



Report on consultation for
Jobs Queensland
The Future of Work in Queensland
to 2030
Evolution or revolution?



13 May 2019

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Contents

BACKGROUND	1
STAKEHOLDER CONSULTATION	1
TECHNOLOGY IMPACTS	2
<i>Industry is adapting to change</i>	3
<i>Training is not keeping pace</i>	4
<i>Connectivity is a challenge</i>	4
DEMOGRAPHIC AND SOCIAL CHANGES	6
<i>Regions need workforce planning</i>	6
<i>Grow your own workforce models are emerging</i>	7
<i>Workers are adapting to new work patterns</i>	8
LEGAL, INSTITUTIONAL AND POLICY INFLUENCES	10
<i>The full extent of the gig economy is not known</i>	10
<i>Collaboration and coordination are critical</i>	11
IMPLICATIONS FOR EMPLOYMENT AND SKILLS	13
<i>Training product development needs to be agile</i>	14
<i>Lifelong learning may take many forms</i>	14
<i>Foundation skills underpin VET quality</i>	15
<i>Traditional pathways are becoming less relevant</i>	15
<i>Career information is challenging to navigate</i>	16
<i>The value of VET needs to be promoted</i>	16
<i>VET in Schools outcomes are variable</i>	17
<i>VET purchasing could better reflect industry needs</i>	17
<i>Government has a role in supporting people in need</i>	17
<i>Government agencies and programs are not well coordinated</i>	18

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BACKGROUND

Jobs Queensland, in consultation with stakeholders, has been investigating what work could look like in 2030 for Queenslanders and the state's economy, along with the implications for employment and skills.

A comprehensive literature review informed the discussion paper *The Future of Work in Queensland 2030 - Evolution or revolution?* which was launched by the Minister for Employment and Small Business and Minister for Training and Skills Development Shannon Fentiman on 15 February 2019.

The discussion paper identified three drivers of change - technology impacts, demographic and social changes and legal, institutional and policy influences that together affect the type of jobs and skills needed, the structure of employment, and how people are educated and trained.

A national shift to a more services-based economy and the high proportion of small businesses, combined with Queensland's unique regionally dispersed population, the diversity of regional economies, the state's natural resources and local infrastructure will all influence the future of work in Queensland.

However, while the wealth of national and international literature revealed points of consensus and difference, Jobs Queensland found there was limited research specific to Queensland.

STAKEHOLDER CONSULTATION

Consultation through regional forums, webinars, small business consultation panels, focus groups, expert interviews, an industry roundtable, a youth survey and written submissions in response to 13 questions raised in the discussion paper was influential in developing a deeper understanding of the Queensland context.

Regional forums were conducted in Cairns, Nambour, Mount Isa, Rockhampton, Toowoomba and two in South East Queensland.

Two webinars were held with participants from across Queensland and two small business consultation panels were held in Ipswich and Cairns to give voice to this sector.

Two focus groups were held, 11 expert interviews were conducted, representatives of 19 industries and organisations participated in an industry roundtable and 23 formal and informal written responses were received. Respondents to the Youth Hub survey comprised 16 males and 11 females.

This report synthesises the consultation, framed around responses to the three drivers of change and stakeholder views about the implications for employment and skills in Queensland.

TECHNOLOGY IMPACTS

In the digital age, it is people, the skills they have but also the way they think and the way they collaborate that will underpin Australia's competitive advantage.

Telstra submission

The effect of digital disruption to industry, access to, and the ability to use technology underpins stakeholders' views about the future of work in Queensland in the next decade.

The impact of technological change is variable across industries, businesses and regions in Queensland. Nevertheless, there is general optimism about the opportunities presented by advances in technology.

Rapid changes in technology are challenging for the ageing workforce, with older and low skilled workers most at risk to technology.

Automation has the potential to create new job opportunities, safer work environments and enhanced productivity. The jobs most likely to be automated are also the most dangerous, least enjoyable and often the lowest paid.

National Retail Association submission

Mutual mentoring programs are emerging as changing workforce structures drive more collaboration between the workforce, such as a 20-year old working with a 60-year-old to share technology and work value and industry skills¹.

Irreplaceable jobs will require a high level of human interaction and communication skills, backed by a lifelong learning commitment. Strength in innovation management and digital technology, automation and artificial intelligence were cited as necessary to grow jobs in the future.

Data analysis will become an expectation across the vocational professions.

Industry roundtable

The importance of technology to young people and its influence on their views about the future of work were evident in the youth survey responses where the majority of respondents identified information technology (IT) as the industry that will produce the most jobs. Almost 60 per cent of respondents ranked digital and computer skills in the top three skills required for the future.

¹ Logan forum

The uptake of technology varies considerably across regions. For example, the Central Queensland region considers itself very conservative as a user of technology with a cultural shift needed to be more open to adopting new technology.²

Industry is adapting to change

Change is occurring incrementally in most industries, and employers generally expect that technology will demand new skills and the demand for some skills will wane.

The majority of industries have sophisticated planning models and big businesses are adopting and adapting to new technologies. However, while many small to medium-sized business are willing to adapt to the changing technological landscape, they feel they need support to improve their digital literacy and upskill their workforces.

Some of the different impacts of technology across industries can be seen in the following examples:

In the resources sector, the rapid advancements in digital technologies are driving the need to upskill existing workers and provide new skills to new entrants. In Western Australia, a collaboration between state government, industry and TAFE has produced a model to deliver new high-tech courses in automation and provide career pathways to emerging jobs.³

In the retail sector developments in technology are creating enhanced opportunities in service delivery occupations. For example, a retail worker might spend less on physical and routine tasks like stocking shelves and processing goods at the checkout and more on tasks like helping customers to find what they want and providing them with advice.⁴

In the automotive industry, despite experiencing unprecedented technical disruption, it is expected there will still be demand for skilled workers to service and maintain internal combustion engines and industrial machinery and equipment.⁵

In manufacturing, data and design are expected to create the value add. For example, 3D printing will revolutionise manufacturing as people pay for the design, not the product. Existing trades are moving to more technical roles such as 3D technicians and software technicians. Whereas in agriculture, data analytics and decision making are adding significant value to the uptake of precision agriculture.⁶

In the local government sector, while the effects of automation, digitisation and cognitive computing present significant challenges, these developments also potentially create opportunities to enhance service delivery and are predicted to give rise to the emergence of new occupations and the rise of more flexible workforce arrangements.⁷

² Rockhampton forum

³ Queensland Resources Council submission to Skills for Queensland discussion paper

⁴ National Retail Association submission

⁵ Motor Trades Association of Queensland submission

⁶ Industry roundtable

⁷ Local Government Association of Queensland submission

Automation is changing the way the workforce looks, job redesign, higher skills and mobility.

Logan forum

Training is not keeping pace

The current training system is considered to be out of step with the pace of change. Training packages and pathways are regarded as being too slow for modern industry needs, especially changes in technology.

Consequently, employers are looking outside the system to non-accredited and in-house training to provide the flexibility to keep their workforces trained in up to date technology.

The ability of the vocational education and training (VET) sector to adopt new technologies and advancements is acknowledged, however the future environment in which new training products are developed and delivered needs to be able to anticipate and embrace change.

Future VET products will also need to reflect the level of digital literacy and skills that businesses and workers will need to remain competitive.

There is strong support for the development of a Queensland digital literacy framework that includes all levels from basics through to high-end robotics and artificial intelligence.

Connectivity is a challenge

While technology has the potential to increase options and access to training, digital connectivity remains a barrier and ongoing challenge in most regions of Queensland, even affecting the ability to make ETPOS transactions.

Much of rural and regional Queensland does not have a reliable mobile service. However, new technologies often take for granted access to this type of infrastructure, making it harder for industries in regional and rural communities to compete.

Multicultural Queensland Advisory Council submission

Not surprisingly, digital skill levels and understanding of the possible applications of many new technologies tend to be lower in rural and remote areas.

There is general agreement that young people from disadvantaged backgrounds could be better supported to overcome digital exclusion so that they can adequately access education, training and work opportunities.

The low take-up of BYO device programs (iPads and computers) in low socio-economic areas is cited as evidence of their effect on entrenching inequity.⁸

⁸ Queensland Teachers' Union submission

Equitable access to technology will assist in providing outcomes to all labour market participants regardless of location, age, experience and industry sector. In addition to technology, equitable access to affordable education is the best means of ensuring social mobility.

Queensland Council of Unions submission

DEMOGRAPHIC AND SOCIAL CHANGES

Those who are at risk of disengagement from education and employment opportunities are not able to stay in the community, where their family and social support is strong, and access the kinds of programs and services that are available in urban areas.

Central Queensland RAPAD submission

Improving access to training for people in rural and remote Queensland is considered necessary to achieving equity of service provision for regional communities, especially as technology advances.

Access to, and the cost of, transport is another significant issue that affects the ability of people to participate in training or work.

In South East Queensland, the rate of population growth and increasing social isolation, especially women aged 70 and above, are issues that will impact the future of work.⁹

Employers acknowledge they will need to be prepared to manage a multi-generational workforce where workers will have different expectations and goals as well as skills to offer and styles of working. To get the best out of their workers, employers will need to be receptive to this and apply different styles of management such as encouraging employees to offer solutions.¹⁰

Work is a critical part of our identity - we need to find and value new forms of 'work'.

Ipswich small business consultation panel

Regions need workforce planning

To accommodate the vast regional differences across Queensland localised workforce planning and development and capacity building is regarded as essential to complement industry-specific planning.

While industry bodies produce detailed industry-specific training and regional plans, there is an agreed need to build the capacity of regions and employers in workforce planning and development.

At the local government level, there is a recognition of the importance and value of local workforce planning and an appetite for improved collaboration to drive change.

⁹ Kilcoy Chamber of Commerce and Community submission

¹⁰ Chamber of Commerce and Industry Queensland submission

As regions become more aware that they are competing with each other for labour and skills, so too does the recognition of the value in collaborating to redeploy skills across to regional areas with skills shortages to attract immediately accessible workforces.

Redeployment of skills across Queensland becomes a tangible asset, with regional areas in skill shortage able to attract immediate accessible workforces.

Mackay Regional Council submission

Mackay is an example of a region that is diversifying into emerging industries such as engineering and robotics, bio futures, agribusiness and tourism as well as growing its traditional industries of sugar and coal.

Cairns is an example of a region where industries such as agriculture and tourism are competing for the same workers, presenting possibilities for collaboration and planning to establish seasonal workforces that work across multiple industries and regions.

Technology is seen as an enabler for competitive advantage to attract businesses to the Sunshine Coast region. For example, the new international broadband submarine cable will provide the region with the means by which to attract data centres, banking, online trade and increase employment opportunities.

There is a recognised need to develop three-year workforce plans for each region that identify the skills needed across local industries and the necessary support to grow the workforce.

Ideally, each plan will identify what government will contribute, what industry will provide and what individuals will contribute.

Further, the sharing of access to big data will help inform local workforce planning and build workforce development capability.

Artificial Intelligence is a game changer especially for collating data at a lesser cost. This is already happening in health. There are lots of regional data but not the skills to use the data. We need collaboration in the region to value add through data matching and the skills to do the analysis and coding.

Cairns forum

Regional Councils including Mackay and Scenic Rim expressed interest in being involved in the ongoing stages of the future of work project.

Grow your own workforce models are emerging

The transition to non-linear working life with multiple rounds of education is very difficult for people who live in areas of Queensland that have limited access to post-secondary education and training.

Broadening the range of options and increasing opportunities for people to work in the region in which they live is regarded as delivering both economic and social benefits. Grow your own/skill your own workforce models that are emerging in Queensland are appealing on a number of levels including:

- offering the flexibility to adapt to local circumstances by matching training for jobs in local industries
- providing an ability to respond quickly to changing industry needs by upskilling or reskilling existing workers through short courses, skill sets or micro-credentials
- keeping people employed in the communities in which they live, rather than having to bring people in
- bringing in specialist skills in the short term to build local capacity such as in the use of data.

In Mount Isa grow your own workforce initiatives include Gidgee Healing/Young People Ahead/Headspace trainees in community services and primary health care and Glencore's Indigenous employment program and apprenticeship program.¹¹

Industries such as IT have embraced their own skilling models such as continuing professional development and propriety certification schemes where suppliers operate training and certification schemes around their own platforms. While these schemes sit outside the traditional regulatory frameworks, they are highly valued within industry.

Examples such as these demonstrate how industry can and does self-regulate in order to access the training required to fill skills gaps where the VET system is unable to adapt quickly enough. It is important to recognise this ability within industry and encourage and support such proactive steps where possible.¹²

The potential capacity to employ migrants who attained skills overseas and may need a relatively small investment in upskilling in local knowledge and or English language capability was also raised.¹³

Workers are adapting to new work patterns

New working models are prevalent in industries such as tourism and hospitality where the flexible nature of work makes it appealing to people across several life-stages including those studying and those approaching retirement.¹⁴

However there are concerns about the effects of non-standard employment and the rise of more flexible workforce arrangements leading to work-responsibilities that encroach the 'work-life' balance as workers take more responsibilities home with them.

With this comes questions of the proprietary property of digital platforms and algorithms of management, and workplace rights and justice.

Further, as workers adapt to new work patterns such as self-employment or platform-mediated (gig) work issues of protections and entitlements (insurances and superannuation) and the role of unions arise.

¹¹ Mount Isa forum

¹² Construction Skills Queensland submission

¹³ Multicultural Queensland Advisory Council submission

¹⁴ Queensland Tourism Industry Council submission

Non-standard employment affects populations unevenly and as such is considered to exacerbate demographic and cultural inequalities (such as housing and education affordability and gender and generational gaps).

University of Queensland Research Network on Automation, Ethics and Society submission

LEGAL, INSTITUTIONAL AND POLICY INFLUENCES

Policy needs to move from crystal balling to being data driven and supported, and data reviewed every 18 months so the system can keep pace.

Industry roundtable

The different nature and needs of Queensland's regional economies and communities was a common theme throughout the consultation, reinforcing the need for government to test and understand the varying effectiveness of policies and programs in different areas and across different industries.

The Queensland Government's Regional Skills Investment Strategy (RSIS) is regarded as a positive step in bridging the gap between existing training opportunities and local needs. The program helps selected regional communities to identify current and emerging jobs in critical industries and develop a supply of skilled local people to meet demand.

Inconsistencies in mandatory requirements across industries were raised. For example, the liquor industry has mandatory training and certification for its workers in the form of responsible service of alcohol (RSA) certificates, while pharmacy does not, despite the extensive knowledge required by staff to adequately perform their roles and handle high-risk drugs.¹⁵

Government's broader social, cultural and environmental obligations were also raised, including the need for an underpinning commitment and a real plan to stabilise and restore job quality and dramatically expand the quantity of work available. The government needs to support local businesses through effective industry and infrastructure policies to create more high quality and secure local jobs.¹⁶

The full extent of the gig economy is not known

While the gig economy was not raised as a top-level issue, it was suggested that the lack of data collected for services other than transport may be distorting the actual situation. For example, the extent to which retailers of white goods are using Airtasker to engage individuals to deliver and even install white goods for customers is unknown. Without reliably recorded metrics it is impossible to predict the future extent of platform-mediated work.¹⁷

A lack of understanding of the scope of the gig economy and the flow-on effects for taxation, industrial and health and safety matters was also raised.¹⁸

¹⁵ Pharmacy Guild of Australia Queensland submission

¹⁶ Construction Skills Queensland submission

¹⁷ National Retail Association submission

¹⁸ Queensland Council of Unions submission

Platform-mediated work can put Australians in a tenuous position of having to compete in a global market on price. It is important that workers who choose this career path have access to appropriate education, training and support to run their freelancing business (as opposed to the common model of being an employee), including how to deal with the Australian taxation and business regulatory environment.

CQ RAPAD submission

Both government and education and training institutions have a role in regulating this kind of work and in preparing workers to participate and thrive in the gig economy, rather than letting global market forces drive how this becomes established in our culture and the follow-on effects on the workers involved, particularly in rural and remote areas where knowledge of these platforms and the potential pitfalls is low.¹⁹

Collaboration and coordination are critical

The importance of collaboration and partnerships across industry, government, educators, and communities in unlocking possibility, potential and economic prosperity was highlighted.

There are clear expectations that government has a role to play in giving businesses guidance about the changing workforce, ranging from local workforce planning to tools and templates for businesses.

Providing funding to prepare workers for a digitised future also features as a high expectation of the role of government in the process of transition.

Industry sees itself as a leader of change, especially in adopting new technology and adapting to social and demographic influences.

Nevertheless, employers continue to look to government for information including industrial matters, coordination especially to support workforce planning, and funding to help prepare workers for change such as adapting to a digitised future.

Further, it was suggested that definitions were needed for emerging industries to inform future planning.²⁰

It was also suggested that government, employers and unions have a role in working together to monitor the impact of new technology on work, steer its development in a manner that respects the dignity of workers and considers the adoption of new regulations in this light.²¹

While out of the scope of this project, the industrial implications of new work arrangements remain a key point of difference for some.

¹⁹ CQ RAPAD submission

²⁰ Nambour forum

²¹ Queensland Nurses and Midwives Union submission

Small businesses, in particular, feel the economic/regulatory environment needs to be more conducive to employing staff.²²

The evolution of workplace arrangements will require policy and legislation to cater to this changing workplace landscape as the natural conclusion is that you can't have flexible working arrangements with inflexible workplace agreements. Overly restricting workplace agreements may hinder progress towards a gig economy.

Chamber of Commerce and Industry Queensland submission

²² Ipswich small business consultation panel

IMPLICATIONS FOR EMPLOYMENT AND SKILLS

VET needs to be at the forefront of anticipating and responding to changing labour force and industry needs. VET has the advantage of meeting the needs of workers and industry rather than providing low-cost outcomes.

Queensland Council of Unions submission

Just as industries and occupations adapt to a continually changing world, so too will the way people prepare for work and new tasks.

This will impact the composition of training products, the way young people, in particular, are prepared for the workplace, the pathways to skills and jobs, workforce planning and the purchasing decisions of government.

Whether it is preparing young people for their first job or older people to transition to new jobs or new industries, stakeholders agree the VET system will need to be agile, flexible and adaptable.

Training packages, pathways and funding models will, therefore, need to be flexible enough to cater to both the skills and qualifications needed to perform jobs.

VET programs need to be more relevant with a coordinated approach in regions. For example, with the water industry, there can be a two to three-year delay between vendor training and developing and incorporating new units of competency into a training package.

Queensland Water submission

Upskilling, reskilling, new ways of working and learning are all considered key to adapting to a changing world of work.

Underpinning this is a culture of lifelong learning and the need to raise the literacy, numeracy and employability skills of people across all stages of the workforce.

Stakeholders agreed that preparing the future workforce to be ready for the 2030 economy requires rethinking the way systems interact with one another.

For instance, ensuring young people develop the skills to be workforce ready, or that they have sufficient knowledge and understanding about career pathways, requires thinking about their development across the primary and secondary and tertiary education and training systems.²³

There is widespread agreement that the quality of career education, across primary, secondary and post-school education, could be significantly improved to prepare young people for the future labour market. Further, there is scope to improve the promotion of the value of VET as a training and career pathway that young people consider as part of their post-school plans.

²³ The Smith Family submission

More support in high school and even primary school to choose a career would be valuable. We received support but often it was in year 10-12 when really it should be happening like year 8-10.

Male, 18-25, Bachelor degree

The cost of training and the responsibility for meeting those costs along the continuum of lifelong learning is also an essential consideration for all stakeholders.

Training product development needs to be agile

The environment in which new training products are developed and delivered needs to embrace new and innovative ideas and hence in many cases, in-house training is being used to keep up with the skills required to meet the pace of change in industry.

The nature of VET will need to refocus to vocational education that appropriately prepares people for work and provides pathways, or runways to launch them, into current and emerging jobs. This may require a significant change to the composition of training packages to reflect the combination of skills and qualifications needed for each job, and changes to the way skills are recognised.

In education terms, we would like to explore how threaded pathways that span TAFE, university and short burst, micro-credentialing can form learning bridges, making it easier to connect with and learn the skills key for our industry. In this way, opportunities to strengthen lay in not only what we teach, but how we create engaging and effective learning experiences.

Rio Tinto submission

Lifelong learning may take many forms

Stakeholders agreed that lifelong learning may take many forms such as work-based experience, base qualifications, experiential learning and micro-credentials, that were not necessarily linear.

As lifelong learning becomes the norm, consideration is needed about how to capture and validate the complete range of skills and experience of each person. Profiles of each person's education, training and skills development would provide a valuable resource for both employees and employers.

The notion of a skills passport or lifelong learning account is not new however, there are varying views about the scope, design and implementation of such a resource.

Our top priorities for change are improved market information and the concept of a Lifelong Skills Account to begin building a culture of lifelong learning and micro-credentialing.

Business Council of Australia submission

Foundation skills underpin VET quality

Underpinning the quality and relevance of VET products is the standard of foundation skills²⁴ and digital skills of people across all stages of the workforce.

The foundation skills of literacy, numeracy and digital proficiency are essential building blocks to either enter or complete a trade apprenticeship and to become a successful tradesperson. The provision of these foundational skills must be recognised as the critical agents to drive the outcome of the 'future of work in Queensland.'

Motor Trades Association Queensland submission

Employers consistently comment that young people don't have the necessary level of literacy, numeracy and employability skills to start a job and that a filtering system is needed to identify and address any gaps before they start work.

This is compounded by the lack of a common language or agreed definitions for soft skills and employability skills, the differing requirements of foundation skills levels across industry training packages, and spiky student profiles.

Traditional pathways are becoming less relevant

The traditional pathway of progressing from a certificate II to certificate III to a certificate IV is becoming less relevant in many industries. Future alternative pathways might include work experience while at school to test interest and aptitude for current and emerging job opportunities, a certificate III while working and skill sets or micro-credentials to upskill.

The VET system is developing over-qualified graduates not valued by industry.

Toowoomba forum

Micro-credentialing is presently undefined and predominately in the domain of the tertiary sector. However, it is regarded by stakeholders as a real opportunity for the VET sector to improve its agility and responsiveness to industry needs for new skills.

Expanding the recognition of micro-credentials to fit the needs of both industry and workers is regarded as an effective means of certifying the attainment of new skills if combined with a component of applied or experiential learning.

Micro-credentials offer numerous benefits for employees, employers and organisations of all sizes. When well-designed they can be flexible, portable and cost-effective to implement but also boost employee engagement.

²⁴ Foundation skills include learning, reading, writing, oral communication, numeracy and employability skills as well as components of digital literacy.

Chamber of Commerce and Industry Queensland submission

While there is substantial support from industry and business for skills sets and micro-credentials, the QTU highlights the risk of modular training in reducing the acquisition of skills to those required to meet present jobs in existing industries. QTU acknowledges that while new and emerging industries could develop niche training TAFE as the public provider is best placed to meet future skills needs.²⁵

Career information is challenging to navigate

The consultation endorsed the need to enable people to test their interest, attitude and aptitude for a job by giving them access to both quality information and opportunities to experience work environments before they commit to a career path.

Despite improvements in technology, concerns were voiced about the difficulties in navigating the abundance of career information and the need to better link people to the information and experiences they need to make appropriate career decisions.

Ensuring young people develop the skills to be workforce ready, or that they have sufficient knowledge and understanding about career pathways, requires thinking about their development across the primary and secondary and tertiary education and training systems.

*The Smith Family submission***The value of VET needs to be promoted**

Structural reform of the VET system, along with the better promotion of the value of vocational education and lifelong learning are considered fundamental to the future of work.

While industry recognises and values the role of VET in skilling the workforce, this view is not shared by the general community, especially school students and their parents, many of whom see it as a lesser option to university pathways.

Building confidence in the system will require the commitment and collaboration of all stakeholders - governments at all levels, industries, employers, unions, individuals, educators and training providers.

The importance of collaboration and partnerships across industry, government, educators and communities cannot be understated.

Public education around the VET system as a viable option for learners needs to be delivered. Career pathways through the VET system need better promotion, and this should be supported by industry and endorsed by government to increase attraction and retention of new entrants and to retain the existing workforce.

²⁵ Queensland Teachers' Union submission

*Pharmacy Guild of Australia Queensland submission***VET in Schools outcomes are variable**

Stakeholders reflected that since VET in Schools qualifications became eligible for the Queensland Certificate of Education in 2008 outcomes have been variable.

Successful programs rely on active local collaboration between schools, industry and employers and provide genuine introductions to jobs. However, for many school students, the purpose of undertaking VET subjects is to gain a qualification, not a job or even skills.

Examples were cited of students finishing school without knowing what VET qualifications they have or some students with multiple certificate I qualifications. There is a strong view that schools are basing their focus around Australian Tertiary Admission Rank (ATAR) results rather than industry competency.

Of equal concern is the fact that students are missing valuable opportunities for VET and to earn an income because the value of VET and the opportunities it offers are not well understood and it is not regarded as a viable pathway.

There is an appetite for recognising experiential learning as a formal pathway in schools. This may take the form of an alternative academic pathway that caters for students' different learning styles.

We need to shift from a provider-centred system to a learner-and employer-centred system.

*Business Council of Australia submission***VET purchasing could better reflect industry needs**

Current training funding models are considered to be geared more to qualifications outcomes than jobs. Along with training packages and pathways future funding models, therefore, will need to be flexible enough to cater to both the skills and the qualifications required to perform the jobs of the time.

For short courses, the market should decide. Government could get involved with skill sets, for example, its funding of hydroelectric skill sets.

ACPET focus group

There is agreement that the VET system needs to deliver outcomes that reflect the requirements of industry. Base qualifications will remain important; however, they won't necessarily need to be a person's first decision. To stay relevant, the system will need to invest in VET that enables people to gain skills and work their way to a qualification if they so choose.

Government has a role in supporting people in need

Government also has a clear role in supporting disadvantaged people and communities, reducing the chances of people becoming at risk and helping people through periods of significant change.

The 'future proofing' of workers needs to be implemented on a wider social level lest it risks isolating a group of workers with obsolete skills from the workforce.

UQ Research Network on Automation, Ethics and Society submission

People in declining roles may potentially have transferable skills that can be developed and redeployed into emerging roles in industry; however, resistance to change especially among older workers can be challenging to overcome.

Whether starting a first job or transitioning to a new role in the same industry or a new position in a new or emerging industry, tailored case management could help to connect, facilitate and guide them to be able to make informed decisions.

Disadvantaged students are an important and large equity cohort for the VET sector. Yet the sector tends to struggle in supporting disadvantaged students to enrol, engage and complete in VET courses.

The Smith Family submission

Government agencies and programs are not well coordinated

Government programs and industry engagement are considered to be not well coordinated, leading to diluted impact, confusion or duplicated effort. Employers (especially small to medium sized businesses) find it difficult to access information about employment and training programs. Better coordination of government agencies would help employers to make better use of the range of information and support that is available.

Improved cross-government and cross-sectoral collaboration are also required in Queensland to ensure that young people acquire the range of skills needed for future employment success.

The current system is complex and involves many different players. A more consolidated approach to VET across different levels of government, industry, employers, training providers and employees should be implemented. A more coordinated approach including at the regional level across these stakeholders will ensure a better understanding of VET and avoid duplication of effort.

Construction Skills Queensland submission