

# 2017 VCAA VET statewide workshops activity

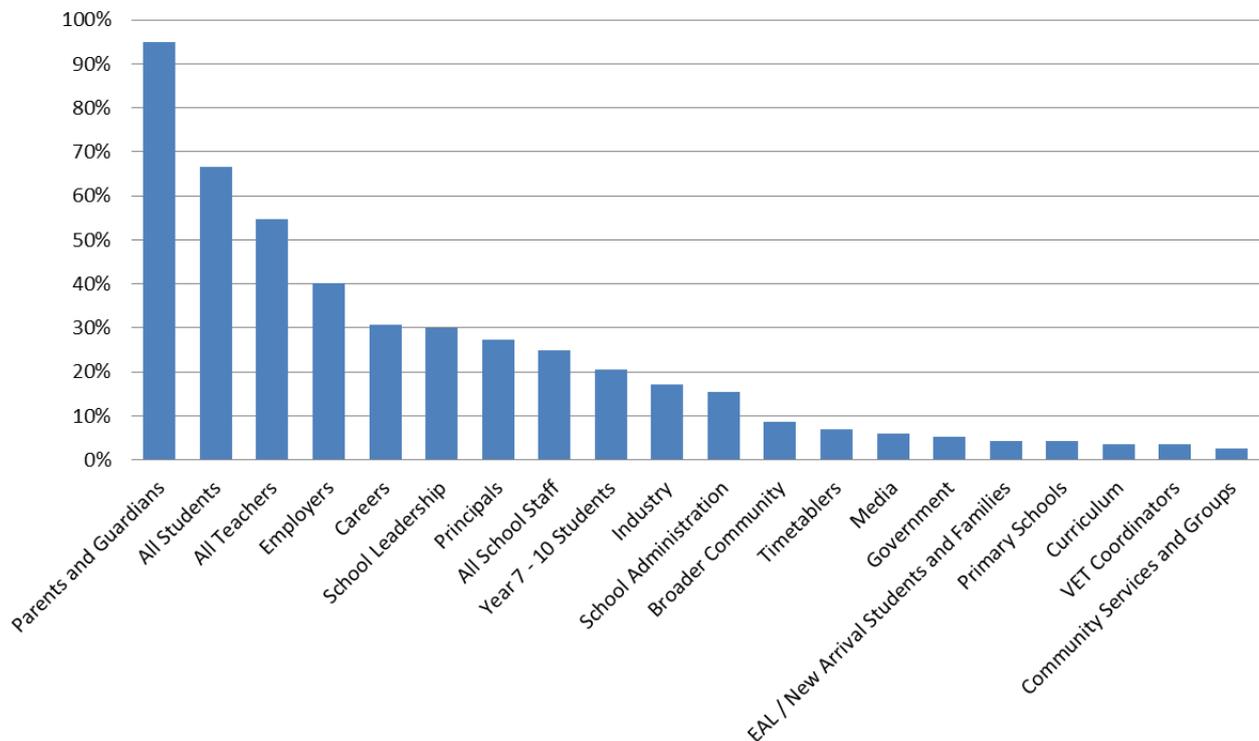
## Promotion of VET to school communities

The aim of this activity was to identify the opportunities for developing better perceptions and understanding of VET delivered to secondary students, in order to support positive engagement and informed decision making.

To conduct this research we collected information from participants of the 2017 VCAA VET Statewide Workshops. This research provided the advantage of having a large number of participants representing a broad range of schools and organisations from metropolitan, regional and rural Victoria.

This research can influence how we raise the status of VET delivered to secondary students and effectively communicate the diversity, value and relevance of the opportunities it presents.

## Which groups of people would benefit from a better understanding of VET opportunities and outcomes for VCE and VCAL students?



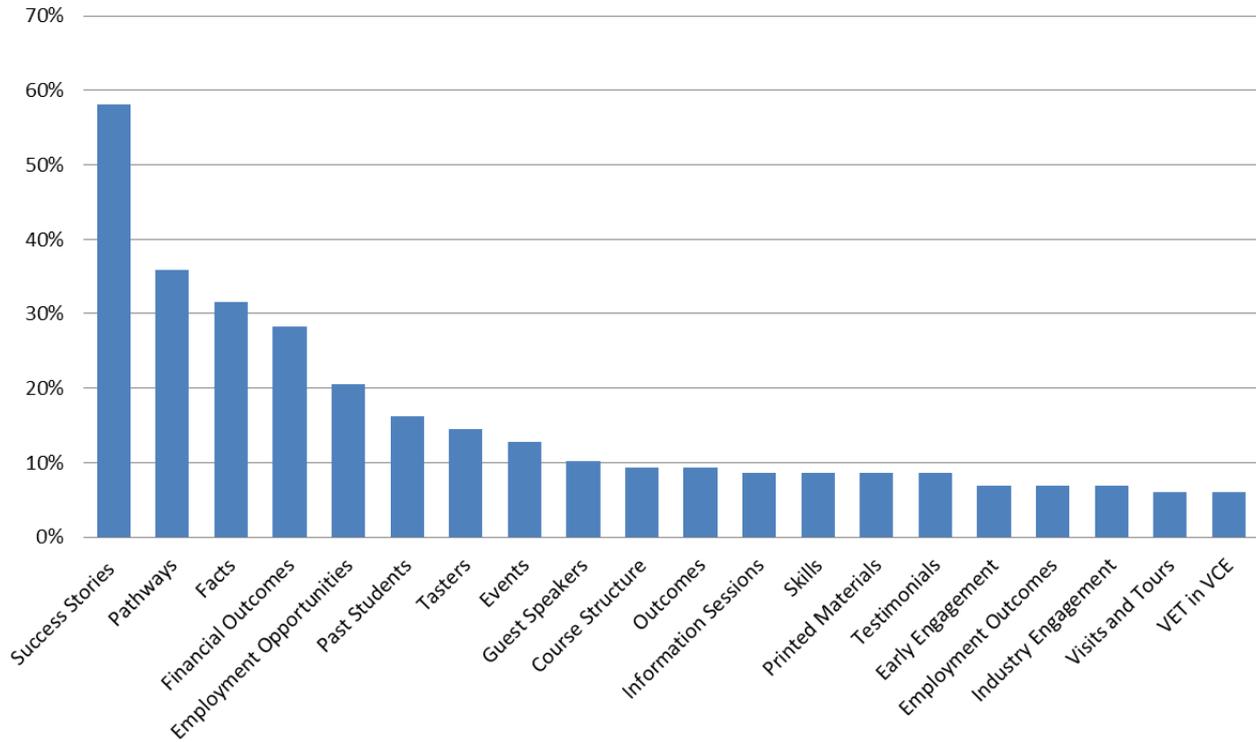
### Summary of top responses:

**95% | Parents and Guardians:** There is a need to dispel the myths and misconceptions surrounding VET. There needs to be clarity around what VET is and how it can contribute to VCE or VCAL. Parents need more exposure to VET, including parents interested in academic studies.

**67% | All Students:** All students should have a clear understanding of VET opportunities. This includes disengaged students as well as academic students and high achievers. Students should begin to learn about VET opportunities in year 7 and continue throughout the following years. Introducing students to VET in year 10 may be too late as attitudes and opinions have already been established.

**55% | All Teachers:** It is important for all teachers of all year levels to have a clear understanding of VET, not just teachers directly involved in the provision of VET.

## What information is the most successful for transforming someone’s opinion of VET and inspiring them to learn more about it?



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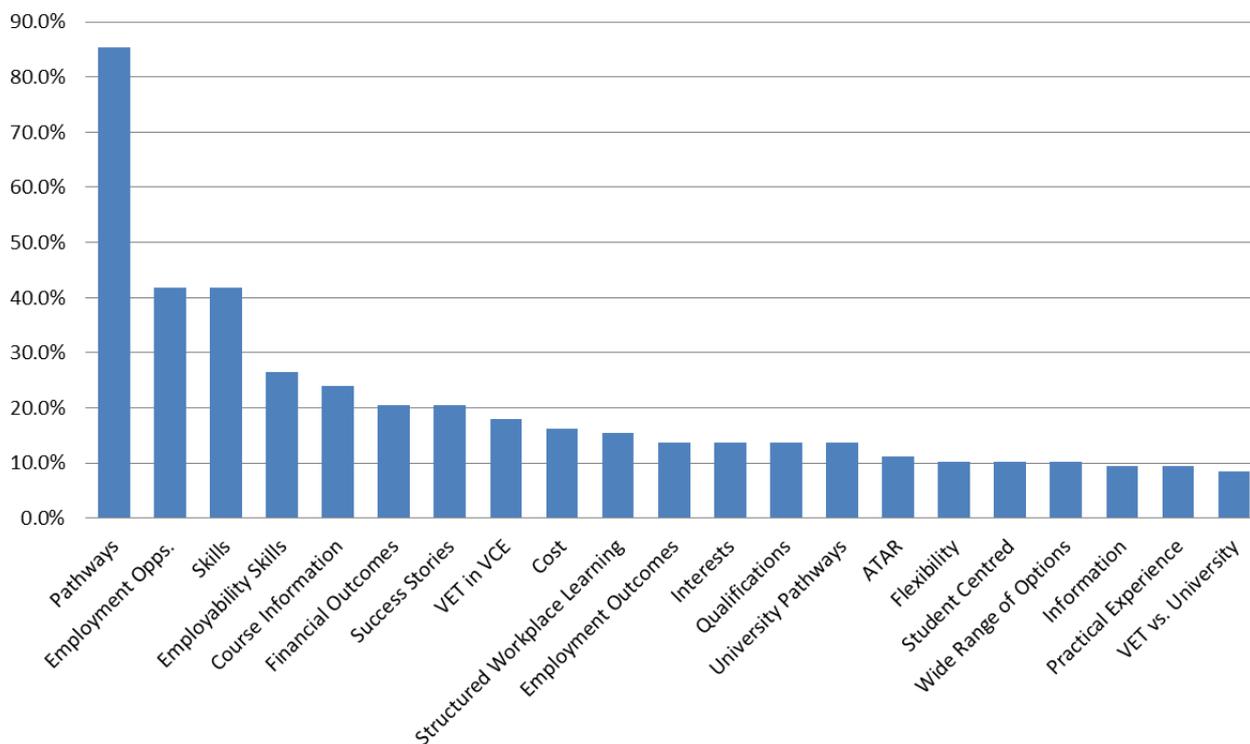
**58% | Success Stories:** Share VET success stories from students, parents, employers, industry and the community through peer to peer conversations, guest speakers, online, video and print. Stories must be current and provide local examples to be considered relevant. Success stories should celebrate the diversity of VET experiences, i.e. pathways, SBATs and SWL.

**36% | Pathways:** Raise the profile and understanding of pathways. Be clear and simple about what a pathway is and show how VET can lead to positive outcomes for further studies, employment and career development. VET is not a final destination for students; pathways are flexible and provide multiple opportunities. Pathways need to be clearly illustrated through pathway maps & diagrams that present the diverse and flexible opportunities of each VET course.

**32% | Facts:** Provide up to date facts that demonstrate the value of VET, i.e. financial outcomes, employment trends and industry demand. Illustrate the disparity between facts and myths to dispel the misconceptions surrounding VET.

**28% | Financial Outcomes:** Provide up to date data on the financial outcomes of VET graduates. Compare the financial outcomes of VET and university graduates to dispel the myth that VET graduates have low earning potential.

## What is the most valuable information to share with people when exploring a student’s VET opportunities?



### Summary of top responses:

**85% | Pathways:** Outline what pathways and transitions are and highlight the diverse educational and occupational opportunities they present. Explain progression, articulation and prior learning recognition. Show where industry specific pathways can lead, i.e. further study (university, TAFE), traineeship, apprenticeship and employment. Provide examples of pathways experienced by past students. Reinforce the message that VET is the journey, not the destination and does not lock students into a vocational pathway.

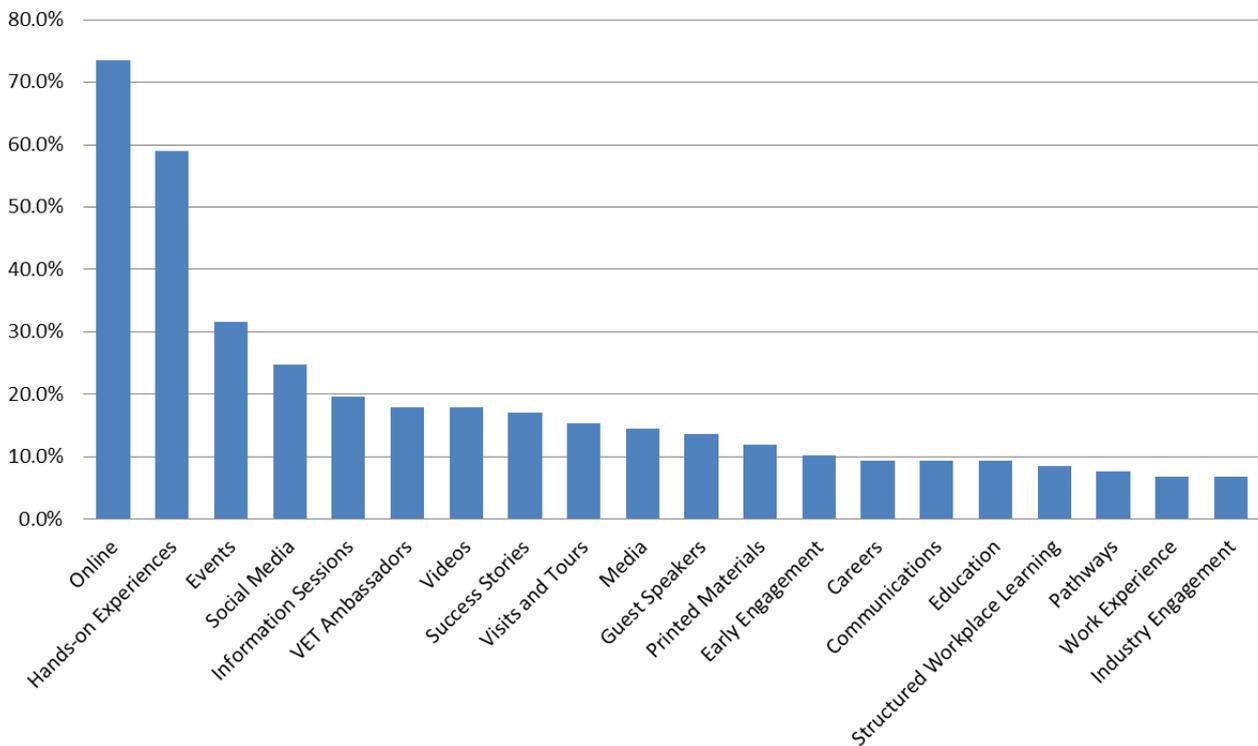
**42% | Employment Opportunities:** Provide information on how VET can lead to increased, secure and diverse employment opportunities, including local employment opportunities.

**42% | Skills:** Provide information on the different skills developed through VET, i.e. employability skills, practical skills, technical skills and study skills. Highlight skills that are in demand due to shortages in the current and future labour market.

**24% | Course Information:** Provide information on the course outline, structure and assessment. Provide information on the different qualification levels (Cert I, II, III, IV and Diploma), combined courses and the importance of undertaking qualifications in the appropriate order.

**18% | VET in VCE:** VET can be embedded within the academic curriculum of the VCE. Show examples of VET + VCE complimentary studies. VET provides credit toward the VCE and scored VET can contribute to ATAR. VET can be especially valuable to those doing non-scored VCE.

## What delivery methods, platforms and materials are the most successful at engaging people in the exploration of VET opportunities?



### Summary of top responses:

**74% | Online:** Information must be easily accessible online from a single centralised website specific to VET delivered to secondary students. Website must be easy to read, navigate and access useful information. Identified online opportunities include: website, videos, game, blog, app, discussions, resources, email, social media and quizzes.

**59% | Hands-on Experiences:** Participating in practical, hands-on experiences including VET tasters, try-a-trade and practical demonstrations.

**32% | Events:** Events for people to explore VET opportunities including VET awards, careers expos, open days, orientations, LLEN expos, showcases, industry days, school expos, industry tours, training facility tours and World Skills.

**25% | Social Media:** Various social media platforms were identified as opportunities to explore VET including YouTube, Facebook, Instagram, Twitter and Snapchat.