



everyone's family

Skills for Victoria's Growing Economy

Independent Review

June 2020

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Overview of The Smith Family

The Smith Family is a national charity founded in 1922 to improve the lives of disadvantaged children in Australia. Our vision is a better future for young Australians in need. Our mission is to create opportunities for them by providing long-term support for their participation in education. This mission is founded on the belief that every child deserves a chance to thrive and create a better future for themselves.

The Smith Family delivers programs in each state and territory in Australia, in 90 communities, including many regional communities. In 2018-19, The Smith Family supported over 200,000 children, young people, parents, carers and community professionals across Australia. This included 42,000 in communities throughout Victoria such as the Latrobe Valley, Gippsland, Geelong, Shepparton, Broadmeadows and Dandenong.

Further information on The Smith Family is available at www.thesmithfamily.com.au.

Introduction

The Smith Family welcomes the *Skills for Victoria's Growing Economy* Independent Review (the Review) and appreciates the chance to contribute. The Review is timely, as many young Victorians are struggling in the post-school transition, with youth unemployment remaining stubbornly high in areas like Bendigo, Shepparton and outer metropolitan Melbourne.¹ Many other young Victorians are also experiencing under-employment. These trends are exacerbated by the crisis triggered by COVID-19.

In this submission, The Smith Family focuses on the experience of disadvantaged students planning their post-school futures and accessing vocational education and training (VET). Every day we work with such students, who in addition to their financial disadvantage face complex and compounding challenges. For those students we assist:

- around 40 per cent of students and 50 per cent of their parents/carers have a health or disability issue;
- around 60 per cent have a parent or carer who didn't finish Year 12;
- more than 70 per cent of students have a parent or carer who is not in paid employment; and
- one in five students in Years 5 – 12 have attended four or more schools.

We commend the Review for acknowledging and prioritising the needs of disadvantaged students in tertiary education, as articulated in the Issues Paper. Disadvantaged students are an important and large equity cohort within VET. Yet they tend to have lower course completion rates than their advantaged peers, with those students experiencing multiple disadvantages, and those identifying as Aboriginal and Torres Strait Islander, faring particularly poorly.² This is also the case with young people who leave school early, many of whom come from disadvantaged backgrounds.³

¹ Brotherhood of St Laurence, '[Smashing the avocado debate: Australia's Youth Unemployment Hotspots](#)', March 2019.

² McVicar, D & Tabasso, D., '[The impact of disadvantage on VET completion and employment gaps](#)', National Centre for Vocational Education Research, 2016, p 8.

³ Myconos, G., Dommers, E. & Clarke, K., '[Helping Early School Leavers](#)', University of Melbourne.

The Smith Family understands the importance of VET in providing effective training to students that allows them to connect meaningfully to the world of work, develop skillsets relevant to industry needs and plan for further training, study or work as they embark on their careers. In the past two decades, there has been a narrowing of entry-level opportunities in the labour market, including the range and availability of full-time positions. Young people are disproportionately affected by this. There are four main ways changing employment patterns have impacted young people moving from school or higher education to work:⁴

1. employment growth has occurred in sectors that do not have well-developed career structures spanning entry level through to higher roles;
2. employment growth has occurred in sectors characterised by insecure forms of employment;
3. traditional labour market entry point positions in primary and manufacturing industries for young people have been in decline; and
4. large organisations have changed their recruitment, appointment and staff management practices.

Given this context, we make the following recommendations to the Review, aimed at strengthening VET and helping all young Victorians plan their post-school future:

- The pathways into and across the VET and higher education sectors need to be clearer and more navigable, in order for young Victorians to maximise their tertiary education experience and be ready for work.
- Building the community's confidence in the VET sector requires improving the perception of VET as a promising, valuable and rewarding career pathway for young Victorians contemplating further study, training or work, and linking training more closely to the expectations and requirements of industries.
- All young Victorians need tailored, targeted and sustained support and guidance while they are still at secondary school in order to make informed, achievable decisions on their post-school pathways. This includes engaging with the parents and carers of students.

We elaborate on these points below. We have included which questions from the Issues Paper our submission addresses at **Attachment A**.

⁴ The Smith Family, *Young people's successful transition to work: What are the pre-conditions?*, September 2014, p 2-3.

1. Improving the pathways into and across the tertiary education system

Victoria will strengthen its workforce potential if young people are more capable, confident and informed in determining their post-school future. Central to this is improving the pathways into and across the tertiary sector for secondary school students.

Young people must be able to first identify their best pathway out of school into the wider world, and understand how to pursue it. For most students, this future will involve further study or training after Year 12; for some it will involve paid employment immediately upon completing Year 12, and potentially further study or training later in life.

If young people are to create their best future, then the education system must present the value of both VET and higher education pathways. Both these systems offer valid, promising and rewarding careers in industries that contribute to Victoria's growing economy. Both sets of pathways offer young people the promise of a decent quality of life.

Clarity and guidance in entering the tertiary sector

It is important that young people understand how to pursue different pathways at the tertiary level. This involves making the system clearer to prospective students, including those from disadvantaged backgrounds. Given that the tertiary sector is now a highly competitive and complicated market, it can be overwhelming for students and families trying to choose the right course, qualification and/or institution.

For secondary school students to decide whether to enter the VET or higher education sector, they need to understand the requisite subjects to complete at school, the qualifications or degrees to select after Year 12, the courses and units to complete during tertiary studies, and the career prospects awaiting them on completion of these studies. Too often, students and their parents or carers, have a low level of knowledge in identifying which pathway is right for the individual, and a similarly low level of understanding as to the types of jobs or careers which follow from the study of particular courses or degrees. These major decisions can be particularly stressful for disadvantaged students, often relying on marketing information from individual training providers with limited support from teachers or families.

Without informed guidance and tailored information, young people can make decisions on their future that do not match their aspirations and interests. They may also not be aware that career pathways are often no longer linear and that they are likely to have multiple and diverse jobs over the course of their working lives. Nor might they be aware that there is an increasing number of learning and qualification pathways that are not linear. This lack of awareness increases the risk that they do not finish a qualification, or do not develop the requisite skillset for their desired career. For example, some providers do not have prerequisite tests for literacy and numeracy, offering entry to a student who may not be able to fulfil the academic requirements. Certain providers may offer condensed course delivery and less hours for practical placements, which is not obvious to students initially enrolling. In these and similar scenarios, students may disengage from their studies, or find themselves unable to enter their preferred career without additional study at further costs in time and money.

A clearer tertiary system would better articulate the different pathways on offer to students and disseminate timely and practical information to young people and their families, to enable them to make informed decisions whilst still in secondary school. Young people should be able to access greater levels of advice and guidance as they make these important decisions about their future.

This will be especially important for disadvantaged students, as research suggests providing help with course choices may help increase their course completion rates.⁵

Moving within the tertiary sector to build skills

The Smith Family believes that a vital way to strengthen VET in Victoria is to continue to develop intersecting pathways between the sector and local universities. Students are looking for greater integration between higher education and VET. In 2017 alone, over 25,500 students applied for university admission across Australia after completing VET studies.⁶ Victorians are no exception. Indeed, some Victorian students already have flexibility to move between VET and higher education, and we note that pathways are being developed between certain universities and VET providers.

Victoria has been a leader in establishing dual-sector universities, and now has four of Australia's six such institutions. Victoria University offers one example where higher education has developed interlaced pathways with part of the VET sector. For over ten years, the university has delivered a VET in Schools program in partnership with 150 secondary schools in Melbourne.⁷ The program allows secondary students to gain practical skills in specific industries such as construction, early childhood care, tourism business and allied health while undertaking the Victorian Certificate of Education or the Victorian Certificate of Applied Learning. The program offers students the chance to connect with industry-experienced practitioners, develop skills to make them employable, and create a post-school education, study or training.

We would strongly encourage the Review to consider ways to expand available pathways, ensuring they are clear, accessible and navigable from the student's perspective. A smoother, more seamless and student-centric approach to VET and higher education that strengthens young people's career planning, skillsets, knowledge base, and employment prospects would be a lasting and effective piece of reform boosting the state's economy. Certain overseas jurisdictions have successfully integrated VET and university study, making it much easier for young people to undertake both styles of learning. The Review could consider such leading practice examples as it designs a new, suitable approach for Victoria.

For instance, the Swiss model offers relevant lessons. Within its federal system, Switzerland modernised its vocational education sector to better engage young people in their education and post-school career planning.⁸ The Swiss VET sector is a fully integrated component of the education system, and provides a number of intersecting pathways allowing students to move between upper secondary school, vocational studies and a university of applied sciences.⁹

⁵ McVicar, D & Tabasso, D, *The impact of disadvantage on VET completion and employment gaps*, National Centre for Vocational Education Research, 2016, p 9.

⁶ Productivity Commission, *The Demand Driven University System: A Mixed Report Card*, June 2019, p 75.

⁷ Victoria University Polytechnic, 'VET In Schools', 2019.

⁸ Hoffman, N., & Schwartz, R., *Gold Standard: The Swiss Vocational Education and Training System*, National Centre on Education and the Economy, 2015, p 3.

⁹ Hoffman, N., & Schwartz, R., *Gold Standard: The Swiss Vocational Education and Training System*, already cited, p 12, 19.

The sector has close links with industry in designing and delivering vocational education. Industry partners are actively involved in developing industry qualifications, assessments and training curriculum.¹⁰ Corporations play a key role in providing meaningful, paid work placements as part of vocational training for 70 per cent of school leavers in both blue and white-collar industries.¹¹ These traineeships ensure a supported transition to employment for young people and allow employers to participate in training their future workforce to develop the skills their organisations need. For students identified at secondary school as being at-risk of leaving school early or not making a successful transition, the Swiss system provides case management with co-ordinated social services and career guidance. This improves the transition for more disadvantaged students and ensures individual tailored support is provided to those who need it most.¹² Unsurprisingly, the level of youth unemployment in Switzerland is very low.

Similarly, Germany is increasingly offering dual study programmes where students undertake a vocational qualification as well as an academic degree.¹³ The academic study is complemented by occupational learning with a particular company.¹⁴ It provides graduates with two qualifications and a well-rounded and practical set of skills, allowing them to make a smooth transition into the workforce at the start of their career. There are over 1,600 dual study programmes available in Germany through a range of education institutions and universities.¹⁵

Local and overseas examples such as those above demonstrate the associated benefits of an integrated tertiary system where VET is a highly-valued component, on equal footing with university. The Review has an opportunity to re-examine not only how VET interacts with higher education pathways, but how qualifications and trainings underpinning VET link to contemporary industry and workforce demands, a point we will outline later in this submission.

Planning a post-school future and navigating the tertiary sector - Lucy (name changed for privacy reasons)

Lucy knew from a young age that she wanted to be a nurse. She completed the Victorian Certificate of Education in 2018. Lucy did two VET subjects during school to help her access to nursing at the tertiary level, completing both a Certificate 3 in Allied Health Assistance and Certificate 3 in Health Service Assistance. Lucy's high school offered useful activities to help students plan their post-school future, including university open days and speaker visits, and even excursions to campuses further away. Lucy was able to set up her transition into the tertiary sector because she took the initiative to talk to people and did her own research. She was also fortunate

¹⁰ Hoffman, N., & Schwartz, R., *Gold Standard: The Swiss Vocational Education and Training System*, already cited, p 1.

¹¹ Baker, K., *14-19 Education: A new Baccalaureate*, Edge Foundation United Kingdom, 2017, p 26; Hoffman, N., & Schwartz, R., *Gold Standard: The Swiss Vocational Education and Training System*, already cited, p 1.

¹² Hoffman, N., & Schwartz, R., *Gold Standard: The Swiss Vocational Education and Training System*, already cited, p 8.

¹³ Federal Institute for Vocational Education and Training, Germany, '[Dual Study programmes in the German VET system](#)'.

¹⁴ German Academic Exchange Service, '[Dual study programmes](#)'.

¹⁵ German Academic Exchange Service, '[Dual study programmes](#)'.

that she received good advice from her family, including from cousins who had previously done the course Lucy was interested in taking.

Lucy did not get the ATAR she had hoped for and in 2019, Lucy enrolled in a Diploma of Health Science at a Victorian university with the aim of transferring into a Bachelor of Nursing after the first year. The enrolment in the Diploma course was a difficult process involving many steps over a three-month period, including providing a written application, getting references and doing an interview. Throughout the first year, Lucy was concerned she may not be able to transfer as there was a high number of students looking to transfer.

Lucy had to apply to transfer into the Bachelor of Nursing at the same university, which was a stressful process, however she was successful. The university's enrolment system has issues that meant many students did not know they had been enrolled until the first week of classes. After this initial difficulty, Lucy has found the university supportive as she continued her studies. She says that having the Diploma helped her start immediately in second year of Bachelor of Nursing rather than needing to do first year.

Lucy's experience shows the importance of:

- family members in influencing the decisions made by young people and the need for them to understand the value of VET pathways
- schools having a suitable set of activities to help students determine post-school pathways
- smooth, clear and connected pathways at the tertiary sector for people to move between VET and higher education, and
- ensuring young people have ongoing assistance as they transition to tertiary education.

2. Increasing community confidence in the VET sector

The economic reality is that VET is pivotal to both ensuring Victoria has an appropriately skilled workforce and to improving the competitiveness of local industries. The sector currently provides training courses for nine out of ten occupations predicted to have the greatest growth of new jobs nationally to 2022.¹⁶ However, students tend to have inaccurate impressions of vocational learning, including VET pathways after school. Their views are heavily influenced by family, carers, friends, teachers, or even referral agencies, each of whom may have different impressions, and misperceptions, about the value of vocational learning pathways.¹⁷

Increasing community confidence in the study of all tertiary options requires addressing the misconceptions that vocational pathways are less valuable than academic ones, and that VET is predominately for learning a traditional trade. Two things that would increase levels of confidence are continuing to improve the delivery of careers education and support at school, and more

¹⁶ Wyman, N., et al, *Perceptions are not reality: myths, realities & the critical role of vocational education & training in Australia*, Skilling Australia Foundation, 2017.

¹⁷ Myconos, G., Dommers, E. & Clarke, K., *Viewed from the margins: navigating disadvantage and VET*, Brotherhood of St Laurence and University of Melbourne, August 2018, p 6.

effectively linking VET courses to industry requirements for its future workforce. These are detailed below.

Improving perceptions of VET pathways

Improving the perception of VET amongst students determining post-school pathways is not simply about providing better marketing information to students and their families as they approach the end of secondary school. It involves embedding within the school system better careers education and support with young people 'developing knowledge, skills and attitudes through a planned program of learning experiences in education and training settings, assist(ing) all students to make informed decisions about their study and/or work options and enable(ing) effective participation in their working life'.¹⁸ Offering age-appropriate exposure to possible vocational learning (and higher education) pathways should be part of this support.

Evidence demonstrates that there is a strong relationship between student participation in career development activities, including direct exposure to the world of work, and positive attitudes to schooling and post-school involvement in work and study. Young people who can recall four or more structured career activities across their school life, are five times less likely to be unemployed or disengaged from education or training in early adulthood.¹⁹ Engagement with employers helps young people, especially those from disadvantaged backgrounds, find out about a wide range of jobs and understand how their learning at school connects to their future.

The Victorian Government's 2018 strategic plan *Transforming Career Education in Victorian Government Schools* aims to strengthen the careers education system by ensuring targeted activities start early including at primary school, connecting students more directly to the world of work including specific engagement with vulnerable students in high school, and training more careers practitioners to deliver added capacity to the system.

Implementing this new approach to careers support will understandably take some time but it is critical given that approaches to such support are inconsistent across schools and there is significant variability in quality. Given the poorer school and post school outcomes of disadvantaged students relative to their more advantaged peers, we would strongly urge that these students and schools supporting high numbers of these students be prioritised for both the early implementation of a new approach and additional resources.

Within this context, vocational learning can still be viewed as a second-rate option for low-performing students, rather than a viable pathway with significant career trajectories.²⁰ Students are

¹⁸ Australian Government, National Careers Education Strategy, February 2019, p 3.

¹⁹ Kashfekpakdel, E., Mann, A., and Schleicher, M., *The impact of career development activities on student attitudes towards school utility: an analysis of data from the Organisation for Economic Cooperation and Development's Programme for International Student Assessment (PISA)*. UK: Education and Employers Research, 2017.

²⁰ Dempsey, M., *Impacts of the changing nature of the Vocational Education and Training (VET) system on educators within the VET system in Australia*, Edith Cowan University, p 21; Buchanan, J. et al, *Preparing for the best and worst of times: Future Frontiers Analytical Report*, already cited, p 42.

then not effectively supported in determining the best study, training or work pathway for them. Disadvantaged students, who may already begin the career journey with a very limited understanding of learning opportunities at school and career options afterwards, tend to be particularly impacted. Without further support, and typically with less social capital than their more advantaged peers, these students are at greater risk of making decisions on their post-school future without sufficient information and advice on the most suitable pathway to match their interests.

We would encourage the Review to look at ways the Victorian Government can ensure the ongoing implementation of its strategic plan to ensure that careers support in schools is high-quality, well-resourced and effective. We would particularly urge that it have a strong focus on supporting disadvantaged students who are most at risk of not being able to participate in the economy without effective guidance and support. Disengagement from education is not a one-off event occurring in isolation at the end of a student's schooling. It is the result of a long-term process that can begin in childhood and continue throughout the course of a young person's schooling. Students not seeing the relevance of schooling to their life beyond school can be a key contributor to disengagement and early school leaving. A vocational learning offering, linked to direct industry exposure, can help young people see the value of schooling and Year 12 completion.

Achieving the goal of effective career support will necessitate strong partnerships with industry, educational and training institutions and non-government organisations and the Review could emphasise such an approach. The Smith Family for example is implementing a suite of careers education and support to assist disadvantaged children and young people as they progress through primary school and the critical middle and later years of high school. As part of this suite, we provide a range of experiences that help students understand career pathways and training and study options. Activities include experiential careers days and university and VET experience days, run in partnership with corporate, VET and university partners. Employability workshops and employer networking activities are also included.

These sorts of activities and initiatives build students' confidence, knowledge and expand their networks with other students and supportive adults. They are key to helping disadvantaged young people realise they are capable of undertaking tertiary study and securing employment in a fluid and uncertain labour market.

Better linkages between VET and industries

VET needs to better connect students undertaking training and study with prospective employers. The Review should consider ways to ensure vocational learning pathways meet the standards expected from industry and employers, as well as prepare students for a long-term vocational career, and a lifetime of navigating a fluid labour market.

The Smith Family believes that VET should be dedicated to exposing young people to, and preparing them for, the demands of the 21st century workforce. Each course offered in vocational learning

should have a clear, direct link to entry-level employment via apprenticeships and the like.²¹ The types of competencies taught must include both fundamental, technical skills applicable in employment positions, as well as non-cognitive skillsets that help students become well-rounded and capable workers. Over time, school students who go on to be VET graduates often undertake work that has high cognitive and non-cognitive skill content.²² Throughout a career, an apprentice or a trainee will need to draw on a variety of skills such as problem solving, project management and collaboration, in addition to applying their technical expertise.²³ The VET sector should be able to teach these competencies. Although general competencies like those outlined above are often best acquired in the context of mastering a specific discipline or trade,²⁴ it is vital that they be assessed in an authentic manner as part of gaining a qualification, not just left to chance. These complementary skillsets are particularly important given that workforce entrants today will have multiple careers, not just one. They must become adept at navigating the fluid labour market in order to create their best future.

One practical example of delivering quality VET that meets industry needs is the schools-based apprenticeship work of St Patrick's Technical College in Adelaide. St Patrick's provides scholarships for disadvantaged students in The Smith Family's flagship *Learning for Life* program to attend the College. The College helps students find apprenticeships through running a workplace practices program, pre-vocational training, and by leveraging their extensive industry networks to find students work experience. Students are also encouraged to seek out apprenticeships that align with their future career interests. Year 12 students at the College who are doing an apprenticeship can spend up to 40 weeks full-time in paid employment and training whilst ensuring they complete SACE requirements. Since its establishment in 2007, over 800 students have commenced apprenticeships or traineeships, with 90 per cent of them completing their training.²⁵

Overseas jurisdictions offer valuable examples as well. For instance, Germany's 'dual training' approach to VET is considered an exemplar because students learn at a vocational school whilst also undertaking a paid apprenticeship with a company.²⁶ The combination of on-the-job training via steady employment with vocational learning at an institution ensures that young Germans are well prepared to start their career, and are already adjusted to the world of work upon completion of studies. The Review may wish to consider these examples and their applicability for Victoria.

3. Providing additional support on creating post-school pathways

The Smith Family believes that young Victorians need long-term support and guidance while they are still at secondary school in order to make informed, achievable decisions on their post-school

²¹ Buchanan, J. et al, *Preparing for the best and worst of times: Future Frontiers Analytical Report*, already cited, p 38; Clarke, K., *Entry to vocations: building the foundations for successful transitions*, National Vocational Education and Training Research Program, 2014, p 6.

²² Buchanan, J. et al, *Preparing for the best and worst of times: Future Frontiers Analytical Report*, already cited, p 36.

²³ Jones, Anne, 'Vocational education for the twenty-first century', August 2018, University of Melbourne, p 4.

²⁴ Buchanan, J. et al, *Preparing for the best and worst of times: Future Frontiers Analytical Report*, already cited, p 4.

²⁵ St Patrick's Technical College, 'School-based Apprenticeships continue to soar', 8 May 2018.

²⁶ Federal Institute for Vocational Education and Training, Germany, 'Dual Study programmes in the German VET system'.

pathways. Long-term support is crucial in helping students turn ambitions, aspirations and plans into reality. It is equally important that this support engages parents and carers, whose advice is often crucial for young people making decisions on pathways. As mentioned earlier, the experiences and views of family on the merit of different pathways often has a major influence on the decisions ultimately made by young people.

We acknowledge Victoria is helping students create their best future through various personal plans, and we recommend the Review build on these types of initiatives. Implementation of these plans and ongoing evaluation and refinement of them based on new circumstances, opportunities and challenges is critical. As it considers how to best support all Victorian students to successfully transition into tertiary education and then workforce, we would recommend that the Government look at developing programs offering tailored, targeted and sustained support for every Victorian student to create suitable post-school pathways and that these programs engage teachers, parents and carers.

Determining what to do after secondary school: Paul (name changed for privacy reasons)

Paul completed the VCE in 2018. During Year 12, he completed both a Certificate III in Allied Health Assistance and a Certificate III in Health Services as he hoped to study physiotherapy after school. Paul decided to do VET subjects because he was worried he would not get the required ATAR and would need support to get into his preferred field of study.

During school, Paul received a lot of positive support from his mother, who helped him with his English studies, and his girlfriend. They both encouraged him to narrow what he most wanted to do after school. Paul's school also ran lunchtime classes to support students and provided resources on career choices.

Paul found that there was a lot of accessible information on various websites but it was generalised, and did not offer substantive insights into specific fields of work. He offset this with seeking information from careers teachers at school which was more helpful to him determining his post-school pathway.

Paul went through an interview process with the local TAFE to be selected in his VET subjects. There were only 18 spots available, and many school students were not able to get into the course.

After completing his VET course in 2018, Paul decided that he does not want to work in the health industry as the type of work did not match his preferences. He deferred his related tertiary course after Year 12 and did a gap year, during which he found suitable and interesting work with a company, and is hoping to do an apprenticeship with them.

Paul's experience shows the importance of:

- sustained support for students' learning throughout their school journey, so they can achieve strong educational outcomes and pursue quality post-school pathways
- clear, detailed and practical information about the world of work and career pathways being available for school students to inform them on post-school futures
- ensuring students have suitable access to VET in school where appropriate, and

- providing young people with targeted exposure to the world of work during their secondary and tertiary learning to help them match their interests and skills to their best career pathway.

4. Conclusion

The Review is a chance to strengthen the state's economy and skills and education systems simultaneously. The COVID-19 crisis only magnifies the importance of this process, and the findings and recommendations that will emerge from it. Employment prospects for young people are increasingly tenuous and their long-term economic wellbeing is at enormous risk. Ensuring that they are able to develop the full suite of skills and experience to be job ready in an integrated, clear, navigable and supportive tertiary sector will be crucial for them building a decent and dignified quality of life. This will in turn make the state's economy more robust and its workforce more resilient, delivering significant social benefits across the community as well.

Attachment A: Questions addressed from the Issues Paper in this submission

Section of submission	Relevant questions from Issues Paper
<p>2. Improving the pathways into and across the tertiary education system</p>	<p>Section 1 Researcher: What could be done to ensure we have appropriate levels of skills to support a diverse economy? What are leading systems doing?</p> <p>Section 2 Researcher: What examples exist (in Australia or internationally) of governments with a clear, stable role in post-secondary education and training? What conceptual models exist for the role of government in a 'managed market' for post-secondary education and training?</p> <p>Section 3 Student, families and carers: <i>Getting a good job:</i> How easy is it to find a job after finishing your education and training? What currently helps, or could help? <i>Decision-making:</i> How did you decide what to study? Who influenced your decision? What additional information would have helped? Provider: <i>Getting a good job:</i> How do you monitor and support your students' transition to relevant employment? What works, and what is needed? <i>Decision-making:</i> What information do you provide to prospective students about your courses? What makes students choose you?</p> <p>Section 4 Student, families and carers: If you wanted to enrol in a university course after a VET course (or vice versa), would you know what to do? What might help you? Provider: How do you support student pathways between VET, university, and adult community education? What would make pathways smoother?</p>
<p>3. Increasing community confidence in the VET sector</p>	<p>Section 2 Students, families and carers: What could the government do to give you confidence in the quality of all study options, including university and VET courses?</p>
<p>4. Providing long-term support for Victorian students to create post-school pathways</p>	<p>Section 3 Students, families and carers: Have you, or someone you know, ever needed extra support during your study? What helped, or what might have helped?</p>