



Australian Government  
Department of Employment  
and Workplace Relations

## Skills and Training Ministerial Submission

<b>To</b>	<b>Minister for Skills and Training</b>
<b>Subject</b>	<b>Fee-Free TAFE campaign communication outline and concepts</b>
<b>Action Date</b>	<b>Please action by 12 May 2023.</b> To allow the campaign to commence development.

### Recommendations - That you:

1. **approve** the communication outline for the Fee-Free TAFE campaign at Attachment A **approved / not approved**
2. **agree** to the creative concepts at Attachment B proceeding to concept testing and subsequent development. **agreed / not agreed**

Signature: \_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

### Comments

### Executive summary

1. On 8 December 2022, Senator the Hon Katy Gallagher, Minister for Finance and Chair of the Government Communications Subcommittee approved the Fee-Free TAFE campaign proposal and assigned the campaign to the 'Economy village' (MS22-001875 refers).
2. Developmental research to inform the campaign was conducted by Whereto Research in January 2023. This research also explored several creative approaches for the campaign that were developed by Clemenger BBDO, the contracted creative agency, in consultation with the Department of Employment and Workplace Relations.
3. Based on this research, the department has developed a campaign communication outline for your approval (Attachment A). In addition, 4 creative concepts have been developed based on the recommended creative approach (Attachment B). We seek your agreement to proceed to market testing of these concepts to identify the creative approach that should proceed to development.

### Key points

4. The Fee-Free TAFE campaign will raise awareness that TAFE courses fast-track skills development and have strong links to industry, establishing a pathway to secure, well-paid jobs.
5. Whereto Research undertook developmental research (Attachment C) with target audiences to inform campaign messaging and strategic approach. Target audiences include people who are out of work or receiving income support payments, women facing economic insecurity, women undertaking study in non-traditional fields, young people aged 17–24 years, unpaid carers, First Nations Australians, people with disability and certain categories of visa holders.
6. s 45

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Four additional creative concepts that centre on the idea of ‘change’ have been developed by the creative agency and are ready to be tested with target audiences (Attachment B).

9. The Fee-Free TAFE communication outline (Attachment A) provides greater detail on audience insights, the strategic approach to the campaign, the recommended creative approach, and a summary of proposed public relations activities, including those targeted at youth, First Nations Australians and people from Culturally and Linguistically Diverse backgrounds. These activities will be refined following approval of a creative concept by the Government Communications Subcommittee.
10. Following your approval of the communication outline and agreement to market test the creative concepts, the department will instruct the research agency to commence concept testing and identify a recommended concept to proceed to development.
11. The department will then seek your agreement to present our recommended creative concept, campaign strategy, research findings and media plan and strategy to the Government Communications Subcommittee for consideration at its meeting on 27 June 2023.

### **Government policy issues and impact on other portfolios**

12. The Fee-Free TAFE campaign must comply with the Australian Government Guidelines on Information and Advertising Campaigns by non-Corporate Commonwealth entities.

### **Key risks and mitigation**

13. Fee-Free TAFE places under the current 12-month National Skills Agreement remain open until 31 December 2023. The availability of places for 2024 and beyond require the states and territories to sign on to the 5-year National Skills Agreement (NSA).
14. The proposed launch date of October 2023 will target audiences for the Semester 1 2024 intake. The launch is contingent on the states and territories signing the NSA. There is a risk that the states and territories will not sign by the planned launch date, however the department considers this risk to be very low.
15. The department will work with the states and territories to monitor progress and timing of the NSA and will discuss any potential impact on advertising with your office.
16. Consideration will be given to testing generic messaging about the benefits of a TAFE education and the support available to students that could be used prior to the NSA being signed, and/or variations of the creative to suit the different stages of planning.

### **Budget impact, financial considerations**

17. Funding of \$7.01 million was received in the October 2022 Budget for the Fee-Free TAFE campaign to be delivered in the 2022–23 financial year.
18. A Movement of Funds will be sought from the Department of Finance to move \$5.54 million of this budget to the 2023–24 financial year in order to launch the campaign in October 2023.

## Communications and media strategy

19. The communication outline is at [Attachment A](#).

### Stakeholder consultation

20. The Skills and Training Group has approved the campaign outline and creative approach.
21. The first round of engagement with New South Wales, Victoria and Queensland was achieved through to March 2023. A second round of engagement with all states and territories is planned for May 2023. Feedback from states and territories on the campaign approach has been positive.
22. The department will continue to keep states and territories across general campaign direction and timings to ensure jurisdictions can align their campaigns accordingly.
23. An outline of the state and territories Fee-Free TAFE campaigns is at [Attachment D](#).
24. The department is about to begin broad NSA engagement from May to August and will continue to showcase the Fee-Free TAFE project to stakeholders in those forums.

### Attachments

- [Attachment A](#) Fee-Free TAFE communications outline
- [Attachment B](#) Fee-Free TAFE creative concepts
- [Attachment C](#) Fee-Free TAFE developmental research report
- [Attachment D](#) Outline of state and territories Fee-Free TAFE campaigns

### Clearance

Primary Contact Officer: s 22(1)(a)(ii)  
Communication and Media Branch | Corp | People and  
Communication

Position  
Ph: s 22(1)(a)(ii)  
Mobile: s 22(1)(a)(ii)

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Clearance Officer: s 22(1)(a)(ii)  
Communication and Media Branch  
| Corp | People and Communication

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Assistant Secretary  
Ph: s 22(1)(a)(ii)

# Fee-Free TAFE campaign communications outline

## CAMPAIGN OVERVIEW

<b>CAMPAIGN NAME</b>	Fee-Free TAFE	
<b>RESPONSIBLE DEPARTMENT</b>	DEWR	
<b>STRATEGIC THEME</b>	Economy	
<b>DEPARTMENT LEAD</b>	NAME	s 22(1)(a)(ii)
	EMAIL	s 22(1)(a)(ii)
	PHONE	s 22(1)(a)(ii)
<b>CONSULTANT PARTNERS</b>	CREATIVE CONSULTANT	Clemenger BBDO
	DEVELOPMENTAL RESEARCH CONSULTANT	Whereto Research
	PUBLIC RELATIONS CONSULTANT	Think HQ
	ABORIGINAL AND TORRES STRAIT ISLANDER CONSULTANT	33 Creative
	MULTICULTURAL CONSULTANT	CultureVerse
	MEDIA AGENCY	Universal McCann
	EVALUATION RESEARCH PROVIDER	Hall & Partners
<b>BUDGET</b>	<b>\$7.01 million</b> (till end of 23-24 FY) <i>* A movement of funds will be sought to move \$5.54m of this budget to the 24-25 FY</i>	
<b>PROPOSED DATE IN MARKET</b>	October 2023	



## INTRODUCTION/BACKGROUND

The Australian Government has partnered with state and territory governments to establish a \$1 billion 12-month Skills Agreement, known as Fee-Free TAFE, to deliver 180,000 Fee-Free TAFE and vocational education places from January 2023. The agreement sets out training places across target sectors experiencing skill shortages or growth areas including:

- care (aged care, childcare, health care and disability care)
- technology and digital
- hospitality and tourism
- construction
- agriculture, and
- sovereign capability (e.g. defence industries).

This agreement prioritises training for students that traditionally face barriers to work and study including:

- First Nations Australians
- People who are out of work or receiving income support payments
- Unpaid carers
- Women facing economic insecurity
- Women undertaking study in non-traditional fields
- People with disability
- Young people (17-24)
- Certain categories of visa holders.

The aim of Fee-Free TAFE is to provide Australians with better access to the training and skills they need to enter a secure, well-paid job.

## The future of Fee-Free TAFE

Following the availability of 180,000 Fee-Free TAFE places in 2023, the Government remains committed to supporting a further 300,000 Fee-Free TAFE places over the coming years.

To deliver these future places, the Commonwealth Government is working collaboratively with States and Territories to deliver a new 5-year National Skills Agreement (NSA) in accordance with the vision and guiding principles agreed by Skills Ministers and endorsed by National Cabinet on 31 August 2022.

- The new NSA will provide funding certainty and a continuation of Fee-Free TAFE through 2023 to 2028, delivering a skilled domestic workforce with TAFE at the heart of vocational education and training (VET) sector and will ensure access for Australians (especially priority groups) to the education, training and support they need to obtain skills to participate and prosper in the modern economy.
- Total funding available under the 5-year National Skills Agreement is subject to negotiations and the reforms agreed with state and territory governments.

## How Fee-Free TAFE will be delivered

Training will be delivered by TAFEs and public dual sector higher education providers, including TAFE organisations or partnership arrangements. In limited circumstances delivery may also include community training providers or First Nation Australian training providers where they are better placed to deliver specialist training.

Engagement with state and territory communications teams has identified October to December as a key enrolment period for youth and prospective TAFE learners. This period is also a busy job seeking period which aligns well with the messages of upskilling and education through TAFE.

## The importance of TAFE

TAFE is the largest provider of post-secondary education in Australia. There is a number of characteristics which position it at the heart of the vocational education and training (VET) sector:

- TAFE is key to delivering high quality training to all Australians and creating a skilled workforce. In 2021, more than three-quarters of a million students (778,280) were enrolled at TAFE, comprising 652,375 government-funded students, 188,210 domestic fee-paying students and 28,650 international students.
- Collectively, TAFEs deliver around 60 per cent of all Government-funded training hours, more than 25 per cent of all hours of training and 30 per cent of enrolments in VET qualifications<sup>1</sup>.
- TAFE provides increased equity and access to education for all Australians. Students enrolled in TAFE are more likely to be Indigenous, have a disability, live in a regional or remote areas, and come from a low SES background, when compare with private training providers.
- TAFE works in collaboration with industry, providing practical training for a wide range of jobs that employers value. Through these partnerships it can meet demands for new skills as rapid industry transformations occur.
- TAFE helps learners build skills and establish a career.
- TAFE confers transferable skills to drive workforce participation. Through TAFE, students can develop a range of transferable 'hard skills' including literacy, numeracy and information technology skills and 'soft skills' such as creativity, interpersonal and cross-cultural communication skills, and teamwork skills.

## The policy problem

Skill shortages doubled in 2022, and recruitment pressures for skilled workers continues in sectors targeted by previous campaigns such as the care and support sector, nursing, childcare, and digital skills. There has also been a significant increase in shortages across occupations including technicians, machinery operators and labourers, community and personal service workers.

This is on top of a falling unemployment rate, currently 3.5 per cent as at December 2022 compared with 5.8 per cent in February 2021 when previous campaign developmental

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<sup>1</sup> NCVET data (Dr Hayley Jones), 'National TAFE Reception Event – General Minister Talking Points': 6 September 2022

research was undertaken. The youth unemployment rate is at 7.7 per cent (December 2022), compared with 11.9 per cent pre-COVID levels (December quarter 2019) indicating stronger employment outcomes for youth, but this needs to be balanced with the need to upskill and career pathways to secure, well paid jobs.

Skills shortages are one of the biggest challenges faced by the Australian workforce:

- A lack of skilled workers is one of the biggest economic challenges facing Australia. In July 2022, the National Skills Commission reported that 44 per cent of all employers reported difficulty in recruiting employees.
- Data tells us that one in five Australians lack the foundational skills (literacy, numeracy and digital literacy skills) essential to finding secure employment and engaging in society.
- To meet the demands of an ageing population, the size of the aged and disability care workforce will need to climb by 28 per cent in the five years to 2026.
- The NSC has projected employment in STEM occupations (using science, technology, engineering, and maths skills) is expected to grow by 12.9 per cent, well above the average of all occupations (of 7.8 per cent) and more than twice as fast as non-STEM occupations (6.2 per cent).

*Note: The NSC was replaced by Jobs and Skills Australia in November 2022.*

## The communication problem

The Fee-Free TAFE campaign differs from recent skills campaigns such as JobTrainer, as it aims to reach a more targeted group of learners, as well as incentivise learners who are not in education, employment or training. The priority cohorts include First Nations Australians, young people (17-24), people out of work or receiving income support, unpaid carers, women facing economic insecurity, women undertaking study in non-traditional fields, people with disability and certain categories of visa holders.

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. Thus, the key challenge for this campaign is achieving cut-through and delivering a relevant call to action that works across segments as variable as 17-year-old school leavers to older women who may have been out of work for a long time, to people with disability experiencing high barriers to employment.

The variability in the priority segments means that the below-the-line communications and media strategy will need to work hard to support the above-the-line communication - especially if the campaign needs to move beyond merely building on existing awareness, to driving enquiries and enrolments.

## CAMPAIGN AIM

The aim of the campaign is to inform Australians, particularly the priority cohorts, of the availability of Fee-Free TAFE training places and drive them to the YourCareer website to find more about the courses, eligibility and where to enrol.

## CAMPAIGN OBJECTIVES

Supporting this aim, the primary campaign objectives are to:

- Increase awareness of the fee-free courses available through Fee-Free TAFE
- Increase awareness that TAFE courses fast-track skills development.
- Increase awareness of the full diversity of qualifications available through TAFE, with a focus on the highest priority sectors.
- Support learners to understand the benefits and opportunities of Fee-Free TAFE.
- Encourage target audiences to visit the YourCareer website to find out about eligibility and courses available near them.

## KEY MESSAGES

Fee-Free TAFE courses are available to help you gain skills for in-demand industries and to secure a well-paid job. A TAFE course can fast-track your skills development and link you to industry experts.

**Call to action:** Choose from hundreds of Fee-Free TAFE courses at [yourcareer.gov.au](http://yourcareer.gov.au).

As a result of this message what do we want people to:

**THINK:** That the government is offering Fee-Free qualifications for industries where there are well-paid jobs available.

We want them to think that VET is a good option for them to get trained up quickly and that there is a wide range of qualifications available to them.

We want them to think that there are lots of job prospects available if they do a Fee-Free TAFE course.

**FEEL:** Confident that the Government is providing opportunities and support to help people train for the jobs that are needed now and into the future.

We want them to feel hopeful that a Fee-Free TAFE course will lead to a rewarding job.

**DO:** Go to [yourcareer.gov.au](http://yourcareer.gov.au) to find out more about the courses available through Fee-Free TAFE and whether they are eligible. We want to connect them via this website to their state or territory Fee-Free TAFE program, to search for a course and enrol in a Fee-Free TAFE course.

Key research findings in relation to messaging include:

- Communicating urgency is difficult – pushing too hard may risk devaluing the offer and focuses too much on product. Conversely, lack of urgency helps the TAFE ‘brand’ overall, but may not be a strong enough call to action.
- Fee-free TAFE is relatively well known – yet messaging about cost-relief is not likely to activate priority audiences unless there is an existing consideration of gaining new or more skills, a clear long-term benefit, and a mechanism for change.

- The tone of advertising needs to be confident and straightforward, in order to make the audience feel that the option to change their direction is real.

## TARGET AUDIENCE

### Primary target audience

- Women (with a focus on unpaid carers, women facing economic insecurity, women undertaking study in non-traditional fields)
- First Nations Australians
- People out of work or receiving income support
- People with disability
- Young people aged 17-24
- Certain categories of visa holders.

### Secondary target audience

- Parents/guardians of high school-aged children
- Influencers of youth, particularly teachers, career advisers, carers and grandparents
- Employers of TAFE graduates.

### Special audiences

- Culturally and Linguistically Diverse (CALD) people
- People who are long term unemployed
- Australians not in employment, education or training.

### Stakeholders and influencers

- Jobs and Skills Australia
- National Careers Institute
- VET Alumni
- Relevant state government departments
- Australian Apprenticeship Support Network (AASN)
- TAFEs and Registered Training Organisations (RTOs)
- Group Training Organisations (GTOs)
- Employment services providers
- Chambers of Commerce, peak body groups and industry associations
- Secondary schools
- Employment Service Providers

## STRATEGIC APPROACH AND COMMUNICATIONS MIX

Above-the-line advertising will lead the campaign and build mass awareness, with all activity to launch together. All components will drive people to [yourcareer.gov.au](http://yourcareer.gov.au) to find out more about eligibility criteria and the courses available to them in their state/territory.

The following are initial suggested activities from the communication agencies. These activities will be reviewed once a final concept is agreed and will be refined and further developed as required prior to contracting the agencies.

## Advertising

Advertising will build mass awareness and drive audiences to [yourcareer.gov.au](http://yourcareer.gov.au) for more information on eligibility for Fee-Free TAFE and courses available. All advertising will be developed in line with the recommended strategic territory outlined below.

## Public Relations

The campaign's PR agency, Think HQ, have proposed a range of PR activities aimed at leveraging and building on above the line activity to convert awareness of Fee-Free TAFE to interest, particularly among the youth audience. Proposed activities include:

- Developing tailored resources/content that can be hosted on the website (and distributed via the department's owned social channels and through stakeholder engagement).
- Below the line (BTL) content will include general information, as well as tailored content curated for relevant audiences, including case studies.
- Stakeholder engagement and community partnerships including connecting with relevant third parties to leverage their networks and trusted relationships with priority audiences. Examples include Youth Affairs Councils (YAC VIC) and Gender Equality peak bodies (Gender Equity Victoria).
- These relationships will be bolstered through multiple streams of activity, including distributing below-the-line content, potential activations and community and paid partnerships.
- Activations/pop ups at existing events will be explored to efficiently reach target audiences in high volumes.
- For the youth audience, an online information session, delivered with an aligned partner organisation, and featuring a high-profile speaker, will be considered.
- Complimentary media relations activities with earned media pitches that look to leverage off other news and share real life stories.

## Multicultural

The campaign's CALD agency, CultureVerse, have proposed a range of CALD audience specific activities to reach and engage priority audiences, and influencers, in their preferred language and with consideration to their unique cultural needs and perceptions. Proposed CALD activities include:

- Consult on the development of inclusive advertising materials – paying close attention to language, cultural relevance, translatability, and production considerations to ensure the intended message is conveyed as creatively and effectively as possible.
- Identify, vet, and appoint a panel of trusted advocates for priority language groups to co-produce and seed content via their own and partner channels, as well as the YourCareer website. Where relevant and suitable, advocates could also serve as radio interview talent.

- Partner with community organisations to co-design content and event partnerships, leveraging their existing engaged audience to deliver key campaign messages and content. Examples include settlement service providers, Vietnamese Australian Women's Association, and regional temples.
- Tailored partnerships such as sponsorship of cultural events, a physical presence within temples or social media content partnerships.
- Investigate potential to work with UM to identify paid content partnerships with multicultural media.
- Media relations - insights and commentary from a trusted multicultural stakeholder could be developed into an opinion piece for online and print media. CALD enrolment figures could be weaved into tailored media pitches if available at time of pitching.

## Indigenous

The campaign's Indigenous agency, Creative33, have proposed a range of First Nations specific below the line activities including:

- Stakeholder engagement with employers, secondary school, state-based service providers.
- Targeted simplified information (factsheets, posters) for First Nations organisations, including job placement and employment providers, school leaver programs and community groups.
- Developing written case studies to show the demonstrate the diversity of study options and career outcomes through TAFE.
- EDM mail out at key points throughout the campaign (targeted to state based mailouts within their database to suit state-based rollout).
- Organic social media content for stakeholder networks.
- Website page to host targeted resources and stakeholder hub.

## Other activity

The department has developed a Fee-Free TAFE page on the YourCareer website and advertising will direct audiences to this page where they can link to their own state or territory content. Further, the department will use owned social media channels and media engagement to support the campaign activities and paid advertising and will liaise with the state and territory governments on sharing Fee-Free TAFE materials. Some state/territory governments are running their own campaigns to promote Fee-Free TAFE.

## STRATEGIC TERRITORY

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## **MEDIA STRATEGY**

Based on initial discussions with the Government's master media agency, Universal McCann (UM), it is expected that the mass media component of the campaign will comprise television (free-to-air, online and catch up) and digital media (social media, mobile, digital display) and will include in-language CALD and Indigenous channels.

The department will provide UM with a comprehensive brief to deliver a full media strategy and media plan. Through this process UM will confirm these channels and ensure media is effectively targeted to the key audiences.

The total proposed media budget is \$4.83m in the 2023-34 financial year.

The media strategy and plan will be provided at the next stage of the campaign approval process.

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**BUDGET**

Current budget breakdown is \$5.89m in 2022-23 FY and \$1.12m in 2023-24 FY.

A movement of funds of \$5.45m from the 2023-24 FY to the 2023-24 FY will be sought to allow for the following indicative budget breakdown.

	2022-23	2023-24	Total
<b>Campaign budget (\$m)</b>	5.89	1.12	7.01
<b>Media</b>	0	4.83	4.83
<b>Advertising</b>	.20	1.0	1.20
<b>Developmental Research</b>	0.18	.02	0.20
<b>Public Relations</b>	0.05	0.20	0.25
<b>Multicultural Consultant</b>	0.02	0.20	0.22
<b>Aboriginal and Torres Strait Islander Consultant</b>	0.02	0.20	0.22
<b>Evaluation Research</b>	0	0.09	0.09
<b>TOTAL</b>	<b>.47</b>	<b>6.54</b>	<b>7.01</b>

**KEY ISSUES AND CONSIDERATIONS**

Key issues for the campaign relate to timing as follows:

- Enrolments under the current 12-month Agreement remain open until 31 December 2023, however Fee-Free TAFE enrolments for 2024 require the signing of the National Skills Agreement.
- The campaign is proposed to launch in October 2023 – subject to the States and Territories signing the National Skills Agreement by this time.

**CAMPAIGN MEASUREMENT AND EVALUATION**

Hall & Partners will conduct benchmark, tracking and evaluation research to measure the effectiveness of the campaign:

- Benchmark research will establish audience awareness levels immediately prior to campaign implementation.
- Tracking research will provide valuable feedback on the success of the campaign and will help inform any refinements. It will determine whether the key messages are reaching audiences, how effectively they are being communicated, and which channels or activities are achieving the most cut-through.
- Post-campaign evaluation research will determine whether the campaign has achieved the objectives outlined in the communication strategy.

The department will also monitor and evaluate the effectiveness of this strategy through the following tools:

- Webpage statistics including the number of visits, most popular pages, time spent on website, traffic received directly from digital and social media advertising and user demographics (weekly reporting from webpage launch).
- Enrolment data will be sought from states and territories to measure take up of courses available through Fee-Free TAFE.

# Fee-Free TAFE

## 3.5.23



## **New Direction 1**

A new concept for Fee-Free TAFE.

### **Idea 1**

New version that has multiple people in the script instead of just one person's view.

### **Idea 2**

Concept and script hasn't changed, as it has multiple people already.

### **Idea 3**

Concept and script hasn't changed. Too complicated to change to multiple people.



# New Direction 1



**Your anything starts here.**





# IDEA

For anyone starting their first day of work at a new job is a tremendous achievement. This concept shows people getting ready to walk through the door into a new place of work and complete the journey they started when they applied for a Fee-Free TAFE course.



## SCRIPT:

This film captures the nervous moments as a group of people start their first day of work. They are all different ages and ethnicities.

We see a lady taking deep breaths as she has her back to door in what looks like a hospital. Other hospital workers, doctors, nurses and admin staff rush around her.

We see a construction worker in her car at the building site. She has her headphones on as she looks nervously over her shoulder at the building site. All her clothes are brand new. She has a real sparkle in her eyes. She's excited. She finishes her coffee, and jumps out of her car. The camera stays in the car as she opens the door again. She's forgotten her bag with tools.

A man in a modern building of a tech firm stands at reception as people come and go. He sees his reflection in a mirror. He nervously smiles and checks his teeth don't carry any reminders of his breakfast. As he does an employee notices. He is mortified and nods politely.

We see a woman standing at the front gate of a child care centre as kids charge around. She is on the phone to a parent "I gotta go mum, I'll be late". She hangs up then looks up at the path she needs to walk up to get to the front door. She fumbles on the gate as she tries to open it.

We see a man at a high end hotel struggling to tie his new apron on. He stands near the rear entrance as the world passes him by. He glances into the busy kitchen and his eyes widen in excitement at all the activity in there.

**VO: You can be anything. And with hundreds of fee free courses, TAFE is the perfect place to start your anything.**

We then see the moment as our people pluck up the courage to open the door into their new work places. We match cut quickly as they all walk in. The tension builds as they make the leap. As they go in we don't see much but we know they've made it and hear some welcoming noises and see some friendly faces.

**Super: Fee Free TAFE**

**Super: Your anything starts here**

**Supers: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).**

**Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government, Canberra.**



## SCRIPT (VO alt.)

This film captures the nervous moments as a group of people start their first day of work. They are all different ages and ethnicities.

We see a lady taking deep breaths as she has her back to door in what looks like a hospital. Other hospital workers, doctors, nurses and admin staff rush around her.

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**VO: You can be anything. And with the Australian Government funding hundreds of fee free courses, TAFE is the perfect place to start your anything.**

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**Super: Fee Free TAFE**

**Super: Your anything starts here**

**Supers: TAFE / [yourcareer.gov.au](https://yourcareer.gov.au).**

**Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government, Canberra.**



# Stills

For the stills we want to create images to show the enjoyment, the pride, and even the awkward nervousness as TAFE graduates step through the door into their new places of work for the very first time.

The following OOH examples show the enjoyment of graduates from TAFE starting their first day at work. We couldn't find the perfect reference image but when we shoot, each execution will have our talent walking through a door into their new career with a similar look on their face.



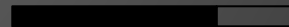
**YOUR  
ANYTHING  
STARTS  
HERE**

Choose from hundreds of Fee-Free  
TAFE courses at [yourcareer.com.au](http://yourcareer.com.au)



Australian Government

**TAFE**



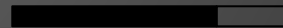
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Australian Government

**TAFE**





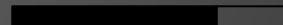
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Choose from hundreds of Fee-Free  
TAFE courses at [yourcareer.com.au](http://yourcareer.com.au)



Australian Government

**TAFE**



# Idea 1





# Skill Up. Change Up.



## Idea

With this approach, we see different people working across a range of different careers. In each scene, our film takes the point of view of the job they're focusing on. For example, in a hospitality scene, we'd see things from the point of view of an oven tray that's pulled out to inspect some freshly baked goods.

Using this unique perspective, we can observe her learning, concentrating, focusing, and excitedly learning new skills.





## **Script ALT (New script):**

*We open on a woman sitting at home on the couch. We see her from the point of view of her TV. She's clearly got her thinking face on.*

**VO: Thinking about a change up?**

**VO: The Australian Government is funding hundreds of fee-free TAFE courses to skill up and get you here...**

*We cut to a construction site. The camera is mounted on a plank of wood looking back at our woman. She brings the plank towards her and hammers a nail into it.*

**VO: Here.**

*Now the camera is mounted on a computer screen in an IT department. We see the face of a young man as he brings the screen towards himself as he checks the lines of coding that he's typing.*

**VO: Or even here.**

*We now see our man holding a paint brush. He is at a childcare centre. The camera is mounted on the brush looking back at his face concentrating. A group of excited children watch on as he begins painting. .*

**VO: You might prefer to be more here.**

*Now we're looking up from a tongue depressor at a care facility. We see a new young woman holding it wearing a pair of protective goggles. She inserts the tongue depressor into a mouth and we see her study some tonsils.*

**VO: Oh you'd rather do this? Of course you can! Yummmm.**

*We now cut to inside a kitchen where we see her hard at work, from the point of view of an oven tray that she pulls out to inspect a delicious-looking dessert.*

**VO: Choose from hundreds of Fee-Free TAFE courses at [yourcareer.gov.au](http://yourcareer.gov.au).**

*We cut back to the first woman on the couch. The camera spins around and we see her hit 'apply' on the TAFE website on her phone.*

**VO: Skill up. Change Up.**

**Supers + VO: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).  
Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government,  
Canberra.**

# Stills

Each of the following OOH concepts are currently using reference imagery. Each OOH image we reflect exactly what we are capturing in the film in terms of talent, job and visual style. This can be hard to reflect in reference imagery as it is a specific technic. The following shots show the technique as best as possible but the executions will be different. The OOH scenarios will feature aged care, child care, construction or any of the shots from the film but in the style of the reference.

If required we can have these illustrated for research to help depict what will be captured more accurately.





[yourcareer.gov.au](http://yourcareer.gov.au)

# FEE-FREE TAFE

There's a free course that can get you here.

Skill Up.  
Change Up.

**TAFE**



Australian Government



[yourcareer.gov.au](http://yourcareer.gov.au)

# FEE-FREE TAFE

There's a free course that can get you here.

Skill Up.  
Change Up.

**TAFE**



Australian Government



[yourcareer.gov.au](http://yourcareer.gov.au)

# FEE-FREE TAFE

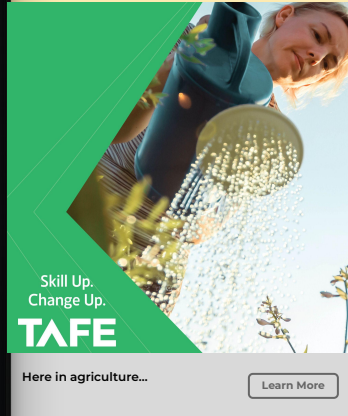
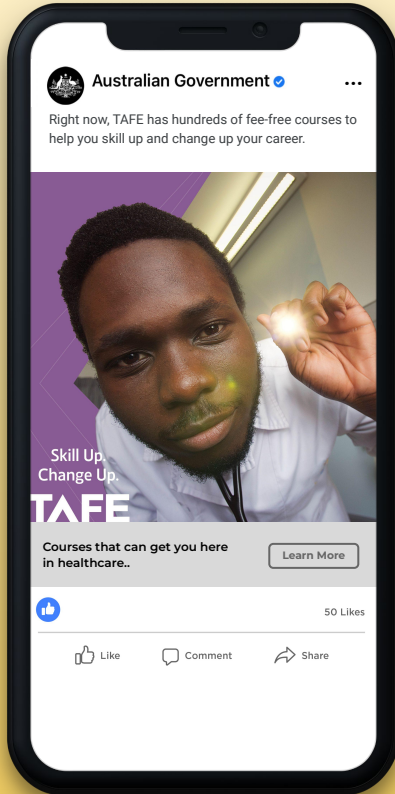
There's a free course that can get you here.

Skill Up.  
Change Up.

# TAFE







# Idea 2



# This changes everything



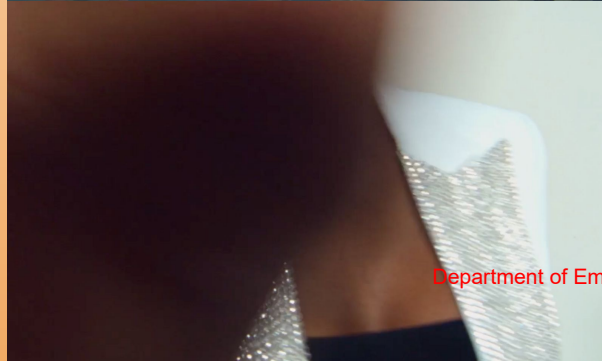
## Idea

With this approach, we'd use a dynamic visual device to show people seamlessly changing from a job or life path they're not particularly passionate about, into a career they really love.

This transition could be consistent throughout, or, a different transition each time. For example, it might be an object in the centre of the scene that changes out each time, like a coffee table flipping around to become an IT desk. Or perhaps someone flicks their head forward, and when they flip it back, they've changed into a different career.

Here's a few references of the fun things we could do with this concept.





## 360° Flip technique

<https://www.rifrafffilms.tv/directors/max-siedentopf>



## Script:

*We open on a man in his late 30s, gaming on a couch. There's a coffee table in front of him.*

**VO: Fee-free TAFE, this changes everything.**

**VO: This changes a tech head to a head of tech.**

*Suddenly the coffee table in front of him flips into an IT desk and he's typing code on screen.*

**VO: A kitchen hand to hands-on-chef.**

*We cut to a woman washing dishes in a restaurant. All of a sudden she transitions into a bustling kitchen where she's flipping food in a wok and yelling out orders.*

**VO: Hardly caring. Really caring.**

*We see a woman go from pushing a trolley through a supermarket, looking very disengaged, to pushing an aged care resident in a wheelchair - being super attentive and caring to their needs.*

**VO: Cute hobby. Now serious profession. Oooh yes, very serious.**

*We see a woman tending to a tiny garden plant that swaps out for a big crop. She's testing soil and measurements in a very precise-like manor.*

**VO: A daydream into your dream job.**

*A man daydreaming transitions into building something on a bustling building site.*

**VO: Just look at you go!**

**VO: Choose from hundreds of courses.**

*Cut to supers.*

**Supers + VO: Fee-Free TAFE. This changes everything.**

*The supers transition out.*

**Supers: TAFE / [yourcareer.gov.au](https://yourcareer.gov.au).**

**Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government, Canberra.**

## Script: ALT

*We open on a man in his late 30s, gaming on a couch. There's a coffee table in front of him.*

**VO: The Australian Government funding hundreds of fee-free TAFE courses? This changes everything.**

**VO: This changes a tech head to a head of tech.**

*Suddenly the coffee table in front of him flips into an IT desk and he's typing code on screen.*

**VO: A kitchen hand to hands-on-chef.**

*We cut to a woman washing dishes in a restaurant. All of a sudden she transitions into a bustling kitchen where she's flipping food in a wok and yelling out orders.*

**VO: Hardly caring. Really caring.**

*We see a woman go from pushing a trolley through a supermarket, looking very disengaged, to pushing an aged care resident in a wheelchair - being super attentive and caring to their needs.*

**VO: Cute hobby. Now serious profession. Oooh yes, very serious.**

*We see a woman tending to a tiny garden plant that swaps out for a big crop. She's testing soil and measurements in a very precise-like manor.*

**VO: A daydream into your dream job.**

*A man daydreaming transitions into building something on a bustling building site.*

**VO: Just look at you go!**

**VO: Choose from hundreds of courses.**

*Cut to supers.*

**Supers + VO: Fee-Free TAFE. This changes everything.**  
*The supers transition out.*

**Supers:** TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).  
**Supers:** Australian Government Crest

**Supers + VO: Authorised by the Australian Government, Canberra.**



## **Script: ALT (Minister's office feedback)**

*We open on a man in his late 30s, gaming on a couch. There's a coffee table in front of him.*

**VO: The Australian Government funding hundreds of fee-free TAFE courses? This changes everything.**

**VO: This changes a tech head to a head of tech.**

*Suddenly the coffee table in front of him flips into an IT desk and he's typing code on screen.*

**VO: A kitchen hand to hands-on-chef.**

*We cut to a woman washing dishes in a restaurant. All of a sudden she transitions into a bustling kitchen where she's flipping food in a wok and yelling out orders.*

**VO: Hardly caring. Really caring.**

*We see a woman go from pushing a trolley through a supermarket, looking very disengaged, to pushing an aged care resident in a wheelchair - being super attentive and caring to their needs.*

**VO: Cute hobby. Now serious profession. Oooh yes, very serious.**

*We see a woman tending to a tiny garden plant that swaps out for a big crop. She's testing soil and measurements in a very precise-like manor.*

**VO: A daydream into your dream job.**

*A man daydreaming transitions into building something on a bustling building site.*

**VO: Just look at you go!**

**VO: Choose from hundreds of courses.**

*Cut to supers.*

**Supers + VO: Fee-Free TAFE. This changes everything.**

*The supers transition out.*

**Supers: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).**

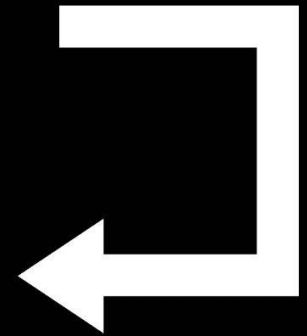
**Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government, Canberra.**



# FROM TECH HEAD

# TO HEAD OF TECH.



⊘ FEE-FREE TAFE.

\* (This changes everything)

[yourcareer.gov.au](http://yourcareer.gov.au)

**TAFE**



Australian Government



# FROM KITCHEN HAND



# TO HANDS-ON CHEF.



 FEE-FREE TAFE.

\* (This changes everything)

[yourcareer.gov.au](http://yourcareer.gov.au)

**TAFE**

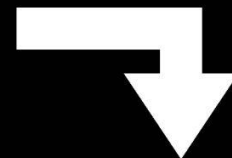


Australian Government





# FROM CUTE HOBBY



# TO SERIOUS PROFESSION.



⊘ FEE-FREE TAFE.

\* (This changes everything)

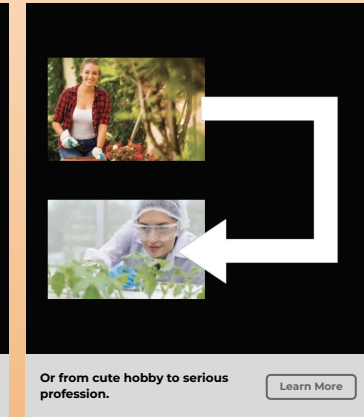
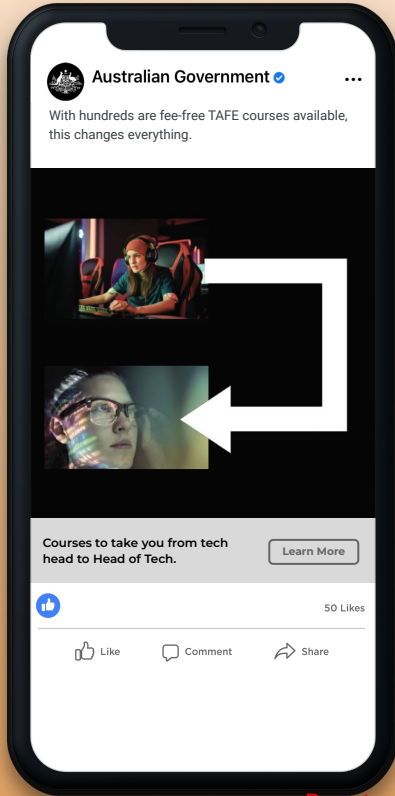
[yourcareer.gov.au](http://yourcareer.gov.au)

**TAFE**



Australian Government





# Idea 3



# Change your life's work



## Idea

With this approach, we'd see one person move effortlessly through a series of different careers, with everything shot in one take. To create these seamless transitions, we could borrow from the world of theatre and have set pieces move in and out of the scene. A team of crew around them (who are all dressed in black) would help our main character move through different costumes to help create a mesmerising flow.

The following references give a good idea of the vibe we mean.









## Script:

*We open on our character on a darkened set.*

**VO: Who says that you can't change your life's work?**

**VO: Maybe you've always wanted to make things. Create things.**

*They seamlessly change into a chef's jacket. A cooking bench and fry pan is pushed into scene.*

**VO: Of course, maybe you'd rather grow things...**

*They scatter seeds across the floor.*

**VO: Code things...**

*A hand brings in a laptop and begins to type code into it.*

**VO: Build any things...**

*They change into a high-vis jacket and begin pushing a wheelbarrow.*

**VO: Or maybe you're someone drawn to something in care. A career you could really care about.**

*They turn and bend down where we see them caring for someone in an aged-care environment.*

**VO: Choose from hundreds of Fee-Free TAFE courses at [yourcareer.gov.au](http://yourcareer.gov.au).**

**VO: And change your life's work.**

*Cut to supers.*

**Supers: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).**

**Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government,  
Canberra.**

## Script: ALT

*We open on our character on a darkened set.*

**VO: Who says that you can't change your life's work?**

**VO: Maybe you've always wanted to make things. Create things.**

*They seamlessly change into a chef's jacket. A cooking bench and fry pan is pushed into scene.*

**VO: Of course, maybe you'd rather grow things...**

*They scatter seeds across the floor.*

**VO: Code things...**

*A hand brings in a laptop and begins to type code into it.*

**VO: Build any things...**

*They change into a high-vis jacket and begin pushing a wheelbarrow.*

**VO: Or maybe you're someone drawn to something in care. A career you could really care about.**

*They turn and bend down where we see them caring for someone in an aged-care environment.*

**VO: The Australian Government is funding hundreds of fee-free TAFE courses. Visit [yourcareer.gov.au](http://yourcareer.gov.au). and change your life's work.**

*Cut to supers.*

**Supers: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).**

**Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government,  
Canberra.**



# FEE-FREE TAFE CHANGES THE WAY YOU BUILD.

[yourcareer.gov.au](http://yourcareer.gov.au)

Choose from hundreds of Fee-Free TAFE courses,  
and change your life's work.



**TAFE**



Australian Government



# FEE-FREE TAFE CHANGES THE WAY YOU GROW.

[yourcareer.gov.au](http://yourcareer.gov.au)

Choose from hundreds of Fee-Free TAFE courses,  
and change your life's work.



**TAFE**



Australian Government



# FEE-FREE TAFE CHANGES THE WAY YOU CARE.

[yourcareer.gov.au](http://yourcareer.gov.au)

Choose from hundreds of Fee-Free TAFE courses,  
and change your life's work.



**TAFE**



Australian Government







# Thank you

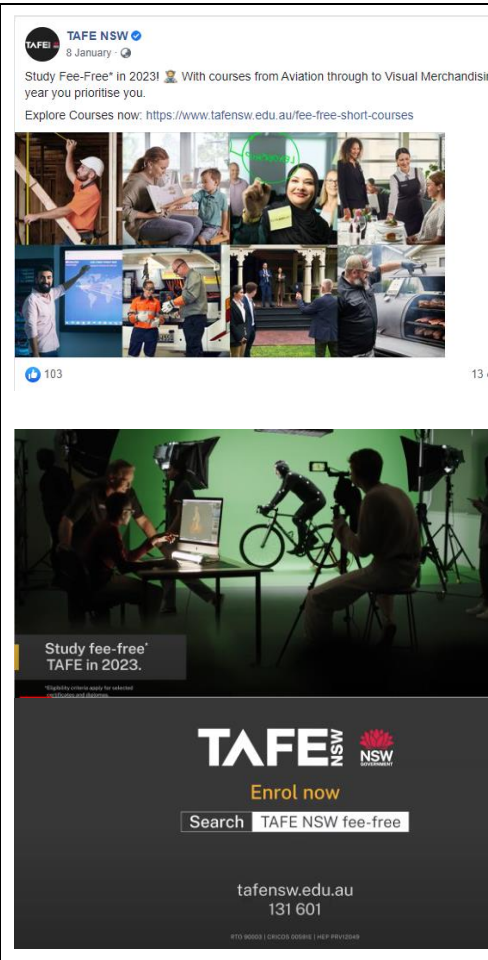
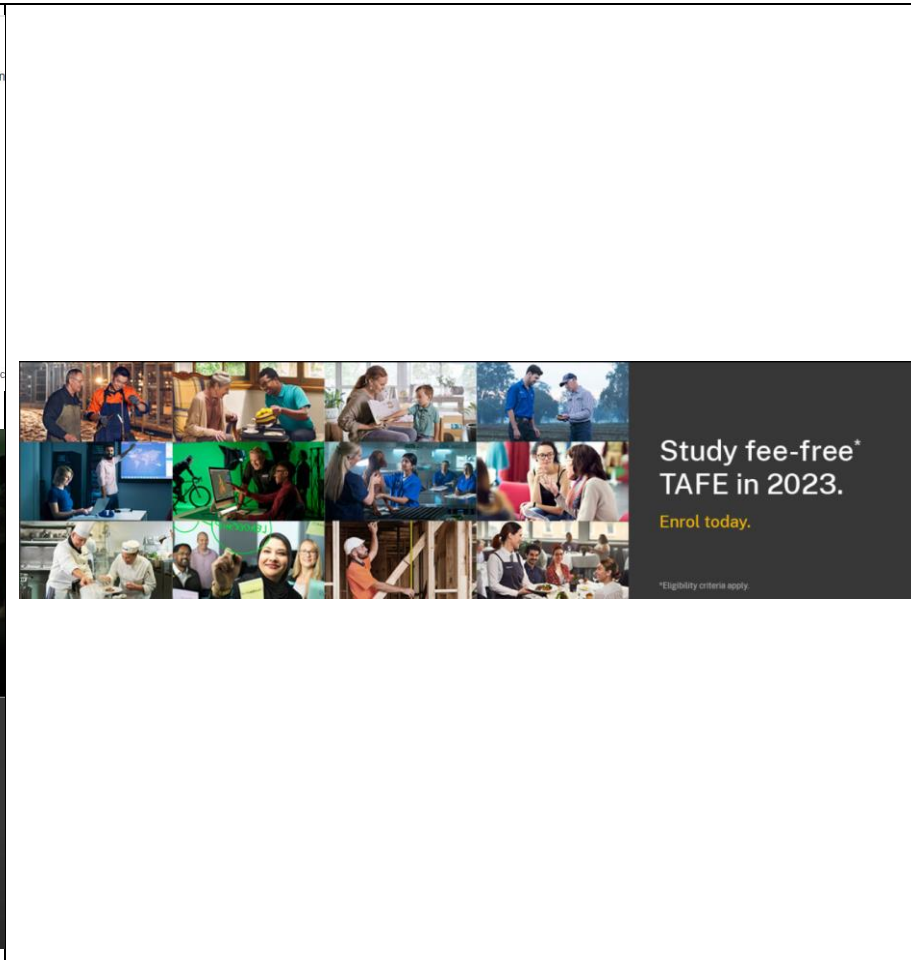
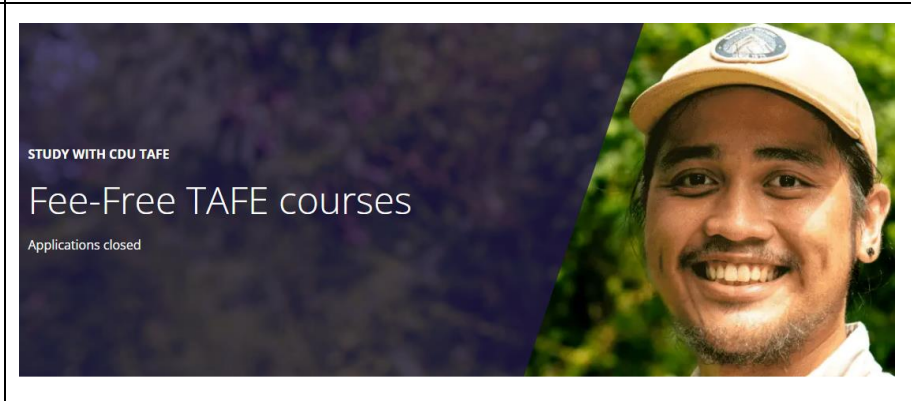






Document 1C at pages 62-94 exempt under section 45

# Fee-Free TAFE state and territory campaigns – 2023



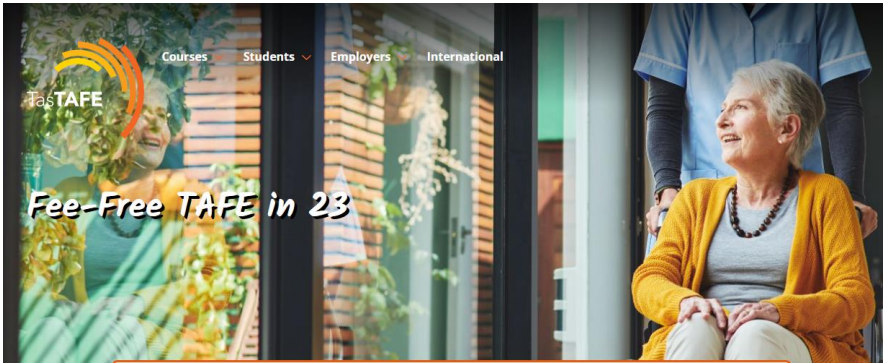


The below table is a snapshot of the states and territories Fee-Free TAFE campaigns, that are currently in market. Noting not all states have developed a Fee-Free TAFE campaign and are instead using organic social media and public relations activities to promote the courses. All creatives are suitably different to those developed for the national campaign, which are being tested.

State	Webpage and TVC	Key Messages/ tag lines	Campaign Graphics	Website ad banner
ACT	<p><a href="#">Webpage</a></p> <p><a href="#">TVC</a></p>	<p>Feel the Freedom of Fee-Free TAFE</p> <p>Free to pursue your passion</p> <p>Free to choose your destiny</p> <p>Take advantage now</p> <p>Jump start your career with Fee-Free TAFE</p>		

<p>NSW</p>	<p><u>Webpage</u></p> <p><u>TVC</u></p>	<p>Change the course of your life</p> <p>Study fee-free TAFE in 2023</p>		
<p>NT</p>	<p><u>Webpage</u></p>	<p>No campaign is currently in market</p>	<p>N/A</p>	

<p>QLD</p>	<p><a href="#">Webpage</a></p> <p>No TVC found</p>	<p>Seize your opportunity</p> <p>Get job ready</p> <p>Get new skills</p>	  	
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<p>SA</p>	<p><u>Webpage</u> No TVC found</p>	<p>No campaign is currently in market</p>		
<p>TAS</p>	<p><u>Webpage</u> <u>TVC</u></p>	<p>Skills you need for the job you want  Stress less while you study  Whether you are starting, changing jobs or re-entering the workforce...</p>	<p>N/A</p>	
<p>VIC</p>	<p><u>Webpage</u> No TVC found</p>	<p>Noting: Victoria's Free TAFE campaign was launched in 2018 and the current burst has been in market since January 15 2023, and is booked up to end of June 2023.</p>		

		<p>It currently runs with the tag line: Free TAFE for lots of jobs.</p>		
<p>WA</p>	<p><a href="#">Webpage</a> No TVC found</p>	<p>Never been a better time to get into training! Free in '23</p>		

Document 2 at pages 100-102 exempt under section 34(1)(c) FOI Act



Document 2A at pages 103-112 exempt under section 34(1)(d) FOI Act

# Fee-Free TAFE campaign communications strategy

## CAMPAIGN OVERVIEW

<b>CAMPAIGN NAME</b>	Fee-Free TAFE	
<b>RESPONSIBLE DEPARTMENT</b>	DEWR	
<b>STRATEGIC THEME</b>	Economy	
<b>DEPARTMENT LEAD</b>	NAME	s 22(1)(a)(ii)
	EMAIL	s 22(1)(a)(ii)
	PHONE	s 22(1)(a)(ii)
<b>CONSULTANT PARTNERS</b>	CREATIVE CONSULTANT	Clemenger BBDO
	DEVELOPMENTAL RESEARCH CONSULTANT	Whereto Research
	PUBLIC RELATIONS CONSULTANT	Think HQ
	ABORIGINAL AND TORRES STRAIT ISLANDER CONSULTANT	33 Creative
	MULTICULTURAL CONSULTANT	CultureVerse
	MEDIA AGENCY	Universal McCann
	EVALUATION RESEARCH PROVIDER	Hall & Partners
<b>BUDGET</b>	\$7.01 million (till end of 23-24 FY)	
<b>PROPOSED DATE IN MARKET</b>	October 2023	

## INTRODUCTION/BACKGROUND

The Australian Government has partnered with state and territory governments to establish a \$1 billion 12-month Skills Agreement, known as Fee-Free TAFE, to deliver 180,000 Fee-Free TAFE and vocational education places from January 2023. The agreement sets out training places across target sectors experiencing skill shortages or growth areas including:

- care (aged care, childcare, health care and disability care)
- technology and digital
- hospitality and tourism
- construction
- agriculture, and
- sovereign capability (e.g. defence industries).

This agreement prioritises training for students that traditionally face barriers to work and study including:

- First Nations Australians
- People who are out of work or receiving income support payments
- Unpaid carers
- Women facing economic insecurity
- Women undertaking study in non-traditional fields
- People with disability
- Young people (17-24)
- Certain categories of visa holders.

The aim of Fee-Free TAFE is to provide Australians with better access to the training and skills they need to enter a secure, well-paid job.

## The future of Fee-Free TAFE

Following the availability of 180,000 Fee-Free TAFE places in 2023, the Government has announced a commitment of over \$400 million to support a further 300,000 Fee-Free TAFE places over the coming years to be delivered by States and Territories.

To support these future places, the Commonwealth Government is working collaboratively with States and Territories to deliver this commitment in accordance with the vision and guiding principles agreed by Skills Ministers and endorsed by National Cabinet on 31 August 2022.

- A skilled domestic workforce with TAFE at the heart of vocational education and training (VET) sector will ensure access for Australians (especially priority groups) to the education, training and support they need to obtain skills to participate and prosper in the modern economy.
- Total funding available is subject to negotiations and the reforms agreed with state and territory governments.

## How Fee-Free TAFE will be delivered

Training will be delivered by TAFEs and public dual sector higher education providers, including TAFE organisations or partnership arrangements. In limited circumstances delivery

may also include community and Aboriginal Community Controlled training providers where they are better placed to deliver specialist training.

Engagement with state and territory communications teams has identified October to December as a key enrolment period for youth and prospective TAFE learners. This period is also a busy job seeking period which aligns well with the messages of upskilling and education through TAFE.

## The importance of TAFE

TAFE is the largest provider of post-secondary education in Australia. There is a number of characteristics which position it at the heart of the vocational education and training (VET) sector:

- TAFE is key to delivering high quality training to all Australians and creating a skilled workforce. In 2021, more than three-quarters of a million students (778,280) were enrolled at TAFE, comprising 652,375 government-funded students, 188,210 domestic fee-paying students and 28,650 international students.
- Collectively, TAFEs deliver around 60 per cent of all Government-funded training hours, more than 25 per cent of all hours of training and 30 per cent of enrolments in VET qualifications<sup>1</sup>.
- TAFE provides increased equity and access to education for all Australians. Students enrolled in TAFE are more likely to be Indigenous, have a disability, live in a regional or remote areas, and come from a low SES background, when compare with private training providers.
- TAFE works in collaboration with industry, providing practical training for a wide range of jobs that employers value. Through these partnerships it can meet demands for new skills as rapid industry transformations occur.
- TAFE helps learners build skills and establish a career.
- TAFE confers transferable skills to drive workforce participation. Through TAFE, students can develop a range of transferable 'hard skills' including literacy, numeracy and information technology skills and 'soft skills' such as creativity, interpersonal and cross-cultural communication skills, and teamwork skills.

## The policy problem

Skill shortages doubled in 2022, and recruitment pressures for skilled workers continues in sectors targeted by previous campaigns such as the care and support sector, nursing, childcare, and digital skills. There has also been a significant increase in shortages across occupations including technicians, machinery operators and labourers, community and personal service workers.

This is on top of a falling unemployment rate, currently 3.5 per cent at May 2023. The youth unemployment rate is at 7.8 per cent (May 2023), compared with 11.9 per cent pre-COVID levels (December quarter 2019) indicating stronger employment outcomes for youth, but this needs to be balanced with the need to upskill and career pathways to secure, well paid jobs.

Skills shortages are one of the biggest challenges faced by the Australian workforce:

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<sup>1</sup> NCVET data (Dr Hayley Jones), 'National TAFE Reception Event – General Minister Talking Points': 6 September 2022

- A lack of skilled workers is one of the biggest economic challenges facing Australia. In July 2022, the National Skills Commission (NSC) reported that 44 per cent of all employers reported difficulty in recruiting employees.
- One in five Australians lack the foundational skills (literacy, numeracy and digital literacy skills) essential to finding secure employment and engaging in society.
- To meet the demands of an ageing population, the size of the aged and disability care workforce will need to increase by 28 per cent in the five years to 2026.
- The NSC has projected employment in STEM occupations (using science, technology, engineering, and maths skills) is expected to grow by 12.9 per cent, well above the average of all occupations (of 7.8 per cent) and more than twice as fast as non-STEM occupations (6.2 per cent).

*Note: The NSC was replaced by Jobs and Skills Australia in November 2022.*

## The communication problem

The Fee-Free TAFE campaign differs from recent skills campaigns such as JobTrainer, as it aims to reach a more targeted group of learners, as well as incentivise learners who are not in education, employment or training. The priority cohorts include First Nations Australians, young people (17-24), people out of work or receiving income support, unpaid carers, women facing economic insecurity, women undertaking study in non-traditional fields, people with disability and certain categories of visa holders.

s 45

s 45

Thus, the key challenge for this campaign is achieving cut-through and delivering a relevant call to action that works across segments as variable as 17-year-old school leavers to older women who may have been out of work for a long time, to people with disability experiencing high barriers to employment.

The variability in the priority segments means that the below-the-line communications and media strategy will need to work hard to support the above-the-line communication - especially if the campaign needs to move beyond merely building on existing awareness, to driving enquiries and enrolments.

## CAMPAIGN AIM

The aim of the campaign is to inform target audiences of the availability of Fee-Free TAFE training places and drive them to the YourCareer website to find more about the courses, eligibility and where to enrol.

## CAMPAIGN OBJECTIVES

Supporting this aim, the primary campaign objectives are to:

- Increase awareness of the fee-free courses available through Fee-Free TAFE
- Increase awareness that TAFE courses fast-track skills development.
- Increase awareness of the full diversity of qualifications available through TAFE, with a focus on the highest priority sectors.
- Support learners to understand the benefits and opportunities of Fee-Free TAFE.

- Encourage target audiences to visit the YourCareer website to find out about eligibility and courses available near them.

## KEY MESSAGES

There are hundreds of Fee-Free TAFE courses available for in-demand industries so you can fast-track your skills development and secure a well-paid job.

**Call to action:** Choose from hundreds of Fee-Free TAFE courses at [yourcareer.gov.au](http://yourcareer.gov.au).  
Skill Up, Change Up.

As a result of this message what do we want people to:

**THINK:** That the government is offering fee-free qualifications for industries where there are well-paid jobs available.  
We want them to think that a Fee-Free TAFE course is a good option for them to get trained up quickly, so they can gain new skills to start or change their career.  
We want them to think that there are a wide range of qualifications available and increased job prospects if they do a Fee-Free TAFE course.

**FEEL:** Confident that the Government is providing opportunities and support to help people train for the jobs that are needed now and into the future.  
We want them to feel hopeful that a Fee-Free TAFE course will lead to a rewarding job.

**DO:** Go to [yourcareer.gov.au](http://yourcareer.gov.au) to find out more about the courses available through Fee-Free TAFE and whether they are eligible. We want to connect them via this website to their state or territory Fee-Free TAFE program, to search for a course and enrol in a Fee-Free TAFE course.

Research suggests that the tone of advertising needs to be confident and straightforward to make the audience feel that the option to change their direction is real and achievable.

## TARGET AUDIENCE

### Primary target audience

- Australians aged 25-54 who are looking to gain new employment skills or change their career path including:
    - Women (with a focus on unpaid carers, women facing economic insecurity, women undertaking study in non-traditional fields)
    - First Nations Australians
    - People out of work or receiving income support
    - People with disability
- Young people aged 17-24 who are eligible for a Fee-Free TAFE course.

### Secondary target audience

- Parents/guardians of high school-aged children
- Influencers of youth, particularly teachers, career advisers, carers and grandparents
- Employers of TAFE graduates.

### Special audiences

- Culturally and Linguistically Diverse (CALD) people
- People who are long term unemployed
- Australians not in employment, education or training.

### Stakeholders and influencers

- Jobs and Skills Australia
- National Careers Institute
- VET Alumni
- Relevant state government departments
- Australian Apprenticeship Support Network (AASN)
- TAFEs and Registered Training Organisations (RTOs)
- Group Training Organisations (GTOs)
- Employment services providers
- Chambers of Commerce, peak body groups and industry associations
- Secondary schools
- Employment Service Providers

## STRATEGIC APPROACH AND COMMUNICATIONS MIX

Above-the-line advertising will lead the campaign and build mass awareness, particularly with Australians aged 25-54. Below-the-line activities will be key to targeting the individual priority audiences identified above.

All components will drive audiences to [yourcareer.gov.au](http://yourcareer.gov.au) to find out more about eligibility criteria and the courses available to them in their state/territory.

The following are suggested activities from the communication agencies. These activities will be reviewed once a final concept is agreed and will be refined and further developed as required prior to contracting the agencies.

## Advertising

Advertising will build mass awareness and drive audiences to [yourcareer.gov.au](http://yourcareer.gov.au) for more information on eligibility for Fee-Free TAFE and courses available. All advertising will be developed in line with the recommended strategic territory outlined below.

## Public Relations

The campaign's PR agency, Think HQ, has proposed a range of PR activities aimed at leveraging and building on advertising activity to convert awareness of Fee-Free TAFE to interest, particularly among the youth audience and the priority audiences (women, people not in employment and people with disability). Proposed activities include:

- Developing a robust strategy and messaging framework, to set the scene and guide activity.
- Developing tailored resources/content that can be hosted on the website (and distributed via the department's owned social media channels and through stakeholder engagement).
- Below the line (BTL) content will include general information, as well as tailored content curated for relevant audiences, including articles, case studies, social content and informative collateral.
- Stakeholder engagement and community partnerships, leveraging their networks and spokespeople to generate awareness and engagement with priority audience groups.
- These relationships will be bolstered through multiple streams of activity, including distributing below-the-line content, potential activations and event partnerships.
- Activations/pop ups at existing events or community locations to efficiently reach target audiences in high volumes.
- Targeted media relations activities with earned media pitches that utilise third part subject matter experts as spokespeople, supported by case studies.

## Multicultural

The campaign's CALD agency, CultureVerse, have proposed a range of CALD audience specific activities to reach and engage priority audiences, and influencers, in their preferred language and with consideration to their unique cultural needs and perceptions. Proposed CALD activities include:

- Development of a robust CALD communication strategy targeting up to 7 priority language groups/communities and a messaging framework developed in partnership with trusted community leaders; to set the scene and guide culturally safe and inclusive activity
- Working with the creative agency to develop inclusive advertising materials, paying close attention to language, cultural relevance, translatability, and production considerations to ensure the intended message is conveyed as creatively and effectively as possible.



- Stakeholder engagement, leveraging their networks and spokespeople to generate awareness and engagement with each audience group. This will include co-creating content with them, leveraging their digital networks, physical spaces, as well as exploring event partnership opportunities.
- Development of a range of English and in-language content (articles, written case studies, social media content and informative collateral)
- A targeted media relations approach, utilising third party subject matter experts as spokespeople, supported by case studies.

## Indigenous

The campaign's Indigenous agency, Creative33, have proposed a range of First Nations specific below the line activities including:

- Consulting on the development of inclusive advertising materials to ensure First Nations representation
- Stakeholder engagement with employers, secondary school, state-based service providers including EDM mail-outs to targeted stakeholders to distribute stakeholder toolkits with support and resources (factsheets, posters, postcards, organic social media content.
- Targeted simplified information (factsheets, posters) for First Nations organisations, including job placement and employment providers, school leaver programs and community groups.
- Developing written case studies to show the demonstrate the diversity of study options and career outcomes through TAFE.
- Media engagement and targeted media interviews with earned media utilising case study talent to speak to their personal experiences and encourage others to consider TAFE.
- Strategic advice on website layout and copy, including targeted resources for First Nations audiences.

## Other activity

The department has developed a Fee-Free TAFE page on the YourCareer website and advertising will direct audiences to this page where they can link to their own state or territory content.

Further, the department will use owned social media channels and media engagement to support the campaign activities and paid advertising and will liaise with the state and territory governments on sharing Fee-Free TAFE materials. Some state/territory governments are running their own campaigns to promote Fee-Free TAFE, and the department will remain in touch with our counterparts in the states and territories to share updates on activity and coordinate where possible.

## STRATEGIC TERRITORY

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## **MEDIA STRATEGY**

The Australian Government's master media buying agency, Universal McCann (UM) has developed a comprehensive media strategy and media plan to ensure maximum reach and frequency is achieved with the allocated budget of \$4.83 million (GST exclusive) across 2023–2024.

The primary focus of the paid media activity will be to drive awareness and help increase desire to consider Fee-Free TAFE courses amongst the target audience and prompt them to find out more about eligibility and courses available near then by visiting the campaign landing page.

UM have proposed a campaign launch from 8 October 2023 to run for 6 months to 23 March 2024 to coincide with the peak enrolment period for TAFE and support the delivery of enrolment targets for semester 1, 2024.

It is proposed that video is the primary media output for the campaign to deliver an emotive storytelling message to connect the benefits of Fee-Free TAFE courses to positive career change. UM have proposed the media buy consist of:

### Television

Television will support the launch campaign, helping build rapid awareness across the first 5 weeks of activity. Television facilitates emotional storytelling via video placements at scale, connecting the benefits of Fee-Free TAFE to positive career change (where to start).

### Digital Video

Digital video will support the reach of the campaign launch and maintain an always-on approach to ensure campaign longevity. Data targeting will be leveraged to ensure reach against key audiences across a range of high reaching platforms such as YouTube, broadcast video on demand (BVOD) and Vevo.

### Digital Social

Digital social will support the campaign launch and maintain reach in an always-on capacity across the campaign period. The Meta network (with platforms including Facebook and Instagram) will form the foundation of the plan whilst LinkedIn will support to reach those looking for a potential career change.

### Digital Search

Search will ensure those searching for more information will be directed to the campaign landing page on Your Career. Google Keyword Planner will be used to support keyword selection based on the campaign's website to maximise relevant traffic to site.

### Multicultural and First Nations Media

CALD specific media will be included to reach audiences with lower English proficiency across digital video and social media. First Nations specific media will be used to engage the audience across digital video and social media.

## RESEARCH

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## PAST CAMPAIGN LEARNINGS

The JobTrainer campaign which ran from 2020 – 2022 promoted the training support and opportunities on offer to school leavers, job seekers, apprentices and employers through the JobTrainer Fund.

Universal McCann and Hall and Partners conducted evaluation research of the JobTrainer campaign, findings of which have been shared with campaign agencies and taken into consideration in the development of the Fee-Free TAFE campaign.

Key learnings included:

- It is increasingly harder to cut through to those aged under 24, particularly through ATL advertising. We need to find out *where* young people (aged under 24 years) are talking about further education and careers and make sure the campaign has some kind of presence there
  - Past campaigns have demonstrated that ATL may not be the optimal platform to solely engage with young people on the topic of further education.
  - ATL is likely to play a solid role of raising awareness of a certain initiative, however in order to convert that awareness to interest, below the line activities should tap into where young people are having these conversations.
- Young people have too many options to explore – compared to previous generations, they are spoiled for choice and know it. The Fee-Free TAFE campaign needs to clearly identify the key benefits that appeal to these audiences so that these can be seen as distinctive to other offers.
- Younger audiences do not appear to process complex messaging structures as well as other age groups.
  - Simpler messaging structures for younger audiences should be used to improve cut through. Fragmented message takeout among the younger audiences may have limited the influence of the campaign on perceptions. This was not an issue among the older audiences.

Key learnings and recommendations for media buy included:

- Across all audiences, video content was the main driver of recognition. Other digital content played more of a support role.
- Whilst television advertising ran in December to launch the campaign and build reach, this period should be avoided where possible as there are limited quality programming slots (non-ratings period) and a cluttered and competitive advertising environment prior to Christmas.
- YouTube should be considered for future campaigns as a cost-effective environment to extend reach, particularly amongst younger audiences who may not watch other online video forms.
- Continue to run activity across mobile and tablet devices, as these users delivered the highest share of total available impressions for mainstream and CALD audiences, with a high CTR result.
- Continue to use various sizes of creatives for future digital CALD campaigns, and actively monitor and optimise for the better performing formats, publishers and channels to increase results for each language group.

## BUDGET

Current budget breakdown is \$5.89m in 2022–23 FY and \$1.12m in 2023–24 FY.

A Movement of Funds request to move \$5.573 million in unspent funding from 2022–23 to the 2023–24 financial year has been approved by the Department of Finance. This brings the total budget for the campaign for the 2023-24 financial year to \$6.693 million.

### Indicative Budget Breakdown (ex GST):

	2022-23	2023-24	Total
<b>Campaign budget (\$m)</b>	0.317	6.693	7.01
<b>Media</b>	-	4.83	4.83
<b>Advertising</b>	0.137	1.063	1.20
<b>Developmental Research</b>	0.18	0.02	0.20
<b>Public Relations</b>	-	0.25	0.25
<b>Multicultural Consultant</b>	-	0.22	0.22
<b>Aboriginal and Torres Strait Islander Consultant</b>	-	0.22	0.22
<b>Other</b>	-	-	-
<b>Evaluation Research</b>	-	0.09	0.09
<b>TOTAL</b>	0.317	6.693	7.01

## KEY ISSUES AND CONSIDERATIONS

Key issues for the campaign relate to timing as follows:

- Enrolments under the current 12-month Agreement remain open until 31 December 2023, subject to availability, however Fee-Free TAFE enrolments for 2024 require the signing of the National Skills Agreement and agreement implementation agreements by states and territories.
- The campaign is proposed to launch in October 2023 and may be in place before an agreement is signed by states and territories..

## CAMPAIGN MEASUREMENT AND EVALUATION

Hall & Partners will conduct benchmark, tracking and evaluation research to measure the effectiveness of the campaign:

- Benchmark research will establish audience awareness levels immediately prior to campaign implementation.
- Tracking research will provide valuable feedback on the success of the campaign and will help inform any refinements. It will determine whether the key messages are

reaching audiences, how effectively they are being communicated, and which channels or activities are achieving the most cut-through.

- Post-campaign evaluation research will determine whether the campaign has achieved the objectives outlined in the communication strategy.

The department will also monitor and evaluate the effectiveness of this strategy through the following tools:

- Webpage statistics including the number of visits, most popular pages, time spent on website, traffic received directly from digital and social media advertising and user demographics (weekly reporting from webpage launch). Additional metrics will be collected for the traffic that Your Career website sends to the local state and territory FFT page. Enrolment data will be sought from states and territories to measure take up of courses available through Fee-Free TAFE.



Document 2C at pages 128-160 exempt under section 45 FOI Act

Australian Government  
Employment and Workplace Relations

# Fee-Free TAFE

Strategic Media Recommendation

21 June 2023



# STRATEGY SUMMARY

Context
<p>As part of the 5-year National Skills Agreement, the Australian Government has committed to 300,000 Fee-Free TAFE and vocational education places. The aim is to provide priority groups of Australians with better access to the training and skills they need to secure higher-wage jobs in critical and emerging sectors.</p> <p>The places are expected to be available from 1 January 2024, pending negotiations with the state and territory governments.</p> <p>Uptake of the Fee-Free TAFE courses in 2023 to date has been strong. At the end of Q1 2023, enrolments were 146,012. This represents 81% of the total 180,000 places available in 2023.</p> <p>An important consideration for media planning is that state and territory governments have Fee-Free TAFE paid media activity in 2023 and it can be expected this activity will continue through to 2024.</p>
The task
<p>The aim of the campaign is to help deliver enrolment targets for semester 1 2024 entry.</p> <p>Informing the audience of the availability of Fee-Free TAFE training places is unlikely to drive greater uptake given the high levels of awareness that already exists.</p> <p>The focus of paid advertising will be to increase associations that Fee-Free TAFE is a mechanism for positive career change amongst those who are considering reskilling, upskilling or changing careers, by:</p> <ol style="list-style-type: none"> <li>1. <b>Raising consideration</b> through promoting the diversity of courses available in priority sectors.</li> <li>2. <b>Prompting people to the website</b> to find out about eligibility and courses available near them.</li> </ol>
The communication target
<p>The department has identified several target audience groups: women (with a focus on unpaid carers, those facing economic insecurity, and studying in non-traditional fields), First Nations Australians, individuals out of work or receiving income support, people with disabilities, young people aged 17-24, and certain visa holders.</p> <p>Based on developmental research and the high level of awareness and understanding of TAFE and the availability of free courses amongst young people, it is not recommended to target people 17-24 years.</p> <p>The proportion of Australians studying after the age of 24 years drops significantly, from 43.4% of people 20-24 to 14.4% (25-34), 8% (35-44), 5.1% (45-54) and 1.9% (55-64). It is recommended paid media target <b>people 25 to 54 years</b>, including First Nations Australians and people from CALD backgrounds.</p>
The communication challenge
<p>There is an element of inertia when it comes to people changing their circumstances – many people ‘want’ to change their job or find a new career, but don’t know when or where to start.</p> <p>Those looking for a new direction can feel overwhelmed about making the ‘right’ decision. With significant change there is always risk, even if better opportunities (higher wages, more security, rewarding work) may be on offer.</p> <p><b>Better the devil you know.</b></p>
The change we are looking to affect
<p>Feel that Fee-Free TAFE is a mechanism worth investigating to help support positive career change.</p>
The guiding insight
<p>Fearing change is normal. It is only natural that people have reservations and feel anxious about the uncertainty of leaving what they know.</p> <p>Knowing where to start (the course) can help alleviate these fears.</p>
The strategic media opportunity
<p><b>Inspire Fee-Free TAFE course investigation.</b></p> <p>Build greater understanding of the fee-free TAFE courses available that could help support the positive career change in growth industries people are looking for.</p>
The strategic media platform
<p><b>Skill up. Change up.</b></p> <p>There are two key roles for media:</p> <ol style="list-style-type: none"> <li>1. <b>Inspire</b> by using media connections that best deliver an emotive storytelling message (video led), to connect the benefits of Fee-Free TAFE to positive career change (where to start)</li> <li>2. <b>Prompt</b> to make a start today in their career change by investigating Fee-Free TAFE courses available near them (when to start).</li> </ol>



# IMPLEMENTATION SUMMARY

Budget
\$4,830,000 (excluding GST).
Timing
The campaign has been planned to be in market from Sunday 8 October 2023 to Saturday 23 March 2024. Television will be included for the first five weeks of the campaign (8 October to 11 November 2023) to build mass reach at launch. The remaining channels of digital video, social and search (including CALD and First Nations) will run consistently for the entire six-month campaign period.
Planned delivery
The proposed recommendation will deliver an estimated reach of 90.4% at a frequency of 9.8 against people aged 25-54.

Channel	Budget %	Audience	Implementation summary
Television	s 47(1)(b)	People 25-54	Television will support the launch of the campaign, helping establish the campaign across the first 5 weeks of activity. Television facilitates emotional storytelling via video placements at scale, connecting the benefits of Fee-Free TAFE to positive career change.
Digital Video	s 47(1)(b)	People 25-54	Digital video will support the reach of the campaign launch and maintain an always-on approach to ensure campaign longevity. Data targeting will be leveraged to ensure reach against key audiences across a range of high reaching platforms such as YouTube, broadcast video on demand (BVOD) and Vevo.
Digital Social	s 47(1)(c)	People 25-54	Digital social will support the campaign launch and maintain reach in an always-on capacity across the campaign period. The Meta network (with platforms including Facebook and Instagram) will form the foundation of the plan whilst LinkedIn will support to reach those looking for a potential career change.
Digital Search	s 47(1)(c)	Keyword led	Search will ensure those searching for more information will be directed to the department's website. Google Keyword Planner will be used to support keyword selection based on the campaign's website to maximise relevant traffic to site.
CALD Media	s 47(1)(b)	People 25-54	CALD specific media will be included to reach audiences with lower English proficiency across digital video, and social media.
First Nations Media	s 47(1)(c)	People 25-54	First Nations specific media will be used to engage the audience across digital video and social media.
Out of Home	-	Not selected	Out of home has not been recommended as an always-on video channels have been prioritised as part of the strategy.
Audio	-	Not selected	Broadcast Radio has not been recommended due to high cost of entry to build and sustain reach. Digital audio has not been included based on the strength of the visually led creative idea and recommendation to prioritise a video led media strategy.
Newspapers	-	Not selected	Print media has not been recommended for this campaign due to low consumption of the channels which make establishing reach costly.
Cinema	-	Not selected	Cinema has not been selected due to overall budget and audience considerations.
Digital Display	-	Not selected	Digital display has not been selected in favour channels that facilitate visual communications to audiences.
Magazines	-	Not selected	Magazines have not been recommended for this campaign due to high cost of entry and inability to facilitate video communications.



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# 1. UNDERSTAND

The understand section interrogates the brief provided and analyses core audience targets, their relationship with the category and the role of communications in achieving the campaign objectives.

## 1.1 Context

As part of the 5-year National Skills Agreement, the Australian Government has committed to 300,000 Fee-Free TAFE and vocational education places. The places are expected to be available from 1 January 2024, pending negotiations with the state and territory governments.

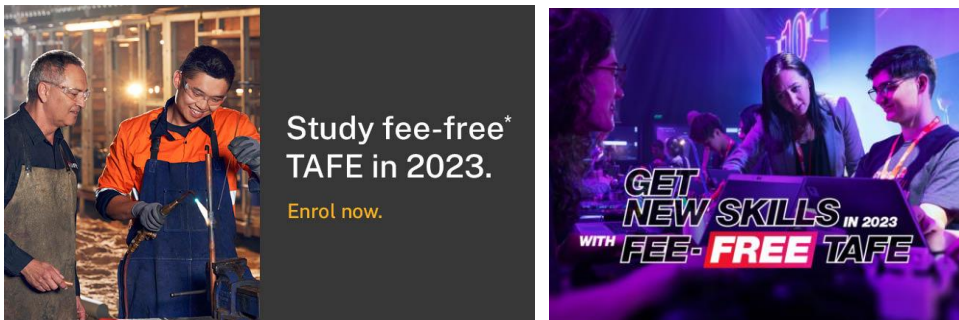
The primary focus of this Agreement will be to provide training opportunities in industries that face severe skill shortages. These industries include care sectors (such as aged care, childcare, healthcare, and disability care), technology and digital fields, hospitality and tourism, construction, agriculture, and areas related to sovereign capability, such as manufacturing and defence.

The aim is to provide priority groups of Australians, who may experience higher barriers to accessing study and finding work, with better access to the training and skills they need to obtain higher-wage jobs. These priority groups include First Nations Australians, young people aged 17 to 24 years, people who are out of work or receiving income support, unpaid carers, women (particularly those facing economic insecurity or undertaking study in non-traditional roles), people with disability, and certain categories of visa holders.

Uptake of the Fee-Free TAFE courses in 2023 to date has been strong, particularly in NSW, WA, QLD and SA. At the end of Q1 2023, enrolments were 146,012. This represents 81% of the total 180,000 places available in 2023.

An important consideration for media planning is that state and territory governments have Fee-Free TAFE paid media activity in 2023 and it can be expected this activity will continue through to 2024.

FIGURE 1: EXAMPLE OF NSW AND QLD STATE GOVERNMENT FEE-FREE TAFE CAMPAIGNS IN 2023



## 1.2 The task

The aim of the campaign is to help deliver enrolment targets for Semester 1 2024 entry.

Informing the audience of the availability of Fee-Free TAFE training places is unlikely to drive greater uptake given the high levels of awareness that already exists.

The UM media planning tool Growth Accelerator™ has been used to set the below objectives profile to drive media planning focus, including channel selection and investment by channel.

The focus of paid advertising will be to increase association between Fee-Free TAFE and positive career change, particularly among individuals who are contemplating reskilling, upskilling, or transitioning to new careers.

### Raising consideration (Awareness and Desire)

The task for advertising is to help increase the **desire** to consider a Fee-Free TAFE course amongst a broad target audience. Advertising will promote the diversity of Fee-Free TAFE courses available in the priority sectors.

To achieve this, building campaign **awareness** will be an important task for media.

Media planning and delivery will focus on maximising the number of people exposed to the campaign messaging (1+ reach) within the high value audience.

### Prompting people to the website (Seek More)

A small focus of 'seek more' has been planned within the strategy to prompt those who are considering a Fee-Free TAFE course to find out about eligibility, and courses available near them.

FIGURE 2: CAMPAIGN OBJECTIVES PROFILE<sup>1</sup>

s 47(1)(b)

Immediate performance of this phase of the campaign will be measured through paid advertising reach, recall and claimed positive changes in attitudes/behaviours. These metrics will be measured through Hall & Partners campaign evaluation research compared to a pre-campaign benchmark.

Medium-term campaign performance will be measured based on uptake of the Fee-Free TAFE courses in semester 1 2024. Performance may not be able to be fully attributed to this campaign if state and territory government advertising is also running at the same time.

### 1.3 The communication target

The department have outlined several primary target audience groups for the campaign:

- women (focus on unpaid carers, facing economic insecurity, undertaking study in non-traditional fields),
- First Nations Australians,
- people out of work or receiving income support,
- people with disability,
- young people aged 17-24,
- certain categories of visa holders.

There is a high level of diversity in the primary target audience groups in terms of their life stages, attitudes and intentions. They key challenge for this campaign will be achieving cut-through and delivering a relevant call to action that works across segments as variable as 17-year-old school leavers to older women who may have been out of work for a long time, to people with disability experiencing higher barriers to unemployment.<sup>2</sup>

There is already high awareness of the existence of TAFE and the availability of free courses amongst the target audience. This is especially true for young people and school leaves. Based on the high level of awareness amongst young people, it is not recommended to target young people aged 17 to 24 years.<sup>3</sup>

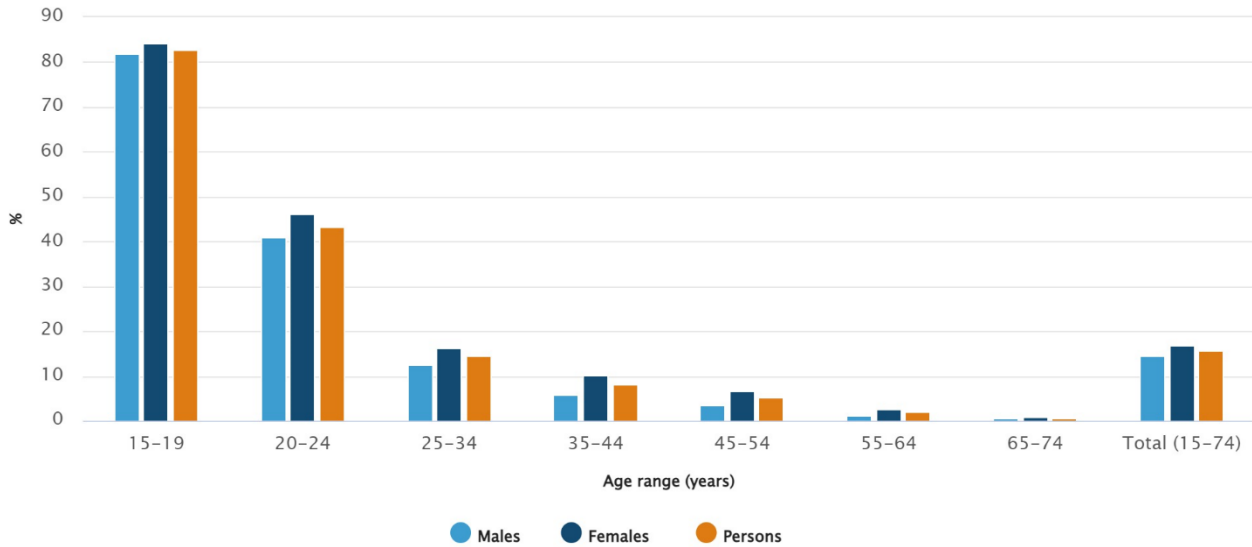
The audience who will be most open to taking up one of the places on offer are those up-skippers, re-skippers and career changers who can see TAFE as a way to improve their circumstances and take a new life direction.<sup>4</sup>

<sup>1</sup> UM Growth Accelerator Tool, Objectives Profile, 2023

<sup>2</sup> s 45

The proportion of Australians studying after the age of 24 years drops significantly, from 43.4% of people 20-24 to 14.4% (25-34), 8% (35-44), 5.1% (45-54) and 1.9% (55-64).<sup>5</sup>

FIGURE 3: CURRENTLY ENROLLED IN STUDY, BY SEX AND AGE<sup>6</sup>



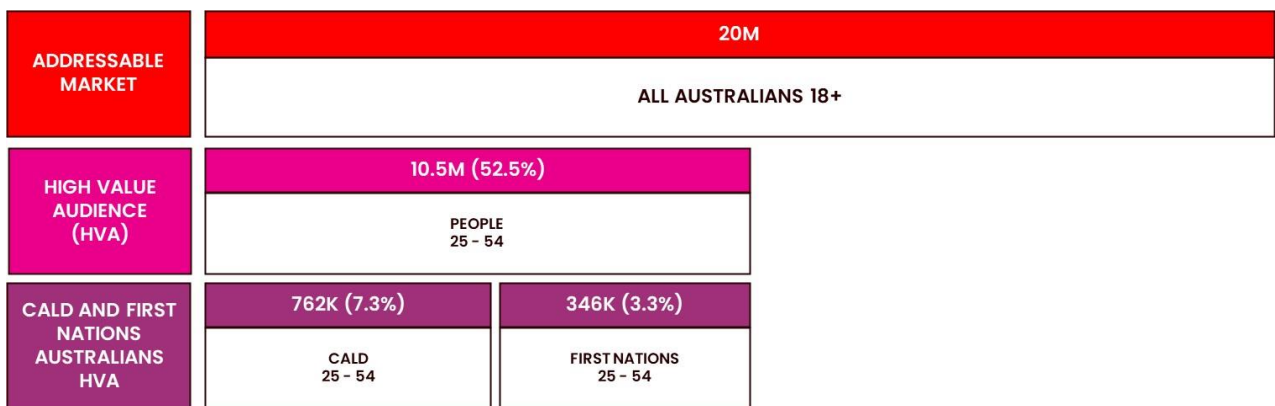
**It is recommended paid media target people 25 to 54 years, including First Nations Australians and people from CALD backgrounds.**

Where possible, additional targeting filters of part time and casual employment and/or income levels will be applied. Media targeting capabilities are not able to identify visa holders.

A range of media channels and advertising formats will be used to ensure the campaign is accessible to all relevant Australian adults including people with disability.

The high value audience has been created in UM's planning tools, based on the criteria of people aged 25 to 54 years. The planning audience includes First Nations Australians and people from CALD backgrounds. This planning audience created in the Roy Morgan database will be used to analyse media consumption behaviour and help to inform channel selection.

FIGURE 4: HIGH VALUE AUDIENCE<sup>7</sup>



**CALD audience**

It is recommended that this campaign reach people from aged 25-54 from culturally and linguistically diverse (CALD) backgrounds. A lack of information and knowledge of possible career pathways is a barrier in successful integration to the workforce<sup>8</sup>, so raising awareness of the options available with Fee Free TAFE is key to overcoming this.

<sup>5</sup> Australian Bureau of Statistics, Education and Work, Australia May 2022

<sup>6</sup> Australian Bureau of Statistics, Education and Work, Australia May 2022

<sup>7</sup> Roy Morgan, March 2023 Database

<sup>8</sup> Employment Issues for Culturally and Linguistically Diverse Communities, Office of Multicultural Interests WAGO, 2010



General community attitudes and perceptions are also a factor when determining educational pathways, so it's important that the communications help build a general understanding of the positive career outcomes available through Fee Free TAFE courses, so that potential CALD students feel supported within their communities to take the risk that comes with career change.

Both audience population size of people aged 25-54 and the level of English Language Proficiency (ELP) was taken into consideration to determine the target language communities for this campaign. The table below indicates people aged 25-54, ranked by low ELP (those who state they have limited to no ELP.)<sup>9</sup>

Language	People aged 25-54 with Low ELP	People aged 25-54	Low ELP %
<b>Mandarin</b>	69,556	358,654	19.39%
<b>Vietnamese</b>	38,643	149,062	25.92%
<b>Arabic</b>	21,192	163,004	13.00%
<b>Cantonese</b>	15,294	125,332	12.20%
<b>Korean</b>	15,029	65,168	23.06%
Thai	8,795	43,244	20.34%
Hazaraghi	7,162	20,702	34.60%
Khmer	5,498	19,712	27.89%
Punjabi	5,253	143,648	3.66%
Persian (excluding Dari)	4,904	42,844	11.45%

Mandarin, Vietnamese, Arabic, Cantonese and Korean have been selected as they are the top 5 communities of people aged 25-54 both defined by total population and low ELP. These 5 communities represent 31% of the total population aged 25-54, and 58% of CALD people aged 25-54 with low ELP.<sup>10</sup>

First Nations Australians audiences 45

There is a total of 287,679 First Nations Australians aged 25-54<sup>13</sup> and it is recommended to use tailored creative and digital channels that provide national reach for this campaign.

## 1.4 The communication challenge

When it comes to people seeking to change their circumstances, there is often a sense of inertia – many people 'want' to change their job or find a new career, but do not know when or where to start.

Those looking for a new direction can feel overwhelmed about making the 'right' decision. With significant change there is always risk, even if better opportunities (higher wages, more security, rewarding work) may be on offer.

**Better the devil you know.**

## 1.5 The change that we are looking to affect

Feel that Fee-Free TAFE is a mechanism worth investigating to help support positive career change.

<sup>9</sup> ABS Census, 2021  
<sup>10</sup> ABS Census, 2021  
<sup>11</sup> s 45  
<sup>12</sup>  
<sup>13</sup> ABS Census, 2021

## 2. DISCOVER

The discover section evaluates various drivers (category, cultural, consumer, and communications) to uncover insights that address the communication challenge. From these, the strategic media direction of the campaign is set along with guiding principles for implementation.

### 2.1 What insights will help address the campaign challenge?

When deciding something, most people tend to stick with what they know.

People will often stay with what is familiar not because it is the most beneficial choice but because they equate familiarity with preference. This is called status quo bias. People tend to associate familiarity with preference, perceiving unfamiliar options as riskier, and often adhere to decisions they have previously made or refrain from taking any action altogether.<sup>14</sup>

When deciding what to do as a career, there are a diverse range of options to choose from. Choosing whether to and which university to attend, seeking out an apprenticeship or vocational training, or entering the workforce with no or limited training are all viable options for people in Australia.

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In the current socio-economic climate, Australians are cautious and prioritising stability and minimising risk.

These economic conditions have resulted in conflicting sentiments regarding career transitions. On one hand, the existence of numerous unfilled positions across a diverse range of industries suggests a wealth of opportunities for job seekers, career advancements, and job mobility. However, the barriers to acting on changing their situations remain high. The increased cost of living is top of mind for many people, resulting in spending cutbacks and an uncertain financial future. The combination of these factors mean that people can be cautious about making major life decisions and be averse to change, even if better opportunities, such as higher wages or more job security may be possible.

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### 2.2 The guiding insight

**Fearing change is normal. It is only natural that people have reservations and feel anxious about the uncertainty of leaving what they know. Knowing where to start (the course) can help alleviate these fears.**

### 2.3 The strategic media opportunity

Understanding the right triggers to motivate behaviour, and the most effective moments of receptivity, leads to the strategic media opportunity.

**Inspire Fee-Free TAFE course investigation.**  
Build greater understanding of the fee-free TAFE courses available that could help support the positive career change in growth industries people are looking for.

### 2.4 The strategic media platform

**Skill up. Change up.**

There are two key roles for media:

1. **Inspire** by using media connections that best deliver an emotive storytelling message (video led), to connect the benefits of Fee-Free TAFE to positive career change (where to start)
2. **Prompt** to make a start today in their career change by investigating Fee-Free TAFE courses available near them (when to start).

<sup>14</sup> Harvard Business Review. *Decision Making and Problem Solving: The Hidden Traps in Decision Making*. 1998

<sup>15</sup> s 45

<sup>16</sup>

## 3. CREATION

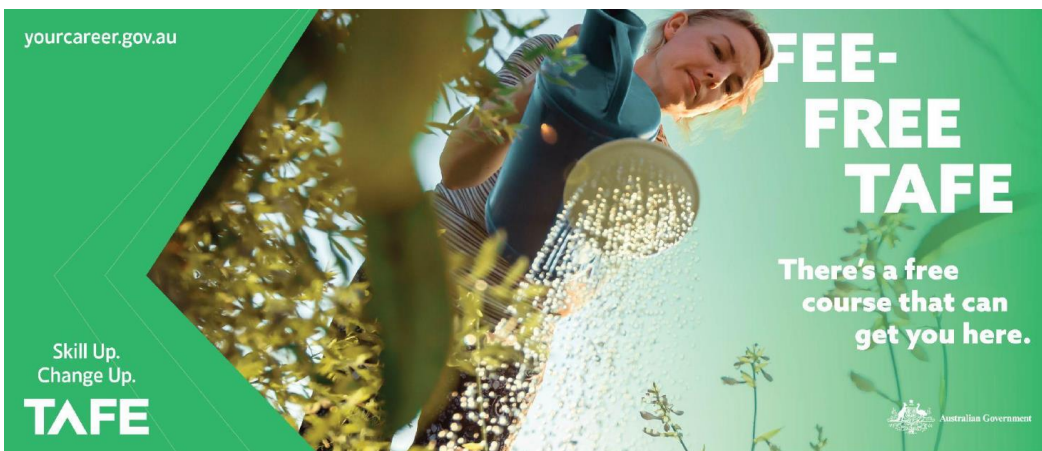
The imagine section takes the strategic communication idea developed for the campaign and informs media implementation tactics to maintain consistency in consumer take-out.

### 3.1 Communications idea

s 45

This creative concept is highly visual. The approach is to enable the audience to see different people working across a range of different careers. Each scene of the video takes the point of view of the job they are focussing on. For example, in a hospitality scene you would see things from the point of view of an oven tray that's pulled out to inspect some freshly baked goods. Using this unique perspective, the audience can observe the talent learning, concentrating, focussing and excitedly learning new skills.

FIGURE 5: THE CREATIVE IDEA



s 45

Based on the strength of video and static visual creative, it supports the recommendation of UM that this campaign has a video led media strategy, supported by static visuals in select social media placements.

Additional static visual channels, including Out of Home, can be highly effective at reinforcing a campaign message, however it would be the recommendation of UM that OOH only be considered if additional budget was available, and all video channels had been planned to deliver effective reach across the campaign duration.

While audio assets were not tested, as one of the key strengths of the creative concept is to show people using their skills in situ, it is the recommendation of UM that audio only channels are not included for this campaign.

<sup>17</sup> s 45

<sup>18</sup>

<sup>19</sup>

## 4. ARCHITECT

The architect section evaluates the most effective and efficient connections approach to achieve the campaign objectives. Using first, second and third-party data and proprietary planning tools, it informs the when, where and how connections are deployed.

### 4.1 Connections allocation

To maximise effective reach against the target audience it is critical to understand their media channel consumption behaviour.

The campaign will be prioritising video formats to effectively convey emotive creative messaging whilst ensuring the campaign has a consistent mass reaching, extended presence in market.

#### Media consumption

The internet has the greatest reach for target audience with 97% penetration, and with almost half (46%) of their weekly time with media on the internet. Nearly half (49%) are considered heavy consumers, spending more than 24 hours on average a week on the internet.

To effectively reach this audience, presence across a variety of digital video channels is recommended, including popular platforms YouTube and Broadcast Video on Demand (BVOD) including 9Now and 7Plus.

In addition to general internet use, social media is consumed by 85% of the audience, spending over 8 hours on social media per week. People aged 25-54 consume a range of social media networks, with Facebook, Instagram, Snapchat and Twitter the most popular platforms.

Whilst television slightly under-indexes against the target audience, 69% of the target audience consume TV, averaging 13 hours of watch time per week.

While radio is consumed by over 60% of the audience and could play a supporting role in this campaign, with the budget available and need to maintain consistent mass reach over an extended campaign duration, it has not been included in favour of video channels. Audio consumption is increasingly shifting to digital channels including streaming music and podcasts and was considered for this campaign however as the preferred creative concept is visually led, UM have prioritised channels that facilitate audio-visual connections to audiences.

Out of Home (OOH) is the third highest reaching channel with the target audience. Whilst OOH delivers strong reach against this audience, video channels which can convey a more emotive message have been prioritised for this campaign.

Cinema offers strong reach and over-indexes for this audience particularly the younger cohort and would provide a high attention environment to extend the reach of the video led media strategy. However, it has not been recommended for this campaign given the overall budget available.

Magazines collectively reach close to 60% of the audience, however this reach is split across a significant number of titles, genres and interest areas. As the audience spends less than 1% of total time with this medium in an average week, it is not recommended for inclusion in this campaign.

The reach for newspapers is low in comparison to all other channels for the target audience and therefore will not be included for this campaign.

FIGURE 6: MEDIA CONSUMPTION<sup>20</sup>

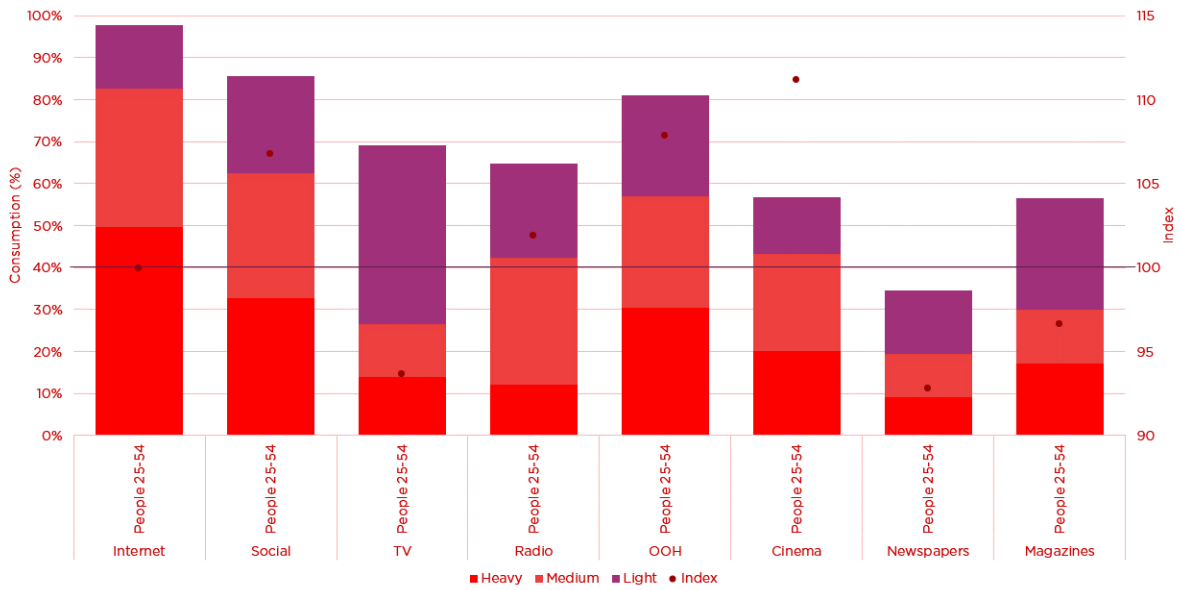
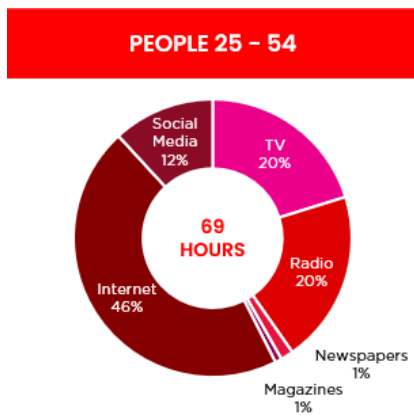


FIGURE 7: TIME SPENT WITH MEDIA<sup>21</sup>



Channel ranking

Growth Accelerator™ provides a ranking of the most effective channels at delivering on the two campaign objectives, taking budget, channel efficiency and audience media consumption behaviour into account.

To align to the overall task for the campaign, it will be critical to drive rapid awareness and impact, ensuring that Fee-Free TAFE is connected to positive change and is top of mind for Australians making career decisions.

s 47(1)(b)

<sup>20</sup> Roy Morgan, March 2023 Database

<sup>21</sup> Roy Morgan, March 2023 Database

s 47(1)(b)

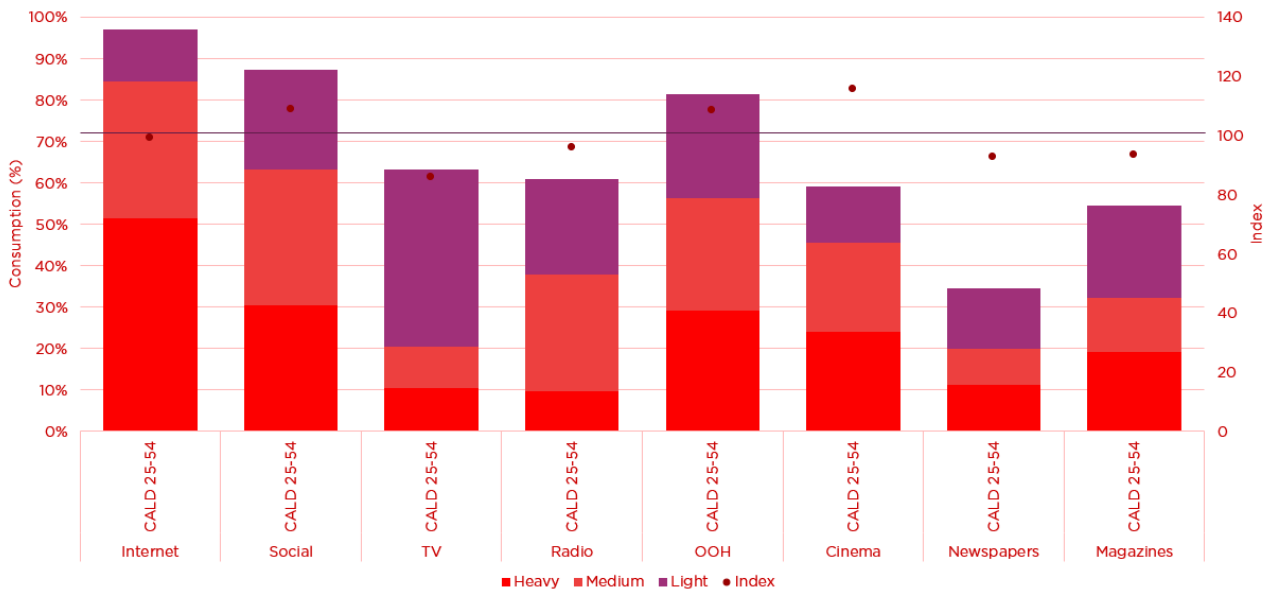
### CALD audience

The visual medium is essential to drive awareness and impact for CALD audiences. Online video will be the primary channel selected, as it will effectively deliver on reach and the internet has the highest consumption among CALD audiences aged 25-54.

Social media as the second highest rated channel by consumption will also be utilised. It will drive awareness and provide an easy pathway for audiences to click through and seek more information. Given the influences of community attitudes for CALD audiences, discussion and engagement through social will deliver on both raising awareness and creating desire.

Video assets will be used for the majority of CALD social, however WeChat will use both display and text, and Youdao will use display assets. Both WeChat and Youdao are ideal platforms for reaching this campaign's target audience.

FIGURE 9: CALD MEDIA CONSUMPTION<sup>23</sup>



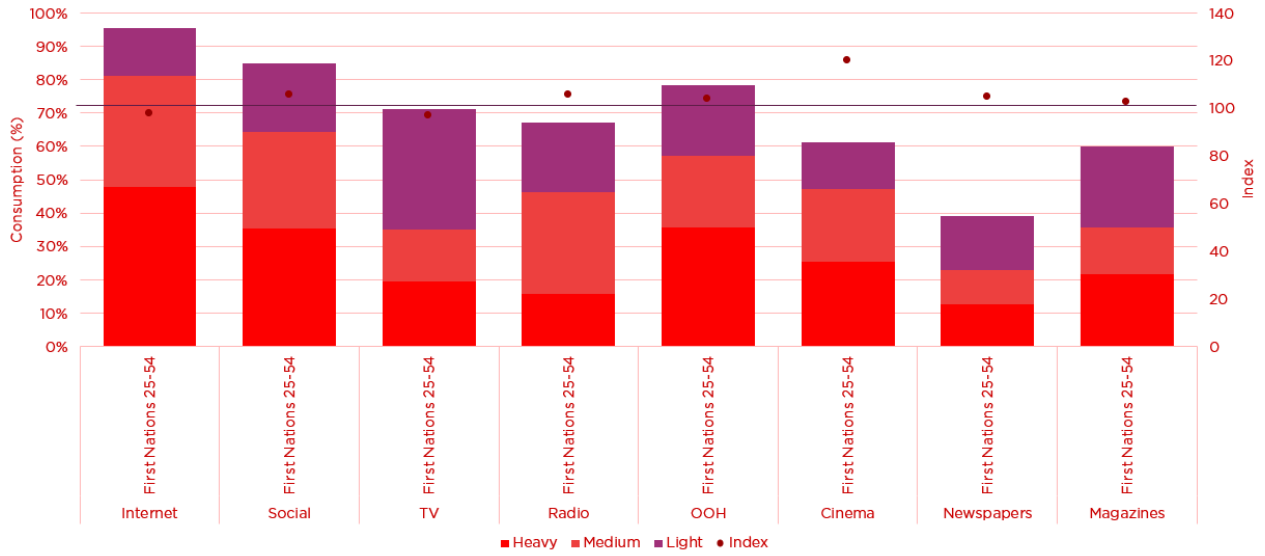
### First Nations Australians audience

First Nations audiences will be reached through online video and social media, with the internet and social media reflecting the highest media consumption among First Nations Australians.

<sup>22</sup> UM Growth Accelerator Tool, Channel Ranking, 2023

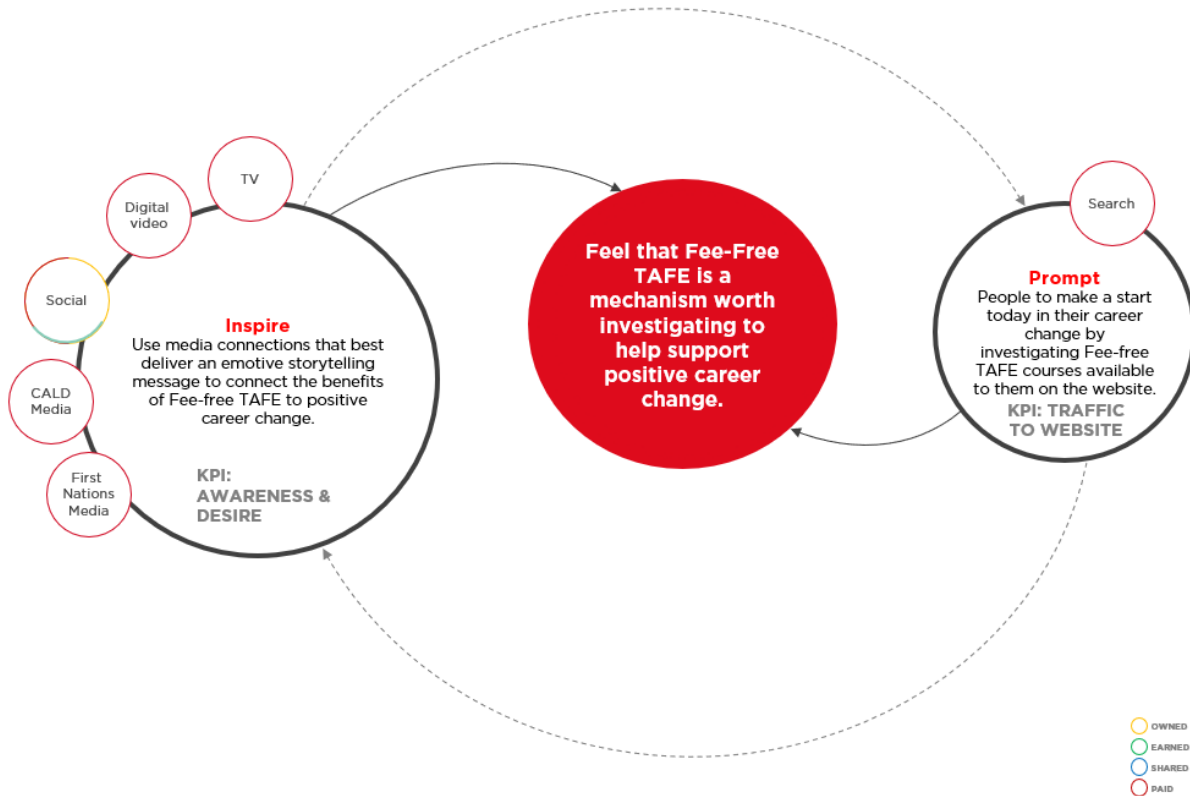
<sup>23</sup> Roy Morgan, March 2023

FIGURE 10: FIRST NATIONS AUSTRALIANS MEDIA CONSUMPTION<sup>24</sup>



## 4.2 Connections ecosystem

A summary of the communications strategy and channel selection has been visualised in the connection's ecosystem below. This represents the potential user journey through the campaign and recognises that the first campaign exposure can come via any channel, at any time.



<sup>24</sup> Roy Morgan, March 2023

## 5. IMPLEMENTATION

The implementation section outlines the specific details of how the campaign will be activated in market. This includes channel selection, execution tactics and metric allocation.

### 5.1 Budget planning

The department briefed \$4,830,000 (excluding GST) to help deliver enrolment targets for semester 1, 2024. The media activity will build awareness and help increase desire to consider Fee-free TAFE courses amongst the audience and prompt them to go to the website to find out more about eligibility and courses available near them.

Television is the lead awareness channel for the campaign and will run for the initial five weeks of the campaign. 52% of the budget has been allocated to television.

To complement television, 30% of the budget has been allocated to digital and social video to drive incremental video reach.

Search will drive the audience to the website to find out about eligibility and courses available near them, holding 5% of the budget.

10% of the budget will target CALD audiences, with digital video and social specifically reaching Mandarin, Cantonese, Arabic and Vietnamese audiences. 3% of the budget will be allocated to increase awareness among the First Nations audience across programmatic video and Meta.

Channel	Planned Investment %	Planned Investment
Television	s 47(1)(b)	s 47(1)(b)
Digital Video		
Social Video		
Search		
CALD		
First Nations		
<b>Total</b>	<b>100%</b>	<b>\$4,522,267.31</b>

\*The above table includes media investment only and excludes additional costs such as moderation, ad-serving, despatch and management fees.

### 5.2 Flying considerations

The campaign has been planned to **launch on 8 October 2023**. The launch date by state and territory is dependent on negotiations with the state and territory governments and therefore may be subject to change.

The first-round applications close at the end of November, with second round applications closing early February. It is recommended that paid media activity be **weighted to the launch of the campaign to drive first round applications. Activity will then continue to run at lower weights to maintain awareness from February 2024.**

As the mid-semester break falls around the end March/early April, it is recommended that the campaign ends prior to the Easter holiday period. **The planned end date is Saturday 23 March 2024.**

Television has been planned to run for the first five weeks of the campaign (8 October to 11 November 2023) to build mass awareness at launch.

The remaining channels of digital video, social, and search (including CALD and First Nations) will run consistently for the entire six-month campaign period.

Channel	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24
Television	X	X				
Digital Video	X	X	X	X	X	X
Social Video	X	X	X	X	X	X
Search	X	X	X	X	X	X
CALD	X	X	X	X	X	X
First Nations	X	X	X	X	X	X





### 5.3 Geographic prioritisation

The media buy will run nationally across all states and territories, including metropolitan, regional and rural areas.

If the department can provide details on planned media activity by state and territory that will be in market at the same time as this campaign, it will enable UM to minimise overlap where possible. Contingency plans to minimise direct competition will be agreed with the department prior to being implemented.

### 5.4 Planned delivery

s 47(1)(b)

FIGURE 11: MULTI-MEDIA REACH AND FREQUENCY<sup>25</sup>

s 47(1)(b)

## Television

### Strategic approach

Television is recommended to form the foundation of the Fee-Free TAFE video led approach for its ability to build reach and capture attention at launch.<sup>26</sup> Considering this is a new message to market, a 30" second television commercial has been planned to establish the message at launch.

<sup>25</sup> UM Growth Accelerator Tool, Multimedia Campaign Reach and frequency, 2023

<sup>26</sup> The Benchmark Series, Karen Nelson-Field, 2021.

Research suggests that television is the most effective channel to achieve attention. The better results for television are driven by superiority in terms of coverage (percentage of the screen the ad covers), clutter (what else is on the screen with the ad) and viewability (how much of the ad is on screen at any time). Television ads are displayed in full for the duration of the advertisement.

The most powerful campaign results come from reinforcing television with other channels such as digital media. Integrated campaigns are 31% more effective at building awareness as multiple channels deliver greater incremental reach when used together.<sup>27</sup>

The television activity will build reach at the campaign launch, running for the first five weeks only. Five weeks is optimal at launch vs. a shorter burst as it allows access to a wider range of inventory which can help with cost efficiencies. The buying demographic is people aged 25-54.

It's important to note that younger people under-index in consumption of free-to-air television when compared to the general population, and therefore the ability to build reach is less than broader target audiences. Consumption is largely light viewers that tune in for certain programs, and therefore placement in peak main channel programming via free-to-air channels will be critical to building reach and will be supported by an online presence through catch-up television.<sup>28</sup>

### Implementation tactics

To ensure a truly national presence, activity will be bought across subscription TV, community TV, the five metropolitan markets (Sydney, Melbourne, Brisbane, Adelaide, and Perth) and aggregate markets (Northern NSW, Southern NSW, Victoria, Queensland, Tasmania) as well as key sub-regional markets (Griffith, Mildura, South Australia (Loxton/Mt Gambier), Port Pirie/Broken Hill, Central Satellite, Darwin and West Australia), in addition to CALD In-language and First Nations channels.

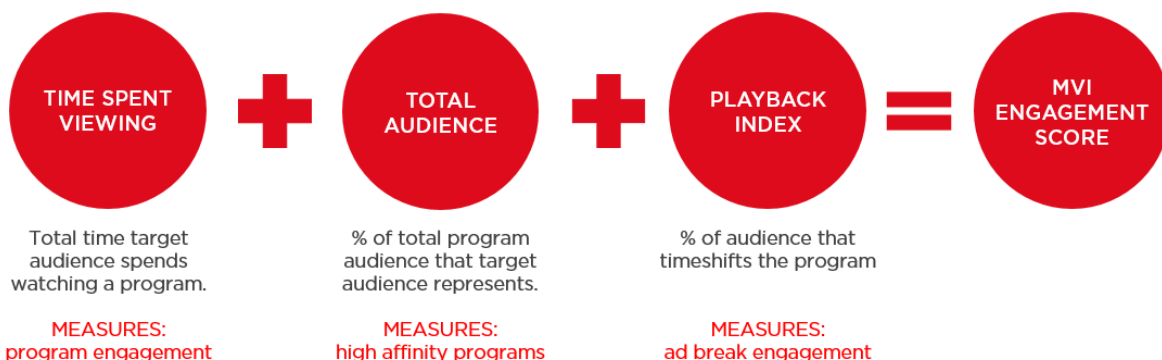
Broadcast activity will be bought across the major free-to-air networks of Seven, Nine, Ten, and SBS, and their regional counterparts of WIN, SCA and Seven Affiliates.

Subscription TV has been included to build incremental television reach. Community TV has also been planned which features local content from community groups not carried by one of the major networks and is bought in Melbourne and Adelaide.

Analysis shows that the most cost-effective mix of peak/off-peak to reach the target audience of people 25 – 54 is 70% peak and 30% off-peak.<sup>29</sup> Airtime will be placed in 70% peak (18:00 – 22:30) and 30% off-peak to maximise access to top-rating programming, whilst also utilising cost-efficient inventory to provide delivery of planned campaign reach goals. A similar strategy will be used when buying into main and secondary channels; 80% of total investment will be spent on the main channels of Nine, Ten, Seven, etc. with the remaining 20% to be spent on the likes of 7Two, Gem and Peach, to deliver cost efficiencies.

Key programming has been mapped using data from Q4 2022 to be used as an indication of which programs will be best to buy for this campaign. The proprietary tool, Magna Value Index (MVI™) has been utilised. The MVI maps available television programming based on its ability to deliver reach (high audience figures), as well as scoring them against an engagement index, which is identified by the following:

FIGURE 12: MAGNA VALUE INDEX ENGAGEMENT SCORE



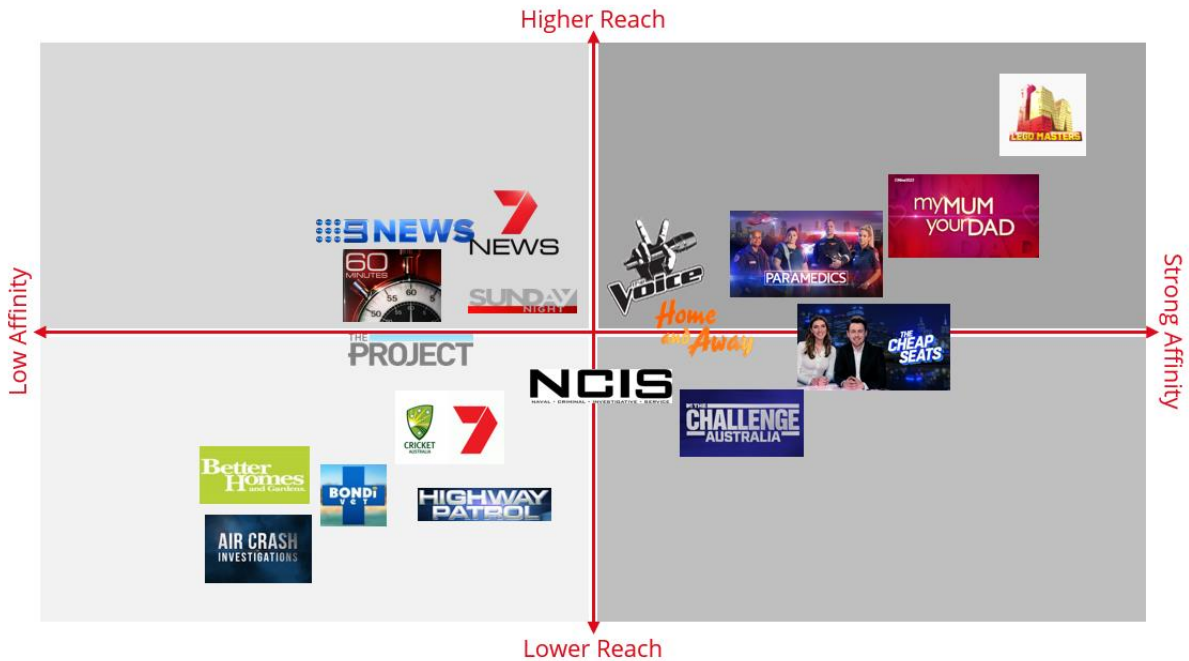
The MVI provides a demonstration of the key programs that will focus the buying efforts to ensure the advertising is appearing in high reach, strong affinity programs (those included in the top right quadrant). Programming shown in the upper left quadrant demonstrates high reaching, lower engagement general programming, and the bottom quadrants demonstrate a variety of frequency drivers. All quadrants include programming that will provide an overall high-reaching, cost-efficient television campaign.

<sup>27</sup> WARC, *Anatomy of Effectiveness*, 2019.

<sup>28</sup> Roy Morgan, June 2022.

<sup>29</sup> Opti8 2017, P18-54, 5 Metropolitan Cap Cities

FIGURE 13: MAGNA VALUE INDEX™<sup>30</sup>



Television programming across the campaign period will focus on high reaching peak tent pole programs that are available at the time of booking. The buy will also include news programming such as Lego Masters, Amazing Race Australia, Nine News, Seven News, A Current Affair, 60 Minutes, Home and Away etc.

**Metrics**

Reach and frequency.

**KPIs**

Market	People 25-54+ Forecasted 1+ reach% <sup>31</sup>
Sydney	1+ @ 40%
Melbourne	1+ @ 40%
Brisbane	1+ @ 40%
Adelaide	1+ @ 40%
Perth	1+ @ 40%
Northern NSW	1+ @ 40%
Southern NSW	1+ @ 40%
Victoria	1+ @ 40%
Queensland	1+ @ 40%
Tasmania	1+ @ 40%

**Digital Video**

**Strategic approach**

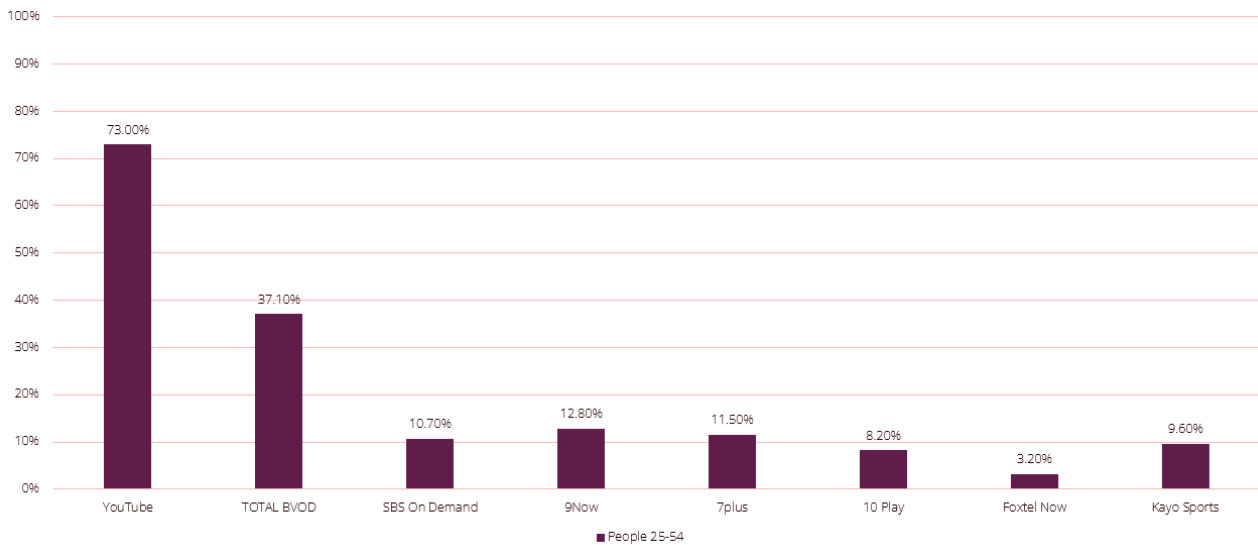
Digital video will use a targeted approach to reach the audience:

- People 25-54, job seekers and part-time/casual workers using tactics like audience targeting and publisher direct deal with Gumtree.
- People 25-54 will be reached using tactics and platforms like contextual targeting, BVOD, YouTube, and Vevo. BVOD and YouTube Select has been specifically added to the strategy as these channels have the highest video consumption as outlined in the Roy Morgan chart below.
- People 25 – 54 within proximity of TAFE locations in Australia using geographic targeting.
- First Nations Australians and CALD audiences.

<sup>30</sup> Magna Value Index, GB + CH 0-4 and Total People, Metropolitan 5 Cap City, Projection and Average TSV %, Q2-3 2022.

<sup>31</sup> Optim8 2022, P55+, STLY Surveys

FIGURE 14: DIGITAL VIDEO PLATFORM CONSUMPTION<sup>32</sup>



To maximise reach, frequency will be capped at 6 per month across video. A frequency cap is the maximum number of times a user may potentially see the ad, and depending on the audience size, not all users will necessarily see the ad the number of times defined above.

**Implementation tactics**

**Audience targeting** will use data to find audiences listed below:

- People 25-54
- Job seekers
- Part-time/casual workers

**Contextual targeting** will use websites with relevant content, or keywords to reach audiences across:

- Category: jobs and education

**Geographic Targeting** uses location data to reach audiences either in specific locations or with specific messaging.

- A custom segment will be created through Foursquare to target all TAFE locations in Australia.

**BVOD** will be utilised for this campaign to reach Australian 25-54 nationally across BVOD publishers such as 7Plus, 9Now, 10Play.

**Publisher Direct** deals will be created with publishers that can target jobseekers such as Gumtree to ensure we are present in relevant environments.

**YouTube Select** will be used to reach Australians 25-54. YouTube Select inventory (which contains the top 5% of content on YouTube) ensuring the campaign is delivered across premium, brand safe, content only.

**Vevo** inventory will also be included to reach Australians 25-54. Vevo provides full transparency over professionally produced content through brand safety rating that map back to TV content ratings (G, PG, M). All videos receive three ratings to cover visual, audio and overall.

**First Nations audience:**

First Nations audience targeting is much harder to target programmatically, as ethnicity targeting is unavailable. Therefore, it is recommended to reach First Nations Australians using the following strategies:

- **Postcode/Geo Targeting** – overlaying postcodes of areas that over-index in First Nations populations (based on Census data).
- **Contextual** segments based on keywords and online behaviour (such as First Nations news or culture and Aboriginal art, festivals or services).

**CALD audience:**

Targeting will be used to reach key language groups outlined: Mandarin, Cantonese, Vietnamese, Arabic and Korean. CALD audiences are reached predominately through 'inferred' data, as there is limited access to declared data based on ethnicity. All activity will be overlaid with Australian 25-54 demographic data.

<sup>32</sup> Roy Morgan, March 2023



- **Browser targeting** involves a mix of excluding English language browsers and including those who have their browser settings set to one of the key languages.
- **Audience targeting** will use data to find audiences from the languages outlined above.

The Chinese audience will also be reached on digital video via media partner Eternity X, running across premium sites including Tencent, iQiyi and YouKu.

Tencent Video is a Chinese video streaming website owned by Tencent that contains many popular movies and television shows of all genres. As of October 2022, Tencent Video is the fourth largest streaming service in the world, after Netflix, Amazon Prime Video, and Disney+. <sup>33</sup> Tencent Video has an audience of over half a million users within Australia. <sup>34</sup>

iQiyi is a Chinese online video platform, predominantly showcasing popular Chinese and Asian dramas. There are 420k users of iQiyi in Australia. <sup>35</sup>

YouKu is another of China's top online video and streaming platforms, showcasing a range of programs in-language, including anime, drama, film, and reality content. Approximately 450k people within Australia watch YouKu. <sup>36</sup>

### Formats

**Video:** It is recommended to use both 15 and 30 second video as both are highly scalable video formats for online advertising, and historically generate strong completion rates.

**YouTube:** 15 second ads are recommended to run for YouTube activity, as videos can be skipped after 5 seconds for any videos which are longer than 15 seconds.

### Metrics

The campaign is bought on a cost per thousand (CPM) basis.

The objective of awareness will be achieved by optimising the campaign towards a low cost per completed view, whilst maintaining the Australian Government viewability benchmark of s 47(1)(b)

### KPIs

Targeting	Metric	Planned Completions	Primary KPI <sup>37</sup>	CPM
Audience targeting	Cost Per Completed View	4,000,000	s 47(1)(b)	s 47(1)(b)
Contextual targeting		3,333,333		
Geographic targeting		3,000,000		
Publisher Direct		4,166,667		
BVOD		5,850,000		
First Nations		2,500,000		
CALD		5,166,667		
YouTube		3,833,333		
Vevo		2,875,000		
<b>TOTAL</b>		<b>34,725,000</b>		
Eternity X CALD Video		Completion Rate	2,228,409	N/A

Budgets will remain fluid across all tactics to allow for the campaign to be optimised towards best performing. DSPs are subject to change.

<sup>33</sup> 'Tencent Announces 2022 Third Quarter Results', Accessed online on 12 June 2023 at <https://static.www.tencent.com/uploads/2022/11/16/33aad36dea97848eb75aa988d785e9f8.pdf>

<sup>34</sup> 'Researchify 2021 – Provided by Eternity X 'Fee-Free TAFE Response' 2023

<sup>35</sup> 'Researchify 2021 – Provided by Eternity X 'Fee-Free TAFE Response' 2023

<sup>36</sup> 'Researchify 2021 – Provided by Eternity X 'Fee-Free TAFE Response' 2023

<sup>37</sup> Australian Government FY21/22 results from programmatic mainstream video. Benchmarks are estimates based on previous activity however performance may vary based on platforms, formats, placements, targeting selected and audience potential, time in market, objective and creative used.

## Social

### Strategic approach

Meta which includes Facebook, Instagram and Messenger is recommended because it is the biggest social media platform in Australia and can deliver effective scale. This platform will be used to reach the primary target audiences, including People 25-54, part time and casual employment, and CALD audiences. It is recommended to extend activity into multiple Facebook environments to optimise activity across platforms and increase audience potential.

Meta will also be used to reach First Nations audiences. As Meta has removed detailed targeting options relating to topics people may perceive as sensitive, such as race or ethnicity, as an alternative UM will build custom audiences and lookalike targeting to reach the First Nations audience on the network. The first audience is of people who have viewed videos on Australian Government First Nations Facebook pages, and the second is people who have interacted or engaged with the pages. Meta use these audiences to find other people who have displayed similar interest characteristics and likely to be interested in Government messaging toward First Nations.

LinkedIn has been recommended for its ability to accurately target people at the start of their career as well as people looking for upskilling opportunities. LinkedIn is a trusted environment for reaching audiences in a professional mind-set.

To increase reach within the Chinese community, WeChat, Weibo and Youdao have been recommended.

WeChat is a social media platform also known as a super app because of the sheer volume of its features and functionality. The channels selected within the WeChat platform provides strong reach for the Chinese community in Australia.

Weibo is a microblogging site where users interact with the platform on a regular basis for both learning information vital to their community, and to access trending and engaging content. This channel is ideal for driving mass awareness among the Chinese speaking community.

Youdao Dictionary, a subsidiary of NetEase (one of the top internet technology companies in China) is the most used dictionary app used by Chinese students. While it is primarily a dictionary, users can log in, post and interact. Due to the availability of geo-targeting for Australian users, this is an ideal channel to reach students to create awareness and desire, compelling them to seek more information about other educational options such as Fee-Free TAFE.

The tactic will continue to take shape by utilising video formats to build mass awareness of the campaign message across each platform whilst also achieving the secondary objective of driving traffic to site.

### Implementation tactics

#### Targeting

##### Meta - Mainstream

- **Upskilling:** People 25-54 in Australia, interested in job seeking, upskilling, or education (audience size 3,800,000)

##### Meta - First Nations

- People 25-54 in Australia who have engaged with content from Australian Government First Nations Facebook pages such as <https://www.facebook.com/indigenous.gov.au> plus a lookalike audience based off these users (audience size 900,000).

##### Meta – CALD

People 25-54 in Australia, who speak the following:

- Mandarin (audience size 130,000)
- Vietnamese (audience size 140,000)
- Arabic (audience size 150,000)
- Cantonese (audience size 115,000)
- Korean (audience size 45,000)

It is recommended to assign a set budget to each language group to ensure sufficient delivery.

##### LinkedIn – Mainstream

- **Upskilling:** People 25 to 54, Job Seekers and open to education (audience size 3,500,000).

##### WeChat – CALD Chinese

WeChat users who follow popular news accounts based in Sydney and Melbourne.

- WeSydney (audience size: 379,000)
- Melbourne WeLife (audience size: 240,000).

##### Weibo – CALD Chinese

- People 18+ in Australia: it is recommended to target people 18+ to maximise the reach.



## Youdao – CALD Chinese

- Australian users in general: Youdao does not support audience filtering for Australia targeting at this moment. However, considering the function of this app, the Australian users of Youdao are more likely to be students or newly arrived.

### Optimisations

Meta will be bought on s 47(1)(b)

LinkedIn will be bought on s 47(1)(b)

### Formats

Platform	Recommended Formats	Require Moderation (Y/N)
Meta	Asset customised video link ads and video stories and instream video	Stories – No ability to comment Instagram newsfeed N – comments can be disabled, and it is recommended to do so Facebook newsfeed Y – will require moderation
LinkedIn	Sponsored video content	N – comments can be disabled, and it is recommended to do so
Weibo	Infeed ads	N – comments can be disabled
WeChat	Top banner in 1 <sup>st</sup> article	N – comments can be disabled
	Advertorial	N - comments can be disabled
Youdao	Open Splash	N
	Search Result	N

- Across LinkedIn and Instagram newsfeed, the admins of the pages must turn the comments off, as UM cannot control this. UM will prompt customers to do this during the implementation process. If UM do not get confirmation from a customer that they want to turn comments off for LinkedIn and Instagram, the ads will go live with the ability for people to comment on them.
- Meta in-stream videos are an un-skippable format which offers an opportunity to increase video completion rates. Videos that are 15 seconds or less will play for the full duration of the video while videos that are longer than 15 seconds will play the first 15 seconds before giving viewers the option to tap “Continue Watching” to see the remainder of the video.
- A combination of banner ads and advertorials are recommended for WeChat. Top banner ads can help to raise awareness and expand the reach. Advertorials can deliver more detailed information of the campaign. According to previous campaign learnings, it is recommended to have different advertorial copies to keep audiences engaged. There is likely to be a significant reduction in article views if the copy is repeated consistently.
- For Youdao, it is recommended to run open splash and search result banners in equal rotation. Open splash banners deliver a strong visual impact in full screen and appear when users open the app or on its home screen, driving general awareness. This will be supported by search result banners, which appear when users are actively engaging with the platform’s primary function.

### Creative considerations

- 3-5 creative variations per audience across each platform (this can be text variations with the same creative).
- Video length should be 15 seconds or less, designed for sound off (subtitles).
- Key messaging and branding in the first 3 seconds of the video.
- Short, direct, attention-grabbing text.
- Text recommendation and creative specs to be followed as per the MI provided by UM.
- Strong call to action

### Metrics

Platform	Targeting	Format	Objective	Budget	CPM	Metric	KPI
Meta	Mainstream	Asset Customised	s 47(1)(b)				
	First Nations	Asset Customised					

<sup>38</sup> Details in Social Appendix

<sup>39</sup> Benchmark Source: Australian Government FY21/22 Facebook Mainstream Video View activity results. Benchmarks are estimates based on previous activity however performance may vary based on platforms, formats, placements, targeting selected and audience potential, time in market, objective and creative used.

<sup>40</sup> Benchmark Source: Australian Government FY21/22 Facebook First Nations Video View activity results. Benchmarks are estimates based on previous activity however performance may vary based on platforms, formats, placements, targeting selected and audience potential, time in market, objective and creative used.



	CALD	Asset Customised		s 47(1)(b)	s 47(1)(b)		s 47(1)(b)
LinkedIn	Mainstream	Video Sponsored Content	s 47(1)(b)				s 47(1)(b)
Weibo	CALD	Static Image/Video					
WeChat	CALD	Static Image Banner			Fixed		
		Advertorial			Fixed		
Youdao	CALD	Static Image Open Splash			s 47(1)(b)		
		Static Image Search Result					

## Search

### Strategic approach

Google has been selected to run the paid search activity in Australia as it has the highest market share which will help to maximise traffic to the site.

Paid search will show ads for relevant queries when people search for topics such as ‘fee-free tafe’, ‘vocational courses’, ‘short courses’, ‘free tafe course’, and related terms to maximise traffic to the site. This will help connect people looking to gain skills or looking for future career options to consider courses available in the priority sectors. Further, this will display the department’s website to people looking to upskill and get information on course availability. Additionally, traffic to the website will prompt the visitors to check their eligibility for the fee-free courses.

The paid search campaign will be optimised to maximise clicks at high max CPC (cost per click) under the Maximise click bid strategy. With this bid strategy, the campaign will aim to maintain and increase the search impression share, surpass competition, and drive maximum clicks to the website.

All queries will be matched with specific ad copies and calls to action to drive traffic to site. The keyword structure will be flexible and dynamically updated to align with the courses that experience significant search volume during the campaign period.

Messaging can be tailored within paid search with customisable ad copies enabling a strong call to action to encourage people to visit the department’s website and find more course information. Each campaign will include multiple sets of RSA ad copies to facilitate testing and identify the most effective ad copies for better performance.

Extensions such as sitelinks & callouts will be used to enhance the user experience. Sitelinks appear under the main ad copy directing users to specific web pages that are relevant to their needs. Pages such as “Enrol Now” & “Check Eligibility” will be used to direct people to relevant pages. Additionally, callout extensions can also be leveraged to promote important information. Callout extensions are placed within the ad copy’s body to provide essential information and a quick insight into ads. Callout extensions such as “Upskill Quickly”, “Government Funded”, and “180,000 Places” will be used to showcase additional information.

### Implementation tactics

The paid search campaign will be optimised to maximise clicks at a controlled CPC (cost per click) and target search queries across Australia on Google.

The search structure will be provided when the campaign has been signed off. The Google Keyword Planner will be used to research keywords by entering the website domain into the tool along with keyword ideas. The keyword planner will be used to identify keyword ideas for the current content on the landing page of the website. Along with the main keywords, a keyword planner will also be used to find related keywords and long-tail keywords, which are specific search queries composed of 3 to 5 words that the target audience may be searching. The planner also shows historical search volumes to help with search trends and the selection of keywords.

Keywords will be selected to:

- Target people who are searching for terms related to ‘study free’, ‘free tafe courses’, ‘government-funded courses’ etc.
- Target people who are looking for terms such as ‘hospitality courses’, ‘tourism courses’, ‘aged care training’, ‘childcare diploma’ etc
- Target people who are searching for terms such as ‘upskill’, ‘resources to gain skills’, ‘change career’ etc.

<sup>41</sup> Benchmark Source: Australian Government FY21/22 Facebook CALD Video View activity results. Benchmarks are estimates based on previous activity however performance may vary based on platforms, formats, placements, targeting selected and audience potential, time in market, objective and creative used.

<sup>42</sup> Benchmark Source: Australian Government FY21/22 LinkedIn Video View activity results. Benchmarks are estimates based on previous activity however performance may vary based on platforms, formats, placements, targeting selected and audience potential, time in market, objective and creative used.



Once the campaign has been implemented, keywords will be reviewed, negative keywords will be added to ensure the ads are appearing against the most relevant search terms and specific audience and demographic groups will be reviewed to maintain an equal share amongst the various audiences.

UM will exclude people 18-24 and ages 55 + to control the ads from displaying to the people who are beyond the targeting requirement for the campaign. However, these ads may still appear to people who are beyond the target audience as Google has limited demographic targeting capabilities. This may happen when people searching on Google are not logged in, have not provided their age details when signing up or are searching in incognito/private browsing mode.

### Format

It is recommended to use responsive search ads and dynamic search ads.

Responsive search ads (RSA) allow for the continuous testing of ad copies by leveraging machine learning to assemble the best combination of headlines and descriptions to create the most effective ads based on users search queries.

RSA requires 3 to 15 headlines (up to 30 characters in length) and 2 to 4 descriptions (up to 90 characters in length)

Google will automatically assemble different combinations of both headlines and descriptions and deliver the best-performing ad combination. Performance can be expected to improve as the platform gathers data through machine learning.

Dynamic Search Ads will use the content on the website to find additional keywords which can help fill in the gaps of the keyword-based campaigns. DSA will help to capture the additional search demand through search queries given that 15% of search queries are new every day on Google<sup>43</sup>.

DSA crawls the pages specified and automatically bids on keywords available on the pages specified to show ads. If a search query is relevant to the content on the website, Google will automatically customise the ad's headline and match the landing page to the query that DSA believes will be the most relevant.

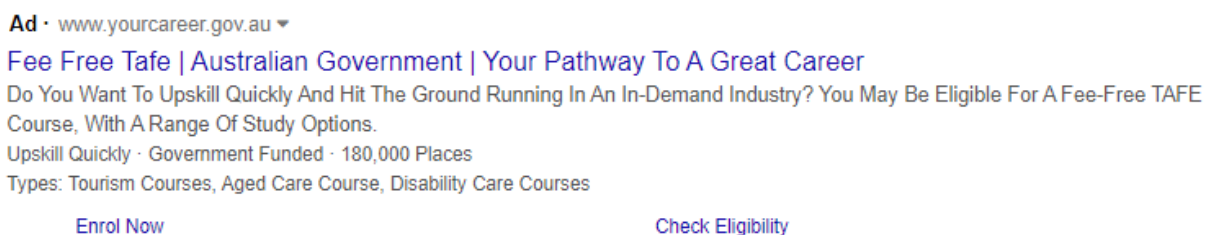
DSA requires a landing page URL and 2 descriptions (up to 90 characters in length).

Exclusions can be made to prevent specific pages on the website from being crawled if they are not relevant to the campaign.

The ease with which Google web crawlers can crawl the landing page and the overall website impacts the performance of Dynamic Search Ads.<sup>44</sup>

To display more information with text ads, ad extensions will be used to expand the ad giving people additional information which can direct them to specific parts of the website. They also take up more space on the search engine results page; making competitors less visible and giving people more reason to click on the ads. It is at the discretion of Google for which extensions to show, they may not show 100% of the time on all ads.

FIGURE 15: EXAMPLE OF RESPONSIVE SEARCH AD & EXTENSIONS



Ad · [www.yourcareer.gov.au](http://www.yourcareer.gov.au) ▼

**Fee Free Tafe | Australian Government | Your Pathway To A Great Career**

Do You Want To Upskill Quickly And Hit The Ground Running In An In-Demand Industry? You May Be Eligible For A Fee-Free TAFE Course, With A Range Of Study Options.

Upskill Quickly - Government Funded - 180,000 Places

Types: Tourism Courses, Aged Care Course, Disability Care Courses

[Enrol Now](#) [Check Eligibility](#)

**Example of components of the Responsive Search Ads & Extensions** *(Please refer to the example above)*

**Headline 1:** Fee Free TAFE

**Headline 2:** Australian Government

**Headline 3:** Your Pathway To A Great Career

**Description 1:** Do You Want To Upskill Quickly And Hit The Ground Running In An In-Demand Industry?

**Description 2:** You May Be Eligible For A Fee-Free TAFE Course, With A Range Of Study Options.

<sup>43</sup> Global Statistics, Search Statistics 2023 <https://qs.statcounter.com/search-engine-market-share/all>

<sup>44</sup> Google, Web Crawlers [Organising information – How Google Search works](#)



**Display URL:** [www.yourcareer.gov.au](http://www.yourcareer.gov.au)

The ad extensions as shown above will be reviewed and confirmed if they are suitable to be applied for the campaign. This will be determined when the final URL is confirmed.

**Sitelinks** can add more links to the ads taking people to specific pages on the website. When someone clicks or taps on the links, they go directly to what they want to know. Example: Enrol Now, Check Eligibility.

**Callouts** can showcase multiple short pieces of information in the ad copy. Example: Upskill Quickly, Government Funded, 180,000 Places.

**Structured snippets** highlight specific aspects/fields in which opportunities are present. Example: Tourism Courses, Aged Care Course, Disability Care Courses.

**KPIs<sup>45</sup>**

Platform	Budget	Metric	KPI
Google	s 47(1)(b)		

<sup>45</sup> Benchmarks based on Google Keyword Planner, June 2023. Performance may also vary due to competition in the market from other advertisers bidding on the same keywords during the campaign period.

## 6. MEASUREMENT

The measurement section outlines the specific details of how the campaign will be evaluated, tracked and optimised throughout.

### 6.1 Setting KPIs

Below are the recommended measurable objectives and forecasted results based on category norms and historical performance benchmarks.

Channel	Connection	KPI	Goal
Screens	Television	s 47(1)(b)	1+@ 40% per market
	Digital Video (Mainstream Programmatic)		s 47(1)(b) dependant on strategy
	Digital Video (YouTube)		s 47(1)(b)
	Digital Video (Vevo)		
	Digital Video (CALD)		
	Eternity X (CALD)		
	Digital Video (First Nations)		
	Meta (Mainstream)		
	LinkedIn		
	Snapchat		
	Meta (CALD)		
	Meta (First Nations)		
	Weibo (CALD)		
	WeChat (CALD)	Fixed	N/A
	Youdao (CALD)	s 47(1)(b)	s 47(1)(b)
Search			

A Media Performance Report (MPR) detailing the actual media advertising achievement against goals listed for the campaign will be provided four weeks post the campaign completion. The media performance report will outline achievements, insights and learnings for future activity.

### 6.2 Brand safety

For all customers of the whole-of-Australian Government advertising arrangement, UM will, unless otherwise instructed, mitigate the risks of advertising appearing alongside content featuring or promoting gambling, hate speech, illegal downloading, offensive language, pornography, violence, the use of alcohol, illegal drugs or smoking, or any illegal activities not otherwise specified. Political content will also be avoided.

The first layer of protection is a third-party verification solution, Integral Ad Science (IAS), to monitor and, in some instances, block ads from appearing next to inappropriate content (brand safety), to audiences in the wrong country (geo-compliance) or in environments where suspicious activity indicates there may be a risk of ad fraud. Please note that IAS does have limitations, particularly in relation to brand safety on social media platforms. For further information, please contact the client advice lead at UM.

A second layer of protection leverages channel-specific capabilities. These include but are not limited to domain and keyword exclusion lists, category exclusions and placement exclusions, such as live streams and embedded videos that may represent a higher brand safety risk.

## 6.3 Additional advertising services

Below are the costs associated with the implementation of the campaign such as:

- Despatch = s 47(1)(b) has been set aside for any material despatch charges

### Social media moderation

Social moderation is key to ensure the department can keep control of the conversation and expose the target to correct information from a source of truth.

The social moderation team works across 4 main pillars:

#### Moderation

- Hide comments and conversations that violate page policy or are antagonistic to the department or other audience members.
- Hide comments that link to misinformation or may mislead other audience members.
- Escalate comments that do not fall within the response matrix or traffic light system.

#### Engagement

- Keep conversation alive where relevant.
- Surprise and delight audiences with responses
- Proactively engage with customers, prospects, and influencers where appropriate to generate a sense of community.
- Handle user complaints as per guidelines provided by the department.
- Respond to questions or comments that require additional context.

#### Monitoring

- Listening in on and tracking conversations that relate to the campaign.
- Provide potential responses to comment themes that may not have previously been addressed or considered within the campaign.
- Provide a qualitative analysis of the page and content through the audience responses.

#### Measurement

- Analysis of how the advertising is performing from an engagement perspective.
- Overarching look at the sentiment of advertising from a positive vs negative perspective
- Comparison between advertising sets in terms of engagement and sentiment driving.

#### Vital documents

There are 2 key documents used to guide the social moderation team during the campaign period that should be provided by the department once the strategy is approved and the MBA is signed.

UM will provide Traffic Light System and Q&A Sheet templates to be filled in by the department.

#### Traffic Light System

The traffic light system is essentially a response matrix designed to ensure the moderation team can quickly and effectively understand customers' requirements for the campaign. The document dictates the standard rules of engagement between UM and the community. The traffic light system works with 3 colour coded options: green, amber, and red:

- **Green:** healthy engagement that does not threaten the reputation of the department.
- **Amber:** Closely monitor if a comment has potential to escalate or cause damage to the department reputation.
- **Red:** Hide post/comment immediately and do not engage. They include racism, sexism, discriminatory or abusive remarks, attacking of the audience, spams, and fake news.

FIGURE 16: TRAFFIC LIGHT SYSTEM EXAMPLE

Traffic light	Comment	Description	Real examples	Response process	Responsibility and clearance required
Green	Use of hashtag/s	Use of hashtag in a user's photo	Campaign image #hashtag	No response required	
	Positive or question	Favourable posts, or questions	'The campaign is a great initiative' 'Can you tell me more about'	Positive: Like, share or reply	
Green/ Amber	Neutral (ignore)	Neither good nor bad	'This ad is great. It's about time the government did something.' 'I don't like the ad.'	Action/Response not required	
Amber	Negative (address and engage, if appropriate)	Genuine negative comment	'The linked website takes too long to load.' 'The website is failing a security check. No thanks.'	Address genuine comments with a pre-approved response where appropriate.	
Red	Negative (address or hide comment)	Breaches Community Guidelines e.g. offensive, obscene language, phishing scam, malicious or advertising	'This campaign is a load of #\$%@' 'Look at those girls. Idiots! LOL.' 'Click here to win a million dollars www.persianprince.i	Comments should be hidden and not visible on the department's feeds" If a user posts three Red comments, the user will be blocked.	

**Question and answer (Q&A) sheet**

The Q&A sheet works in conjunction with the traffic light system to ensure that moderator responses are factual, adhere to the campaign tone and follow campaign standards.

The department needs to supply the list of FAQ's and pre-approved responses. These are questions that the department sees regularly across owned channels that are most likely to arise through the moderation process. The longer and more detailed the list of responses, the less escalation required. UM can assist in copywriting and top line response suggestions if required.

UM use this document in document in conjunction with the traffic light system to respond to comments.

Urgent comments that pose serious campaign risk or potential harm to individuals will be escalated with an email and followed up immediately with a phone call. Any comments that UM sees repeatedly appearing that are not addressed will be flagged with a potential response for the departments' consideration and approval and then be added to the Q&A sheet.

FIGURE 17: Q&A SHEET EXAMPLE

Question	Answer
<b>Overall campaign questions</b>	
<b>What is the intent of this campaign?</b>	Hi XX, thanks for your question/getting in touch. The aim of the campaign is to inform the community that the Government has delivered a range of tax changes to benefit individuals and small to medium-sized businesses. To find out more, visit <a href="http://www.bettertax.gov.au">www.bettertax.gov.au</a> .
<b>Why am I seeing this in my timeline?</b>	Hi XX, thanks for your question/getting in touch. We've received a lot of questions from people asking how the Government's recent changes to tax legislation affects them, and wanted to help people find information on their eligibility to these changes. To find out more, visit <a href="http://www.bettertax.gov.au">www.bettertax.gov.au</a> .
<b>Who benefits from the tax changes?</b>	Hi XX, thanks for your question/getting in touch. More than 10 million low and middle income earners will benefit from recent tax changes from the 2018-19 income year. Additionally, around 3.4 million businesses are eligible to access the Government's \$30,000 instant asset write-off from 7.30pm (AEDT) on 2 April 2019 until 30 June 2020. The threshold applies per asset, so eligible businesses can instantly write off multiple assets as a deduction in their tax return. To find out more, visit <a href="http://www.bettertax.gov.au">www.bettertax.gov.au</a> .
<b>How do I find out more information about this campaign?</b>	Hi XX, thanks for your question/getting in touch. You can find out more information about recently legislated tax measures at <a href="http://www.bettertax.gov.au">www.bettertax.gov.au</a> .
<b>Is this a genuine campaign/website?</b>	Hi XX, thanks for your question/getting in touch. This advertising is from the Australian Government to communicate the Government's recently legislated changes to the tax system. You can find out more about the campaign at <a href="http://www.bettertax.gov.au">www.bettertax.gov.au</a> .
<b>What changes have been made and what is available for small and medium-sized businesses?</b>	Hi XX, thanks for your question/getting in touch. The most recent change the Government has introduced to help support Australian businesses is: <ul style="list-style-type: none"> <li>• Increasing the instant asset write-off threshold to \$30,000 and expanding access to include medium-sized businesses with an annual turnover of less than \$50 million. The increased threshold and expanded eligibility apply from 7.30pm (AEDT) on 2 April 2019 until 30 June 2020. The threshold applies per asset, so eligible businesses can instantly write off multiple assets as a deduction in their tax return.</li> </ul> Australian businesses are also eligible for <ul style="list-style-type: none"> <li>• More competitive tax rates for small and medium companies with a turnover under \$50 million moving to a 25% tax rate by 2021-22;</li> <li>• Accelerating the increases to the tax discount rate for unincorporated small businesses with turnover below \$5 million (up to the existing cap of \$1,000);</li> <li>• Increasing the small business entity turnover threshold from \$2 million to \$10 million, which has extended access to a range of tax concessions.</li> </ul> To find out more, visit <a href="http://www.bettertax.gov.au">www.bettertax.gov.au</a> .

**Internal process**

The UM internal daily process starts the same day as the social campaign. Responses can only be dictated by a pre-approved response form to ensure brand safety and compliance. UM will escalate any comments that require an urgent response, or a response that has not been pre-approved to a member of the department as indicated in the setup phase. Comments will not be replied to without prior approval from the department, however, may be hidden in the interim should they pose any potential risk or damage to the department or other audience members. Please note that all actioned comments (hidden, escalated, responded) are saved and logged by the team for future reference and reporting.

**Reporting**

UM will provide two forms of weekly reports, each in excel format that showcase the ongoing results of advertising to date and a detailed end of campaign report showcasing the total results.

**Weekly sentiment report**

Covers the total number of interactions broken down by type of interaction, e.g., comments, shares and reactions. It will also cover the sentiment analysis based on comments, presented quantitatively and cumulative. Considering positive (supportive of both key messages or brand), neutral (neither supportive nor against the message or brand, tagging people or unrelated to the brand that still fall within moderation guidelines) or negative (disagrees with key message or brand, comments that includes profanity, racism sexism, fake news or is attacking or triggering to other audience members).



FIGURE 18: WEEKLY SENTIMENT REPORT EXAMPLE

Client: eSafety - Department of Communications and the Arts															
Campaign: National Online Safety															
Report Date: 12-Apr															
Permalink	Positive	Neutral	Negative	Total Comments	Like	Love	Haha	Wow	Sad	Angry	Total Reactions	Shares			
https://business.facebook.com/6315669333	1	10.67%	3	100.00%	2	11.11%	0	0	0	0	11	27			
https://business.facebook.com/6315669333	4	8.53%	23	40.94%	20	42.54%	47	250	34	6	2	222	123		
https://business.facebook.com/6315669333	11	9.93%	71	63.96%	29	28.13%	111	589	39	17	1	5	10	641	223
https://business.facebook.com/6315669333	3	25.79%	13	68.42%	3	15.79%	15	0	0	0	0	0	0	304	51
https://business.facebook.com/6315669333	0	0.00%	6	66.67%	2	11.48%	6	77	4	2	0	0	0	81	51
https://business.facebook.com/6315669333	0	0.00%	1	100.00%	0	0.00%	1	13	0	0	0	0	0	13	3
https://business.facebook.com/6315669333	0	0.00%	5	75.00%	1	25.00%	4	23	0	0	0	0	0	23	3
https://business.facebook.com/6315669333	0	0.00%	1	33.33%	2	66.67%	3	8	0	0	0	0	0	8	10
https://www.instagram.com/PhotoPedia	0	0.00%	5	88.89%	8	11.11%	13	143	0	0	0	0	0	143	0
https://www.instagram.com/PhotoPedia	0	0.00%	0	0.00%	0	0.00%	0	409	0	0	0	0	0	409	0
https://www.instagram.com/PhotoPedia	0	0.00%	0	0.00%	0	0.00%	0	18	0	0	0	0	0	18	0
https://www.instagram.com/PhotoPedia	1	25.00%	1	25.00%	2	50.00%	4	8	0	0	0	0	0	8	0
https://www.instagram.com/PhotoPedia	0	0.00%	0	0.00%	0	0.00%	0	2	0	0	0	0	0	2	0
https://www.instagram.com/PhotoPedia	0	0.00%	0	0.00%	0	0.00%	0	5	0	0	0	0	0	5	0
https://www.instagram.com/PhotoPedia	0	0.00%	0	0.00%	0	0.00%	0	6	0	0	0	0	0	6	0
https://www.instagram.com/PhotoPedia	0	0.00%	0	0.00%	0	0.00%	0	3	0	0	0	0	0	3	0
https://twitter.com/eSafetyOffice/status/110	4	20.00%	9	45.00%	7	25.00%	26	562	0	0	0	0	0	562	134

**Weekly moderation report**

The weekly moderation report is a rundown of all comments that have been hidden, escalated or responded to throughout the week. It is essentially an ongoing log of campaign interactions. The report will contain the relevant screenshots of all comments that have been interacted with by the moderation team, broken down by day.

FIGURE 19: WEEKLY MODERATION REPORT EXAMPLE

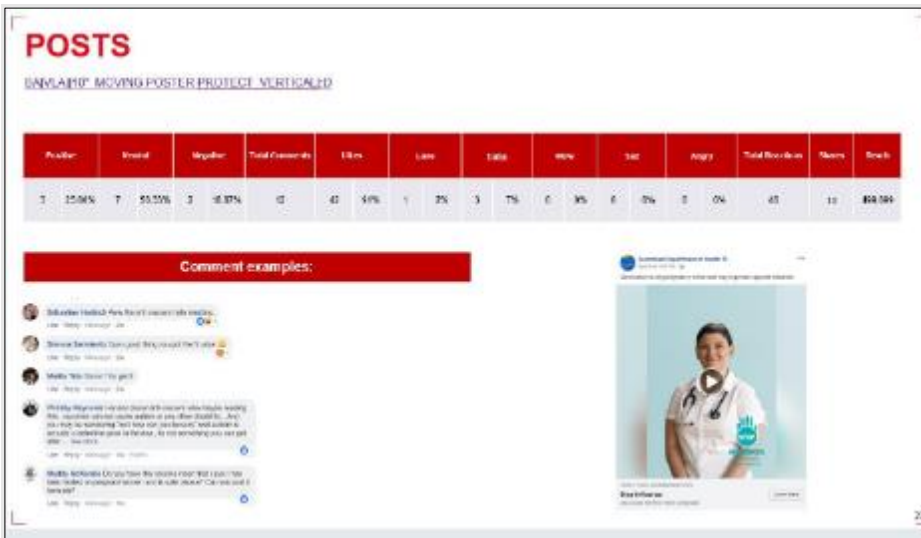
Platform	URL	Image	Text	Platform	URL	Image	Text
Facebook	https://business.facebook.com/6315669333		Online Safety Meet the Chat	Facebook	https://business.facebook.com/6315669333		I've been talking to my kids about online safety.
Facebook	https://business.facebook.com/6315669333		PhotoPedia	Facebook	https://business.facebook.com/6315669333		I've been talking to my kids about online safety.
Facebook	https://business.facebook.com/6315669333		PhotoPedia	Facebook	https://business.facebook.com/6315669333		I've been talking to my kids about online safety.
Facebook	https://business.facebook.com/6315669333		PhotoPedia	Facebook	https://business.facebook.com/6315669333		I've been talking to my kids about online safety.
Facebook	https://business.facebook.com/6315669333		PhotoPedia	Facebook	https://business.facebook.com/6315669333		I've been talking to my kids about online safety.
Facebook	https://business.facebook.com/6315669333		PhotoPedia	Facebook	https://business.facebook.com/6315669333		I've been talking to my kids about online safety.

**Final social moderation report**

The final social moderation report will be provided alongside the MPR following the conclusion of the campaign. This report is a final combination of the weekly moderation and sentiment reports, highlighting best performing posts from both an engagement and sentiment perspective.

The report will detail the breakdown by creative, key insights and recommendations for future campaigns.

FIGURE 20: WEEKLY MODERATION REPORT EXAMPLE



**Estimates and parameters.**

The below estimate is based on UM assumptions of the scope of work. Over the 24-week campaign period, it is recommended to allocate s 47(1)(b) of CALD moderation, including reporting to this campaign. The estimate is subject to revision and sign off the final social media moderation brief and requirements from the department.

- Length of campaign: 8 October 2023 to 23 March 2024
- Estimated quantity of posts with media: To be determined.
- UM will monitor all mainstream, First Nations and CALD posts with media during the campaign period.
- 2 x daily checks (morning and afternoon) including weekends or public holidays.
- The department will provide Traffic Light System and approved responses for UM to use.
- UM will not send daily updates including screenshots. UM will monitor and contact the department, as necessary.
- The department will receive a fortnightly moderation report attached to the analytic reporting.

Hourly rate:	s 47(1)
Hours per week:	(b)
Total campaign hours:	
Total spend (including reporting):	



## Programmatic

### Implementation tactics

- **Demand Side Platform (DSP)** - The activity is bought via a demand side platform (DSP) accessing multiple exchanges of inventory, to reach the most relevant users via an auction-like process. Programmatic is the automated process of buying inventory with data filters and algorithmic learnings overlaid to achieve the best performance against the buying objective. There are several controls to ensure online advertising is placed in Government-safe environments. These include keyword and website exclusion lists and working with brand safety partners.
- **Audience targeting** will be accessed through declared and inferred data. Declared data is first-party consumer data that is willingly, explicitly volunteered by consumers. Inferred data is data and characteristics assigned to a person based on their activities and behaviours online, often based around content consumption. Inferred data will be used to maximise scale and reach for the display component.
- **Contextual targeting** engages with specific audiences across environments that are relevant to the campaign messaging and can be applied on a keyword or category basis.
- **YouTube Select** contains the top 5% of content on YouTube, ensuring the campaign is delivered across premium content only and works to extend the reach. Algorithm and human verification are utilised to ensure that the content is brand safe. The following brand safety measures are in place:
  - Exclusion of Family and News line ups.
  - Exclusion of sensitive categories such as Politics and Religion.
  - Limited content exclusion category feature applied. This new feature gives additional control and helps to exclude types of content that, while in compliance with YouTube policies, may not meet an advertiser content requirement. Three options of content exclusion categories that can be selected: Expanded, Standard, and Limited. Selecting the limited option means that ads will only be showed on a reduced range of content that's appropriate for brands with particularly strict guidelines around light inappropriate language and sexual suggestiveness - above and beyond what YouTube's advertiser-friendly content guidelines address.
- **Private Marketplace Deals (PMPs)** are individual deals set up with specific publishers or websites that are relevant to the campaign or audience. Typically, it is recommended to provide several different publishers so that optimisations can be made to find the best performing ones.
- **Broadcast Video on Demand (BVOD)**, also known as catch-up television, offers users the ability to re-watch or catch up on broadcast television shows across different devices (i.e., mobile, desktop or connected television) whenever they desire.

### Formats

- **Video** will run across pre-roll and mid-roll inventory to ensure higher completion rates. It is recommended to include the key message in the first 5 seconds, so that if the video is closed before completion, the message has a chance to get through. It is also recommended to include at least 2 variations.

### Metrics

- **Cost per thousand (CPM)** is the buying metric used for all Australian Government digital campaigns. CPMs are estimates based on past campaigns, level of data applied, and the specific tactic being used and can fluctuate based on the current market.



# Fee-Free TAFE

# Idea 1

# INSIGHT

As kids we are always told we can do anything. But as we get older, the burden of life begins to cloud this aspiration. By the time we leave school or even start an entry level job, it's hard to know how to take the first step to "do anything".

**Your anything starts here.**

# IDEA

For anyone starting their first day of work at a new job is a tremendous achievement. This concept shows people getting ready to walk through the door into a new place of work and complete the journey they started when they applied for a Fee-Free TAFE course.

## SCRIPT:

This film captures the nervous moments as a group of people start their first day of work. They are all different ages and ethnicities.

We see a woman taking deep breaths as she has her back to door in what looks like a hospital. Other hospital workers, doctors, nurses and admin staff rush around her.

We see a construction worker in her car at the building site. She has her headphones on as she looks nervously over her shoulder at the building site. All her clothes are brand new. She has a real sparkle in her eyes. She's excited. She finishes her coffee, and jumps out of her car. The camera stays in the car as she opens the door again. She's forgotten her bag with tools.

A man in a modern building of a tech firm stands at reception as people come and go. He sees his reflection in a mirror. He nervously smiles and checks his teeth don't carry any reminders of his breakfast. As he does an employee notices. He is mortified and nods politely.

We see a woman standing at the front gate of a child care centre as kids charge around. She is on the phone to a parent "I gotta go mum, I'll be late". She hangs up then looks up at the path she needs to walk up to get to the front door. She fumbles on the gate as she tries to open it.

We see a man at a high end hotel struggling to tie his new apron on. He stands near the rear entrance as the world passes him by. He glances into the busy kitchen and his eyes widen in excitement at all the activity in there.

**VO: You can be anything. And with hundreds of fee free courses, TAFE is the perfect place to start your anything.**

We then see the moment as our people pluck up the courage to open the door into their new work places. We match cut quickly as they all walk in. The tension builds as they make the leap. As they go in we don't see much but we know they've made it and hear some welcoming noises and see some friendly faces.

**Super: Fee Free TAFE**

**Super: Your anything starts here**

**Supers: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).**

**Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government, Canberra.**



**YOUR  
ANYTHING  
STARTS  
HERE**

Choose from hundreds of Fee-Free  
TAFE courses at [yourcareer.com.au](http://yourcareer.com.au)



Australian Government



**TAFE**

**YOUR  
ANYTHING  
STARTS  
HERE**

Choose from hundreds of Fee-Free  
TAFE courses at [yourcareer.com.au](http://yourcareer.com.au)



Australian Government



**YOUR  
ANYTHING  
STARTS  
HERE**

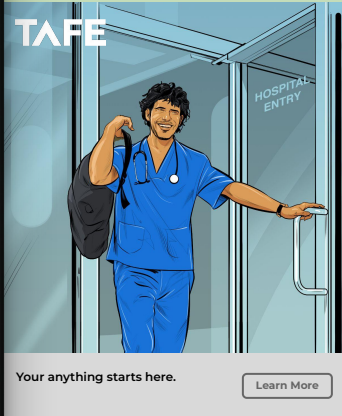
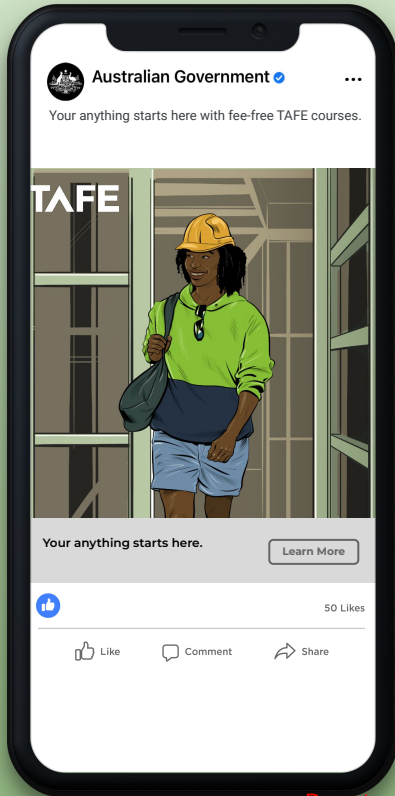
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# Idea 2

## INSIGHT

Many school leavers and young workers feel they are caught in the rushing current of life pushing them to a pre-ordained future. But there is away to escape this slipstream and it involves honing new skills, because skills are the currency of change.

**Skill Up. Change Up.**

## Idea

With this approach, we see different people working across a range of different careers. In each scene, our film takes the point of view of the job they're focusing on. For example, in a hospitality scene, we'd see things from the point of view of an oven tray that's pulled out to inspect some freshly baked goods.

Using this unique perspective, we can observe her learning, concentrating, focusing, and excitedly learning new skills.





## Script:

*We open on a woman sitting at home on the couch. We see her from the point of view of her TV. She's clearly got her thinking face on.*

### **VO: Thinking about a change up?**

**VO: The Australian Government is funding hundreds of fee-free TAFE courses to skill up and get you here...**

*We cut to a construction site. The camera is mounted on a plank of wood looking back at our woman. She brings the plank towards her and hammers a nail into it.*

### **VO: Here.**

*Now the camera is mounted on a computer screen in an IT department. We see the face of a young man as he brings the screen towards himself as he checks the lines of coding that he's typing.*

### **VO: Or even here.**

*We now see our man holding a paint brush. He is at a childcare centre. The camera is mounted on the brush looking back at his face concentrating. A group of excited children watch on as he begins painting. .*

### **VO: You might prefer to be more here.**

*Now we're looking up from a tongue depressor at a care facility. We see a new young woman holding it wearing a pair of protective goggles. She inserts the tongue depressor into a mouth and we see her study some tonsils.*

### **VO: Oh you'd rather do this? Of course you can! Yummmm.**

*We now cut to inside a kitchen where we see her hard at work, from the point of view of an oven tray that she pulls out to inspect a delicious-looking dessert.*

**VO: Choose from hundreds of Fee-Free TAFE courses at [yourcareer.gov.au](http://yourcareer.gov.au).**

*We cut back to the first woman on the couch. The camera spins around and we see her hit 'apply' on the TAFE website on her phone.*

### **VO: Skill up. Change Up.**

**Supers + VO: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).  
Supers: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government,  
Canberra.**

[yourcareer.gov.au](http://yourcareer.gov.au)

# FEE-FREE TAFE

There's a free  
course that can  
get you here.

Skill Up.  
Change Up.

**TAFE**



Australian Government



[yourcareer.gov.au](http://yourcareer.gov.au)

# FEE-FREE TAFE

There's a free course that can get you here.

Skill Up.  
Change Up.

**TAFE**



Australian Government

[yourcareer.gov.au](http://yourcareer.gov.au)

# FREE- FREE TAFE

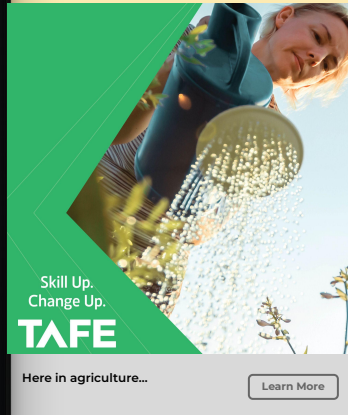
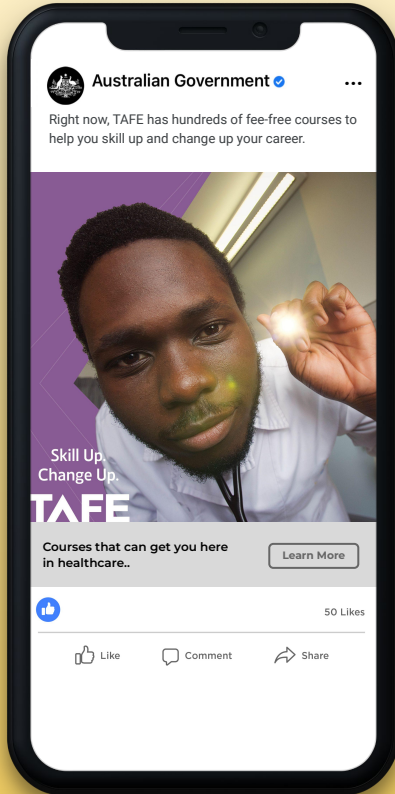
**There's a free  
course that can  
get you here.**

Skill Up.  
Change Up.

**TAFE**



Australian Government



# Idea 3

## **INSIGHT**

Starting a path towards change can be beset with challenges and burdens. Many of these are financial. For so many school leavers and young workers they avoid further education because they simply can't afford to. But if these barriers were broken down then everything would change.



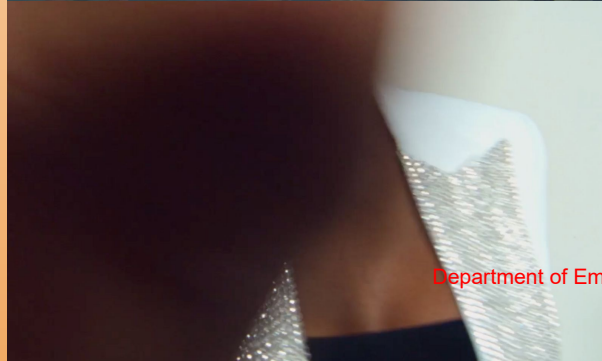
**This changes everything**

## Idea

With this approach, we'd use a dynamic visual device to show people seamlessly changing from a job or life path they're not particularly passionate about, into a career they really love.

This transition could be consistent throughout, or, a different transition each time. For example, it might be an object in the centre of the scene that changes out each time, like a coffee table flipping around to become an IT desk. Or perhaps someone flicks their head forward, and when they flip it back, they've changed into a different career.

Here's a few references of the fun things we could do with this concept.



## Script:

*We open on a man in his late 30s, gaming on a couch. There's a coffee table in front of him.*

**VO: The Australian Government funding hundreds of fee-free TAFE courses? This changes everything.**

**VO: This changes a tech head to a head of tech.**

*Suddenly the coffee table in front of him flips into an IT desk and he's typing code on screen.*

**VO: A kitchen hand to hands-on-chef.**

*We cut to a woman washing dishes in a restaurant. All of a sudden she transitions into a bustling kitchen where she's flipping food in a wok and yelling out orders.*

**VO: Hardly caring. Really caring.**

*We see a man go from pushing a trolley through a supermarket, looking very disengaged, to pushing an aged care resident in a wheelchair - being super attentive and caring to their needs.*

**VO: Cute hobby. Now serious profession. Oooh yes, very serious.**

*We see a woman tending to a tiny garden plant that swaps out for a big crop. She's testing soil and measurements in a very precise-like manor.*

**VO: A daydream into your dream job.**

*A man daydreaming transitions into building something on a bustling building site.*

**VO: Just look at you go!**

**VO: Choose from hundreds of courses.**

*Cut to supers.*

**Supers + VO: Fee-Free TAFE. This changes everything.**  
*The supers transition out.*

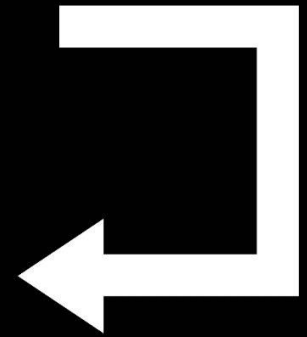
**Supers:** TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).  
**Supers:** Australian Government Crest

**Supers + VO: Authorised by the Australian Government, Canberra.**



# FROM TECH HEAD

# TO HEAD OF TECH.



🚫 FEE-FREE TAFE.

\* (This changes everything)

[yourcareer.gov.au](https://yourcareer.gov.au)

**TAFE**



Australian Government

# FROM KITCHEN HAND



# TO HANDS-ON CHEF.



🚫 FEE-FREE TAFE.

\* (This changes everything)

[yourcareer.gov.au](http://yourcareer.gov.au)

**TAFE**



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# FROM CUTE HOBBY



# TO SERIOUS PROFESSION.



⊘ FEE-FREE TAFE.

\* (This changes everything)

[yourcareer.gov.au](http://yourcareer.gov.au)

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**Australian Government** ...

With hundreds are fee-free TAFE courses available, this changes everything.

Courses to take you from tech head to Head of Tech. [Learn More](#)

50 Likes

Like Comment Share

From Kitchen hand To hands-on Chef. [Learn More](#)

Or from cute hobby to serious profession. [Learn More](#)

**🚫 FEE-FREE TAFE.**

↓

\* (This changes everything)

Australian Government **TAFE**

Choose from hundreds of fee-free TAFE courses today. [Learn More](#)



# Idea 4

## **INSIGHT**

Change is hard. Changing where your life is heading is even harder. It often feels easier just to let life take us towards the path of least resistance. But we must resist, because small changes made as we leave school or in our younger years can have huge beneficial repercussions to the direction of our entire future.

.

**Change your life's work**

## Idea

With this approach, we'd see one person move effortlessly through a series of different careers, with everything shot in one take. To create these seamless transitions, we could borrow from the world of theatre and have set pieces move in and out of the scene. A crew around them (who are all dressed in black) would help our main character move through different costumes to help create a mesmerising flow.

.



## Script:

*We open on our character on a darkened set.*

**VO: Who says that you can't change your life's work?**

**VO: Maybe you've always wanted to make things. Create things.**

*We see stage hands dressed in dark colours help change the costume and the scene around our hero. They do this quickly and gracefully. They seamlessly change our hero into a chef's jacket. A cooking bench and fry pan is pushed into scene.*

**VO: Of course, maybe you'd rather grow things...**

*We see our stage hands give our hero a seed spreader and change his costume to be more agricultural while the kitchen scene is promptly removed. Our hero scatter seeds across the floor.*

**VO: Code things...**

*A Stage hand brings in a laptop and again changes our character outfit to be more modern. Our character begins to type code on the laptop.*

**VO: Build any things...**

*The stage hands now swiftly change our character into a high-vis jacket and they begin pushing a wheelbarrow.*

**VO: Or maybe you're someone drawn to something in care. A career you could really care about.**

*The wheelbarrow is removed and our hero is dressed in a white jacket as they turn and bend down where we see them caring for someone in an aged-care environment.*

**VO: Choose from hundreds of Fee-Free TAFE courses at yourcareer.gov.au.**

**VO: And change your life's work.**

*Cut to supers.*

**Supers: TAFE / yourcareer.gov.au.**

**Supers: Australian Government Crest**

**Supers + VO:** Authorised by the Australian Government Department of Education and Workplace Relations - Documents released under FOI  
Canberra.

# FEE-FREE TAFE CHANGES THE WAY YOU BUILD.

[yourcareer.gov.au](http://yourcareer.gov.au)

Choose from hundreds of Fee-Free TAFE courses,  
and change your life's work.



**TAFE**



Australian Government



# FEE-FREE TAFE CHANGES THE WAY YOU GROW.

[yourcareer.gov.au](http://yourcareer.gov.au)

Choose from hundreds of Fee-Free TAFE courses,  
and change your life's work.



**TAFE**



Australian Government



# FEE-FREE TAFE CHANGES THE WAY YOU CARE.

[yourcareer.gov.au](http://yourcareer.gov.au)

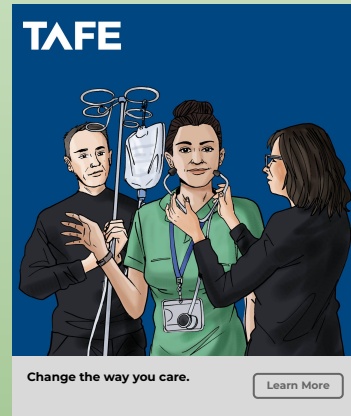
Choose from hundreds of Fee-Free TAFE courses,  
and change your life's work.



**TAFE**



Australian Government



# Fee-Free TAFE

26.06

# Recommended Idea

## INSIGHT

Many school leavers and young workers feel they are caught in the rushing current of life pushing them to a pre-ordained future. But there is away to escape this slipstream and it involves honing new skills, because skills are the currency of change.

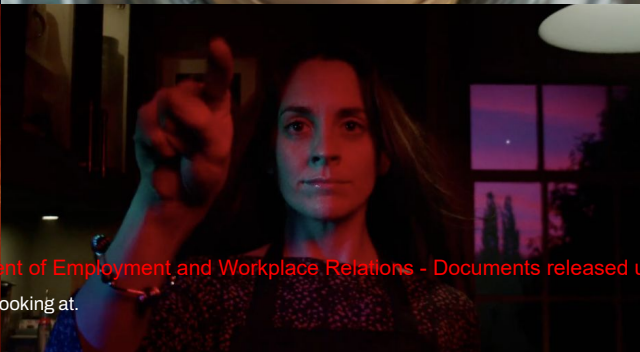
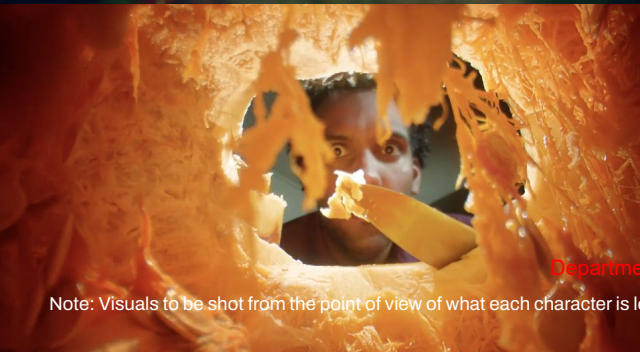
**Skill Up. Change Up.**

## Idea

With this approach, we see different people working across a range of different careers. In each scene, our film takes the point of view of the job they're focusing on. For example, in a hospitality scene, we'd see things from the point of view of an oven tray that's pulled out to inspect some freshly baked goods.

Using this unique perspective, we can observe her learning, concentrating, focusing, and excitedly learning new skills.







## Script: Refined 30”

*We open on a woman sitting at home on the couch. We see her from the point of view of her TV. She’s looking a little bored.*

**VO: Thinking about a change up?**

**VO: Why not skill up with hundreds of fee-free TAFE courses that can get you here...**

*We cut to a construction site. The camera is mounted on a nail gun and we see a woman pressing it into a beam with a loud ‘CLICK’.*

**VO: Or here.**

*Now the camera is mounted on a computer screen in an IT department. We see the face of a young man as he brings the screen towards himself as he checks the lines of coding that he’s typing.*

**VO: Even here.**

*We see a man working in aged care. He’s in a resident’s room holding up a little torch that he shines into the person’s pupils to check their eye health.*

**VO: Oooh what’s in here? They look goooood.**

*We now cut to inside a kitchen where we see a woman hard at work, from the point of view of an oven tray that she pulls out to inspect a delicious-looking tray of dessert.*

**VO: Learn more at [yourcareer.gov.au](http://yourcareer.gov.au).**

*We cut back to the first woman on the couch. The camera spins around and we see her hit ‘apply’ on the TAFE website on her phone.*

**VO: Skill up. Change Up.**

**Super: Visit [yourcareer.gov.au](http://yourcareer.gov.au).  
Super: Australian Government Crest**

**Supers + VO: Authorised by the Australian Government,  
Canberra.**

## Script: Original (For Reference)

*We open on a woman sitting at home on the couch. We see her from the point of view of her TV. She's clearly got her thinking face on.*

**VO: Thinking about a change up?**

**VO: The Australian Government is funding hundreds of fee-free TAFE courses to skill up and get you here...**

*We cut to a construction site. The camera is mounted on a plank of wood looking back at our woman. She brings the plank towards her and hammers a nail into it.*

**VO: Here.**

*Now the camera is mounted on a computer screen in an IT department. We see the face of a young man as he brings the screen towards himself as he checks the lines of coding that he's typing.*

**VO: Or even here.**

*We now see our man holding a paint brush. He is at a childcare centre. The camera is mounted on the brush looking back at his face concentrating. A group of excited children watch on as he begins painting. .*

**VO: You might prefer to be more here.**

*Now we're looking up from a tongue depressor at a care facility. We see a new young woman holding it wearing a pair of protective goggles. She inserts the tongue depressor into a mouth and we see her study some tonsils.*

**VO: Oh you'd rather do this? Of course you can! Yummmm.**

*We now cut to inside a kitchen where we see her hard at work, from the point of view of an oven tray that she pulls out to inspect a delicious-looking dessert.*

**VO: Choose from hundreds of Fee-Free TAFE courses at [yourcareer.gov.au](http://yourcareer.gov.au).**

*We cut back to the first woman on the couch. The camera spins around and we see her hit 'apply' on the TAFE website on her phone.*

**VO: Skill up. Change Up.**

**Supers + VO: TAFE / [yourcareer.gov.au](http://yourcareer.gov.au).  
Supers: Australian Government Crest**

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Canberra.**

yourcareer.gov.au

**FEE-  
FREE  
TAFE**

**There's a free  
course that can  
get you here.**

Skill Up.  
Change Up.

**TAFE**



Australian Government

[yourcareer.gov.au](http://yourcareer.gov.au)

# FEE-FREE TAFE

There's a free course that can get you here.

Skill Up.  
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**TAFE**



Australian Government



[yourcareer.gov.au](http://yourcareer.gov.au)

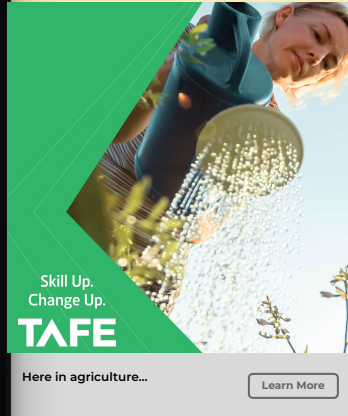
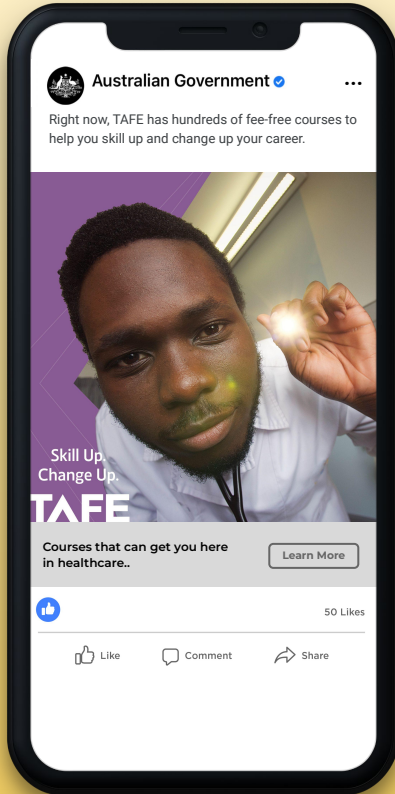
# FREE- FREE TAFE

**There's a free  
course that can  
get you here.**

Skill Up.  
Change Up.

# TAFE





Document 2H at pages 246-267 exempt in full under section 45 FOI Act

Document 3 at pages 268-269 exempt under section 34(1)(c) FOI Act



Document 3A at pages 270-280 exempt under section 34(1)(d) FOI Act

# Fee-Free TAFE SEPTEMBER 2023

# FILMS

30 second 'Skill up in 2024' advertisement: <https://bit.ly/3PxvaPf>

15 second 'Skill up in 2024' advertisement: <https://bit.ly/3Pj7Bs2>

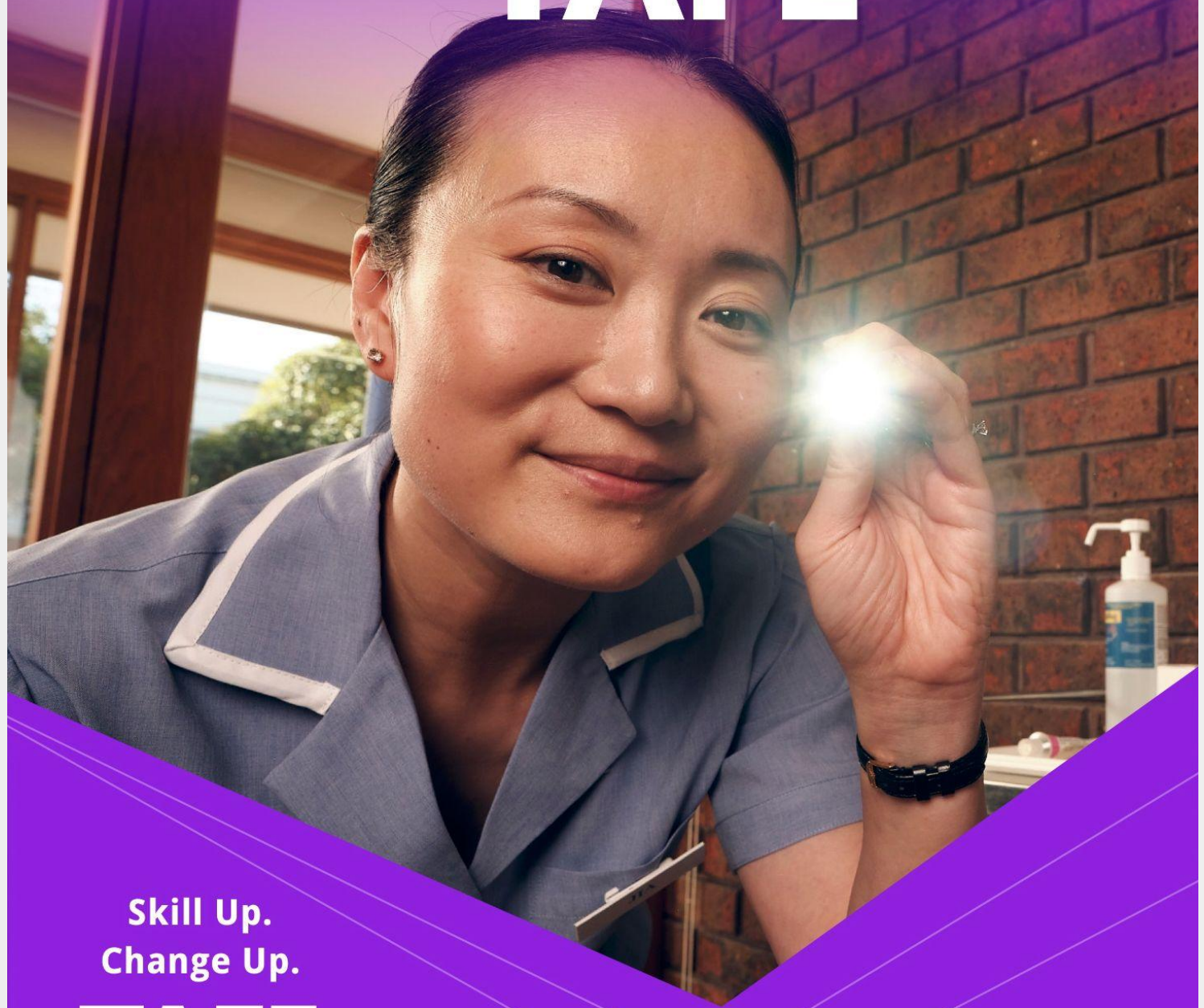
30 second 'Skill up now' advertisement: <https://bit.ly/44OeCqD>

15 second 'Skill up now' advertisement: <https://bit.ly/44OW5um>

# Key Visuals

# FEE-FREE TAFE

There's a free course that can get you into Aged Care.



Skill Up.  
Change Up.

## TAFE

[yourcareer.gov.au](http://yourcareer.gov.au)





# FEE-FREE TAFE

There's a free course that can get you into Digital and IT.



Skill Up.  
Change Up.

## TAFE

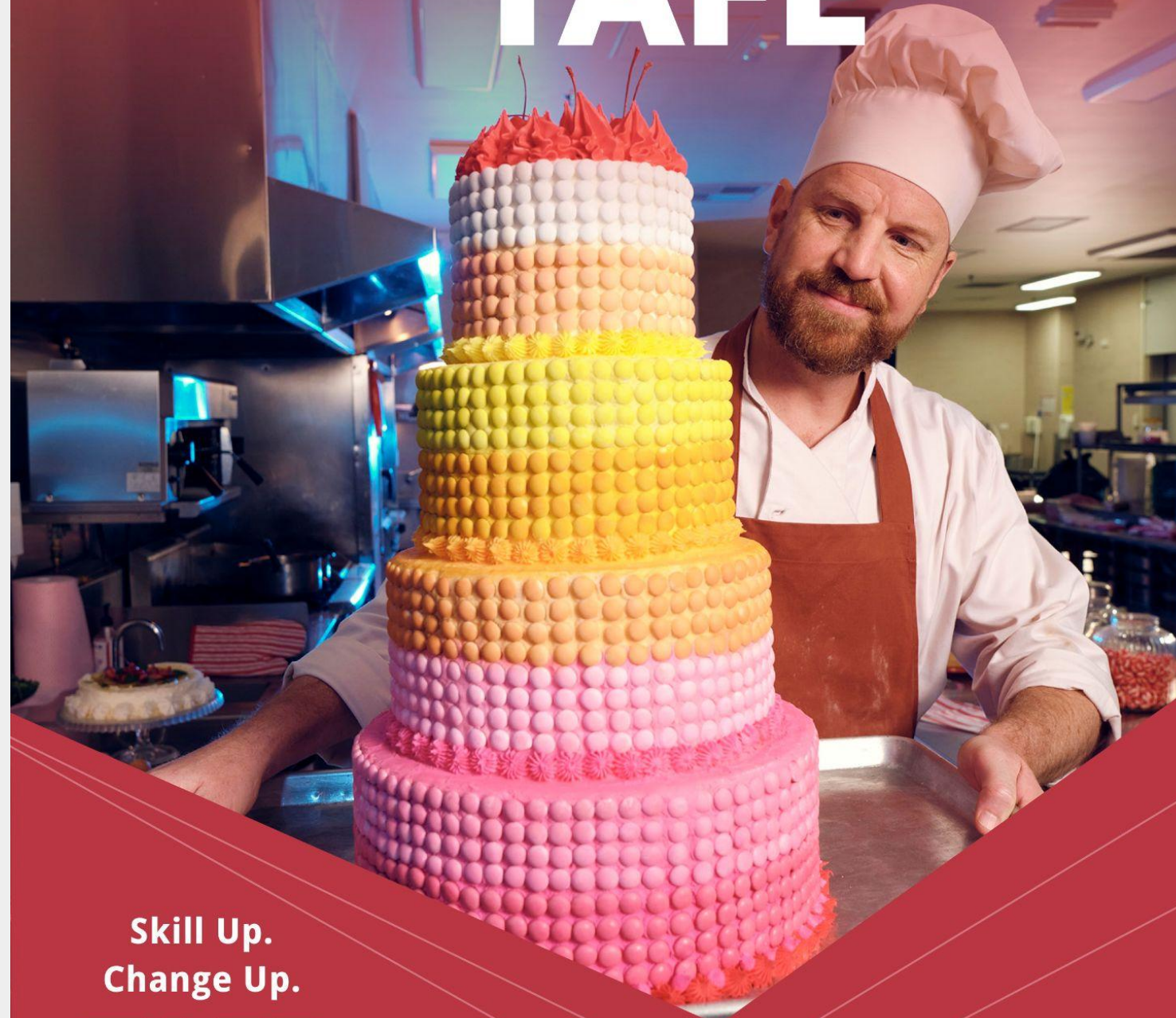
[yourcareer.gov.au](http://yourcareer.gov.au)





# FEE-FREE TAFE

There's a free course that can get you into Hospitality.



Skill Up.  
Change Up.

## TAFE

[yourcareer.gov.au](http://yourcareer.gov.au)





# FEE-FREE TAFE

There's a free course that can get you into Construction.



Skill Up.  
Change Up.

## TAFE

[yourcareer.gov.au](http://yourcareer.gov.au)





**FEE-FREE TAFE**

There's a free course that can get you into Aged Care.

Skill Up.  
Change Up.  
**TAFE**  
yourcareer.gov.au

Australian Government

**FEE-FREE TAFE**

There's a free course that can get you into Digital and IT.

Skill Up.  
Change Up.  
**TAFE**  
yourcareer.gov.au

Australian Government

**FEE-FREE TAFE**

There's a free course that can get you into Hospitality.

Skill Up.  
Change Up.  
**TAFE**  
yourcareer.gov.au

Australian Government

**FEE-FREE TAFE**

There's a free course that can get you into Construction.

Skill Up.  
Change Up.  
**TAFE**  
yourcareer.gov.au

Australian Government





# FEE-FREE TAFE

Skill Up.  
Change Up.

# TAFE

[yourcareer.gov.au](http://yourcareer.gov.au)

There's a free course that  
can get you into Aged Care.



Australian Government



# FEE-FREE TAFE

There's a free course that can get you into Digital and IT.



Australian Government

Skill Up.  
Change Up.  
**TAFE**  
[yourcareer.gov.au](http://yourcareer.gov.au)





# FEE-FREE TAFE

Skill Up.  
Change Up.

# TAFE

[yourcareer.gov.au](http://yourcareer.gov.au)

**There's a free course that  
can get you into Hospitality.**



Australian Government





# FEE-FREE TAFE

**There's a free course that can get you into Construction.**

Skill Up.  
Change Up.  
**TAFE**  
[yourcareer.gov.au](http://yourcareer.gov.au)





**THANK YOU**



Document 3C at pages 295-306 exempt under section 45 FOI Act



Australian Government  
Department of Employment  
and Workplace Relations

## Skills and Training Ministerial Submission

<b>To</b>	<b>Minister for Skills and Training</b>
<b>Subject</b>	<b>Note the Fee-Free TAFE campaign proceeding to launch</b>
<b>Action Date</b>	<b>Please action by 6 October 2023.</b> The reason is that the campaign process requires you note the launch of the campaign.

**Recommendations** - That you:

- note** the launch of the Fee-Free TAFE campaign on 8 October 2023. **noted / please discuss**

Signature: \_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

**Comments**

### Executive summary

- The Department of Employment and Workplace Relations will launch advertising to promote the Fee-Free TAFE program on 8 October 2023.
- The campaign is compliant with the policies and processes that underpin Australian Government advertising campaigns, including the *Australian Government Guidelines on Information and Advertising Campaigns by non-corporate Commonwealth entities* (the Guidelines).
- s 34(3) s 34(2)
- s 34(3)  
s 34(2)
- The Independent Communication Committee considered the Fee-Free TAFE campaign on 14 August 2023 and found it capable of complying with Principles 1 to 5 of the Guidelines.
- On 29 September 2023 A/g Secretary of the Department of Employment and Workplace Relations, s 22(1)(a)(ii), certified that the Fee-Free TAFE campaign complies with the Guidelines. Refer to Attachment A for signed certification.
- The total budget for media buy in 2023–24 is \$4.801 million (GST exclusive).

### Key points

- Advertising for the Fee-Free TAFE campaign will commence on 8 October 2023 and run to 23 March 2024.
- The final creative materials have been provided to your office. All creative materials have been formally market tested with target audiences and the department has verified key messages.
- The final media plan for 2023–24 comprises five weeks of television (fee-to-air and subscription), supported by digital channels (online video, social and search), culturally and linguistically diverse channels and First Nations targeted partnerships over the full six months of the campaign.

## Government policy issues and impact on other portfolios

11. The Fee-Free TAFE campaign must comply with the *Australian Government Guidelines on Information and Advertising Campaigns by non-Corporate Commonwealth entities*.

## Key risks and mitigation

12. The launch date of 8 October 2023 will target audiences for the Semester 1, 2024 intake. As at 27 September 2023, five jurisdictions (ACT, SA, NT, WA and Vic) have signed the Deed of Variation to the 12-month Skills Agreement. The remaining states (NSW, Qld and Tas) have expressed their intention to sign the Deed in the next few weeks.
13. To mitigate this risk, the web content at launch will include information about when the courses will be available, which industries are likely to be eligible for Fee-Free TAFE places and will feature a range of resources to help the audience plan for their future. There will also be an option for the audience to register their interest and be contacted via email when enrolment becomes available.
14. Further, there are two versions of the campaign ads as follows:
- At launch the advertising invites audiences to ‘Skill up in 2024...’
  - Once enrolment is available in all states and territories, a second version of the advertising will be used that invites audiences to ‘Skill up now....’
15. It is possible that Fee-Free TAFE places will be fully subscribed in a state or territory before the planned end of the advertising campaign on 23 March 2024. To mitigate this risk, advertising may be stopped in that location to avoid raising target audience expectations that cannot be met. The department will work with your office to inform the GCS of this change.

## Budget impact, financial considerations

16. Funding of \$7.01 million was received in the October 2022 Budget for the Fee-Free TAFE campaign. This includes \$5.89 million in 2022–23 and \$1.12 million in 2023–24.
17. The Department of Finance approved a Movement of Funds request to move \$5.573 million in unspent funding from 2022–23 to the 2023–24 financial year. This brings the total budget for the campaign for the 2023-24 financial year to \$6.693 million.

## Communications and media strategy

18. s 34(3)  
s 34(2)

## Stakeholder consultation

19. The Skills and Training Group has provided input to the communication strategy and the creative approach.
20. The department has consulted with key communication teams in the states and territories on campaign direction and timings to enable jurisdictions to align their campaigns where possible.

## Attachments

Attachment A Secretary’s signed certification for Fee-Free TAFE campaign

## Clearance

Primary Contact Officer: s 22(1)(a)(ii)  
Communication and Media Branch | Corp | People and  
Communication

Clearance Officer: s 22(1)(a)(ii)  
Communication and Media Branch

Director, Campaigns & Creative Services  
Ph: s 22(1)(a)(ii)  
Mobile: s 22(1)(a)(ii)

Assistant Secretary  
Ph: s 22(1)(a)(ii)

# Chief Executive Certification for Government Advertising Campaigns

## Certification Statement – *Fee-Free TAFE* campaign

I certify that the *Fee-Free TAFE* campaign complies with the *Guidelines on Information and Advertising Campaigns by non-corporate Commonwealth entities* (Guidelines).

This certification takes into consideration the Report of the Independent Communications Committee. It also takes into consideration advice and evidence provided by officers within the Department of Employment and Workplace Relations with responsibility for the design, development and implementation of the *Fee-Free TAFE* campaign.

s 22(1)(a)(ii)

Acting Secretary  
Department of Employment and Workplace Relations  
29 September 2023

**Principle 1: Campaigns should be relevant to government responsibilities.**

The campaign directly relates to policies or programs underpinned by:

- legislative authority; or
- appropriation of the Parliament; or
- a Cabinet Decision which is intended to be implemented during the current Parliament.

Suitable uses for government campaigns include to:

- inform the public of new, existing or proposed government policies, or policy revisions;
- provide information on government programs or services or revisions to programs or services to which the public are entitled;
- inform consideration of issues;
- disseminate scientific, medical or health and safety information; or
- provide information on the performance of government to facilitate accountability to the public.

**Principle 2: Campaigns should be presented in an objective, fair and accessible manner and be designed to meet the objectives of the campaign.**

- The campaign enables the recipients of the information to distinguish between facts, comment, opinion and analysis.
- Where information is presented as fact, the information is accurate and verifiable. Where factual comparisons are made, the campaign does not attempt to mislead the recipient about the situation with which the comparison is made, and the basis for the comparison is explicit.
- Pre-existing policies, products, services and activities are not presented as new.
- Special attention has been paid to communicating with any information disadvantaged individuals or groups identified as being within the target audience. Particular attention has been paid to meeting the information needs of Indigenous Australians, the rural community, and those for whom English is not a convenient language in which to receive information.
- Imagery used in the campaign reflects the diverse range of Australians. The interests, lifestyles and contributions of women, Indigenous and culturally and linguistically diverse communities are realistically portrayed and their participation and contribution to Australian society is recognised.
- The campaign has been tested with target audiences to indicate that it is engaging and performs well against the objectives of the campaign.

**Principle 3: Campaigns should be objective and not directed at promoting party political interests.**

- The campaign is presented in objective language and is free of political argument.
- The campaign does not try to foster a positive impression of a particular political party or promote party political interests.
- The campaign:
  - does not mention the party in Government by name;
  - does not directly attack or scorn the views, policies or actions of others such as the policies and opinions of opposition parties or groups;
  - does not include party political slogans or images;
  - has not been designed to influence public support for a political party, a candidate for election, a Minister or a Member of Parliament; and
  - does not refer or link to the websites of politicians or political parties.

**Principle 4: Campaigns should be justified and undertaken in an efficient, effective and relevant manner.**

- The campaign was instigated on the basis of a demonstrated need, target recipients are clearly identified and the campaign has been informed by appropriate research and/or evidence.
- Campaign information clearly and directly affects the interests of recipients.
- The medium and volume of the advertising activities is cost effective and justifiable within the budget allocated to the campaign.
- Distribution of unsolicited materials will be carefully controlled.
- The campaign will be evaluated to determine effectiveness.



**Principle 5: Campaigns must comply with legal requirements and procurement policies and procedures.**

- The manner of presentation and the delivery of the campaign complies with all relevant laws including:
  - laws with respect to broadcasting and media;
  - privacy laws;
  - intellectual property laws;
  - electoral laws;
  - trade practices and consumer protection laws; and
  - workplace relations laws.
  
- Procurement policies and procedures for the tendering and commissioning of services and the employment of suppliers were followed, and there is a clear audit trail regarding decision making.

## Agreement to campaign proposal

Interim template for advertising campaigns with total campaign budgets greater than \$250,000\* (GST inclusive)

To initiate or continue an advertising campaign with a total campaign budget greater than \$250,000\* (GST inclusive), Portfolio Ministers representing non-corporate Commonwealth entities under the *Public Governance, Performance and Accountability Act 2013* must write to the Minister for Finance.

This template is to be completed and attached to all letters where agreement to commence or continue campaign development is being sought. A continuing campaign is a campaign that commenced development in May 2022 or earlier. Every distinct phase of a campaign requires approval to proceed.

Delete or write over all instructional text.

Portfolio Ministers must also write to the Minister for Finance to seek agreement to launch the campaign – see *Agreement to campaign launch interim template for campaigns greater than \$50,000 (GST inclusive)*.

\*NCEs are not required to seek agreement from the Minister for Finance to initiate an advertising campaign where the media is solely being placed overseas; gross media budget is less than \$50,000; the campaign is solely designed to promote an event or exhibition; or the only paid media component is paid online search words .

Contact the Communications Advice Branch at [governmentadvertising@finance.gov.au](mailto:governmentadvertising@finance.gov.au) or (02) 6215 3615 for guidance on completing the template.

**Campaign Title**

Fee-Free TAFE

**Sponsoring Minister(s)**

The Hon Brendan O'Connor MP, Minister for Skills and Training

## Campaign Proposal

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### **Rationale, Aims and Objectives:**

1. The Future Made in Australia Skills Plan, to be announced in the 2022-23 October Budget, will aim to address skills gaps and future workforce needs, and drive labour productivity and wage growth. Through this Budget measure, the Australian Government will earmark \$796 million over four years for 465,000 Fee Free TAFE places (this involves a top up of subsidies for existing TAFE places to make them fully free, as well as funding for 45,000 new places).
2. In July 2022, Skills Ministers from across Australia agreed to an interim National Partnership Agreement comprising measures worth up to \$350 million and delivering up to 112,600 Fee Free TAFE places in 2023. This includes 60,000 new places, absorption of the former government's 15,000 aged care places from the JobTrainer Aged Care Boost, a focus on Commonwealth training priorities, and a focus on school leavers, job seekers, unpaid carers, women facing economic security issues, Indigenous Australians and people with disability.
3. To support this significant investment, a national Fee Free TAFE advertising campaign is proposed to ensure Australians are aware that fee free TAFE courses are available to help them access TAFE and prepare them to participate effectively in the labour market. In turn, this will see a more productive and highly skilled workforce to help Australia's economy recover from the COVID-19 pandemic.
4. The campaign would specifically promote courses considered to be Commonwealth training priorities (including the care economy, hospitality and tourism, digital and cyber, new energy and advanced manufacturing).

### **Target Audiences:**

5. The primary target audience for the campaign is high school-aged children (particularly 16-17 year olds), young adults aged 18-24, and adults aged 25+ who are thinking about reskilling.
6. Special attention will be paid to unpaid carers, women facing economic security issues, Indigenous Australians and people with disability.
7. Secondary target audiences include parents/guardians of high school-aged children and their teachers, as well as employers of TAFE graduates.

### **Key Messages:**

8. Broad messaging for the campaign will be aimed at achieving:
  - a. Awareness of Fee Free TAFE courses.
  - b. A positive shift in intention for more Australians to undertake a TAFE qualification to enhance productivity, workforce capability and career fulfillment.

9. Key messages will be explored and refined by drawing on existing developmental research and additional concept testing research to be conducted during the creative development phase of the campaign.

**Media Channels:**

10. Media advertising channels are yet to be determined in consultation with Universal McCann, the Australian Government’s Master Media Agency. However, based on similar previous campaigns, including JobTrainer and VET Skills, they are likely to include television, digital video channels, digital display advertising, social media, press, radio, out of home and search activity.
11. The campaign will include some geo-targeted, localised media buy for region-specific messages, strategically weighted to take advantage of peak times. This will aim to increase the reach and effectiveness of advertising aimed at changing attitudes and behaviours.
12. Media specifically targeting Indigenous audiences will also be included.

**Indicative Budget:**

13. A total budget of \$7.01 million has been allocated to the campaign. This will be split across two financial years with \$5.89 million allocated in 2022-23 and \$1.12 million allocated in 2023-24.
14. The indicative budget breakdown is as follows:

	2022-23 (\$m)	2023-24 (\$m)	Total (\$m)
Concept testing and refinement research	0.20	0	0.20
Creative development	1.20	0	1.20
Public relations activity	0.25	0.05	0.30
Indigenous communication activity	0.10	0.02	0.12
Culturally and Linguistically Diverse communication activity	0.08	0.02	0.10
Media buy	4.00	1.00	5.00
Benchmark, tracking and evaluation research	0.06	0.03	0.09
<b>Total</b>	<b>5.89</b>	<b>1.12</b>	<b>7.01</b>

**Indicative Timing:**

15. It is intended that the campaign will be launched in early 2023 to align with consideration and decision-making about study and training ahead of course intakes for 2023 by school leavers, upskillers and career changers. It will run until August/September 2023 to capture mid-year course intake.

**Campaign development to date:**

16. This is a new campaign, however, it will draw on research and evaluation findings and lessons learnt from the previous JobTrainer and VET Skills campaigns delivered from 2019–2022.

## **Research:**

17. Developmental research was undertaken in 2019-20, 2020-21 and 2021-22 to help inform the JobTrainer and VET Skills campaigns. As this research is still current, it is not necessary to undertake a full developmental research project.
18. Key research reports are included at **Attachment A1**.
19. A small amount of research will be undertaken concurrently with concept testing research to confirm that target audiences, their attitudes towards TAFE, motivators and barriers have not shifted significantly since previous research was undertaken. This research will also test and refine key messages.
20. The research will include identified special audience groups of unpaid carers, women facing economic security issues, Indigenous Australians and people with disability.
21. The Communications Advice Branch at Department of Finance have endorsed this approach.

## **Communications Suppliers:**

22. A group of consultants from the Government Communications Campaign Panel (GCCP) has previously worked on the JobTrainer and VET Skills campaigns. We request this campaign be allocated to them to draw on their expertise.
23. Consultants are as follows:
  - Concept testing and refinement research – WhereTo Research Based Consulting
  - Creative development – Clemenger BBDO
  - Public relations – ThinkHQ
  - Indigenous communication – 33Creative
  - Culturally and Linguistically Diverse communication – CultureVerse.
24. These suppliers have been allocated to the 'Economy' strategic theme of the 'Village' approach to government advertising campaigns, implemented in 2021.
25. Whole of Government suppliers will be engaged to deliver media planning/buying (Universal McCann) and benchmark, tracking and evaluation research (Hall & Partners).

## **Risks and Issues:**

26. The campaign will be subject to the Australian Government Guidelines on Information and Advertising Campaigns by non-corporate Commonwealth entities (the Guidelines), and associated clearance processes. In line with Principle 4 of the Guidelines, formal benchmark, tracking and evaluation research will be undertaken to monitor the effectiveness of the campaign.
27. Findings from the evaluation of the campaign will be presented to the Service Delivery and Coordination Committee of Cabinet and at the end of each financial year to 2024-25.
28. Campaign development timelines are tight and the campaign launch date may be delayed if delays to the campaign development and approvals occur. Urgent approval turnarounds and potentially out of session meetings of the relevant committees may be required to mitigate this risk.

## **Attachments**

- A1 Developmental Research Report for VET Skills campaign – Feb 2021

# VET Skills Developmental Research Report

Australian Government Department of  
Education, Skills and Employment

February 2021





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The letters 'NWR' are rendered in a large, bold, dark blue font. The interior of the letters is filled with a complex, glowing pattern of white and light blue lines and dots, resembling a network or a star map against a dark background.

# Background, objectives and methodology



## Background

Comprehensive developmental research into the awareness of, and attitudes toward Vocational Education and Training (VET) was undertaken in January 2020, before the onset of the COVID-19 pandemic.

As the COVID-19 pandemic continues to pose challenges for the Australian economy, significant numbers of Australians will look to reskill and upskill. The rise in unemployment has been substantial and the jobs created as Australia emerges from COVID-19 are unlikely to be the same that were lost.

As per the request for quote, ABS data shows that the unemployment rate was 7.0% in October 2020 compared to 5.3% in October 2019<sup>1</sup>. Young people are among the hardest hit groups of Australians. The youth unemployment rate in October 2020 was 15.6%, and at the end of 2020, 25,000 young Australians were expected to finish school with no immediate plans for further study or employment. Early intervention is vital to prevent this cohort from being disengaged and further disadvantaged by the economic shock of COVID-19.

Despite the impact on unemployment rates, the Australian Bureau of Statistics' Labour Force Survey showed that there are signs of recovery post COVID-19 on Australia's labour market. The January 2021 unemployment rate sits at 6.4%<sup>2</sup>.

This increase in demand for workers, along with the increased number of people who are returning to the workforce, is expected to present a unique opportunity to position VET as a quality tertiary education offering that enables Australians of all ages and stages of their career to participate effectively in the labour market.

The Department of Education, Skills and Employment (the Department) commissioned JWS Research to conduct additional developmental research to build upon the existing research and identify the opportunities for VET available in the current environment. Research will identify the target audiences that most need to be informed of the range of opportunities that VET offers. The need to create awareness of the Australian Government support available for people to access VET courses will also be ascertained.

The research program will inform the communications approach for the VET Skills campaign.

1. Source: DESE RFQ – Australian Bureau of Statistics, Labour Force, Australia, October 2020  
 2. Source: <https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/latest-release>, downloaded 28<sup>th</sup> February 2020.



## Objectives

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In the current climate, updated research that builds and expands upon the 2019 research program is required to ensure that the forthcoming information campaign is relevant and attuned to the COVID-19 context.

The research will identify the most effective messaging required to help lift the public profile of VET and how best to develop a campaign to encourage young Australians and job seekers and reskillers to consider VET as a pathway to a career.

Specifically, the research was designed to identify:

- **Attitudes toward the role of VET** in Australia's post-secondary education system.
- **Attitudes towards Australian Government support and initiatives** for both students and employers.
- The **target audiences for a campaign and preferred VET communication channels**, including mass media.
- **The extent to which COVID-19 has impacted aspirations for the future.**
- **Communications required** from the Australian Government to elevate the status of VET and motivate potential students to consider VET as a pathway to a career.
- **Messaging that drives favourable views** of VET among prospective students and influencers.
- **Barriers or motivators** to undertaking Vocational Education and Training, including any cultural values and biases that may influence judgements and behaviours.



# Research methodology

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## Qualitative methodology: further detail

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**Qualitative research** in the form of **group discussions, conducted ‘live’ via video conferencing, and online overtime group discussions**, were undertaken with people from metropolitan and regional locations across Australia. The group discussions were structured as follows:

s 47(1)(b)

Five to eight participants took part in each ‘live’, online group discussion, and 15 to 19 people participated in each of the online overtime group discussions. A mix of genders and states and territories were represented within each group discussion.





## Reporting notes: audience segment definitions

The table below shows the definitions of sub-sample segments described throughout the report:

Label	Description
<b>Youth</b>	Australians aged 15 to 24 years old.
<b>Upskillers / reskillers</b>	People who are looking to ‘reskill in an area’ they have worked in or are currently working in and those who are ‘looking to upskill in a new area’.
<b>Parents</b>	Parents or guardians of secondary school children.
<b>Education professionals</b>	Employees of the education and training sector who work in secondary schools.
<b>Job seekers</b>	Anyone currently seeking employment.
<b>Still stood down or lost job due to COVID-19</b>	Those who remain stood down from their job or who have lost their job entirely as a result of the COVID-19 pandemic.
<b>Study returners</b>	Those who are looking to return to some form of study and are not currently studying.
<b>Undertaken a VET subject or course</b>	Anyone who has undertaken a VET subject or course either at a secondary school or somewhere else.
<b>ATSI</b>	People of Aboriginal or Torres Strait Islander descent.
<b>CALD</b>	People from Culturally and Linguistically Diverse backgrounds.

# Executive summary



## Snapshot of key findings

### COVID-19 has highlighted the importance of employment

While cost is deemed the most prominent challenge facing further education, a lack of job stability and security in the current COVID-19 climate has also risen to the fore. Victorians are particularly mindful of employment challenges brought about by COVID-19.

### Further education that leads to employment is desired

Younger Australians hope their further education will lead to a rewarding career, whereas those who have been stood down or lost their job as a result of COVID-19 have lower expectations. While the latter group remain aspirational, given their circumstances, they would also be happy to simply have a job.

### Knowledge of VET as a further education option is shallow

Awareness and understanding of Certificate I, II, III and IV, Diploma and Advanced Diploma courses are higher than of VET itself. This indicates that the component qualifications that VET offers are known and valued, but they are not being attributed to VET.

### Lack of knowledge is hampering VET's potential

People are looking for the elements that VET offers, but they know little about VET as an option. Just over half the population agree that they need to know more about the careers that VET can lead to and the courses to get there.

### Provision of information shifts perceptions among key audiences

A communications campaign is warranted. People want to know about VET. Australians aged 15 to 17 years, an important target audience, exhibit the greatest improvement in perceived worthwhileness of VET. Likelihood to undertake a VET course also increases among most target audiences after reviewing information.



## Issues landscape

### Cost and employment difficulties are considered the greatest challenges

**35%**

consider **the cost of further education** to be among the top three challenges relating to education and employment.



**Employability concerns** are also prominent. A quarter of the population are concerned about:

- Not enough employment positions for people looking for their first job (26%).
- A lack of job stability and security in the current COVID-19 environment (27%). This is significantly higher among Victorians (34%).
- Difficulty gaining employment after graduation (25%).

### Job satisfaction is important

The pandemic has provided time to reflect on what is important in life.



**56%** believe the ability to **'work in an occupation, field or industry you enjoy'** is considered the most important outcome of further education.

In contrast, those who have found themselves stood down or unemployed during this time are more likely to simply desire 'a job' (46% compared to 31%).

Australians aged 15 to 17 years differ. They place most importance on 'obtaining a high wage' after completing further education (59% compared to 35% on average).

### Mentioning COVID-19 in communications is not necessary or helpful

People are not convinced that a post-COVID-19 jobs market or economy can be known information. Many believe that we are still in the midst of the pandemic. If anything, COVID-19 has demonstrated that the world, the economy and the employment sector is dynamic and ever changing.

### Perceptions of JobTrainer are positive

**23%** claim to have 'definitely heard' of



Those who are aware of JobTrainer are particularly supportive of what VET has to offer. The fact that it is a Government campaign promoting courses for specific industries confers legitimacy on those options.

These perceptions suggest that a VET campaign would benefit from the same treatment – offering VET credibility and a reputational boost to overcome ingrained stigma.



# Understanding and perceptions of VET

## VET is the least known further education option

**65%**  
claim to know  
something  
about VET



*20% of Australians claim they know 'a lot' and 45% claim to know 'a little bit'.*

Despite VET often being associated with secondary school education, senior secondary school students know significantly less about VET than the average Australian (58% compared to 65%). In contrast, education professionals know significantly more about VET (91%). It appears their knowledge about VET as an option is not being passed on to or absorbed by students.

Interestingly, the qualifications that VET offers are more common knowledge.

**77%**  
claim to know something  
about Certificate I, II, III and  
IV, Diploma and Advanced  
Diploma courses



*32% of Australians claim they know 'a lot' and 45% claim to know 'a little bit'.*

A communications campaign could leverage this existing knowledge about VET qualifications and link them to VET as a further education option.

## Other further education options are considered more desirable than VET

Perceived worthwhileness of VET is lower than other further education options – 47% of Australians rate VET a 6 or 7 out of 7, where 1 is 'not at all' and 7 is it is 'extremely worthwhile'.

However, there is appetite for pursuing a VET pathway. More than two in five Australians (46%) claim they would be likely to undertake a VET course or program if they were looking to gain further skills, re-train or upskill. This is significantly higher among school leavers, upskillers and reskillers and Indigenous Australians.

A lack of knowledge is deemed the greatest barrier to undertaking VET. Just over half of Australians (53%) agree that they need to know more about the careers that VET can lead to and the courses to get there.

## Appetite for VET combined with lack of knowledge creates an opportunity for communications

People want to know about VET – 53% of Australians are interested in learning more, significantly higher among all target audiences. Provision of information increases both perceived worthwhileness and likelihood to undertake VET among key target audiences.



## Messaging

### Unique features of VET are appealing

The ability to **work and study at the same time** and **gain relevant experience** are the most motivating reasons to consider VET:

**69%** agree that ‘with VET, you can **work and study at the same time**, so you can continue to earn money’.



**68%** agree that ‘VET gets you out of the classroom and into the real world, with **hands-on experience** so you can learn while you work’.



**67%** agree that ‘VET provides **integrated work-based learning**, i.e. training in high-level skills and experience with industry through internships and work experience’.



These features are unique to VET as a further education pathway. The same cannot be said for university.

Gaining relevant industry experience is also particularly important to young Australians aged 18 to 24 years. They are significantly more likely to nominate difficulty gaining relevant industry experience while studying as a challenge facing further education and employment in Australia (25% compared to 17% on average).

### Demonstrating how VET can increase employment opportunities can counter misperceptions

Employment is considered the ‘main purpose’ of further education. People want to know that they will have a job after graduating. There are fears that:

- ‘The value of a VET qualification is a lot lower than a university degree’ (44% agree).
- ‘VET is less highly-regarded by employers’ (32%).

Statistics about employment prospects of VET have a positive impact on opinions:

- ‘More than 80% of young adults who did a short spell of post-school education or training (such as a VET certificate or diploma), were in full-time work by the time they were 25 years. This compares to 64% of those who studied at university first’<sup>1</sup> (63% feel more positive after learning this).
- ‘Research has shown that students who completed training in Australia’s VET system enjoy strong employment opportunities upon graduation. For example, 59% of VET graduates improved their employment status after training’<sup>2</sup> (62% feel more positive).

These facts provide reassurance that a VET qualification will be worthwhile.

1. Quoted in *The Conversation* May 15, 2020 from Ranasinghe, R. [School-to-work pathways](#), National Centre for Vocational Education Research (NCVER), July 2019

2. NCVER, VET Student Outcomes, 2018





## Messaging (cont'd)

### The variety of VET courses align with aspirations for rewarding careers

Messaging that challenges existing perceptions of VET and can tap into these aspirations:



**65%**

feel more positive about VET after hearing that...

‘VET qualifications **can lead to great jobs with high rates of pay**. For example, 95% of graduates who achieved a Certificate IV in Engineering were employed after training. Those employed in their first full-time job after training had a median annual salary of \$84,400.’

### People are surprised at the variety of courses VET offers

Perceptions of VET are constrained by a limited awareness of what it offers. There are ingrained associations with trades-based industries. Messaging that illustrates the breadth of VET courses on offer and careers it can lead to is ‘new news’ to many people:

- ‘VET is not just for ‘tradies’; it’s also for many exciting careers you may not have thought of’ (63% agree that this is a reason to consider VET as a further education option – including 27% who strongly agree).

- ‘VET provides training for many in-demand careers in fast growing industries like human care, digital technology, e.g. cyber, artificial intelligence, robotics and drones – that don’t require university education’ (61% feel more positive about VET after learning this – including 25% who feel a lot more positive).
- ‘VET courses cover a wide array of job opportunities in industries as diverse as administration, human care, hospitality, technology, engineering and digital technology’ (60% feel more positive).

Target audiences show significantly more interest in the industries mentioned.



## Communications

### VET graduates and employers viewed as logical advocates

VET graduates can cite personal experience. Real life examples are convincing and trustworthy.

- School leavers (aged 18 to 24 years) are significantly more likely to want to hear from someone who is enrolled in further education.

Employers can validate the value of VET qualifications and allay concerns that these qualifications will not be valued. Ultimately, employers determine whether a VET course leads to a job.

### Preferred mediums for communication can differ among target audiences

- Students are most likely to want to hear about further education options from staff at school. Online advertising is also an important medium.
- School leavers are also most likely to be reached through online advertising.

Advertising on TV and through both Government and further education websites are preferred mediums for most target audiences.

### The research findings lend themselves to some distinct strategic territories

#### ✓ Vocational training can get you working

Provides reassurance that VET qualifications are valued and offer graduates strong employment opportunities.

#### You can study while working

Taps into desire and need for flexible further education options where work (and other commitments) and study can be combined.

#### Diverse training for a range of jobs

Challenges existing perceptions of VET by illustrating the breadth of courses offered and calibre of jobs it can lead to.

These territories, described in more detail on the following pages, have potential to resonate across the range of target audiences.



# Territory 1: Vocational training can get you working

## ✓ Vocational training can get you working

### What is this territory about?

Reassurance of employment. The fact that VET qualifications are valued by employers and are a necessity in some cases. The Government promoting VET qualifications provides reassurance VET is not a ‘dodgy’ option. Government promotion of these qualifications for a broad array of in-demand industries conveys that there are jobs available.

### Who does it work among?

- Most target audiences. A rewarding career and the ability to work in an occupation you enjoy are the most desired outcomes from further education – significantly more so among younger Australians.
- However, messaging related to employment has a two-fold impact in that job seekers and those who are still stood down or have lost their job due to COVID-19 are significantly more likely to desire a job, plain and simple.
- Indigenous Australians are significantly more likely to feel more positive about VET after learning the likelihood of employment and that industries with most of the projected job growth require VET qualifications.

### What underpins their views?

- Employment (that you enjoy) is viewed as the main purpose of pursuing further education. People undertake further education to enhance their employability. They want to make a worthwhile choice.

They do not want to invest time and money into a further education option that does not increase their likelihood of gaining meaningful employment after graduation.

### Messaging that works:

Statistics that demonstrate employability and employers valuing VET qualifications. More specifically:

- *VET equips people with **job-ready**, industry-focused skills for **in-demand industries**.*
- *VET offers you practical, hands-on experience that helps you **stand out to employers**.*
- ***More than 80% of young adults** who did a short spell of post-school education or training (such as a VET certificate or diploma), were in full-time work by the time they were 25 years. This compares to 64% of those who studied at university first.*
- *Research has shown that students who completed training in Australia’s VET system **enjoy strong employment opportunities** upon graduation, for example 59% of VET graduates improved their employment status after training.*

This territory can leverage existing knowledge about VET qualifications and link them to VET, demonstrating how they are valued by employers.

### Key language:

Terms such as ‘in-demand’, ‘fast growing occupations’ and ‘rapidly growing fields’ suggest that there is plenty of opportunity for employment. VET’s ability to make you ‘job-ready’ also resonates well.



## Territory 2: You can study while working

### You can study while working

#### What is this territory about?

Flexibility. The fact that VET can fit in around your existing life. You can continue to work and study at the same time. This is a unique element of VET. It is an efficient form of further education in that you can gain industry experience while studying. It is less rigid than other forms of further education.

#### Who does it work among?

- Mostly among upskillers, reskillers and study returners.
- However, the messages that fit with this territory are ranked higher than all others evaluated, indicating resonance among the broader community.
- Younger Australians are more concerned about their ability to gain relevant industry experience while studying, so combining study and experience is likely to pique their interest.

#### What underpins their views?

- These people are conscious of life's competing priorities, and want an efficient and worthwhile form of further education to better their position.
- They are attracted to the idea of being able to combine study with work and industry experience. Upskillers, reskillers and study returners are significantly more likely to be drawn to the idea of concurrent work and study compared to the average Australian.

#### Messaging that works well:

- *VET gets you out of the classroom and into the real world, with **hands-on experience** so you can **learn while you work**.*
- *With VET, you can **work and study** at the same time, so you can continue to earn money.*
- *VET provides **integrated work-based learning**, i.e. training in high-level skills and experience with industry through internships and work experience.*

#### Key language:

Terms such as 'learn while you work', 'integrated work-based learning', 'work experience' and 'hands-on experience' work well to highlight the flexibility and advantages of VET.



## Territory 3: Diverse training for a range of jobs

### \$ Diverse training for a range of jobs

#### What is this territory about?

This territory emphasises the breadth of industries that you can enter, or jobs and careers you can pursue, after completing a VET qualification. It is about challenging ingrained perceptions that VET is just for trades-based industries and lower-paying jobs. It is about explaining and elevating VET.

#### Who does it work among?

- All target audiences. It speaks to jobs and is aspirational for youth who place greater importance on pursuing a 'rewarding career' and obtaining a job or occupation that they enjoy.

#### What underpins their views?

- Many people do not know about VET and what it offers. The greatest barrier to considering VET is a lack of knowledge about what it can lead to. In order to challenge the stigma that exists, people need to be told about the variety of VET courses.
- A job that pays well is important, particularly to younger Australians.

#### Messaging that works best:

Need to explicitly call out the things that people are aware of and convey that VET is the umbrella brand, that includes apprenticeships, TAFE, Certificates, etc.

- *VET qualifications can lead to **great jobs with high rates of pay**. For example, 95% of graduates who achieved a Certificate IV in Engineering were employed after training. Those employed in their first full-time job after training had a **median annual salary of \$84,400**.*
- *VET provides training for many **in-demand careers in fast growing industries** like human care, digital technology, e.g. **cyber, artificial intelligence, robotics and drones** – that don't require university education.*
- ***VET is not just for 'tradies'**; it's also for many **exciting careers** you may not have thought of.*
- *VET courses cover a **wide array of job opportunities** in industries as diverse as administration, **human care, hospitality, technology, engineering and digital technology**.*

This territory can leverage existing knowledge about VET qualifications and link them to the range of VET courses.

#### Key language:

Industries such as IT, including 'cyber', 'AI', 'robotics' and 'drones' is very surprising to people and is likely to be most effective at challenging existing perceptions. That said, there is a similar level of interest in learning about careers in education and training as well as human care.



## Communication considerations

### A targeted campaign is required

Shifts in perceptions and likelihood to undertake VET are observed among individual target audiences. Preferred communication mediums differ slightly among the various audiences.

### A single-minded message will be most effective

VET is suffering from a lack of awareness. It will be important to avoid overwhelming people with information about VET. The campaign should focus on a single-minded message. Each territory focuses on a single theme, to avoid information overload.

### Mention of COVID-19 context is not necessary

Messaging that mentions COVID-19 is disengaging and unnecessary. The COVID-19 context is understood. A post-COVID-19 economy or jobs market suggests that the pandemic is over – a view that many do not share.

### Suggested territories cover three distinct themes

Capitalising on the current issues landscape, a VET campaign could take shape in one or more of three identified strategic territories. Each territory has the potential to work among multiple target audiences – who share similar desires and concerns about further education.

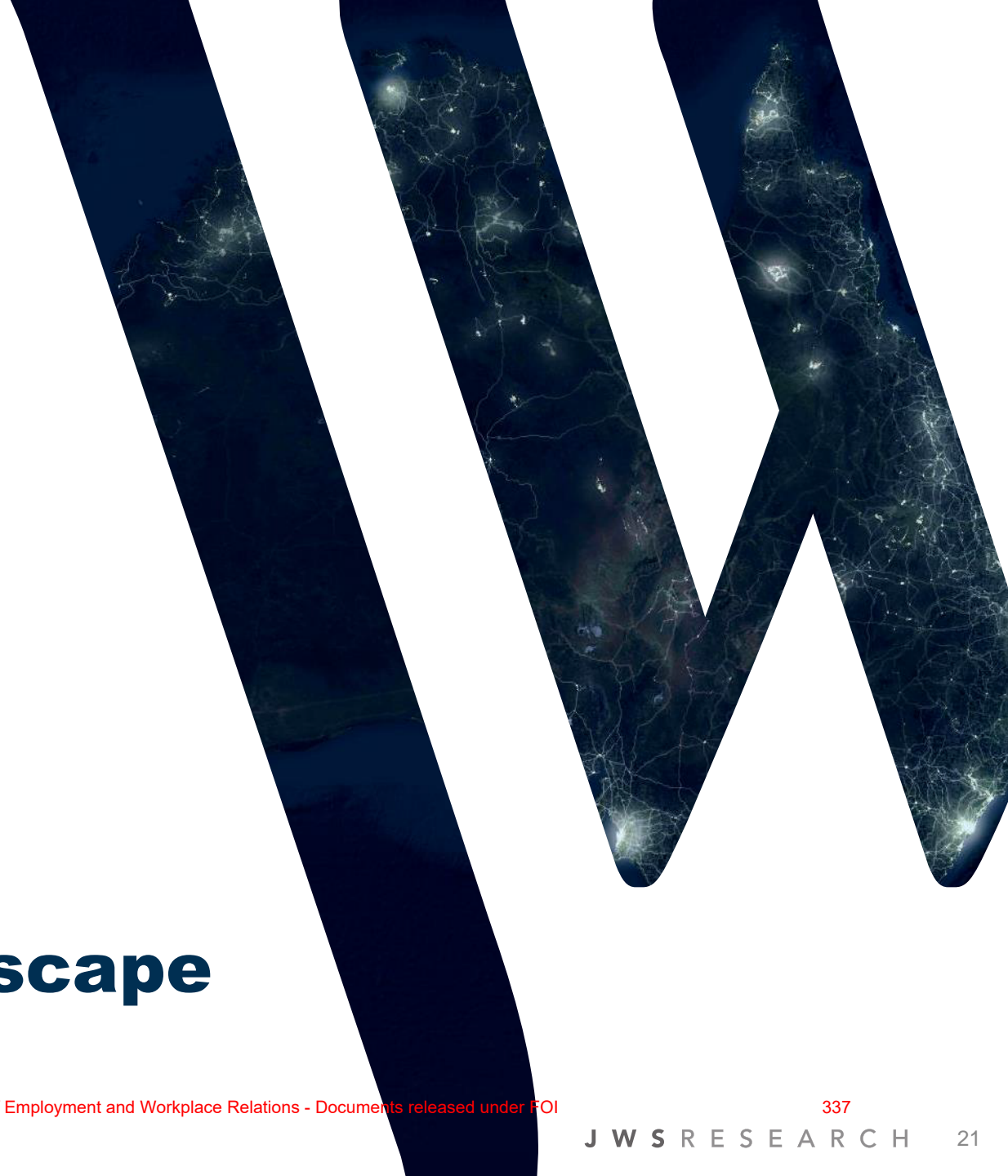
### Availability of Government assistance is important

The availability of Government assistance is important because it helps to overcome a key concern about the cost of further education. This information is required in all territories as secondary messaging – it must not distract from the core message of the territory.





# Detailed findings

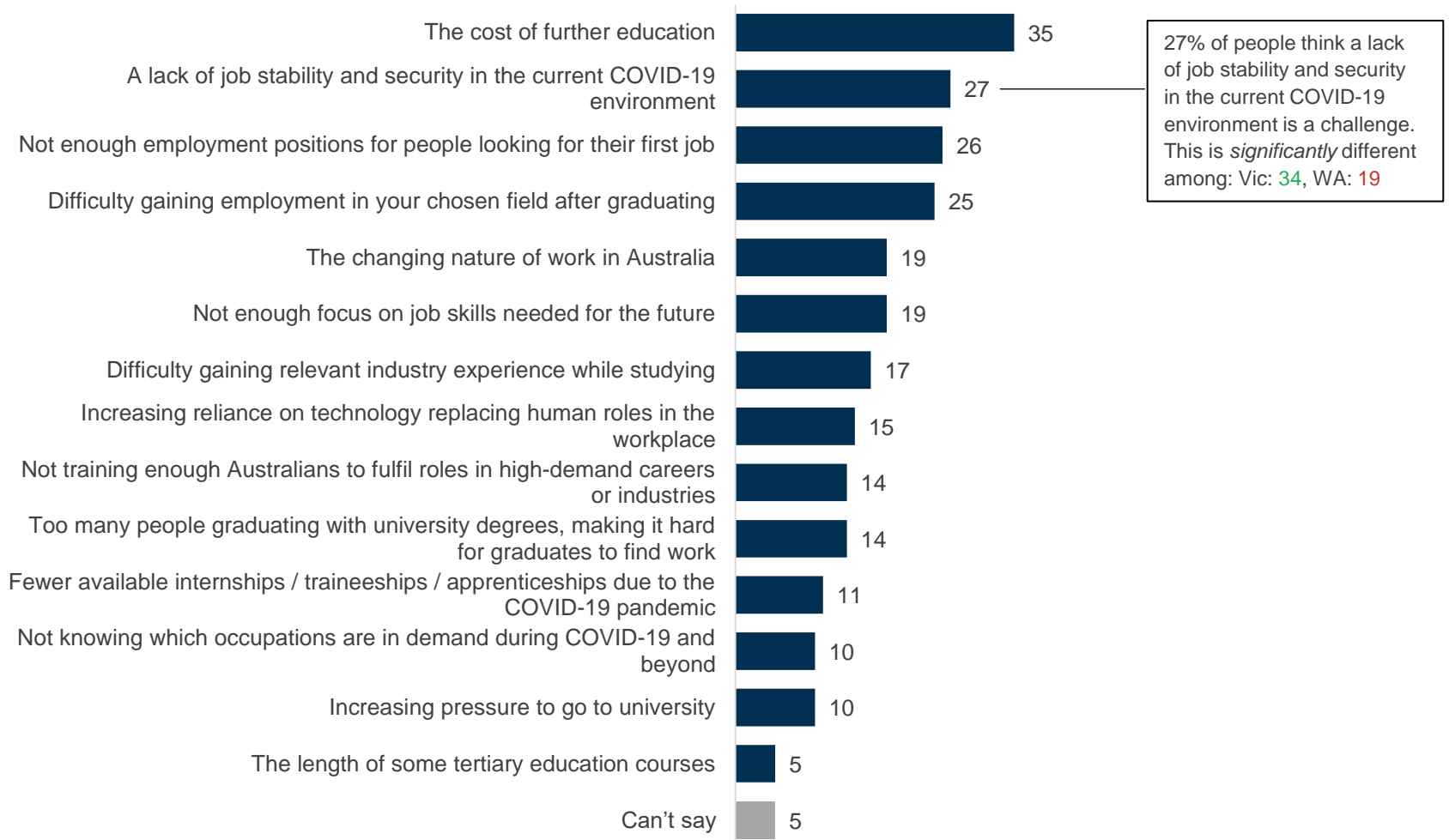


# Issues landscape

# Victorians significantly more likely to deem job stability and security a challenge



**Greatest challenges relating to education and employment in Australia (%)**  
(multiple response)



Significantly higher / lower than the total at the 95% confidence level. Department of Employment and Workplace Relations - Documents released under FOI  
 Q1. What would you say are the **greatest challenges** relating to education and employment in Australia? Please choose up to three responses.  
 Base: All respondents (n=2000)

# Parents significantly more concerned about cost; school leavers concerned about gaining industry experience



## Challenges relating to education and employment in Australia (%) (cont'd) Differences among demographic cohorts

	Total (n=2,000)	15-17 years (n=215)	18-24 years (n=316)	Parents (n=420)	Education professionals (n=214)	Job seekers (n=249)	Upskillers / reskillers (n=416)	ATSI (n=124)	CALD (n=454)
The cost of further education	35	33	32	41	40	33	38	32	33
A lack of job stability and security in the current COVID-19 environment	27	23	27	23	19	29	28	28	30
Not enough employment positions for people looking for their first job	26	28	29	28	23	31	23	22	28
Difficulty gaining employment in your field after graduating	25	15	29	25	27	32	27	18	28
The changing nature of work in Australia	19	8	8	19	24	12	21	9	19
Not enough focus on job skills needed for the future	19	16	13	16	25	15	17	17	16
Difficulty gaining relevant industry experience while studying	17	17	25	18	20	23	20	14	19

# Increasing pressure to go to university a significantly greater challenge among young Australians



## Challenges relating to education and employment in Australia (%) Differences among demographic cohorts

	Total (n=2,000)	15-17 years (n=215)	18-24 years (n=316)	Parents (n=420)	Education professionals (n=214)	Job seekers (n=249)	Upskillers / reskillers (n=416)	ATSI (n=124)	CALD (n=454)
Increasing reliance on technology replacing human roles in the workplace	15	10	9	16	17	14	15	10	11
Not training enough Australians to fulfill roles in high-demand careers or industries	14	8	9	11	13	8	12	10	11
Too many people graduating with university degrees, making it hard for graduates to find work	14	9	15	18	17	14	13	10	16
Fewer available internships / traineeships / apprenticeships due to the COVID-19 pandemic	11	10	13	11	12	13	11	9	10
Not knowing which occupations are in demand during COVID-19 and beyond	10	10	9	11	7	13	12	11	9
Increasing pressure to go to university	10	21	14	11	13	8	12	13	7
The length of some tertiary education courses	5	9	6	5	5	8	7	9	6

Department of Employment and Workplace Relations - Documents released under FOI

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Significantly higher / lower than the total at the 95% confidence interval.

Q1. What would you say are the greatest challenges relating to education and employment in Australia? Please choose up to three responses.

Base: All respondents (n=2,000).

# Cost of further education and uncertainty around job prospects are top concerns



The cost of further education is the most pertinent issue relating to education and employment in Australia (in the top three for 35% of the population). Parents are significantly more likely to be mindful of this (41%).

*“It’s also about money, if you’re going to do a one year hairdressing course, you need thousands upfront. I could never afford to do that for my daughter, but I can afford to put her through a three year TAFE course easily.”* (Parents, metro)

Challenges relating to uncertainty and instability also rate highly, with ‘lack of job stability and security in the current COVID-19 environment’ and ‘not enough employment positions for people looking for their first job’ ranked as the second and third greatest challenges, respectively. This speaks to the considerable concern about availability of and competition for jobs and reluctance to commit to the expense of studying something that might end up not being the right option.

*“I feel like it would be helpful if education options were more affordable, I’m sure for some people they are but they aren’t for me and I could do a course then not get a job, I would be more likely to screw myself over by investing a whole lot of time and money into something that’s not going to end up helping me out that much.”* (Job seekers and reskillers, metro)

Insecure employment in the current COVID-19 environment is widely considered a challenge – more so in states that have endured a longer-term lockdown such as Victoria. People are taking note of how various jobs and industries were impacted by the shocks of the pandemic. COVID-19 seems to have prompted a reappraisal of which jobs and sectors are most desirable, and has magnified the importance of having ‘back up’ options.

*“I’m not sure university degrees are held in such high esteem at the moment because of the jobs that we required during COVID, like the retail staff, cleaners, hotel staff...all of those people and the fact that their jobs are so valuable shows kids they don’t need to get higher level jobs.”* (Secondary school teacher, metro)

*“When we were going through the pandemic, lots of people did lose their job because they weren’t essential workers. I have definitely considered getting a job that is essential, just in case we do go through another pandemic, so I’ll still be able to work.”* (15-17 years, metro)

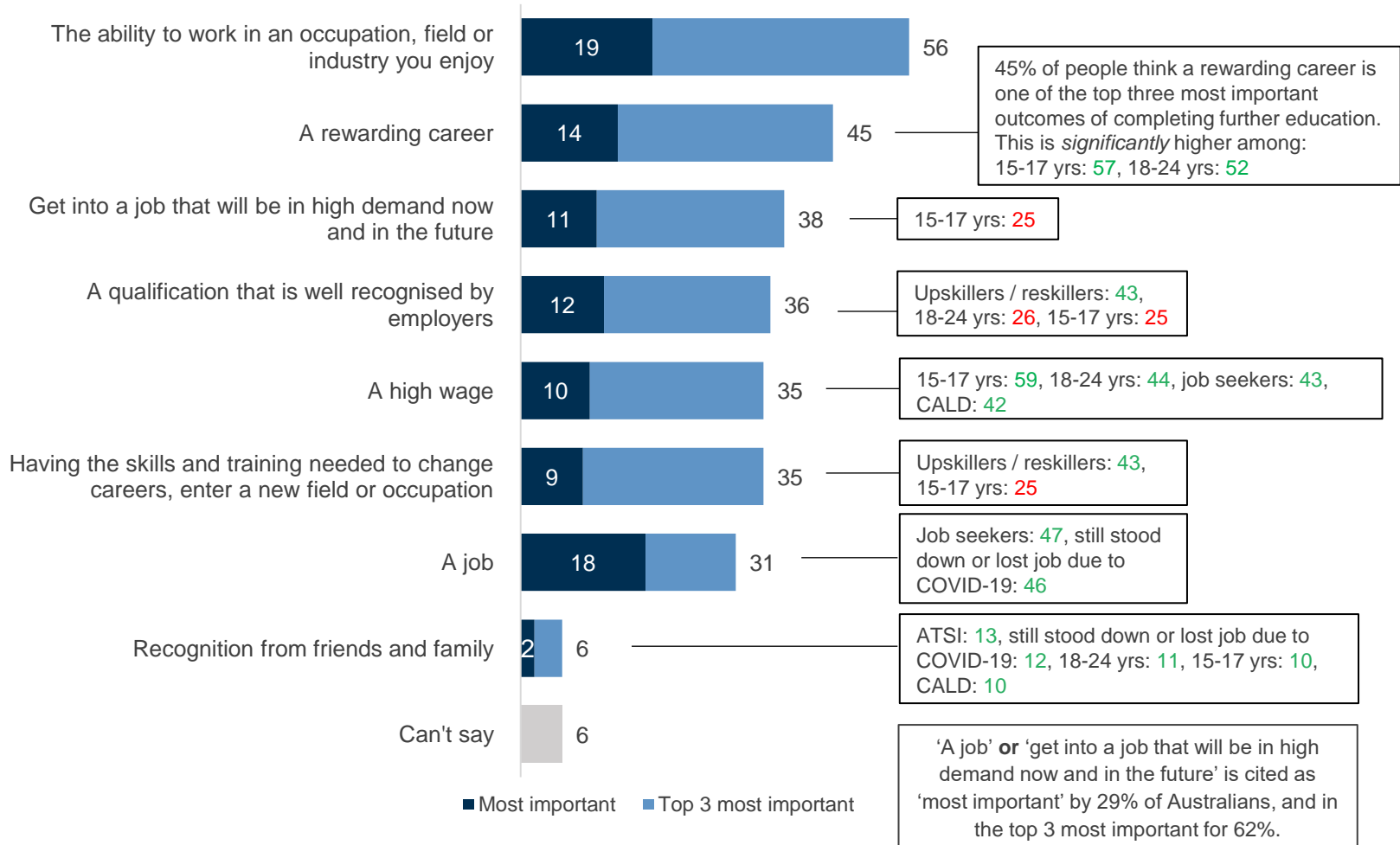
*“I was interested in the travel industry. When COVID hit, I realised how risky the industry is, and obviously they got hit hard by the pandemic and it can be a very big risk to work in the industry.”* (15-17 years, metro)



# Younger people are more aspirational about their career whereas those impacted by COVID-19 just want a job



**Top outcome of further education (%)**  
(multiple response – up to three)





## A job and one that will be enjoyed are the top desired outcomes of further education

A job, and a secure one at that, is the most desirable outcome of further education. That said, it is also important that people have ‘the ability to work in an occupation, field or industry you enjoy’ (19%) and a rewarding career (14%).

*“I really just want to focus on getting a job that not only gets me a good salary but that I enjoy as well. I don’t want to go to work and not enjoy what I’m doing every day or enjoy being around the people I’m with.” (15-17 years, regional)*

The pandemic has provided an opportunity for deep reflection on priorities. People have re-evaluated how they view work, what they want out of a job and for some, more broadly, out of life.

*“I don’t know where I want to go or what I want to do. I feel a bit lost. I would like a job that I like that would make me happy.” (Job seekers and reskillers, metro)*

*“The impact [of COVID-19] was positive for me, for me being laid off and having this time with my family and to figure out what was right for me... by doing that I realised I’d rather work less even if it means earning less.” (Job seekers and reskillers, regional)*

*“Made me realise that I don’t want to work as a nanny anymore... COVID really made me re-evaluate what I want.” (Job seekers and reskillers, metro)*

People in the younger cohorts are more inclined to value high wages.

Job seekers and those who are still stood down or lost their job due to COVID-19 are significantly more likely than other Australians to place just having ‘a job’ in their top three hoped for outcomes (47% and 46%, respectively, compared to 31% national). Some of the people in these circumstances sound exhausted by the process of looking and applying for work and have reached the point where they would gladly accept any offer of work, though full time employment seems to be the ultimate goal.

*“I just want a full-time job. I’ve got two older kids as well...I’m happy to take what I can get.” (Job seekers and reskillers, regional)*

*“I’m tired of the insecurity and variability of freelance so would like a regular full time job so I can know how much to save, what to spend.” (Job seekers and reskillers, metro)*

*“I’ve done a lot of job applications over the last six months, some jobs that I thought I was ideally suited for and I did good applications and it was soul crushing. I have a masters degree.” (Job seekers and reskillers, metro)*



# It is not necessary to frame messaging within a post COVID-19 context

Framing messaging in a COVID-19 context is not necessary – it is understood. Messaging that refers directly to the COVID-19 environment and about industries that will be relevant ‘beyond COVID-19’ is disengaging. People are not convinced that this can be known information and risks undermining the believability of the information. If anything, COVID-19 has demonstrated that the world, the economy and the employment sector is dynamic and ever changing.

*“It’s probably put in there at this moment without anyone really knowing what it means anyway, because how long is this going to go for? We don’t know. What if the vaccine goes really well and we all go back to normal? Or what if we keep getting new strains?” (Secondary school teacher, metro)*

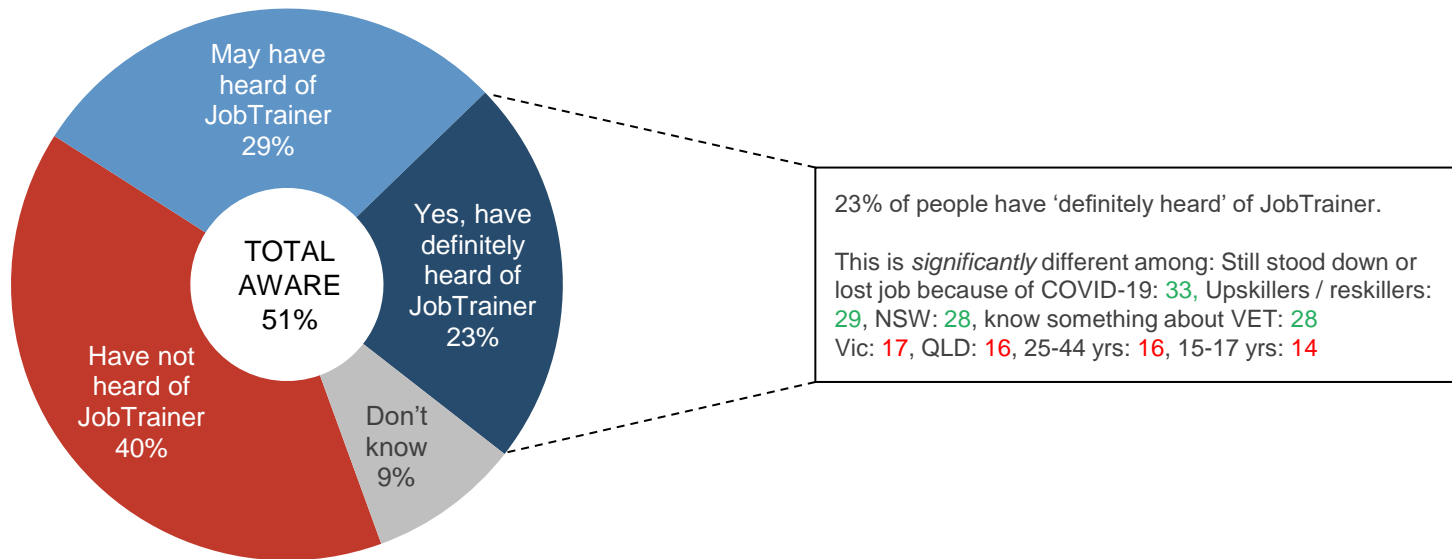
Some people feel that we are still in the midst of the COVID-19 pandemic and the end cannot yet be determined:

*“How do we know what the post COVID economy is going to be like, or when that is going to be. It could be forever changing. It is not like COVID is over. It is still going.” (18-24 years, regional)*

# Those stood down or unemployed due to COVID-19 are significantly more likely to be aware of JobTrainer



Awareness of JobTrainer (%)



Significantly higher / lower than the total at the 95% confidence level. Department of Employment and Workplace Relations - Documents released under FOI  
 Q20. Before today, had you heard of JobTrainer? People aged 17 to 24 years, or those who are looking for work, may be able to study a free or low-fee course through the Australian Government's JobTrainer.  
 Base: All respondents (n=2000)

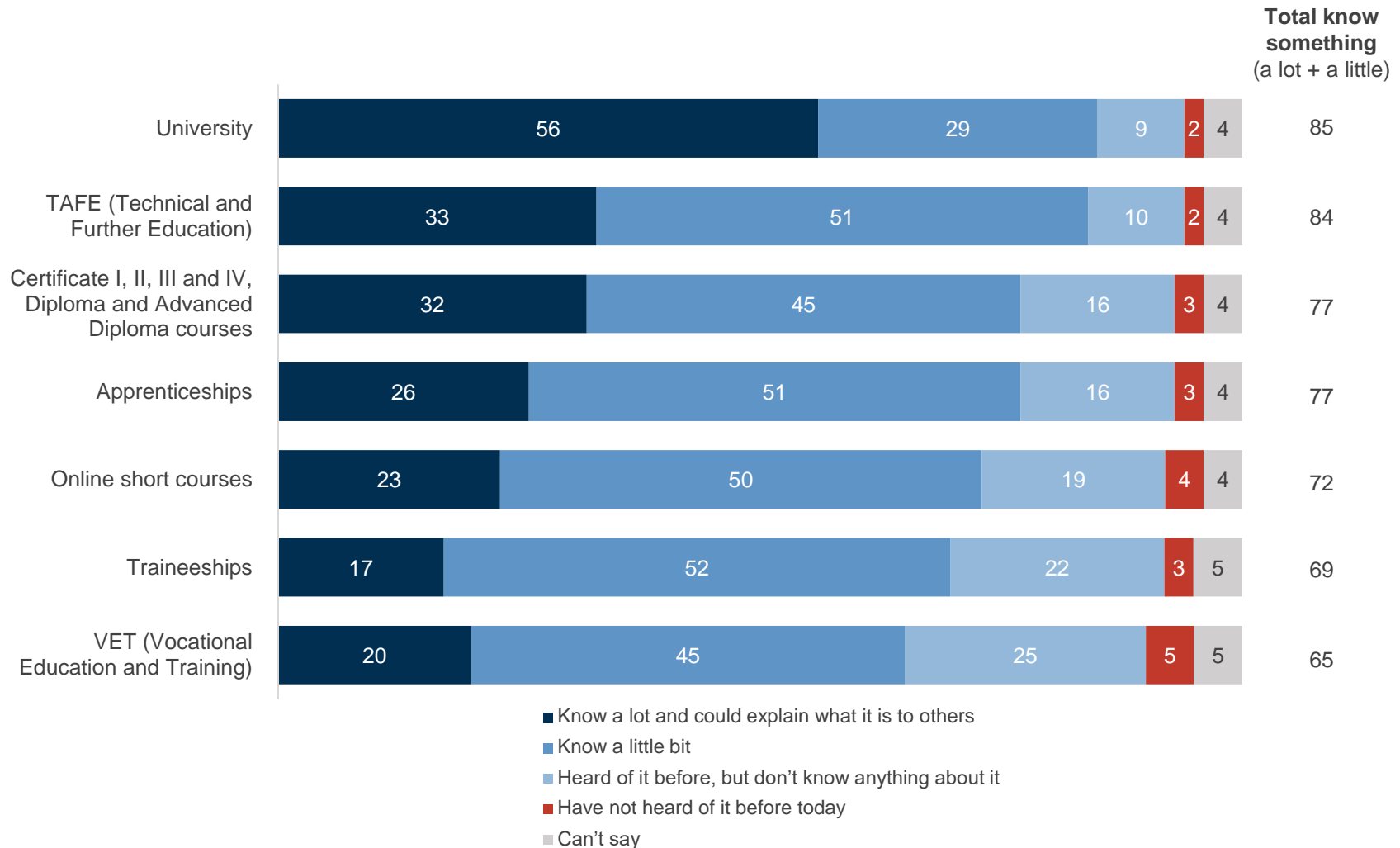
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# Awareness and knowledge of VET

# People are relatively more knowledgeable about the qualifications that VET offers than VET itself



Knowledge of further education options (%)





# Education professionals are knowledgeable about all further education options while students know far less



Total knowledge (a lot + a little) of education options (%)  
Differences among demographic cohorts

	Total (n=2,000)	15-17 years (n=215)	18-24 years (n=316)	Parents (n=420)	Education professionals (n=214)	Job Seekers (n=249)	Upskillers / reskillers (n=416)	ATSI (n=124)	CALD (n=454)
University	85	86	83	88	98	84	86	77	87
TAFE (Technical and Further Education)	84	77	82	86	95	81	86	76	82
Certificate I, II, III and IV, Diploma and Advanced Diploma courses	77	63	79	80	89	75	86	72	73
Apprenticeships	77	68	72	79	92	65	76	75	72
Online short courses	72	51	70	75	84	70	78	69	72
Traineeships	69	58	63	74	86	56	71	74	64
VET (Vocational Education and Training)	65	58	62	66	91	65	70	66	66

Department of Employment and Workplace Relations - Documents released under FOI

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Significantly higher / lower than the total at the 95% confidence level.

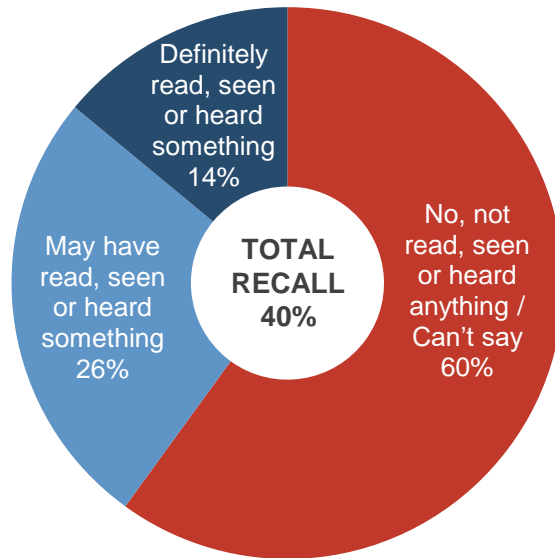
Q3. How much would you say you know about each of the following further education options?

Base: All respondents (n=2000)



# Most of the information people hear about VET is positive

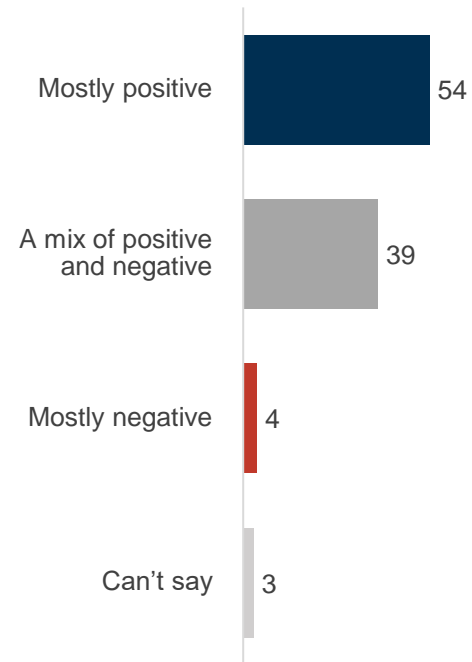
VET advertising / information recall



40% of people recall reading, seeing or hearing information, advertising or stories in the media recently about VET.

This is *significantly* higher among: ATSI: 64, definitely aware of JobTrainer: 59, upskillers / reskillers: 56, 15-17 yrs: 55, 18-24 yrs 55, took up study because of COVID-19: 53, still stood down or lost job due to COVID-19: 52, study returners: 52

Tone of advertising / information (%)  
Among those who recall



Significantly higher than the total at the 95% confidence level.

Q5. Have you read, seen or heard any information, advertising or stories in the media recently about Vocational Education and Training?  
Overall, how would you describe the information, advertising and media stories you have read, seen or heard recently about Vocational Education and Training?

Base: All respondents (n=2,000); those who recall information, advertising or stories about VET in the media (n=871).



## Those with limited understanding of VET primarily associate it with secondary schooling or TAFE

People know considerably less about VET than about the other further education options. Just one in five people (20%) ‘know a lot about VET and could explain what it is to others’.

*“I’ve seen it advertised in the school newsletter. I’ve heard of it, I just didn’t know what it entailed.”* (Parents, regional)

Among those who are aware, it is broadly associated with TAFE, but few can articulate what it is or how it differs from TAFE.

*“Is it something they do once a week... they come out of school to go to TAFE to do it?”* (Parents, regional)

*“I’ve heard of it but don’t know how it differs from TAFE.”*  
(Job seekers and reskillers, metro)

Teachers are generally better informed than other cohorts about the specifics of VET courses and about overall shifts in the education sector, such as changes in funding available for some types of courses.

*“Schools working in combination with TAFEs and colleges, and kids getting a national certified certificate II, III or IV. They do a lesser load at school, to get their HSC and their TAFE course counts toward their HSC.”* (Secondary school teacher, metro)

*“There’s obviously been a lot of funding into VETs and TAFEs, a lot of government funded courses in Victoria for training for students.”* (Secondary school teacher, metro)

There is a widespread perception of VET as something that students can undertake as an alternative to the more academic subjects, when completing Year 12 or equivalent. Some believe it is geared toward students whose career aspirations do not require them to obtain an ATAR.

*“That might be what my son is doing, he’s doing a Cert III in fitness in year 11 and 12 but not doing ATAR subjects.”*  
(Parents, metro)

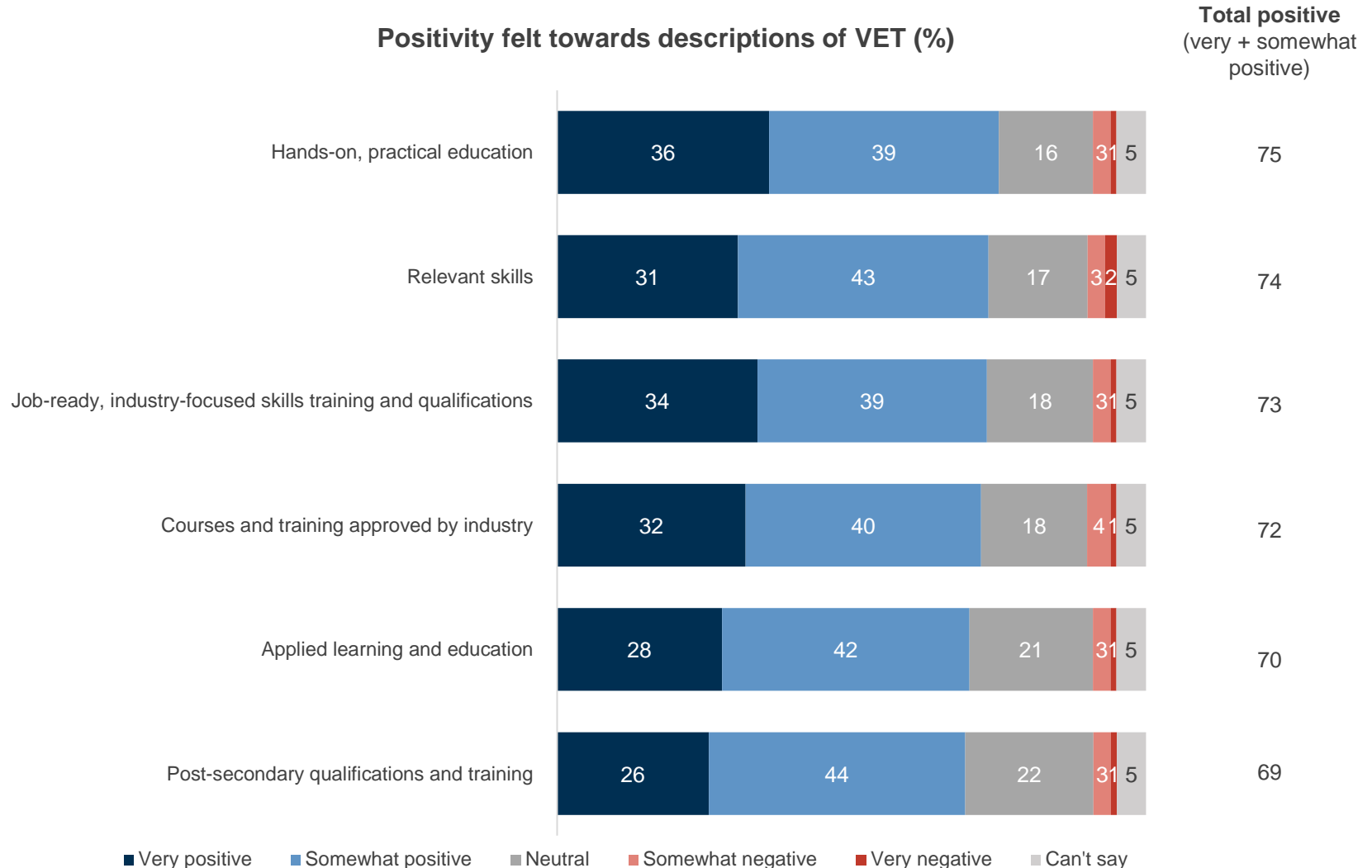
*“In WA, if you do VET you’ve still got year 12 graduation, but you generally won’t have an ATAR score, so you won’t get a university entry score.”* (Parents, metro)

*“One of the classes we have is childcare which is VET, it’s when you finish school to get a qualification before you leave but you finish at the same time as the people in VCE.”* (15-17 years, regional)

The strong association between VET and secondary school leads some to the assumption that it is primarily for youth rather than mature age people.

*“My understanding was, it was part of my school age nephews’ VCE VCAL, so my assumption was this is a young kids’ thing.”* (Job seekers and reskillers, metro)

# Hands-on practical education is most positive description of VET, though all language tested bodes well



# There are positive associations in aligning VET with practical training that is geared towards specific jobs



VET is strongly associated with practical, ‘hands-on’ training. Describing VET as involving ‘hands-on, practical education’ is viewed positively by three quarters (75%) of Australians.

*“It seems for practical training, hands on, like skills in hospitality or business.”* (Secondary school teacher, metro)

‘Relevant skills’ and ‘Job-ready, industry-focused skills training and qualifications’ are viewed positively by 74% and 73%, respectively. There is a common perception that VET and TAFE are oriented toward familiarising students with the realities of performing a job in a workplace setting. It is thought to prepare people for a specific job and to provide valuable industry exposure.

*“TAFE gets you job-ready, so they’re training you in that skill, and to help align you with career development.”*  
(Parents, metro)

*“You get to see how things happen in the industry, as opposed to just being taught it.”* (18-24 years, metro)

*“Training or prepping for a specific job, it’s not general learning or training, it is training for a specific job.”* (Job seekers and reskillers, metro)

The specificity and job-oriented nature of VET is a key differentiator from university.

For many, perceptions are based on first hand knowledge (which is sometimes out of date) or is anecdotal, from someone they know who has done VET.

*“I did a VET course in year 11 and 12, that’s how I got into carpentry. It would give you a taste of what the industry was like, and I really enjoyed it so I went into it.”* (18-24 years, metro)

*“I’ve heard of it in year 12, in high school days, they could do business studies and VET course.”* (18-24 years, metro)

*“Someone I went to school with did a hospitality VET course I think, every Thursday they went to work at a restaurant in the city.”* (18-24 years, metro)

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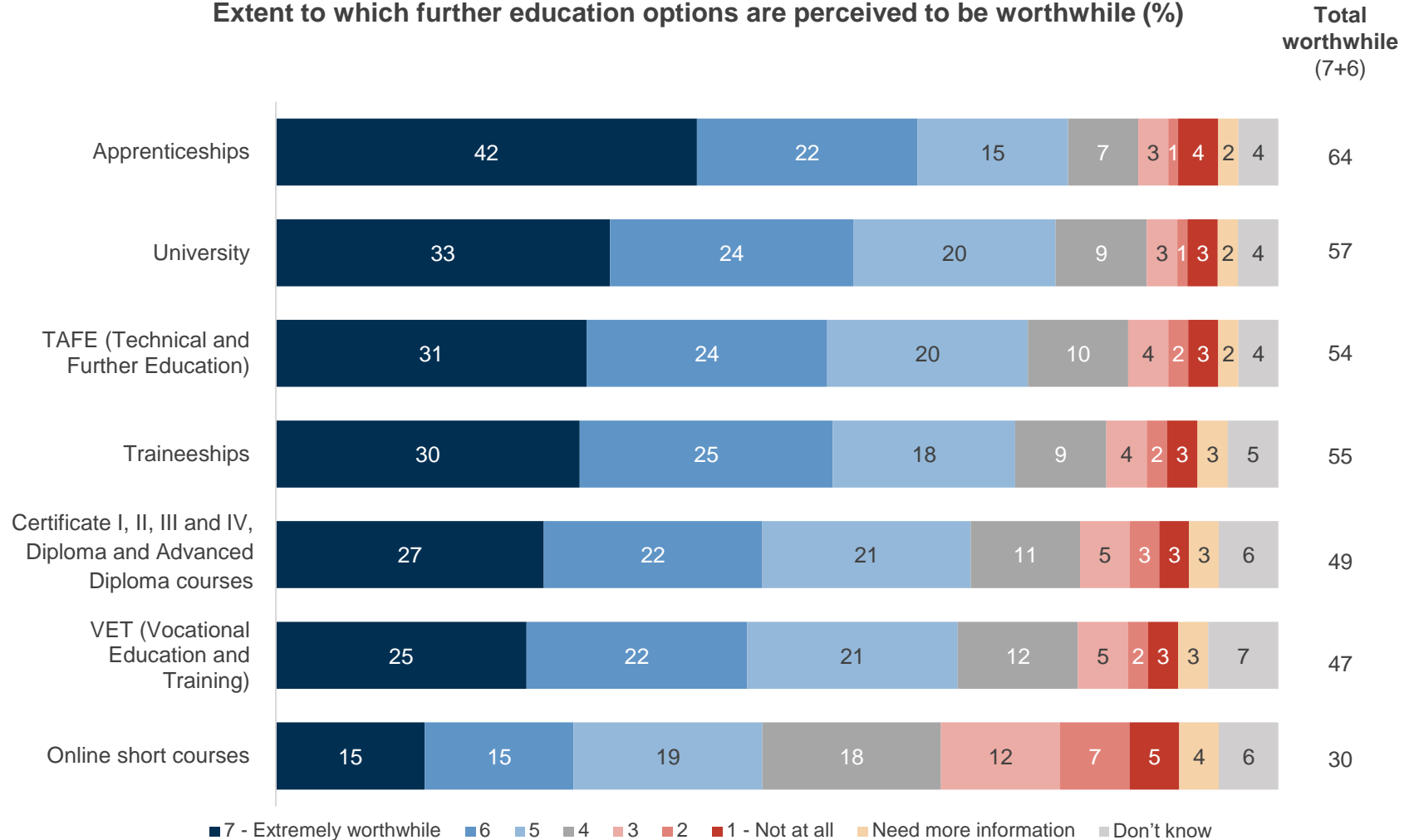
# Attitudes towards VET



# Apprenticeships, university and even TAFE qualifications are considered more worthwhile than VET



Extent to which further education options are perceived to be worthwhile (%)





## VET considered less worthwhile than other further education options

VET courses are perceived as less worthwhile than most other types of courses. Just under half the population (47%) considers VET as ‘worthwhile’ to help them get a job or succeed in their chosen field. Perceptions of VET are hampered by prejudice and stigma. There is a prevailing idea that vocational training is inferior to more academic pursuits and that students’ choices regarding further education are a reflection of their intellect.

*“If you go to uni and study biomedical science there are so many things can come from that.” (15-17 years, regional)*

*“Well, there are stereotypes at my school which is sad. Basically, if you do VCAL then you’re considered dumb, and if you do VCE then you’re considered smart.” (15–17 years, regional)*

Preference for university is reinforced by parents, schools and the wider community, to the extent that some students feel it is presented to them as the only legitimate option after secondary school.

*“It seems uni is, like, for young people, the ultimate pathway.” (15-17 years, regional)*

*“In society, VET or TAFE is seen as something you do if you don’t get into uni, they are Plan Bs, not Plan As, unless it’s a trade. (15–17 years, regional)*

*“I focus on the university degrees; I think because the people around me also mainly focused on that. They encourage me to go to university.” (15-17 years, regional)*

Teachers, however, are some of the strongest advocates of VET and TAFE. They are intimately familiar with the range of factors that can either hinder or facilitate their students’ journeys through education (including aptitude, finances, geographic remoteness, parental expectations and family support). As such, some are more likely to recognise a variety of options as good, valid pathways for their students.

*“There are a lot of great opportunities in our area, there’s a hospital, a lot of health care options, a lot of opportunities in the trades area.” (Secondary school teacher, regional)*

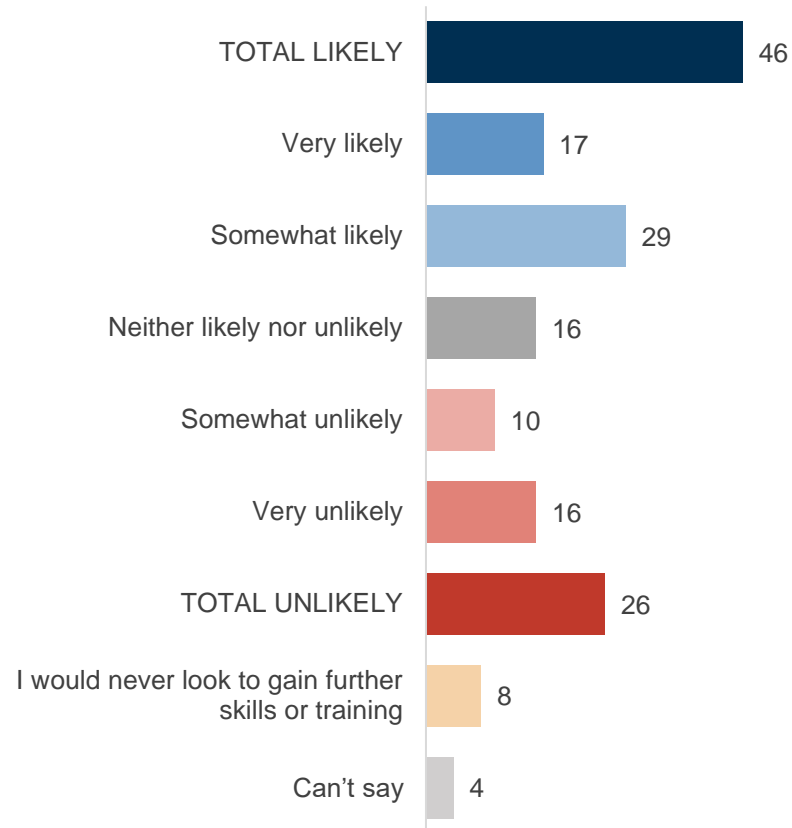
*“The Army, Navy, Air Force are really good options. We’re lucky in that we have the RAF base just around the corner.” (Secondary school teacher, regional)*

*“We do a lot of VET training, they’ve got that foundation, like if they want to be a chef they can go do that. Some of these fit in well with their interest levels.” (Secondary school teacher, metro)*

# Almost half the population consider themselves likely to undertake a VET course, if looking to gain further skills



Likelihood to undertake a VET course or program if looking to gain further skills, re-train or upskill (%)



Q4. To clarify, VET stands for Vocational Education and Training. VET courses are offered by Registered Training Organisations, such as government TAFE institutes and private colleges. VET courses cover four broad qualifications levels, including Certificate I-IV (progressive courses from introductory level up), Diplomas (business, health, finance, etc.), Advanced Diplomas, and Vocational Graduate Certificates. These are VET qualifications that you obtain after successful completion of a course. Based on what you know at this point in time, how likely would you be to undertake a Vocational Education and Training course or program if you were looking to gain further skills, re-train or upskill?  
 Base: All respondents (n=2,000).

# School leavers appear enthusiastic about undertaking VET whereas secondary students are significantly less likely



## Likelihood to undertake a VET course or program if looking to gain further skills, re-train or upskill (%)

Differences among demographic cohorts

	Total (n=2,000)	15-17 years (n=215)	18-24 years (n=316)	Parents (n=420)	Education professionals (n=214)	Job seekers (n=249)	Upskillers / reskillers (n=416)
TOTAL LIKELY	46	49	59	53	41	60	66
Very likely	17	17	19	17	14	20	27
Somewhat likely	29	32	40	36	27	40	39
Neither likely nor unlikely	16	14	15	18	16	18	16
Somewhat unlikely	10	17	12	10	10	9	8
Very unlikely	16	16	10	10	25	9	7
TOTAL UNLIKELY	26	33	21	19	35	17	14
I would never look to gain further skills or training	8	1	1	3	6	3	1
Can't say	4	4	3	6	2	2	3

Significantly higher / lower than the total at the 95% confidence level.

Q4. To clarify, VET stands for Vocational Education and Training. VET courses are offered by Registered Training Organisations, such as government TAFE institutes and private colleges. VET courses cover four broad qualifications levels, including Certificate I-IV (progressive courses from introductory level up), Diplomas (business, health, finance, etc.), Advanced Diplomas, and Vocational Graduate Certificates.

These are VET qualifications that you obtain after secondary school. JWS Research is the largest provider of Vocational Education and Training. Based on what you know at this point in time, how likely would you be to undertake a Vocational Education and Training course or program if you were looking to gain further skills, re-train or upskill?

Base: All respondents (n=2,000).

# Job seekers, reskillers and study returners have highest claimed likelihood to undertake a VET course or program



## Likelihood to undertake a VET course or program if looking to gain further skills, re-train or upskill (%)

Differences among demographic cohorts

	Total (n=2000)	ATSI (n=124)	CALD (n=454)	Took up study because of COVID-19 (n=101)	Definitely aware of JobTrainer (n=453)	Study returners (n=172)
TOTAL LIKELY	46	71	47	59	60	65
Very likely	17	30	19	21	29	26
Somewhat likely	29	41	28	38	31	39
Neither likely nor unlikely	16	12	20	18	10	11
Somewhat unlikely	10	5	10	9	7	11
Very unlikely	16	6	15	8	15	13
TOTAL UNLIKELY	26	10	25	17	22	24
I would never look to gain further skills or training	8	5	5	0	7	0
Can't say	4	3	3	5	1	<1

Significantly higher / lower than the total at the 95% confidence level.

Q4. To clarify, VET stands for Vocational Education and Training. VET courses are offered by Registered Training Organisations, such as government TAFE institutes and private colleges. VET courses cover four broad qualifications levels, including Certificate I-IV (progressive courses from introductory level up), Diplomas (business, health, finance, etc.), Advanced Diplomas, and Vocational Graduate Certificates.

These are VET qualifications that you obtain after successful completion of a course. The largest provider of Vocational Education and Training. Based on what you know at this point in time, how likely would you be to undertake a Vocational Education and Training course or program if you were looking to gain further skills, re-train or upskill?

Base: All respondents (n=2,000).

The letters 'VET' are rendered in a large, bold, dark blue font. The interior of the letters is filled with a complex, glowing pattern of white and light blue lines and dots, resembling a network or a star map. The background is white.

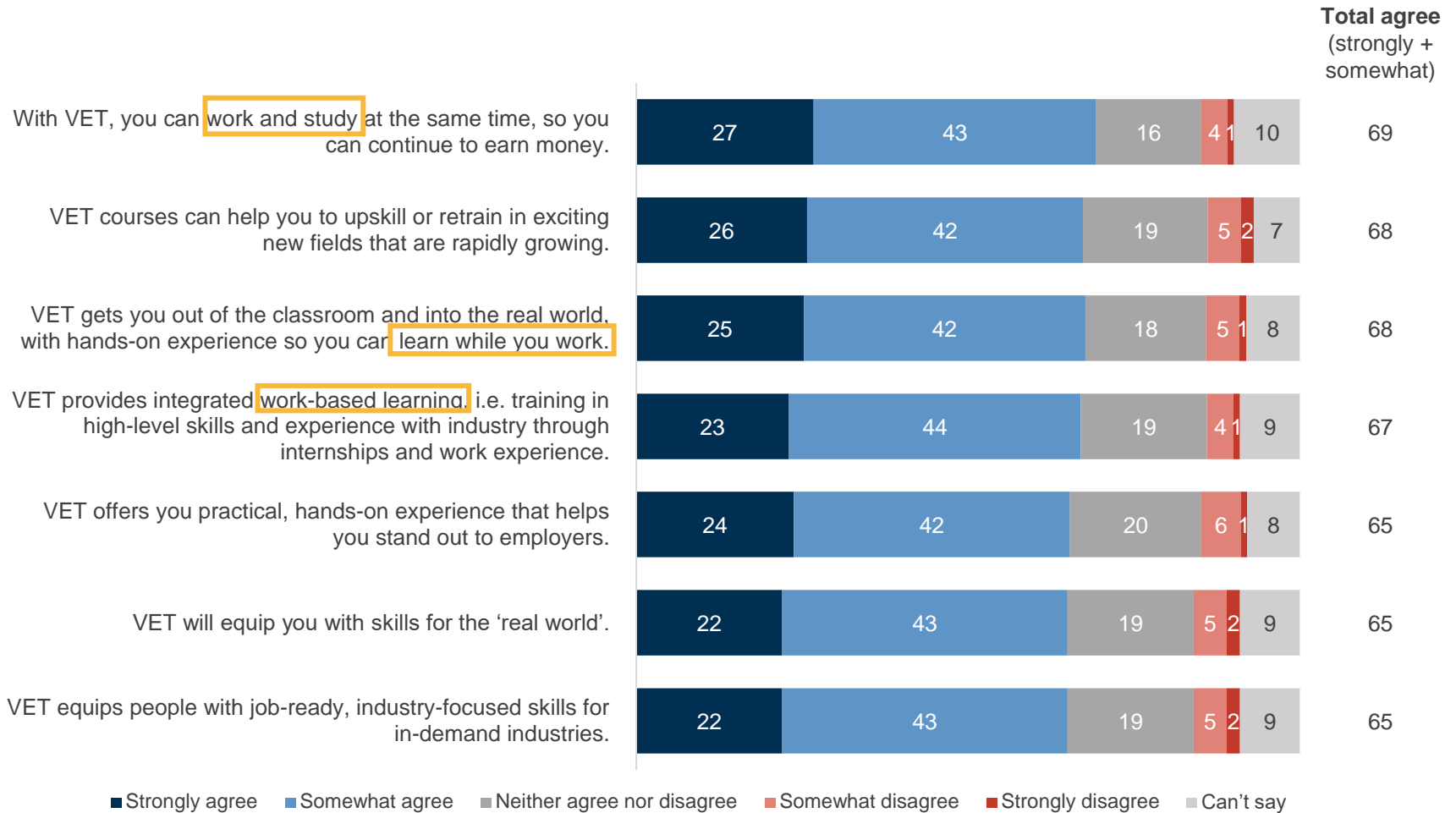
# Motivators to undertaking VET



# Coupling study with work and work experience is an appealing feature of VET



## Agreement with reasons to consider VET as an option for further education (%)

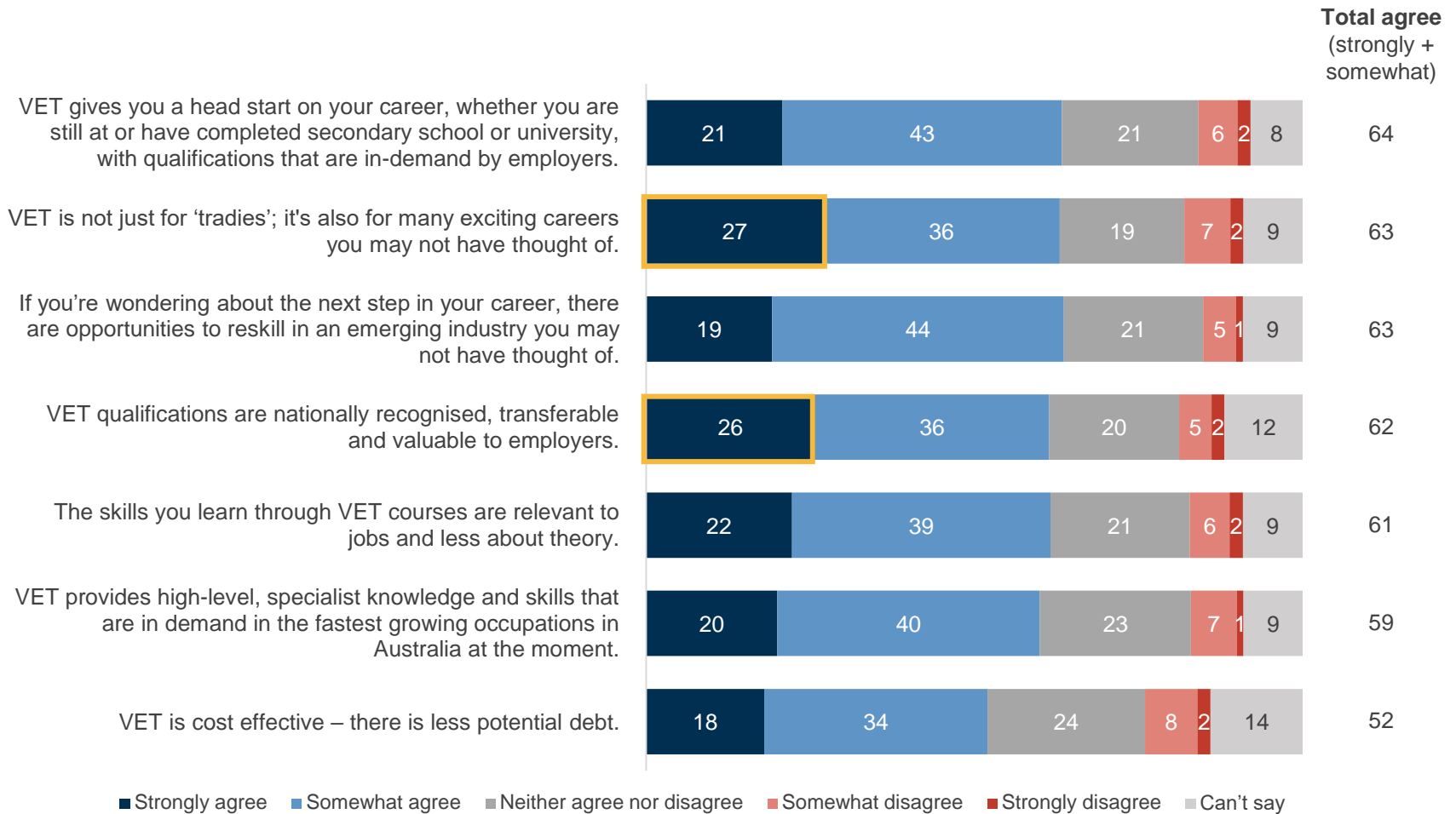


Department of Employment and Workplace Relations - Documents released under FOI  
 Q8. Below are some statements that have been made about Vocational Education and Training (VET). To what extent do you agree or disagree with each of the following as a reason to consider VET as an option for further education, either for yourself or someone you may know?  
 Base: All respondents (n=2,000).

# Relatively strong agreement that careers outside of trades and value to employers are reasons to consider VET



Agreement with reasons to consider VET as an option for further education (%) (cont'd)



# Many of the target audiences are significantly more likely to agree with reasons to consider VET



Upskillers and reskillers, education professionals, study returners, those who are ‘definitely aware’ of JobTrainer and those who have undertaken a VET course or subject are **significantly more likely to agree** (either strongly or somewhat) with most reasons to consider VET.

Younger Australians aged 15 to 24 years are **significantly more likely to strongly agree** with each of the following reasons to consider VET:

- ✓ VET gets you out of the classroom and into the real world, with hands-on experience so you can learn while you work.
- ✓ VET gives you a head start on your career, whether you are still at or have completed secondary school or university, with qualifications that are in-demand by employers.
- ✓ VET is not just for ‘tradies’; it’s also for many exciting careers you may not have thought of.
- ✓ VET equips people with job-ready, industry-focused skills for in-demand industries.

# The ability to learn and work at the same time means less financial burden and risk



Statements that highlight the ability to combine work and study are most appealing:

- *With VET, you can work and study at the same time, so you can continue to earn money* (69% agree that this is a reason to consider VET as an option for further education).
- *VET gets you out of the classroom and into the real world, with hands-on experience so you can learn while you work* (68% agree).

Further study is often seen as a time commitment to the detriment of other responsibilities in life. The flexibility that VET offers, enabling people to study while they work and continue to earn money, is a unique and desired attribute of further education.

Some upskillers and reskillers and study returners see themselves as older than the ‘typical’ student with additional responsibilities such as a mortgage and children. Earning money is a necessity that cannot be put to the side. They want a further education solution that is an efficient use of their time.

- Both cohorts are significantly more likely to agree that the ability to work and study at the same time is a reason to consider VET.

Highlighting VET’s ability to provide such flexibility can work to counter the single greatest perceived challenge of education and employment in Australia – the cost of pursuing further education.

Though it is a relatively lower ranking statement overall (52% agree), the fact that *VET is cost effective* goes to the heart of many people’s concerns.

When investing in further education, people are weighing up the money and time investment against likely outcomes. They want a fail-safe option.

*“If you paid up front, it is a factor. If you are not working full time, if you are not 100% sure, you are not going to want to fork out all this money. You want to make it worth it.”* (18-24 years, regional)

*“For me, I am in a financially difficult situation and the whole objective is to exit from that situation so it straight away speaks to the situation I’m in, very specifically.”* (Job seekers and reskillers, metro)

*“Putting in finance and time, so decreasing one of those risk factors is appealing.”* (Job seekers and reskillers, metro)

*“Less potential debt – I could do a course and it could be fine or it could be a flop and then I would be in debt for no reason.”* (Job seekers and reskillers, metro)



## Industry experience is seen to assist with employability

VET's ability to *provide integrated work-based learning, i.e. training in high-level skills and experience with industry through internships and work experience* is an enticing reason to consider it (67% agree).

Anecdotally, students and teachers talk of work experience opportunities being cancelled or scarce due to COVID-19. School leavers are significantly more likely to nominate gaining relevant industry experience while studying as one of the greatest concerns facing education and employment in Australia (25% compared to 17% on average). Industry experience while studying and even prior to pursuing further education is perceived as a benefit for several reasons:

- It allows students to see what the industry is like before committing to a career in it.
- It can create industry connections and networks to increase employment prospects.
- Industry experience is perceived to be an attractive trait to employers.
- Students and job seekers talk of even entry level jobs requiring 'experience'.
- Integrated work-based learning means that the course is relevant and there are jobs and an industry to be employed in after graduating.
- Some people find it easier to learn in a practical setting, rather than theoretical.

The practical, hands-on experience is expected to help 'you stand out to employers'. Two-thirds of Australians agree (65%) this is a reason to consider VET. Similarly, the fact that VET qualifications are nationally recognised, transferable and **valuable to employers** appeals to 62% of the population. Over a quarter (26%) *strongly* agree with this statement.

*"A lot of companies would rather someone with experience as opposed to someone brand new, they know what they're doing."*  
(15-17 years, metro)

*"A lot of jobs you apply for say you need the qualification plus the experience so the fact that you can gain both at the same time is very appealing."* (Job seekers and reskillers, metro)

*"A positive of work-based learning is that you can get industry contacts. If you do a good job in your VET course, you'll probably get hired through people who know people."* (Parents, regional)

*"You could do training then get to the workplace and realise that it sucks. You can get a sense of what kind of workplace you are suited to."* (Job seekers and reskillers, metro)

*"I prefer to work in an actual environment, learn at work, rather than sit behind a desk and study. You know what you are getting yourself into, you are more prepared to get into the workforce from your experience, that you have hands on dealt with, before diving head first into a job, you might have the skills behind it, but not know how to put it into place."* (18-24 years, regional)

# Practical, job-ready skills are a unique and appealing attribute of VET



Statements that describe job-ready and ‘real world’ skills are positive differentiators of VET:

- *VET equips people with job-ready, industry-focused skills for in-demand industries* (65% agree).
- *VET will equip you with skills for the ‘real world’* (65%) agree.

Graduating from further education with ‘job-ready’ skills is a desired outcome for many people considering their options. University, however, is often associated with theoretical knowledge that does not equate to job-readiness.

*“No one really gets out of uni and goes into a job ready. It’s always a post grad year. VET has given you that practical experience.”* (18-24 years, regional)

*“I’ve always seen university as people coming out with a head full of knowledge, but no practical skills.”* (Parents, regional)

*“If you were to go to uni, you could have all the knowledge, but the skills aren’t there and that could mean it can be difficult for you to land a job if you don’t actually know how to perform the job, and only the theory.”* (15-17 years, metro)

With a job being one of the most important outcomes of further education, knowing that VET can provide skills for ‘in-demand’ industries suggests that there are jobs needing to be filled. This provides people with confidence about their employability after graduation.

*“In-demand industries, where there’s jobs available, where they’re always needing people.”* (Parents, metro)

*“In-demand sounds like employers need people with those skills so there are job opportunities.”* (Job seekers and reskillers, metro)

*“I would think that if they’re in demand, then they need staff or they need people in that industry to be educated in that industry.”* (15-17 years, metro)

*“I think in-demand means where not enough people have that qualification, so you’re more likely to get employed with that qualification.”* (Parents, metro)

*“The language to me semi-consciously or unconsciously implied it would give me what employers are looking for. The key phrase is ‘industry focused skills’, that’s what I latched onto, I guess because trying to make myself valuable to an employer when something says industry focused skills it makes me think that they know what people in the industry want and they are delivering that and I want to be that because I want them to pick me.”* (Job seekers and reskillers, metro)





## Emerging industries carry some risk factors

Just over three in five Australians (64%) agree that VET's ability to give you a *'head start on your career, whether you are still at or have completed secondary school or university, with qualifications that are in-demand by employers'* is a reason to consider VET.

With many people assuming VET is only offered at a secondary school level, knowing that it is available at different life stages is appealing and explanatory in one statement.

Some secondary school students are cognisant of the time and financial pressures of further study. A head start on their career can help to mitigate these concerns.

*"Getting into the workforce early sounds good to do. Because if you get into the workforce early, you can start building your life earlier. You might not miss out on things. If you just come out of uni after a four year course and you've got a huge debt as well, you can't really get started in life without worrying about your debt."* (15-17 years, metro)

*"It's telling you that you can jump into your career and there will be no long-term studying, like there is in uni, I know some you have to study for several years, rather than going to TAFE, where you can do that for a certain amount of years and jump into the industry you want to be in."* (15-17 years, metro)

Others have grown tired of study towards the end of secondary school:

*"You might just want to start working. Some people might want to be done with school, they're sick of it and want to get into work and actually do something earlier."* (15-17 years, metro)

Conversely, career paths in an emerging industry are met with some hesitancy.

While 64% agree that opportunities to reskill in an emerging industry you may not have thought of is a reason to consider VET, some have concerns about the viability of an emerging industry:

*"Doesn't give me a whole lot of confidence, I don't want to be in an emerging industry. I want something that is good to go. Emerging sounds unstable."* (Job seekers and reskillers, metro)

*"You have a small risk of that industry collapsing or not working out."* (15-17 years, metro)

With COVID-19 highlighting the importance of job security and stability, in-demand industries are met with more positivity than emerging ones. They carry less risk.

*"It's the certainty behind it. In-demand implies that they don't have enough people, whereas emerging, you don't kind of know well what it might look like, like the stock market. If it needs more people it implies you'll get a job straight away."* (Secondary school teacher, metro)



## Fast and rapidly growing occupations and industries provide the same confidence as in-demand

Over two thirds of Australians (68%) would consider VET because the *‘courses can help you to upskill or retrain in exciting new fields that are rapidly growing’*.

Words such as upskill and retrain resonate with people already employed and job seekers who have been employed. Upskilling is seen as a way to stay relevant in a current job.

*“At university you’re going and doing a whole three year slog but upskill sounds like something you could do part time while you’re working and would keep you up to date.”*  
(Job seekers and reskillers, metro)

Courses in ‘rapidly growing’ fields implies that there is plenty of opportunity to gain employment.

Over half the population (59%) would consider VET because it *‘provides high-level, specialist knowledge and skills that are in demand in the fastest growing occupations in Australia at the moment’*.

Fast growing occupations, like in demand industries and rapidly growing ones, provide some level of confidence that there is increasing opportunity to be employed. The jobs in these areas feel somewhat secure because they are growing, rather than just starting out or emerging.

*“There’s a lot of positivity to get a job. Whereas emerging might be a new career or vocation starting, but there may not be a guarantee.”* (Secondary school teacher, metro)

*“I know the areas of studies I’m looking into are in-demand industries, that robots can’t do, I don’t want to go and study a course for four years and finish and that job is obsolete. I just don’t want to put time and effort into something that is not going to be a career in the future.”* (Job seekers and reskillers, regional)

The word ‘specialist’ suggests that VET offers a premium set of skills that cannot be taught elsewhere. Such sentiment challenges current perceptions of VET that it provides a very basic skill set.

*“I liked how it emphasised its high-level skill, it’s specialist knowledge, it’s not this dodgy side gig... I think a lot of our kids have been told university is where you learn proper stuff. This will be Australia-wide and worldwide recognised training. I guess high level specialised knowledge and skills makes them feel like it’s a proper education choice for them.”*  
(Secondary school teacher, regional)

*“It sounds sophisticated compared to the other ones. The way it is worded, the skills in demand... Very practical. Specialist knowledge and skills – I think of high-level education.”* (18-24 years, regional)

Indigenous Australians are significantly more likely to strongly agree that the high-level, specialist knowledge and skills that VET provides in demand, fast growing occupations in Australia is a reason to consider VET.

# Facts that demonstrate the value of VET qualifications to employers are most highly regarded



## Facts about VET impact on opinion (%)

Total more positive  
(a lot + a little)

VET qualifications can lead to great jobs with high rates of pay. For example, 95% of graduates who achieved a Certificate IV in Engineering were employed after training. Those employed in their first full-time job after training had a median annual salary of \$84,400.



65

More than 80% of young adults who did a short spell of post-school education or training (such as a VET certificate of diploma), were in full-time work by the time they were 25 years. This compares to 64% of those who studied at university first.



63

Research has shown that students who completed training in Australia's VET system enjoy strong employment opportunities upon graduation, for example 59% of VET graduates improved their employment status after training.



62

VET provides training for many in-demand careers in fast growing industries like human care, digital technology, e.g. cyber, artificial intelligence, robotics and drones - that don't require university education.



61

VET courses cover a wide array of job opportunities in industries as diverse as administration, human care, hospitality, technology, engineering and digital technology.



60

Most of the projected jobs growth over the coming years to May 2023 is in the more highly skilled occupation groups such as managers, technicians and trades workers and personal service workers. Jobs in these groups often require post-school qualifications attained through VET or higher education.



58

People who have been trained in VET may start off with a hands-on role, but they often move on to become business owners or get roles in big organisations as managers and supervisors.



56

■ A lot more positive ■ A little more positive ■ Makes no difference ■ A little more negative ■ A lot more negative ■ Can't say

## Many of the target audiences are significantly more likely to feel more positive about VET on provision of facts



Upskillers and reskillers, education professionals, study returners, parents, those who are ‘definitely aware’ of JobTrainer and those who have undertaken a VET course or subject are **significantly more likely to feel more positive towards VET** after learning most facts.

Among younger Australians aged 15 to 24 years these facts work equally as well as they do for the population on average.

Indigenous Australians are **significantly more likely to feel more positive about VET after learning:**

- ✓ Most of the projected jobs growth over the coming years to May 2023 is in the more highly skilled occupation groups such as managers, technicians, trades workers and human care workers. Jobs in these groups often require post-school qualifications attained through VET or higher education.
- ✓ Research has shown that students who completed training in Australia’s VET system enjoy strong employment opportunities upon graduation, for example 59% of VET graduates improved their employment status after training.

# Statistics that demonstrate employability provide some assurance that VET will be worth it



Statistics that demonstrate strong employment outcomes for VET graduates garner the most positivity:

- *VET qualifications can lead to great jobs with high rates of pay. For example, 95% of graduates who achieved a Certificate IV in Engineering were employed after training. Those employed in their first full-time job after training had a median annual salary of \$84,400 (65% feel more positive about VET after learning this).*
- *More than 80% of young adults who did a short spell of post-school education or training (such as a VET certificate or diploma), were in full-time work by the time they were 25 years. This compares to 64% of those who studied at university first (63% more positive).*
- *Research has shown that students who completed training in Australia's VET system enjoy strong employment opportunities upon graduation, for example 59% of VET graduates improved their employment status after training (62% more positive).*

These statements can provide evidentiary support to help overcome the most prevalent concerns about VET and employability.

*"That's the main goal of most people – employment, career and future. I think if people see the statistic that you're more likely to get employed straight away when you do a VET course, then that's a really attractive thing." (15-17 years, metro)*

*"The statistics really intrigued me because they were higher than university. If you can do a similar course and not get the huge HECS and time, so you're younger when you graduate and get full time work, than that appeals to me." (18-24 years, metro)*

*"That's what I want, to get straight into a job. And the statistics on it. I don't want to do a course just for fun, I want to do something to get into a career." (Job seekers and reskillers, regional)*

*"I like how it involves statistics. A bachelor degree doesn't always guarantee you the full time job. There are more successful rates in terms of getting a full time job. Uni is the first thing you think of. Now it's so hard these days a degree, doesn't guarantee you a full time job. If VET gives you an 80% chance, I'm happy to lean that way." (18-24 years, metro)*

*"I guess the idea behind it was for my son who thinks university is the be all and end all, and might not get in, so to be able to show him that if he doesn't get in, he has a higher chance of being full time employed by going through a VET / TAFE course than he does at uni, anyway." (Parents, regional)*

# Statistics that put an age cap on employability risk limiting appeal



In order to ensure broad appeal among the varying audiences, consider use of statistics that do not reference age with employability. Australians aged 25 to 44 years are significantly less likely than average (56% compared to 63%) to feel more positive after learning that *'more than 80% of young adults who did a short spell of post-school education or training (such as a VET certificate or diploma), were in full-time work by the time they were 25 years. This compares to 64% of those who studied at university first.'*

*"It is reminding me that there is going to be a lot of young people there and I'm 30 and I need a job."* (Job seekers and reskillers, metro)

Suggestions were made to use a statistic that references employability after graduating (regardless of age) if available.

There is also some understanding that university courses generally take longer than VET courses, meaning some university students would not have graduated by the age of 25.



# Demonstrating the range of courses available challenges existing perceptions of VET



The variety of occupations and industries VET caters to increases positivity among six in ten Australians:

- *VET provides training for many in-demand careers in fast growing industries like human care, digital technology, e.g. cyber, artificial intelligence, robotics and drones - that don't require university education (61% more positive).*
- *VET courses cover a wide array of job opportunities in industries as diverse as administration, human care, hospitality, technology, engineering and digital technology (60%).*

This is new news. Many of the industries and occupations mentioned, such as cyber, robotics and engineering are assumed to be associated with universities.

*"This [industries] surprised me, I thought you had to go to university for that but apparently not." (15-17 years, regional)*

*"Wow, I didn't know you could do that in those things. I think that's opening up their eyes to that this is a wide-ranging study choice." (Secondary school teacher, regional)*

Communicating the variety of courses available through VET will be important in order to inform people about what VET is and correct misconceptions.

*"Now I know what qualifications VET does and I didn't know that before. It's just what they offer. What they can help you with. If you have an interest in one of those topics, you'd be more inclined to do more research into it." (18-24 years, metro)*

*"It gives a good rundown of the courses offered. If you know what they're offering, it's easier to make a call on it." (Job seekers and reskillers, regional)*

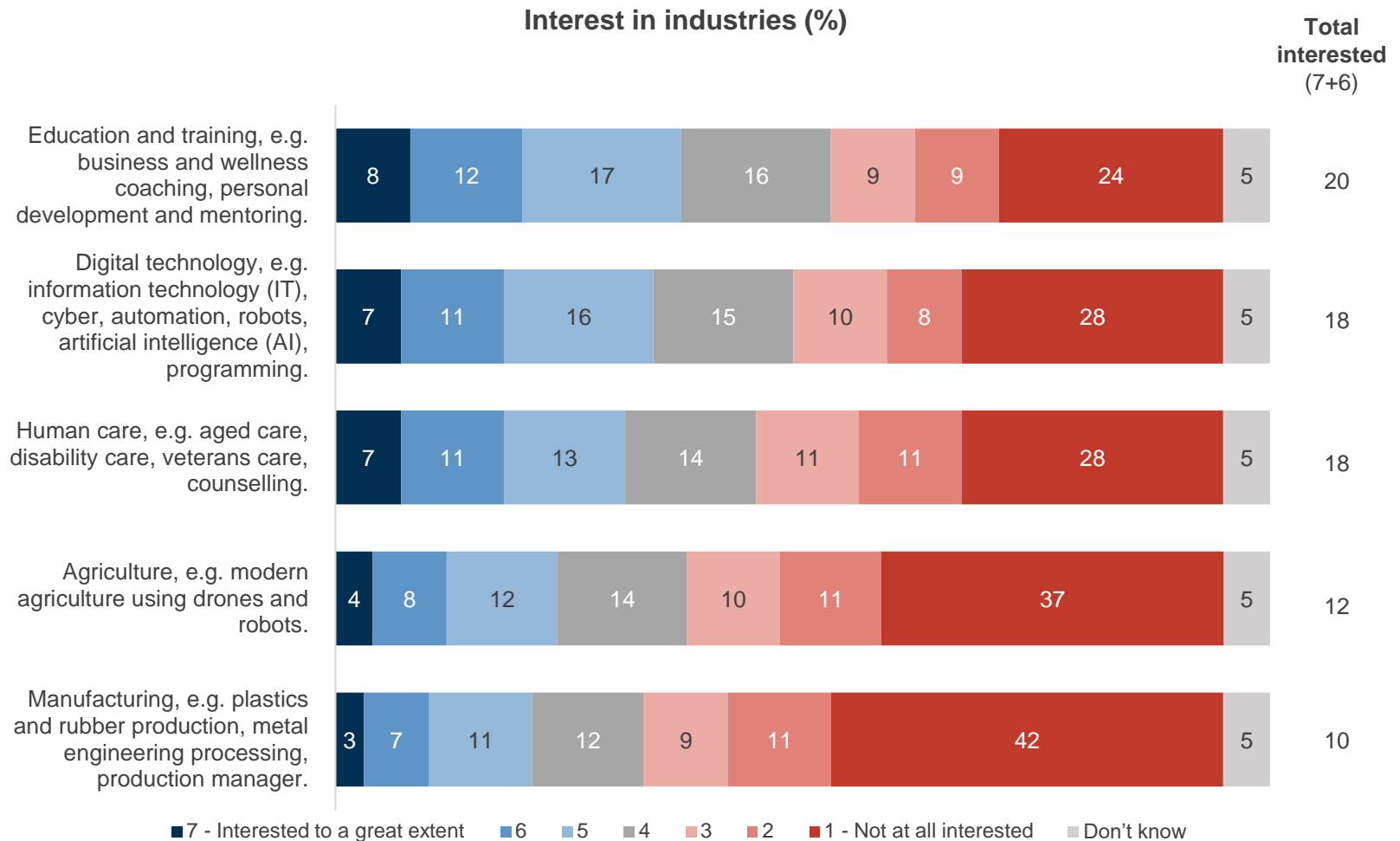
*"I've learnt a lot in this session. I think it has this stigma and stereotype that it's just beauty and trades and that's kind of what it is. Looking at this list, there's so many other options and pathways involved with it." (15-17 years, metro)*

*"I think a lot of students get a bit narrow minded about what it does provide. It's good seeing a list of different occupations and areas to go into." (Secondary school teacher, regional)*

The fact that 'VET is not just for 'tradies'; it's also for many exciting careers you may not have thought of' also has one of the highest levels of 'strong agreement' (27%) as a reason to consider VET.

*"They're more relevant industries, there are trades but the newer IT jobs are offered there too. It's possibly not widely-known that these things are offered." (Job seekers and reskillers, regional)*

# Australians are most interested in finding out more about careers in education, digital technology and human care



# ATSI audience are keen to find out about careers or jobs in human care and education and training



Total interest (rating 7 + 6) in finding out more about a job or career in different industries (%)  
Differences among demographic cohorts

	Total (n=2,000)	15-17 years (n=215)	18-24 years (n=316)	Job Seekers (n=249)	Upskillers / reskillers (n=416)
Education and training, e.g. business and wellness coaching, personal development and mentoring.	20	18	27	31	36
Digital technology, e.g. information technology (IT), cyber, automation, robots, artificial intelligence (AI), programming.	18	20	20	28	28
Human care, e.g. aged care, disability care, veterans care, counselling.	18	24	28	26	28
Agriculture, e.g. modern agriculture using drones and robots.	12	12	15	14	21
Manufacturing, e.g. plastics and rubber production, metal engineering processing, production manager.	10	10	15	16	18

# Many of the industries that VET offers careers in are appealing to those looking for jobs or returning to study



Total interest (rating 7 + 6) in finding out more about a job or career  
in different industries (%) (cont'd)  
Differences among demographic cohorts

	Total (n=2,000)	ATSI (n=124)	CALD (n=454)	Still stood down or lost job due to COVID-19 (n=126)	Definitely aware of JobTrainer (n=453)	Study returners (n=172)
Education and training, e.g. business and wellness coaching, personal development and mentoring.	20	35	24	31	27	32
Digital technology, e.g. information technology (IT), cyber, automation, robots, artificial intelligence (AI), programming.	18	31	31	23	24	18
Human care, e.g. aged care, disability care, veterans care, counselling.	18	39	26	28	25	26
Agriculture, e.g. modern agriculture using drones and robots.	12	29	19	19	19	15
Manufacturing, e.g. plastics and rubber production, metal engineering processing, production manager.	10	24	18	17	15	11

Department of Employment and Workplace Relations - Documents released under FOI

375

Significantly higher than the total at the 95% confidence level.

Q11c. Please indicate the extent to which you are interested in finding out more about a career or job in this industry.

Base: All respondents (n=2,000)

# New information about VET's high-tech offerings prompts a shift in thinking



Finding out about the diverse range of jobs and industries covered by VET courses is a revelation. People typically associate leading edge technologies such as IT, cyber, drones, robots and AI, with universities.

*"I was a bit gobsmacked with IT. I assumed with IT that you had to go to uni, that was a bit of new information for me. I never thought you could do TAFE or a VET qualification with IT."* (Parents, regional)

*"I have worked with AI and digital tech and those are things that I had associated with university and not with VET, so this opened my mind."* (Job seekers and reskillers, metro)

Learning that digital technologies are on offer in the VET system and pondering the nature of the jobs this type of training can lead to, prompts a shift in thinking. Reflecting on the fact that these advancing technologies are hands-on but also increasingly automated, leads some people to understand why they are a logical fit within vocationally oriented institutions, not just academic ones.

*"If you look at the IT, it says cyber, robots and all those things you would automatically assume were university type things. They're hands-on application devices, it makes sense for it to be in."* (15-17 years, regional)

*"I think the way everything's being automated, maybe there are more jobs and it's more broad than what we thought 10 or 20 years ago. I didn't know those things would be available through VET, but the more I thought about it in the discussion, I guess maybe there are more entry-level jobs you can get in those industries."* (Parents, metro)

The re-framing of farming as a modern context where drones and robots are used, is also new.

*"Modern agriculture... using drones and robots...you think about farming but then you read that statement there and it changes."* (15-17 years, regional)

Furthermore, these types of jobs are perceived as likely to be increasingly in demand in the future.

*"It is all to do with rapidly growing sectors – this is important because they are jobs of the future."* (Job seekers and reskillers, metro)

*"I guess it's kind of cool seeing jobs of the future. We're talked about AI, robots and all that, they're new courses and an emerging industry that will be quite prevalent in the future."* (15-17 years, metro)

Most key audiences, such as school leavers, Indigenous Australians and upskillers and reskillers are significantly more likely to show interest in many of the industries that VET offers jobs and careers in.



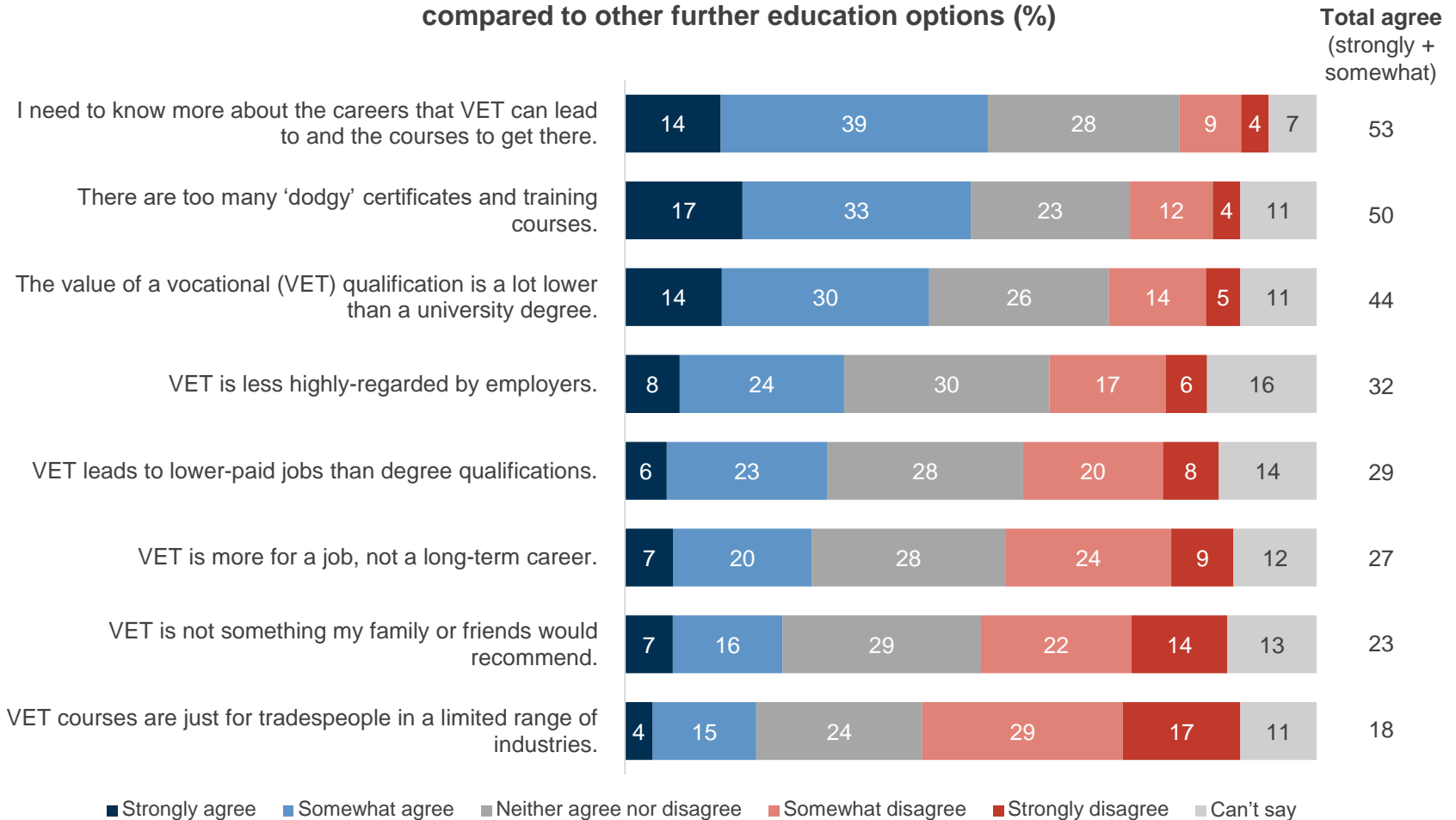
# Barriers to VET



# VET’s greatest barrier is that people simply do not know what it can lead to



## Agreement with reasons VET might not be as good compared to other further education options (%)



Department of Employment and Workplace Relations - Documents released under FOI  
 Q9. To what extent do you agree or disagree with each of the following statements that suggest Vocational Education and Training (VET) might **not be as good** compared to other further education options?  
 Base: All respondents (n=2,000).

# Younger Australians are more likely to agree with many of the reasons that suggest VET is a lesser option



## Total agreement (strongly + somewhat) with reasons VET might not be as good compared to other further education options Differences among demographic cohorts

53% of people agree “**I need to know more about the careers that VET can lead to and the courses to get there**”. This is significantly higher among:

- Unsure which job or career to pursue: **65%**
- Study returners: **64%**
- Job seekers: **64%**
- 15-17 yrs: **62%**
- 18-24 yrs: **61%**
- CALD: **60%**
- Upskillers / reskillers: **59%**

50% of people agree “**There are too many ‘dodgy’ certificates and training courses**”. This is significantly higher among:

- 65+ yrs: **60%**
- Definitely aware of JobTrainer: **60%**
- Know something about VET: **55%**

44% of people agree “**The value of a vocational (VET) qualification is a lot lower than a university degree**”. This is significantly higher among:

- 18-24 yrs: **53%**
- Education professionals: **53%**
- CALD: **52%**

32% of people agree “**VET is less highly-regarded by employers**”. This is significantly higher among:

- Took up study because of COVID-19: **44%**
- 15-17 yrs: **41%**
- Undertaken a VET subject of course: **41%**
- 18-24 yrs: **39%**
- CALD: **39%**
- Definitely aware of JobTrainer: **39%**

29% of people agree “**VET leads to lower-paid jobs than degree qualifications**”. This is significantly higher among:

- ATSI: **43%**
- 15-17 yrs: **39%**
- Unsure which job or career to pursue: **39%**
- Definitely aware of JobTrainer: **37%**
- Undertaken a VET subject or course: **37%**

27% of people agree “**VET is more for a job, not a long-term career**”. This is significantly higher among:

- 18-24: **38%**
- Job seekers: **35%**
- Upskillers / reskillers: **35%**
- CALD: **35%**
- 15-17 yrs: **34%**
- Definitely aware of JobTrainer: **33%**

23% of people agree “**VET is not something my family or friends would recommend**”. This is significantly higher among:

- 15-17 yrs: **36%**
- 18-24: **32%**
- ATSI: **32%**
- CALD: **32%**
- Upskillers / reskillers: **32%**
- 25-44 yrs: **29%**

18% of people agree “**VET courses are just for tradespeople in a limited range of industries**”. This is significantly higher among:

- ATSI: **39%**
- CALD: **29%**
- 25-44 yrs: **26%**
- Parents: **25%**
- 18-24 yrs: **24%**
- Upskillers / reskillers: **24%**



# The greatest barrier to VET can be overcome with information

The most prevalent concern about VET relates to a lack of knowledge. Half the population (53%) agree that they *‘need to know more about the careers that VET can lead to and the courses to get there’*.

- Six in ten Australians feel more positive towards VET after learning about the variety of occupations and industries it caters to. This information can work to overcome the greatest perceived barrier to VET.

Half the population (50%) also agree that *there are too many ‘dodgy’ certificates and training courses* – this suggests that VET might not be as good compared to other further education options. Fears relating to ‘dodgy’ certifications and training courses stem from news media reports in the past about scams.

People want a qualification from an institution with a good reputation because they believe it assists with employability.

*“I think the most important thing is how it is regarded in that industry, for an employer to look at a piece of paper and say, is it a reputable training institute or a dodgy place? Just reputation, that people know of it, hear about it, understand it, they know it’s a reputable institution wherever the training’s coming from.”* (Job seekers and reskillers, regional)

Employers themselves talk about personal experiences they’ve had with some VET institutions and their graduates where the training was not up to an expected standard.

*“Honestly, I am reluctant to employ someone with a qualification from a private RTO over a college I have heard of. As we take on students I feel their preparation prior to coming to a workplace is minimal, and it’s not their fault, they have just been mentored poorly.”* (Employers)

*“TAFE and RTOs offer VET courses. I would do thorough research if selecting an RTO because sometimes I feel they are focused on getting numbers through the door rather than quality training. I have seen this with Certificate III and IV fitness certificates.”* (Employers)

# Perceptions that employers do not value VET qualifications undermine its value



There are concerns about employers' perceptions, that irrespective of the quality of VET courses there may be fundamental prejudice against VET and preference to hire university graduates.

- Just over two in five Australians (44%) agree that the value of a vocational (VET) qualification is a lot lower than a university degree.
- One third (32%) believe that VET is less highly-regarded by employers.

People are hesitant to invest their time and money into a further education option that does not stack up well against others. They see the main point of pursuing further education as a stepping stone to gaining meaningful employment and fear being overlooked by employers who prefer other qualifications.

*"You don't want to feel like you're putting in the effort and the money for something that is sub par to a university degree. If someone has a university degree I feel like they're not even going to look at me because they have a uni degree and I have a VET."* (Job seekers and reskillers, metro)

*"If the value of the qualification is less than a uni degree than I would be more likely to do a university degree. If it's not worth my time then it's not worth doing it."* (18-24 years, metro)

*"If I'm going to complete a VET course, and there's going to be a bias towards people who have done a uni course, it would be a waste of my time."* (Job seekers and reskillers, regional)

*"The whole point of doing any type of higher education is to try and get a job. If this is regarded less highly by employers, then straight away you're going to ask what the point is in doing it. Why would I do a course if at the end of it, if employers won't recognise it?"* (Parents, regional)

People imagine themselves in an interview setting where one person has a university degree and one person has a VET qualification and they are unsuccessful on the basis of this. It will take reassurance from employers that VET qualifications are valued to overcome these fears.

*"I wouldn't want to go into an interview thinking my qualification wouldn't hold up. It's worrying."* (18-24 years, metro)

*"If I have on my resume that I've done a VET course...if the employer turns you down because they go nah, not someone from TAFE, then it's all meaningless... you can't move up if it is not regarded well by employers."* (15-17 years, regional)

*"If you were to go to an interview, and jobs are so competitive, and they look at the two then they will be leaning towards university. It's about job security. That's why I like the percentage of getting a job compared to university courses. Because why are we doing this all to begin with? To get a job. If we do all these fancy degrees and can't get a job what's the point? It's about getting a job."* (18-24 years, metro)

# The idea that VET leads to lower-paid jobs than degree qualifications is most concerning to 15 to 17 year olds



Young Australians aged 15 to 17 years are significantly more likely to consider a high wage to be an important outcome.

The fact that *VET leads to lower-paid jobs than degree qualifications* ranks relatively lower down the list of reasons why VET might not be as good an education option. However, people aged 15 to 17 years are significantly more likely to agree with this concern (39% compared to 29% on average).

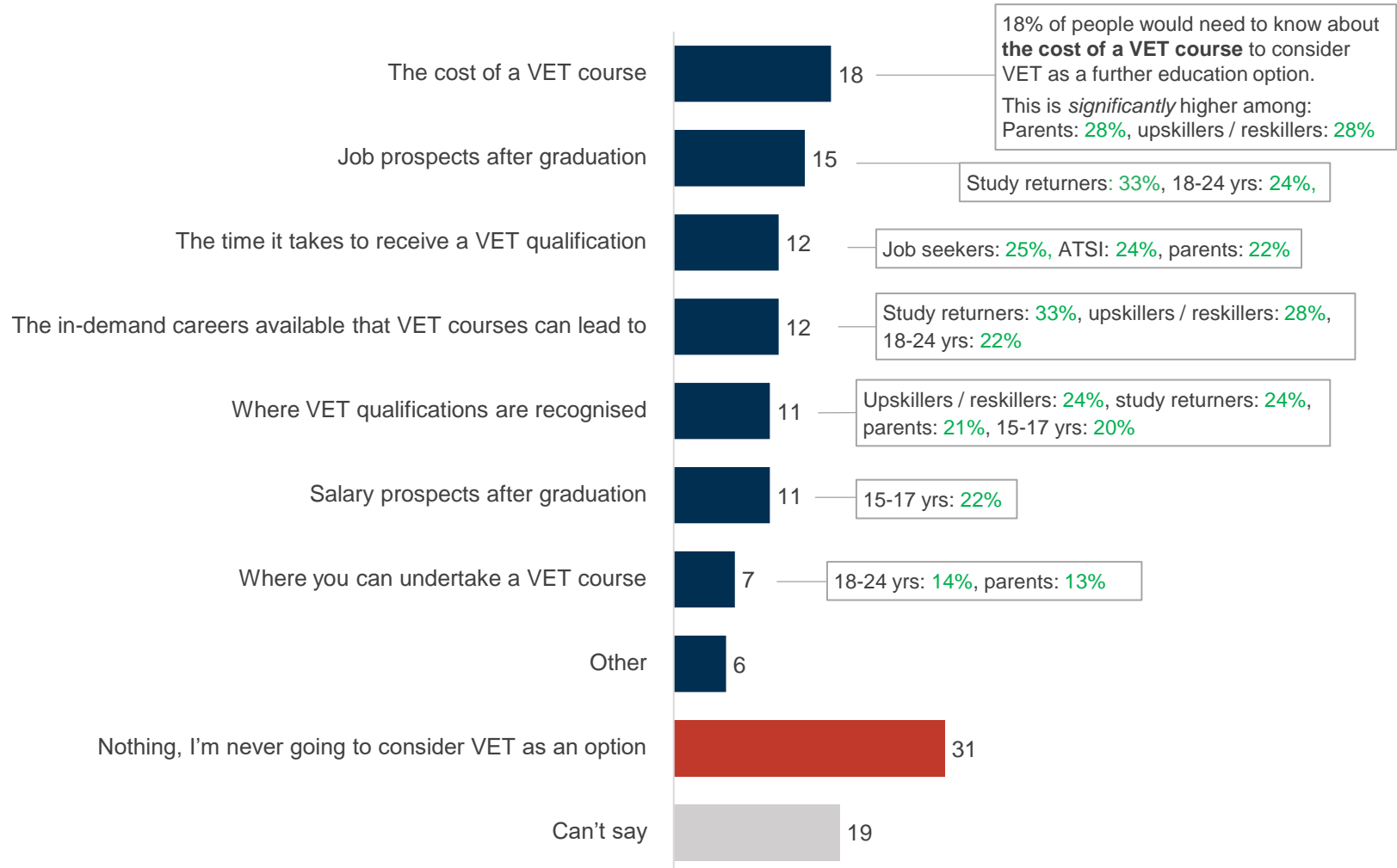
*“Everyone is driven by money at the moment, everyone wants to get this high paid job. I thought if someone reads that VET leads to lower paid jobs than degree qualifications, then no one will go to a VET course. Who wants to earn less money? No one will pick that.”*

(Parents, regional)

# People may consider VET if they knew about the cost of it and job prospects after graduation



**Information needed to consider VET as a further education option (%)**  
(among those who are not likely to consider VET)





# Job prospects a more important consideration among Australians aged 18 to 24 and study returners



Required information to consider VET is in line with the most prominent concerns Australians have relating to education and employment:

- The cost of a VET course (18%); and
- Job prospects after graduation (15%).

Job prospects are significantly more important to younger Australians aged 18 to 24 years (24%, compared to 15% on average) and study returners (33%). They also want to know about the in-demand careers available that VET courses can lead to. Without this information, they are hesitant to invest time and money into a further education option.

Many people would like to hear from employers themselves to validate job prospects:

*“A face that said – I am the owner of a factory or a firm or a blah blah and I think this VET course is really good, whereas if it was a really large well known thing like CISCO or IBM, IBM approves this AI course I would be down for this, that would satisfy me.” (Job seekers and reskillers, metro)*

*“Businesses would need to be talking about it and saying yeah we’re looking for people with VET qualifications.” (15-17 years, regional)*



# Engaging with employers

# COVID-19 has had both positive and negative impacts on employee recruitment



The impact of COVID-19 on recruitment practices has been mixed. The most prevalent changes have been:

- Having to interview people via zoom, which many employers find difficult. It dilutes their ability to see what the candidate is like ‘face to face’.
- For some employers who work in hands-on industries, such as hospitality, their ability to train staff is hampered by social distancing practices and the need to wear face-masks.

*“The COVID-19 situation has made it hard because you have to do the social distancing and also wear a mask which can be very uncomfortable. The social distancing makes it harder especially when you are showing a candidate around the huge premises and making sure that distance is kept at all times.” (Employer)*

- More unemployed people has resulted in more job applications for available positions. Increased competition has made it harder for some employers to wade through the applications and select the right candidate.

*“It has been hard to find people to work, many people moved on and many are looking, so there is a lot of competition.” (Employer)*

- Some employers are finding they have candidates applying who exceed their expectations. This concerns some who feel they will not stay in the job long-term.

*“COVID-19 has actually brought in a huge influx of candidates – in fact, people who way exceed expectations but were made redundant. It’s hard to see, and it makes things complicated because now we get 200+ applications for roles where we would ordinarily get 30. I also have to consider someone highly qualified may give brilliant value for money, but will they stick around?” (Employer)*

*“COVID-19 allowed us to hire the new night manager as he was working in a front line role having lost his job due to a closure of a hotel. If the hotel had not shut then he would still be working there and would not have applied for a manager role.” (Employer)*

*“COVID-19 has been strange, in the way that it has just kept changing the amount and type of workers available. Depending on the specific circumstances of the pandemic, there have been, at times, too many workers to choose from, and people who are overqualified are looking for anything they can get. At other times, when venues have started to increase their earning potential, there have been seemingly no available workers. It’s interesting.” (Employer)*

Other businesses have chosen to cease hiring of staff until the economy recovers further.

*“Due to COVID-19, we are putting our hiring on hold for the time being till the economy picks up.” (Employer)*



## Problems with available staff

Some employers face issues regarding suitability of available candidates. These have to do with:

- A disconnect between candidates' CVs or cover letters and the way they present in interview.
- Graduates' skill set not commensurate with their awarded qualification, especially from RTOs that are perceived to focus on quantity over quality.

*"I am finding burnout within education, so we are losing the strong candidates. Also, many who might appear to have well-written resumes but then do not present well in an interview. Other issues include poor mentoring at other services and perhaps our expectations being high with being a quality preschool. We feel that many students are having qualifications approved despite not being fit for education. Maybe too many RTOs with the vision of turning over as many students as possible. We have had many applications where people describe their love for children but do not respond well to the cover letter of the selection criteria." (Employer)*

- Difficulty finding people who fit a role, business and overall culture on all necessary dimensions.

Others report minimal difficulty finding and inducting new staff. They tend to rely on a combination of word-of-mouth/ recommendations, qualifications, candidate experience and general rapport. Emphatically, they do not rely on how a candidate appears 'on paper' as this can be misleading.

In some industries, employers are bound by legal requirements to employ candidates with specific qualifications, such as those awarded by a TAFE. Those who hire candidates from TAFEs and other further education providers express preferences and aversions for candidates from particular providers. These are shaped by their own experiences with people from these institutions as well as the providers' overall reputations.

*"We have had success with a couple of candidates who were studying at [institution]. We received a training grant from the Government for taking on apprentices. The [institution] course seems quite useful as an introduction to commercial cookery, though an apprentice in a kitchen without any real experience is quite a big job and requires a lot of hands-on training." (Employer)*

*"I would say that I don't know a whole heap about the difference between the above four options. We have had several apprenticeships occur at the cafe. These were done through [institution] and we found them to be very useful and overall reliable. We tried [institution] a few times to try and find apprentice chefs and mostly found them to be unreliable." (Employer)*



## Views on VET and concerns about RTOs broadly in line with the general public

Employers are reasonably familiar with TAFE and VET, though there is lack of clarity regarding the differences between them, and around related terminology.

*“I thought TAFE delivered VET courses, and RTOs can also deliver VET courses. I believed TAFE to be a VET training provider, albeit with a larger range of courses, subsidised costs, and larger campuses.” (Employer)*

*“In all honesty, I don’t know what the difference is. I assume VET is on the job training whereas TAFE would be more theory based. I have seen it mentioned a lot lately in advertisements due to COVID and offers of people to upskill or reskill.” (Employer)*

The extent to which employers are able to accurately explain VET and TAFE, and their perceptions of VET, are heavily influenced by their business and its requirements.

*“Don’t really know the difference between the two to be honest as we have no need to know the difference. We have to take TAFE accredited candidates.” (Employer)*

*“I am aware of VET and very much like the program. It gives me confidence that the people that I bring on with this are career orientated and committed. They will have the basics already and the head for the industry. I would take someone with a VET over anyone else.” (Employer)*

There is awareness that VET is workplace or industry oriented and intended to prepare people for specific jobs.

*“VET is training that is meant to simulate situations that would occur in a particular job or industry and is intended to help people to be trained to know what to do and what is needed when those situations arise.” (Employer)*

VET is associated with a range of providers, both TAFEs and RTOs. Employers are more familiar with TAFE and tend to trust them more so than RTOs. This finding validates the concerns among the general public that employers prefer institutions that they have heard of and know to be reputable.

*“VET enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. Providers of VET include TAFE institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET.” (Employer)*

*“Have heard about it. TAFE is partially funded by the NSW Government. VET is the private RTOs who may get some access to funding.” (Employer)*

*“I would prefer a TAFE or government institution as opposed to a private RTO. I am concerned about the quality of the course through a private RTO. I feel TAFE may have a better reputation and offer more options.” (Employer)*





# Engaging with ATSI



# ATSI people have similar perceptions of VET to the general public but more likely to want to undertake it



Knowledge of VET among ATSI people is similar to that of the general public, with 66% saying they either ‘know a little bit’ or ‘know a lot and could explain it to others’ (compared to 65% among the general public).

*“My only knowledge of VET is that it can be done as an alternative or alongside VCE and that it is vocational, ‘practical’ in nature rather than ‘book learning’.” (ATSI)*

ATSI people are also just as likely as other Australians to consider VET a worthwhile thing to do to help get a job or succeed in their chosen field (46% compared to 47% among the general population). However, they are significantly more likely to choose the VET route.

- 71% of ATSI people are ‘somewhat’ or ‘very likely’ to undertake a VET course or program (compared to 46% among the general population).

*“VET courses can give a student a good taste of a career that they like.” (ATSI)*

Among the ATSI cohort there is relatively high recall of advertising and media coverage about VET.

- ATSI people are twice as likely than the general population to have ‘definitely read, seen or heard something in the media’ about VET (29% and 14% respectively).

ATSI people’s overall favourable outlook towards VET and TAFE corresponds to them being slightly less knowledgeable about university and more likely to consider it not worthwhile, compared to others.

*“I believe doing nursing courses at TAFE would be more flexible at the moment and cheaper than completing a university degree.” (ATSI)*

There are concerns about unreputable institutions, including online and RTO providers, and a greater level of comfort with the idea of TAFE.

*“I am wary of online options due to some poor examples I have seen. If it is a reputable provider attached to an established bricks and mortar university or TAFE college I would feel more confident.” (ATSI)*

# ATSI population is a receptive audience, familiar and comfortable with TAFE and tuned in to VET messaging



Aspirations range from relatively modest goals such as finishing or staying in school, to acquiring trade and academic qualifications in pursuit of career advancement and/or attaining senior roles.

COVID-19 has reminded people of what is important:

*“2020 has reinforced that happy and healthy need to be my aspirations for my children.” (ATSI)*

Flexibility is a paramount concern when considering potential further education options. ATSI people require options that will enable them to overcome the practical challenges of fitting education into their lives.

*“I am looking at study options that will fit in with a busy full time work and family schedule. The ability to study from home is a definite criteria for me so I can work around our schedules and be more time effective and not waste time travelling etc. It is probably not the best way to network, but this fits in better with our needs.” (ATSI)*

*“I prefer TAFE because I know it has the flexibility with online courses and varying times for classes.” (ATSI)*

*“I think any remote learning would be great and definitely something I would consider.” (ATSI)*

The ATSI community shares other Australians’ desire for stable and secure employment. There is a belief that work in the health and education sectors are realistically achievable options that can offer this.

*“Other potential options would be to consider TAFE or to consider face-to-face methods of study at uni. After the COVID experience there are certainly some occupations which are safer and I think give more stability, like health and education roles. These are what I am headed towards.”*

(ATSI)

Finance is a major consideration. There is a general assumption that various forms of funding and other financial support are available.

*“My daughter just finished her nursing degree at uni and she got a fair few scholarships due to being a solo mum and also Indigenous, and they let you pay off the uni fee once you start earning over a set amount.” (ATSI)*

Whilst going to university is a common aspiration, ATSI people do not seem to hold prejudice against or stigmatise the other further education options. Even if university is held in slightly higher regard, TAFE is still seen as a viable and acceptable pathway to where they want to go.

*“I would prefer uni as it is more credible and universally recognised. However, I do not mind if I was able to find the same in a lesser institution.” (ATSI)*

These factors, combined with their receptiveness towards various messaging statements and higher than average recall of advertising, makes the ATSI community a particularly receptive audience for communications promoting VET.

The image features large, dark blue letters 'N' and 'W' on the right side. The letters are filled with a glowing, intricate pattern of white and light blue lines, resembling a network or a star map. The background is white.

# Elevating the status of VET

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# Australian Government assistance



## Australian Government assistance

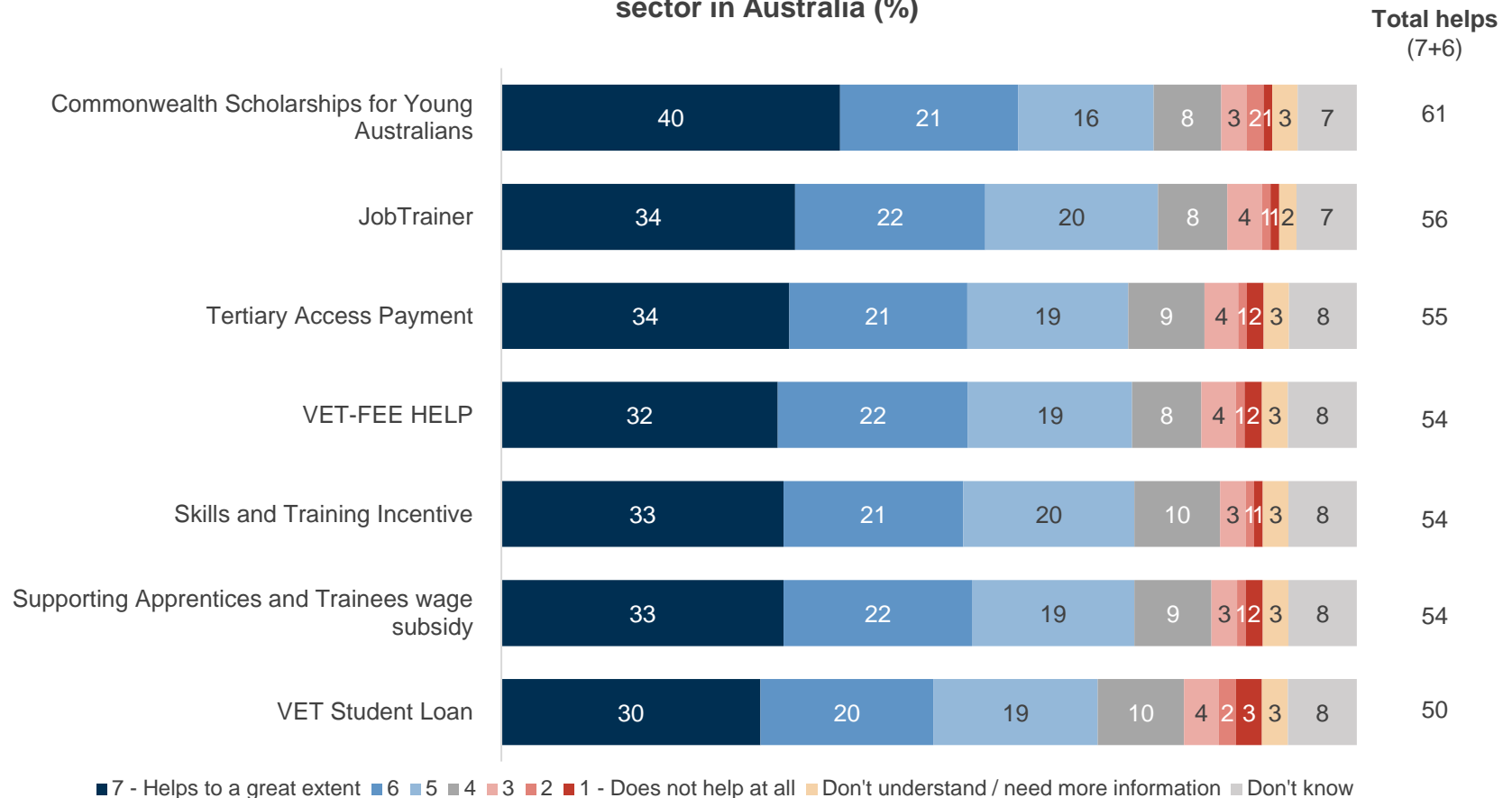
In both the qualitative and quantitative components of the research program, a number of forms of Australian Government VET assistance were evaluated. The following descriptions were used to explain each assistance measure.

Assistance	Description
<b>VET Student Loan</b>	<i>...assists eligible students pay tuition fees for approved higher-level (diploma and above) vocational education and training (VET) courses.</i>
<b>VET-FEE HELP</b>	<i>...when you undertake VET through university or an approved higher education provider, you can get a VET-FEE-HELP loan to pay all or part of your tuition fees.</i>
<b>Commonwealth Scholarships for Young Australians</b>	<i>...provides young Australians up to \$13,000 to study a vocational education and training (VET) qualification and complete a paid internship.</i>
<b>Skills and Training Incentive</b>	<i>...provides up to \$2,200 (GST inclusive) to jointly fund training to help mature age people build skills to remain in the workforce longer.</i>
<b>Supporting Apprentices and Trainees wage subsidy</b>	<i>...eligible employers can apply for a wage subsidy of 50 per cent of an eligible apprentice or trainee's wages paid until 31 March 2021.</i>
<b>JobTrainer</b>	<i>...free or low-fee training courses for job seekers and young people, including school ...leavers, so they can take advantage of subsidised training to learn skills for jobs in demand.</i>
<b>Tertiary Access Payment</b>	<i>...a one off payment of \$5,000 to help eligible students after year 12 or equivalent with the cost of moving to study.</i>

# Scholarships for young Australians are seen as most helpful



Extent to which Australian Government assistance helps to improve the VET sector in Australia (%)



Study returners are **significantly more likely** to think most of the proposed and current programs and initiatives helps to improve the Vocational Education and Training sector in Australia.

Q12. Below is a list of proposed and current programs and initiatives of the Department of Employment, Skills and Social Security and Training (DESE) under FOI. Please indicate the extent to which you think each of these helps to improve the Vocational Education and Training sector in Australia.  
 Base: All respondents (n=2,000).



# Government assistance is important in enabling students to undertake further education



Government assistance of all types is appealing. The high cost of TAFE courses, and potential need for up front payment, is a barrier that would prevent some people from undertaking further study.

*“It’s not so sexy paying \$10,000 for a TAFE course, it’s a lot of money to pay for something that people don’t deem as worthy. I know a lot of kids who are worried they won’t be able to pay \$10,000 for a TAFE course upfront so there would be a lot of people who don’t know about VET FEE HELP.”*  
(18-24 years, regional)

Scholarships are regarded as an especially attractive form of Government assistance.

*“They all really sound like great incentives. A scholarship kind of sets you up completely.”* (18-24 years, regional)

Half of the population (51%) claim to have heard of JobTrainer, including 23% who say they have definitely heard of it. Among those aware, it is viewed positively. The fact that the Government is choosing to fund courses to prepare students for specific industries confers legitimacy – it is seen as evidence that the Government anticipates demand for people who are qualified in the specific areas.

*“It’s for people like me who have lost their job, they’re trying to direct us into industries that need them.”* (Parents, metro)

*“It’s kind of saying, we’re going to help you do jobs which aren’t necessarily a luxury to have, but job-ready training. So, it kind of reinforces the credibility of TAFE or VET, because they’re saying, we deem this worthy of spending money on because we know you’re going to start working at the end of it.”* (Parents, metro)

VET-FEE HELP is not a term people have heard of. However, people are familiar with the concept of student loans and are broadly aware of the main features. There is an assumption that VET-FEE HELP would work similarly to HECS, with low or no interest and a deferred repayment arrangement, whereby repayments start once salary reaches a certain threshold.

*“It makes it easier to get kids into training. I had no idea you could do VET though HECS, certainly makes it more appealing, because that’s a real stumbling block for a lot of people.”* (Parents, metro)

*“I’ve heard of fee help, but not in relation to VET.”* (Teachers, regional)

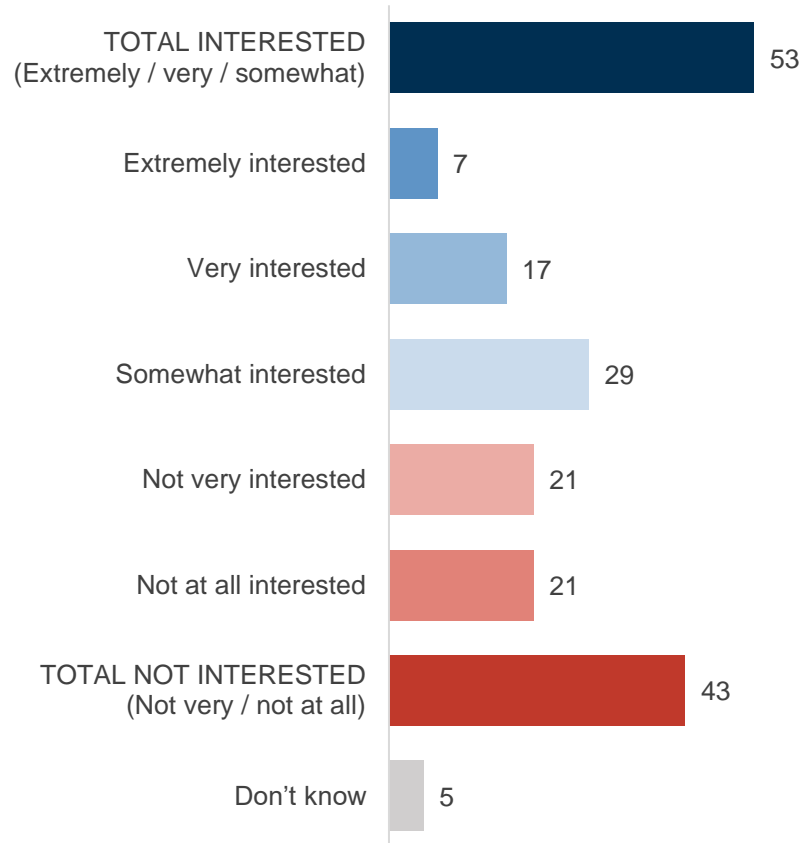


# Communications



# There is interest to learn more about VET

Interest in learning more about VET (%)



# Higher than average interest in learning more about VET among primary target audiences



## Interest in learning more about VET (%) Differences among demographic cohorts

	Total (n=2,000)	15-17 years (n=215)	18-24 years (n=316)	Parents (n=420)	Education professionals (n=214)	Job seekers (n=249)	Upskillers / reskillers (n=416)
TOTAL INTERESTED	53	64	70	67	49	70	84
Extremely interested	7	10	9	11	3	12	16
Very interested	17	18	26	21	12	21	29
Somewhat interested	29	37	35	35	35	37	39
Not very interested	21	25	20	14	27	18	11
Not at all interested	21	7	7	10	20	9	4
TOTAL NOT INTERESTED	43	31	27	24	48	27	15
Don't know	5	4	3	9	3	3	2

# More than eight in 10 of those looking to return to study are interested to learn more about VET



## Interest in learning more about VET (%) (cont'd) Differences among demographic cohorts

	Total (n=2,000)	ATSI (n=124)	CALD (n=454)	Still stood down or lost job due to COVID-19 (n=126)	Definitely aware of JobTrainer (n=453)	Study returners (n=172)
TOTAL INTERESTED	53	74	63	65	61	85
Extremely interested	7	22	12	8	15	11
Very interested	17	23	22	27	20	31
Somewhat interested	29	29	29	29	26	43
Not very interested	21	10	20	18	18	11
Not at all interested	21	9	13	14	20	2
TOTAL NOT INTERESTED	43	19	33	32	37	13
Don't know	5	7	4	3	1	1

Department of Employment and Workplace Relations - Documents released under FOI

406

Significantly higher / lower than the total at the 95% confidence level.

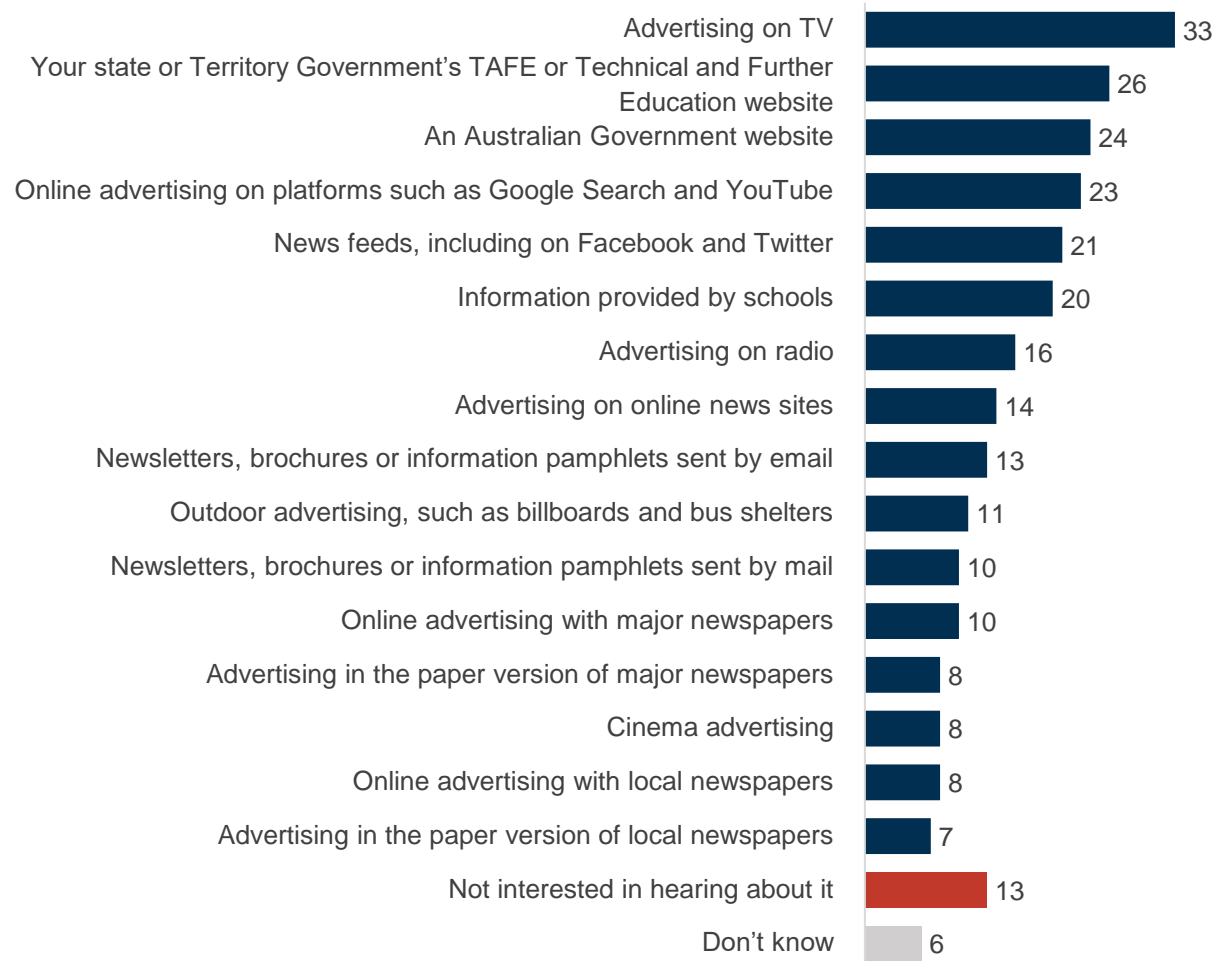
Q18. How interested are you in learning more about Vocational Education and Training?

Base: All respondents (n=2,000).

# Multiple channels can be used to provide information about VET



**Preferred communication channels for information about VET (%)**  
Multiple response



# Online channels are critical to reach many of the key target audiences



**Top preferred communication channels for information about VET (%)**  
Differences among demographic cohorts for highest ranked channels

	Total (n=2,000)	15-17 years (n=215)	18-24 years (n=316)	Parents (n=420)	Education professionals (n=214)	Job Seekers (n=249)	Upskillers / reskillers (n=416)	ATSI (n=124)	CALD (n=454)
Advertising on TV	33	32	29	36	34	34	37	37	31
Your state or Territory Government's TAFE or Technical and Further Education website	26	18	17	28	31	24	35	18	25
An Australian Government website	24	16	19	30	26	25	29	25	31
Online advertising on platforms such as Google Search and YouTube	23	36	33	20	24	34	32	22	28
News feeds, including on Facebook and Twitter	21	29	34	17	31	27	26	24	20
Information provided by schools	20	46	22	26	39	28	22	17	23
Advertising on radio	16	16	15	20	19	19	18	15	13
Advertising on online news sites	14	13	15	14	12	13	21	11	19

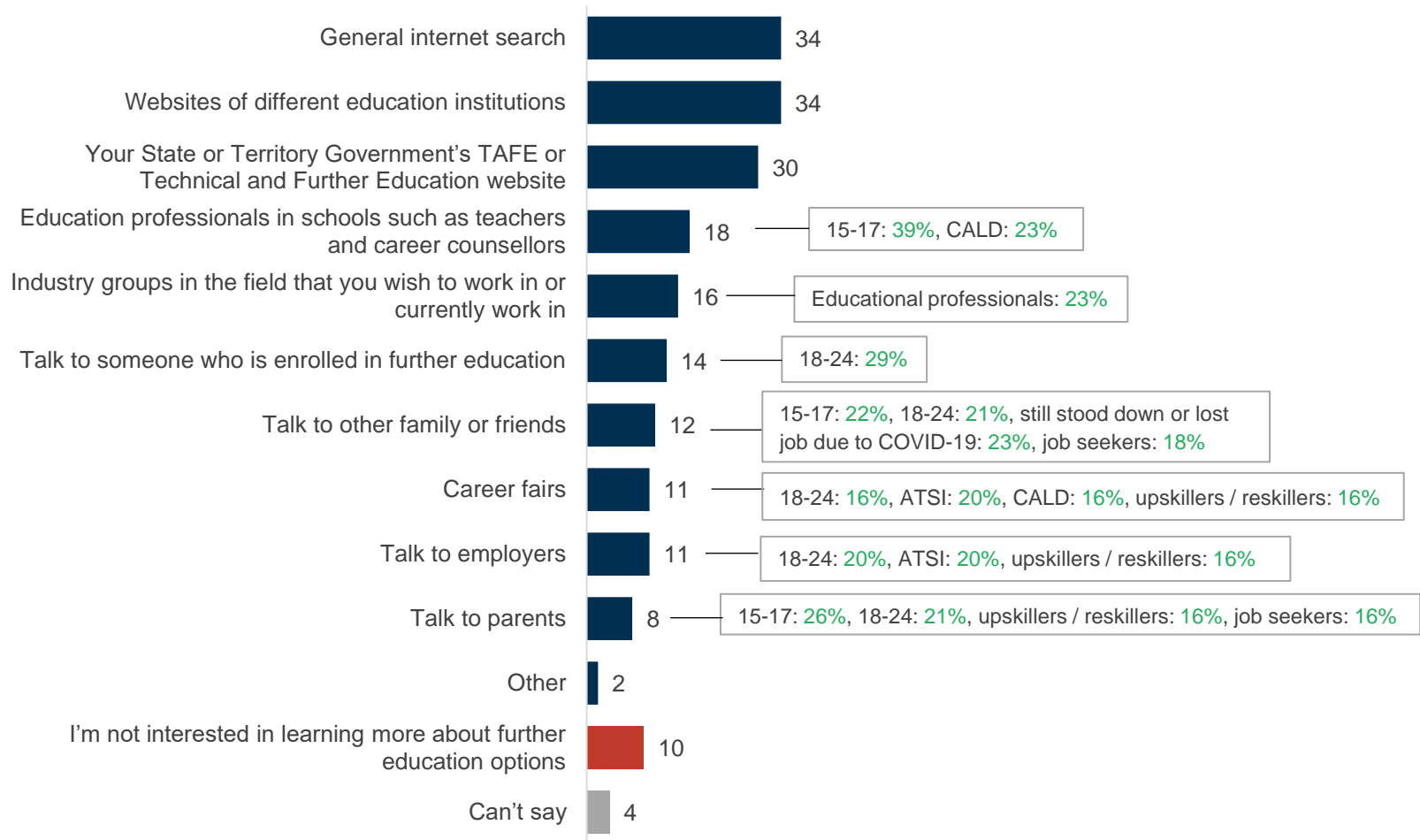
Significantly higher / lower than the total at the 95% confidence level. Department of Employment and Workplace Relations - Documents released under FOI  
Q19. If the Australian Government wanted to inform you about Vocational Education and Training, which of the following would be the best ways to communicate to you?  
Base: All respondents (n=2,000).



# People mostly look to websites for further education information; school students rely on teachers



**Further education information sources (%)**  
Multiple response – up to three





# There is interest in hearing from VET graduates and employers as VET advocates

Previous VET students who have completed their courses then gone on to enjoy rewarding and successful jobs are considered convincing spokespeople to promote VET.

*“I would say it would be good to hear from a VET student that has completed a course and is doing what they did in their course, to show that there are people that are successful, possibly without going to uni.” (15-17 years, metro)*

*“Actual real life examples. People completing their VET courses and getting into jobs.” (18-24 years, regional)*

There is appetite to hear testimonials from employers, on the basis that they ultimately determine whether a VET course leads to a job.

*“A face that said – ‘I am the owner of a factory or a firm or a blah blah and I think this VET course is really good’, whereas if it was a really large, well known thing like CISCO or IBM, ‘IBM approves this AI course’, I would be down for this, that would satisfy me.” (Job seekers and reskillers, metro)*

*“Employers saying that they find people with VET qualifications, that’s what they’re looking for, that they like the specificity and they value that.” (Job seekers and reskillers, metro)*

Celebrity endorsements are treated with suspicion. Paid actors with no connection to VET have little credibility. Communications that feature real people or organisations are perceived to be more believable.

*“I like the idea if it was someone from a smaller company but if they said who they were and where they were from, but you would have to be able to Google them and verify that they are a real person and not a paid actor.” (Job seekers and reskillers, metro)*

There is also interest in statistics or other evidence that demonstrates positive outcomes for people who have finished VET courses.

*“More of those statistics on people who have undertaken courses ending up in jobs.” (18-24 years, regional)*

It makes sense for schools to be among the channels that provide information about VET. Schools are an existing source of advice about further education options and can follow up answers to questions.

*“For me, it’s probably the school, that’s where our connection is at this point. So, getting some information from them, they’re probably the pivotal person for us. Having that advisor that you can go to with questions and things like that.” (18-24 years, regional)*



# Appendix: Demographics



## Demographics: Weighted

Age	%
15-17 years	4
18-24 years	20
25-34 years	9
35-44 years	16
45-54 years	17
55-64 years	17
65+ years	16

Gender	%
Male	49
Female	51

ATSI	%
Yes	3
No	97
Prefer not to say	1

State	%
NSW	32
Vic	26
Qld	20
WA	10
SA	7
Tas/NT/ACT	5

Area	%
Metro	68
Regional	32

The data set has been weighted to reflect the demographic makeup (by gender, age and location) of the Australian population. Relevant oversamples were weighted back to their known proportions.



## Demographics (cont'd)

Country of birth	%
Australia	70
United Kingdom	7
New Zealand	2
Germany	<1
Hungary	<1
France	<1
Other European	2
India	2
China	1
Korea	<1
Japan	<1
Other Asian	3
United States	1
Canada	1
Other Americas	<1
Other	6
Prefer not to say	2

Courses undertaken within immediate family (multiple response)	%
A Vocational Education and Training course at secondary school	10
A Vocational Education and Training course at some other place other than secondary school	14
A Technical and Further Education (TAFE) course	34
A course through a Registered Training Organisation (RTO), not a TAFE	19
An apprenticeship	20
An industry based or employer sponsored traineeship	8
Practical or hands on training in a trade, industry or chosen field	14
None of the above	29
Can't say	6

Highest level of education	%
Post Graduate Degree	22
Graduate Diploma / Certificate	8
Bachelor Degree	23
Advanced Diploma / Diploma	10
Certificate I-IV	13
Completed High School	14
Part High School or Primary School	6
Don't know / prefer not to say	2

Language other than English spoken at home	%
Yes	18
No	81
Prefer not to say	2



## Demographics: parents and education professionals

Parent / guardian status	%
Yes, I am a parent or legal guardian of a child / children	44
No	55
Prefer not to say	2

Child / children's level of schooling (multiple response – among parents / guardians)	%
My child is / children are younger than primary school age	16
Primary school	24
Secondary school	20
TAFE	2
Vocational Education and Training (VET) institution	1
University	14
My child has/ children have finished their schooling	37
Other	1

Secondary school sector of child / children (multiple response – among secondary school parents / guardians)	%
Government school	62
Catholic school	22
Independent school	17
Prefer not to say	1

Type of school worked in most often (among those who work in education and training)	%
Kindergarten/ creche/ early learning centre/ pre-school education	10
Primary school	4
Secondary school	9
University or other tertiary education institution	38
TAFE or other Vocational Education and Training (VET) institution	14
Other education institution	22
Prefer not to say	2

Secondary school sector worked in most often (among those working in a secondary school)	%
Government school	54
Catholic school	17
Independent school	27
Prefer not to say	2

Role in secondary school (among those working in a secondary school)	%
A school teacher	76
A school principal	3
Administration staff	8
Teacher's aide	8
Other	5
Prefer not to say	1

S8. Do you work in a...? Please note, if you work in multiple roles, please tick all that apply. / S9. Are you...? / S10. Is the secondary school you work in a...? / S11. Do you have children? / S13. What level of schooling was / were your child / children enrolled in this year? / S14. Which type of **secondary school** does your child / children attend?  
Base: All respondents (n=2,000).



## Demographics: employment

Employment status	%
Employed full-time	33
Employed part-time or casual	25
Self employed	5
Business owner	1
At home / Home duties	4
Retired – fully self-funded	7
Retired – part self-funded, part pension	4
Retired – full pensioner	4
Not retired – receiving Government payments	1
Unemployed – receiving government benefits	3
Unemployed – not receiving government benefits	3
Student	9
Prefer not to say	1

Employment / skills outlook (multiple response)	%
Currently seeking employment	12
Looking to change jobs into a new field	10
Looking to change jobs in my current industry	8
Looking to reskill in an area I have worked / am working in	8
Looking to upskill in a new area	15
Looking to return to study (if not already studying)	8
I don't know which job or career to pursue	7
None of the above	49
Prefer not to say	4

Working arrangements offered through business (multiple response – among business owners*)	%
Apprentices	12
Trainees	23
Interns or internships	16
Work experience for students	26
None of the above	58

S5. Which ONE of the following BEST describes your Department of Employment and Workplace Relations – Documents released under FOI

any of the following...

Base: All respondents (n=2,000).

\*Caution small sample size n=<30





## Demographics: employment (cont'd)

COVID-19 impact	%
I lost hours or income because of COVID-19	16
I got a job / took up a new job in my current industry because of COVID-19	6
I got a job / took up a new job in a new industry because of COVID-19	5
I lost my job permanently because of COVID-19	5
I was stood down temporarily from my job because of COVID-19, but I am back working now	5
I left the workforce because of COVID-19	3
I started an online short course because of COVID-19	3
I am currently stood down because of COVID-19	2
I went back to study (at a post-secondary level) full time because of COVID-19	2
None of these	63

**THERE ARE  
OVER  
25 MILLION  
PEOPLE  
IN AUSTRALIA...**

**FIND OUT  
WHAT THEY'RE  
THINKING.**

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s 22(1)(a)(ii)  
Founder  
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Director of Client Services  
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Managing Director  
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s 22(1)(a)(ii)  
Research Manager  
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*Issued: Wednesday 10<sup>th</sup> March 2021*

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