



**Victorian
Skills Authority**

Transforming Education and Training in Australia
*Lifelong Learning opportunities to address the
challenges of the pandemic, jobs and skills crisis
and climate justice. (Local and Global)*

Craig Robertson
Chief Executive Officer

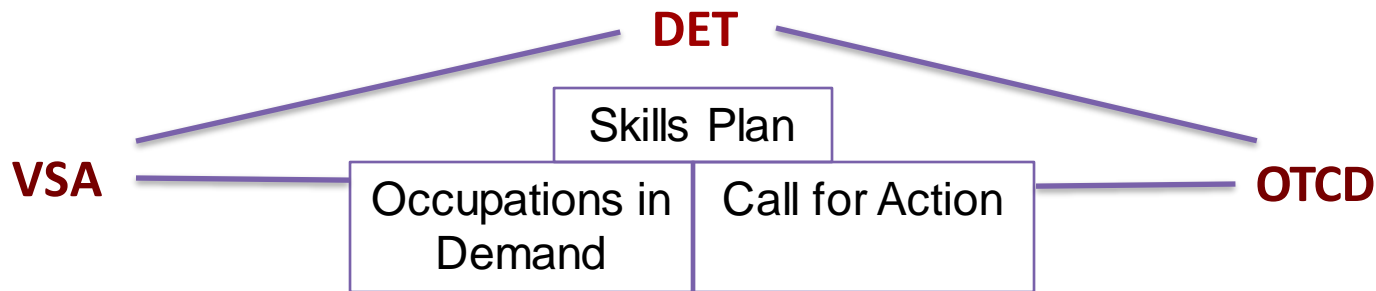


Education
and Training

The Victorian Skills Plan

Integrity, collaboration and inclusion at the heart

The 'Victorian Skills Plan' is central to achieving Macklin's vision of a transformed skills sector.



Integrity

The Macklin Review found the vocational education and training sector was too readily characterised as the clash of competing self-interests, which ultimately act against the sector's broader objectives.

The success of reforms outlined in the review rely on sectors acting toward the common good for learners and Victoria's economic future.

Collaboration

The development of the Victorian Skills Plan has been based on open engagement and genuine collaboration with stakeholders across the sector.

At the strategic level, the aim of the Plan is to improve outcomes for individuals, industry and communities across Victoria.

Inclusion

Inclusion is key to our work, bringing wider community perspectives into planning and empowering students in preparing for their future.

To meet Victoria's skills challenge we must work collaboratively to ensure that everyone has fair and affordable access to skilling and employment.

The Victorian Skills Plan: a plan in two parts



The Victorian Skills Plan is presented in two parts

The first part sets the context of a ‘**new era for skills**’ and presents a skills ‘**roadmap**’ for the provision of training and skills across Victoria, aligned to current and future job needs.

- It summarises the economic and social imperative, building upon the recent and current economic climate, arising primarily from the impact of COVID-19, but set in the context of wider structural change across the economy.
- It connects areas of government investment, including in Early Childhood (Best Start, Best Life), the Big Build, Digital and Care Economy to current and future skills needs, and summarises the reform journey to-date.

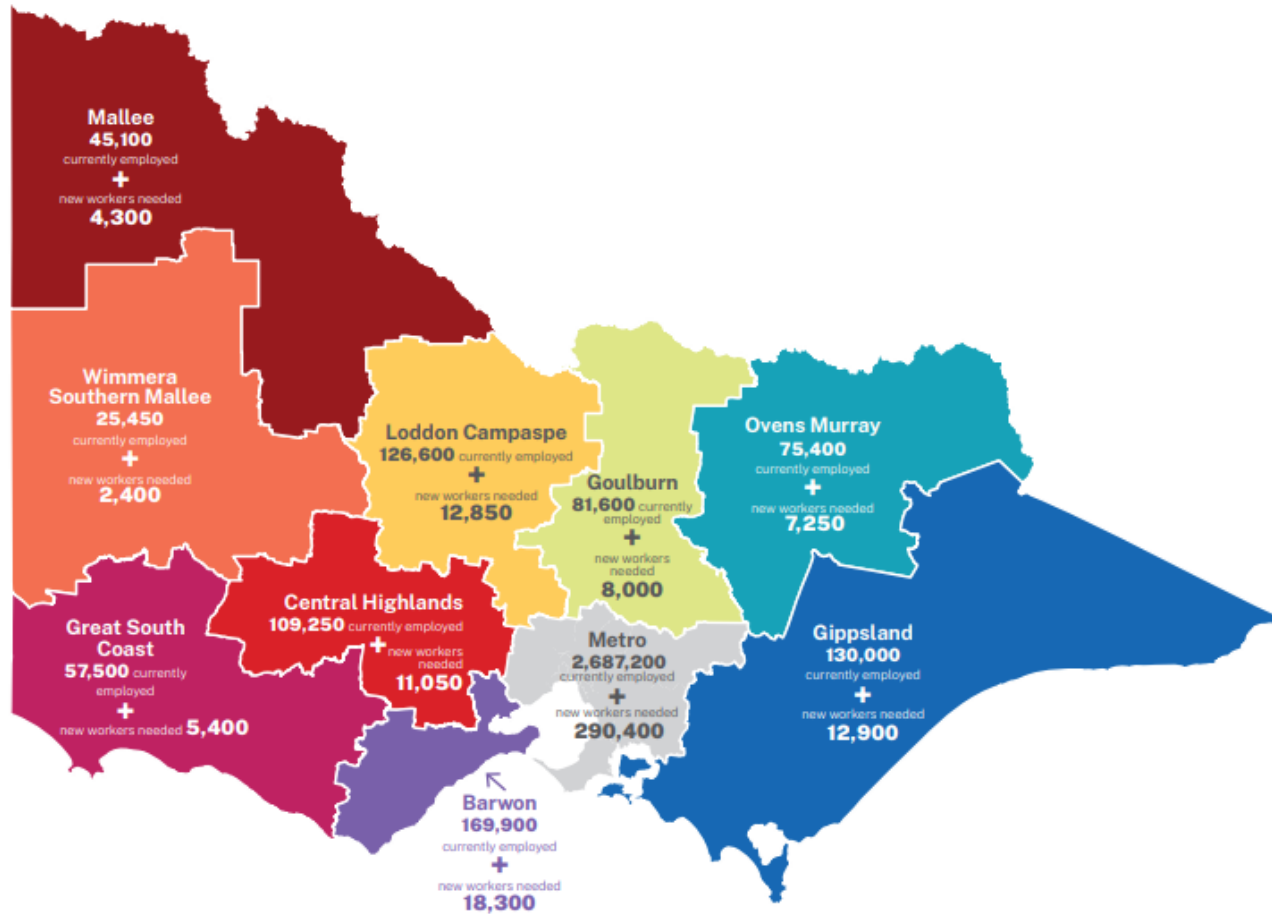
The second half outlines an **action plan** to respond to these challenges and opportunities. This has been informed by significant and wide-ranging consultation and the collection of detailed evidence.

- It brings together the needs of industry, employers, providers, unions, communities and learners – to provide skills-led solutions, drive reform, and work together to improve skills and employment outcomes.
- It provides advice to industry and government to support planning for economic growth and for learners in understanding where the jobs of the future will be.

Macro view

The Victorian labour market comprises around **3.5 million people**, an increase of nearly 700,000 in the last decade.

An estimated **373,000 additional workers** are forecast to be needed in the next three years to meet demand from new jobs and replace retiring workers by 2025, including 82,400 in regional Victoria.



Source:

Current worker: VSA and Nous analysis (2022); New worker demand: represents employment growth + workers needed to replace retirements. (figures rounded), National Skills Commission employment projections, Nous and VSA analysis, (2022); Occupations in demand: National Skills Commission employment projections, Nous and VSA analysis, (2022)

Victorian Skills Plan actions

The evidence and insights we have gathered to date highlight the need for change across the sector



Actions have been developed to achieve maximum effectiveness, additionality, growth for industry and excellence over the next three years.



1. Start the VET journey at school
2. Enable learners and workers to make informed skilling and career choices
3. Expand opportunities and approaches for students to put theory into practice during their course
4. Build foundation skills to enhance workforce participation
5. Bridge the gender gap
6. Build skills to support Victoria's clean economy intentions
7. Create innovative solutions to support future skills development
8. Align qualifications to new needs
9. Build the VET workforce
10. Expand reskilling and upskilling opportunities through skill sets
11. Drive for higher skills and progression through education and training



Action 1: Start the VET Journey at school

Context

The Firth Review into vocational and applied learning pathways in senior secondary schooling (November 2020) recommended the establishment of a new vocational end-of-school certificate.

Change in secondary schools is being driven on another front: over the next 30 years, school leavers will be the agents of climate action. Applied learning in senior secondary education will help prepare Victorians for this future.

The VSA's role

Starting from 2023, schools and students will be able to use the Skills Plan to choose vocational education courses that offer the best prospect of employment, a career and success in life.

The VSA and Government will work on reforms in recognition and credit arrangements to minimise barriers students may face in building on their school achievements.

Over the next three years, we will...

1. Work with the secondary school system through the Department of Education and Training (DET) and linking with TAFEs to provide contemporary and relevant advice about occupations in demand, promoting vocational education and training as a pathway for senior secondary school students to secure successful careers
2. Work with industry representatives to articulate opportunities available for good jobs and long-term careers, especially as an industry digitises or adapts to climate change
3. Develop a tailored Skills for the Future forecast to inform the ongoing development and rollout of the Victorian Certificate of Education's vocational major



Action 4: Build foundation skills to enhance workforce participation

Context	<p>Foundational skills in language, literacy and numeracy underpin participation in education and employment. Investment in increasing the literacy skills of adults has a direct and positive impact on labour productivity and gross domestic product per capita.</p> <p>While teaching foundation skills is the primary domain of schools, gaining these skills may need to occur later in life – for example, when English is not a first language or there is disability, or a disrupted education. Alongside this, social and economic transformations are changing the skills needed for work and life. Basic digital skills are now essential.</p>
The VSA's role	<p>The VSA will focus on building and sustaining effective collaboration and stronger connections between the education and training sector and wider community support services</p>
Over the next three years, we will...	<ol style="list-style-type: none">1. Partner with DET, ACFE and other agencies across government, including Jobs Victoria, to develop and make available programs and courses designed specifically to support people to move into work – across foundation digital, introductory work and essential industry skills, building on existing good practice2. Implement a comprehensive pre-accredited training framework for foundation skills that meets learner need3. Continue development of place-based relationships between the Learn Local sector, local communities and industries to understand and support current core skill shortages and future industry workforce needs4. Develop and promote partnerships between the Learn Local sector and industries to support core skill training within industry settings to increase job security and career options



Action 5: Bridge the gender gap

Context	<p>Since 2019, government funding for women in VET courses has outpaced funding for men – bucking a long-term gender bias towards men in VET. Strong progress has also been made in attracting women into vocational education and training in areas of occupational demand, particularly through Free TAFE.</p> <p>However, employment outcomes after training do not reflect these improvements in funding and participation. Meeting workforce demand and addressing inequality will require more effort to attract women into the labour force and increase demand for female workers, particularly in industries and occupations where women are under-represented.</p>
The VSA's role	<p>The skills system can support and encourage young women to prepare for jobs traditionally seen to be for men, and vice versa, and there is a significant role for the education and training sector, unions and governments to educate employers about the benefits of diverse and gender balanced workplaces.</p>
Over the next three years, we will...	<ol style="list-style-type: none">1. Conduct an annual gender impact assessment of the implementation of the Skills Plan to inform subsequent skills plans and guide the sector2. Monitor the education and employment outcomes of women who enrol in training3. In partnership with providers, engage women from diverse backgrounds and report on perspectives and challenges associated with participation in education and training4. Partner with other agencies to address localised barriers to both male and female participation in education and training and the labour force5. Expand and further develop work with employers, their representatives and unions to raise awareness and collaborate on initiatives that increase both demand for female workers and the representation of women in non-traditional occupations, industries and management and leadership positions, and for males across the care economy occupations in significant demand



Action 9: Build the VET Workforce

Context	<p>Skills shortages are being experienced by the vocational education and training workforce and this is having the effect of limiting training delivery to varying degrees across the State.</p> <p>Issues around the qualifications required to be a VET teacher are being exacerbated by general skills shortages which mean fewer people are moving from industry roles into teaching roles and people who have moved into teaching are increasingly returning to their former occupations where the pay and conditions are often more favourable.</p>
The VSA's role	<p>The VSA will develop a workforce strategy for the VET sector, including a review of practices to attract, retain and make best use of industry expertise.</p>
Over the next three years, we will...	<ol style="list-style-type: none">1. Develop a Victorian VET workforce strategy to provide a comprehensive approach to deepen and broaden the vocational teacher workforce, building out the role for industry to provide and support the next significant wave of VET teachers2. Work to influence national and state regulators to establish a differentiated approach to teacher qualifications to meet contemporary skills needs3. Led by the VET Development Centre, partner with the VET teacher workforce to establish a contemporary professional development framework that builds capability and promotes excellence



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Questions



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