Towards 80 Years

serving the community

Canberra Institute of Technology is the largest provider of vocational education and training in the ACT offering industry accredited training in a dynamic and welcoming environment.

High employment rates

Over 89% of our graduates are either employed within six months or in further study after completing their training. (Source: NCVER, *Student Outcome Survey*, &$$) ŁGhiXYbhg˙[fUXi UlY˙Yei]ddYX˙k]h˙h˙Y˙HfU]b[˙h˙YmˊYei]fY˙hc˙a YYhh˙Y˙ XYa UbXg˙cZhcXUm˙j˙Vca dYh]hj˙Y˙[˙cVU˙˙k cf_d˙UVY˙˙˙

Multiple pathways to further educational qualifications

A Ubm˙ghi Xm˙cdh]cbg˙UbX˙dUh˙k Umg˙UfY˙Uj U]˙UV˙Y˙hc˙ghi XYbhg˙ghi Xm]b[˙]b˙7 ‡D˙g nationally recognised programs. The Institute has excellent working relationships with government departments, VET providers, schools, colleges, universities and international institutions, and has secured a vast number of formal pathways to further study.

CIT currently has formal links with 14 universities around Australia and also offers degree level programs. The Institute has established close to 150 mutual recognition linkages with University of Canberra.

A Ubm˙7 ‡Hei U`]↲WUh]cbg˙UfY˙UWWfYX]hYX˙i bXYfˊh˙Y˙5i ghfU`]Ub˙E i U˙]hmˊHfU]b]b[˙: fUa Yk cf_˙ˊf5E H Ł˙˙H˙]g˙a YUbg˙ei U`]↲WUh]cbg˙UfY˙fYVc[b]gYX˙Ubmk \YfY˙]b˙ Australia.

High level qualifications

CIT has Degree programs in Fashion Design, Forensic Investigation and Photography and provides pathways to degrees in Early Childhood Teaching, New Media Production and Hotel Management as well as Associate Degrees in Science, Music and Engineering. CIT degrees offer a combination of industry-focused, practical and theoretical training, ensuring that students graduate as work-ready professionals confident in their skills and abilities in their chosen field.

Signing of the Staff Exchange Agreement with the University of Canberra, 2005.

"Whirligig" kinetic sculpture, Reid Campus, by Tess Horwitz and

"I did Wine Grape Growing

days created an excellent esprit de corps among the participants

helping one another to achieve the needed competencies. My thanks

for providing a very worthwhile program."

Professor Deane Terrell, AO, Canberra, August 2004

Excellent facilities and resources

HY ZUW] h]Yg Uh 7 ±É UWfcgg]j Y WU a di g Yg `FY]Xž 6fi WÏž Gci h g]XY fÏK cXYbłž :m g\k ]W UbX K Yg cb `ZYUh fY]bXi g fm g UbXU fX fYgci fW g h Uh]bWcfdcfU Y hY latest technologies:

> a new clinical training facility for students at Southside Campus in enrolled nursing
> U Í 7 f]a Y < ci gYÎ Éc f Éc fYbg]W]bj Yg] U cb WUggYg c i g Y hc]bj Yg] UYÉ simulated crime scenes
> hk c]WÏbgYX Ygh UÏg a Ybh cb FY]X 7 Ua di g fi b Vm 7 ±ÉÉ: UW hm c Hci f]ga and Hotel Management
> a CIT fashion studio where students create their new and vibrant designs
> ci h]g]XY VfcUXWU h Yi]da YbhUbX]bXi g fm g UbXU fX YX]h]b[gc k a UfY hc produce video footage of national events
> state of the art facilities for most trades at Fyshwick Campus.

Student support

Student Services provides support and services in the areas of disability assistance, English language, financial difficulties, migrant support, peer tutoring, childcare facilities and personal and educational counselling. CIT Study Centres offer assistance through study skills workshops.

Help is also offered to assist students and graduates find employment. *Employment Options* helps with job searching, resume writing, job matching and interview skills.

The CIT Student Association (CITSA) provides casual employment for students, recreational and sporting activities, financial advice, bookshops and canteens.

Weston Campus.

been awarded the prestigious

award at the Lifestyle Channel Australian Culinary Competition. With nineteen teams from across Australia competing, the competition showcased the best

CIT – the Historical Context

The history of technical and further education in the Australian Capital Territory is]bYl hf]WUV`Y`Zca ´h\Uhc Zh\Y´fY[ ]cbg´[cj Yfba Ybh z´]bXi gffmUbX`Wca a i b]m`

Technical education has always fulfilled a vital role in educating the clever

Early Beginnings of ACT Technical

In 1925 two key champions of early ACT technical education emerged in the figures of Mr C S Daley of the Federal Capital Commission and Mr James Nangle, Superintendent of Technical Education NSW.

‡b¨h\UhmYUfž A f¨8U¨YmfYdcfhYX¨\]g¨d¨Ub¨hc¨dfcj]XY¨Í¨↑]b]cf¨hYVX\b]WU¨YXiWUh]cbΊ¨Uh HY¨cdYU¨DUf_GWXcc¨ž¨h\Y¨7 ca a cbk YU¨h\q¨Zfg¨idYfa UbYbhgWXcc¨Vi]¨X]b[ž¨Vi]¨h]b¨ %- &¨" ¨A f¨Ja Yg¨B Ub[¨Y¨j]g¨hYX¨7 UbVYffU¨UbX¨fYWca a YbXYX¨h\Y¨YghUV¨]g\a Ybh of a trades school for apprentices and journeymen.

This fortuitous match of timing and vision saw ACT technical education established in 1927 with the support of shared facilities and teachers at Telopea Park School. Classes began on 2 May 1928 in fitting and machining, plumbing and sheet metal work, engineering trade drawing and carpentry and joinery.

Mr Filshie, the Principal of Telopea Park School, complemented the initial Trades School offering with the 1928 establishment of an Evening Continuation School teaching matriculation subjects and commercial classes. From 1929, the 9jYb]b[¨GWXcc¨U¨gc¨gca Yk \Uh]fcb]WU¨mcZfYfYX¨U¨Í¨]fg¨8Um¨7 Ugg¨¨dfYdUf]b[¨ prospective public servants for typing and clerical entrance examinations.

‡b¨%- ¨¨ž¨d]¨a V]b[¨UbX¨g\YYm a YU¨UbX¨Zf]t]b]b[¨UbX¨m a UX]b[¨WUggYg¨YZhY¨cdYU¨ Park to share the Kingston Workshops on Wentworth Avenue with a new established sheep and wool classing course. The latter catered to local farmers UbX¨7 UbVYffU¨; ¨ fUa a Uf¨GWXcc¨gh¨dYbh¨¨H]gfYc¨WUh]cb¨dfcj YX¨h\Y¨j Ub[i UfX¨cZ successive moves to the Kingston Workshops area that ultimately saw virtually all ACT technical education located there by 1950.

Fitting and Machining Classroom, Kingston, 1930s.
Photo: National Archives of Australia

Mr Nangle, Superintendant of Technical Education NSW, recommended: "In addition

evening courses in Bookkeeping and Accountancy, Shorthand, Dressmaking and Millinery, Cooking and Household Management . . . the courses of instruction given, examinations

of the NSW Technical Education Branch."

D S Burgess, CTC, Report of Registrar for Year 1940, 10 January, 1941.

In response to the Depression, the Commonwealth determined to open day vocational training classes for unemployed youth in the ACT as had commenced

Wartime Training

With the outbreak of World War II Canberra Technical College found itself with a new role that would see it make a meaningful contribution to the war effort. In 8YWW'a VYf'%-'-'gdYW]U'`WUggYg'zcf'5]f':cfWY'fYWfi]hg'VY[Ub'UbX'Vm%-('U'Zi`'h]a Y'Ybfc`a YbhcZ'($'5]f':cfWY'hfU]bYYg'k YfY'hU_]b[']bghfiWh]cb'zca'%-' teachers. Other defence-related classes included munitions work and an Air Training Corps. By the end of WWII over 5500 air force personnel had been trained in 17 skill areas.

2STT Canberra peeling spuds at Kingston, 1940.
Photo: CIT Archives

RAAF Recruitment Train, 1940.
Photo: CIT Archives

Mr Mallesch produced the first college publication. In 1941 he published a collection of lectures on "Electricity and Magnetism" for use by his students. The looseleaf papers were clipped together inside a cardboard folder. "We
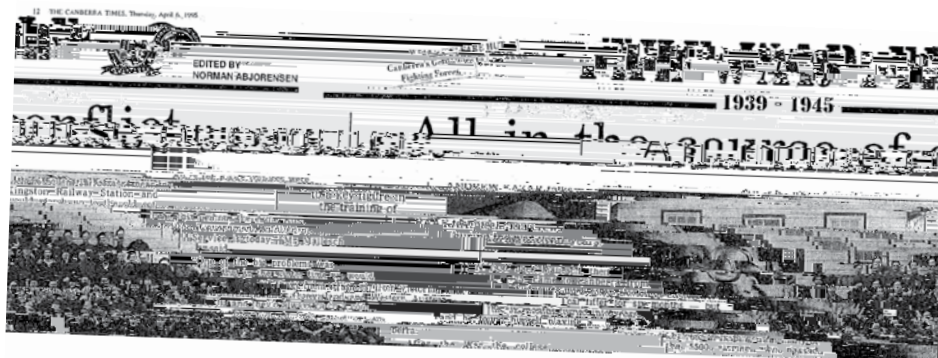
those days," he said. "Teaching was 'chaotic' in the forties because there were so many ex servicemen

the Second World War. There was always more than one class going on in the room at the same time, and everyone was at different levels," he said.

Jack Mallesch, Further Education, 1978.

The Canberra Times, 6 April 1995.

Post-war Training and Repatriation

Expansion of ACT Technical Education

In August 1957 the Canberra Technical Education Committee was appointed to advise the Department of the Interior. The chairpersons of the Canberra Technical Education Committee were A H Corbett, Professor of Engineering at 8i bhfccb f%-), *' ž GF 7cfb]W žfca 5BI f%-*' *) ŁUbX 6 5 >@hWZ]Y Xž žfca hY FcmU 5i ghfU]Ub +g hh hY cZ 5fVX]YWg f%-*) *+Ł HY Wca a]hYY cZ %- became somewhat of an institution itself, making a substantial contribution to ACT technical education until being replaced by a smaller Advisory Council in 1967. HY Wca a]hYY dfYg]XYX cj Yf a i W cZ 7UbVYffU HYWXb]WU 7c Y[Y Dja cj Y fca

The Belconnen Centre was established in 1976 and Bruce College of Technical and Further Education (Bruce TAFE College) was established in 1977, initially Ug˙U˙a UbU[Ya Ybh˙Wbh Y˙Zcf˙6Y˙WcbbYbl¶g˙<cfl]W˙hi fY˙UbX˙5[f]W˙hi fY˙Wci fg Ygž˙ relocated to Weston between 1974 and 1976. The Adult Migrant Education Program also operated from parts of Narrabundah Primary School and Woden Hospital. Mr Phil Ibbotson was appointed Principal of Bruce TAFE College in 1977, a position he held for the independent life of the College. Main buildings Uh6Y˙WcbbYb˙k YfY˙cZZ]W]U`˙mcdYbYX˙Vmh Y˙; cj Yfbcf¶; YbYfU`˙G]fNY˙a Ub˙7 ck Yb˙ in October 1978.

In 1980 senior staff of Woden College of Technical and Further Education (Woden TAFE College) and from 1981 remaining staff occupied the buildings at Callum Street, Woden. The Principal, Mr Ray Jalliffe, like his Bruce counterpart, Mr Ibbotson, was incumbent for the life of the independent Woden College. K cXYb˙H5: 9˙7 c``Y[ Y˙UXa ]b]gYfYX˙U``˙H5: 9˙cdYfUl]cbg˙gci h˙ cZ@J_Y˙6i f Ym; ˙f]ZZ]b˙ including the Weston complex, AMEP classes at Narrabundah and Woden Valley Hospital and automotive painting and panel beating, recently removed from Reid to Fyshwick.

Bruce College of Technical and Further Education, October 1978.
Photo: CIT Archives

"Increasing specialisation in areas

that we should be pursuing;
excellence within disciplines,
a full range of courses within
disciplines, economic curriculum
development."

E Hazell,
Comments on a Plan for the
Development of Further Education
in the ACT, 1982.

Governor General arrives at Bruce Campus, 1978.
Photo: CIT Archives

The decentralised, multi-tiered model was ultimately judged inefficient. Extensive duplication included three TAFE principals, nine assistant principals, 20 heads of school and over 100 heads of department. All three Colleges developed independent media, computing, curriculum and staff development sections and independent libraries. A proliferation of advisory committees contributed to the emergence of conflicting practices with much administrative energy diverted into rivalry for courses, students and resources. The Schools of Art and Music sat uncomfortably with the existing technical and further education system.

Towards a Canberra Institute of Technology

From the early 1980s it was clear that Canberra was destined for self-government. This was accompanied by fears there would be less public money for education, health services and community infrastructure when the separation occurred.

Debate about the future of ACT further education continued to rage in this uncertain climate. In 1985 the Minister for Education and Youth Affairs, GYbUhcf Gi gUb FmUb Vfci [\hci hUb Íégg Yg UbX C dhcbg dUdYf cb hY Zi hi fY cZ57 HYXi WWhcb" 5 HUg_ cfWY cb hY ; cj YfbUbWY cZ57 HH5: 9 i bUb]a ci g'm endorsed the option to amalgamate the three existing TAFE colleges into a single incorporated college.

The ACT Institute of Technical and Further Education was launched on 4 February 1988. A statutory authority established under the ACT Institute of Technical and Further Education Act (1987), the Institute absorbed Canberra, Bruce and

8f˙JYYb_YfˉQˌhˉYbiˉfYˉVˋcˌ]bWˌ]XYXˉkˉ]h˙ˉXfUaˉUhˌWWˌUb[ˉYgˌ]bˉhˌYˉJcWUˌh]cbUˉˋˉ9XiˌWUˌh]cbˉ and Training sector, including the establishment of the Australian National Training Authority to oversee the establishment of competency based training and assessment.

The introduction of the Australian Training Framework, later to become the 5iˌghfUˌ]UbˉEˉiˉUˋ]hmˌHfU]bˌ]b[ˉˋˌːˉfUaˉYkˉcfˌˌ_ˌkˉUgˌˌ˝iˉbXYXˉˉcbˉbUhˌ]cbUˋˌˉmˉYbXcfgYXˉ]bXiˌghfˌmˌghUbXUfXgˌhˋˉUhˌYbgˌˉfYXˉbUhˌ]cbUˋˉˋˉdcfhˌUVˉ]ˋmˉˌcˉZˌ[ˉfUXiˉUhˌYˉˉeiˉUˋ]ˌZWUhˌ]cbgˌˋ

This period saw the concept of user choice come to the fore with market economics, including an increase in competitive tendering, applied to the sector. The Carmichael Report saw the introduction of Traineeships and New Apprenticeships and a succession of industry developed Training Packages.
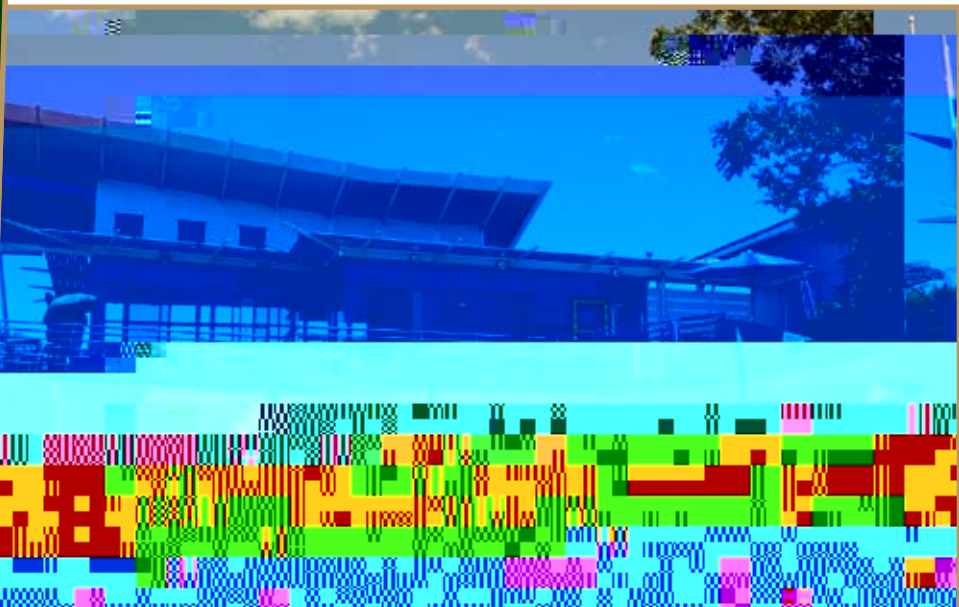
CIT also underwent internal restructuring to meet the myriad challenges of the bYkˉˌciˌhccˋˌˉˌHˋˌYˌ%ˌˌˉˉˋ$gˌˌgˌUkˉˌcbˌˌcˌ]bˌˉˌfYˌjˌ]YkˉˌUbXˌeiˉUˋ]hˌmˌˌ]ˉˌmˉaˉdfcjˉYaˌYbhˌ]bˌˌ_ˌYmˌ dYfˌZˋcfaˉUbWˌYˌˉUfYUgˌˌ]bWˋXˌ]bˉˌ7ˉ+ˉˌ˝gˌˌ]aˉdˉYaˌYbhˌUhˉcbˉˌcˉZˌZˌˌˋˋUWWˌˉfˉUˌˋUWWˌˌˌci bhˌ]bˉˌ dfcWˉˉXifYgˌˌ˝ˋˉˌckˉ]b[ˉˌh˙Yˉ57ˉHˌˋˉcjYfbaˉYbhˌQˉ%ˌˌˋˋ*ˌˉ]bhfcXiˉWˋh]cbˉcˉZˉˉbYkˉ

ﾑ %--* ﾑhﾑYﾑMﾑfUiﾑbUﾑ7YﾑbﾑfYﾑžﾑ7ﾱﾱﾱﾱﾱﾱ and so on...

ﾑ%--*ﾑhﾑYﾑMﾑfUiﾑbUﾑ7YﾑbﾑfYﾑžﾑ7ﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱ newly refurbished accommodation. Originally conceived in 1991, the Yurauna Centre has been instrumental in initiating and achieving significant outcomes ﾑcﾑUXﾑjﾑUbﾑWﾑﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱﾱ Reconciliation Statement (2002), Indigenous Scholarships and Employment Policy. In characteristic leadership on social justice issues, CIT was one of the first educational institutions to develop a Reconciliation Statement.

Curriculum activity was a major focus for a considerable period after the ﾱﾱ curriculum projects generated an energetic development of new courses, especially for multi-entry/multi-exit programs at the Associate Diploma and Diploma levels.

In 1991 some 54 new or revised courses were processed. Some of these incorporated the modular structure which reflected the new metal trades national curriculum, others introduced block release across all trades and recognition of ﾱﾱﾱ and an Associate Diploma in Office Administration. Diploma programs were ﾱﾱﾱ foundation program in Design for Diploma entry.

During the 1990s, a tangible community shift toward increasing demand for ﾱﾱ

Tuggeranong Flexible Learning Centre, Tuggeranong Community Arts Centre.

In that year CIT also accepted its first student intake at the newly established Contemporary Music Centre at Southside Campus. In 1998 the existing ... developed on Weston Campus.

... philosophical direction. The CIT Resources Board was also established in that year, absorbing five existing committees and charged with the significant task of monitoring the human, physical and financial resources of the Institute. This continued restructuring was designed to optimise synergies between community ... growth throughout the 1990s.

... of Design (Fashion). A Bachelor of Applied Science (Forensic Investigation), one of only three such courses available nationally, was also established. Additional changes included a significant increase in information technology and multimedia programs and a reduction in the engineering, building and automotive fields.
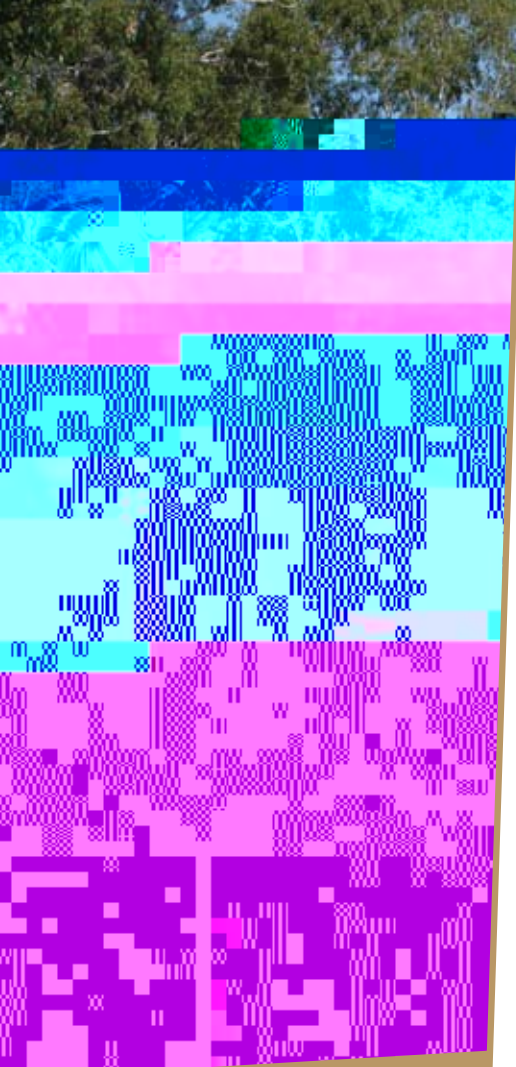
and Hotel Management, Reid.

"I was an international student from Indonesia. I selected Canberra as my preferred study destination because it was a quiet, beautiful and peaceful city. I obtained my Advanced Diploma of Hospitality from CIT in 2002. The teachers were m

The New Millenium

By 2000 CIT had launched a virtual campus to optimise teaching, learning and access options. In the same year, CIT won Office of Technical and Adult Education funding for Diploma level cadetships in IT network engineering UbX`gcⁱₖ UfY`XYj Y`cda YbhUbX`]b`&$$%`dfcj]XYX`WUXYhⁿ\]dg`]b`;`fUd\]W5fⁱg Technology through a joint initiative with the Printing Industry Association.

7#ₑⁱgⁱYUfⁱm̄`YUXYfg\]d`]b`h̄Y`]a`dⁱYa YbhⁿUⁱcb`cⁿZ`HfU]b]b[`DUWⁱU[Yg`gⁱUk ⁱh̄Y`±gⁿ]h̄]ⁿY cⁿⁿYf]b[`ⁱ'`(+ⁱei U`]ⁿ]WⁱⁱUⁱcbg`ⁿZca ⁱ($`HfU]b]b[`DUWⁱU[Yg`Vmⁱ&$$'ⁱ"ⁱ±b]h̄U`ⁱm̄[U]b]b[ⁱ FY[`]gⁱYfYX`HfU]b]b[`C f[ Ub]gUⁱcb`gⁱh̄Uⁱ]g`i bXYfⁱh̄Y`57 HⁿEⁱiⁱU`]m̄:fUⁱYk cf_ⁱ‿cf` Vocational Education and Training in 1998, CIT secured five-year registration ⁿZca ⁱ&$$'ⁱⁱi bXYfⁱh̄YⁱbYkⁱ5ⁱi gⁿU`]Ub`Eⁱi U`]m̄`HfU]b]b[`ⁱ:fUⁱYk cf_"ⁱ7#[[U]bYX ⁱ₵Cⁱ 9001:2000 certification in the same year.

This fresh approach was further supported by the 1999 establishment at CIT of 5i gⁿU`]UⁿgⁱgⁱYⁿbbX⁻`Uf[Ygⁿhⁱ9HⁿfYgYUfⁱWⁱ`VcⁱXⁿm_⁻h̄Y`7YbⁿfYⁱⁱbXYfhⁱ_]b[`ⁱFYgYUfⁱWⁱ]b` Vocational Education (CURVE).

Changes of political representation over the ensuing years would see Mr Simon

Dr Peter Veenker and NCA Chief
Executive Annabelle Pegrum,
signing the partnership agreement

Parliament House, March 2004.

A feature of the new paradigm at CIT has been the proliferation of partnerships
k]h`[ cj Yfba Ybhž Vi g]bYgg UbX `]bXi ghfmhc `]a dfcj Y`h Y`bUhi fY`UbX`ei U`]hmcZ hY`
educational offerings and to meet industry needs. These include partnerships
with the National Capital Authority in Design and Horticulture; with the National
Museum of Australia where Media and Communication students film Talkback
Classroom, with the Australian Federal Police in Science and Technology
especially in forensics and with Defence Housing Australia in interior design.
CIT students also participate in major national events such as Floriade and the
National Folk Festival where they gain valuable industry experience.

As well, partnerships with universities including ANU and University of Canberra
guarantee articulation pathways for students.

Many new programs and initiatives have been developed in response to
emerging industry needs and workplace changes. These include Computer
Forensics and a new Allied Health Assistants training program to support health
professionals address chronic skill shortages in the area. CIT recently launched
the National Centre for Chinese Medicine which will provide links for students
with programs in Chinese institutions.

For a number of years CIT has actively supported the ACT school sector in the
delivery of and provision of credit for vocational education and training.

With a review of our history has come a renewed focus on our former students
and their contribution to CIT and the wider community through the development
of a CIT Alumni and Friends (CITAF) in 2004. CIT has also nominated a number
of Honoured Friends, selected by the CIT Advisory Council, who have made an
invaluable voluntary contribution to the development of CIT.

In 2005, ANTA was absorbed into the Commonwealth Department of Education,
Science and Training. New directions for vocational education and training will
emerge to address the skills shortage crisis.

HY`7 +H Ghf Uh[ ]WD`Ub`&\$\$)  &\$\$- `\Ug`Ž Vi gYX`h Y`-bgh]h Y`cb`a U]bhU]b]b[`
]hg`fYVc fX `Ug`U`\][\`ei U`]hmfYgdcbdcbg]jY`Ybcj Uh]jY`UbX`fYgdcbg]jY`YXiVUh]cbU``
institution offering learning pathways for all[1]. Today, CIT offers over 450
programs across five Faculties to local, national and international students.

K `\Uh]g`WYUf`]g`h\Uh`h Y`-bgh]h Y`j U`i Yg` `Yl WY``YbWY`ž`]bhY[f]hmž`]bbcj Uh]cbž
UXUdhUV]`]hmž`Yei]hm]bUbX`X]jYfg]hmž`Vc``UVcfUh]cb`UbX`gi ghU]bUV]`]hm` `k ]``Ybgi fY`
that TAFE in the ACT serves its citizens, its community, and its industry clients with
professionalism well into the future.

[1] Canberra Institute of Technology, Strategic Plan 2005-2009, p 2