

Canberra Institute of Technology Governance Review

Discussion Paper



Acknowledgement of Country

The Chief Minister, Treasury and Economic Development (CMTEDD) Directorate acknowledges the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region.

We respect the Aboriginal and Torres Strait Islander people, particularly our Aboriginal and Torres Strait Islander staff, and their continuing culture and contribution they make to the Canberra region and the life of our city.

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A message from the Minister



The Canberra Institute of Technology, CIT, is the cornerstone of vocational education and training (VET) in the ACT. CIT's history spans nearly a century, from its early beginnings as the Telopea Park Technical Trades School in 1928. In this time CIT has made significant contributions to the social, economic and cultural development of the ACT.

CIT is both the largest and only public provider of VET in the ACT. Each year CIT teaches thousands of Canberrans and residents of the wider ACT region the skills they need to get ahead in their career and contribute to our nation's capital.

As our city grows we will continue to need more nurses, tradies, early childhood educators, aged care workers, allied health professionals and more. A strong VET sector, with CIT as the public provider at its heart, will be critical if we are to develop the skilled workforce we need.

Through the National Skills Agreement, the ACT and Commonwealth governments have made generational investments in CIT that continue to unlock new opportunities for learners in our city.

Beyond these generational investments, we must not forget the principles and vision that the National Skills Agreement was founded under and that guides the Commonwealth, states and territories through VET sector reform.

"Supports training providers to deliver quality education and training, with a modern and responsive TAFE at the heart of the VET sector."

National Skills Agreement: Vision and Principles

The ACT Government is committed to ensuring CIT is appropriately governed, supports staff and students, and delivers high-quality outcomes to realise this vision.

The Governance review aims to ensure CIT, as the TAFE provider at the heart of our sector, is positioned to harness future opportunities as we move toward a more harmonised and integrated tertiary education system.

The review will examine governance frameworks, legislation and policies relevant to CIT. It will ask fundamental questions of the role of our public TAFE and what being the heart of our VET sector means for CIT. Through this review, we will find a pathway to strengthen oversight and decision-making at CIT for the better.

This discussion paper represents the first step in shaping the future of CIT.

Michael Pettersson MLA
Minister for Skills, Training and Industrial Relations



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Terms of Reference

The Review examines the governance arrangements for CIT with a view to understand how CIT can best deliver on the needs of ACT learners and the community.

The Terms of Reference are as follows:

- a) The Review will examine governance frameworks including legislative and policy arrangements to optimise governance for the future of the CIT;
- b) It will consider relevant risk, policy and legislative frameworks and practices;
- c) The Review will have regard to governance arrangements in similar contexts, including at equivalent institutions in other Australian jurisdictions; and
- d) Identify optimal governance structures, roles and responsibilities that would strengthen appropriate oversight, decision-making, accountability and organisational effectiveness.

The following matters are outside the scope of this Review:

- The Review will have regard to the scope and outcomes of previous scrutiny processes, but will not re-examine recent enquiries and scrutiny processes.
- Day-to-day CIT activities such as operational management, administration, teaching staff, training delivery and outcomes.

How to engage

The Review will include multiple opportunities to engage, starting with this discussion paper, which provides stakeholders with an opportunity to share their perspectives, experiences and expertise on governance arrangements. This paper also provides a basis for future discussions and engagement stages.

An advisory panel will be established to support the ACT Government in undertaking the Review. The advisory panel will comprise experts in the fields of governance and/or VET and include members external to ACT Government. Further information about the advisory panel will be provided in due course.

We welcome written submissions addressing the Terms of Reference and the questions outlined in this Paper. Submissions can be sent to EcoDevPolicy@act.gov.au by 20 November 2026. Submissions will not be published but may be referred to in a listening report.



Overview

Strong governance, performance and accountability practice drives enormous value for organisations. It helps secure outcomes, improve transparency and trust, and leads to better engagement with key partners and stakeholders. However, the art of good governance is inherently difficult.

This was the opening line in the 2018 Independent Review into the Operation of the Public Governance, Performance and Accountability Act 2013 and remains true in 2026.

Governance arrangements provide the framework for decision-making by defining roles, responsibilities, accountability mechanisms, and oversight processes. Achieving good governance relies on the framework being fit for purpose. For public bodies this requires the governance arrangements to align and support the purpose and functions, legislative mandate, risk profile, stakeholder expectations, and public accountability requirements.

Good governance provides clear accountability, transparency and participation, supports informed decision-making, ensures risks are appropriately identified and managed, and is essential to achieving successful outcomes. For CIT, good governance paves the way for social and economic benefits for the ACT and stronger student outcomes.

This Review is an opportunity to assess governance arrangements that will best suit the CIT in achieving its purpose and objectives and meet the expectations of the community.

This paper has three sections and considers the role and purpose of CIT, the characteristics of different governance models at other TAFE institutions and ACT entities, and the opportunities they may present for governance arrangements at CIT.

Questions are included throughout the paper to support consideration and guide input. Submissions do not need to address every question. We are particularly interested in the views on the overarching objectives of CIT as a public provider of VET, and how alternative governance arrangements across different organisations support effective oversight, decision-making, accountability and operational performance.

Following consultation, a listening report will be published on the ACT Skills website. A Consultation Paper outlining preliminary options for CIT governance reform will then be released for targeted consultation to test potential approaches and their applicability to the ACT context. Any changes to CIT governance arrangements will be subject to future decisions of ACT Government.

Section 1: The VET system and CIT

This section provides an overview of CIT governance arrangements, outlining its history, purpose and functions, roles and responsibilities, and the regulatory environment.

Section 2: Governance in Australia's public VET sector

Governance models for public VET providers vary. This section outlines the governance arrangements across public VET providers.

Section 3: Governance models across the ACT Government

This section outlines the different governance arrangements across ACT Government entities.

Government funded VET in the ACT, 2025

99,570 government funded subject enrolments

62,845 at CIT (73%)

13,575 government funded program enrolments

9,895 at CIT (63%)

12,065 government funded students

48% are female
17% have a disability
5% are Indigenous
45% are under 25

28% have a language other than English (LOTE) spoken at home

8,620 at CIT

47% are female. 21% have a disability
5% are Indigenous. 45% are under 25
31% LOTE at home

3,220 at private RTOs

45% are female. 8% have a disability
5% are Indigenous. 47% are under 25.
21% LOTE at home

Outcomes for ACT qualification graduates:

86%

Achieved their main reason for training

84%

Employed or in further study after training

94%

Received at least one personal benefit

89%

Satisfied with assessment

85%

Recommend their training provider

87%

Satisfied with training

4.6%

of completions were Aboriginal and Torres Strait Islander students

Source: NCVET 2026, Government-funded students and courses 2025, DataBuilder

The VET system and CIT

Purpose of VET

The VET sector plays a critical role in developing the skilled workforce needed to support economic growth, productivity and community wellbeing. VET provides learners with practical, hands-on skills and technical knowledge for rewarding careers and lifelong learning that meet the specific needs of industries and local economies. VET provides opportunities for entry level workers as well as those seeking to upskill or are looking for a career change.

Through the National Skills Agreement 2024-2028, the Australian and state/territory governments strive to ensure that the national VET system provides high-quality, responsive and accessible education and training to boost productivity, deliver national priorities and support Australians to obtain the skills and capabilities they need to prosper.

TAFEs, like CIT, are at the heart of the VET system with an important public interest mandate. TAFEs support workforce development, provide pathways to further education and employment, and ensure that individuals from diverse backgrounds can access opportunities to gain qualifications and participate fully in the economy.

CIT and its functions

CIT is a Territory authority established under the [Canberra Institute of Technology Act 1987](#) (the CIT Act) and governed in accordance with the [Financial Management Act 1996](#) (FMA). As a Territory authority, CIT operates with a degree of independence from government while remaining subject to legislative, financial and ministerial accountability mechanisms, including annual reporting and relevant assembly committee hearings.

This model establishes interconnected accountability relationships. The Board is accountable to the Minister through legislative, financial, and reporting obligations. The Chief Executive Officer (CEO) is accountable to the Board for organisational performance and management. The Minister, supported by the ACT Public Service (ACTPS), is responsible for system-wide policy and stewardship of the VET sector.

Under the CIT Act, the general functions of CIT include:

- Conduct an educational institution to provide excellence in VET with fields of study directed by the Minister or decided by the CIT Board with the Minister's approval.
- Provide educational product and services, and use of facilities and resources of CIT, to advance and develop knowledge and skills in the community.
- Support industry and business to pursue economic growth and sustainability for the community.
- Be the public provider of VET in the ACT.
- Work with entities and businesses to promote education, training and employment pathways.

In 2025, CIT released a *Strategic Plan: The next 10 years, 2025-2035*. See the breakout box on the following page for more detail.

CIT's Strategic Plan: The Next 10 Years 2025-2035

In the strategic plan, CIT defines its purpose as *Skilling for the future, equipping you for life*.

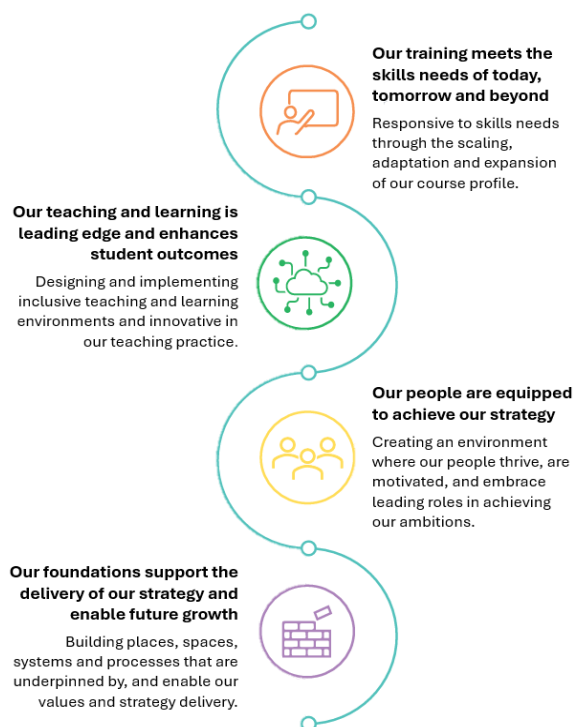
Its vision is to be renowned for its inclusive and dynamic approach to teaching and learning that meets the needs of students, industry and the community.

Currently, CIT is in the first of three stages in the strategic plan, *Enabling*. In this stage, CIT aims to embed the strategy, enable the workforce, and strengthen foundations to support delivery.

In 2028, CIT enters the *Growth* stage where it will drive and capitalise on opportunities aligned with its strategic objectives.

From 2032-2035, CIT moves to *Realisation* where it aims to be meeting its commitments and realising its vision.

CIT strategic objectives, 2025-2035



Roles and responsibilities

CIT Board

The Board is responsible for the strategic direction and governance of CIT. It is the primary decision-making body and is accountable for ensuring CIT fulfils its statutory functions, operates effectively and efficiently, and complies with relevant legislative and policy requirements.

The membership, responsibilities, and conduct of the Board are set out in the Board Charter and reference the relevant legislative instruments.

Section 77 of the FMA articulates the responsibilities of a governing board of a Territory authority as:

- setting policies and strategies;
- governing the authority consistent with its establishing Act and other relevant legislation;
- ensuring, as far as practicable, the authority operates in a proper, effective and efficient way; and
- ensuring, as far as practicable, the authority complies with applicable governmental policies.

The Chair of the Board has additional functions under section 82 of the FMA to:

- manage the affairs of the Board;
- ensure, as far as practicable, a good working relationship between the Board and management of the authority; and

- ensure the responsible Minister is kept informed about the operations of the authority.

While the Board is responsible for governance, strategy and oversight, responsibility for the day-to-day management and operation of CIT rests with the CEO.

CIT Chief Executive Officer

The FMA specifies that the CEO is appointed by the Board following consultation with the Minister and once appointed is a member of the Board and accountable to the Board.

In addition to the functions prescribed in the FMA, the CEO's employment contract outlines responsibilities. Broadly speaking, these relate to leadership, strategic planning, organisational performance, stakeholder engagement, governance, and compliance. The contract also establishes behavioural expectations relating to ethics, conflicts of interest, and conduct.

At a high level and in relation to governance, the most relevant responsibilities of the CEO include:

- Delivering the strategic direction set by the Board
- Leading CIT's operations and workforce
- Maintaining effective relationships with government and sector stakeholders
- Driving organisational performance and transformation.

Section 84 of the FMA, articulates the CEO's functions as:

- ensuring, as far as practicable, the authority's statement of intent is implemented effectively and efficiently;
- managing the day-to-day operations of the authority in accordance with applicable ACT Government policies, policies set by the Board, and applicable legal requirements;
- regularly advising the Board about the operation and financial performance of the authority; and
- immediately advising the Board about significant events (as defined in s101 of the FMA).

While the CIT CEO is not a public servant, staff employed by the CEO are engaged under the Public Sector Management Act 1994 (PSM Act).

Minister

The Minister is responsible for appointing Board members (other than the CEO) and may give a direction to CIT, provided it relates to the functions defined in the CIT Act. A Ministerial direction under the CIT Act is a notifiable instrument and must be presented to the Legislative Assembly within five sitting days of being issued. This reflects the balance between ministerial oversight and the Board's responsibility for governing the organisation.

ACT Public Service

While the ACTPS has no legislated governance role in relation to CIT, it plays an important role in the broader skills and VET system, primarily through Skills Canberra. This includes advising the Minister on skills policy, allocating public funding, providing stewardship of the VET sector in the ACT, and supporting alignment between training delivery, workforce needs, and economic priorities.

As a result, an ongoing relationship exists between CIT and the ACTPS, particularly in relation to policy development, funding arrangements, performance reporting and system stewardship. In addition, CIT leverages the ACTPS employment frameworks and arrangements, as well as having a relationship with ACT oversight bodies including the ACT Ombudsman, Auditor General, Integrity Commission, Public Sector Standards Commission, and various regulators.

Skills Canberra

Pursuant to the *Training and Tertiary Education Act 2003*, Skills Canberra is the State and Territory Training Authority managing vocational education, training contracts, and apprenticeships. Skills Canberra is also responsible for stewardship of the ACT VET system, including strategic planning, funding and administration.

Skills Canberra's functions include:

- developing and implementing the ACT's skills and workforce development priorities;
- administering ACT Government funding for training programs and services;
- supporting and administering Australian Apprenticeships in the ACT;
- overseeing the ACT Quality Framework, which underpins the delivery of vocational education and training in the ACT;
- maintaining the ACT Qualifications Register and determining eligibility for subsidised training; and
- working with employers, industry, Registered Training Organisations (RTOs) and CIT to align training delivery with workforce and economic needs.

To codify the relationship between CIT and Skills Canberra, key mechanisms are in place including Memoranda of Understanding (MOUs), which include supporting the implementation of the NSA and subsidised VET training arrangements.

Regulatory Framework

The ACT's VET system operates within a multi-level regulatory framework. Responsibility for the sector is shared between the Commonwealth and ACT Governments, with national oversight of training quality complemented by ACT-level planning, funding, system stewardship and apprenticeship administration.

Australian Skills Quality Authority (ASQA)

ASQA is the national regulator for the VET sector and is established under the *National Vocational Education and Training Regulator Act 2011* (Cth).

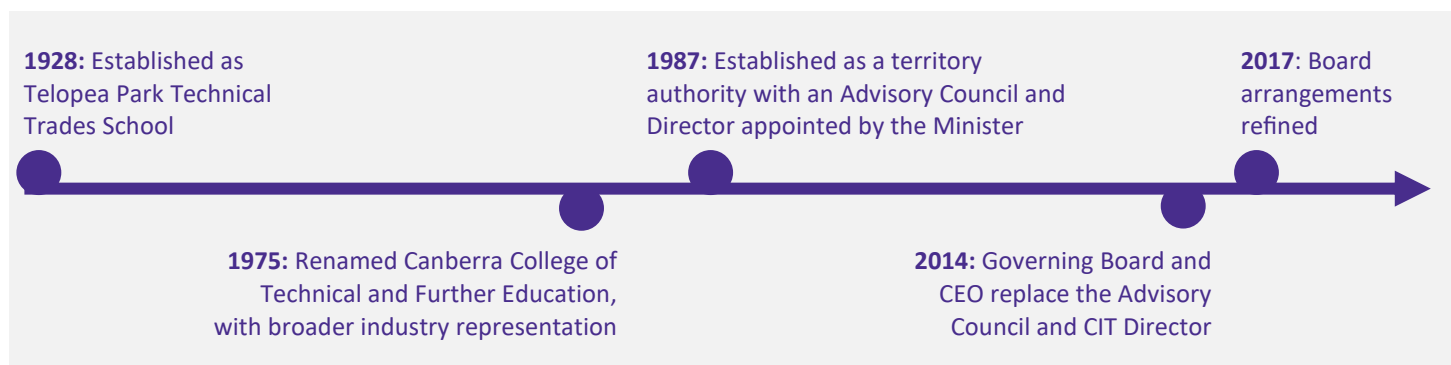
ASQA provides quality assurance and regulatory oversight of RTOs to support confidence in nationally recognised qualifications. As an RTO, CIT is subject to ASQA's regulatory oversight. ASQA's role includes:

- registering and regulating RTOs;
- monitoring compliance with the Standards for RTOs through audits, investigations, and risk-based regulatory activities;
- accrediting VET courses outside national training packages;
- taking regulatory action where RTOs fail to meet requirements; and

- providing guidance and education to support continuous improvement in the VET sector.

Together, ASQA and Skills Canberra form key elements of CIT's external accountability environment. While the CIT Board is responsible for the governance of the organisation, CIT operates within a broader regulatory and policy framework that influences its strategic priorities, funding arrangements, performance obligations and compliance requirements.

CIT's governing model history



In 2011, the ACT Government commissioned Emeritus Professor Denise Bradley AC to explore and report on the opportunities for greater collaboration between CIT and the University of Canberra, up to and including amalgamation. The report recommended a dual sector university be formed by amalgamating CIT and UC, however this was not supported by the government at the time.

Subsequent to this, under the National Partnership Agreement on Skills Reform 2012-17, the ACT Government committed to establishing more business-oriented governance for CIT to support its ongoing viability and effectiveness.

A review conducted in 2014 found CIT's existing governance arrangements were not best suited to an increasingly competitive training market. Key issues identified included unclear roles and responsibilities, the need for a clearer strategic policy direction, high operating costs, and regulatory and operational constraints that limited CIT's commercial flexibility.

The review presented three governance reform options to the ACT Government.

- Option 1: Integrate CIT within an ACT Government Directorate while retaining the Advisory Council.
- Option 2: Establish CIT as a statutory authority governed by a board comprising public and private sector expertise, with greater flexibility in financial management but without a separate industrial relations framework.
- Option 3: Establish CIT as a statutory authority governed by a board comprising private sector expertise, with greater flexibility in financial management and its own industrial regime.

The ACT Government adopted Option 2, seeking to strengthen CIT's commercial focus while maintaining close links with government during a period of transition.

In 2016-17, the new arrangements were reviewed to assess their effectiveness and support CIT's ongoing viability. The review examined board governance across three themes: purpose, people

and process. It found the Board was functioning effectively, demonstrated strong collective capability, and benefited from a diverse mix of skills and experience.

The review resulted in several changes to board arrangements. The minimum board size was reduced to seven members, and a skills matrix was introduced to guide board recruitment, capability development and succession planning. The two ACT public servant positions on the Board were discontinued to strengthen the Board's independence. While the review also recommended removing the staff and student representatives, these positions were retained.

Closing the Gap

As the ACT's public VET provider, CIT plays a key role in supporting Aboriginal and Torres Strait Islander learners, communities and workforce participation. This includes contributing to Closing the Gap outcomes, improving educational and employment outcomes, and ensuring training is culturally safe, accessible and responsive.

CIT is covered by the [ACT Aboriginal and Torres Strait Islander Agreement 2019-2028](#); which is the ACT's primary framework for implementing the National Agreement on Closing the Gap. It commits ACT Government agencies to advancing self-determination, shared decision-making, transparency and accountability in partnership with the ACT Aboriginal and Torres Strait Islander Elected Body.

CIT and its executives have legislative responsibilities under the *Public Sector (Closing the Gap) Legislation Amendment Bill 2025*, which modified the PSM Act to embed Closing the Gap responsibilities into the duties of ACT Government agencies and executives. This includes demonstrating culturally safe leadership, improving cultural capability, addressing institutional racism, embedding Closing the Gap principles, and reporting annually. Detailed information on CIT initiatives and performance is provided at [Section B9 of the CIT Annual Report](#).

Governance arrangements are therefore an important consideration for CIT, as they influence how these responsibilities are prioritised, monitored and embedded. In considering future governance arrangements, it is important to assess whether the current model provides sufficient opportunity for Aboriginal and Torres Strait Islander perspectives and expertise to inform strategic decision-making and organisational priorities.

Tertiary harmonisation reforms

Tertiary harmonisation reforms are a key part of the response to the [2024 Australian Universities Accord](#), which found barriers between vocational and higher education can make it difficult for learners to move between sectors as their needs and careers evolve.

The reforms aim to create a more integrated tertiary education system with strong collaboration, flexible and stackable qualifications, and alignment of education and workforce needs. The reforms will do this by improving pathways, strengthening credit recognition and learner mobility, developing a common skills taxonomy, and simplifying regulatory arrangements.

Across Australia, governments, universities and TAFEs are exploring new partnership models to support the reforms. For example, CIT and the University of Canberra are collaborating on pathway arrangements that provide graduates of specific CIT diploma qualifications guaranteed entry into related bachelor's degree programs.

These reforms may place expectations on CIT to have a broader role within a more integrated system. The reforms will likely require CIT governance arrangements to have the capability to

support greater collaboration across institutional boundaries while maintaining accountability for performance, risk and public value.

Discussion questions

- As the ACT's public provider of VET, what should the overarching purpose and objectives of CIT be? How important is it for CIT to meet the priorities of the ACT Government?
- What role should CIT play within the ACT VET sector? For example, should it seek to address market failures, ensure competitive neutrality, address immediate and future skills shortages, deliver ACT Government priorities or other?
- What opportunities exist to strengthen CIT's existing governance arrangements support effective and appropriate oversight, accountability, strategic decision-making, and organisational performance?
- What governance capabilities will CIT need to respond to future challenges and opportunities in VET including tertiary harmonisation reforms?

How your input will inform the Review

The findings from this section are intended to improve understanding of CIT's role within the broader context of VET in the ACT, the effectiveness of current governance arrangements, and future considerations and governance needs.

Governance in Australia's public VET sector

Like other public VET providers across Australia, CIT operates within a complex environment that requires it to balance its public purpose, community service obligations, and financial sustainability in a fiscally constrained funding environment.

Reforms to VET funding arrangements since 2012 have increased competition for students and government funding in many jurisdictions. This places greater emphasis on organisational sustainability, responsiveness and commercial capability. For CIT, these considerations were a key driver for the adoption of a governing board model in 2015.

Despite differences in jurisdictional arrangements, reviews of public VET providers have identified a number of common characteristics and challenges. Public VET providers typically:

- offer a broad range of courses, including training that supports economic, workforce and community need but may not be commercially viable or attractive to private VET providers;
- provide equitable access to education and training, including for learners requiring additional support and those from diverse backgrounds and geographic locations;
- maintain extensive physical infrastructure, including campuses, specialist facilities, and industry-standard equipment;
- operate within complex legislative, regulatory and public sector accountability frameworks;
- manage relatively high fixed costs and workforce obligations compared to many private VET providers; and
- compete, to varying degrees, with private VET providers for students, staff, and contestable government funding.

While public VET providers face many common opportunities and challenges, jurisdictions have adopted different governance models to support oversight, accountability, strategic decision-making and organisational performance.

Most jurisdictions, including the ACT, have a board that is responsible for governing, strategic direction and employing the CEO. Other models include:

- **NSW** has an advisory, rather than governing, board and the Minister is the decision-maker;
- **Tasmania** operates with a business-like framework while remaining publicly owned and accountable to the Minister; and
- **NT** public VET sits within a university, with governance through the university council.

All jurisdictions, except Victoria and WA have a single public VET provider. Victoria has 12 public TAFEs and four dual-sector universities, while WA has five TAFE colleges.

The degree of independence, composition of boards, and the relationships between providers and government vary across jurisdictions, as shown in the table on the next page.

Governance for public VET providers in Australia

	ACT	NSW	VIC	QLD
Governance model	Corporate board	Minister-led	Corporate board	Corporate board
Legislation	Legislation (part 2.2)	Legislation (part 4.11)	Legislation (part 3.1.16)	Legislation (part 2.3)
Board type	Governing Board	Advisory Board	Governing Board per TAFE	Governing Board
Board role	Govern, set direction, employ CEO	Advise Minister	Govern, set direction, employ CEO	Govern, set direction, employ CEO
Board Appointed by	Minister (ex CEO)	Minister	Minister (min half) & Board	Governor (ex CEO)
Board Reports to	Minister	Minister	Minister	Minister
Board members	7-11 (inc. CEO), skills-based, staff & student rep	10-13 (inc. CEO), skills-based & gov reps	10-15 (inc. CEO), skills-based + staff rep	7-9 (not CEO), skills-based + 1 Minister nominated
CEO	Appointed by Board, Minister consulted	Appointed by Governor	Appointed by Board, Minister can veto	Appointed by Board, Minister approves
Staff employment	Public servants	Public sector	Public sector	Public sector

	SA	WA	TAS	NT
Governance model	Corporate board	Corporate board	Government business	Dual sector University
Legislation	Legislation (part 2.2)	Legislation (part 5.2)	Legislation (part 2.2)	Legislation
Board type	Governing Board	Governing Council per TAFE	Governing Board	University Council
Board role	Govern, set direction, employ CEO	Govern, set direction, employ CEO	Govern, set direction, employ CEO	Govern, TAFE is part of uni, employ VC
Board Appointed by	Governor (ex CEO)	Minister (ex CEO)	Minister (ex CEO)	Administrator & elected
Board Reports to	Minister	Minister & Department	Minister	Government
Board members	6-10 (not CEO), skills-based + staff rep	9-13 (not CEO), skills-based	5-7 (inc CEO), skills-based	15 (inc exec), skills-based & elected
CEO	Appointed by Board, Minister approves	Appointed as public servant	Appointed by board, Minister consulted	Appointed by the University Council
Staff employment	Public sector	Public sector & servants	Public sector	Public sector (University)

Discussion questions

- Which features of other models are important and could be appropriate for the CIT context to strengthen oversight, decision-making, accountability and organisational effectiveness?
- How important is having a balance of organisational independence and government oversight?

How your input will inform the Review

The findings from this section will improve understanding of alternative models of public VET governance in Australia and enable consideration of models and elements which may be suitable to the ACT context and warrant further exploration.

Governance models across the ACT Government

The ACTPS operates a range of governance models that reflect historical contexts, as well as differing functions and scale, risk profiles, and accountability requirements. Some models share features with CIT's arrangements, while others take a different approach to governance.

As shown in the table on the next page, ACT Government entities that operate under a board and CEO model differ in their governance arrangements, including board composition, executive appointments, reporting requirements and accountability mechanisms.

In addition to the board and CEO governance model, alternative governance arrangements for ACT Government entities are common. For example:

- Business units: Commercial activities may be delivered through business units within an ACT Government directorate. Examples include the Capital Linen Service and Yarralumla Nursery. Under this model, governance and accountability sit within the directorate structure rather than with an independent board, and staff are employed as ACT public servants.
- Contractual model: Some ACT services are delivered through contractual arrangements with external organisations. Under this model, the ACT Government retains responsibility for funding, policy, and performance expectations, while service delivery and operational management are undertaken by the contracted organisation. Examples include:
 - Australian Federal Police (AFP): the AFP provide policing services on behalf of the ACT Government. The ACT Government pays for the functions and sets the strategic priorities, while the AFP employ staff, manage operations and deliver functions.
 - The Commonwealth Ombudsman also serves as the ACT Ombudsman providing an independent statutory oversight function under ACT legislation.
- Directorate model: Canberra Health Services (CHS) is the principal provider of health services in the ACT. Unlike most jurisdictions, CHS does not have a governing board and instead operates as an ACT Government Directorate. Its staff are public servants, and governance is exercised through ACT Government accountability, reporting and decision-making frameworks. This model provides direct ministerial and public service oversight and strong alignment between funding and delivery.

Examples of ACT Government entities with board structures

	CIT	Cultural Facilities Corporation	Long Service Leave (LSL) Authority	ACT Heritage Council	City Renewal Authority (CRA)	ICON water
Governance model	Territory authority	Territory authority	Territory authority	Statutory body	Territory authority	Territory-owned Corporation (TOC)
Legislation	<u>CIT Act & FMA</u>	<u>Cultural Facilities Corporation Act & FMA</u>	<u>LSL (Portable Schemes) Act & FMA</u>	<u>Heritage Act</u>	<u>CRA and Suburban Land Agency Act & FMA</u>	<u>TOC Act & FMA</u>
Board type	Governing Board	Governing Board	Governing Board	Advisory Board	Governing Board	Company Board
Board role	Govern, set direction, employ CEO	Govern, set direction, employ CEO	Govern, set direction, employ CEO, advise Minister on levy	Advise Minister and ACTPS, heritage register, advocacy	Govern, set direction, employ CEO	Govern, set direction, employ CEO
Board Appointer	Minister (excluding CEO)	Minister (excluding CEO)	Minister (excluding CEO)	Minister (excluding ex-officio members)	Minister (excluding CEO)	Voting shareholders (2 Ministers)
Board members	7-11 (inc. CEO), skills-based, staff & student rep	7 (inc. CEO)	3-7 (inc. CEO), independent and representative	12 (inc. ex-officio) 4 reps, 6 skills-based	5-7 skills-based (no ACTPS, no CEO)	4-8 Directors (CEO optional), skills-based
Board Reports to	Minister	Minister	Minister	Minister	Minister	Voting Shareholders
CEO	Statutory appointment by Board	Public servant appointed by Director-General	Statutory appointment by Board	n/a	Public servant appointed by Board Chair	Appointed by Board
Staff	Public servants	Public servants	Public servants	Public servants	Public servants	Private sector
Ministerial directions	Directions (limited)	Directions (limited)	Directions (limited)	Minister can issue Statement of Priorities	Annual Ministerial Statement of expectations. Directions (limited)	Voting shareholders must be Ministers

Discussion questions

- Which features of other models could be appropriate for the CIT context to strengthen oversight, decision-making, accountability and organisational effectiveness?
- If CIT's governance arrangements were designed today, what key principles, features and accountability mechanisms would be most important to ensure they are fit for purpose into the future?

How your input will inform the Review

The findings from this section will improve understanding of alternative governance models of ACT Government entities and enable consideration of models and elements which may be suitable to the CIT context and warrant further exploration.

Concluding remarks

CIT plays a critical role in supporting ACT economic, workforce and social objectives through the delivery of vocational education. As the ACT's only public VET provider, it operates in a complex environment shaped by public expectations, regulatory requirements, government priorities, workforce needs and increasing collaboration across the tertiary education sector.

This paper has explored the current governance arrangements for CIT and examined governance models across public VET providers and ACT Government entities. It highlights that governance arrangements vary considerably and are influenced by factors such as organisational purpose, accountability requirements, operating environment and risk profile.

There is no single governance model that is appropriate in all circumstances. Rather, effective governance arrangements are those that support clear decision-making, strong accountability, strategic leadership and organisational performance while remaining aligned with an entity's functions and public purpose.

As CIT continues to evolve in response to changes in skills policy, workforce demand and tertiary education reform, this review provides an opportunity to consider whether the current governance arrangements remain fit for purpose and what changes, if any, may better position CIT for the future.

How your input will inform the Review

Feedback received through this discussion paper will be considered alongside further analysis and engagement to inform the next and subsequent stages of the review – this will include the development of preliminary reform options ahead of refined options being considered by the ACT Government.

In addition, key themes and stakeholder views will be summarised into a listening report and published on the ACT Skills website.