 PM
30	Promoting the research or Phd courses	7/25/2019 3:23 PM
31	Migration	7/25/2019 3:05 PM
32	Scholarship	7/25/2019 2:59 PM
33	ACT Government school	7/25/2019 2:54 PM
34	Study pathway for each course	7/25/2019 2:47 PM
35	Study pathway for each course program	7/25/2019 2:43 PM
36	Course information	7/25/2019 2:33 PM

Study Canberra Agent Workshop

37	We like to see academics from Uni	7/25/2019 2:30 PM
38	All	7/25/2019 2:25 PM
39	Real current students experience and networking with them	7/25/2019 12:37 PM
40	More course information from each education provider	7/25/2019 12:32 PM
41	Negative facts with future improvements	7/25/2019 12:18 PM
42	Immigration policy	7/25/2019 12:15 PM
43	Career path	7/25/2019 12:12 PM
44	Course updated training	7/24/2019 10:36 AM
45	ACT state visa information	7/9/2019 8:33 AM
46	employment opportunities for overseas student	6/24/2019 12:05 PM
47	More about ANU	6/21/2019 4:22 PM
48	migration info	6/21/2019 2:45 PM
49	2020 prospects about ACT state nomination	6/21/2019 2:28 PM
50	Details about inter-pathways between guest schools	6/21/2019 12:34 PM
51	immigration policy	6/21/2019 12:25 PM
52	rwetureyu	6/19/2019 10:41 AM

Q7 What are your thoughts about the duration of this event?

Answered: 65 Skipped: 24

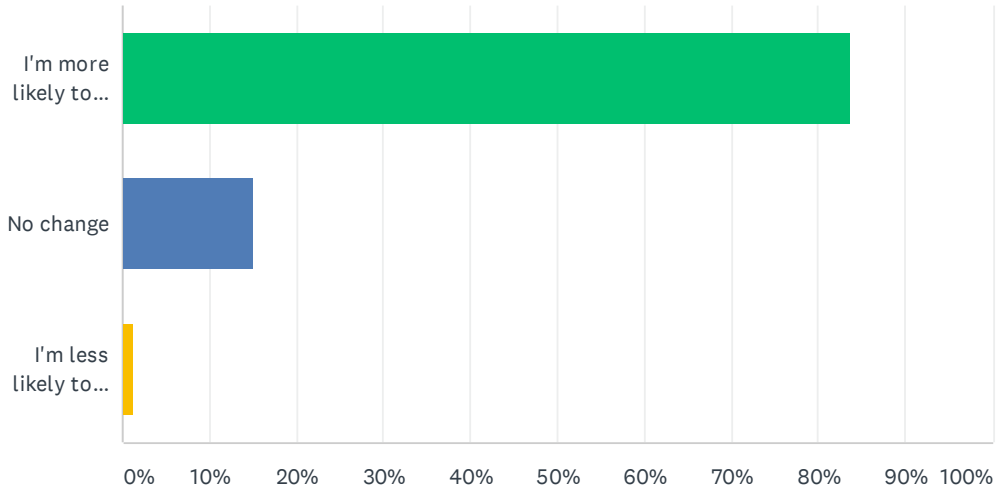


ANSWER CHOICES	RESPONSES
Too short	4.62% 3
About the right length	95.38% 62
Too long	0.00% 0
TOTAL	65

#	COMMENTS?	DATE
1	Good workshop	7/26/2019 1:11 PM
2	Time well spent. hard to attend longer sessions	7/26/2019 1:06 PM
3	Just right	7/26/2019 12:50 PM
4	Continue with furture events	7/25/2019 4:08 PM
5	Need agenda	7/24/2019 10:36 AM

Q8 Following your attendance, are you more likely to suggest Canberra as a study destination to your clients?

Answered: 86 Skipped: 3



ANSWER CHOICES	RESPONSES	
I'm more likely to recommend Canberra	83.72%	72
No change	15.12%	13
I'm less likely to recommend Canberra	1.16%	1
TOTAL		86

Study Canberra Agent Workshop

#	PLEASE TELL US WHY?	DATE
1	Vibrant city, lots of oppertunities for students	7/26/2019 1:34 PM
2	Because of the study options, climate, migration point of view	7/26/2019 1:11 PM
3	Convincing presentations	7/26/2019 1:06 PM
4	Worth the time, good options to study	7/26/2019 12:50 PM
5	City is more interesting than previously thought	7/26/2019 12:40 PM
6	Close community to support international students	7/26/2019 12:38 PM
7	Living cost and environment	7/26/2019 12:13 PM
8	Cost of living environment	7/26/2019 12:09 PM
9	Should be added with ACT 190changes updates too	7/26/2019 12:08 PM
10	Living cost. Study options	7/26/2019 11:47 AM
11	Change my mind with Canberra	7/26/2019 11:40 AM
12	More information for students	7/25/2019 4:08 PM
13	Peaceful, really Aussie culture, safety	7/25/2019 3:56 PM
14	Providers and ACT Government willing to attract more students	7/25/2019 3:23 PM
15	Livable city with cheaper cost of living. Security	7/25/2019 2:54 PM
16	International students have access in being able to expose in the industries they are studying because of the work oppertunities in Canberra	7/25/2019 2:43 PM
17	Range of study options	7/25/2019 2:30 PM
18	Attractive city for studying	7/25/2019 2:27 PM
19	Student and study place	7/25/2019 2:25 PM
20	I found that Canberra is a good city to focus on study	7/25/2019 12:37 PM
21	Atractive city with possibilities for the future	7/25/2019 12:12 PM
22	if introducing with visa infomation, we can recomend students more	7/9/2019 8:33 AM
23	Knowing more about Canberra we can target the students who are the best fit.	6/21/2019 1:54 PM

Q9 What aspects of Canberra make it an attractive destination for international students?

Answered: 49 Skipped: 40

Study Canberra Agent Workshop

#	RESPONSES	DATE
1	Nice city, multicultural, structural	7/26/2019 1:40 PM
2	Low life cost, lifestyle, quality of studies, regional area from Nov 2019	7/26/2019 1:29 PM
3	Great universities/college, capital city of Australia	7/26/2019 1:12 PM
4	Fine institutions. Best environment for study, at the same time, plenty of leisure activities in the city and institutions	7/26/2019 1:08 PM
5	More liveable city, safer and attractive study destination	7/26/2019 12:59 PM
6	Employability, quality of life, student experience, salary, location and most importantly, quality education	7/26/2019 12:56 PM
7	Focus on the positive sides of studying in Canberra mainly focused on affordability, job prospects, services that students are unable to entertain in big cities	7/26/2019 12:48 PM
8	University ranking and diversity	7/26/2019 12:42 PM
9	Migration opportunities and education ranking	7/26/2019 12:41 PM
10	College and universities reputation, supportive community and environment	7/26/2019 12:39 PM
11	Multicultural and integration with local students	7/26/2019 12:29 PM
12	Future employment. Additionally change to migration	7/26/2019 12:15 PM
13	Study and work places. Safety	7/26/2019 12:14 PM
14	Lifestyle, education quality	7/26/2019 12:08 PM
15	Visa/immigration policy. ANU ranking/UC practical courses	7/26/2019 12:06 PM
16	Good study environment. Quality of study in Canberra . Low cost living	7/26/2019 11:42 AM
17	Job opportunities, living costs, scholarships, practical programs, learning environment.	7/25/2019 4:40 PM
18	Education city	7/25/2019 4:29 PM
19	Immigration	7/25/2019 4:21 PM
20	Quality, safety, activities, diversity	7/25/2019 4:14 PM
21	Environment, safety, Aussie culture	7/25/2019 3:57 PM
22	Connection with local	7/25/2019 3:52 PM
23	Safe. Nature walks and unique scenery	7/25/2019 3:32 PM
24	Good quality lifestyle	7/25/2019 3:31 PM
25	Affordable accommodation, quality education, graduate employment rate.	7/25/2019 3:25 PM
26	3 year stay back	7/25/2019 3:21 PM
27	Small city and job opportunities	7/25/2019 3:07 PM
28	Accessibility, environment and job opportunities	7/25/2019 3:03 PM
29	Universities in Canberra. Working. 3 years PSW visa	7/25/2019 3:01 PM
30	Affordable tuition fee. Cheaper cost of living. Multicultural environment. A lot of events throughout the year	7/25/2019 2:56 PM
31	Multicultural, events for students, free transportation for students which you can't find in Sydney or Melbourne	7/25/2019 2:52 PM
32	living cost, lifestyle and education (course) programs	7/25/2019 2:45 PM
33	Top universities, internationally friendly, small community, wider tolerance for multicultural	7/25/2019 2:35 PM
34	Capital city, safe city and good Uni and colleges	7/25/2019 2:30 PM

Study Canberra Agent Workshop

35	Low cost of living. High education quality	7/25/2019 2:27 PM
36	Nice study/life environment. Great education/atmosphere. English learning	7/25/2019 12:33 PM
37	Good English speaking environment. Affordable living expenses	7/25/2019 12:30 PM
38	Good tertiary education and CIT - various practical courses	7/25/2019 12:24 PM
39	Safe	7/25/2019 12:19 PM
40	A lot of options to study, safe city, good work market, cost of living, growing future industries	7/25/2019 12:13 PM
41	Migration - Regional area. High salary paid	7/24/2019 10:37 AM
42	smaller city, affordable living cost, study enviroment	7/9/2019 8:36 AM
43	ENVIRONMENT AND SAFETY	6/24/2019 12:06 PM
44	Higher chance to get PR	6/21/2019 4:24 PM
45	migration possibilities	6/21/2019 2:46 PM
46	Good quality of higher education, wide range of degree choices, safe and friendly environment	6/21/2019 2:41 PM
47	You really sold how on paper Canberra is a great place to live.	6/21/2019 1:56 PM
48	Capital city with guaranteed safety, environment and reputation	6/21/2019 12:42 PM
49	low density city safety nationality diversity	6/21/2019 12:27 PM

Q10 What aspects of Canberra make it an unattractive destination for international students?

Answered: 37 Skipped: 52

Study Canberra Agent Workshop

#	RESPONSES	DATE
1	Cold weather and no beaches	7/26/2019 1:29 PM
2	N/A	7/26/2019 1:12 PM
3	N/A	7/26/2019 12:59 PM
4	None	7/26/2019 12:56 PM
5	Just focusing on the university features and not the advantages or implication of services to students	7/26/2019 12:48 PM
6	Perception of boring city	7/26/2019 12:41 PM
7	Life in general	7/26/2019 12:29 PM
8	Nothing	7/26/2019 12:08 PM
9	Location	7/26/2019 12:06 PM
10	Not sure if there are enough job opportunities. Migration policy (state sponsor)	7/26/2019 11:42 AM
11	Location, less vide life than other cities such as Sydney and Melbourne.	7/25/2019 4:40 PM
12	Everything looks pretty ajustable	7/25/2019 4:29 PM
13	Weather, size	7/25/2019 4:14 PM
14	Less attractions than Sydney, no beach	7/25/2019 3:57 PM
15	Connection with local	7/25/2019 3:52 PM
16	As the Brazilians are ranked level 2 and most of the VET providers are level 3 it makes it really hard for us to promote Canberra as a destination	7/25/2019 3:48 PM
17	Safe city, good quality of education system	7/25/2019 3:31 PM
18	Maybe homesick	7/25/2019 3:01 PM
19	Less population - depending on student's preference	7/25/2019 2:56 PM
20	If school fee are to expensive or no scholarship	7/25/2019 2:52 PM
21	Lack of information to students that makes them not interested to go to Canberra	7/25/2019 2:45 PM
22	Insufficient branding of the city internationally	7/25/2019 2:35 PM
23	Finding a job is a little harder	7/25/2019 2:27 PM
24	Not as busy as Sydney or Melbourne	7/25/2019 12:33 PM
25	Small city. Limited study options compared to Sydney or Melbourne	7/25/2019 12:30 PM
26	The job opportunities	7/25/2019 12:24 PM
27	Uncertain job outcomes for international students	7/25/2019 12:19 PM
28	No beaches	7/25/2019 12:13 PM
29	Not many university options	7/24/2019 10:37 AM
30	not well known, less information,	7/9/2019 8:36 AM
31	TUITION FEE AND JOB OPPORTUNITIES	6/24/2019 12:06 PM
32	Far flung area	6/21/2019 4:24 PM
33	the entertainment options	6/21/2019 2:46 PM
34	strict state nomination policy	6/21/2019 2:41 PM
35	Canberra doesn't have a great reputation it's hard to sell over a city like Sydney or Melbourne.	6/21/2019 1:56 PM
36	Commercial prosperity	6/21/2019 12:42 PM

Q11 Please share any other comments and feedback regarding this event or other aspects of Canberra and our institutions

Answered: 14 Skipped: 75

#	RESPONSES	DATE
1	Great event	7/26/2019 1:12 PM
2	Maybe promoting the same overseas	7/26/2019 1:08 PM
3	Great initiative, keep continuing. Please get some good orators for promoting as some speakers clearly had poor platform skills	7/26/2019 12:56 PM
4	Overall a wonderful event, however, it could be more interactive including two way communication. Presenters could be more clear about the PowerPoints that would be more effective and interesting	7/26/2019 12:48 PM
5	Community visa	7/25/2019 4:29 PM
6	We would like the opportunity to further promote Canberra and Institutions/Industry services via our website, our student app and regional website (AMET-SIRA)	7/25/2019 4:14 PM
7	Suggest providers to make PhD applications more easier (application process) similar to US, UK and European Universities	7/25/2019 3:25 PM
8	I wish this event would be held often	7/25/2019 3:01 PM
9	Accommodation and transport options - Discount for international students	7/25/2019 2:56 PM
10	Should have more promotions and advertise the programs/course/scholarship	7/25/2019 2:52 PM
11	Canberra should create more promotions and updates for all changes about course programs and scholarships	7/25/2019 2:45 PM
12	So far so perfect	7/25/2019 2:35 PM
13	The testimony of alumni could be more improved.	6/21/2019 4:24 PM
14	Compensation strategies to attract students studying in ANU after the tightened policies weren't illuminated.	6/21/2019 12:42 PM

Survey Monkey for grants satisfaction 2018-19

Analysis for Annual Report

Performance Measure

Indicator	Satisfaction with the management of grants administered by artsACT
Target	80%
Methodology or Metadata	
Rationale What is measured with this indicator and why is it measured	This indicator measures the standard of service and assistance that art organisations and artists receive through the delivery of the grants management process of the ACT Arts Fund.

The Survey Monkey had 15 Questions, of which Questions 7, 8, 9, 10, 14 directly related to satisfaction, whereas Questions 1-6, 11-13, and 15 related to non-satisfaction matters including the category applied for, how information is sought (online, phone or face to face) or if sought feedback.

Question 7 – How satisfied with application process

Not satisfied	12.08%
Satisfied	87.92%
Total	100

Question 8 – How satisfied with assessment process

Not satisfied	22.53%
Satisfied	77.47%
Total	100

Question 9 – How satisfied with notification process and payment

Not satisfied	11.99%
Satisfied	88.01%
Total	100

Question 10 – acquittal

Not satisfied	9.53%
Satisfied	90.47%
Total	100

Question 14 – staff

Not satisfied	6.78%
Satisfied	93.22%
Total	100

Overall

Question	Not satisfied	Satisfied
7 - Application	12.08	87.92
8 - Assessment	22.53	77.47
9 - Notification	11.99	88.01
10 - Acquittal	9.53	90.47
14 - Staff	6.78	93.22
	12.58%	87.42%

Conclusion

With an overall result of 87% satisfaction, artsACT has exceeded its 80% target, with the application (87.92%), notification (88.01%), acquittal (90.47%), and staff assistance (93.22%) rating highly, whereas the assessment (77.47%) was less than target .

The lower satisfaction rating with the assessment process is likely to be related to the high number of applications in the Up to \$5k category meaning that the percentage of successful applications is lower than anticipated. The rating may also reflect that the assessment criteria for Arts Activities is different from the previous Project funding category and that applicants are taking time to adjust to the new requirements.

Almost half of the applicants completing the survey were unsuccessful. However, the overall satisfaction rating was 87.42% meaning that even unsuccessful applicants were generally satisfied with the funding process.

Survey Monkey for Tenants Satisfaction with Management of Arts Facilities 2018-19

Analysis of Variance for Annual Report

Performance Measure

Indicator	Tenants satisfaction with management of Community Arts Facilities
Target	80%
Methodology or Metadata	
Rationale What is measured with this indicator and why is it measured	Measures the standard of service and assistance the Managers of the community arts facilities receive from artsACT in relation to the management of ACT Government-owned arts facilities. The indicator is measured through an annual survey.

The annual survey to measure this indicator is conducted via Survey Monkey. Nine questions related to arts facilities were included in the survey, one of which measured the overall satisfaction of facilities management service and assistance provided by artsACT:

Question 5 – Overall, are you satisfied with the facilities management service and assistance provided to you by artsACT facilities management staff over the past 12 months?

Yes	100%
No	0%
Total	100

This was a +20% variance from the target percentage of 80%.

Conclusion

Of the seven respondents to the survey, 100% were satisfied overall with the facilities management service and assistance provided by artsACT over the past twelve months. The survey was issued to a total of eleven arts organisations that occupy arts facilities managed by artsACT and, of these, four did not complete the survey. This satisfaction level is higher than previous years which may be somewhat explained by the smaller sample size. The high satisfaction percentage is also explained by the constructive professional relationships between artsACT staff and facility managers developed over a number of years.

ACT GOVERNMENT

YourSay Community Panel
'Lifestyle Survey' Report

29 July 2019

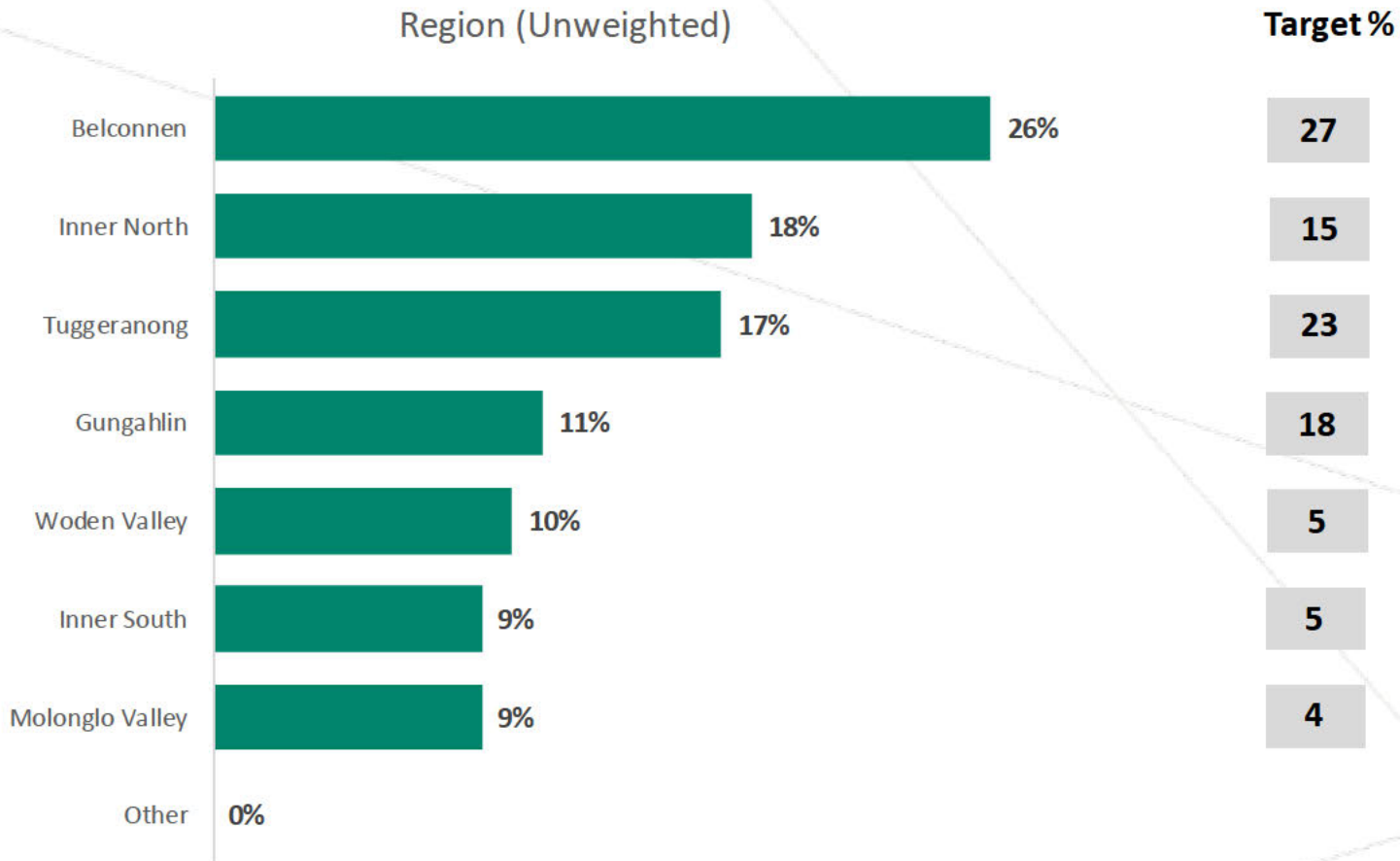


ACT
Government

Background

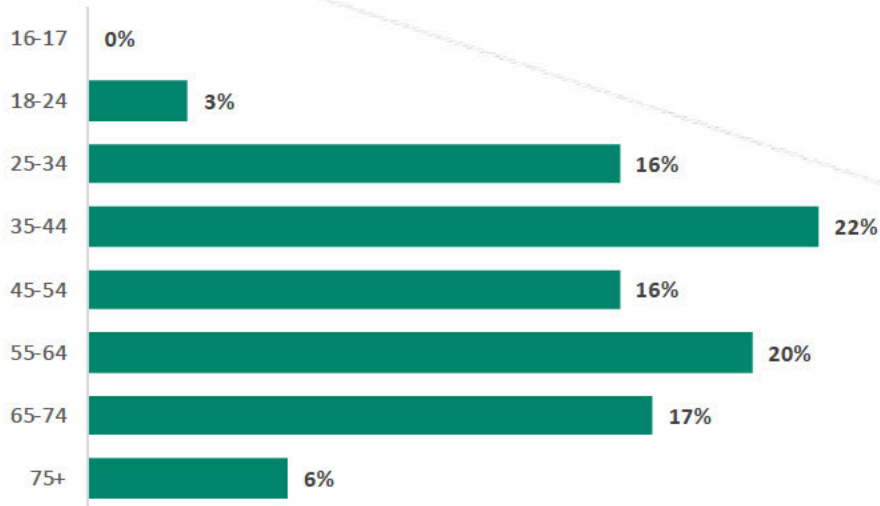
- **Background**: The '*Lifestyle Survey*' is an ongoing survey conducted through the **YourSay Community Panel**. Our total Panel membership is **1,558** as of 22 July.
- **Purpose**: To help the ACT Government better understand the behaviours and preferences of our Panel members, and the types of topics members may be interested in participating in.
- **Timeframe**: The Lifestyle Survey opened on Tuesday 2 July 2019 and will remain open indefinitely.
- **Sample**: The findings presented in this report are a 'snapshot' only of the feedback we have received from **1,338** members as of 19 July (equivalent to an 88% completion rate).
- The data has been weighted to reflect the relative population proportions.
- Significance test applied at 95% confidence level.

Demographics

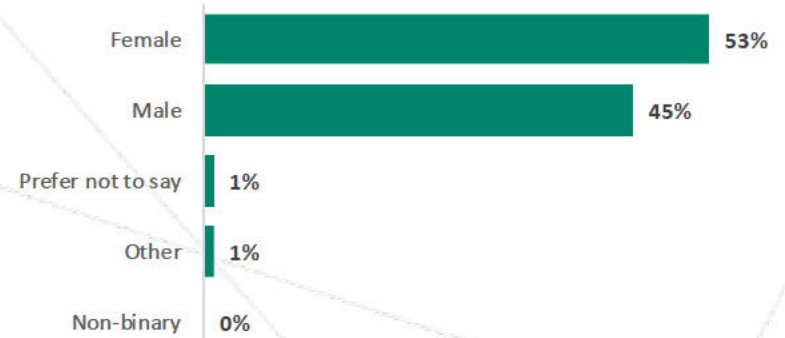


Demographics

Age (Unweighted)

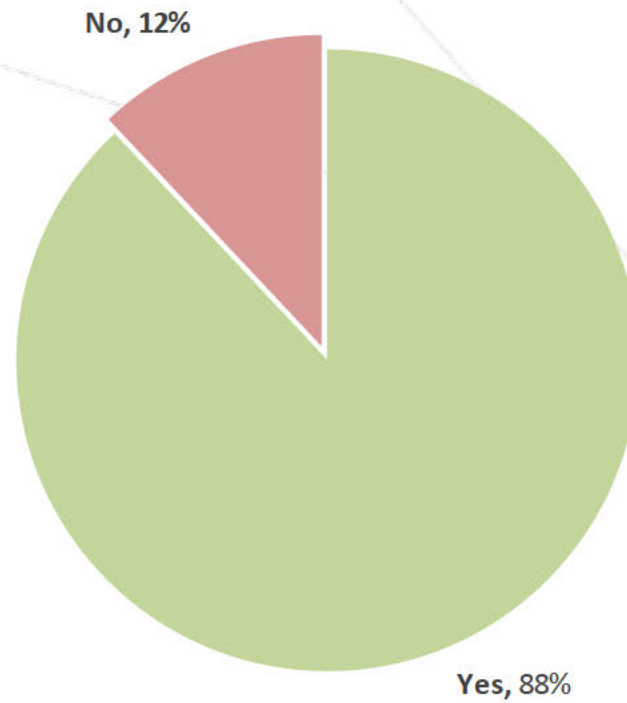


Gender (Unweighted)



Car ownership

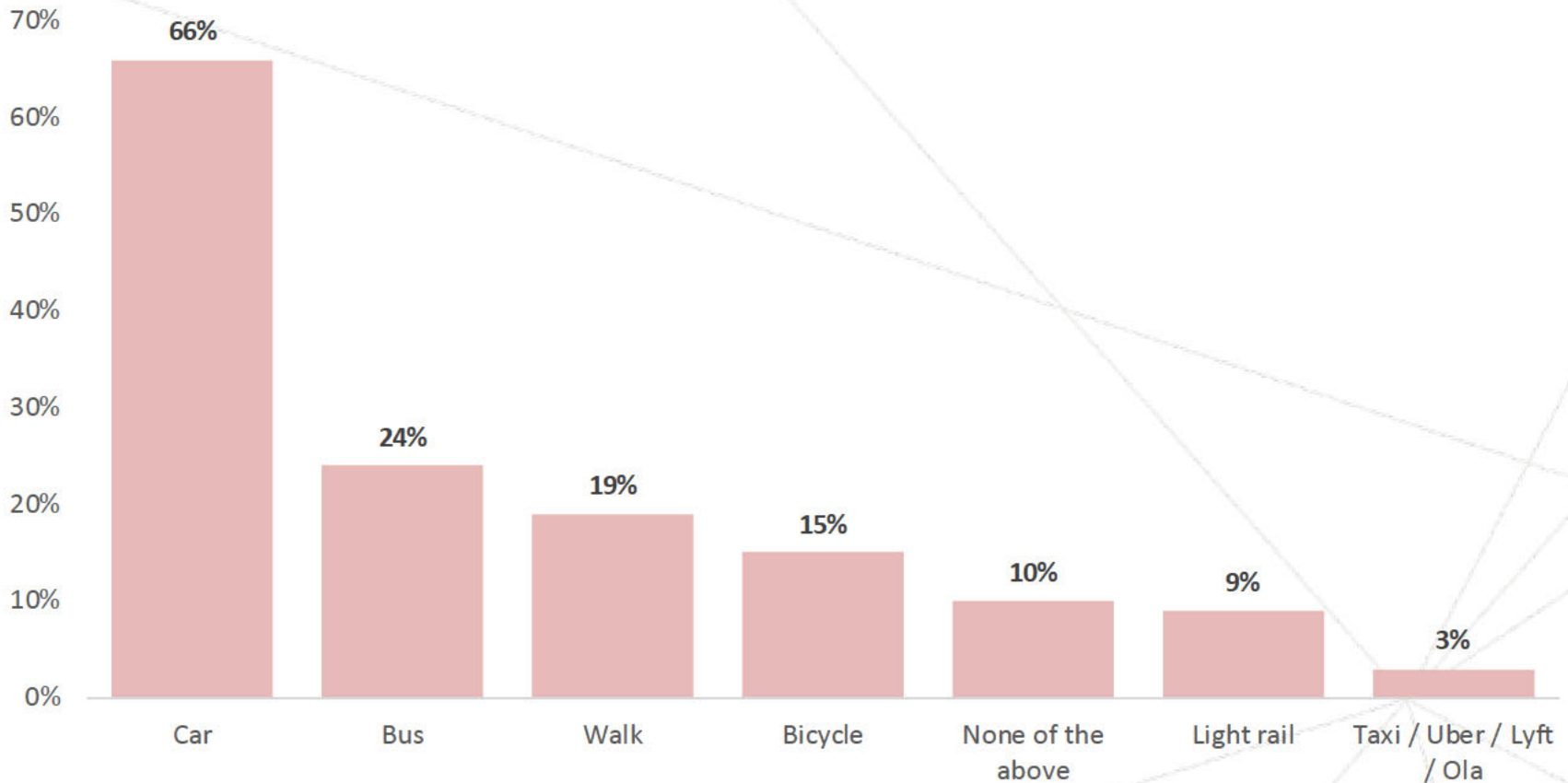
Do you own a car?



Base: All respondents

Travel to work and study

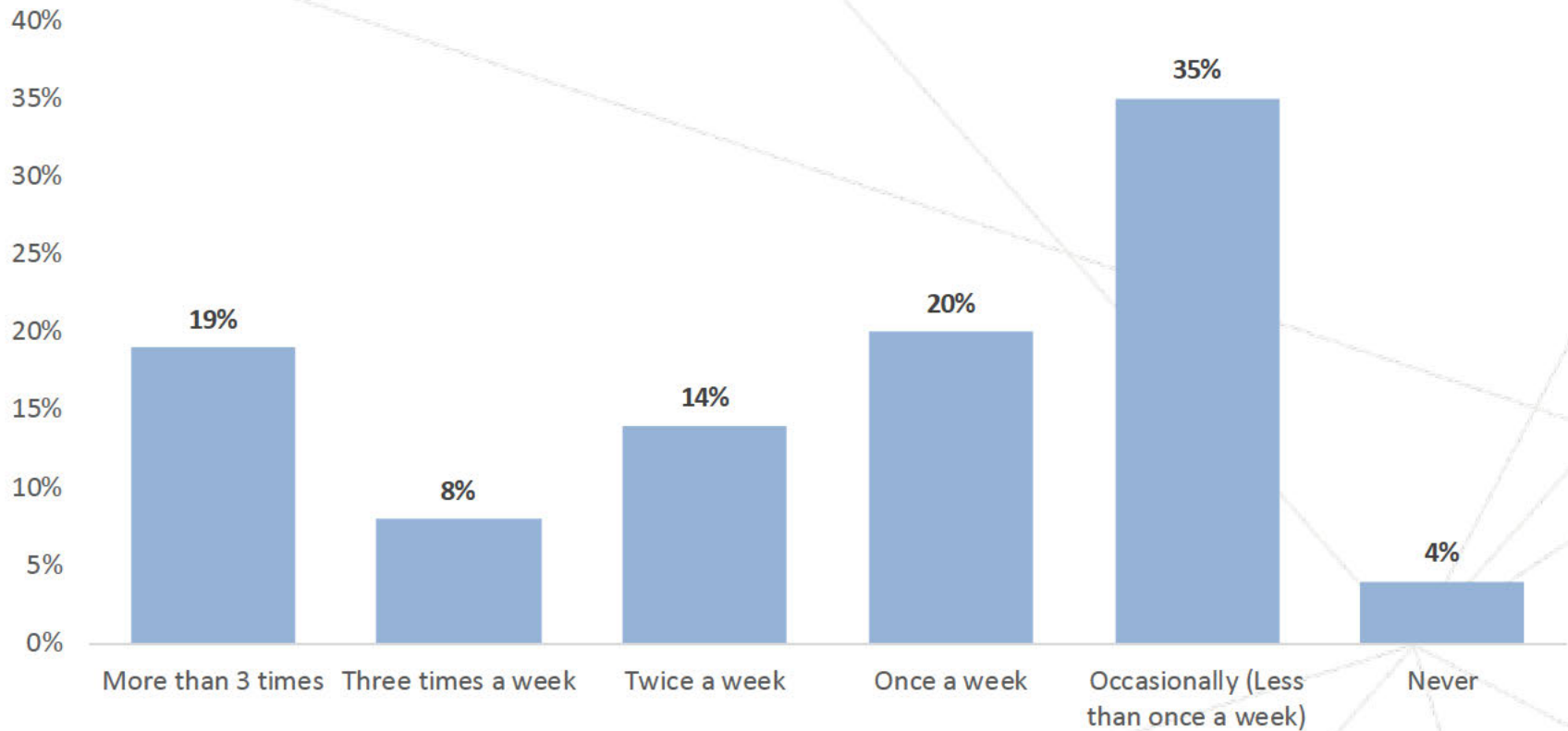
How do you normally travel to work or study? (Multiple choice)



Base: All respondents

Visit outdoor spaces

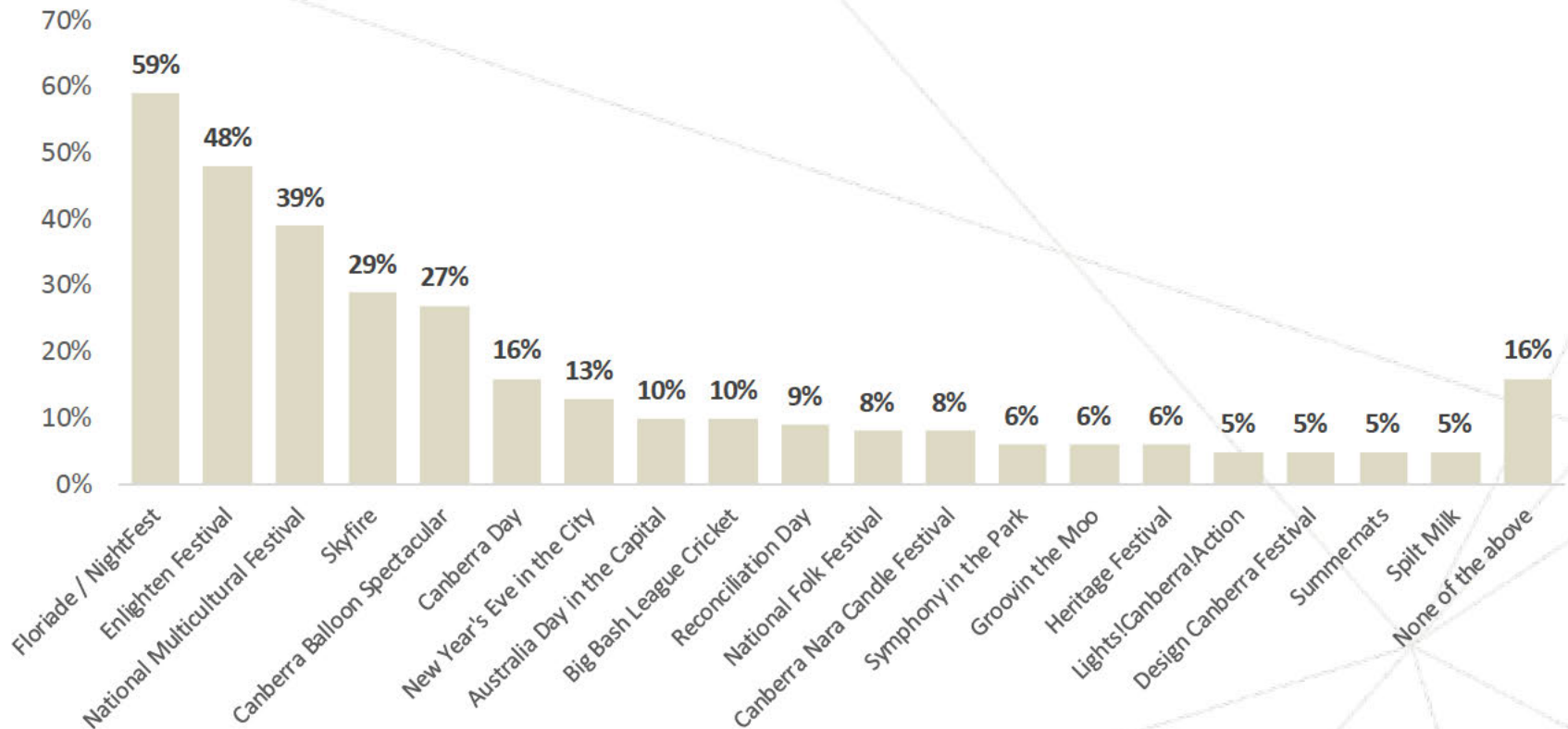
How often do you visit a national park, public garden, playground or natural open space?



Base: All respondents

Event attendance

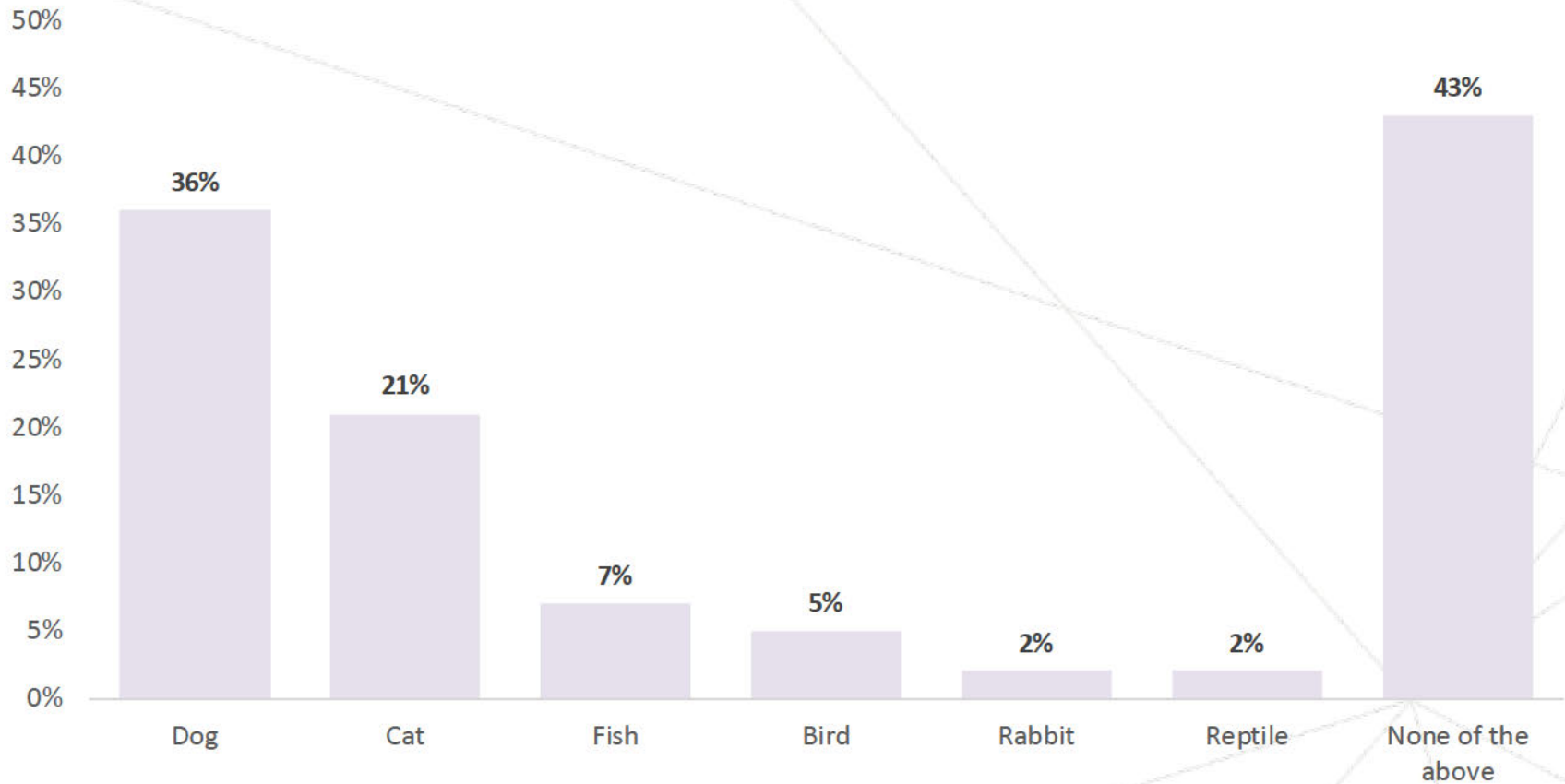
In the past 12 months, have you attended any of the following events held in Canberra? **(Multiple choice)**



Base: All respondents

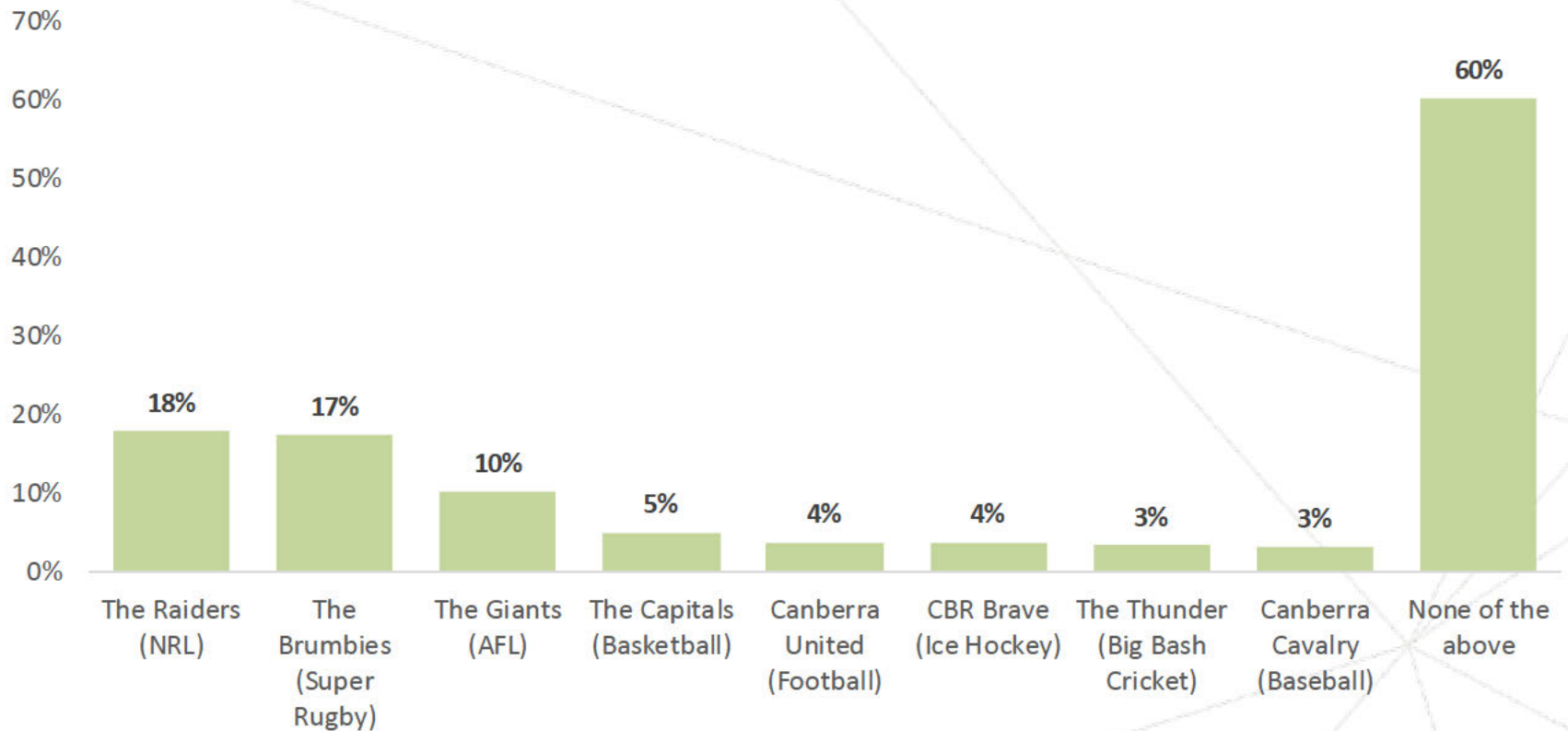
Pet ownership

What type of pets are in your household? (Multiple choice)



Sports fans

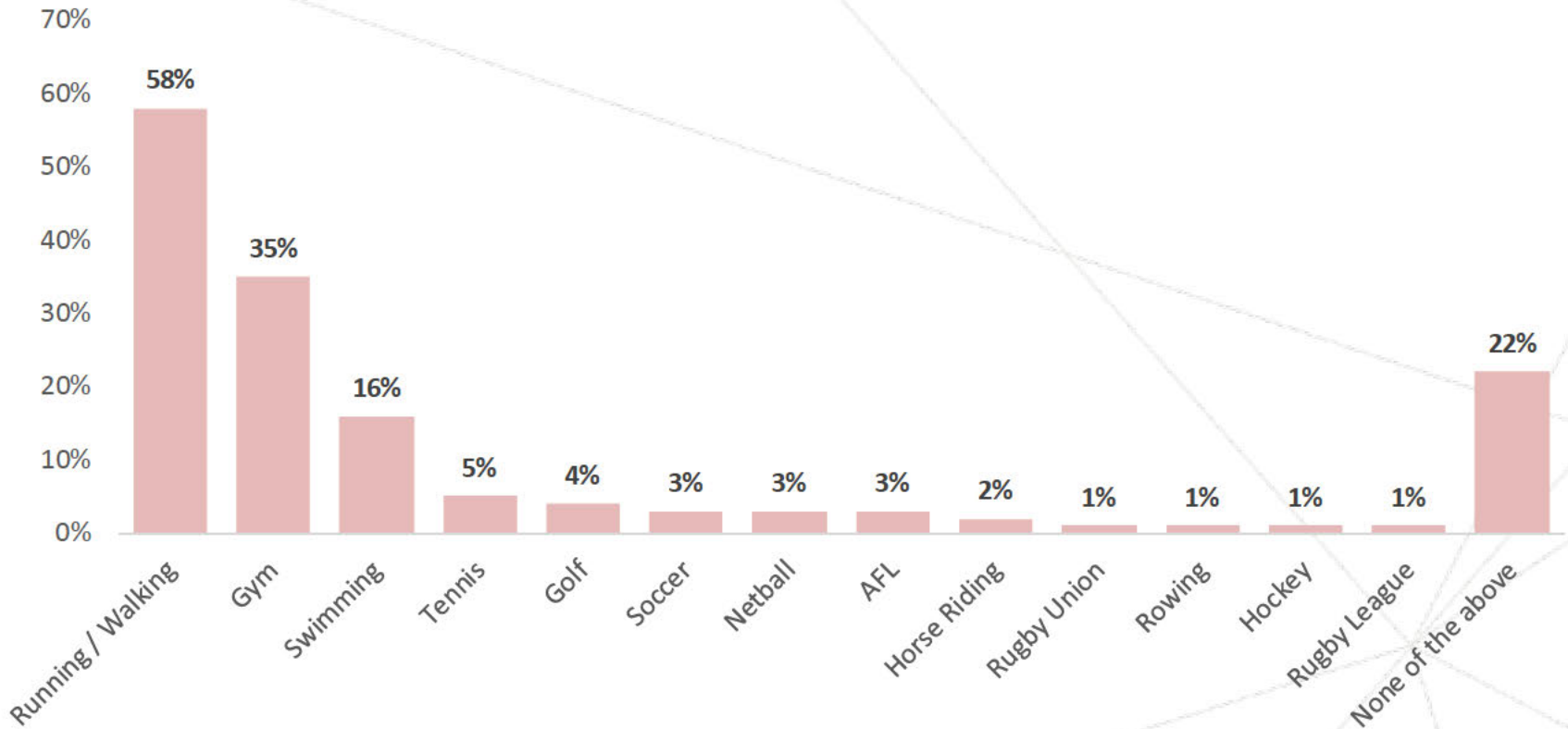
Do you actively support any of the following sporting teams?
(Multiple choice)



Base: All respondents

Sport played

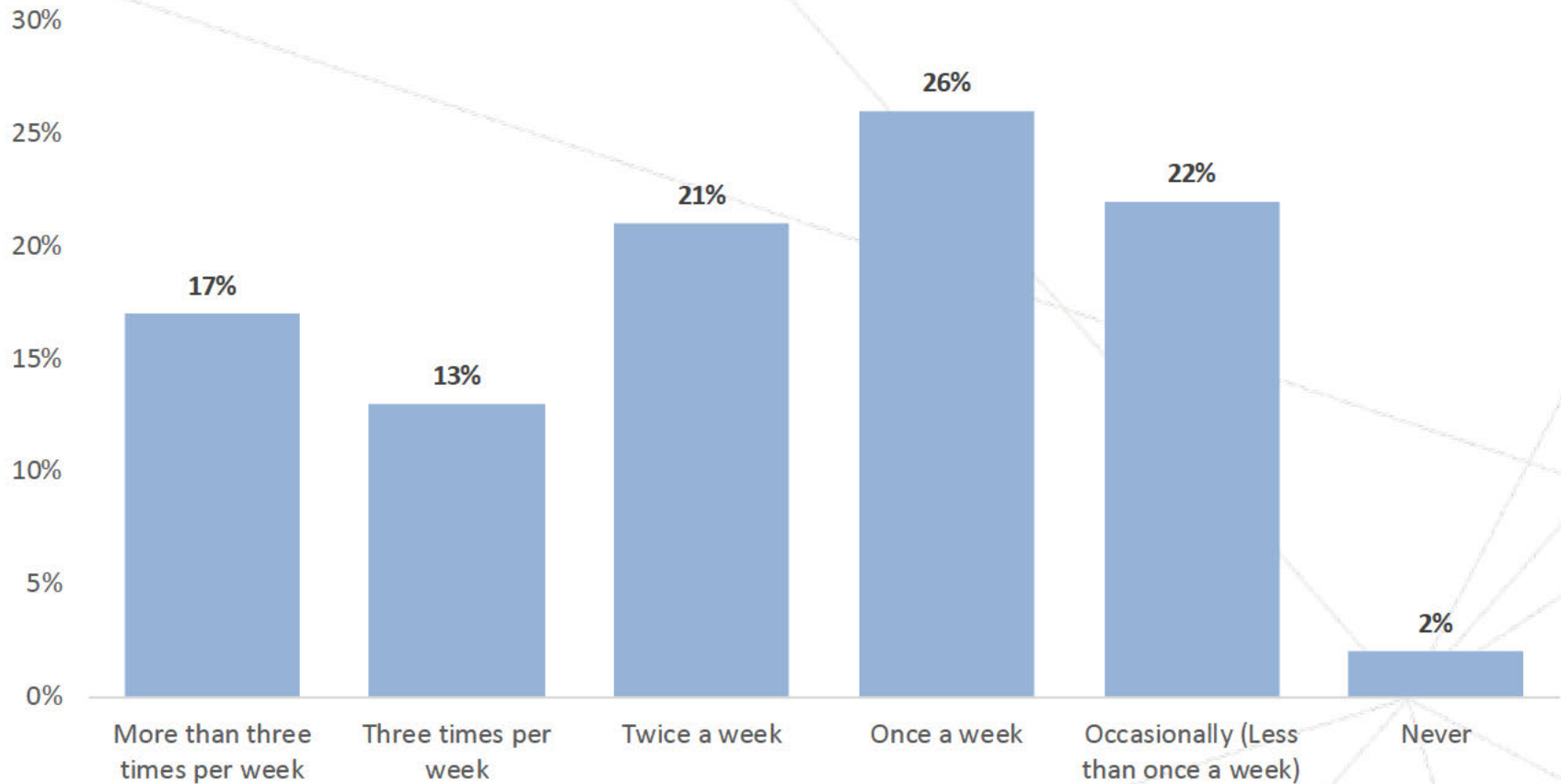
Do you regularly participate in any of the following sports or activities? (Multiple choice)



Base: All respondents

Eating out

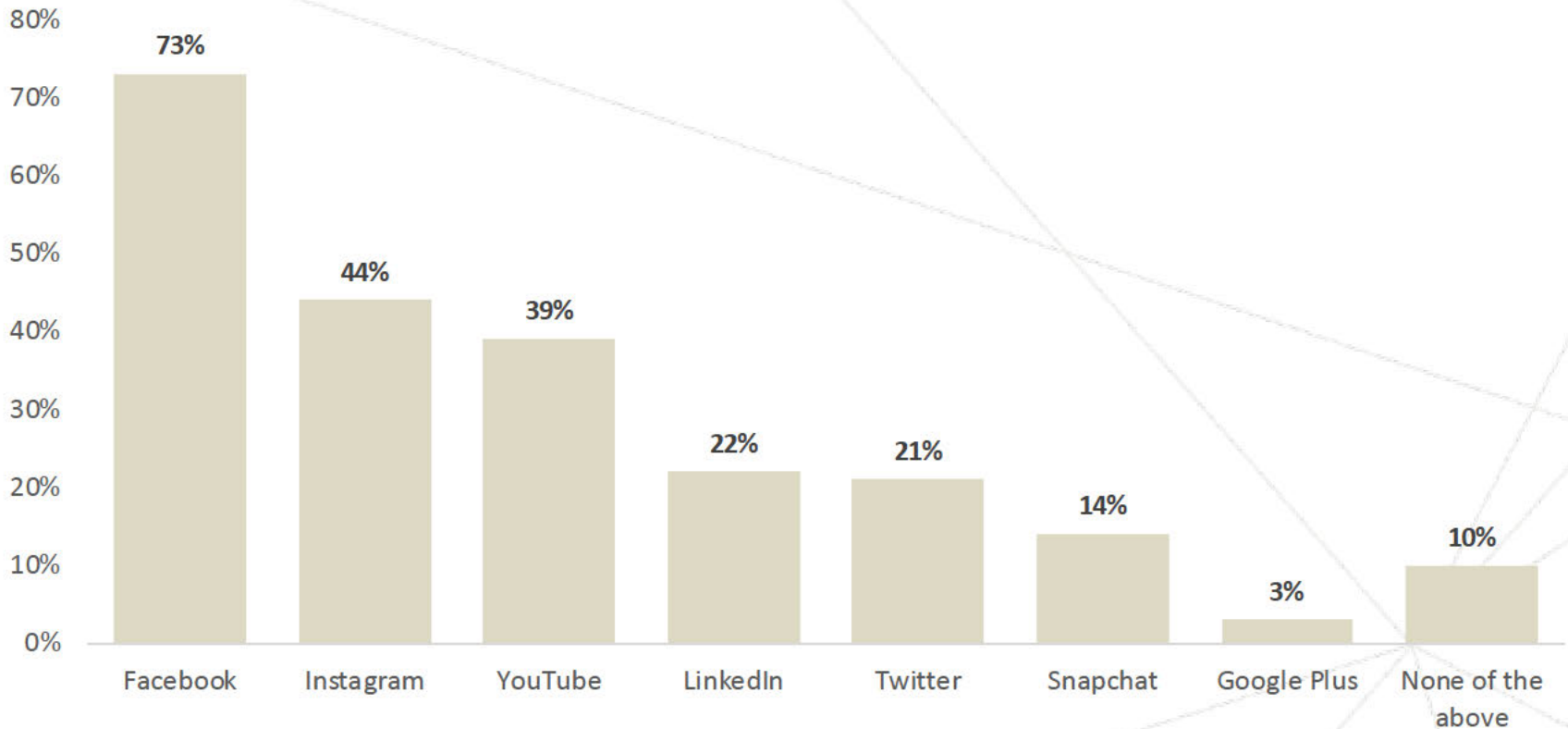
How often do you eat at a café, restaurant or order takeaway?



Base: All respondents

Social media usage

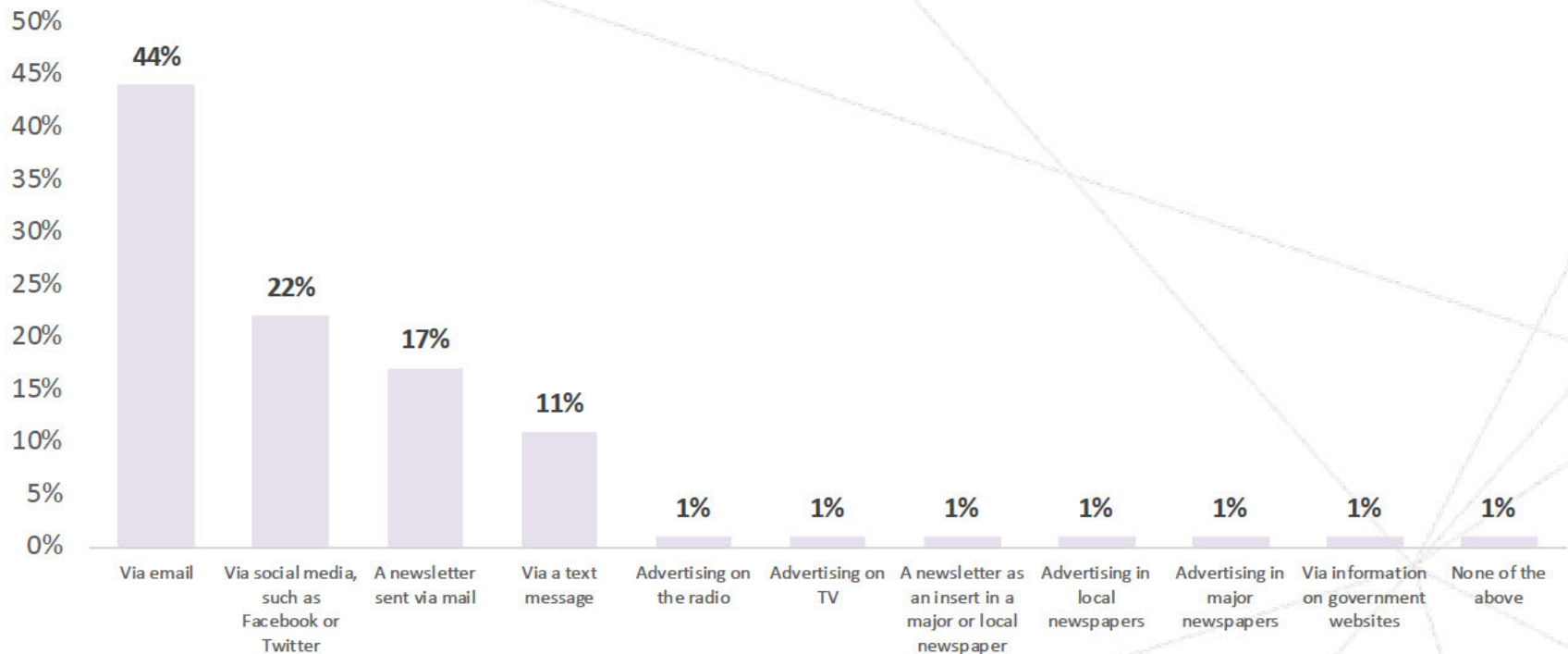
Which **ONE** of the following social media platforms do you use **MOST** often?



Base: All respondents

Communications preferences

If the ACT Government wanted to inform you about important issues affecting the ACT, such as major project developments and issues which affect the areas in which you live or work, which **ONE** of the following is the **BEST** way to communicate to you?



Base: All respondents

ACT Government CMTEDD

Community Views Survey (April 2019 Cycle)

DRAFT

Colour formatting:

March 2019

May 2017

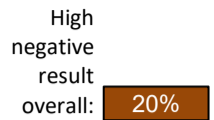
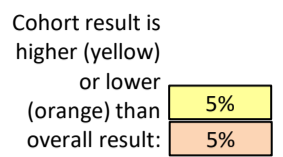
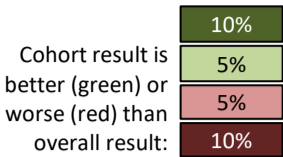
July 2016

Overall Region (55)

Overall Age (52)

Overall Gender (51)

Overall Income (q23)



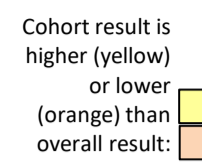
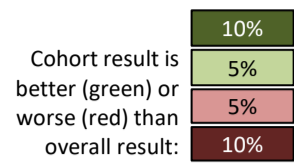
Total number of respondents: 600

n=	Overall Results		Overall Region (55)				Overall Age (52)							Overall Gender (51)		Overall Income (q23)										
	% Agree/Satisfied	% Disagree/Dissatisfied	Belconnen	Gungahlin	North Canberra	South Canberra	Tuggeranong	Weston Creek	Woden	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75+ years	Male	Female	Less than \$80,000	\$80,000 to less than \$160,000	\$160,000 or more					
	74%	12%	79%	74%	76%	67%	72%	74%	68%	71%	76%	84%	65%	78%	77%	53%	74%	74%	74%	74%	73%					
597	72%	15%	75%	74%	75%	69%	64%	78%	74%	63%	72%	73%	73%	73%	81%	73%	72%	71%	64%	72%	78%					
595	71%	14%	69%	73%	74%	75%	67%	81%	67%	80%	68%	70%	64%	73%	75%	66%	74%	68%	64%	69%	79%					
590	60%	25%	68%	55%	67%	56%	48%	65%	65%	59%	60%	63%	57%	60%	64%	58%	63%	58%	60%	60%	63%					
600	ACT Government priorities																									
600	q1mr. Of the following areas, which do you feel are the most important? (Multiple response)																									
	Health services	61%	-	79%	66%	84%	57%	62%	53%	65%	70%	57%	62%	59%	57%	70%	66%	49%	65%	52%	60%	62%	57%	63%	65%	
	Education	72%	-	72%	62%	73%	54%	64%	52%	57%	55%	55%	55%	55%	59%	57%	64%	48%	62%	35%	56%	56%	55%	64%	52%	58%
	Other urban services, such as garbage collection and maintaining parks and public areas	26%	-	19%	25%	20%	26%	19%	23%	40%	24%	26%	32%	19%	20%	16%	36%	34%	42%	27%	28%	23%	22%	28%	23%	
	Justice and community safety	24%	-	18%	14%	16%	30%	28%	15%	25%	23%	13%	26%	24%	27%	28%	20%	19%	25%	24%	25%	24%	24%	25%	24%	
	Managing the environment	24%	-	19%	21%	18%	24%	18%	31%	25%	12%	54%	28%	27%	22%	23%	17%	21%	29%	44%	18%	30%	27%	25%	23%	
	Assistance to disadvantaged groups (such as public housing)	21%	-	19%	18%	21%	26%	19%	20%	12%	20%	22%	26%	26%	22%	25%	18%	24%	15%	28%	20%	23%	21%	25%	18%	
	Other transport infrastructure	18%	-	17%	22%	15%	21%	20%	20%	13%	17%	16%	16%	25%	17%	20%	19%	15%	13%	11%	18%	19%	17%	19%	18%	
	Creating jobs	17%	-	10%	12%	12%	18%	20%	21%	7%	20%	12%	7%	26%	12%	12%	25%	18%	9%	13%	17%	17%	22%	13%	15%	
	Planning (such as land releases and zoning)	13%	-	15%	18%	11%	13%	8%	22%	19%	10%	12%	15%	8%	10%	15%	15%	20%	15%	11%	14%	13%	9%	17%	14%	
	Managing the economy	10%	-	10%	13%	14%	5%	14%	12%	13%	11%	7%	7%	6%	12%	7%	11%	11%	10%	7%	10%	9%	8%	9%	11%	
	Helping small business	9%	-	9%	6%	5%	7%	12%	8%	11%	10%	9%	5%	10%	16%	5%	7%	7%	6%	7%	11%	7%	9%	8%	8%	
	Light rail development	5%	-	5%	11%	8%	8%	3%	6%	6%	6%	0%	1%	5%	10%	6%	4%	1%	4%	7%	5%	5%	5%	4%	8%	
	Tourism, which brings economic benefits to the ACT	5%	-	4%	4%	0%	5%	3%	7%	4%	4%	4%	5%	1%	5%	3%	6%	6%	9%	5%	5%	4%	7%	3%	4%	
	Investing in research and development	4%	-	2%	5%	4%	3%	2%	4%	4%	1%	6%	13%	3%	6%	3%	8%	2%	0%	0%	5%	3%	2%	2%	7%	
	Don't know / Can't say	1%	-	0%	0%	0%	0%	1%	0%	0%	2%	0%	0%	0%	2%	0%	0%	0%	5%	0%	1%	1%	1%	1%	0%	
600	q2. Apart from the broad areas I have read out, is there any other area or issue you think it is highly important for the ACT government to focus on? (% Yes)																									
		56%	41%	40%	41%	40%	53%	56%	60%	39%	61%	58%	55%	33%	46%	53%	72%	67%	68%	64%	58%	54%	61%	52%	54%	
599	Information on ACT Government Services																									
599	q8. If the ACT Government wanted to inform you about important issues affecting the ACT, such as major project developments and issues which affect the areas in which you live or work, which ONE of the following is the BEST way to communicate to you?																									
	A newsletter sent via mail	31%	-	-	-	24%	27%	33%	42%	35%	24%	35%	31%	17%	32%	31%	35%	34%	35%	31%	34%	28%	33%	29%	30%	
	Via email	17%	-	-	-	17%	10%	25%	16%	34%	18%	12%	18%	17%	21%	18%	13%	20%	18%	6%	18%	17%	13%	20%	19%	
	Via social media, such as Facebook or Twitter	11%	-	-	-	17%	12%	12%	12%	6%	11%	13%	13%	23%	14%	15%	9%	3%	0%	4%	10%	13%	7%	10%	17%	
	Advertising on TV	9%	-	-	-	10%	13%	7%	6%	3%	7%	7%	11%	13%	8%	7%	6%	9%	8%	12%	9%	9%	11%	13%	3%	
	Via a text message	7%	-	-	-	2%	7%	5%	5%	7%	11%	5%	5%	11%	11%	7%	4%	7%	0%	0%	7%	7%	11%	7%	5%	
	Advertising on the radio	7%	-	-	-	10%	10%	7%	4%	1%	10%	6%	3%	13%	6%	4%	7%	7%	6%	8%	6%	8%	10%	8%	5%	
	Via information on government websites	5%	-	-	-	5%	9%	1%	3%	6%	5%	3%	1%	4%	2%	6%	9%	2%	8%	2%	6%	4%	7%	2%	6%	
	A newsletter as an insert in a major or local newspaper	4%	-	-	-	2%	4%	3%	4%	3%	3%	5%	3%	0%	1%	3%	6%	8%	7%	7%	5%	3%	2%	3%	5%	
	Advertising in local newspapers	4%	-	-	-	5%	4%	0%	3%	1%	5%	4%	6%	0%	3%	5%	3%	5%	4%	8%	2%	6%	3%	2%	6%	
	Advertising in major newspapers	3%	-	-	-	6%	1%	4%	2%	1%	2%	8%	8%	1%	0%	0%	2%	4%	12%	16%	4%	2%	2%	4%	3%	
	Other	3%	-	-	-	2%	3%	2%	3%	2%	3%	2%	1%	0%	1%	4%	5%	1%	2%	8%	2%	4%	1%	3%	3%	
	Don't know / Can't say	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
600	q9@. Thinking about the last time you sought or needed information from the ACT Government, what information were you looking for?																									
	Other urban services, such as maintaining parks and public areas (excluding garbage collection)	18%	-	-	-	-	12%	20%	17%	23%	20%	17%	23%	6%	17%	16%	17%	28%	28%	18%	13%	22%	20%	16%	16%	
	Other transport infrastructure	9%	-	-	-	-	10%	13%	11%	7%	9%	11%	5%	9%	5%	7%	17%	15%	0%	7%	12%	7%	3%	10%	14%	
	Health services	9%	-	-	-	-	7%	18%	4%	3%	11%	7%	9%	6%	14%	15%	8%	1%	5%	5%	7%	11%	14%	9%	6%	
	Vehicle registration	6%	-	-	-	-	8%	2%	7%	3%	5%	9%	9%	3%	4%	11%	8%	5%	7%	3%	7%	5%	4%	6%	10%	
	Planning (such as land releases and zoning)	4%	-	-	-	-	0%	1%	6%	7%	5%	8%	9%	3%	3%	2%	4%	8%	3%	7%	4%	4%	2%	4%	6%	
	Bus information	4%	-	-	-	-	6%	4%	2%	5%	2%	3%	7%	8%	2%	5%	3%	0%	4%	3%	3%	4%	2%	5%	3%	
	Garbage collection / Green bins	4%	-	-	-	-	5%	3%	3%	5%	4%	1%	3%	0%	3%	6%	2%	5%	2%	10%	5%	3%	3%	2%	6%	
	Justice and community safety	2%	-	-	-	-	3%	0%	4%	2%	4%	2%	0%	3%	3%	0%	5%	1%	1%	3%	2%	3%	2%	0%	5%	
	Creating jobs	2%	-	-	-	-	5%	0%	1%	0%	3%	1%	1%	4%	1%	4%	0%	3%	0%	0%	3%	1%	4%	2%	1%	
	Driving licence	2%	-	-	-	-	4%	4%	1%	1%	1%	1%	1%	5%	4%	1%	3%	0%	1%	0%	2%	3%	2%	2%	2%	
	Managing the environment	2%	-	-	-	-	4%	2%	2%	2%	0%	2%	1%	1%	2%	1%	3%	2%	0%	3%	1%	3%	2%	2%	2%	
	Light rail development	2%	-	-	-	-	2%	3%	4%	1%	0%	3%	2%	1%	3%	1%	0%	1%	5%	0%	3%	1%	2%	2%	2%	
	Taxes / Rates	2%	-	-	-	-	2%	1%	1%	4%	1%	4%	1%	1%	3%	1%	2%	2%	2%	0%	2%	1%	2%	2%	2%	
	Assistance to disadvantaged groups (such as public housing)	1%	-	-	-	-	1%	4%	0%	0%	1%	2%	0%	0%	0%	0%	2%	0%	9%	0%	1%	1%	1%	0%	2%	
	Parking issues	1%	-	-	-	-	0%	0%	3%	1%	0%	1%	4%	1%	0%	2%	2%	0%	0%	0%	1%	1%	0%	1%	2%	
	Education	1%	-	-	-	-	0%	1%	0%	0%	1%	0%	1%	1%	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%	1%	
	Helping small business	0%	-	-	-	-	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	
	Managing the economy	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Investing in research and development	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Tourism, which brings economic benefits to the ACT	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Other	20%	-	-	-	-	18%	19%	24%	25%	23%	12%	11%	30%	24%	17%	16%	19%	17%	5%	21%	18%	13%	25%	17%	
	I have not sought information from the ACT Government in the last 3 years	4%	-	-	-	-	7%	5%	2%	3%	4%	4%	1%	1%	3%	3%	4%	5%	7%	21%	4%	5%	10%	4%	1%	
	Don't know / Can't say	8%	-	-	-	-	9%	3%	9%	8%	6%	11%	11%	16%	8%	5%	5%	3%	9%	14%	9%	7%	14%	8%	2%	
532	q10. What was the MAIN channel or source you used to find the information?																									
	ACT Government websites	47%	-	-	-	-	58%	48%	44%	51%	42%	35%	41%	53%	48%	48%	48%	49%	40%	25%	50%	45%	36%	54%		

ACT Government CMTEDD

Community Views Survey (April 2019 Cycle)

DRAFT



Colour formatting:

March 2019

May 2017

July 2016

Overall Results	
% Agree/Satisfied	% Disagree/Dissatisfied
600	

Overall		
March 2018	May 2017	June/July 2016
600	1,201	1,206

Overall Region (S5)						
Belconnen	Gungahlin	North Canberra	South Canberra	Tuggeranong	Weston Creek	Woden
87	87	87	84	85	86	84

Overall Age (S2)						
18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75+ years
63	112	123	123	85	59	35

Overall Gender (S1)	
Male	Female
294	306

Overall Income (q23)		
Less than \$80,000	\$80,000 to less than \$160,000	\$160,000 or more
138	218	196

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q11. Thinking about the last time you sought or needed to get information from the ACT Government, were you able to find what you were looking for?				Overall							Overall							Overall		Overall								
Yes - I found most of the information I was looking for				76%	-	-	-	-	81%	78%	76%	66%	75%	72%	69%	75%	84%	76%	69%	85%	68%	54%	75%	76%	74%	76%	79%	
Yes - I found some of the information I was looking for				15%	-	-	-	-	14%	15%	16%	17%	16%	10%	13%	22%	10%	15%	17%	7%	19%	24%	15%	14%	13%	15%	15%	
No - I did not find the information I was looking for				9%	-	-	-	-	5%	7%	8%	14%	7%	18%	18%	4%	6%	8%	14%	8%	10%	22%	9%	9%	12%	9%	6%	
Don't know / Can't say				0%	-	-	-	-	0%	0%	0%	3%	1%	0%	0%	0%	0%	0%	0%	1%	3%	0%	0%	1%	1%	2%	0%	
q15mr_M19. Thinking about the suburb you live in, which of the following topics would you want to be informed about? (Multiple Response)				Overall							Overall							Overall		Overall								
Planning and development				86%	-	-	-	-	82%	89%	83%	94%	90%	86%	83%	75%	80%	92%	91%	92%	83%	88%	83%	89%	81%	85%	94%	
Waste collection services (including recycling and green bins)				81%	-	-	-	-	87%	80%	79%	88%	76%	72%	81%	72%	81%	84%	83%	84%	72%	87%	79%	82%	76%	83%	83%	
Helping the environment				81%	-	-	-	-	82%	81%	77%	84%	78%	88%	83%	78%	87%	79%	78%	82%	77%	81%	78%	83%	80%	85%	76%	
Staying safe in your suburb (and during emergencies)				83%	-	-	-	-	83%	77%	67%	80%	88%	77%	82%	80%	87%	79%	81%	81%	71%	74%	74%	86%	85%	74%	74%	
Roads and footpaths				78%	-	-	-	-	80%	77%	79%	88%	73%	82%	74%	68%	82%	78%	80%	77%	78%	92%	76%	80%	78%	78%	79%	79%
Maintenance/urban services (trees, weed control, street sweeping, mowing, lighting)				75%	-	-	-	-	77%	77%	79%	83%	70%	65%	70%	59%	78%	81%	80%	75%	68%	78%	73%	76%	70%	76%	77%	
Local community facilities and services				74%	-	-	-	-	77%	78%	69%	73%	69%	80%	77%	59%	79%	80%	77%	75%	67%	69%	71%	76%	74%	80%	62%	
Things to do/Events (culture, community, sport, libraries, parks)				73%	-	-	-	-	76%	80%	69%	74%	71%	71%	71%	64%	79%	85%	75%	66%	65%	60%	71%	75%	71%	78%	69%	
Local transport options				70%	-	-	-	-	64%	79%	68%	77%	70%	82%	67%	67%	71%	73%	79%	68%	56%	65%	65%	75%	68%	73%	69%	
Consultation and engagement activities				66%	-	-	-	-	72%	61%	66%	74%	58%	76%	68%	48%	78%	71%	60%	77%	60%	57%	67%	66%	59%	73%	67%	
Animals, pets and wildlife				64%	-	-	-	-	67%	66%	63%	62%	61%	69%	58%	66%	67%	68%	65%	55%	54%	63%	61%	66%	55%	68%	66%	
Parking				63%	-	-	-	-	62%	65%	66%	83%	56%	70%	58%	53%	66%	68%	64%	62%	61%	66%	57%	69%	62%	68%	60%	
Schools, tertiary and vocational education				45%	-	-	-	-	43%	60%	44%	51%	39%	51%	40%	49%	57%	52%	47%	36%	25%	19%	47%	44%	38%	48%	46%	
Other				1%	-	-	-	-	1%	3%	4%	0%	0%	1%	1%	4%	0%	1%	0%	0%	3%	2%	1%	2%	3%	1%	0%	
Don't know				1%	-	-	-	-	1%	0%	1%	0%	2%	0%	0%	0%	1%	2%	0%	2%	0%	0%	1%	1%	2%	1%	0%	
q16mr_M19. Thinking about the region you live in, which of the following topics would you want to be informed about? (Multiple Response)				Overall							Overall							Overall		Overall								
Hospitals and health services				85%	-	-	-	-	89%	88%	78%	88%	87%	79%	77%	79%	91%	87%	87%	86%	77%	74%	86%	84%	81%	88%	81%	
Planning and development				84%	-	-	-	-	81%	86%	86%	90%	82%	88%	84%	72%	79%	94%	85%	91%	86%	71%	85%	82%	76%	88%	85%	
Helping the environment				80%	-	-	-	-	78%	82%	73%	83%	80%	86%	83%	77%	82%	79%	76%	85%	76%	81%	76%	82%	75%	84%	77%	
Staying safe in your region (and during emergencies)				79%	-	-	-	-	79%	78%	75%	79%	85%	77%	81%	74%	81%	80%	80%	84%	71%	75%	73%	84%	79%	82%	73%	
Local transport options				75%	-	-	-	-	68%	81%	78%	80%	75%	82%	69%	78%	75%	72%	81%	72%	66%	71%	73%	76%	74%	76%	72%	
Things to do/Events (culture, community, sport, libraries, parks)				74%	-	-	-	-	80%	80%	73%	72%	69%	76%	69%	64%	83%	84%	75%	74%	63%	54%	72%	76%	68%	80%	72%	
Local community facilities and services				74%	-	-	-	-	80%	78%	65%	76%	72%	75%	73%	61%	79%	83%	76%	72%	62%	76%	71%	77%	72%	82%	65%	
Maintenance/urban services (trees, weed control, street sweeping, mowing, lighting)				71%	-	-	-	-	77%	68%	71%	81%	64%	72%	67%	54%	73%	75%	77%	76%	67%	67%	72%	70%	64%	78%	69%	
Roads and footpaths				71%	-	-	-	-	73%	77%	70%	80%	61%	74%	70%	63%	71%	69%	76%	75%	62%	80%	70%	71%	70%	73%	69%	
Consultation and engagement activities				67%	-	-	-	-	68%	62%	66%	78%	63%	73%	66%	53%	70%	75%	61%	78%	64%	55%	65%	68%	60%	72%	67%	
Animals, pets and wildlife				66%	-	-	-	-	73%	64%	64%	62%	63%	66%	63%	65%	68%	72%	66%	64%	50%	67%	63%	68%	58%	72%	64%	
Parking				62%	-	-	-	-	58%	70%	63%	78%	58%	69%	58%	57%	62%	61%	66%	64%	55%	72%	57%	66%	63%	64%	58%	
Schools, tertiary and vocational education				49%	-	-	-	-	48%	65%	48%	49%	51%	42%	40%	49%	59%	62%	53%	38%	22%	20%	52%	47%	39%	53%	53%	
Other				3%	-	-	-	-	5%	4%	5%	0%	0%	0%	1%	4%	2%	4%	0%	0%	1%	0%	1%	4%	7%	1%	1%	
Don't know				1%	-	-	-	-	3%	2%	0%	0%	2%	0%	0%	1%	0%	0%	2%	2%	1%	10%	1%	2%	1%	1%	3%	
Light Rail (TCCS)				Overall							Overall							Overall		Overall								
q12. Are you planning to attend the opening of the ACT light rail on Saturday 20th April 2019? (% Yes)				9%	86%	-	-	-	8%	16%	16%	5%	5%	9%	1%	21%	8%	8%	6%	10%								

ACT Government CMTEDD

Community Views Survey (April 2019 Cycle)

DRAFT

Colour formatting:

Cohort result is better (green) or worse (red) than overall result:

Cohort result is higher (yellow) or lower (orange) than overall result:

High negative result overall:

n=

600

588

587

590

331

331

600

141

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588

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592

583

Overall Results			Overall Region (S5)							Overall Age (S2)							Overall Gender (S1)		Overall Income (q23)				
% Agree/ Satisfied	% Disagree/ Dissatisfied	Total number of respondents:	Belconnen	Gungahlin	North Canberra	South Canberra	Tuggeranong	Weston Creek	Woden	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75+ years	Male	Female	Less than \$80,000	\$80,000 to less than \$160,000	\$160,000 or more		
March 2018	May 2017	June/July 2016	March 2018	May 2017	June/July 2016	March 2018	May 2017	June/July 2016	March 2018	May 2017	June/July 2016	March 2018	May 2017	June/July 2016	March 2018	May 2017	June/July 2016	March 2018	May 2017	June/July 2016	March 2018	May 2017	June/July 2016
600	600	1,201	87	87	87	84	85	86	84	63	112	123	123	85	59	35	294	306	138	218	196		

Registration of animals (EPSD)

q17@_ Do you own or are intending to own a cat or a dog?	Own a dog only	31%	-	-	-	-	-	-	-	23%	35%	35%	37%	30%	36%	32%	39%	25%	39%	31%	26%	18%	23%	30%	31%	24%	31%	37%
	Own a cat only	16%	-	-	-	-	-	-	-	19%	9%	12%	12%	25%	9%	10%	6%	22%	16%	17%	14%	7%	7%	17%	16%	18%	16%	17%
	Own both a dog and a cat	10%	-	-	-	-	-	-	-	13%	12%	4%	5%	13%	8%	5%	13%	16%	10%	9%	5%	3%	3%	11%	9%	11%	8%	13%
	None	43%	-	-	-	-	-	-	-	45%	45%	49%	46%	31%	47%	53%	41%	36%	35%	38%	52%	65%	67%	42%	44%	47%	46%	33%

q18_ To what extent do you agree or disagree that cat owners should also be required to register their cats? (% Strong agree, Agree)	78%	13%	-	-	-	80%	83%	76%	76%	76%	71%	76%	84%	86%	79%	75%	65%	69%	76%	75%	80%	71%	81%	81%
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q20_ To what extent would you support or oppose an annual registration for domestic dogs in the ACT? (% Strongly support, Support)	54%	35%	-	-	-	64%	64%	50%	40%	46%	57%	52%	50%	46%	53%	52%	59%	68%	75%	51%	57%	59%	57%	49%
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q19_ To what extent would you support or oppose an annual registration for domestic cats in the ACT? (% Strongly support, Support)	47%	41%	-	-	-	55%	62%	42%	32%	40%	42%	45%	48%	45%	53%	36%	48%	50%	58%	45%	49%	48%	48%	48%
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q22@_ How much would you be willing to pay annually to register a cat or dog in the ACT?	Not willing to pay	32%	-	-	-	28%	30%	25%	37%	38%	40%	27%	26%	32%	31%	41%	25%	37%	31%	35%	29%	34%	26%	36%
	Less than \$10	16%	-	-	-	15%	17%	20%	15%	19%	8%	13%	14%	18%	15%	15%	27%	8%	11%	19%	14%	20%	10%	18%
	\$11 to \$20	16%	-	-	-	20%	16%	8%	19%	15%	12%	26%	8%	17%	19%	16%	13%	24%	26%	17%	16%	21%	16%	14%
	\$21 to \$50	23%	-	-	-	20%	27%	36%	25%	15%	25%	32%	19%	22%	29%	22%	24%	14%	32%	20%	27%	16%	29%	24%
	\$51 to \$100	10%	-	-	-	18%	10%	9%	4%	9%	11%	3%	33%	5%	5%	5%	11%	14%	0%	7%	13%	8%	15%	9%
	More than \$100	2%	-	-	-	0%	0%	2%	0%	4%	2%	0%	0%	6%	0%	1%	0%	3%	0%	2%	1%	2%	3%	0%

q22s_ How much would you be willing to pay annually to register a cat or dog in the ACT? (Unweighted average)	\$24	-	-	-	-	\$25	\$25	\$27	\$15	\$26	\$29	\$22	\$45	\$24	\$19	\$20	\$21	\$36	\$17	\$21	\$27	\$27	\$30	\$20
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Cat containment

q7_ M19_ Do you own a cat?	No	76%	-	-	-	73%	80%	85%	84%	69%	71%	79%	69%	73%	78%	75%	76%	83%	88%	79%	73%	77%	76%	76%
	Yes	24%	-	-	-	27%	20%	15%	16%	31%	29%	21%	31%	27%	22%	25%	24%	17%	12%	21%	27%	23%	24%	24%

q8_ M19_ Is your cat confined to your property...	At all times	51%	-	-	-	70%	44%	30%	67%	43%	52%	32%	50%	52%	36%	60%	48%	66%	64%	34%	62%	62%	53%	40%
	At some times (for instance, at night)	31%	-	-	-	23%	46%	29%	13%	27%	34%	64%	30%	32%	36%	25%	39%	7%	36%	49%	19%	22%	36%	34%
	Not confined at all	18%	-	-	-	7%	10%	40%	20%	31%	13%	4%	19%	16%	27%	15%	13%	26%	0%	17%	19%	16%	11%	26%

q9_ M19_ To what extent would you support or oppose increasing the number of cat containment suburbs? (% Strongly support, Support)	70%	18%	-	-	-	75%	71%	74%	69%	64%	70%	70%	49%	82%	74%	67%	69%	77%	75%	69%	72%	67%	79%	65%
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Insurance tax

q11mr_ M19_ What kinds of insurance do you currently hold? (Multiple Response)	Motor vehicle insurance	92%	-	-	-	95%	90%	79%	96%	92%	97%	93%	72%	90%	96%	96%	98%	100%	92%	88%	95%	83%	94%	95%
	House and contents insurance	82%	-	-	-	78%	77%	74%	91%	87%	88%	85%	31%	76%	93%	93%	97%	98%	100%	78%	85%	74%	83%	86%
	Health insurance	74%	-	-	-	75%	60%	74%	91%	73%	75%	82%	60%	65%	74%	77%	84%	92%	85%	74%	75%	56%	75%	88%
	Life insurance	45%	-	-	-	42%	47%	47%	41%	47%	50%	41%	36%	47%	64%	50%	37%	30%	18%	47%	43%	28%	50%	56%
	Travel insurance	31%	-	-	-	21%	41%	29%	43%	31%	28%	37%	28%	40%	41%	31%	13%	30%	13%	30%	31%	19%	30%	40%
	Funeral insurance	6%	-	-	-	6%	7%	4%	5%	5%	13%	4%	1%	3%	11%	8%	4%	8%	4%	5%	7%	8%	3%	7%
	Other	8%	-	-	-	10%	7%	7%	8%	7%	6%	8%	7%	10%	7%	11%	7%	5%	9%	8%	8%	7%	8%	10%
	No insurance is held	3%	-	-	-	2%	4%	6%	2%	3%	0%	4%	15%	0%	2%	2%	0%	0%	0%	5%	1%	7%	2%	1%
	Don't know	0%	-	-	-	0%	0%	0%	0%	0%	1%	3%	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%

q11@mr_ M19_ Which kinds of insurance do you currently hold? (Multiple Response)	Insurance is held	97%	-	-	-	98%	96%	93%	98%	97%	100%	96%	84%	99%	98%	98%	100%	100%	100%	94%	99%	92%	98%	99%
	No insurance is held	3%	-	-	-	2%	4%	6%	2%	3%	0%	4%	16%	0%	2%	2%	0%	0%	0%	5%	1%	7%	2%	1%
	Other	8%	-	-	-	10%	7%	7%	8%	7%	6%	8%	7%	10%	7%	11%	7%	5%	9%	8%	8%	7%	8%	10%

q12mr_ M19_ What are the main reasons you do not have insurance/ more insurance than you currently have? (Multiple Response)	Irrelevance (don't have anything else to insure)	38%	-	-	-	35%	39%	49%	38%	36%	22%	40%	54%	40%	26%	36%	35%	38%	39%	37%	38%	33%	42%	36%
	High cost	21%	-	-	-	19%	25%	21%	14%	26%	24%	12%	15%	24%	28%	20%	15%	24%	12%	21%	21%	32%	23%	12%
	Low likelihood of needing it	16%	-	-	-	18%	15%	13%	13%	13%	27%	17%	20%	13%	11%	12%	27%	22%	6%	17%	14%	12%	17%	15%
	My age	8%	-	-	-	7%	7%	8%	14%	6%	11%	11%	17%	12%	1%	3%	3%	9%	25%	11%	6%	12%	6%	7%
	I am covered in my superannuation	6%	-	-	-	3%	11%	6%	9%	5%	6%	7%	2%	3%	11%	8%	6%	4%	2%	7%	5%	2%	5%	10%
	Insurance offerings are too confusing	1%	-	-	-	1%	1%	1%	0%	0%	1%	2%	0%	2%	0%	1%	3%	0%	0%	1%	0%	1%	1%	1%
	Other	21%	-	-	-	29%	13%	16%	20%	22%	12%	20%	9%	2%	27%	22%	14%	14%	27%	17%	24%	22%	20%	21%

q13_ M19_ Were you aware of this reduction in duty on your insurance premium?	No—never realised there was a levy	81%	-	-	-	88%	78%	76%	76%	83%	74%	77%	86%	85%	83%	77%	76%	74%	82%	79%	83%	86%	79%	83%
	No—I was aware there were levies but I didn't know they had been abolished	12%	-	-	-	8%	19%	16%	9%	10%	14%	12%	12%	7%	12%	15%	15%	9%	11%	13%	11%	9%	12%	12%
	Yes	7%	-	-	-	3%	2%	8%	15%	8%	13%	10%	2%	7%	5%	8%	10%	17%	8%	8%	6%	5%	9%	4%

q13@_ M19_ Were you aware of this reduction in duty on your insurance premium?	No	93%	-	-	-	97%	98%	92%	85%	92%	87%	90%	98%	93%	95%	92%	90%	83%	92%	92%	94%	94%	95%	91%	96%
	Yes	7%	-	-	-	3%	2%	8%	15%	8%	13%	10%	2%	7%	5%	8%	10%	17%	8%	8%	6%	5%	9%	4%	

Single-use plastics

q4_ M19_ Which of the following do you think would be most effective in reducing your own consumption of single-use plastics?	Extending the ban to cover more single-use plastics	43%	-	-	-	41%	39%	48%	31%	41%	51%	58%	40%	48%	47%	42%	34%	40%	49%	36%	50%	38%	45%	44%
	Education about alternatives to single-use plastics	28%	-	-	-	31%	37%	16%	34%	28%	23%	21%	31%	22%	22%	32%	38%	24%	25%	31%	25%	36%	26%	22%
	Having minimum pricing on plastic bags	16%	-	-	-	16%	10%	28%	15%	12%	13%	14%	18%	20%	15%	10%	11%	17%	20%	19%	12%	13%	15%	20%
	Extending the plastic bag ban to include thicker plastic bags	14%	-	-	-	12%	15%	8%	20%	19%	13%	7%	11%	10%	16%	16%	17%</							

ACT Government CMTEDD

Community Views Survey (April 2019 Cycle)

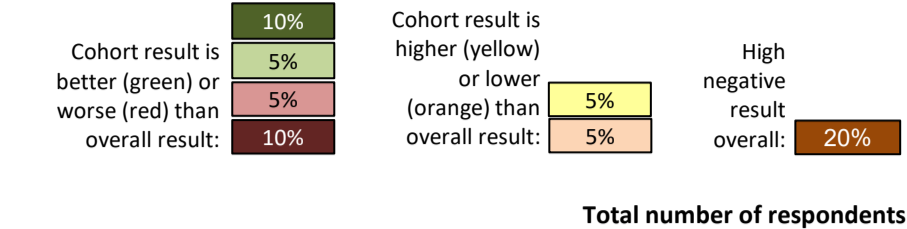
DRAFT

n=	Overall Results	Overall			Overall Region (S5)							Overall Age (S2)							Overall Gender (S1)		Overall Income (q23)				
		March 2018	May 2017	June/July 2016	Belconnen	Gungahlin	North Canberra	South Canberra	Tuggeranong	Weston Creek	Woden	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75+ years	Male	Female	Less than \$80,000	\$80,000 to less than \$160,000	\$160,000 or more		
	Total number of respondents:	600	600	1,201	1,206	87	87	87	84	85	86	84	63	112	123	123	85	59	35	294	306	138	218	196	
	Harm minimisation																								
	To what extent would you support or oppose (% Strongly support, Support):																								
594	q10b_M19. Pill testing at CBD night spots on Friday and Saturday evenings	70%	22%	-	-	-	65%	77%	78%	67%	62%	84%	78%	79%	79%	70%	58%	68%	66%	62%	69%	71%	64%	72%	74%
591	q10a_M19. A medically-supervised injecting facility in the ACT	67%	21%	-	-	-	59%	72%	75%	79%	61%	70%	71%	68%	69%	72%	55%	71%	72%	60%	65%	69%	62%	71%	70%
	YourSay																								
600	q18_M19. Have you ever accessed or provided feedback on the ACT Government's																								
	No	80%	-	-	-	-	83%	84%	80%	63%	76%	78%	85%	92%	77%	77%	76%	78%	78%	84%	81%	79%	84%	79%	80%
	Yes	20%	-	-	-	-	17%	16%	20%	37%	24%	22%	15%	8%	23%	23%	24%	22%	22%	16%	19%	21%	16%	21%	20%
	To what extent would you agree or disagree (% Strongly agree, Agree):																								
129	q19c_M19. I am interested in providing feedback to the ACT Government through the YourSay website	82%	13%	-	-	-	95%	78%	89%	78%	78%	75%	61%	85%	90%	89%	79%	76%	55%	91%	84%	81%	88%	77%	83%
127	q19a_M19. The YourSay website was easy to use	73%	17%	-	-	-	89%	72%	53%	71%	76%	64%	73%	79%	84%	63%	82%	62%	76%	69%	76%	71%	68%	82%	59%
127	q19b_M19. I felt as though I was given sufficient opportunity to have my say through the YourSay website	72%	16%	-	-	-	79%	81%	56%	72%	75%	53%	86%	100%	85%	40%	83%	75%	80%	72%	70%	75%	76%	67%	71%
568	q20_M19. Would you be interested in using this new service once it has been launched?																								
	Yes	63%	-	-	-	-	64%	71%	69%	64%	58%	68%	54%	71%	67%	64%	60%	61%	57%	52%	57%	69%	59%	67%	64%
	No	37%	-	-	-	-	36%	29%	31%	36%	42%	32%	46%	29%	33%	36%	40%	39%	43%	48%	43%	31%	41%	33%	36%
402	q21_M19. Would you like us to email to let you know when the new service has launched in the coming months?																								
	Yes	76%	-	-	-	-	80%	75%	77%	67%	83%	59%	66%	66%	74%	84%	83%	67%	79%	74%	73%	78%	82%	79%	69%
	No	24%	-	-	-	-	20%	25%	23%	33%	17%	41%	34%	34%	26%	16%	17%	33%	21%	26%	27%	22%	18%	21%	31%
	Supplementary question (CMTEDD)																								
	Would you be happy to take part in a completely voluntary Online Research Community?																								
600	q27. Would you be interested in using this new service once it is launched? (% Yes)	65%	35%	-	-	-	58%	67%	69%	69%	69%	65%	68%	75%	76%	67%	64%	50%	60%	49%	68%	63%	57%	65%	75%
600	q28. Would you like us to email to let you know when the new service has launched in the coming months? (% Yes)	53%	47%	-	-	-	47%	54%	53%	49%	62%	52%	49%	57%	64%	49%	45%	46%	63%	43%	51%	55%	43%	57%	57%
	Demographics																								
600	S1. Gender																								
	Female	51%	-	51%	52%	52%	53%	45%	50%	38%	56%	59%	51%	52%	53%	54%	46%	47%	43%	68%	-	-	56%	55%	42%
	Male	49%	-	49%	48%	48%	47%	55%	50%	62%	44%	41%	49%	48%	47%	46%	54%	53%	57%	32%	-	-	44%	45%	58%
	Unspecified/indeterminate/intersex	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%
600	S2. Which of the following age brackets do you belong to?																								
	18-24 years	15%	-	15%	15%	15%	15%	14%	23%	10%	14%	9%	11%	-	-	-	-	-	-	-	15%	15%	17%	16%	15%
	25-34 years	19%	-	19%	19%	19%	19%	26%	16%	17%	19%	20%	18%	-	-	-	-	-	-	-	18%	20%	16%	20%	21%
	35-44 years	21%	-	21%	16%	21%	22%	27%	25%	20%	18%	15%	16%	-	-	-	-	-	-	-	20%	22%	17%	23%	23%
	45-54 years	17%	-	17%	18%	17%	15%	17%	14%	18%	22%	17%	18%	-	-	-	-	-	-	-	19%	16%	9%	17%	21%
	55-64 years	14%	-	14%	16%	14%	15%	10%	10%	16%	16%	16%	14%	-	-	-	-	-	-	-	15%	13%	14%	13%	14%
	65-74 years	8%	-	8%	8%	11%	9%	5%	6%	8%	7%	13%	12%	-	-	-	-	-	-	-	9%	7%	14%	7%	4%
	75+ years	6%	-	6%	0%	3%	6%	2%	7%	10%	4%	9%	11%	-	-	-	-	-	-	-	4%	8%	13%	5%	1%
600	S5. Region																								
	Belconnen	26%	-	27%	26%	22%	-	-	-	-	-	-	-	27%	26%	27%	23%	28%	29%	25%	26%	27%	33%	30%	20%
	Tuggeranong	23%	-	23%	23%	23%	-	-	-	-	-	-	-	22%	23%	20%	29%	27%	20%	15%	21%	25%	22%	25%	19%
	North Canberra	15%	-	15%	14%	15%	-	-	-	-	-	-	-	23%	23%	18%	12%	11%	11%	17%	15%	14%	18%	12%	17%
	Gungahlin	12%	-	11%	12%	17%	-	-	-	-	-	-	-	11%	17%	16%	12%	9%	7%	4%	14%	11%	9%	12%	15%
	Woden	10%	-	10%	10%	10%	-	-	-	-	-	-	-	7%	9%	7%	10%	10%	14%	17%	10%	9%	7%	9%	11%
	South Canberra	7%	-	7%	8%	7%	-	-	-	-	-	-	-	5%	6%	7%	8%	8%	8%	12%	9%	5%	4%	6%	12%
	Weston Creek	7%	-	7%	7%	7%	-	-	-	-	-	-	-	4%	7%	5%	6%	8%	11%	10%	6%	8%	8%	6%	6%
600	S6. Phone type																								
	Landline	57%	-	58%	-	-	60%	58%	59%	48%	54%	59%	62%	43%	23%	53%	68%	86%	84%	86%	56%	59%	57%	59%	53%
	Mobile	43%	-	42%	-	-	40%	42%	41%	52%	46%	38%	57%	77%	47%	32%	14%	16%	14%	44%	41%	43%	41%	47%	
552	q23. Which of the following income brackets best describes your gross total household income?																								
	Less than \$80,000	27%	-	28%	30%	31%	32%	20%	32%	13%	26%	32%	20%	29%	23%	21%	15%	28%	48%	60%	24%	29%	-	-	-
	\$80,000 to less than \$160,000	42%	-	36%	42%	41%	46%	41%	32%	37%	48%	37%	42%	41%	44%	45%	43%	40%	35%	36%	39%	45%	-	-	-
	\$160,000 or more	31%	-	28%	28%	28%	22%	39%	36%	50%	26%	31%	38%	29%	34%	34%	42%	33%	17%	3%	37%	25%	-	-	-
600	q24. Which of the following best describes your household type?																								
	Family household, at least one dependent child	41%	-	47%	41%	51%	40%	51%	32%	39%	39%	41%	51%	28%	51%	64%	52%	29%	5%	3%	44%	38%	19%	41%	59%
	Couple household, no children	19%	-	22%	19%	19%	17%	18%	16%	33%	21%	19%	10%	9%	16%	14%	18%	25%	30%	41%	20%	17%	19%	19%	17%
	Family household, children no longer dependent	18%	-	16%	26%	15%	11%	21%	27%	13%	21%	12%	25%	37%	7%	5%	18%	25%	35%	22%	20%	16%	20%	19%	16%
	Single person household	13%	-	8%	9%	0%	15%	5%	17%	8%	12%	23%	13%	1%	16%	15%	7%	14%	29%	24%	9%	17%	28%	12%	2%
	Share house or other adult-only group household	5%	-	4%	3%	4%	3%	5%	5%	6%	7%	4%	1%	11%	8%	0%	2%	4%	0%	7%	3%	6%	7%	3%	5%
	Other	4%	-	2%	2%	1%	14%	0%	3%	2%	0%	1%	0%	14%	2%	3%	3%	3%	1%	3%	3%	5%	7%	5%	1%
600	q25mr. Do you identify as being any of the following? (Multiple response)																								
	Non-English speaking background	12%	-	11%	8%	8%	19%	17%	9%	9%	6%	6%	11%	19%	12%	11%	12%	11%	4%	5%	13%	11%	14%	12%	12%
	Disability	7%	-	9%	7%	6%	5%	15%	6%	6%	7%	6%	8%	2%	7%	8%	7%	9%	14%	6%	6%	8%	15%	6%	3%
	Aboriginal or Torres Strait Islander	1%	-	2%	1%	1%	1%	1%	0%	0%	1%	1%	0%	2%	1%	0%	0%	1%	0%	0%	0%	1%	1%	1%	0%

ACT Government CMTEDD

Community Views Survey (April 2019 Cycle)

DRAFT



Overall Results		March 2017	May 2017	June/July 2016	Household Type (q24)					Identification (q25mr)				Time in ACT (q26@)			About services (q3b and q3d matrix)				YourSay interest (q27)		YourSay emailing (q28)	
% Agree/Satisfied	% Disagree/Dissatisfied	March 2018	May 2017	June/July 2016	Family household, at least one dependent child	Couple household, no children	Family household, children no longer dependent	Single person household	Share house or other adult-only group household	Aboriginal or Torres Strait Islander	Disability	Non-English speaking background	None of the above	5 years or less	6-10 years	More than 10 years	Informed and needs met	NOT informed but needs met	Informed but needs NOT met	NOT informed and needs NOT met	Yes	No	Yes	No
Total number of respondents: 600		600	1,201	1,206	256	117	109	79	24	4	50	65	486	21	46	533	401	103	44	37	396	204	315	285

n=

532

q11. Thinking about the last time you sought or needed to get information from the ACT Government, were you able to find what you were looking for?	
Yes - I found most of the information I was looking for	76%
Yes - I found some of the information I was looking for	15%
No - I did not find the information I was looking for	9%
Don't know / Can't say	0%

600

q15mr_M19. Thinking about the suburb you live in, which of the following topics would you want to be informed about? (Multiple Response)	
Planning and development	86%
Waste collection services (including recycling and green bins)	81%
Helping the environment	81%
Staying safe in your suburb (and during emergencies)	80%
Roads and footpaths	78%
Maintenance/urban services (trees, weed control, street sweeping, mowing, lighting)	75%
Local community facilities and services	74%
Things to do/Events (culture, community, sport, libraries, parks)	73%
Local transport options	70%
Consultation and engagement activities	66%
Animals, pets and wildlife	64%
Parking	63%
Schools, tertiary and vocational education	45%
Other	1%
Don't know	1%

600

q16mr_M19. Thinking about the region you live in, which of the following topics would you want to be informed about? (Multiple Response)	
Hospitals and health services	85%
Planning and development	84%
Helping the environment	80%
Staying safe in your region (and during emergencies)	79%
Local transport options	75%
Things to do/Events (culture, community, sport, libraries, parks)	74%
Local community facilities and services	74%
Maintenance/urban services (trees, weed control, street sweeping, mowing, lighting)	71%
Roads and footpaths	71%
Consultation and engagement activities	67%
Animals, pets and wildlife	66%
Parking	62%
Schools, tertiary and vocational education	49%
Other	3%
Don't know	1%

600

Light Rail (TCCS)	
q12. Are you planning to attend the opening of the ACT light rail on Saturday 20th April 2019? (% Yes)	
Yes	86%
q13. Light rail is coming. Have you heard anything about safety around light rail?	
Yes	72%
Yes, I think so	7%
No	21%

600

q15. Do you recall seeing this campaign in any particular place, or publication, or website? (% Yes)	
Yes	35%

385

q16mr. Where was this? (Multiple response)	
Print publication	33%
Online	29%
Physical location	23%
Television	18%
Radio	17%
Other	1%

600

Road Safety	
q1mr_M19. Which of the following road safety issues are you most concerned about, in terms of posing a risk to you or your family? (Multiple Response)	
People driving under the influence of alcohol or drugs	51%
Driver distractions, such as mobile phones	47%
Speeding	31%
Road risks posed to cyclists	18%
General road safety conditions in residential areas and schools	18%
Road risks posed by cyclists	16%
Road risks posed to pedestrians	5%
Road risks posed by pedestrians	2%
Other	6%

600

q2_M19. The ACT has a default speed limit in residential areas — this is a speed limit that applies in all residential areas, unless there are signs specifying some other limit.	
Are you aware what this speed limit is?	
Yes	96%
No	4%

579

q25@_M19. In kilometres per hour, what is the default speed limit?	
40 kmph	2%
50 kmph	93%
55 kmph	1%
60 kmph	5%

597

q3b_M19. Lowering the default school zone speed limit from 40km/h to 30km/h?	
Strongly support	55%

598

q3a_M19. Lowering the default residential speed limit from 50km/h to 40km/h?	
Strongly support	64%

ACT Government CMTEDD

Community Views Survey (April 2019 Cycle)

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Cohort result is better (green) or worse (red) than overall result:

- 10% (Dark Green)
- 5% (Light Green)
- 5% (Red)
- 10% (Dark Red)

Cohort result is higher (yellow) or lower (orange) than overall result:

- 5% (Yellow)
- 5% (Orange)

High negative result overall:

- 20% (Dark Orange)

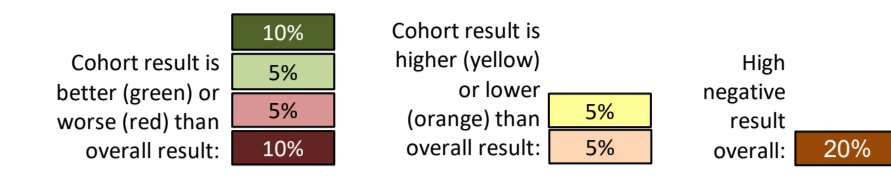
n=

n=	Overall Results	March 2018	May 2017	June/July 2016	Overall Household Type (q24)					Overall Identification (q25mr)				Overall Time in ACT (q26@)			Overall About services (q3b and q3d matrix)				Overall YourSay interest (q27)		Overall YourSay emailing (q28)			
					% Agree/Satisfied	% Disagree/Dissatisfied	Family household, at least one dependent child	Couple household, no children	Family household, children no longer dependent	Single person household	Share house or other adult-only group household	Aboriginal or Torres Strait Islander	Disability	Non-English speaking background	None of the above	5 years or less	6-10 years	More than 10 years	Informed and needs met	NOT informed but needs met	Informed but NOT met	NOT informed and needs NOT met	Yes	No	Yes	No
					600	600	1,201	1,206	256	117	109	79	24	4	50	65	486	21	46	533	401	103	44	37	396	204
	Registration of animals (EPSD)																									
	q17@. Do you own or are intending to own a cat or a dog?																									
	Own a dog only	31%	-	-	-	33%	25%	44%	14%	22%	22%	29%	20%	32%	8%	8%	34%	31%	36%	22%	23%	33%	27%	36%	25%	
	Own a cat only	16%	-	-	-	15%	19%	14%	22%	14%	0%	9%	18%	17%	6%	14%	17%	16%	15%	12%	27%	18%	12%	16%	17%	
	Own both a dog and a cat	10%	-	-	-	13%	6%	9%	0%	24%	78%	15%	8%	10%	23%	18%	9%	12%	4%	10%	11%	12%	6%	12%	7%	
	None	43%	-	-	-	38%	51%	34%	65%	40%	0%	47%	54%	41%	63%	60%	41%	41%	44%	56%	39%	37%	55%	36%	51%	
588	q18. To what extent do you agree or disagree that cat owners should also be required to register their cats? (% Strong agree, Agree)																									
		78%	13%	-	-	79%	80%	78%	72%	74%	100%	67%	81%	78%	58%	86%	78%	75%	80%	85%	76%	81%	71%	83%	71%	
587	q20. To what extent would you support or oppose an annual registration for domestic dogs in the ACT? (% Strongly support, Support)																									
		54%	35%	-	-	47%	59%	60%	62%	51%	63%	47%	67%	53%	70%	70%	52%	55%	51%	55%	54%	53%	57%	54%	55%	
590	q19. To what extent would you support or oppose an annual registration for domestic cats in the ACT? (% Strongly support, Support)																									
		47%	41%	-	-	44%	48%	54%	45%	42%	63%	41%	54%	46%	42%	63%	46%	48%	45%	51%	35%	46%	49%	49%	45%	
331	q22@. How much would you be willing to pay annually to register a cat or dog in the ACT?																									
	Not willing to pay	32%	-	-	-	39%	28%	20%	29%	28%	13%	46%	40%	31%	25%	14%	33%	27%	44%	42%	48%	29%	38%	28%	37%	
	Less than \$10	16%	-	-	-	17%	17%	12%	28%	23%	37%	13%	23%	15%	45%	30%	15%	19%	16%	5%	6%	18%	13%	20%	11%	
	\$11 to \$20	16%	-	-	-	10%	27%	25%	21%	8%	0%	18%	6%	17%	24%	16%	16%	17%	6%	18%	22%	17%	15%	14%	20%	
	\$21 to \$50	23%	-	-	-	26%	16%	22%	16%	31%	0%	23%	23%	24%	6%	26%	24%	25%	19%	25%	16%	23%	24%	24%	22%	
	\$51 to \$100	10%	-	-	-	7%	8%	20%	6%	9%	50%	0%	8%	11%	0%	14%	11%	11%	11%	10%	8%	11%	8%	12%	8%	
	More than \$100	2%	-	-	-	1%	4%	1%	0%	0%	0%	0%	0%	2%	0%	0%	2%	1%	4%	0%	0%	2%	1%	2%	1%	
331	q22s. How much would you be willing to pay annually to register a cat or dog in the ACT? (Unweighted average)																									
		\$24	-	-	-	\$20	\$24	\$34	\$19	\$26	\$46	\$15	\$26	\$24	\$12	\$30	\$24	\$26	\$22	\$13	\$20	\$25	\$22	\$26	\$22	
	Cat containment																									
600	q7_M19. Do you own a cat?																									
	No	76%	-	-	-	76%	76%	76%	75%	79%	0%	73%	82%	76%	82%	74%	76%	79%	76%	70%	73%	76%	76%	76%	76%	74%
	Yes	24%	-	-	-	24%	24%	24%	25%	21%	100%	27%	18%	24%	18%	26%	24%	21%	24%	30%	27%	24%	24%	24%	24%	26%
141	q8_M19. Is your cat confined to your property...																									
	At all times	51%	-	-	-	61%	76%	34%	42%	74%	53%	53%	56%	50%	8%	72%	50%	55%	42%	48%	37%	47%	58%	46%	51%	
	At some times (for instance, at night)	31%	-	-	-	16%	13%	39%	48%	20%	33%	32%	18%	32%	23%	23%	32%	37%	21%	39%	29%	27%	35%	31%	23%	
	Not confined at all	18%	-	-	-	23%	11%	27%	9%	6%	14%	15%	27%	18%	63%	5%	18%	8%	37%	14%	34%	25%	8%	23%	26%	
591	q9_M19. To what extent would you support or oppose increasing the number of cat containment suburbs? (% Strongly support, Support)																									
		70%	18%	-	-	69%	75%	69%	63%	86%	53%	74%	75%	70%	73%	78%	70%	73%	67%	67%	67%	71%	68%	71%	73%	
	Insurance tax																									
600	q11mr_M19. What kinds of insurance do you currently hold? (Multiple Response)																									
	Motor vehicle insurance	92%	-	-	-	83%	99%	94%	88%	65%	100%	84%	89%	92%	81%	83%	93%	90%	91%	89%	97%	92%	92%	93%	86%	
	House and contents insurance	82%	-	-	-	85%	94%	86%	63%	50%	29%	64%	82%	83%	62%	71%	83%	82%	74%	91%	86%	78%	88%	79%	74%	
	Health insurance	74%	-	-	-	70%	84%	72%	74%	54%	29%	58%	67%	76%	66%	56%	76%	76%	73%	69%	71%	76%	74%	74%	74%	
	Life insurance	45%	-	-	-	24%	39%	61%	35%	31%	29%	41%	37%	47%	47%	37%	46%	46%	49%	38%	37%	45%	45%	47%	40%	
	Travel insurance	31%	-	-	-	28%	30%	35%	24%	28%	53%	16%	36%	31%	33%	42%	30%	30%	29%	34%	37%	31%	30%	30%	33%	
	Funeral insurance	6%	-	-	-	8%	7%	5%	5%	5%	14%	11%	1%	6%	4%	5%	6%	7%	4%	5%	7%	7%	4%	8%	5%	
	Other	8%	-	-	-	8%	12%	6%	7%	14%	0%	11%	7%	8%	12%	12%	8%	8%	6%	14%	7%	7%	11%	8%	3%	
	No insurance is held	3%	-	-	-	2%	1%	3%	6%	5%	0%	7%	3%	3%	0%	4%	3%	3%	5%	0%	2%	2%	4%	2%	6%	
	Don't know	0%	-	-	-	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	
596	q11@mr_M19. Which kinds of insurance do you currently hold? (Multiple Response)																									
	Insurance is held	97%	-	-	-	97%	99%	97%	94%	95%	100%	93%	95%	97%	96%	96%	97%	97%	95%	98%	98%	98%	96%	98%	94%	
	No insurance is held	3%	-	-	-	2%	1%	3%	6%	5%	0%	7%	3%	3%	0%	4%	3%	3%	5%	0%	2%	2%	4%	2%	6%	
	Other	8%	-	-	-	8%	12%	6%	7%	14%	0%	11%	7%	8%	12%	12%	8%	8%	6%	14%	7%	7%	11%	8%	3%	
600	q12mr_M19. What are the main reasons you do not have insurance/ more insurance than you currently have? (Multiple Response)																									
	Irrelevance (don't have anything else to insure)	38%	-	-	-	41%	34%	35%	48%	29%	71%	35%	45%	37%	17%	51%	37%	41%	37%	26%	33%	37%	40%	37%	34%	
	High cost	21%	-	-	-	23%	26%	19%	16%	29%	86%	42%	9%	20%	29%	21%	21%	18%	16%	40%	35%	21%	19%	23%	19%	
	Low likelihood of needing it	16%	-	-	-	11%	18%	15%	16%	19%	14%	2%	25%	16%	26%	18%	15%	20%	11%	10%	12%	18%	12%	17%	20%	
	My age	8%	-	-	-	12%	9%	6%	10%	6%	0%	1%	7%	9%	16%	10%	8%	7%	12%	5%	7%	6%	11%	6%	9%	
	I am covered in my superannuation	6%	-	-	-	0%	6%	7%	3%	17%	0%	0%	6%	6%	5%	5%	6%	8%	1%	4%	6%	8%	3%	8%	5%	
	Insurance offerings are too confusing	1%	-	-	-	1%	2%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	1%	0%	0%	1%	0%	1%	0%	
	Other	21%	-	-	-	22%	23%	20%	20%	18%	0%	29%	20%	20%	7%	23%	21%	16%	33%	25%	15%	22%	19%	21%	23%	
600	q13_M19. Were you aware of this reduction in duty on your insurance premium?																									
	No—I never realised there was a levy	81%	-	-	-	88%	70%	84%	81%	91%	100%	86%	83%	80%	76%	94%	80%	80%	86%	75%	82%	82%	79%	81%	84%	
	No—I was aware there were levies but I didn't know they had been abolished	12%	-	-	-	4%	19%	10%	12%	9%	0%	1%	12%	13%	12%	4%	12%	12%	13%	9%	11%	12%	12%	12%	11%	
	Yes	7%	-	-	-	8%	11%	6%	7%	0%	0%	13%	6%	7%	12%	2%	7%	8%	1%	16%	7%	7%	9%	7%	5%	
600	q13@_M19. Were you aware of this reduction in duty on your insurance premium?																									
	No	93%	-	-	-	92%	89%	94%	93%	100%	100%	87%	94%	93%	88%	98%	93%	92%	99%	84%	93%	93%	91%	93%	95%	
	Yes	7%	-	-	-	8%	11%	6%	7%	0%	0%	13%	6%	7%	12%	2%	7%	8%	1%	16%	7%	7%	9%	7%	5%	
	Single-use plastics																									
509	q4_M19. Which of the following do you think would be most effective in reducing your own consumption of single-use plastics?																									
	Extending the ban to cover more single-use plastics	43%	-	-	-	36%	50%	43%	38%	49%	47%	31%	26%	46%	41%	54%	42%	45%	40%	51%	37%	47%	38%	44%	52%	
	Education about alternatives to single-use plastics	28%	-	-	-	30%	22%	28%	33%	27%	0%	29%	45%	25%	24%	15%	29%	25%	33%	30%	28%	31%	24%	31%	25%	
	Having minimum pricing on plastic bags	16%	-	-	-	22%	14%	13%	17%	19%	0%	37%	17%	14%	7%	19%	16%	17%	15%	9%	10%	13%	20%	14%	12%	
	Extending the plastic bag ban to include thicker plastic bags	14%	-	-	-	11%	14%	16%	12%	4%	53%	2%	12%	14%	28%	11%	13%	13%	12%	10%	25%	9%	19%	11%	12%	
	How likely are you to support a ban on the following products: (% Definitely, Probably)																									
595	q6e_M19. Single-use plastic straws (e.g. cafes not using plastic straws)																									
		78%	17%	-	-	87%	82%	77%	69%	72%	100%	85%	81%	77%	71%	74%	78%	79%	76%	76%	75%	84%	68%	81%	88%	
588	q6d_M19. Plastic-lined takeaway cups (e.g. coffee cups)																									
		71%	20%	-	-	80%	71%	67%	75%	66%	83%	85%	78%	69%	81%	69%	71%	69%	77%	68%	76%	78%	59%	78%	75%	
588	q6b_M19. Single-use plastic cutlery																									
		68%	23%	-	-	78%	74%	64%	62%																	

ACT Government CMTEDD

Community Views Survey (April 2019 Cycle)

DRAFT



Colour formatting:

March 2019

May 2017

June/July 2016

Overall

Overall

Overall

Overall

Overall

Overall

Overall Results		March 2019			Household Type (q24)					Identification (q25mr)				Time in ACT (q26@)			About services (q3b and q3d matrix)				YourSay interest (q27)		YourSay emailing (q28)	
% Agree/Satisfied	% Disagree/Dissatisfied	March 2018	May 2017	June/July 2016	Family household, at least one dependent child	Couple household, no children	Family household, children no longer dependent	Single person household	Share house or other adult-only group household	Aboriginal or Torres Strait Islander	Disability	Non-English speaking background	None of the above	5 years or less	6-10 years	More than 10 years	Informed and needs met	NOT informed but needs met	Informed but needs NOT met	NOT informed and needs NOT met	Yes	No	Yes	No
		600	600	1,201	256	117	109	79	24	4	50	65	486	21	46	533	401	103	44	37	396	204	315	285

n=

Harm minimisation																											
To what extent would you support or oppose (% Strongly support, Support):																											
594	q10b_M19. Pill testing at CBD night spots on Friday and Saturday evenings	70%	22%	-	-	-	59%	70%	74%	69%	79%	86%	70%	83%	69%	77%	82%	69%	72%	75%	70%	53%	76%	58%	76%	79%	
591	q10a_M19. A medically-supervised injecting facility in the ACT	67%	21%	-	-	-	59%	69%	66%	72%	62%	71%	64%	67%	67%	67%	86%	66%	66%	73%	60%	69%	53%	73%	54%	75%	69%

YourSay																										
q18_M19. Have you ever accessed or provided feedback on the ACT Government's																										
600	No	80%	-	-	-	-	82%	75%	80%	84%	71%	47%	69%	91%	79%	77%	87%	79%	80%	92%	54%	71%	76%	84%	77%	78%
	Yes	20%	-	-	-	-	18%	25%	20%	16%	29%	53%	31%	9%	21%	23%	13%	21%	20%	8%	46%	29%	24%	16%	23%	22%

To what extent would you agree or disagree (% Strongly agree, Agree):																										
129	q19c_M19. I am interested in providing feedback to the ACT Government through the YourSay website	82%	13%	-	-	-	79%	68%	90%	86%	96%	100%	81%	94%	81%	100%	94%	81%	88%	61%	70%	85%	90%	63%	90%	88%
127	q19a_M19. The YourSay website was easy to use	73%	17%	-	-	-	92%	69%	81%	67%	0%	73%	88%	71%	72%	72%	65%	73%	81%	49%	54%	72%	76%	69%	79%	59%
127	q19b_M19. I felt as though I was given sufficient opportunity to have my say through the YourSay website	72%	16%	-	-	-	64%	59%	82%	80%	66%	100%	55%	93%	73%	100%	83%	71%	78%	80%	57%	59%	71%	78%	72%	65%

q20_M19. Would you be interested in using this new service once it has been launched?																										
568	Yes	63%	-	-	-	-	65%	59%	64%	65%	69%	100%	70%	72%	62%	80%	68%	63%	62%	65%	52%	73%	-	-	100%	100%
	No	37%	-	-	-	-	35%	41%	36%	35%	31%	0%	30%	28%	38%	20%	32%	37%	38%	35%	48%	27%	-	-	0%	0%

q21_M19. Would you like us to email to let you know when the new service has launched in the coming months?																											
402	Yes	76%	-	-	-	-	83%	72%	74%	81%	76%	29%	83%	81%	75%	82%	84%	75%	74%	77%	66%	84%	78%	-	-	-	-
	No	24%	-	-	-	-	17%	28%	26%	19%	24%	71%	17%	19%	25%	18%	16%	25%	26%	23%	34%	16%	-	-	-	-	

Supplementary question (CMTEDD)																										
Would you be happy to take part in a completely voluntary Online Research Community?																										
600	q27. Would you be interested in using this new service once it is launched? (% Yes)	65%	35%	-	-	-	69%	61%	67%	55%	92%	100%	66%	64%	66%	55%	65%	66%	64%	80%	60%	56%	-	-	95%	32%
600	q28. Would you like us to email to let you know when the new service has launched in the coming months? (% Yes)	53%	47%	-	-	-	52%	43%	64%	44%	78%	87%	64%	50%	52%	42%	51%	53%	50%	69%	47%	43%	77%	7%	-	-

Demographics																										
600	S1. Gender																									
	Female	51%	-	51%	52%	52%	47%	47%	46%	67%	65%	100%	56%	47%	51%	49%	60%	51%	48%	58%	48%	60%	49%	55%	53%	49%
	Male	49%	-	49%	48%	48%	53%	53%	54%	33%	35%	0%	44%	53%	49%	51%	40%	49%	52%	42%	52%	40%	51%	45%	47%	51%
	Unspecified/indeterminate/intersex	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
600	S2. Which of the following age brackets do you belong to?																									
	18-24 years	15%	-	15%	15%	15%	10%	8%	30%	1%	35%	50%	4%	24%	14%	33%	25%	13%	16%	18%	0%	10%	17%	11%	16%	14%
	25-34 years	19%	-	19%	19%	19%	24%	17%	7%	23%	34%	37%	19%	19%	19%	25%	40%	17%	20%	20%	13%	12%	22%	13%	23%	15%
	35-44 years	21%	-	21%	16%	21%	33%	15%	5%	23%	0%	0%	23%	20%	21%	6%	24%	21%	20%	20%	29%	27%	22%	20%	20%	22%
	45-54 years	17%	-	17%	18%	17%	22%	16%	17%	10%	9%	0%	17%	18%	17%	0%	6%	18%	17%	15%	32%	13%	17%	18%	15%	20%
	55-64 years	14%	-	14%	16%	14%	10%	18%	19%	15%	13%	13%	17%	13%	14%	16%	2%	15%	14%	12%	10%	21%	11%	20%	12%	16%
	65-74 years	8%	-	8%	8%	11%	1%	13%	15%	17%	0%	0%	16%	3%	8%	0%	2%	9%	8%	7%	9%	7%	7%	9%	9%	6%
	75+ years	6%	-	6%	0%	3%	0%	13%	7%	11%	9%	0%	5%	3%	7%	1%	0%	7%	5%	8%	7%	10%	4%	9%	5%	7%

600	S5. Region																									
	Belconnen	26%	-	27%	26%	22%	26%	25%	16%	31%	16%	37%	17%	42%	25%	44%	33%	25%	28%	15%	26%	39%	23%	32%	24%	29%
	Tuggeranong	23%	-	23%	23%	23%	22%	26%	27%	20%	36%	41%	23%	12%	25%	7%	11%	25%	19%	39%	24%	28%	24%	21%	27%	19%
	North Canberra	15%	-	15%	14%	15%	12%	13%	22%	19%	17%	0%	13%	11%	16%	20%	13%	15%	18%	9%	11%	5%	16%	13%	15%	15%
	Gungahlin	12%	-	11%	12%	17%	15%	12%	14%	4%	14%	13%	26%	17%	10%	16%	27%	11%	12%	12%	13%	11%	12%	12%	12%	12%
	Woden	10%	-	10%	10%	10%	12%	5%	13%	9%	3%	0%	10%	9%	10%	6%	5%	10%	9%	6%	14%	8%	10%	9%	9%	10%
	South Canberra	7%	-	7%	8%	7%	7%	13%	5%	5%	9%	0%	6%	5%	8%	3%	8%	7%	7%	11%	4%	7%	8%	6%	7%	8%
	Weston Creek	7%	-	7%	7%	7%	7%	7%	4%	11%	5%	10%	5%	4%	7%	4%	3%	7%	7%	8%	8%	3%	7%	7%	6%	7%

600	S6. Phone type																									
	Landline	57%	-	58%	-	-	51%	64%	69%	57%	43%	53%	59%	31%	61%	38%	19%	62%	61%	42%	51%	68%	55%	62%	53%	62%
	Mobile	43%	-	42%	-	-	49%	36%	31%	43%	57%	47%	41%	69%	39%	62%	81%	38%	39%	58%	49%	32%	45%	38%	47%	38%

552	q23. Which of the following income brackets best describes your gross total household income?																									
	Less than \$80,000	27%	-	28%	30%	31%	13%	28%	29%	57%	38%	59%	53%	30%	24%	65%	29%	25%	26%	24%	25%	46%	23%	34%	22%	33%
	\$80,000 to less than \$160,000	42%	-	36%	42%	41%	42%	44%	43%	39%	30%	41%	34%	40%	43%	16%	48%	42%	41%	39%	45%	44%	41%	43%	45%	39%
	\$160,000 or more	31%	-	28%	28%	28%	45%	28%	27%	4%	32%	0%	13%	30%	33%	19%	23%	32%	33%	38%	30%	9%	35%	23%	33%	29%

600	q24. Which of the following best describes your household type?																									
	Family household, at least one dependent child	41%	-	47%	41%	51%	-	-	-	-	-	47%	26%	53%	40%	25%	58%	40%	43%	38%	50%	29%	43%	37%	41%	41%
	Couple household, no children	19%	-	22%	19%	19%	-	-	-	-	-	13%	15%	18%	20%	28%	13%	19%	19%	15%	21%	19%	17%	21%	15%	23%
	Family household, children no longer dependent	18%	-	16%	26%	15%	-	-	-	-	-	0%	25%	13%	19%	0%	6%	20%	19%	21%	15%	15%	19%	17%	22%	14%
	Single person household	13%	-	8%	9%	0%	-	-	-	-	-	0%	22%	6%	13%	19%	24%	13%	12%	18%	6%	24%	11%	17%	11%	16%
	Share house or other adult-only group household	5%	-	4%	3%	4%	-	-	-	-	-	41%	6%	5%	4%	14%	4%	4%	4%	7%	0%	6%	6%	1%	7%	2%
	Other	4%	-	2%	2%	1%	-	-	-	-	-	0%	6%	5%	4%	14%	6%	4%	3%	2%	8%	7%	3%	6%	4%	4%

600	q25mr. Do you identify as being any of the following? (Multiple response)																									
	Non-English speaking background	12																								

ACT Government

Community Views Survey

March/April 2019 Combined Cycles

May 2019

MELBOURNE CANBERRA SYDNEY BRISBANE

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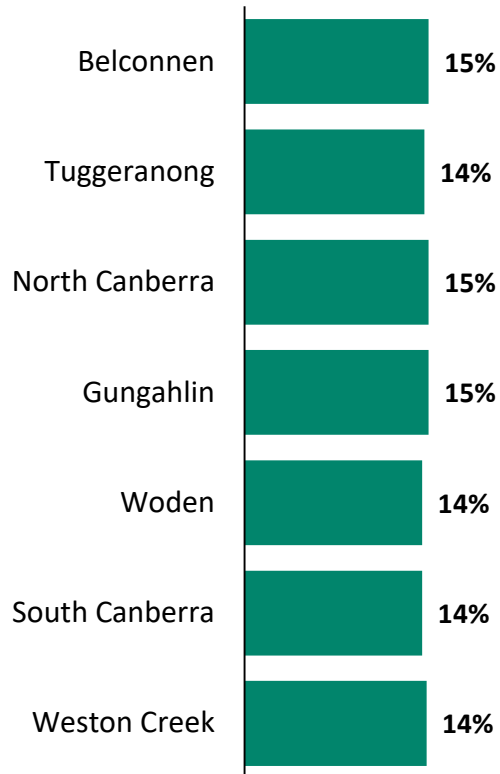
Background

- Ongoing ACT community survey conducted
- *Computer Assisted Telephone Interviewing (CATI) methodology*
- Sampling 600 respondents per cycle, stratified by ACT regions (**approximate 86 per region**):
 - Belconnen; Tuggeranong; North Canberra; Gungahlin; Woden; South Canberra; and Weston Creek
 - Data is weighted after fieldwork to reflect the relative population proportions
- Fieldwork dates
 - 1-11 March 2019**
 - 5-16 April 2019**
- Statistical confidence levels
 - **Overall results:** 95% ± 5pp
 - **Regions:** 90% ± 10pp

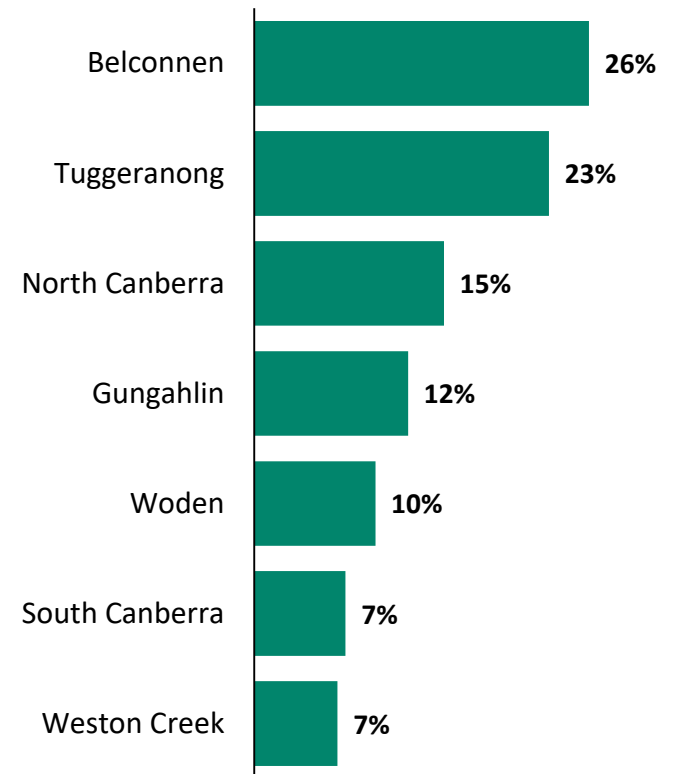
Demographics

April 2019 Cycle results

Region (Unweighted)



Region (Weighted)

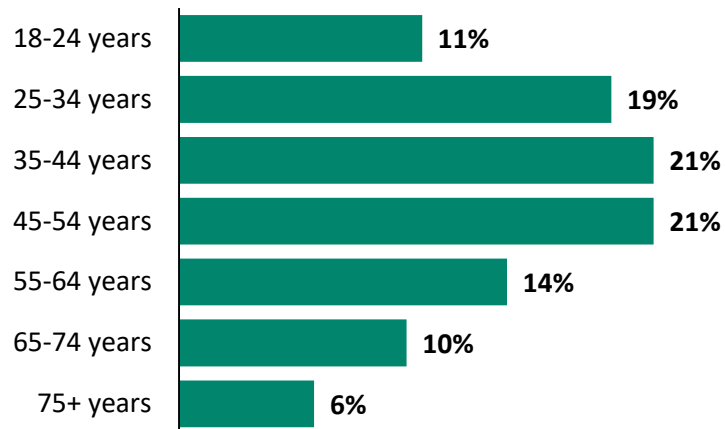


Demographics

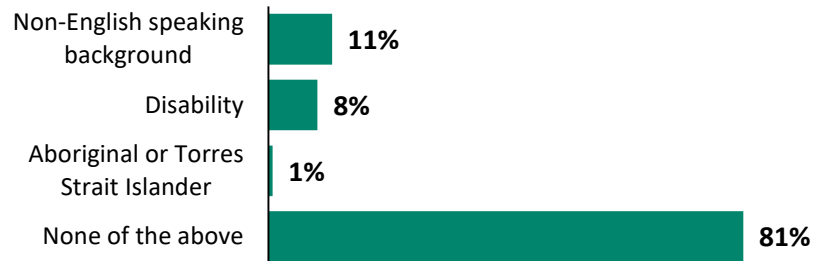
Gender (Unweighted)



Age (Unweighted)



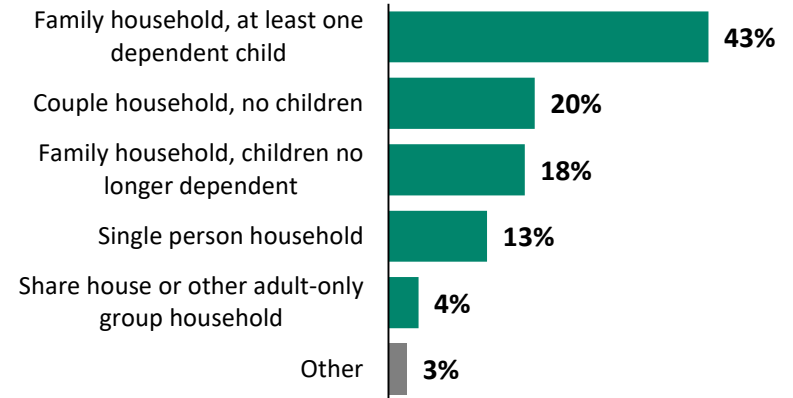
Identification (Unweighted)



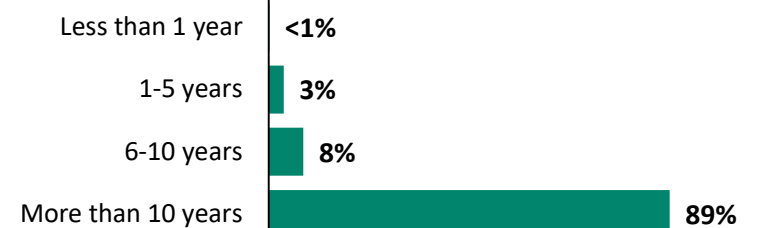
Household Income (Unweighted)



Family composition (Unweighted)

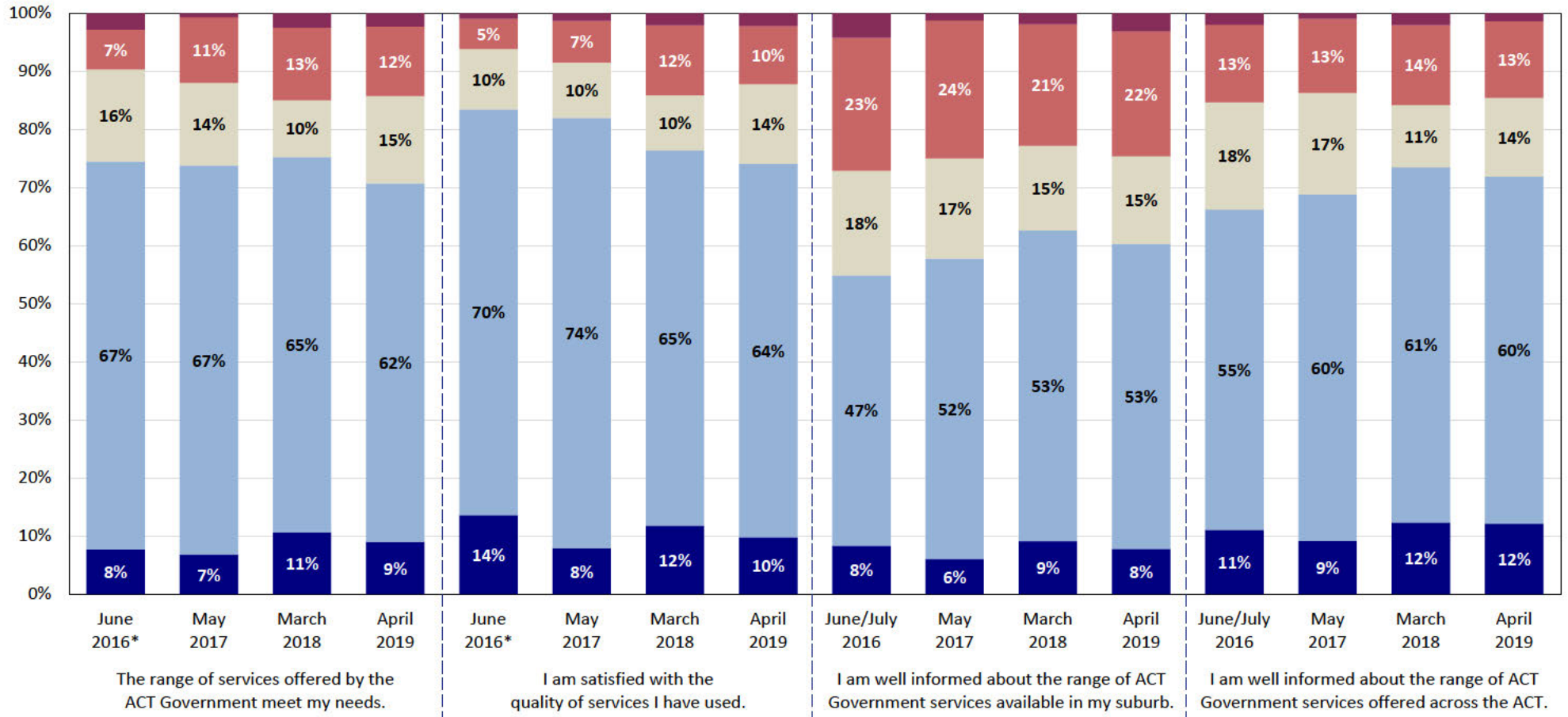


Time in ACT (Unweighted)



Overall impressions of ACT Government

Comparison with previous cycles



■ Strongly agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Strongly disagree

* These questions were not asked in July 2016 Cycle

Overall impressions of ACT Government

Respondents who do not feel well informed about the range of services

Reasons for not feeling well informed about the range of services offered include:

- No publicity or advertising (n=36);
- Lack of interest and passive in being informed (n=23);
- Lack of local suburb information (n=20);
- Perception there are no services available (n=14);
- Information delayed or kept secret (n=10);
- Services not relevant to me (n=8);
- Not knowing where to look for information (n=7); and
- Too much information and too many sources (n=6).

Suggested ways the ACT Government can help people become better informed about the range of services offered include:

- Mail and letterboxing (n=20);
- Via publications, such as newsletters and newspapers (n=18);
- Social media (n=17);
- Up-to-date website (n=13);
- Other printed materials, such as brochures (n=11);
- Email (n=11);
- Television (n=11);
- Radio (n=7);
- Advertising at physical locations (n=7); and
- Online advertising (n=7).

Base: Respondents who disagree that they are well informed (n=159)

Respondents who are not satisfied with the quality of services used

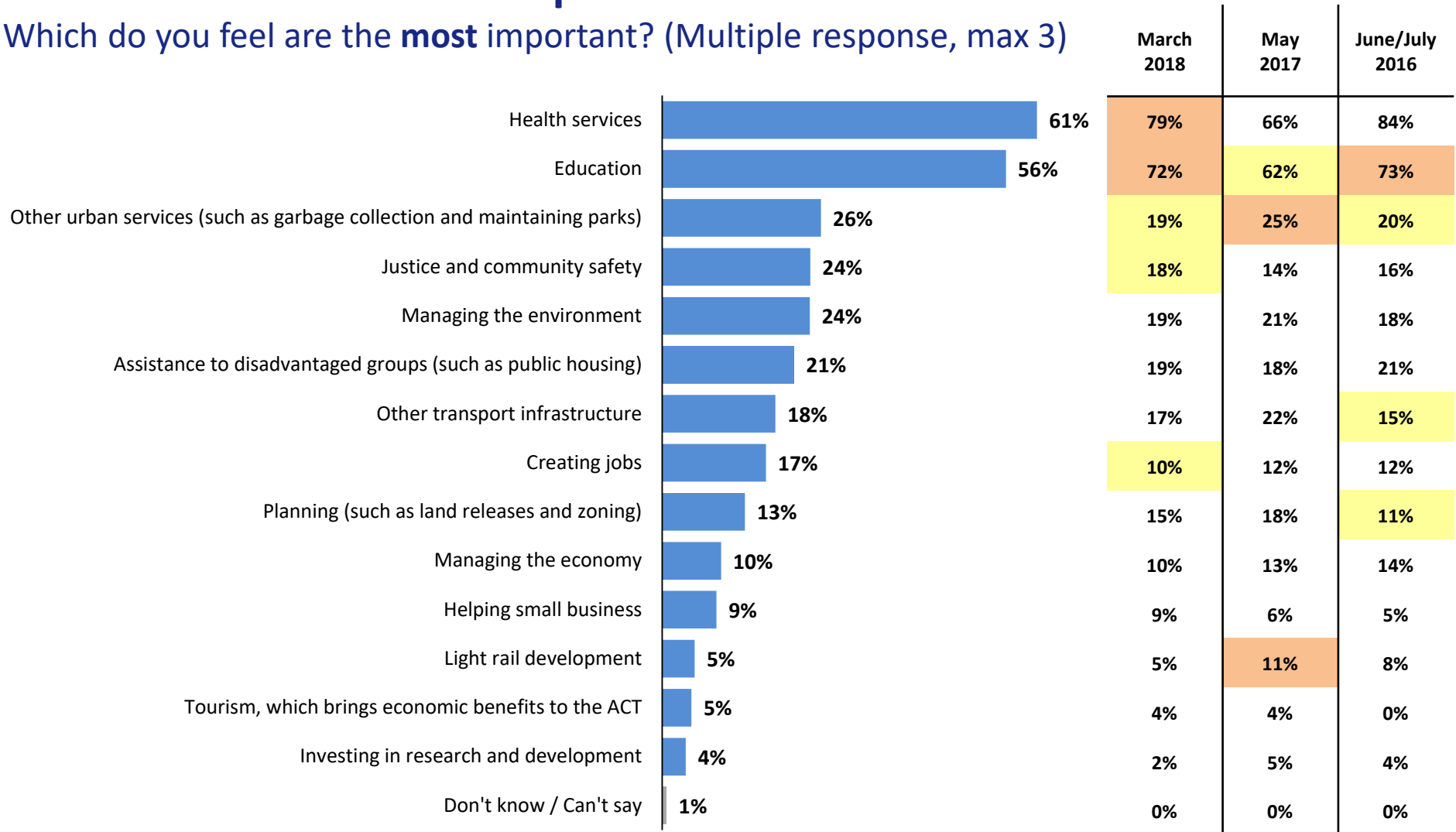
Particular service(s) which respondents were less than satisfied with include:

- **Public transport (n=27)**, for example:
 - Buses do not run on time
 - Buses not available due to route/timetable changes
- **Health services (n=18)**, for example:
 - Long waiting times
- **Roads, parking and traffic management (n=15)**, for example:
 - Gungahlin road works taking too long
- **Other urban services, such as maintaining parks and public areas (n=10)**, for example;
 - Footpaths in bad condition
- **Garbage collection services (n=7)**, for example:
 - Missing collection
 - Insufficient bins
- **Education (n=6)**.

Base: Respondents who are not satisfied with the quality of services used (n=80)

ACT Government priorities

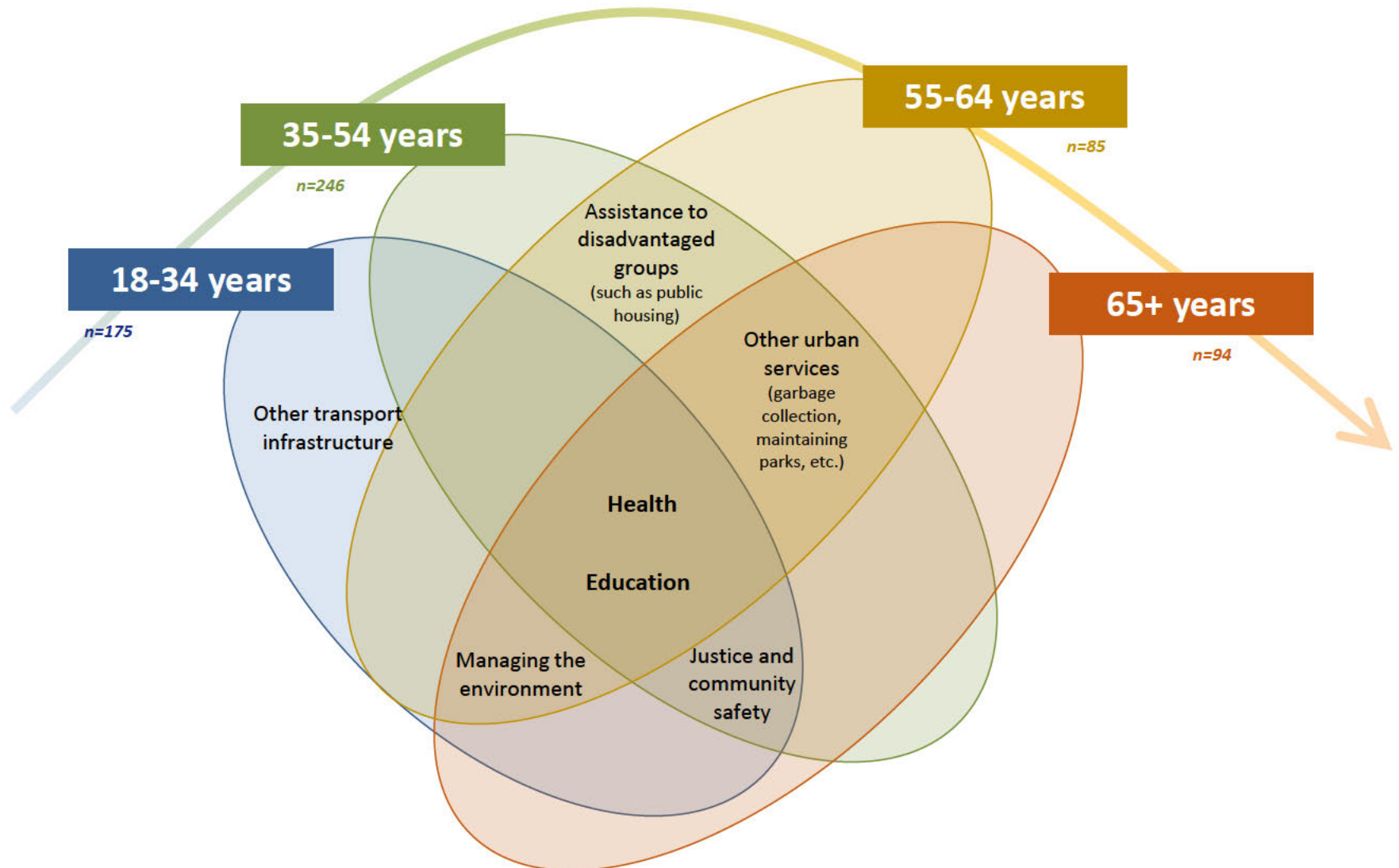
Which do you feel are the **most** important? (Multiple response, max 3)



Base: All respondents (n=600)

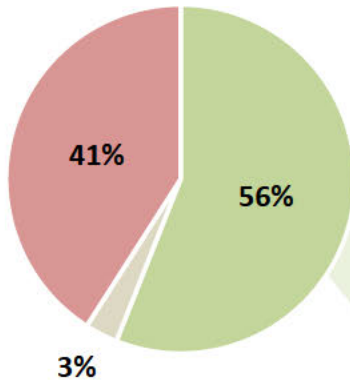
ACT Government priorities—by age

Top 5 priorities for each age group



ACT Government priorities

Is there any other area or issue you think is highly important for the ACT government to focus on?



- Yes
- Don't know / Can't say
- No

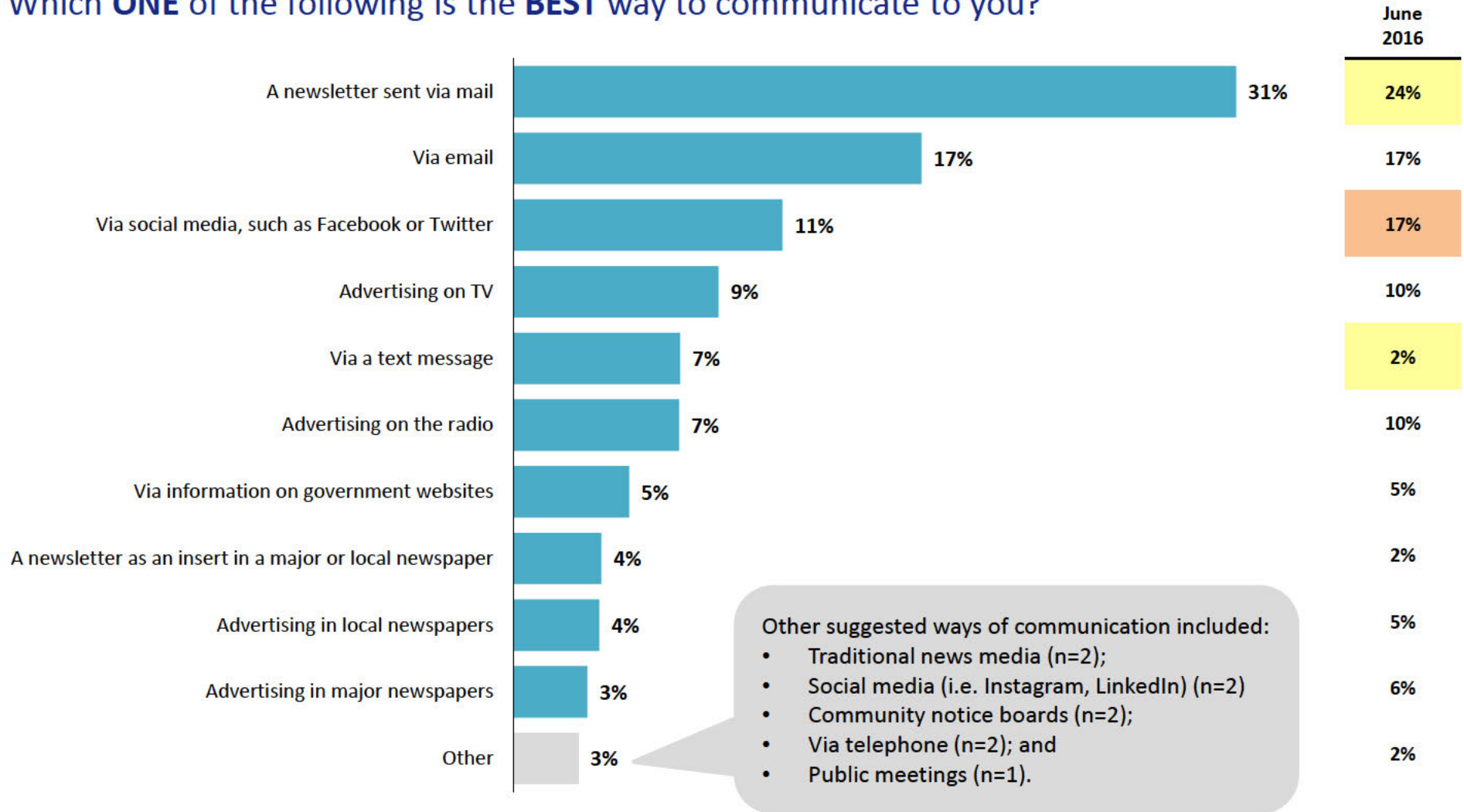
Base: All respondents (n=600)

56% of respondents identified additional issues that they consider **highly important** for the ACT government to focus, including:

- Public transport (n=55);
- Environment, climate change and energy (n=44);
- Social services (i.e. aged care, disability services, social housing) (n=44);
- Urban services and maintenance (n=39);
- Health (n=38);
- Roads and infrastructure (n=34);
- Appropriate development and planning (n=31);
- Governance (n=22);
- Rates (n=20);
- Education (n=16);
- Justice, law and policing (16); and
- Jobs and economy (n=11).

Receiving information on ACT Government Services

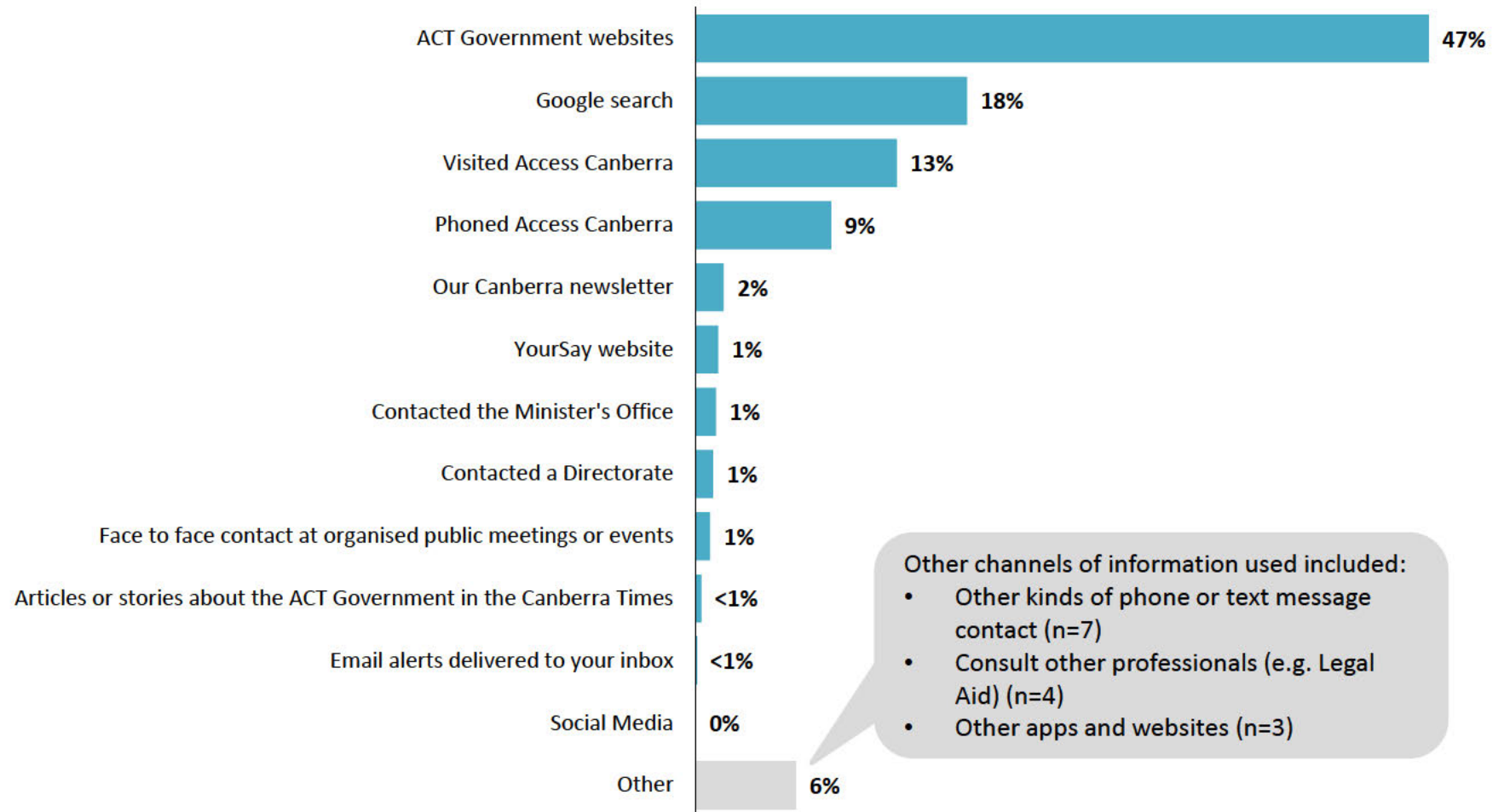
Which **ONE** of the following is the **BEST** way to communicate to you?



Base: All respondents (n=599)

Searching for information on ACT Government Services

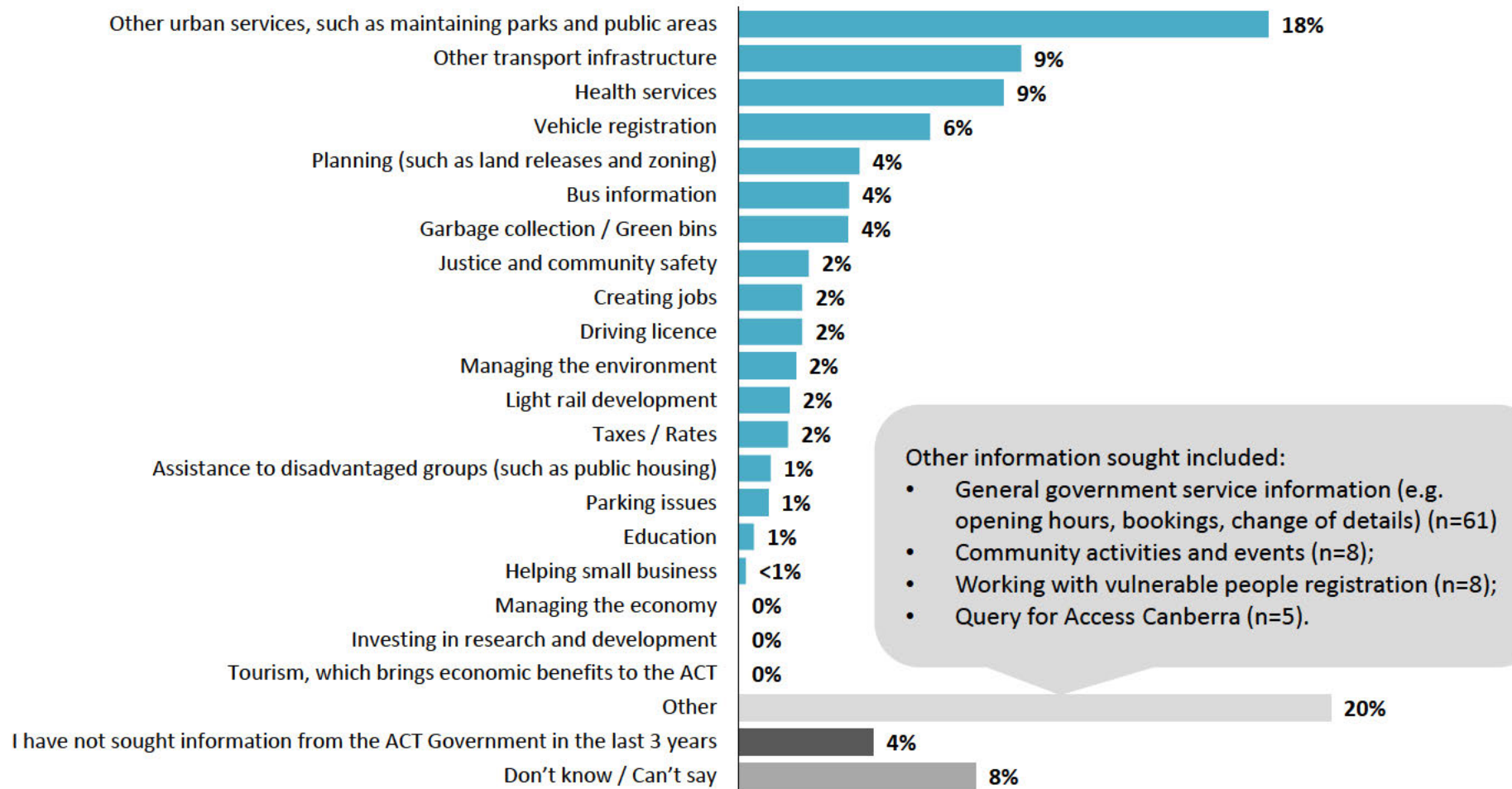
Thinking about the **last time** you sought or needed information from the ACT Government, what was the **MAIN** channel or source you used to find information?



Base: Respondents who have sought information from the ACT Government in the last 3 years (n=532)

Searching for information on ACT Government Services

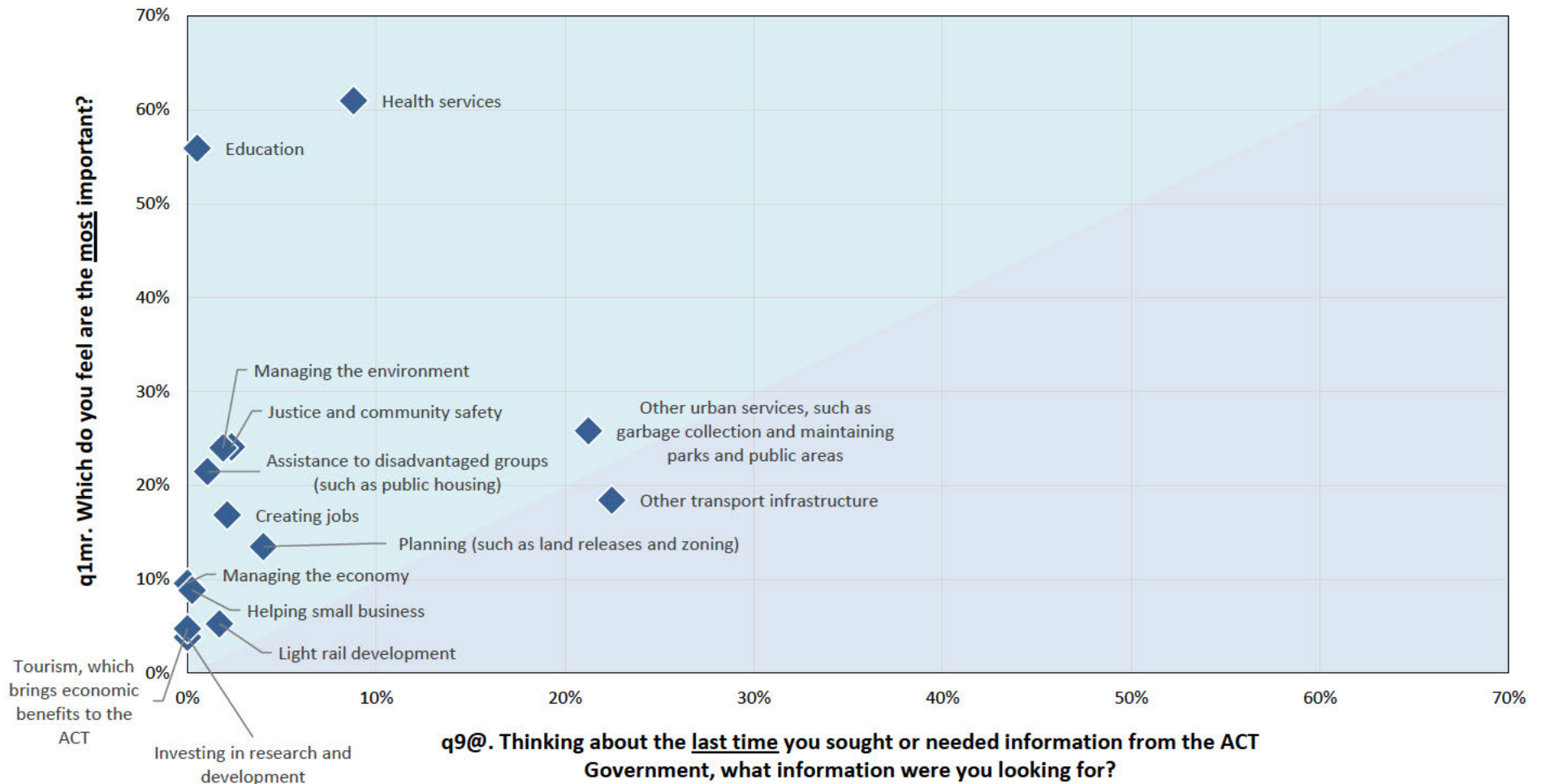
Thinking about the **last time** you sought or needed information from the ACT Government, what information were you looking for? (Unprompted)



Base: All respondents (n=600)

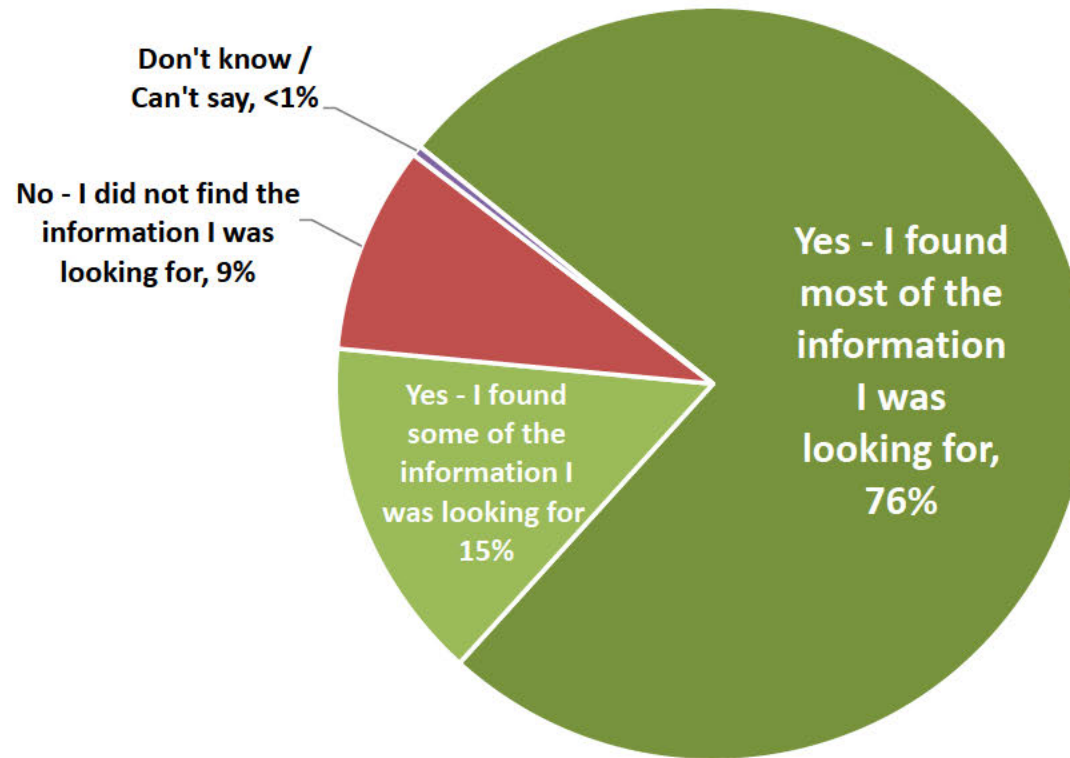
ACT Government priorities

Areas of importance vs. Information sought/needed



Searching for information on ACT Government Services

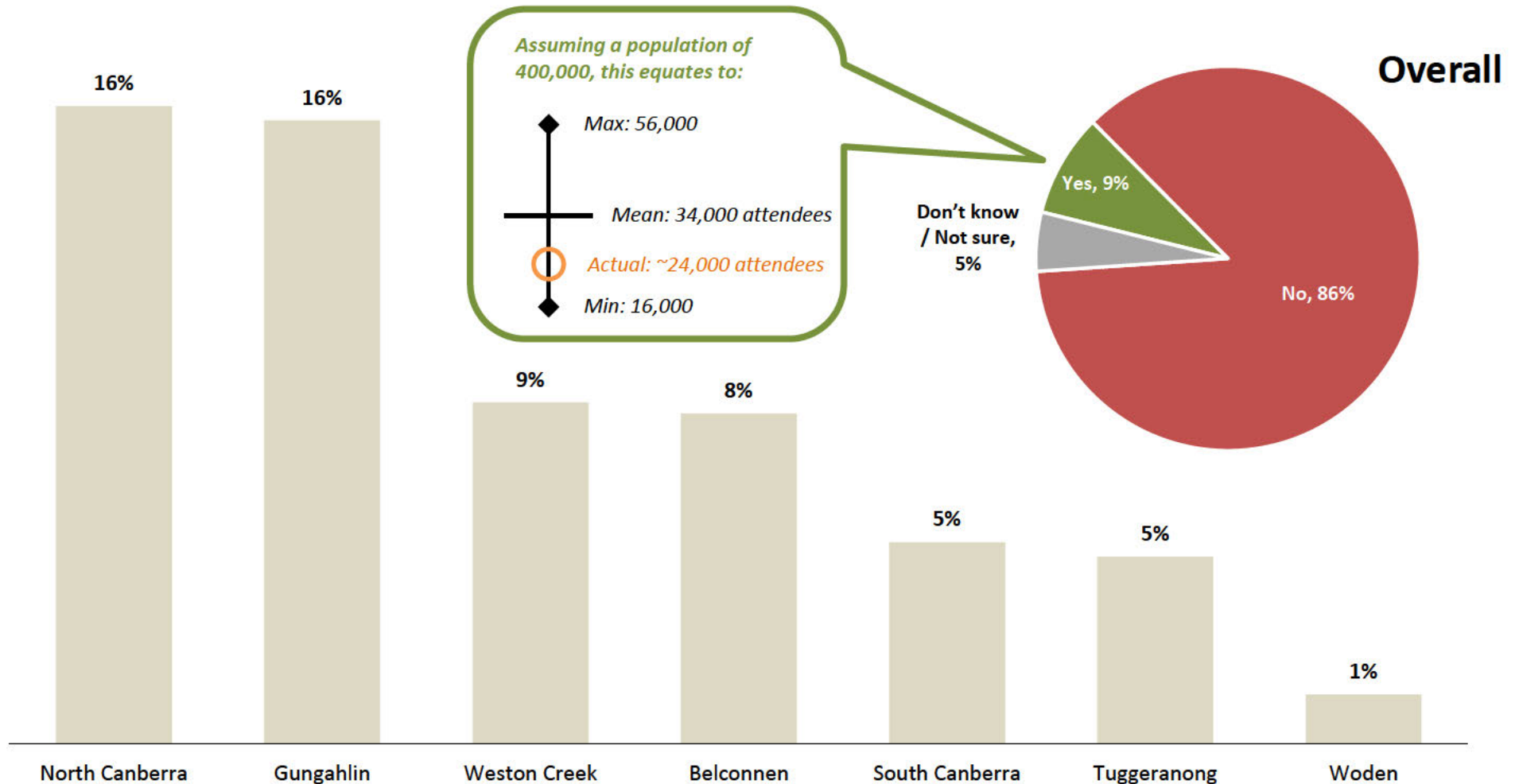
Thinking about the **last time** you sought or needed information from the ACT Government, were you able to find what you were looking for?



Base: Respondents who have sought information from the ACT Government in the last 3 years (n=532)

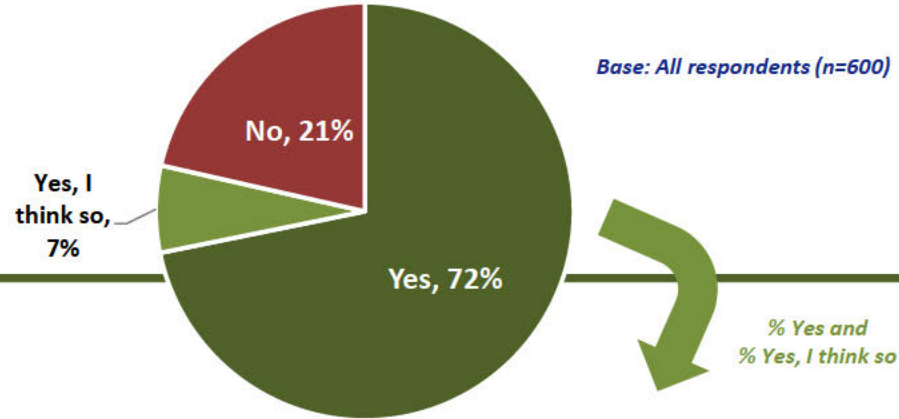
Light Rail

Are you planning to attend the opening of the ACT light rail on Saturday 20 April 2019? (% Yes)

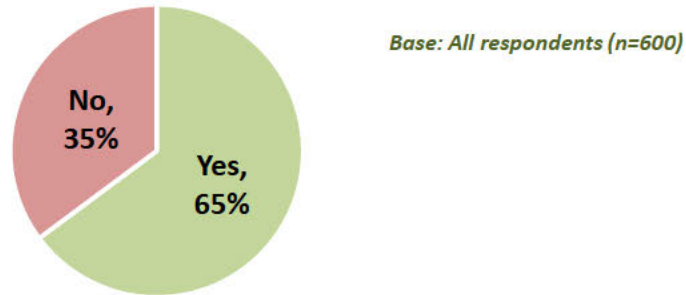


Light Rail

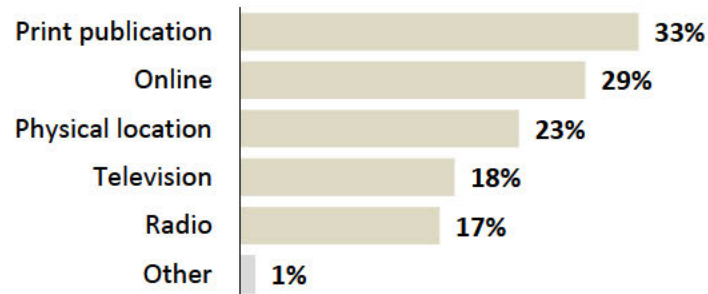
Light rail is coming. Have you heard anything about safety around light rail?



Do you recall seeing this campaign in any particular place, publication or website?



Where did you see this campaign?



Base: Respondents who recall seeing this campaign in a particular place, publication or website (n=385)

What was it about? Or what was it telling you to do?

- News about tram accidents (n=178);
- Be alert and look both ways (n=81);
- Be aware and careful (n=75);
- Crossing the tracks (n=72);
- Watch for traffic signals / follow signage (n=53);
- Non-specific safety message (n=42);
- Road rules in relation to light rail (n=29);
- Don't use phones/headphone while crossing (n=24);
- Give way to trams (n=16);
- Light rail work and issues (n=15); and
- Light rail is dangerous (n=8).

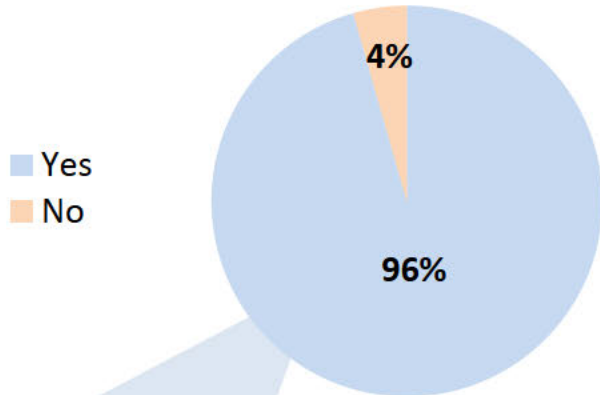
Base: Respondents who recall seeing this campaign in a particular place, publication or website (n=476)

Note: Responses are coded into multiple categories where relevant

Road Safety

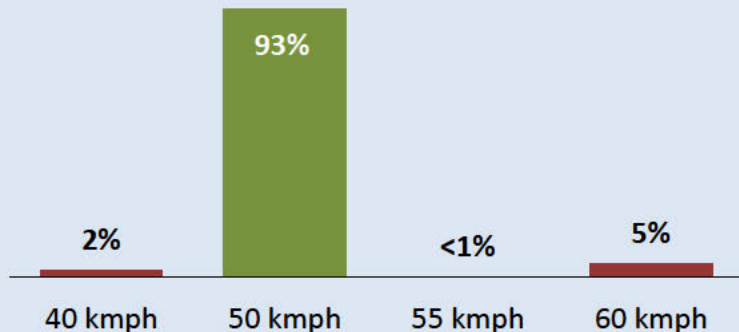
Awareness of default speed limit in residential areas

Base: All respondents



What is the default speed limit in residential areas?

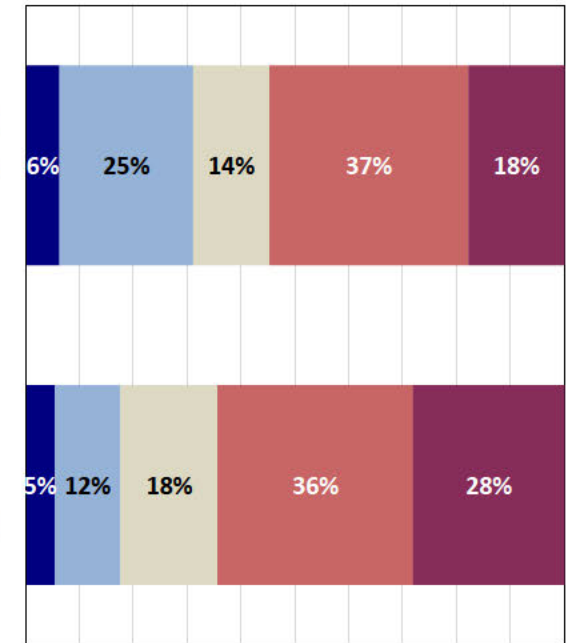
Base: Respondents aware of default speed limit (n=579)



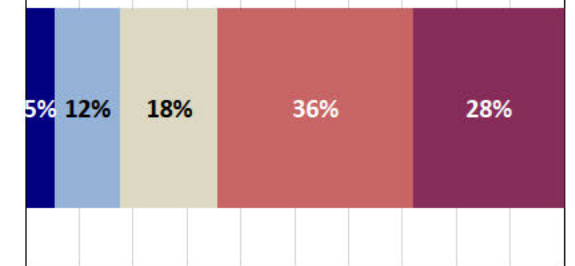
In the ACT, the default residential speed limit is 50 kilometres per hour. There is also a speed limit of 40 kilometres per hour that applies in school zones.

Support for lowering speed limits in school and residential areas

q3b. Lowering the default school zone speed limit from 40km/h to 30km/h? (n=597)



q3a. Lowering the default residential speed limit from 50km/h to 40km/h? (n=598)

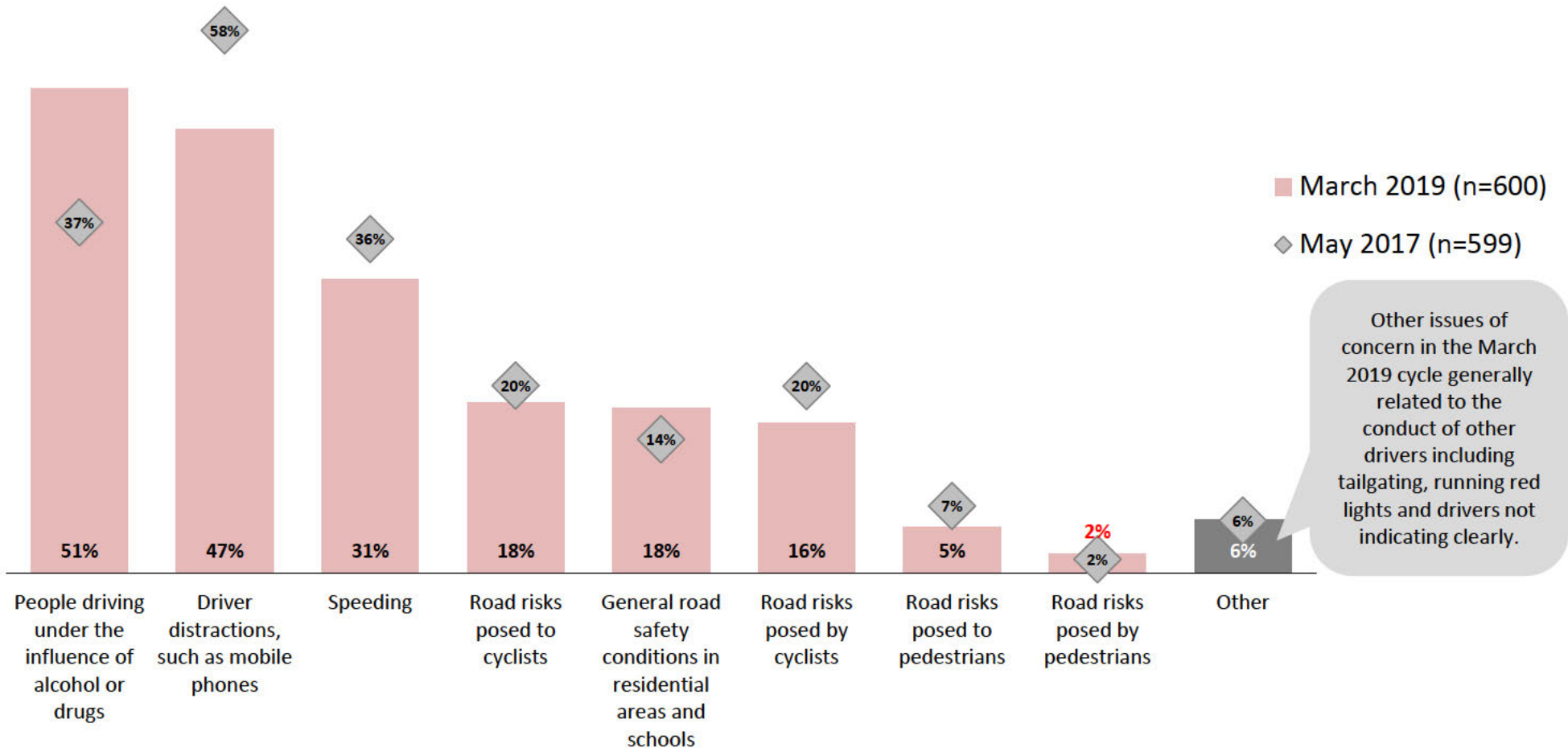


- Strongly support
- Support
- Neither agree or oppose
- Oppose
- Strongly oppose

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Road Safety

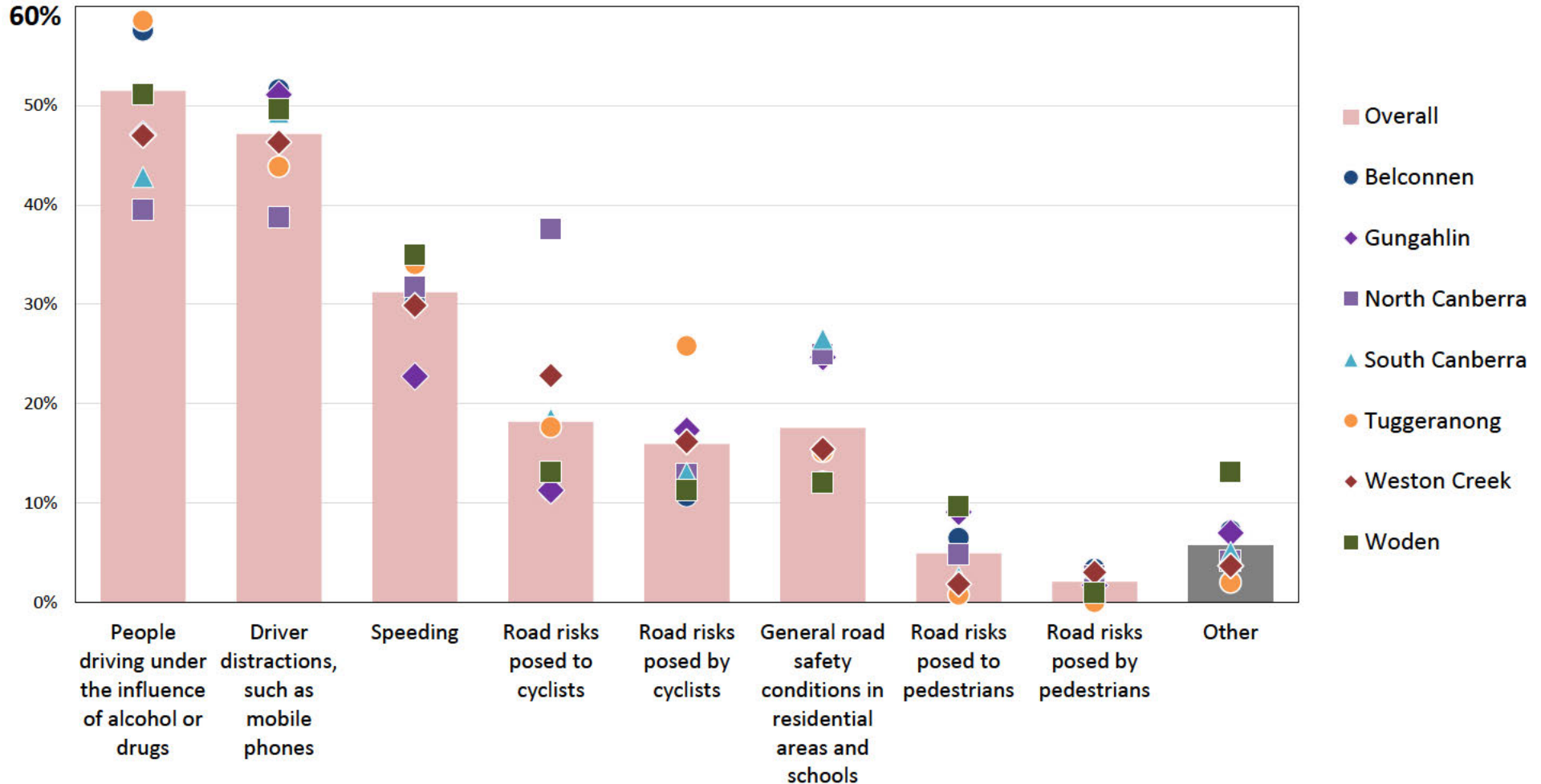
Road safety issues of greatest concern (maximum of two responses in both cycles)



Road Safety

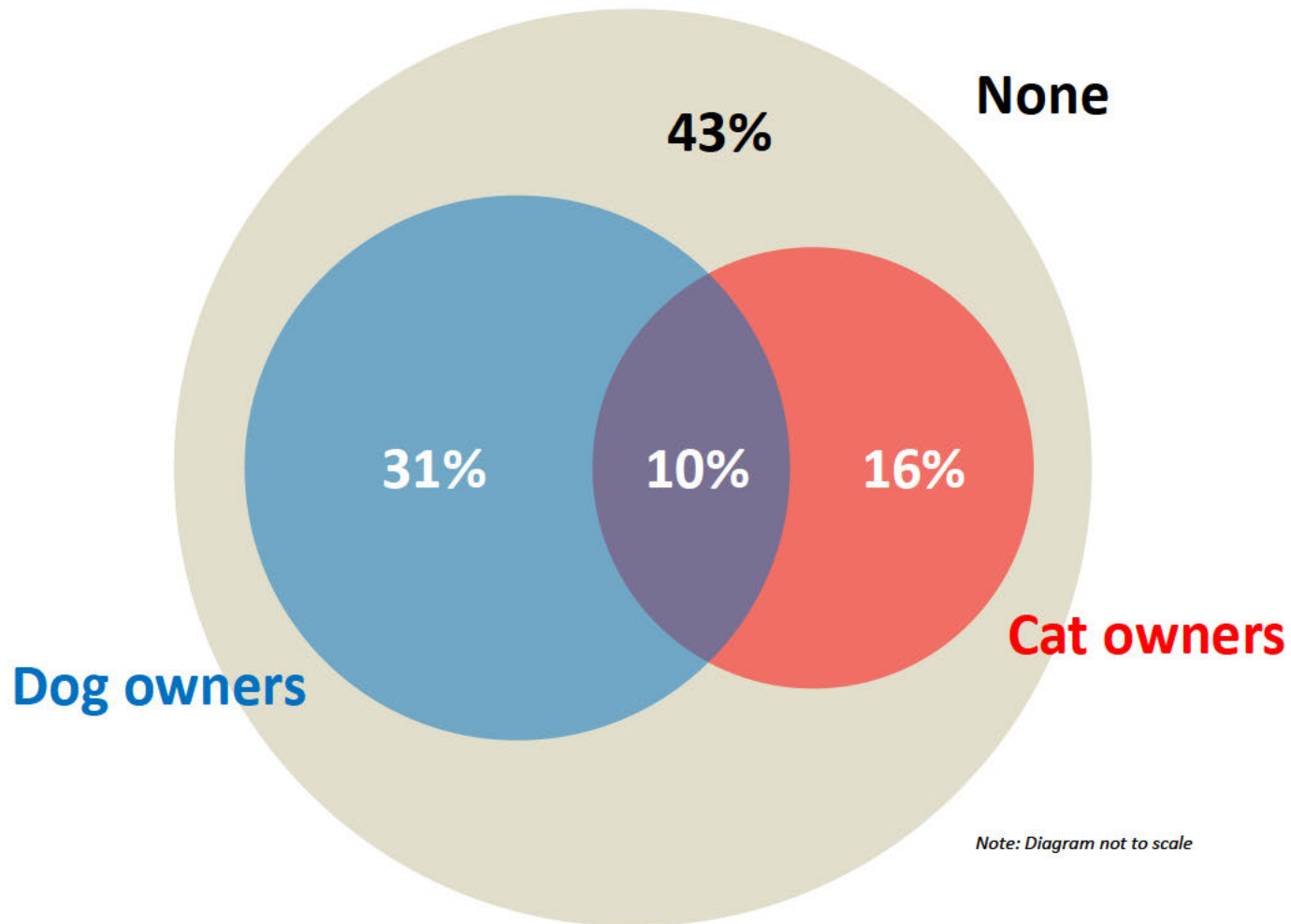
Road safety issues of greatest concern (maximum of two responses)

By region



Registration of animals

Do you own or are intending to own a cat or a dog? (Multiple response)

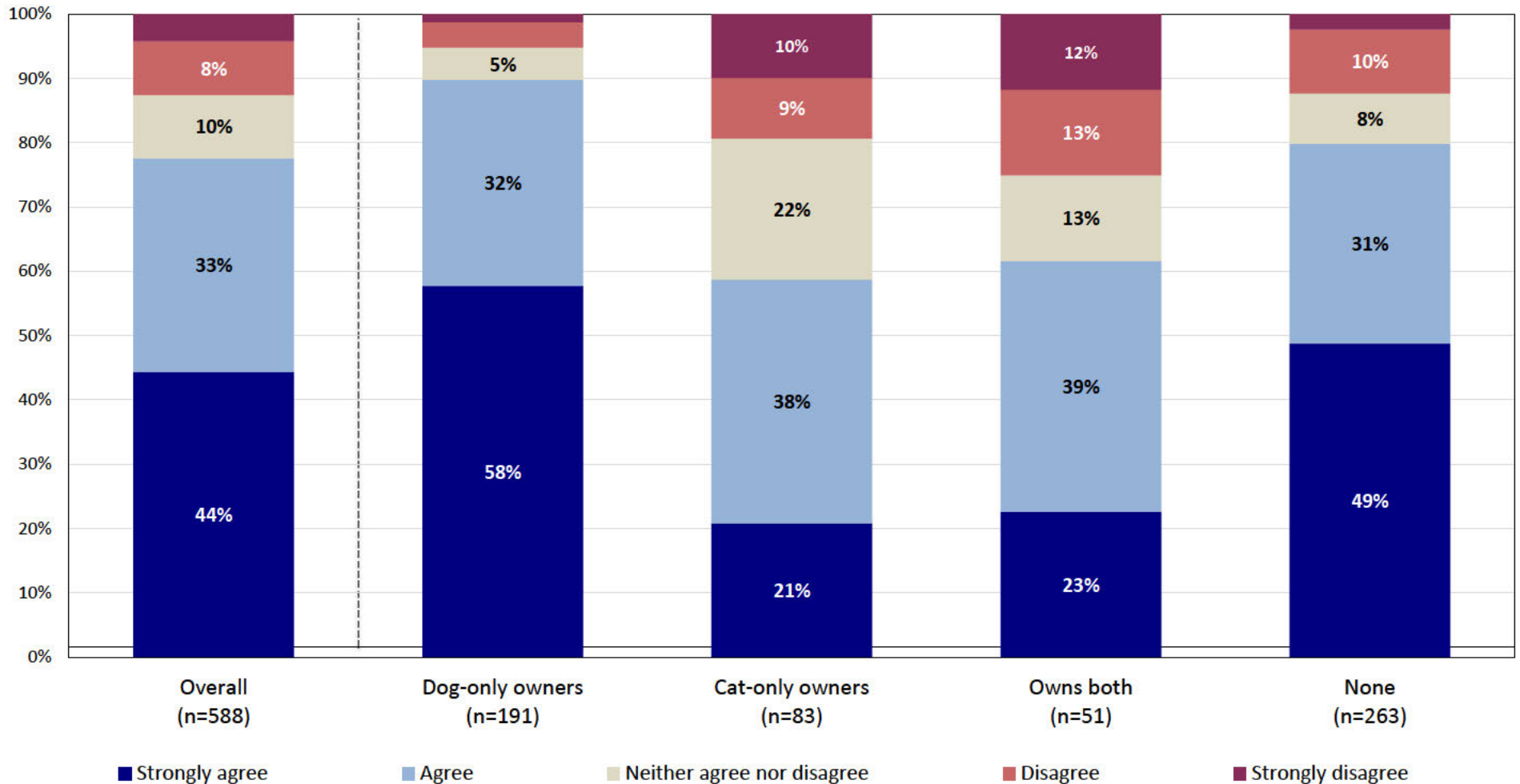


Note: Diagram not to scale

Base: All respondents (n=600)

Registration of animals

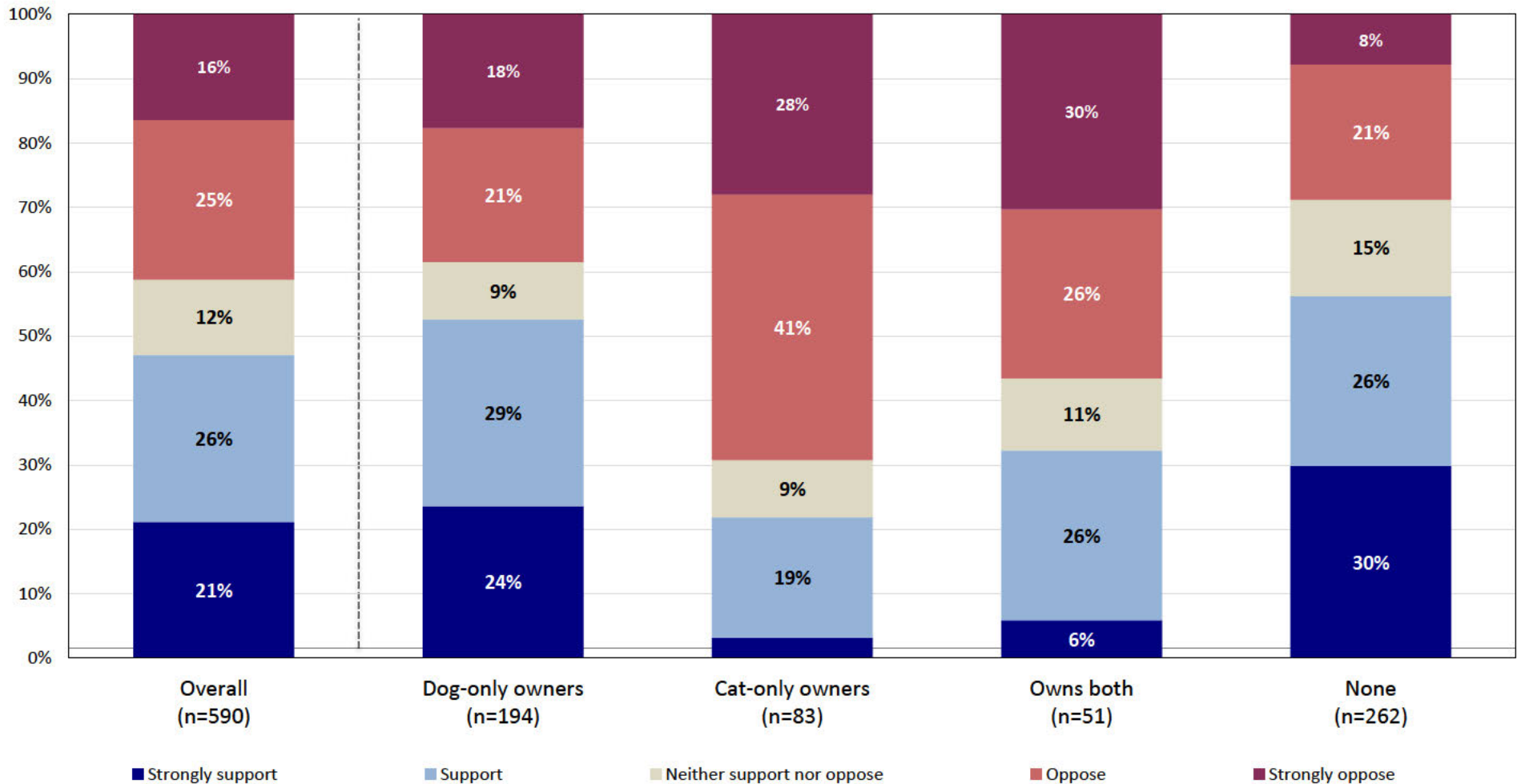
To what extent do you agree or disagree that **cat owners** should also be required to register their cats?



Base: All respondents

Registration of animals

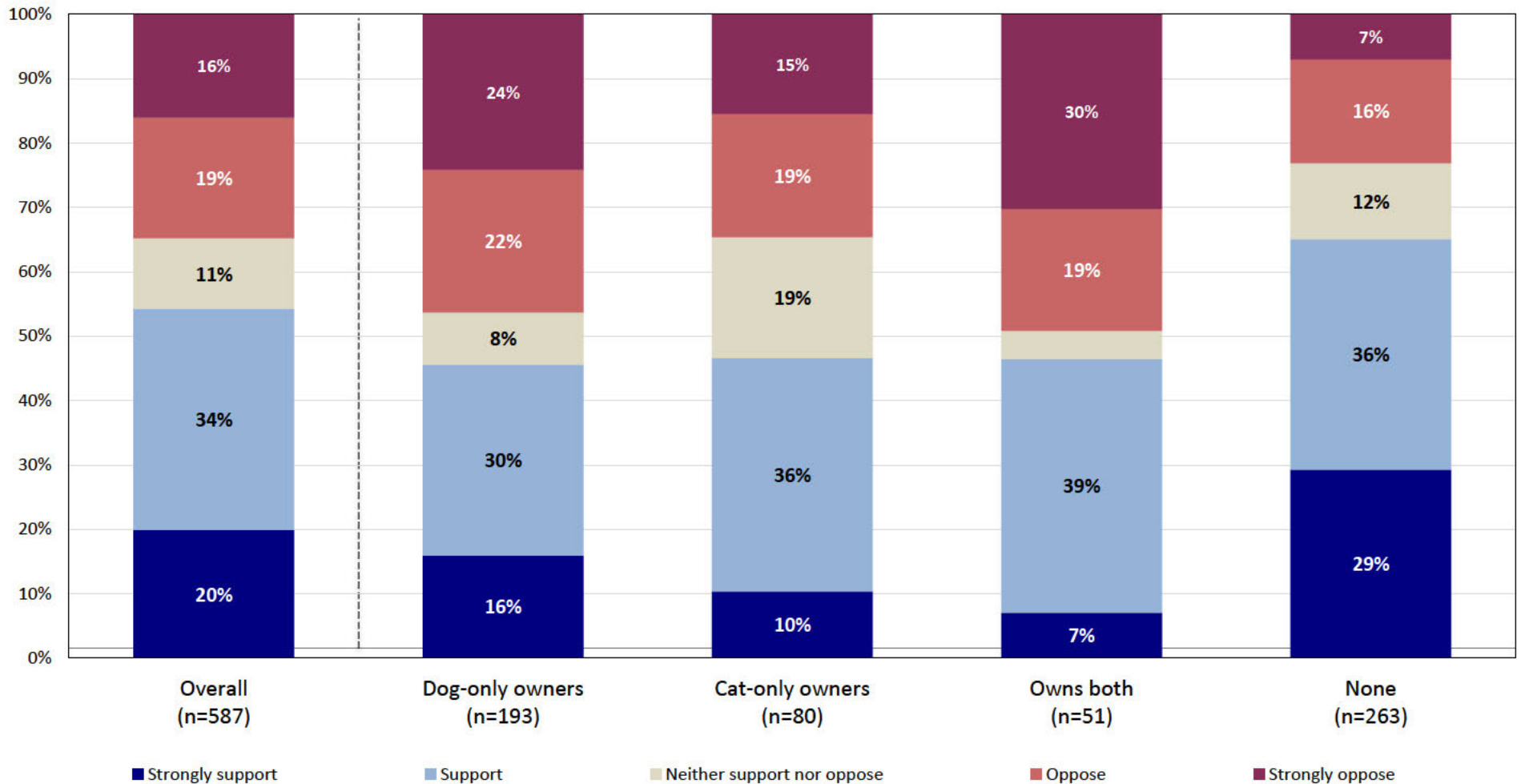
To what extent would you support or oppose an annual registration for domestic **cats** in the ACT?



Base: All respondents

Registration of animals

To what extent would you support or oppose an annual registration for domestic **dogs** in the ACT?



Base: All respondents

Registration of animals

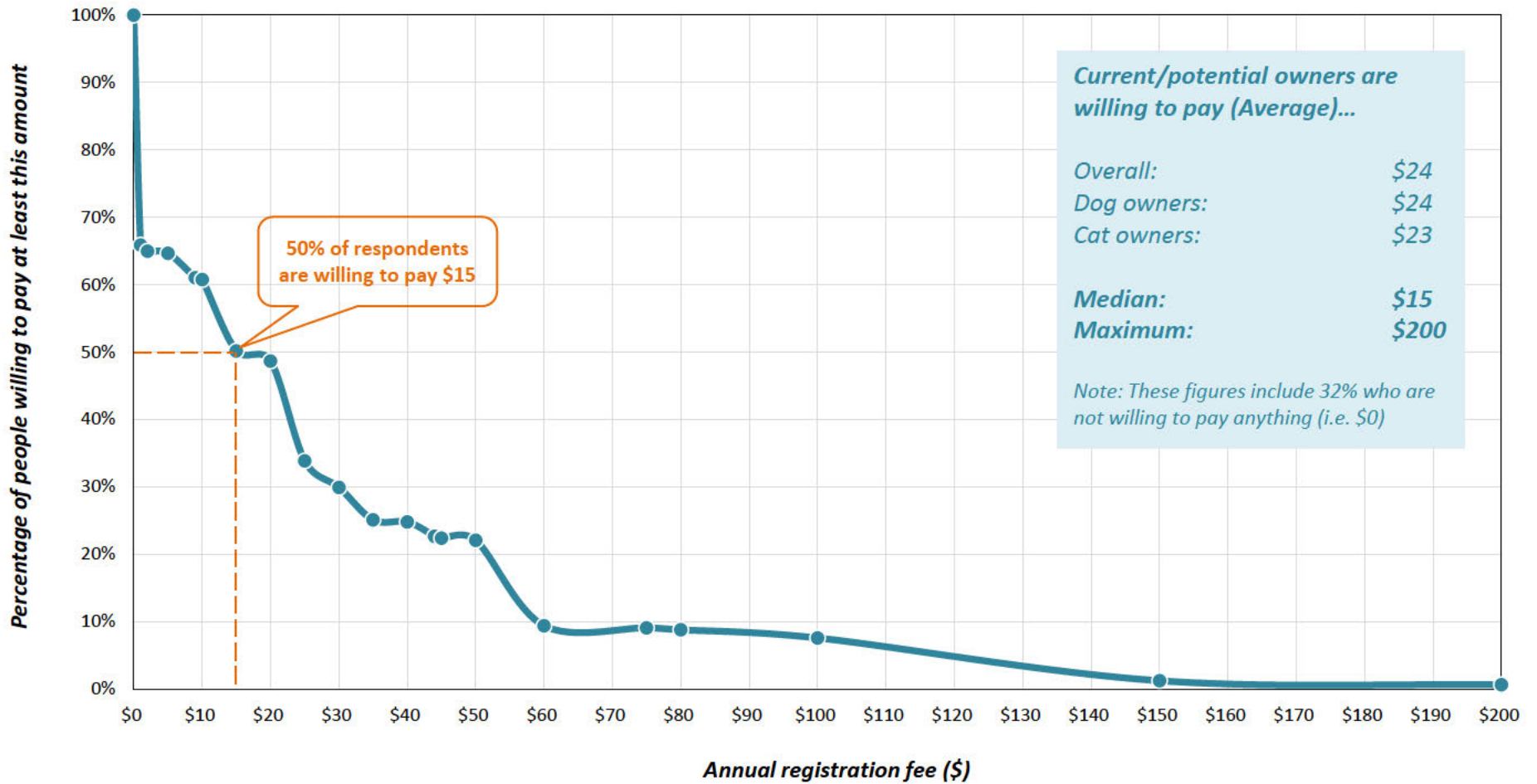
Please tell us why you would oppose an annual registration and fee for domestic pets?

278 respondents provided reasons for opposing an annual registration and fee, the reasons provided include:

- Concerned about cost (including burden for low-income households) (n=50)
- Prefer one-off registration fee (n=49)
- Perception that measure is only for revenue raising (n=47)
- Not needed/ no obvious community benefit/ too much bureaucracy (n=46)
- Costs should be covered by rates (n=19)
- Expensive/ difficult to implement (n=12)
- Prefer micro-chipping (n=12)
- Concerned funds would not be spent on pet related projects/ services (n=12)
- Not appropriate for indoor cats, as no government subsidies amenities used (n=10)
- Not fair/ inconvenient for pet owners (n=10)
- Prefer less frequent fee than annual (e.g. every three to five years) (n=5)
- Could increase pet abandonment (n=3)

Registration of animals

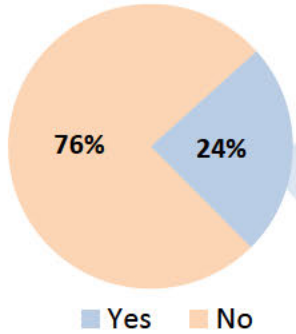
How much would you be willing to pay annually to register a cat or dog in the ACT? (Unweighted average)



Base: Respondents who own or intends to own a cat or dog (n=331)

Cat containment

Do you own a cat?

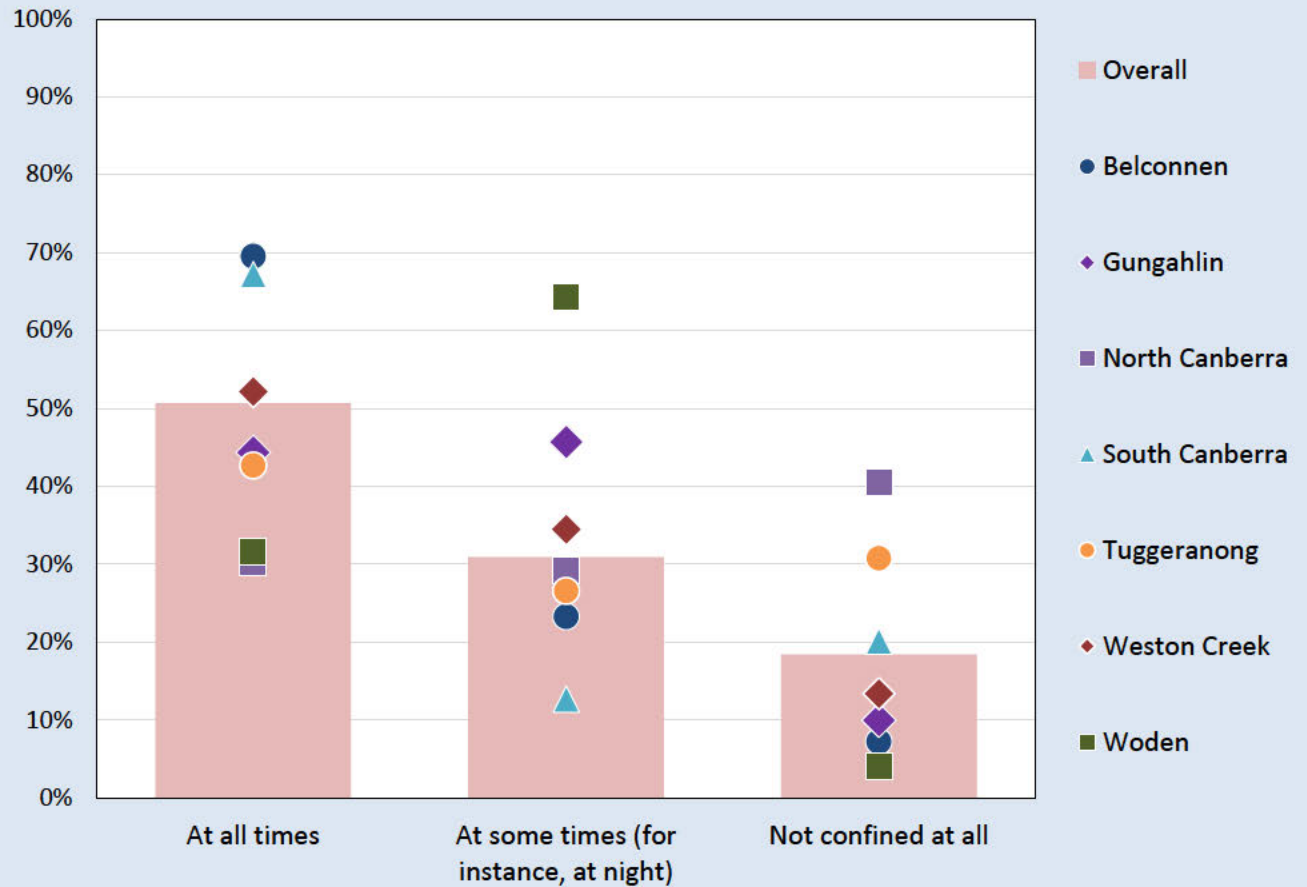


Base: All respondents

Suburbs with cat containment are:

- Bonner
- Crace
- Coombs
- Denman Prospect
- Forde
- Gungahlin Town Centre East
- Jacka
- Lawson
- Macnamara
- Molonglo
- Moncrieff
- Strathnairn
- The Fair at Watson
- Throsby
- Wright

Is your cat confined to your property...
By region

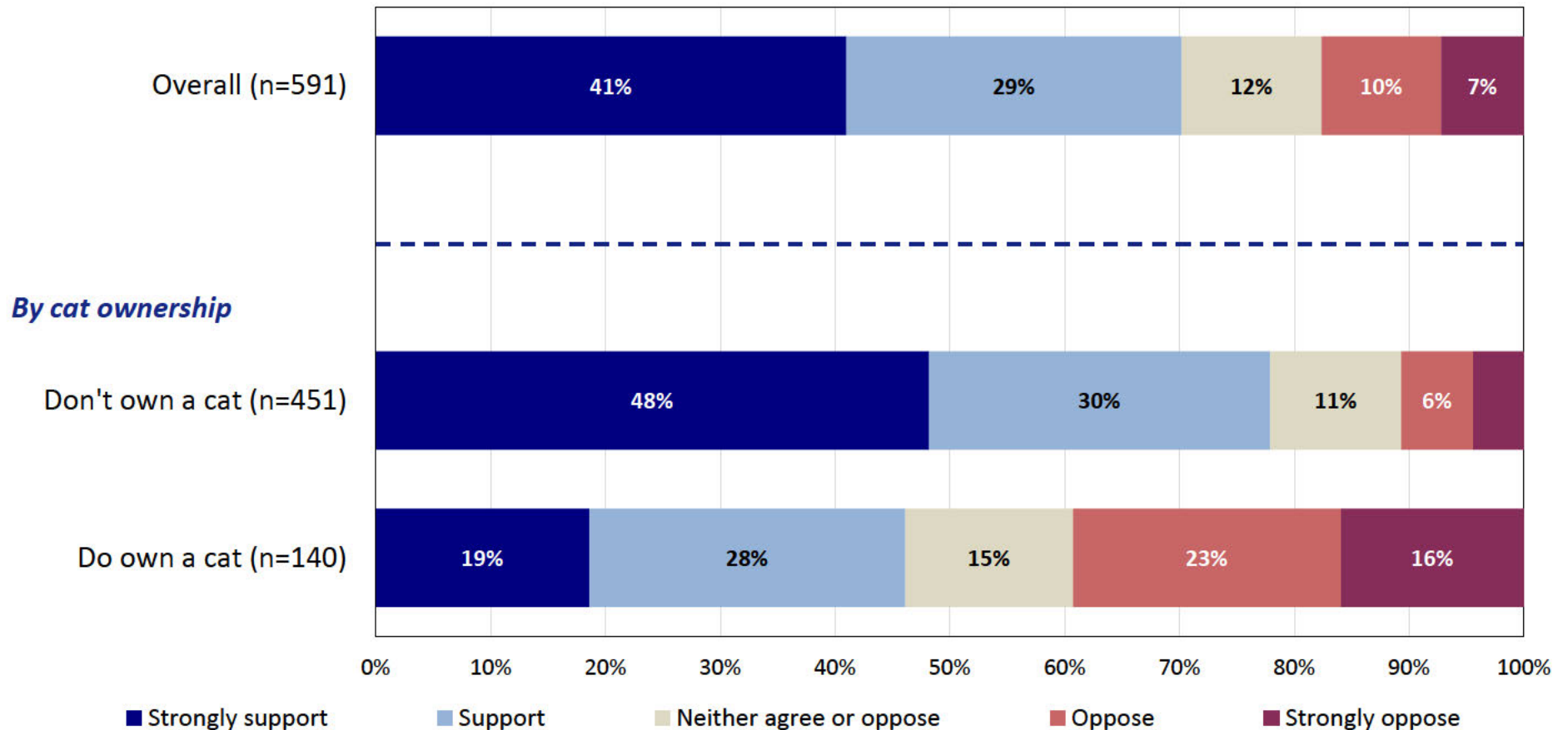


Base: Respondents who own a cat (n=141)

Cat containment

The ACT Government has declared sixteen suburbs that are cat containment areas. Within these suburbs, cat owners are required to keep their cat in their property at all times.

Support for increasing the number of cat containment suburbs



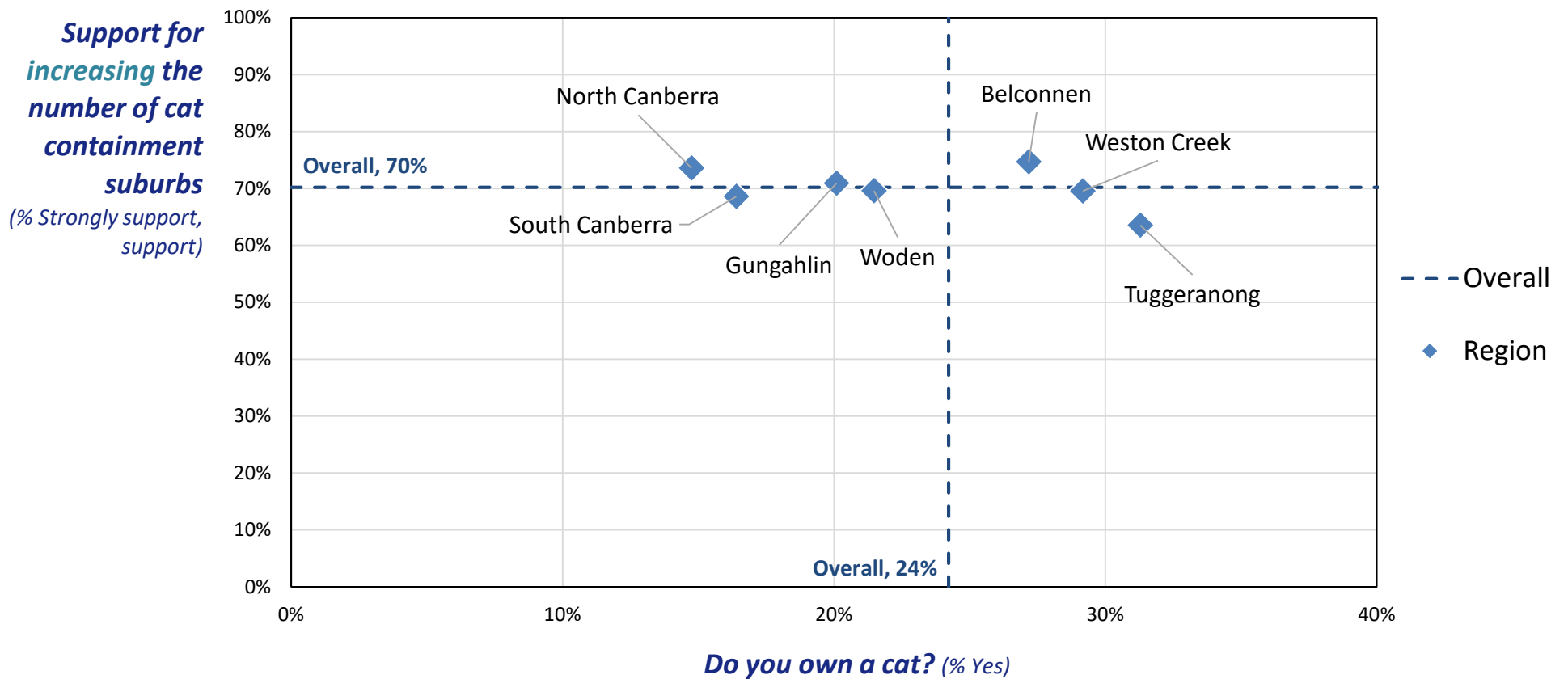
Base: All respondents

Cat containment

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Support for increasing the number of cat containment suburbs

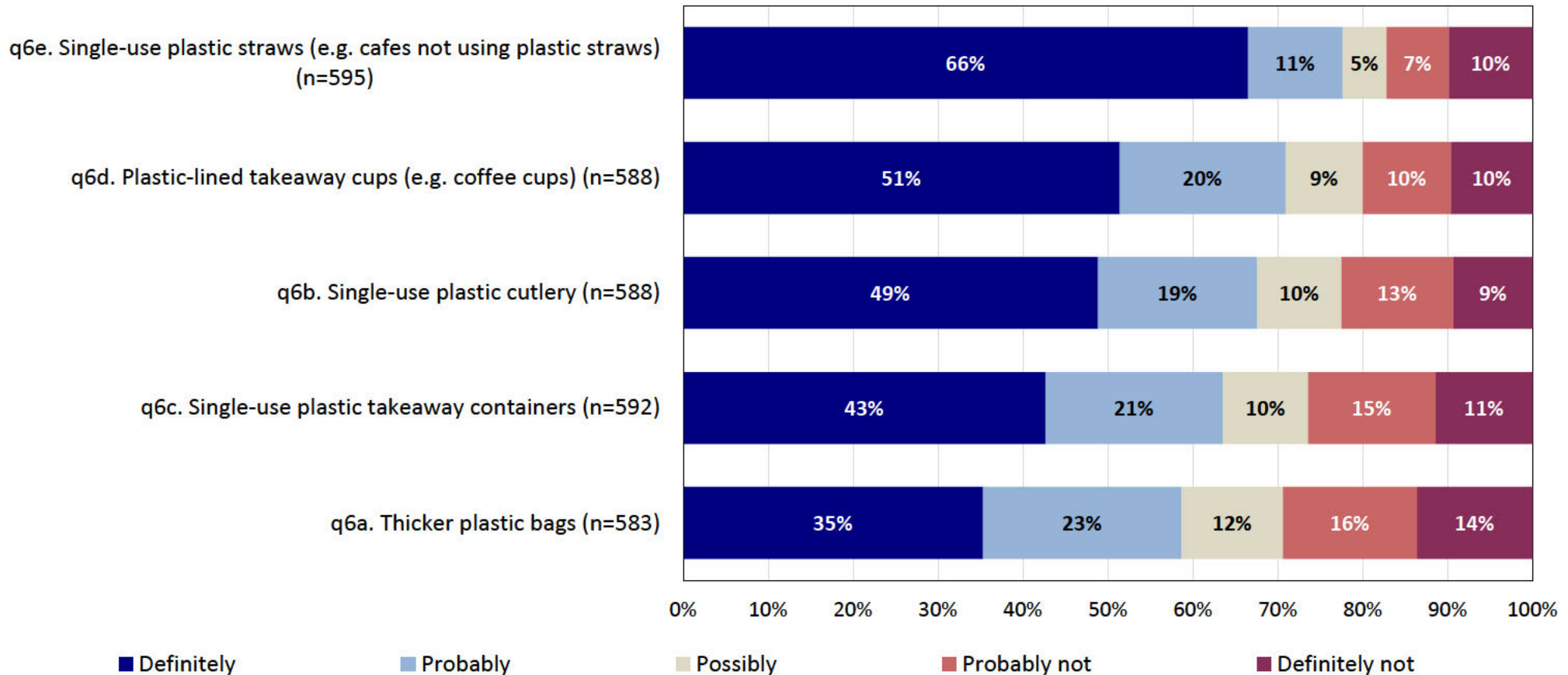
By region



Single use plastics

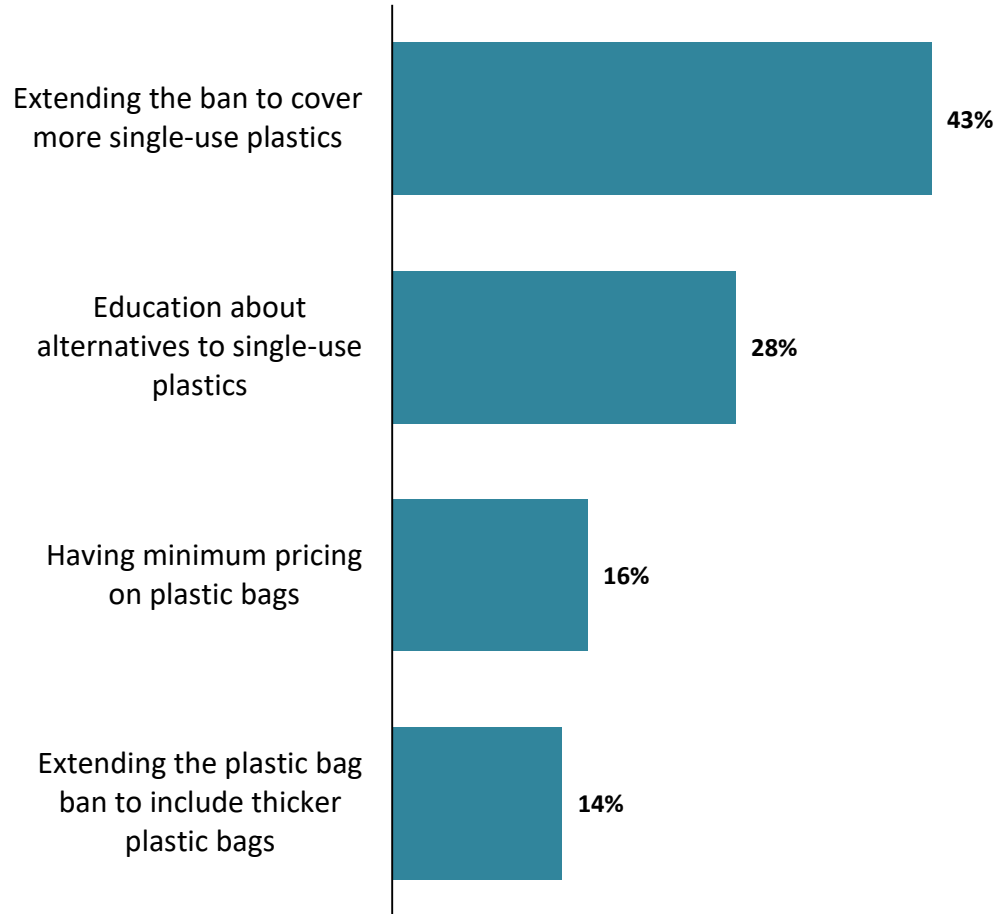
In 2011, the ACT banned single-use plastic bags to reduce litter and the associated environmental impact.

Support for banning specific single-use plastic products



Single use plastics

Perceived effective actions to reduce personal consumption of single-use plastics (*single response*)



Base: All respondents

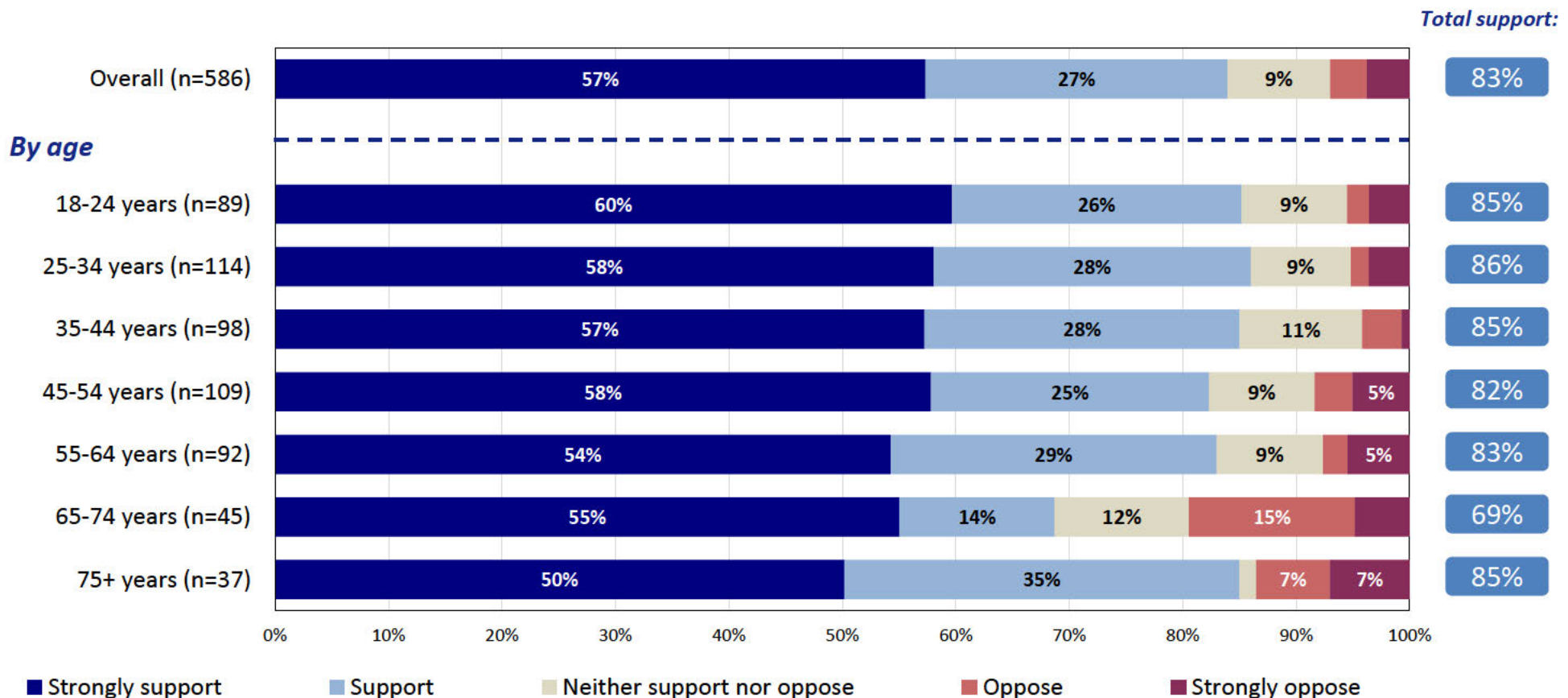
Is there anything else you think would be effective in helping reduce your consumption of single-use plastics?

Base: All respondents

- Use alternative non-plastic packaging (i.e. paper bags, glass containers) (n=147)
- Reduce plastic packaging particularly in supermarkets (n=63)
- Bans/ laws/ regulations (n=39)
- Improve access to plastic recycling (n=26)
- Surcharges/ taxes (n=24)
- Taking personal actions to reduce consumption (n=21)
- Target manufactures (i.e. reduce production) (n=19)
- Incentivise behaviours to reduce single-use plastics (i.e. store discounts) (n=5)

Harm minimisation (May 2017)

The ACT Government is considering the introduction of testing the chemical composition of illicit drugs at music festivals and other high risk events to curb overdoses and raise drug awareness. To what extent would you support or oppose pill testing?

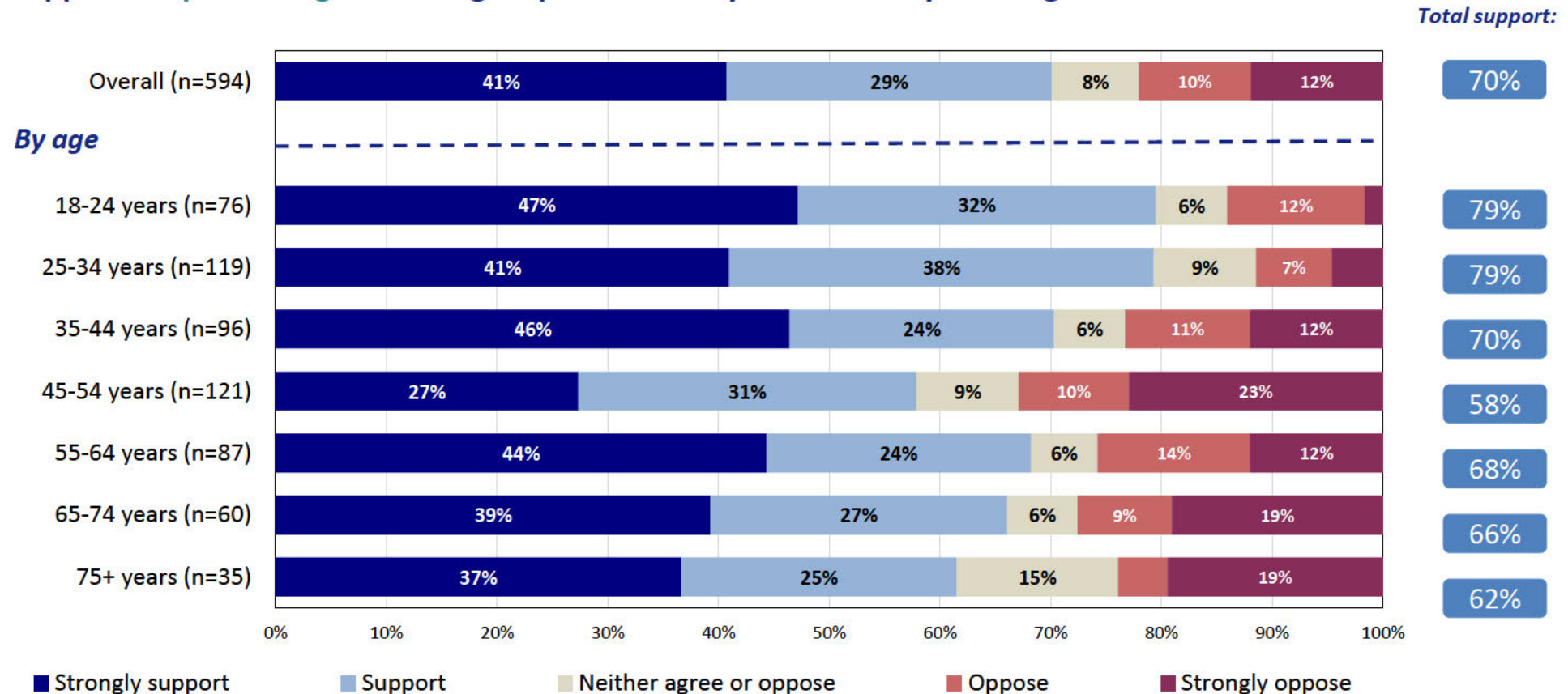


Base: All respondents

Harm minimisation

The ACT government is exploring harm minimisation options in relation to drug use within the ACT. This might involve a medically-supervised injecting facility where health professionals are present and can respond immediately if an overdose occurs. Facilities that test the chemical composition of illicit drugs at CBD night spots on Friday and Saturday evenings are also being explored.

Support for pill testing at CBD night spots on Friday and Saturday evenings

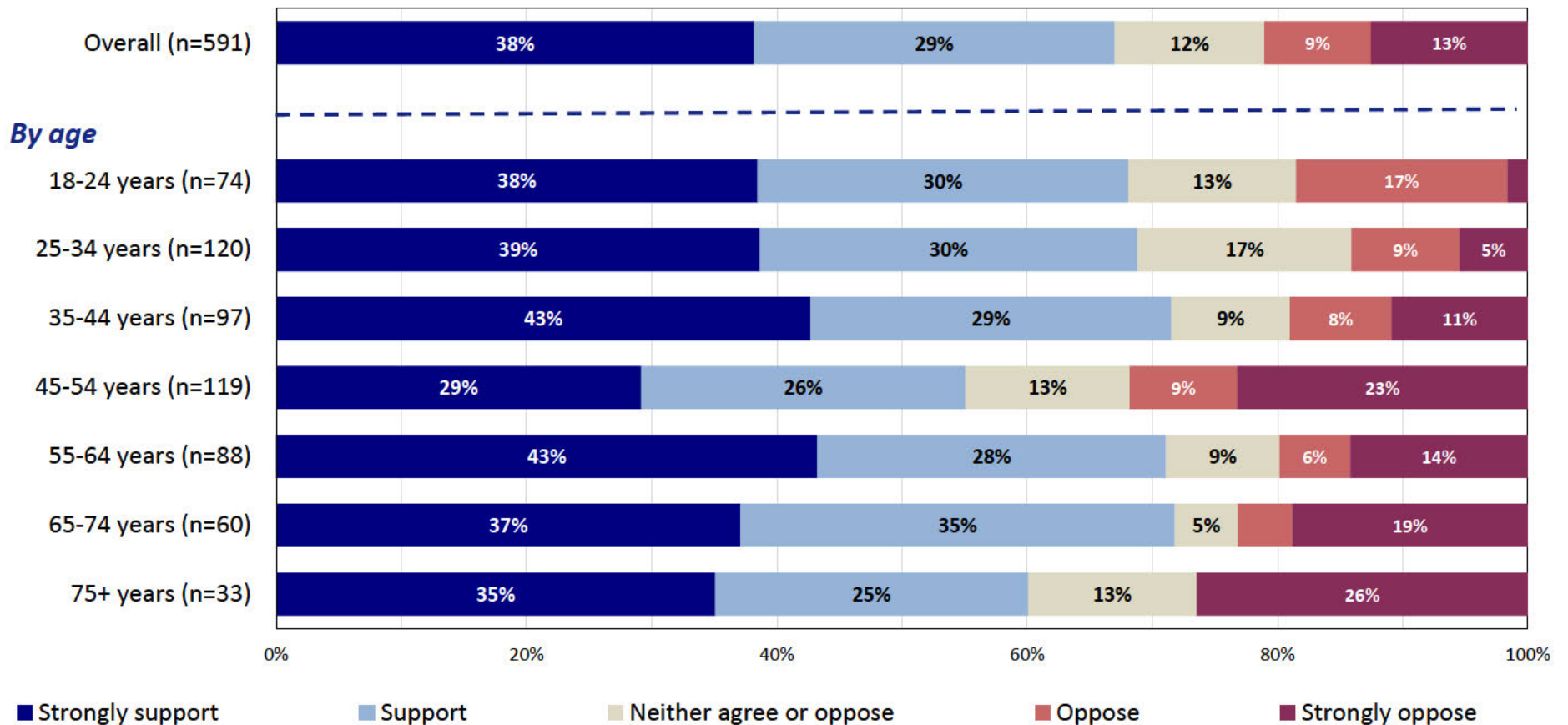


Base: All respondents

Harm minimisation

The ACT government is exploring harm minimisation options in relation to drug use within the ACT. This might involve a medically-supervised injecting facility where health professionals are present and can respond immediately if an overdose occurs. Facilities that test the chemical composition of illicit drugs at CBD night spots on Friday and Saturday evenings are also being explored.

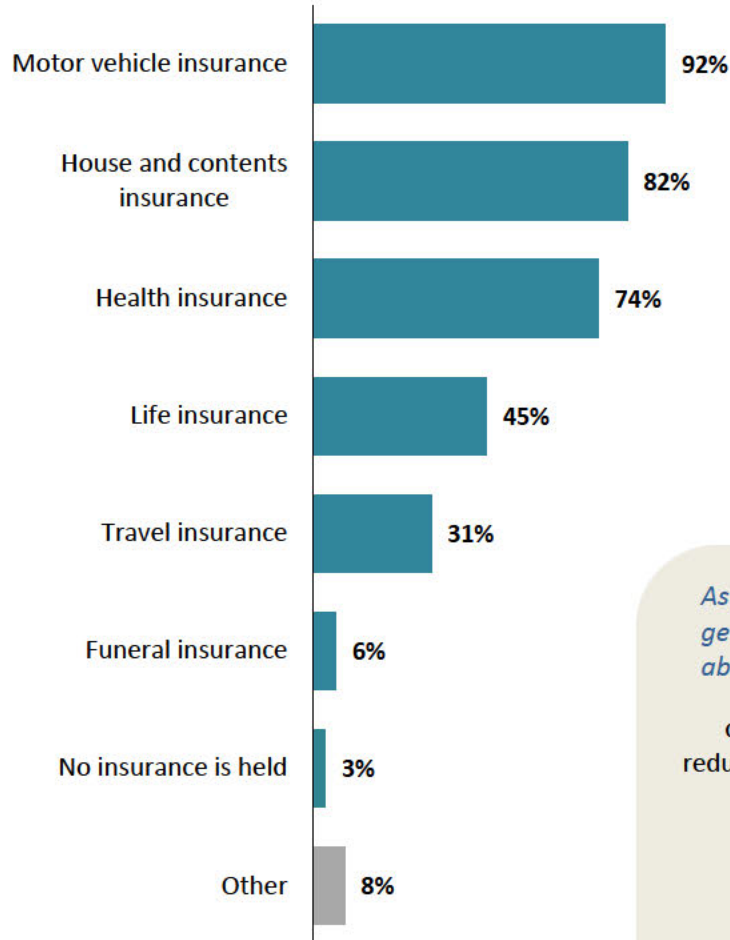
Support for a medically-supervised injecting facility in the ACT



Base: All respondents

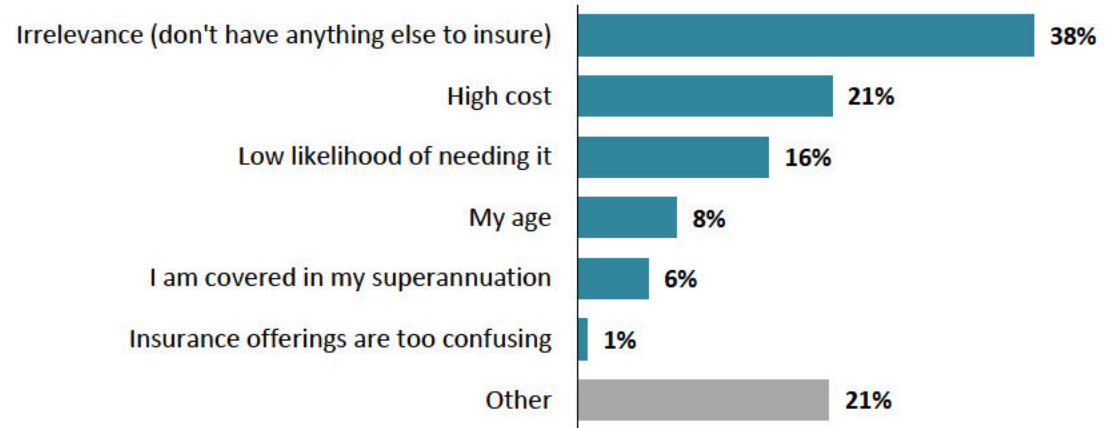
Insurance tax

Types of insurance currently held (multiple response)



Base: All respondents

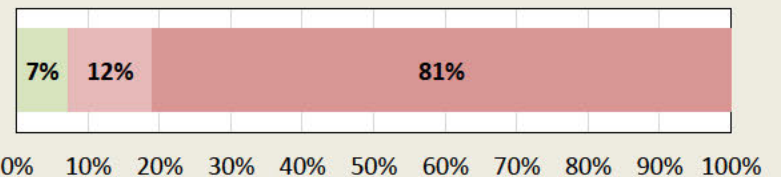
Main reasons for not having insurance / more insurance (multiple response)



Base: All respondents

As part of the Government's tax reform agenda, a 10% duty that was previously levied on general insurance premiums, and 5% applied to life insurance premiums in the ACT, were fully abolished on 1 July 2016.

q13. Were you aware of this reduction in duty on your insurance premium? (n=600)

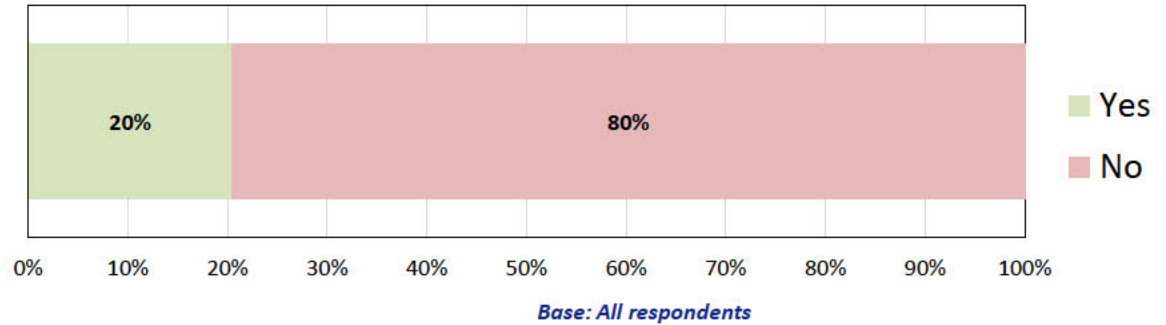


Base: All respondents

YourSay

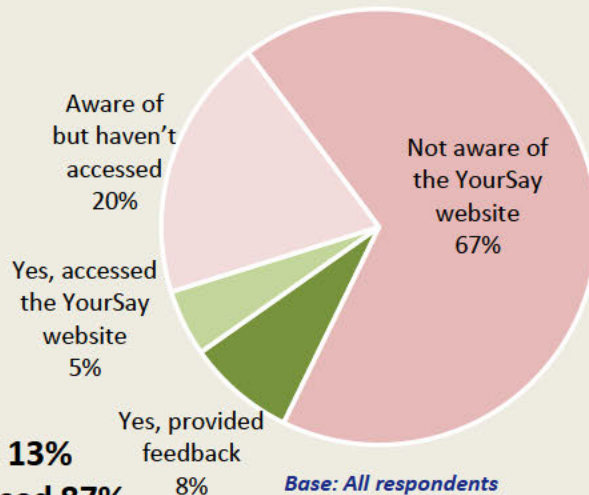
Use of the ACT Government's YourSay website

q18. Have you ever accessed or provided feedback on the ACT Government's YourSay website? (n=600)



Usage compared with March 2018

q3. Have you ever accessed or provided feedback on the ACT government's YourSay website? (n=600)



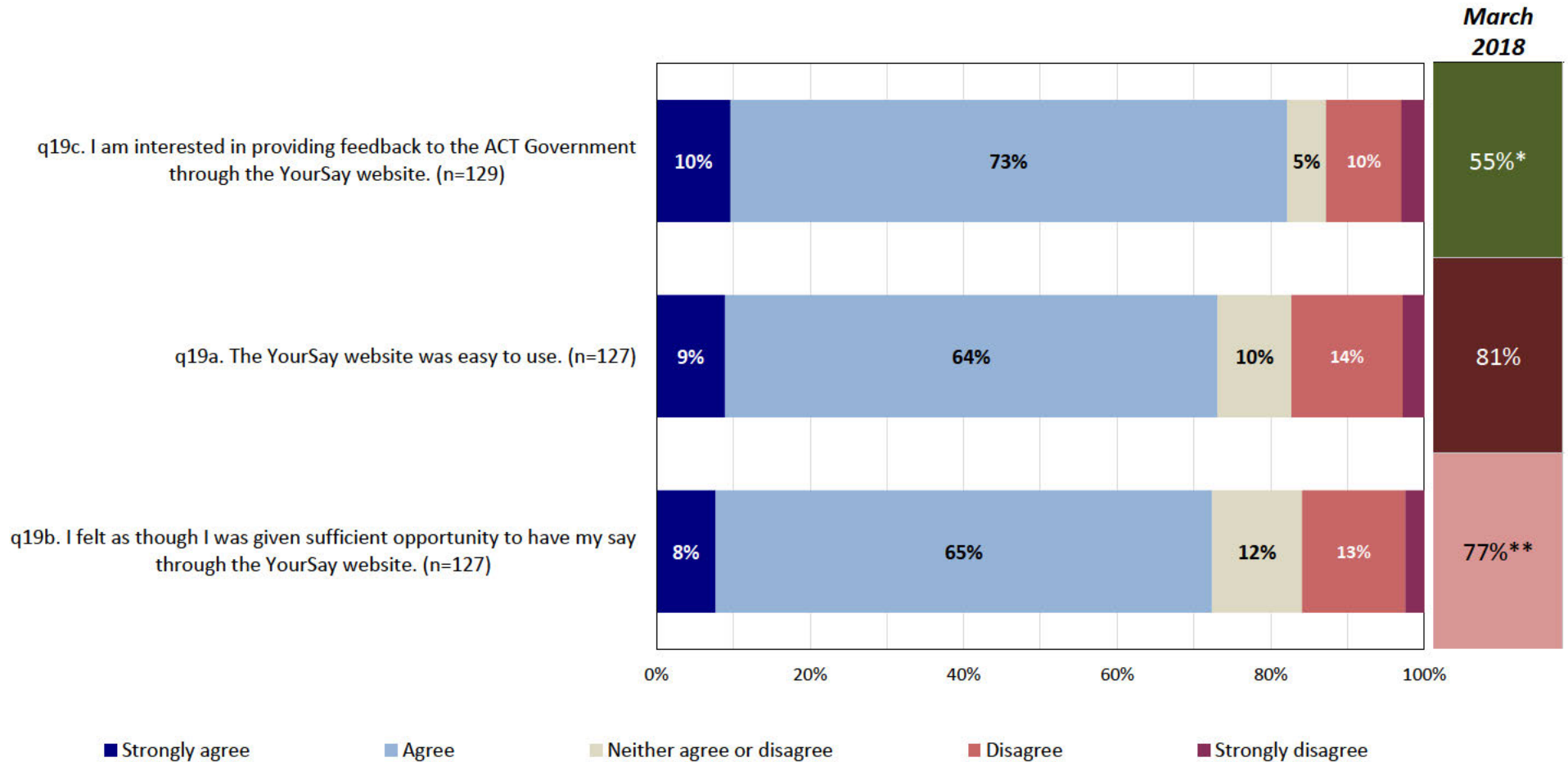
Yes, have accessed 13%
No, have not accessed 87%



291 respondents provided contact details so that they can be advised about the launch of the ACT Government's new feedback service

YourSay

Overall impressions of ACT Government YourSay website



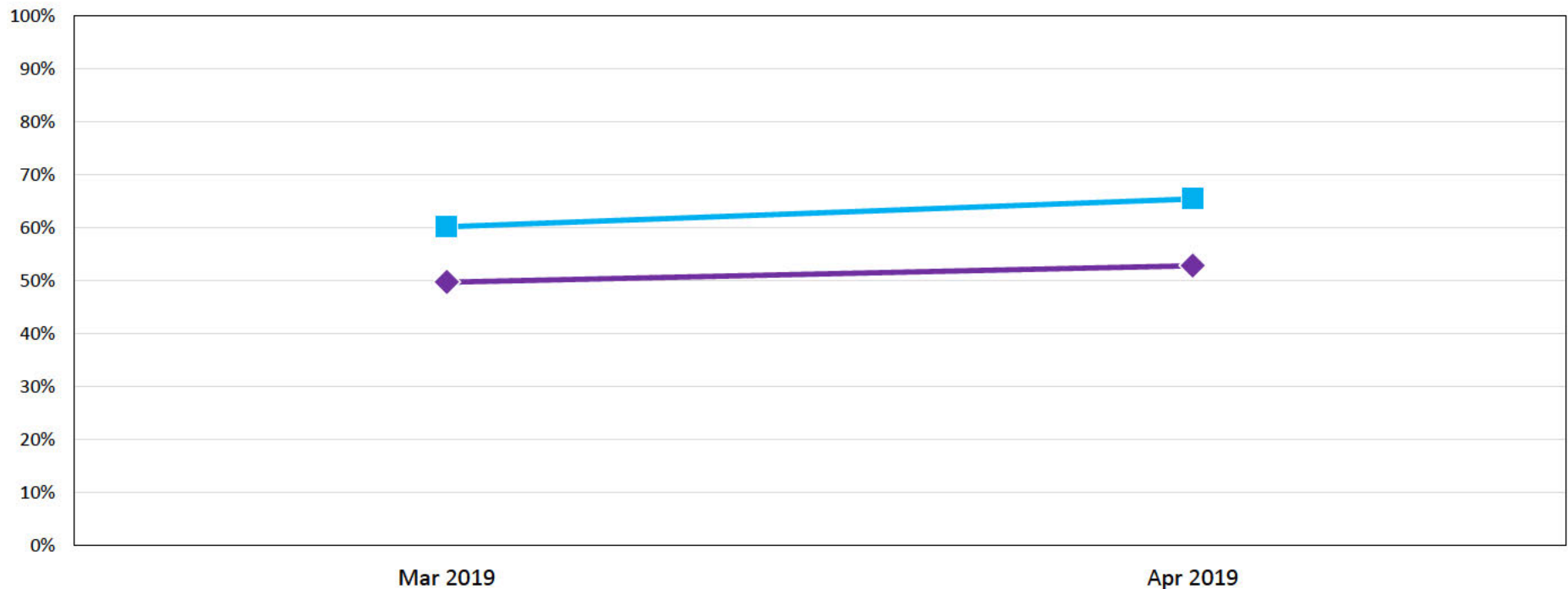
Base: Respondents who have used YourSay website (n=130)

* In the March 2018 cycle this question was asked of respondents who had not provided feedback via the YourSay website

** In the March 2018 cycle this question was asked of respondents who had provided feedback via the YourSay website

Online Research Community

The ACT Government will soon be launching a new service that will allow Canberrans to provide feedback, opinions and ideas on our proposals and local services by completing short online surveys or participating in online discussion forums. In exchange for your time, you would be entered into regular prize draws to win great prizes.



—■—q27. Would you be interested in using this new service once it is launched? (n=600)

—◆—q28. Would you like us to email to let you know when the new service has launched in the coming months? (n=600)

Base: All respondents

(March results have been recalculated to include all respondents, so as to be comparable with April)



This project was conducted in accordance with the international quality standard ISO 20252 and the Australian Privacy Principles contained in the Privacy Act 1988.

What we do



Communications and Marketing Research

- Communication strategy research
- Campaign development and refinement
- Campaign tracking and evaluation
- Information product testing
- Communication audits



Client and Stakeholder Research

- Client surveys
- Voice of the customer programs
- Stakeholder perception/relationship management
- ORIMACEM – ORIMA Client Experience Model
- Benchmarking



Employee Research

- Employee surveys
- OREEM – ORIMA Employee Engagement Model
- Benchmarking



Community Research

- Community awareness and attitude surveys
- Community perception tracking



Policy Development and Program Management Research

- Exploring potential community reactions
- Testing policy / program options
- Co-designing service delivery approaches
- Impact studies



Program Evaluations and Reviews

- Development of program logics and evaluation frameworks
- Multi-method evaluations
- Compliance reviews
- Performance audits/reviews



Data Analytics

- Actuarial analysis
- Administrative data analytics (Big Data)
- Compliance monitoring, reporting and tools



Data Portals and Ballots

- Online surveys
- Secure ballot platforms
- Online data collection portals
- Feedback and complaints management systems



Indigenous Field Force

- Australia's only nation-wide Indigenous interviewer field force
- 25+ interviewers embedded in urban, regional and remote locations across Australia
- Face-to-face surveys and interviewing using tablets
- Qualitative recruiting



CALD Field Force

- 25+ multi-lingual interviewers covering the main non-English speaking cultural groups: Arabic, Spanish, Vietnamese, Korean, Mandarin, Cantonese, Pacific Islander
- Sydney – Melbourne – Brisbane
- Face-to-face surveys and interviewing using tablets
- Qualitative recruiting
- Translation and interpreting services

ACT GOVERNMENT

COMMUNITY VIEWS SURVEY

**QUESTIONNAIRE – CYCLE 8
(QUARTER 1 2019)**

FINAL 21 February 2019

Introduction

Good morning/afternoon/evening my name is [name]. I'm calling on behalf of the ACT government from ORIMA Research.

We're conducting a survey to help determine what ACT government services are important to the community, how well the Government is performing and what areas might be improved.

The interview should take around 15 minutes to complete. Please be assured that your identity and all your responses will be kept confidential and will only be used for research purposes.

Would it be okay to proceed with this survey now?

- 1 Yes [Proceed with the survey]
- 2 No [Interviewer-try and schedule a more appropriate time to call if possible]

Our call may be monitored by my supervisor for quality assurance purposes, is this okay with you?

Screen: Do you work for the ACT government?

- 1 No [Proceed with the survey]
- 2 Yes [Unfortunately, for the purpose of this research we need to speak to people who do not work for the ACT government. Thank you for your willingness to take part [thank and end]]

Note for interviewer/programmer: Do not read out headings.

S1. Interviewer to code: is the interviewee:

- 1 Male
- 2 Female

S2. Which of the following age brackets do you belong to?

- 1 18-24 years
- 2 25-34 years
- 3 35-44 years
- 4 45-54 years
- 5 55-64 years
- 6 65-74 years
- 7 75+ years
- 8 [Refused]

S3. Interviewer to code postcode from sample. Postcode:

S4. Interviewer to code suburb from sample. Suburb:

S5. Interviewer to code region from sample. Region:

S6. Interviewer to code whether interview was conducted via:

1 Landline

2 Mobile

Sampling quotas and notes:

- ◆ 85-86 responses per region across 7 regions: North Canberra; South Canberra; Woden; Weston Creek; Belconnen; Gungahlin; Tuggeranong (to be recoded into sample)
- ◆ Rough proportional distribution of age groups across ACT:
 - 18-24: 15%
 - 25-34: 19%
 - 35-44: 21%
 - 45-54: 17%
 - 55-64: 14%
 - 65-74: 8%
 - 75+: 6%

A. Road safety

The following questions are about road safety within the ACT.

- 1 Which of the following road safety issues are you most concerned about, in terms of posing a risk to you or your family? Please select up to two. [Rotate 1-8, keeping responses 4 and 5, and responses 6 and 7 together] [This matches question in cycle 1b]
 - 1 Speeding
 - 2 People driving under the influence of alcohol or drugs
 - 3 Driver distractions, such as mobile phones
 - 4 Road risks posed to cyclists
 - 5 Road risks posed by cyclists
 - 6 Road risks posed to pedestrians
 - 7 Road risks posed by pedestrians
 - 8 General road safety conditions in residential areas and schools
 - 9 Other *[Please specify]* _____

- 2 The ACT has a default speed limit in residential areas—this is a speed limit that applies in all residential areas, unless there are signs specifying some other limit. Are you aware what this speed limit is?
 - 1 Yes *[In kilometres per hour, what is the default speed limit?]* _____
 - 2 No

In the ACT, the default residential speed limit is 50 kilometres per hour. There is also a speed limit of 40 kilometres per hour that applies in school zones.

- 3 To what extent do you support or oppose the following:

	Strongly support	Support	Neither agree or oppose	oppose	Strongly oppose	[Don't know/ Not sure]
a Lowering the default residential speed limit from 50km/h to 40km/h?	1	2	3	4	5	6
b Lowering the default school zone speed limit from 40km/h to 30km/h?	1	2	3	4	5	6

B. Single-use plastics

Single-use plastics are products that are generally used once and then disposed of.

In 2011, the ACT banned single-use plastic bags to reduce litter and the associated environmental impact.

- 4 Which of the following do you think would be most effective in reducing your own consumption of single-use plastics? [Single response, read out]
- 1 Education about alternatives to single-use plastics
 - 2 Extending the plastic bag ban to include thicker plastic bags
 - 3 Extending the ban to cover more single-use plastics
 - 4 Having minimum pricing on plastic bags
 - 5 [Don't know / Can't say]
 - 6 [None of these]
- 5 Apart from these four things, is there anything else you think would be effective in helping reduce your consumption of single-use plastics?
-

- 6 How likely are you to support a ban on the following products?

	Definitely	Probably	Possibly	Probably not	Definitely not	[Don't know/ Not sure]
a Thicker plastic bags	1	2	3	4	5	6
b Single-use plastic cutlery	1	2	3	4	5	6
c Single-use plastic takeaway containers	1	2	3	4	5	6
d Plastic-lined takeaway cups (e.g. coffee cups)	1	2	3	4	5	6
e Single-use plastic straws (e.g. cafes not using plastic straws)	1	2	3	4	5	6

C. Cat containment

The following questions are about cat management in the ACT.

- 7 Do you own a cat?
- 1 Yes
 - 2 No *[Please go to lead-in text before question 9]*
- 8 Is your cat confined to your property...
- 1 At all times
 - 2 At some times (for instance, at night); or
 - 3 Not confined at all?
 - 4 [Prefer not to say]

The ACT Government has declared sixteen suburbs that are cat containment areas. Within these suburbs, cat owners are required to keep their cat in their property at all times.

Note, if asked: Suburbs with cat containment are:

- Bonner
- Crace
- Coombs
- Denman Prospect
- Forde
- Gungahlin Town Centre East
- Jacka
- Lawson
- Macnamara
- Molonglo
- Moncrieff
- Strathnairn
- The Fair at Watson
- Throsby
- Wright

- 9 To what extent would you support or oppose **increasing** the number of cat containment suburbs?
- 1 Strongly support
 - 2 Support
 - 3 Neither support nor oppose
 - 4 Oppose
 - 5 Strongly oppose
 - 6 Don't know / can't say

D. Harm minimisation

The ACT government is exploring harm minimisation options in relation to drug use within the ACT. This might involve a medically-supervised injecting facility where health professionals are present and can respond immediately if an overdose occurs.

Facilities that test the chemical composition of illicit drugs at CBD night spots on Friday and Saturday evenings are also being explored.

10 To what extent would you support or oppose:

	Strongly support	Support	Nether support nor oppose	Oppose	Strongly oppose	[Don't know/ No opinion]
a A medically-supervised injecting facility in the ACT	1	2	3	4	5	6
b Pill testing at CBD night spots on Friday and Saturday evenings	1	2	3	4	5	6

E. Insurance tax

The following questions are about insurance in the ACT.

11 What kinds of insurance do you currently hold? *[Multiple response, prompt if necessary with 2-6]*

- 1 No insurance is held *[Go to question 13]*
- 2 House and contents insurance
- 3 Motor vehicle insurance
- 4 Life insurance
- 5 Health Insurance
- 6 Other *[Please specify]* _____
- 7 [Don't know]

As part of the Government's tax reform agenda, a 10% duty that was previously levied on general insurance premiums, and 5% applied to life insurance premiums in the ACT, were fully abolished on 1 July 2016.

12 Were you aware of this reduction in duty on your insurance premium?

- 1 Yes
- 2 No—I was aware there was a levy but I didn't know it had been abolished
- 3 No—I never realised there was a levy

13 What are the main reasons you do not have *[select wording based on q11: insurance / more insurance than you currently have]*? *[Multiple response, do not read out]*

- 1 High cost *[Please specify]* _____
- 2 Low likelihood of needing it *[Please specify]* _____
- 3 Irrelevance (don't have anything else to insure) *[Please specify]* _____
- 4 Insurance offerings are too confusing *[Please specify]* _____
- 5 Other *[Please specify]* _____

F. Overall impressions

14 If the ACT Government wanted to inform you about important issues affecting the ACT, or which affect the areas in which you live or work, which of the following are the **best** ways to communicate to you? [Multiple response, read out]

- 1 Advertising on TV
- 2 Advertising in major newspapers
- 3 Advertising on the radio
- 4 Advertising in local newspapers
- 5 A newsletter sent via mail
- 6 A newsletter as an insert in a major or local newspaper
- 7 Via email
- 8 Via information on government websites
- 9 Via a text message
- 10 Via social media, such as Facebook or Twitter
- 11 Other [Please specify] _____
- 12 [Don't know / Can't say]

15 Thinking about the suburb you live in, which of the following topics would you want to be informed about? [Multiple response, read out]

- 1 Waste collection services (including recycling and green bins)
- 2 Maintenance/urban services (trees, weed control, street sweeping, mowing, lighting)
- 3 Schools, tertiary and vocational education
- 4 Roads and footpaths
- 5 Parking
- 6 Local transport options
- 7 Planning and development
- 8 Things to do/Events (culture, community, sport, libraries, parks)
- 9 Local community facilities and services
- 10 Animals, pets and wildlife
- 11 Staying safe in your suburb (and during emergencies)
- 12 Helping the environment
- 13 Consultation and engagement activities
- 14 Other [Please specify] _____
- 15 [Don't know]

16 Thinking about the region you live in (that is, [region from sample]), which of the following topics would you want to be informed about? [Multiple response, read out]

- 1 Hospitals and health services
- 2 Maintenance/urban services (trees, weed control, street sweeping, mowing, lighting)
- 3 Schools, tertiary and vocational education
- 4 Roads and footpaths
- 5 Parking
- 6 Local transport options
- 7 Planning and development
- 8 Things to do/Events (culture, community, sport, libraries, parks)
- 9 Local community facilities and services
- 10 Animals, pets and wildlife
- 11 Staying safe in your region (and during emergencies)
- 12 Helping the environment
- 13 Consultation and engagement activities
- 14 Other [Please specify] _____
- 15 [Don't know]

The next few questions are about your overall impressions of the services provided by the ACT Government.

17 To what extent do you agree or disagree with the following statements:

	Strongly Agree	Agree	Nether Agree nor Disagree	Disagree	Strongly Disagree	[Don't know/ Not applicable]
a I am well informed about the range of ACT Government services offered across the ACT.	1	2	3	4	5	6
b I am well informed about the range of ACT Government services available in my suburb.	1	2	3	4	5	6
c The range of services offered by the ACT Government meet my needs.	1	2	3	4	5	6
d I am satisfied with the quality of services I have used.	1	2	3	4	5	6

G. YourSay

18 Have you ever accessed or provided feedback on the ACT Government's YourSay website?

- 1 Yes
- 2 No

19 To what extent would you agree or disagree:

	Strongly agree	agree	Nether agree nor disagree	disagree	Strongly disagree	[Don't know/ No opinion]
a The YourSay website was easy to use.	1	2	3	4	5	6
b I felt as though I was given sufficient opportunity to have my say through the YourSay website.	1	2	3	4	5	6
c I am interested in providing feedback to the ACT Government through the YourSay website.	1	2	3	4	5	6

The ACT government will soon be launching a new service that will allow Canberrans provide feedback, opinions and ideas on our proposals and local services, by completing short online surveys or participating in online discussion forums. In exchange for your time, you would be entered into regular prize draws.

20 Would you be interested in using this new service once it has been launched?

- 1 Yes
- 2 No *[Go to next section]*
- 3 Not sure

21 Would you like us to email to let you know when the new service has launched in the coming months?

- 1 Yes
- 2 No *[Go to next section]*

22 Please let me know your preferred name and email address.

If asked/required: These details will be provided to the ACT Government so they can contact you when they launch this service. Your responses to this survey will **not** be included. Your contact details will not be added to any other mailing lists, and will not be provided to any third parties.

Preferred name: _____

Email address: _____

H. Demographic questions

The following questions will help us analyse the survey results.

23 Which of the following income brackets best describes your gross total household income?

- 1 Less than \$80,000
- 2 \$80,000 to less than \$160,000
- 3 \$160,000 or more
- 4 [Refused / don't know]

24 Which of the following best describes your household type?

- 1 Single person household
- 2 Couple household, no children
- 3 Family household, at least one dependent child
- 4 Family household, children no longer dependent
- 5 Share house or other adult-only group household
- 6 Other *[Please specify]* _____
- 7 [Refused]

25 Do you identify as being any of the following? *[Multiple response]*

- 1 Aboriginal or Torres Strait Islander
- 2 Disability
- 3 Non-English speaking background
- 4 None of the above

26 How long have you lived in the ACT?

- 1 Less than 1 year
- 2 1-5 years
- 3 6-10 years
- 4 More than 10 years
- 5 [Refused / don't know]

Thank and end

That's the end of the survey. Thank you for your time and contribution to this research.

That is the last of the questions. Thank you very much for your time.

ACT Government

Community Views Survey

April 2019

Introduction

Good morning/afternoon/evening my name is [name]. I'm calling on behalf of the ACT government from ORIMA Research.

We're conducting a survey to help determine what ACT government services are important to the community, how well the Government is performing and what areas might be improved.

The interview should take around 15 minutes to complete. Please be assured that your identity and all your responses will be kept confidential and will only be used for research purposes.

Would it be okay to proceed with this survey now?

- 1 Yes [Proceed with the survey]
- 2 No [Interviewer-try and schedule a more appropriate time to call if possible]

Our call may be monitored by my supervisor for quality assurance purposes, is this okay with you?

Screen: Do you work for the ACT government?

- 1 No [Proceed with the survey]
- 2 Yes [Unfortunately, for the purpose of this research we need to speak to people who do not work for the ACT government. Thank you for your willingness to take part [thank and end]]

Note for interviewer/programmer: Do not read out headings.

S1. Interviewer to code: is the interviewee:

- 1 Male
- 2 Female
- 3 Unspecified/Indeterminate/Intersex
- 4 Prefer not to answer

S2. Which of the following age brackets do you belong to?

- 1 18-24 years
- 2 25-34 years
- 3 35-44 years
- 4 45-54 years
- 5 55-64 years
- 6 65-74 years
- 7 75+ years

8 [Refused]

S3. Interviewer to code postcode from sample. Postcode:

S4. Interviewer to code suburb from sample. Suburb:

S5. Interviewer to code region from sample. Region:

S6. Interviewer to code whether interview was conducted via:

1 Landline

2 Mobile

Sampling quotas and notes:

- ◆ 85-86 responses per region across 7 regions: North Canberra; South Canberra; Woden; Weston Creek; Belconnen; Gungahlin; Tuggeranong (to be recoded into sample)
- ◆ Rough proportional distribution of age groups across ACT:
 - 18-24: 15%
 - 25-34: 19%
 - 35-44: 21%
 - 45-54: 17%
 - 55-64: 14%
 - 65-74: 8%
 - 75+: 6%

A. ACT Government priorities (CMTEDD)

Firstly, I'd like to read out several broad areas that ACT government is responsible for. I'd like you to tell me which you think are most important. You may select **up to three**.

- 1 Of the following areas, which do you feel are the **most** important [Rotate options, keeping 6-7-8 in that order, and accept **up to three**]
 - 1 Education
 - 2 Health services
 - 3 Assistance to disadvantaged groups (such as public housing)
 - 4 Justice and community safety
 - 5 Managing the environment
 - 6 Planning (such as land releases and zoning)
 - 7 Light rail development
 - 8 Other transport infrastructure
 - 9 Other urban services (such as garbage collection and maintaining parks and public areas)
 - 10 Managing the economy
 - 11 Creating jobs
 - 12 Helping small businesses
 - 13 Investing in research and development
 - 14 Tourism, which brings economic benefits to the ACT
 - 15 Do not read out: [Don't know / Can't say]

- 2 Apart from the broad areas I have read out, is there any **other** area or issue you think is **highly important** for the ACT government to focus on?
 - 1 Yes [Please specify your single most important area] _____
 - 2 No
 - 3 Don't know / Can't say

B. Overall impressions (CMTEDD)

I just want to ask you about your overall impressions of ACT Government Services.

3 Considering everything, to what extent would you agree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	[Not Sure]
a I am well informed about the range of ACT Government services offered across the ACT	1	2	3	4	5	6
b I am well informed about the range of ACT Government services available in my suburb	1	2	3	4	5	6
c I am satisfied with the quality of services I have used.	1	2	3	4	5	6
d The range of services offered by the ACT Government meet my needs.	1	2	3	4	5	6

[Ask q4 and q5, if q3a and/or q3b = 4 or 5 (Disagree or Strongly disagree)]

4 Why do you say that you are not well informed about the range of ACT Government services offered across the ACT/available in your suburb? [Interviewer to probe fully]

5 In what ways can the ACT government help you to become better informed about the range of ACT government services offered across the ACT/available in your suburb? [Interviewer to probe fully]

[Ask q6 and q7, if q3c = 4 or 5 (Disagree or Strongly disagree)]

6 Which particular service(s) were you less than satisfied with?

7 Why were you less than satisfied with that particular service?

C. Information on ACT Government Services (CMTEDD)

- 8 If the ACT Government wanted to inform you about important issues affecting the ACT, such as major project developments and issues which affect the areas in which you live or work, which **ONE** of the following is the **BEST** way to communicate to you? [Single response, read out]
- 1 Advertising on TV
 - 2 Advertising in major newspapers
 - 3 Advertising on the radio
 - 4 Advertising in local newspapers
 - 5 A newsletter sent via mail
 - 6 A newsletter as an insert in a major or local newspaper
 - 7 Via email
 - 8 Via information on government websites
 - 9 Via a text message
 - 10 Via social media, such as Facebook or Twitter
 - 11 Other [Please specify] _____
 - 12 [Don't know / Can't say]
- 9 Thinking about the **last time** you sought or needed information from the ACT Government, what information were you looking for? [Single response, Unprompted – do not read out]
- 1 Education
 - 2 Health services
 - 3 Assistance to disadvantaged groups (such as public housing)
 - 4 Justice and community safety
 - 5 Managing the environment
 - 6 Planning (such as land releases and zoning)
 - 7 Light rail development
 - 8 Other transport infrastructure
 - 9 Other urban services (such as garbage collection and maintaining parks and public areas)
 - 10 Managing the economy
 - 11 Creating jobs
 - 12 Helping small business
 - 13 Investing in research and development
 - 14 Tourism, which brings economic benefits to the ACT

- 15 Other *[Please specify]* _____
- 16 [Don't know/Can't say]
- 10 Again, thinking about the last time you sought or needed information from the ACT Government, what was the **MAIN** channel or source you used to find the information? [Single response, read out]
- 1 *Our Canberra* newsletter
 - 2 Email alerts delivered to your inbox
 - 3 Phoned Access Canberra
 - 4 Visited Access Canberra
 - 5 Articles or stories about the ACT Government in the Canberra Times
 - 6 Social Media
 - 7 ACT Government websites
 - 8 YourSay website
 - 9 Face to face contact at organised public meetings or events
 - 10 Google search
 - 11 Contacted the Minister's Office
 - 12 Contacted a Directorate
 - 13 Other *[Please specify]* _____
 - 14 I have not sought information from the ACT Government in the last 3 years
- 11 Thinking about the last time you sought or needed to get information from the ACT Government, were you able to find what you were looking for?
- 1 Yes – I found most of the information I was looking for
 - 2 Yes – I found some of the information I was looking for
 - 3 No – I did not find the information I was looking for
 - 4 Don't know / Can't say

D. Light Rail (TCCS)

The next few questions are about the introduction of light rail in the ACT.

12 Are you planning to attend the opening of the ACT light rail on Saturday 20TH April 2019?

- 1 Yes
- 2 No
- 3 Don't know / Not sure

13 Light rail is coming. Have you heard anything about safety around light rail?

- 1 Yes
- 2 Yes, I think so
- 3 No

[Ask q14 to q16, if q13 = 1 or 2 (Yes or Yes, I think so)]

14 What was it about? Or what was it telling you to do?

15 Do you recall seeing this campaign in any particular place, publication or website?

- 1 Yes
- 2 No

16 Where was this? [Multiple response]

- 1 Physical location *[Please specify where]* _____
- 2 Print publication *[Please specify where]* _____
- 3 Online *[Please specify where]* _____
- 4 Other *[Please specify]* _____

E. Registration of animals (EPSD)

We are near the end of the survey. I just want to ask you some questions about pet registration in the ACT.

17 Do you own or are intending to own a cat or a dog? [Multiple response]

- 1 Dog
- 2 Cat
- 3 None

In the ACT, only dog owners are required to register their pet with a non-ongoing once off fee which includes microchipping. There is no fee for registration of trained assistance dogs.

18 To what extent do you agree or disagree that cat owners should also be required to register their cats?

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 6 [Don't know / Can't say]

The ACT Government is considering moving to annual registration of domestic cats and dogs which would include an annual fee. This will help us to improve domestic animal management, and to fund better facilities for domestic animals such as dog parks.

19 To what extent would you support or oppose an annual registration for domestic **cats** in the ACT?

- 1 Strongly support
- 2 Support
- 3 Neither support nor oppose
- 4 Oppose
- 5 Strongly oppose
- 6 [Don't know / Can't say]

20 To what extent would you support or oppose an annual registration for domestic **dogs** in the ACT?

- 1 Strongly support
- 2 Support

- 3 Neither support nor oppose
- 4 Oppose
- 5 Strongly oppose
- 6 [Don't know / Can't say]

21 [Ask if q19 or q20 = 4 or 5 (Oppose or Strongly oppose)] Please tell us why you would oppose an annual registration and fee for domestic pets?

22 [Ask if q17 = 1 or 2 (Owns or intends to own a cat or dog)] How much would you be willing to pay annually to register a cat or dog in the ACT?

F. Demographics

The following questions will help us analyse the survey results.

23 Which of the following income brackets best describes your gross total household income?

- 1 Less than \$80,000
- 2 \$80,000 to less than \$160,000
- 3 \$160,000 or more
- 4 [Refused / Don't know]

24 Which of the following best describes your household type?

- 1 Single person household
- 2 Couple household, no children
- 3 Family household, at least one dependent child
- 4 Family household, children no longer dependent
- 5 Share house or other adult-only group household
- 6 Other *[Please specify]* _____
- 7 [Refused]

25 Do you identify as being any of the following? *[Multiple response]*

- 1 Aboriginal or Torres Strait Islander
- 2 Disability
- 3 Non-English speaking background
- 4 None of the above

26 How long have you lived in the ACT?

- 1 Less than 1 year
- 2 1-5 years
- 3 6-10 years
- 4 More than 10 years
- 5 [Refused / Don't know]

G. Supplementary question: Would you be happy to take part in a completely voluntary Online Research Community? (CMTEDD)

The ACT Government will soon be launching a new service that will allow Canberrans to provide feedback, opinions and ideas on our proposals and local services by completing short online surveys or participating in online discussion forums. In exchange for your time, you would be entered into regular prize draws to win great prizes.

27 Would you be interested in using this new service once it is launched?

- 1 Yes
- 2 No

28 Would you like us to email to let you know when the new service has launched in the coming months?

- 1 Yes
- 2 No

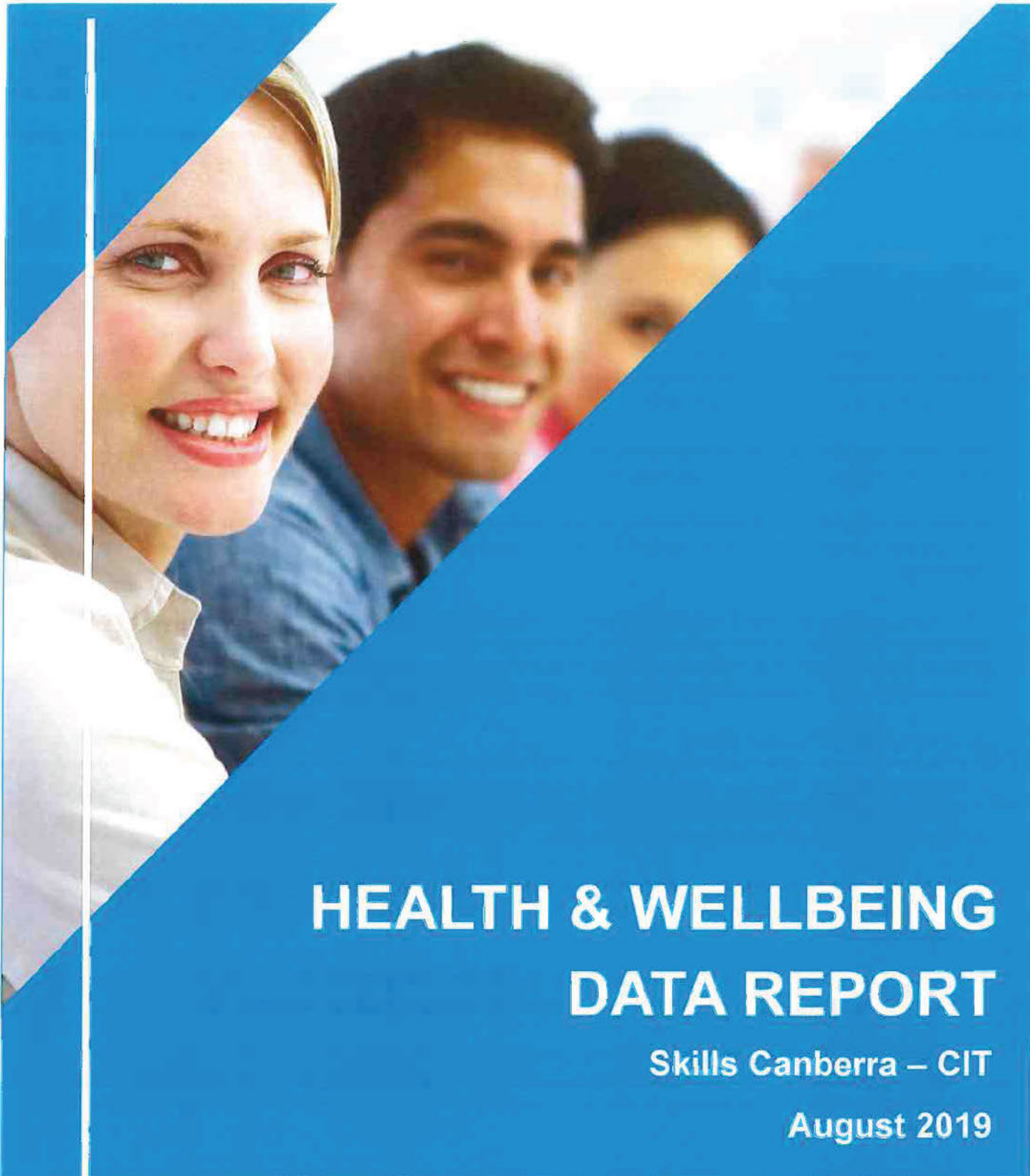
29 [Ask if q28 = 1 (Yes)] Please provide your first name, last name and email address. Your details will not be added to any other mailing lists and they will not be provided to any third parties

- 1 First name *[Please specify]* _____
- 2 Last name *[Please specify]* _____
- 3 Email address *[Please specify]* _____

Thank and end

That's the end of the survey. Thank you for your time and contribution to this research.

That is the last of the questions. Thank you very much for your time.



HEALTH & WELLBEING DATA REPORT

Skills Canberra – CIT

August 2019



www.ozhelp.org.au



Executive Summary for Skills Canberra

OzHelp conducted an Apprenticeship Empowerment Program (AEP) in May 2019 for apprentices at CIT Fyshwick in partnership with Skills Canberra and Creative Safety Initiatives (CSI). The program delivered training to improve physical and mental health and wellbeing awareness, health screening, suicide prevention and access to support and counselling for participants as needed.

Staff from OzHelp's support and wellbeing team and CSI delivered the program on-site at the CIT Fyshwick campus, to heavy and light automotive apprentices during their block release.

In total, 130 apprentices attended training across eight workshops and 81 percent went on to complete OzHelp's online Workplace Tune Up (WTU), self-assessing their physical and mental health and wellbeing.

The WTU provides individual apprentices with a confidential report based on their self-assessment and employers/organisations with a de-identified benchmark report that provides an initial snapshot of the group's overall health and wellbeing. The benchmark figures are drawn from data collected by OzHelp over several years, across numerous customers and industries who have participated in the WTU.

In summary, the WTU data tells us:

- Financial health is average or poor for two thirds of the group. Education to improve their financial literacy including practical measures such as budgeting skills may reduce the risk of financial health causing stress and impacting on mental health.
- Mentorship in the workplace was reported by 41% of the group. Anecdotal reports from OzHelp staff indicate apprentices who have a mentor are likely to feel more supported and thrive during their apprenticeship.
- 57% of participants reported inadequate sleep. Raised awareness of the importance of adequate sleep may improve productivity, increase safety and reduce the risk of workplace accidents..
- 37% of the WTU participants reported they were daily smokers. ABS data indicates that just under 13.8% of Australian adults are daily smokers. Availability of quit smoking packs at block release would provide support for those wanting to quit. Current evidence indicates smokers succeed in quitting after their eleventh attempt.
- Several domains including high intake of sugar sweetened drinks, low fruit/vegetable consumption and no breakfast indicate nutrition among the group was suboptimal. Part of the AEP focuses on diet and nutrition. OzHelp recommends this be an annual focus of wellbeing support education for apprentices.

If you require further information, please don't hesitate to contact me directly.

Best regards,
Jenny Permezel
National Service Delivery Director
1300 694 357
jenny.permezel@ozhelp.org.au

WORKPLACE TUNE UP REPORT

The Workplace Tune Up is a health and wellbeing screening tool incorporating reliable and validated measures delivered online. Participants receive tailored results and recommendations as well as ongoing support from the OzHelp wellbeing and support team. This innovative, market leading tool includes benchmark reporting to organisations/employers giving them a snapshot of the overall health of their apprentices.

Your Workplace Tune Up report incorporates your group's rating and benchmarking on a number of measures relating to health and wellbeing. These include:

- AusD risk- diabetes risk assessment
- Chronic disease risk assessment
- WEWMBS wellbeing scale
- PHQ 9 depression scale
- Productivity measures as linked to directly to wellbeing (SPS6)

Your report is split into three sections: Overall Ratings, Workplace Practices and Health and Nutrition. The benchmarks used in this report consist of a combination of live benchmarking data collected by OzHelp over the past six years and population health data where appropriate. The Workplace Tune Up is endorsed by Nutrition Australia (ACT) and The Heart Foundation and was designed in collaboration with the University of Wollongong Graduate School of Medicine.

OzHelp has been delivering innovative workplace health and wellbeing programs within workplaces for 14 years. We are accredited under the National Standards for Mental Health Services (NSMHS) and demonstrate the highest levels of compliance in relation to the Privacy Act and the Australian Charter of Healthcare Rights. We maintain these standards through all staff training, competencies, policies, business practices, client contact, privacy and data in the healthcare space.

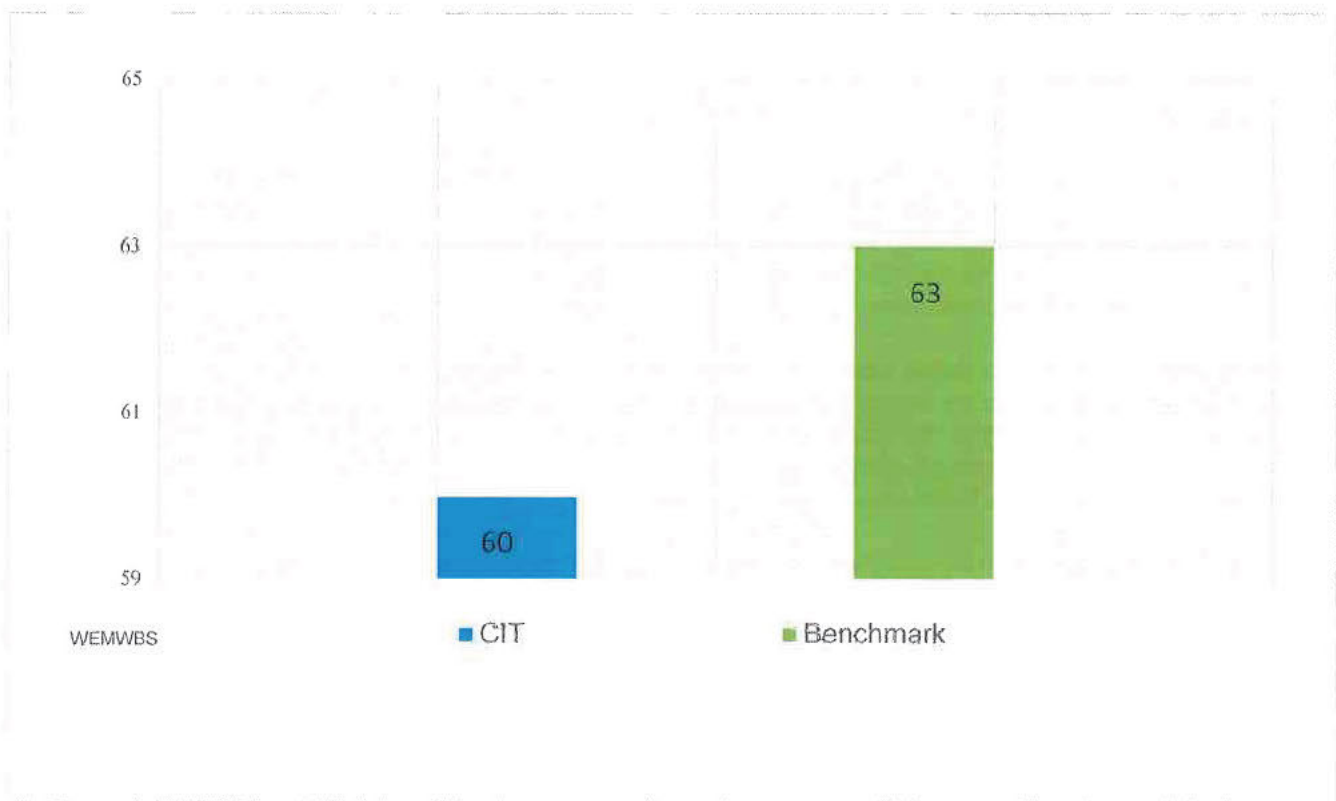
The data in this report has been de-identified and is intended solely to give a snapshot of the group. It can be used as your unique evidence-base to inform interventions you may consider undertaking for apprentices. Subsequent WTU reports can then help measure the effectiveness of your activities.

Having completed the on-line WTU, participants receive their individual results via email. In addition, they are followed up by OzHelp's wellbeing and support team as required, or as requested.

AVERAGE WELLBEING RATING

The average wellbeing of your group has been measured by conducting the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) with each WTU participant. The WEMWBS was developed to enable the monitoring of mental wellbeing and the evaluation of projects, programmes and policies which aim to improve mental wellbeing. WEMWBS is sensitive to the changes which occur in the context of a variety of wellbeing promotion initiatives including those which encourage physical activity, healthy eating and workplace practices. The average wellbeing of your group is benchmarked.

The overall, physical and mental wellbeing rating of your group has also been measured and is displayed below. These measures are strong indicators of health and wellbeing outcomes.



OzHelp insights: The average wellbeing rating across all CIT participants was 60%. This is slightly lower than the benchmark of 63%.

Any participants with a WEMWBS score below 49% are followed up by OzHelp's wellbeing and support team. Those who respond are asked specifically about issues that might be impacting on their health and wellbeing.

OVERALL RATINGS



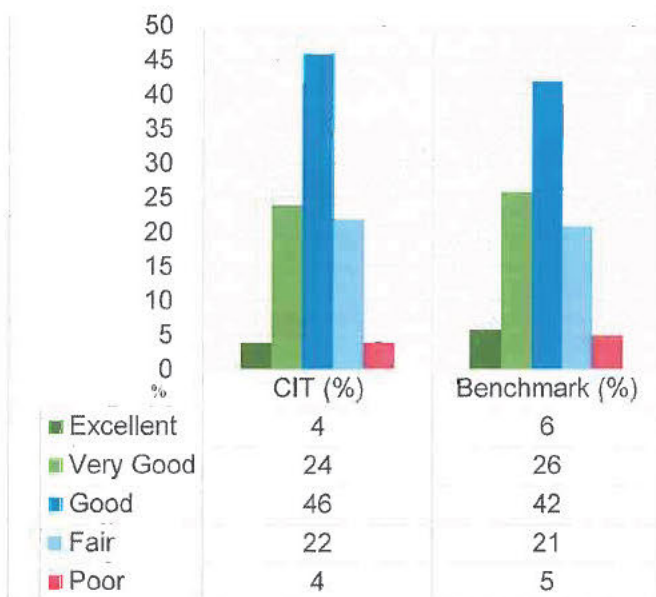
Total participants = 130
81% (105) participants completed the WTU

Engagement levels	Proportion of people (%)
Results prompted a follow up response from Ozhelp	69% (benchmark 60%)
Attempted follow-up by OzHelp	69%
Individually supported by OzHelp's support team	39%
Individually supported by OzHelp counsellors	1%
Identified as at risk of suicide or self-harm	4% (benchmark 1%)

OzHelp insights: Follow-up responses are automatically triggered across a range of physical and mental health domains included in the WTU. A follow-up response was triggered by 69% of WTU participants. Attempts were made by OzHelp to contact all apprentices in this group (voicemail, further phone call, email) and 39% subsequently received support.

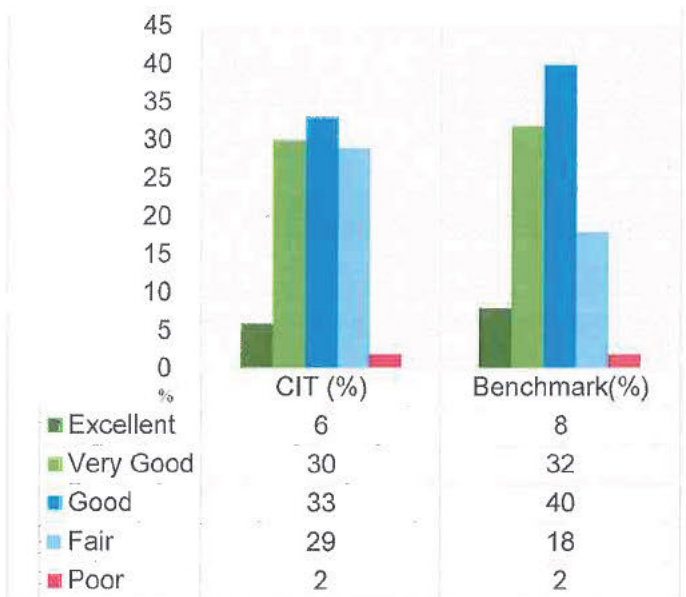
All apprentices who were identified as at risk of suicide or self-harm responded to follow-up by OzHelp and received support and/or counselling or were referred to their general practitioner (GP).

PHYSICAL HEALTH RATING



OzHelp insights: 74% of participants rated their physical health as good, very good or excellent. This corresponds with the benchmark which also sits at 74%.

MENTAL WELLBEING RATING



OzHelp insights: Mental wellbeing was rated as good, very good or excellent by 69% of participants. The remaining 31% rated their mental wellbeing as fair or poor. This is a higher proportion than the benchmark which sits at 20%.

The workplace results indicate the group's responses on a range of management practices that have been shown to impact on the mental health of workforces. These include flexible working hours, clarity of role, sense of purpose, inclusive management practices, availability of mentoring, career development, engagement, intent to stay, commitment to the organisation's vision and ability to raise concerns safely.

	% of participants	Variance from Benchmark
% of participants who feel there are effective procedures in place for them to raise any issues/concerns about their workplace	61%	
% of participants who feel they have an opportunity to be involved in decisions that affect them	54%	
% of participants who feel they get support in their career development	90%	
% of participants who are clear about their roles and responsibilities	91%	
% of participants who were generally happy with their job	77%	
% of participants who are intending to stay with the company for at least the next two years	79%	
% of participants who feel they have flexible working hours to fit in with their life	53%	
% of participants who believed they were committed to their job and their team	85%	
% of participants who agree with the vision/direction set out by management	74%	
% of participants who feel their work is worth while	74%	
% of participants who feel they have access to a mentor within their workplace	41%	

BULLYING & DISCRIMINATION

Bullying and discrimination are 'red flag' indicators of the negative impact workplaces can have on the mental health of apprentices.

	CIT (%)	Benchmark (%)
% of participants who felt they were discriminated against	9%	9%
% of participants who felt that the discrimination was ongoing	6%	7%
% of participants who had experienced an instance where they felt they were a victim of bullying	11%	10%
% of participants who felt they were a victim of bullying in the last three months	10%	5%

OzHelp insights: Participants were asked to rate their response to a range of questions in relation to their workplace.

The results indicate that most apprentices feel supported in their career development, clear about their roles and responsibilities and committed to their job and team. 79% were intending to remain with the current employer for at least the next two years. 41% had access to a mentor in their workplace which is much higher than the benchmark, but possibly lower than expected in this cohort.

Of the participants, 53% felt they have flexible working hours to fit in with their life compared with the benchmark for this indicator which sits at 67%.

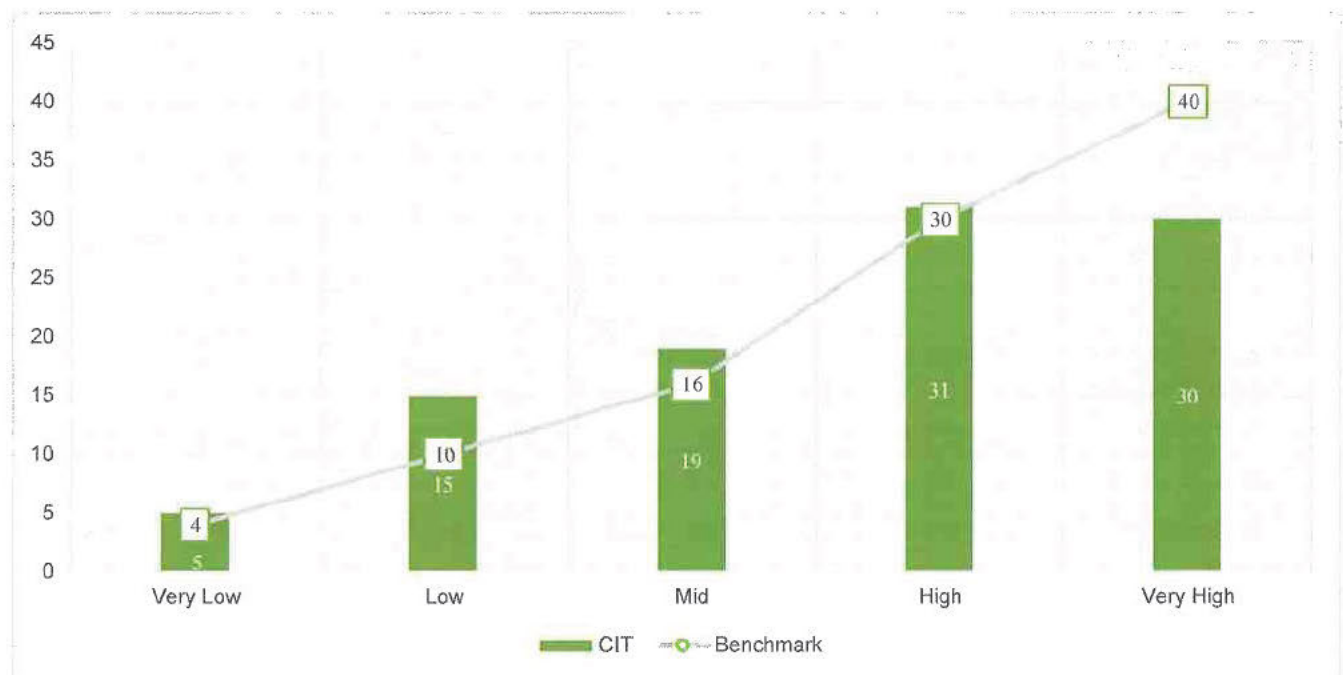
39% of apprentices who completed the WTU felt there were not effective procedures in place for them to raise any issues/concerns about their workplace.

There were a small proportion whose responses triggered automatic 'red flags' in relation to bullying and discrimination. 10% felt they were a victim of bullying in the last three months. This is 5% higher than the benchmark.

PRODUCTIVITY

The following table displays results for CIT Workplace Tune Up participants. It indicates productivity as linked with wellbeing.

Participants with a low score are physically present in their jobs but may experience decreased productivity and below normal work quality due to their personal wellbeing. Conversely, a high score indicates the likelihood of increased productivity which is defined as having a greater ability to concentrate on and accomplish work.



+ The Stanford Presenteeism Scale (SPS-6; 2001 version) is jointly owned by Merck & Co., Inc., and Stanford University School of Medicine.

OzHelp insights: Among the group of CIT apprentices who completed the WTU, 61% rated high or very high (increased productivity) on the Stanford Presenteeism Scale which is 9% below the benchmark. 20% of participants sat in the very low to low range (decreased productivity) which is 6% above the benchmark.

In other words, this apprentice cohort is below the benchmark on the average productivity scales. This means lower productivity overall.

RISK RATINGS

Risk Factor	Indicator	CIT
Sleep & Fatigue	Participants not getting the recommended amount of sleep (7.5hours)	57%
Work Stress	Participants whose workplace negatively impacts their sleep	12%
Domestic Safety	Participants who are concerned about their own safety or the safety others in the domestic environment	3%
Gambling	Participants whose finances and relationships have been negatively impacted by gambling	0%
Financial Health	Financial Summary	
	Average Financial Health Score	6
	Participants with poor financial health - likely to be impacting their stress and mental health	26%
	Participants with average financial health - may be affecting stress and mental health	43%
	Participants with good financial health - likely to not be causing mental health issues	31%
Poor Wellbeing	% of staff with low/poor wellbeing (below 49)	19%

OzHelp insights: Fatigue can lead to physical injuries and accidents. The proportion of participants not getting the recommended amount of sleep was 57%. 12% indicated their sleep was negatively impacted by their workplace leaving 45% whose sleep was being impacted by other factors.

Just over a quarter of participants reported poor financial health that was likely to be impacting their stress and mental health. A further 43% reported average financial health which may impact their stress and mental health.

Low or poor wellbeing (WEMBS score below 49%) was reported by just under one in five participants. All participants in this group were followed up by OzHelp's wellbeing and support team. Those who responded were asked specifically about issues that might be impacting on their health and wellbeing.

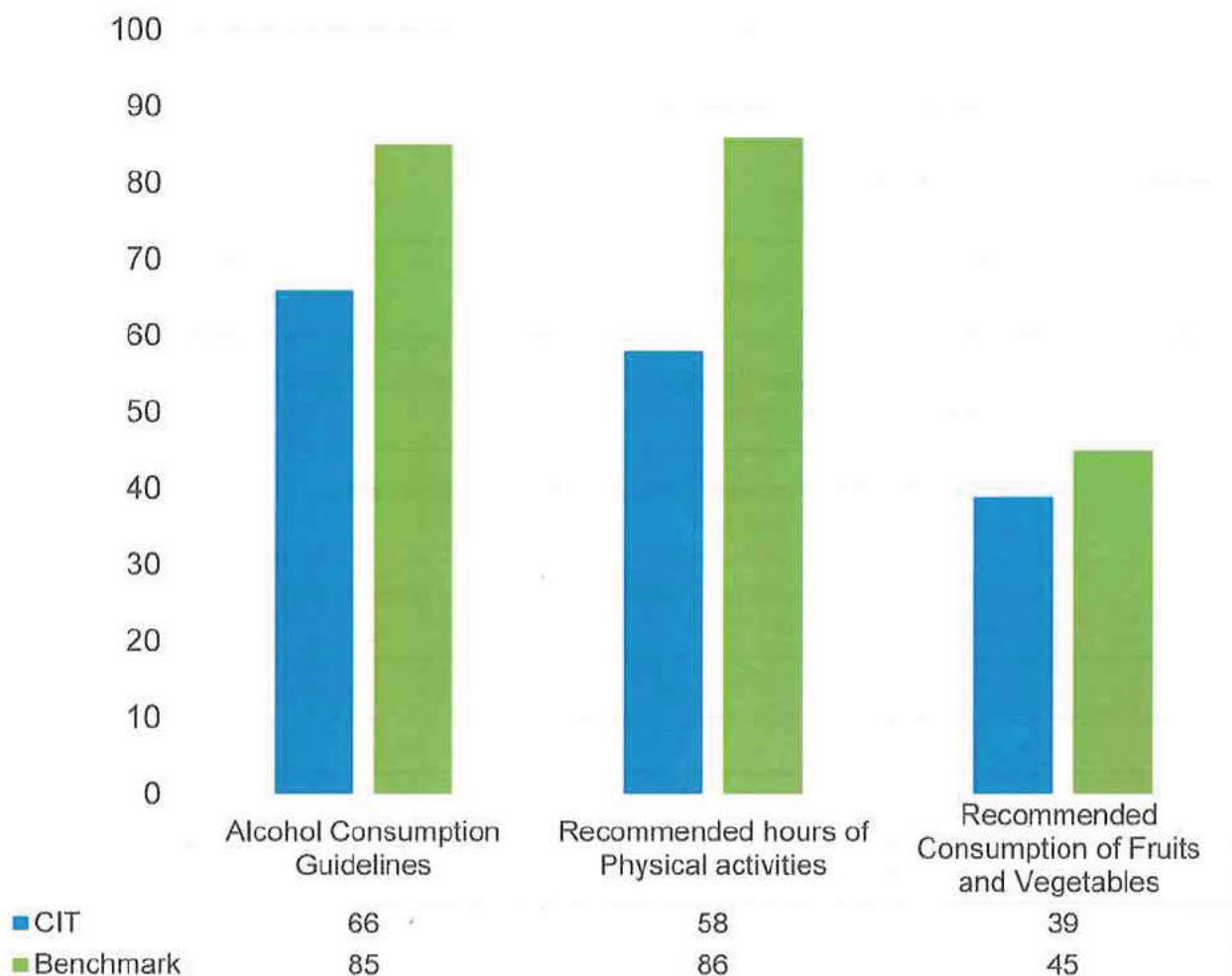
HEALTH & NUTRITION

The health knowledge and behaviours of the CIT apprentices have been measured and benchmarked against other groups. This information is designed to inform activities to improve health and wellbeing programs and measure the effectiveness of those programs.

Individual participants received tailored recommendations and results on a range of health measures such as lifestyle risk factors, access to the health system and healthy weight.

The information below is a snapshot of the whole group.

Percentage of workforce **correctly answering factual questions** relating to:



OzHelp insight: Current guidelines for the safe consumption of alcohol were understood by two out of three apprentices which is lower than the benchmark of 85%. Similarly, the apprentices had lower awareness of recommendations for physical activity than the benchmark. Recommendations for consumption of fruit and vegetables were understood by 39% of the group. The apprentices had lower than benchmark awareness overall of key health guidelines.

BEHAVIOUR & RISK SNAPSHOT

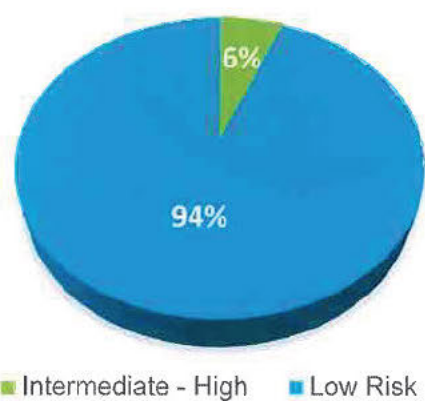
The health practices and habits of the participants were reviewed and potential hazards to their health were determined. The following outcomes were observed:

- % of participants who are currently smokers: **37%**
- % of participants who have seen a dentist in the last 12 months: **41%** Benchmark: **55%**
- % of participants with diagnosed Type 2 Diabetes: **0%**

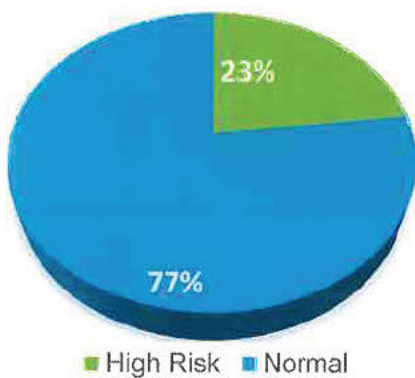
SEEN A DOCTOR IN THE LAST 6 MONTHS %



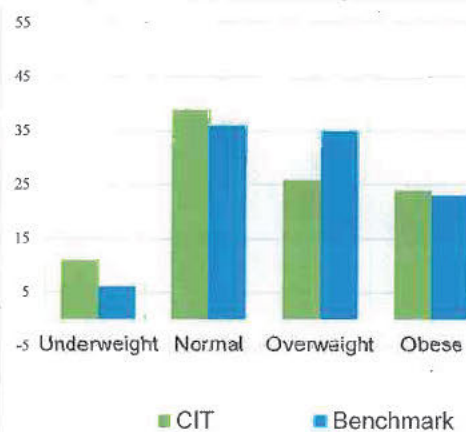
DIABETES RISK ASSESSMENT %



CHRONIC DISEASE RISK %



BODY MASS INDEX %



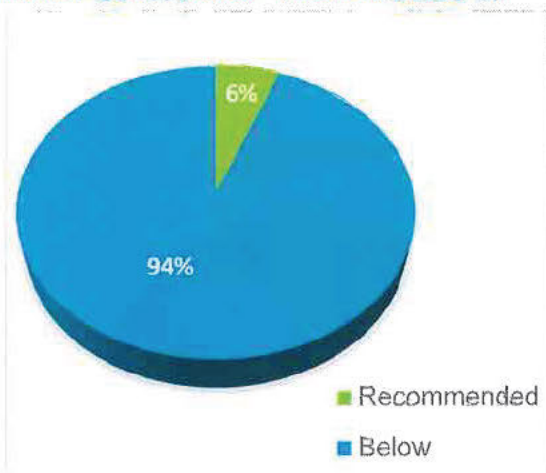
Ozhelph Insights: 37% of the apprentices who completed the WTU reported they were current smokers. Among the group, 44% had visited their GP in the last six months and 41% had visited their dentist in the last year.

As would be expected in this cohort, the majority were at low risk of developing diabetes. Three quarters of the group had a normal risk profile in regard to chronic disease. BMI results for the group indicate the proportion of apprentices falling into the overweight/obese category was lower than the benchmark. Slightly more were in the underweight category and those in the normal range closely reflected the benchmark.

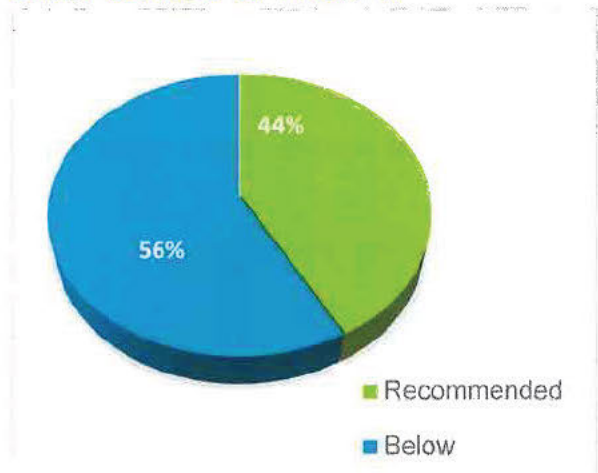
Nutrition and physical activity behaviours are a key component of health and wellbeing. Supporting the workforce in these areas can have a positive impact on overall workplace health.

- % of participants involved in unsafe alcohol consumption: **34%**: Benchmark: **16%**
- % of participants consuming sugar sweetened drinks more than twice a week: **72%**
Benchmark: **28%**

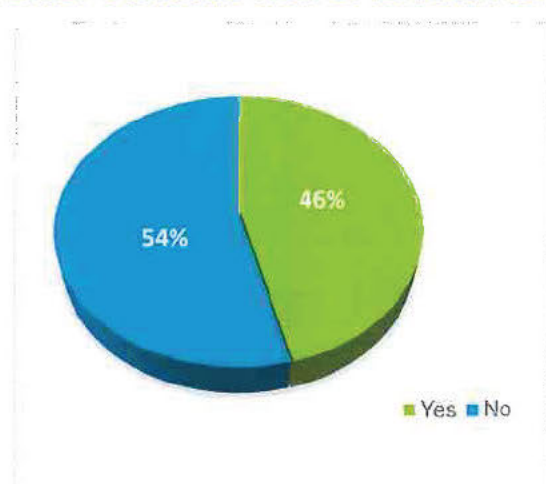
DAILY SERVES OF VEGETABLES %



DAILY SERVES OF FRUIT %



DAILY CONSUMPTION OF BREAKFAST %



PHYSICAL ACTIVITY FREQUENCY %



OzHelp insights: While 66% of participants were aware of safe alcohol consumption guidelines, 34% regularly drank more than the recommended amount. This is 18% above the benchmark. More than twice weekly consumption of sugar sweetened drinks was reported by 72% of participants. This is well above the benchmark of 28%.

Although 39% of the apprentices were aware of recommendations for fruit and vegetable consumption, 94% reported they were not consuming the recommended amount of vegetables and 56% were not consuming the recommended amount of fruit. Over half the group were not having breakfast each day. Just under three quarters of the group reported they were undertaking physical activity in accordance with current recommendations.

OZHELP RECOMMENDATIONS

In summary, the data tells us:

- *Financial health is average or poor for two thirds of the group. Education to improve their financial literacy including practical measures such as budgeting skills may reduce the risk of financial health causing stress and impacting on mental health.*
- *Mentorship in the workplace was reported by 41% of the group. Anecdotal reports from OzHelp staff indicate apprentices who have a mentor are likely to feel more supported and thrive during their apprenticeship.*
- *57% of participants reported inadequate sleep. Raised awareness of the importance of adequate sleep may improve productivity, increase safety and reduce the risk of workplace accidents..*
- *37% of the WTU participants reported they were daily smokers. ABS data indicates that just under 13.8% of Australian adults are daily smokers. Availability of quit smoking packs at block release would provide support for those wanting to quit. Current evidence indicates smokers succeed in quitting after their eleventh attempt.*
- *Several domains including high intake of sugar sweetened drinks, low fruit/vegetable consumption and no breakfast indicate nutrition among the group was suboptimal. Part of the AEP focuses on diet and nutrition. OzHelp recommends this be an annual focus of wellbeing support education for apprentices.*

REPORT ENDS