

Gippsland Tertiary Education Plan

December 2011

Report of the Expert Panel

Professor Kwong Lee Dow (Chair)

Dr Michele Allan

Mr John Mitchell

Published by Skills Victoria

Department of Education and
Early Childhood Development

Melbourne

December 2011

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2 Treasury Place, East Melbourne, Victoria, 3002.

ISBN 978-0-7594-0685-8

Accessibility

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This document is also available on the internet at
www.education.vic.gov.au

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Letter of introduction

Dear Minister

The Expert Panel you established on 21 March 2011 to develop a Gippsland Tertiary Education Plan is pleased to furnish this Report.

The Expert Panel has worked with its executive officers through commissioning relevant research and seeking submissions from all interested parties. We sought and held discussions with leaders in all Local Government Areas, with leaders in the tertiary institutions in Gippsland and in the schools sectors, and with those working on tasks and 'Roadmaps' associated with Regional Development Australia and Regional Development Victoria. Wider community consultations were held at various centres through Gippsland and the views we formed have been tested with key stakeholders.

As would be expected, the conclusions reached and the recommendations put to you are those of the Expert Panel, but care has been taken to fairly reflect views expressed by all parties and to document the studies and evidence from which we have drawn.

Of those who finish school in Gippsland and enter university soon after, a substantial majority leave home and most come to institutions in Melbourne. An important minority however, study locally from free choice, or from choice constrained by the high costs of living away from home, or from choice constrained by the entry scores (ATAR) they have obtained. The outcomes for these students are important in the future for Gippsland, for regional Victoria and regional Australia. Their education deserves to be as effective and relevant as possible. To this youth cohort is added mature age university students who are in work locally and who are constrained by family and employment to advance their knowledge and skills from home. To these are added a further group who are extending vocational skills and training and for whom every encouragement should be offered, from all appropriate institutions and settings. The bottom line is that hand in hand with opportunities in the capital cities, now more than ever before, opportunities for educational advance in regional areas warrant high priority. This is especially so in Gippsland, as rural communities seize the benefits offered by technology, including the NBN, and central Gippsland and nearby areas look for positive opportunities and funding in consequence of moves to a low carbon and clean energy future.

In this Report we propose two immediate innovations which should fit well with national and Victorian commitments to provide opportunities for more people at various stages of secondary and tertiary education and for people in jobs who seek to upgrade their skills. Particular help is needed for those from less advantaged backgrounds where aspirations have been lower than those among the community overall.

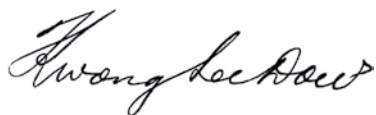
First, we see strength in a Gippsland based Council, focused on all tertiary education and training in the region, able both to bring the differing institutions and sectors into more effective connection, and to join education and training to the priority needs of industries and business. Now, in traditional and in emerging fields, innovation matters so much.

Second, we look to the establishment of six or seven technology enabled learning centres, situated within existing institutions in towns and cities in Gippsland. In these settings, modern distance education methodologies will encourage many to learn while remaining at home and at work, without the need to spend long hours commuting.

In a way these are modest proposals, which do not stand or fall on huge infrastructure costs or pose insuperable recurrent demands. They will fit with other initiatives already in progress, and should effect real change and assist many individuals. They fit with a future in which Monash University's Gippsland campus builds on its strengths, especially but not only in the health and medical area, becomes increasingly attractive and relevant to a wider Gippsland student body, and connects ever more effectively with GippsTAFE and all precinct partners already on its campus. At the same time we see Advance TAFE increasingly recognizing the advantages of coming closer to link across more of Gippsland, just as Chisholm TAFE with its primary commitments in outer south east Melbourne, might link its Wonthaggi campus both to south east Melbourne and within Gippsland as well. A time may come in the decade ahead when Monash University moves to create a University College, itself a potential forerunner of a stand alone Gippsland University further in the future.

The Expert Panel commends the Report to you and to the Government, and we express thanks to all who have contributed, in Gippsland and beyond. Thanks are particularly due to Michelle Canny and her team members within Skills Victoria for their undivided commitment and attention throughout.

Yours sincerely



Kwong Lee Dow



Michele Allan



John Mitchell

Executive Summary

The focus on the importance of regions is real and strong in both Commonwealth and Victorian governments, so at present much is going on connecting local government areas to both State and Commonwealth departments with major commitments and drivers in priority areas. This includes the regional development agencies¹, the national broadband network and education and training, to name a few.

In Victoria, probably no region is getting more attention than Gippsland, where the focus is to secure positive outcomes for people affected by the consequences for brown coal power generation in a low carbon and clean energy future. Education and training providers need encouragement to respond to the implications of this substantial contemporary issue. Joined up effort in research, in retraining and new education opportunities for mature workers, with innovative approaches to learning, and learning at distances from traditional settings must move to the top of the agenda.

These changes are occurring at a time when policy settings are emphasising the need to increase bachelor degree attainment and to increase participation in higher education from the low socioeconomic status (SES) quartile. Supported by demand driven funding, competition within the tertiary education sector needs to move to support overall growth in student numbers by collaborating to extend and create new, flexible modes of delivery.

Directions

A Gippsland Tertiary Education Council should be formed to build greater collaboration between providers and with industry. Gippsland is a geographically large area with a dispersed, ageing population. The region experiences a thinning of young adults as 18-35 year olds seek education and employment outside the region. Providers need to work together cooperatively to maximise participation rates. Improvements are needed in school retention rates, youth higher education participation rates and, as the population ages, improvements are needed to the overall qualifications profile of the Gippsland community.

To achieve these aims providers need to move beyond competition based on existing and historical patterns and shift to a dialogue that seeks growth in education and training across Gippsland. The Gippsland Tertiary Education Council is the first step to achieving this outcome.

Delivery of tertiary education is changing as technology use expands and improves. Blended learning is emerging as a real and strong contender to address issues of distance and thin markets in regional areas. A network of technology enabled learning centres should be established across Gippsland with the capacity to 'beam in' courses from other providers. It will be the responsibility of the Gippsland Tertiary Education Council to identify and broker arrangements for providers to deliver courses through these facilities. If well targeted and responsive to student needs these centres and the technological capacity that will accompany them will allow students flexibility in their study modes.

Students will be able to live locally for longer before needing to travel to complete advanced level courses. Students may be able to undertake portions of study at the technology enabled learning centres, while undertaking block or intensive units for practical sessions at the host university or vocational education and training (VET) provider. As technology is changing rapidly, it is expected that new and innovative forms of interactive delivery and assessment will soon become mainstream.

1. Regional Development Australia and Regional Development Victoria

Industries of importance

The Expert Panel has identified areas of interest and importance to Gippsland's future. These comprise food and agriculture; essential services including electricity, natural gas, oil and water; forestry and logging; health care and social assistance; retail trade and tourism, including aviation; and education and training. These industries are projected to generate economic and employment growth into the future. Education and training providers, as well as prospective students need to be positioned to take advantage of opportunities in these areas.

In the future, education and training will include new skill acquisition for adults, and pathways and re-engagement programs relevant to all age cohorts. Industry and employers need to be engaged and included in dialogue about education and training. This should occur at the Gippsland regional level, bearing in mind the differences and interdependencies between the sub-regional areas of central, eastern and southern Gippsland.

Factors affecting participation in Gippsland

A range of factors interact in Gippsland to dampen participation in tertiary education, particularly higher education. School retention rates, while consistent with other regional areas, are low when compared to metropolitan Melbourne. Only 63 per cent of Gippsland males are still at school at the start of Year 12, compared to 78.1 per cent of Gippsland females.

Schools and tertiary education providers need to build aspiration for, and accessibility, to tertiary education. For early school leavers further education and training and pathways from VET to higher education are critical. These need to be easily understood and have clear entry and exit points.

On Track data suggests that concerns regarding travel and public transport, and the desire to earn money contribute to low transition rates beyond school and to university deferral. These concerns can in part be addressed by the location of technology enabled learning centres, co-located with existing providers in each of the six local government areas (LGAs). This will bring higher education to communities who, due to distance, would otherwise need to move from home.

Adult learners are a large and key student cohort in Gippsland. This will continue into the future as the population ages.

The development of a Gippsland Tertiary Education Council and a network of technology enabled learning centres will position the public providers in Gippsland to adapt to forecast demographic and industry change. Monash University is seeking ways to better serve the community through its Gippsland campus. This may include campus differentiation and, into the future, may involve the formation of a university college.

Progression of differentiation and a university college may lead to beneficial outcomes for the Gippsland community in the future. Cooperation and collaboration between providers, leading to increased engagement and participation, and improved and broadened research and educational linkages with industry are a necessary precursor to changes in this direction.

Recommendations

Recommendation 1

- 1.1 That a Gippsland Tertiary Education Council be formed to oversee the technology enabled learning centres, to promote cooperation and collaboration between existing tertiary education providers, and to work proactively to attract other providers to deliver in areas of skills shortages and course demand.

Recommendation 2

- 2.1 That the Minister for Higher Education and Skills makes appointments to the Gippsland Tertiary Education Council.
- 2.2 That the Council membership includes:
 - an independent chair
 - the four public tertiary education providers operating campuses in Gippsland
 - a private RTO delivering government-funded training in more than one location in Gippsland
 - a minimum of five individuals with a mix of skills and experience suitable to the operation of the Council, including some Gippsland and industry leaders
 - the option of a senior executive of the Department of Education and Early Childhood Development attending Council meetings.

Recommendation 3

- 3.1 That the network of campuses already existing across Gippsland is enhanced with higher education capacity through the establishment of technology enabled learning centres in Warragul, Traralgon/Churchill, Leongatha, Bairnsdale, Sale and Wonthaggi. Decisions relating to priority activities and development of these should be determined by the Gippsland Tertiary Education Council.
- 3.2 Recognising that access to tertiary education facilities, and the related public and private transport linkages will continue to play a role in aspiration and access to tertiary education, that the Gippsland Tertiary Education Council engage with and advise on student transport issues and infrastructure planning.

Recommendation 4

- 4.1 That the Gippsland Tertiary Education Council establishes a five year strategic plan with key performance indicators (KPIs) linked to growth in the following areas:
 - attainment
 - enrolments
 - participation rates
 - low SES quartile participation rates
 - Aboriginal participation rates
 - attrition or non-completion.
- 4.2 That the Gippsland Tertiary Education Council monitor and report on these KPIs.

Recommendation 5

- 5.1** With information and knowledge based on environmental scans, skills audits and areas of skills shortage from the work of the Local Learning and Employment Networks, Industry Training Advisory Bodies and Industry Skills Councils, the Gippsland Tertiary Education Council should identify and assess the need for new, additional or upgraded tertiary programs and courses.
- 5.2** That the Council uses this information to broker arrangements whereby a range of tertiary education providers use the technology enabled learning centres to deliver courses at appropriate qualification levels.
- 5.3** That Gippsland providers should look to export tertiary education and training in their areas of expertise.

Recommendation 6

That the Gippsland Tertiary Education Council, the Department of Education and Early Childhood Development (DEECD) Gippsland Regional Office and the Gippsland LLENs work cooperatively to:

- 6.1** ensure provision of straightforward information on vocational education and training and higher education options to Years 9 and 10 students that includes information on financial assistance
- 6.2** encourage universities to enable Gippsland secondary school students to access to extension programs.

Recommendation 7

- 7.1** The Gippsland Tertiary Education Council should work collaboratively across industry and communities in Gippsland to ensure that tertiary education is responsive to trends emerging from the shift to a low carbon economy and demographic changes across the region.
- 7.2** The Council should work proactively to position Gippsland to take advantage of opportunities that will arise from the shift to a low carbon economy and industry restructure.

Recommendation 8

- 8.1** That providers across Gippsland establish a common framework and language for pathways.

Recommendation 9

- 9.1** The differentiation of Monash Gippsland provides opportunities for expansion of course offerings and greater flexibility in entry requirements. This should be pursued in specific areas linked to local employment and industry need.

Recommendation 10

- 10.1** That a post implementation review be undertaken one to two years after the establishment of the Gippsland Tertiary Education Council to assess and make recommendations on the functioning of the Council and the technology enabled learning centres.

1 Gippsland overview

The Gippsland region extends from the edge of metropolitan Melbourne, eastwards to the New South Wales border, north to the edge of alpine country, with coastline and Bass Strait to the south. The total population of Gippsland is 247,710² and covers an area of over 42,000 square kilometres in size. Gippsland is made up of six LGAs which can be broadly grouped into three sub-regions: central Gippsland, comprising Baw Baw Shire and Latrobe City; eastern Gippsland comprising Wellington Shire and East Gippsland Shire; and southern Gippsland comprising Bass Coast Shire and the South Gippsland Shire. These areas are shown in Figure 1.1.

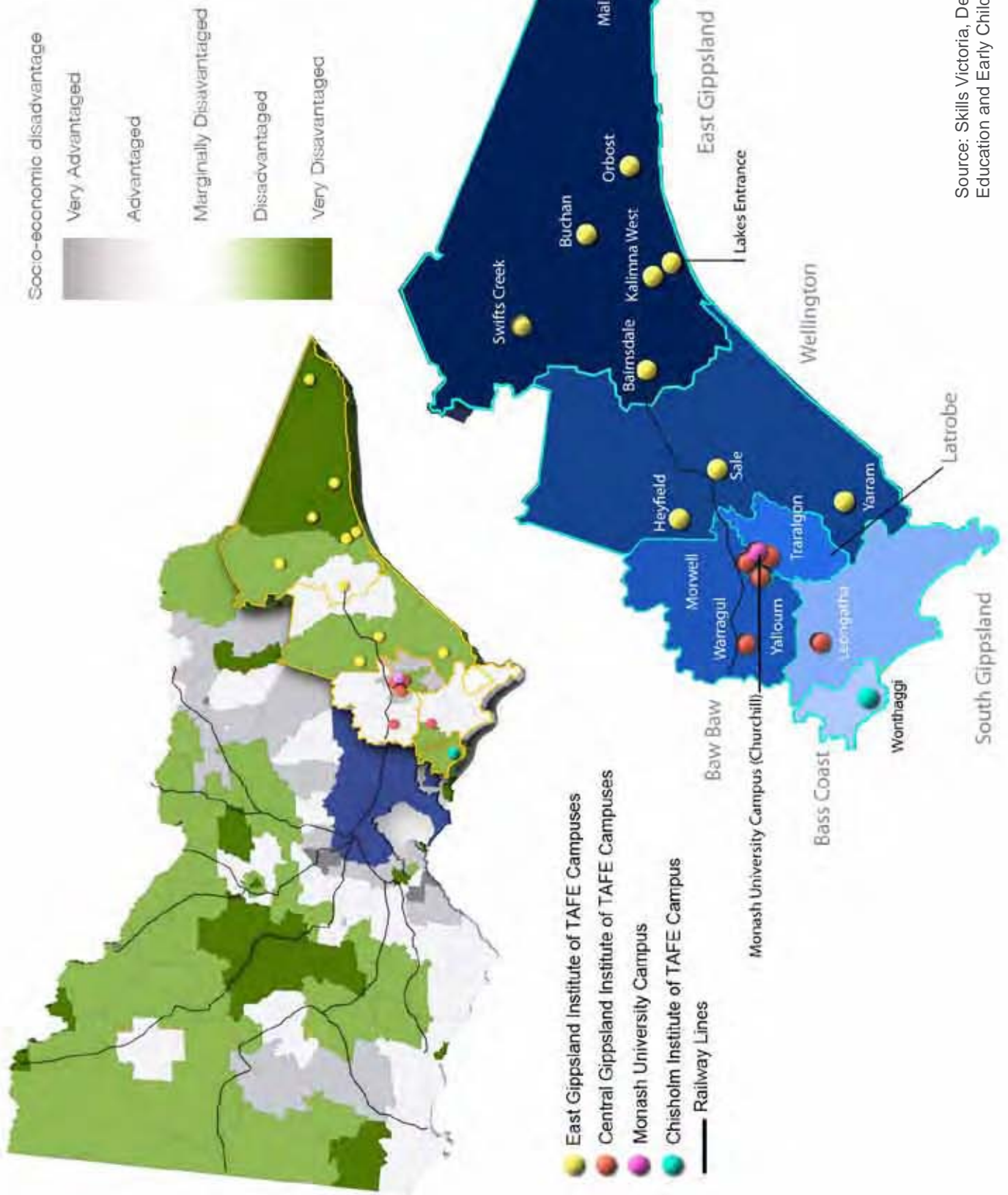
The LGAs and three sub-regions within Gippsland differ. Differences include population density, availability of tertiary education providers, industrial composition, distance and ease of access to Melbourne and/or other areas within Gippsland. These issues are explored in this chapter, and also in *Chapter 4 Submissions and consultations*, especially section 4.4 *Transport*. The nature of these differences has implications for tertiary education across Gippsland. Tertiary education needs to respond to the projected changes in population, but also position and assist the region to create opportunities from new industries such as those emerging from a low carbon economy, and to protect and enhance natural assets.

This chapter provides information about some of the larger education providers in Gippsland and goes on to give an overview of the demographic projections for Gippsland as a whole. This is then followed by a more detailed analysis of each LGA, including a commentary on areas of economic strength, population projections and post-school destinations. Detailed analysis at the Gippsland whole-of-region level is provided in *Chapter 2 Gippsland educational profile* and *Chapter 3 Economic development and industry*.

2. Edwards D, P Weldon and T Friedman (2011), *Industry, employment and population profile: Supporting analysis Gippsland Tertiary Education Plan*, Australian Council for Educational Research (ACER) , p 27

TAFE and University Locations | Gippsland

Figure 1.1 Socio-economic status, location of train lines and major tertiary education providers, Gippsland



Source: Skills Victoria, Department of Education and Early Childhood Development

1.1 Current tertiary education provision

Gippsland tertiary education providers include Monash University, Central Gippsland Institute of TAFE (GippsTAFE), East Gippsland Institute of TAFE (Advance TAFE), and Chisolm Institute of TAFE (Chisholm). The TAFE institutes are joined in VET provision by a range of private registered training organisations (RTO), and adult, community and further education (ACFE) providers. This presents a valuable network and coverage of tertiary education across Gippsland.

The submissions and consultation process emphasised the need for providers to cooperate in Gippsland. Concerns were expressed that competition between providers was a zero sum game, whereby one provider's gain is at the expense of another. Competition was suggested to be manifest in duplication of courses and facilities, and poaching of staff and students between providers.

The Expert Panel feel that positive growth, that is growth in student numbers is achievable. It is important that tertiary education in Gippsland moves into a competitive environment that expands students and offerings, and that providers look to opportunities to grow collaboratively. Opportunities for growth exist, including growth from increasing youth participation in higher education and through population growth in older age cohorts. Improved pathways and increased engagement with major employers and industry is central to achieving increasing student numbers. There are also opportunities for collaboration on curriculum development, shared use of specialist facilities and a range of corporate functions.

As the region prepares for a low carbon future the role of education and training will increasingly come to the fore. Education and training is also a major industry in its own right, generating research and employment.

1.1.1 Monash University

Founded in 1958, Monash University is currently Australia's largest university with approximately 60,000 students and a substantial network of campuses. Campuses include Clayton, Caulfield, Berwick, Peninsula, Parkville and Gippsland, with international campuses located in Malaysia, South Africa, Italy and India. Monash University is a research intensive, Group of Eight University, and plays a significant role in higher education in Gippsland as the only university with a campus presence.

The Gippsland campus commenced operation in 1968 as the Gippsland Institute of Advanced Education. The campus amalgamated into Monash University in 1991. It is now home to approximately 2,216 on-campus students and 2,080 off-campus students and nearly 400 staff. Courses on offer include medicine, nursing and midwifery, applied sciences and engineering, art and design, business and economics, information technology, psychology, teaching and education, and applied media and social sciences. The Diploma in Tertiary Studies (DOTS) provides an alternative pathway into bachelor degrees, demonstrating early evidence of Monash University's evolving effort to provide appropriate pathways to students the region.³ Distance education programs can also be undertaken.⁴

Monash University brings with it considerable reputation and expertise across a range of areas. A significant recent addition to the Monash Gippsland campus is the Medical School which opened in 2008 and offers a graduate entry MBBS that is widely supported by health services in Gippsland and provides students with placements in a range of hospital and community settings throughout the region. The School of Rural Health has two of its four regional clinical schools at Gippsland and East Gippsland. Each site is the focal point of a distributed regional network that links hospitals, rural health services and other rural community settings.⁵ The School of Nursing and Midwifery, also at Gippsland, makes a major contribution to the Gippsland community. Nursing and midwifery has pathways from TAFE and DOTS, and many graduates take up appointments in the region post graduation.

Monash University is a research-intensive institution with multiple national and international campuses. The need to apply standards across campuses sees a minimum Australian Tertiary Admission Rank (ATAR)⁶ of 70 applied at all campuses, including to the Gippsland campus. The median ATAR for students in Gippsland in 2010-11 was 65.40.⁷ This limits access to Monash Gippsland for school leavers achieving in the 55-70 ATAR range. These same students would qualify for entry at a range of other providers such as the University of Ballarat, Victoria University and RMIT, to name a few, however for some Gippsland students the distance and expense of relocating to undertake study at these or similar providers may be too great.

3. <http://www.gippsland.monash.edu.au/courses/alternative.html> (accessed 22 September 2011)

4. <http://www.monash.edu.au/offcampus/> (accessed 22 September 2011).

5. <http://www.med.monash.edu.au/assets/docs/faculty/med-faculty-prospectus-2009.pdf> (pages 3 - 13).

6. The ATAR score is a measure of a student's academic success in the Year 12 qualification. Reported as a number between 0 and 99.95, the score represents a student's position in relation to that of other students. For example, students who receive an ATAR of 80 are positioned 20 per cent from the top of the student group. The ATAR is calculated for use by tertiary institutions to rank and select school leavers for admission to courses.

7. Edwards D and C Underwood (2011) *Student Profile: Supporting analysis Gippsland Tertiary Education Plan* Australian Council for Educational Research (ACER) p 14.

Monash University has endeavoured to overcome some of these issues by offering a DOTS to help lower ATAR students gain access to Monash Gippsland. Over the past six years a total of 760 have enrolled in the DOTS program and 500 have progressed onto a bachelor's degree. Across all campuses, Monash University also grants the awarding of additional ATAR points (Special Entry Access Scheme) to students seeking consideration when applying through VTAC⁸. While this flexibility is to be commended and these are positive steps, it may also be contributing to muted aspiration across Gippsland. During consultation the Expert Panel heard that some secondary students see the Diploma of Tertiary Studies and awarding of additional ATAR points as singling them out as 'not worthy'.

Monash University has recognised that more is required and is taking steps to address the need for greater linkages between the campus and the community. These include steps to raise aspiration in the region through increased partnership with local schools, providing greater flexibility in course development and offering flexibility in entry requirements, ongoing study support to enable successful progression, and leadership in education and training reform. These changes are outlined in *Chapter 6: Possible future directions*.

Over the past 10 years the Gippsland campus has had stable enrolments.⁹ In 2010, 24.4 per cent of Gippsland Year 12 completers went to Monash Gippsland, and 13.5 per cent went to Monash Clayton. These campuses represent the two most popular university campus destinations for completing year 12 Gippsland students in that year.¹⁰ The Monash Gippsland campus attracts some 40 per cent of non-school leaver cohort and ACER data suggests that the part time student cohort is as high as 56.8 per cent.¹¹ This reflects that older age cohort of the Gippsland community and highlights the importance of flexible delivery. This flexibility needs to be built on into the future.

1.1.2 Central Gippsland Institute of TAFE

GippsTAFE began more than 80 years ago, with the idea of establishing a centre for the provision of technical education in the Latrobe Valley. In 1928, the Yallourn Technical School was established to deliver classes for apprentices, senior level certificate and diploma courses, and in 1971 the diploma section of the entity separated and relocated to Churchill to become the Gippsland Institute of Advanced Education, now a campus of Monash University.

Throughout the 1980s and 90s, further structural changes to the Yallourn Technical College, in addition to new campuses in Traralgon, Leongatha and Morwell, resulted in the establishment of Central Gippsland TAFE. The Institute has continued the tradition of providing high-quality training for the power industry, as well as branching out to cater to the gas and telecommunications industries. In 2002, the Institute was rebranded as GippsTAFE and began offering courses from the Gippsland Education Precinct in Churchill. In addition to its regional operations, GippsTAFE has a presence in Clayton, Papua New Guinea, the Philippines and Malaysia.

GippsTAFE is committed to the long-term sustainable future of the Gippsland region. Its aim is to engage with industry and the broader community in sustainability through innovative education and general awareness programs and by creating and fostering community and industry partnerships. GippsTAFE will ensure that the region continues to prosper by implementing and showcasing new technologies and green skills, building solid foundations around sustainability and defining what it really means to achieve a prosperous low carbon economy for the region.

The Gippsland Climate Change Network (GCCN), ecoHub Australia and GippsTAFE have signed a Memorandum of Understanding that includes working on initiatives to provide:

- a community education environment which demonstrates how to transition to a low carbon economy
- career information and experience to secondary school students to inform them of the employment opportunities within Gippsland through which they can contribute to a sustainable future for the region
- a post secondary education centre through which people gain skills and knowledge pertinent to sustainability principles and practices to apply in their professions

8. Refer (<http://www.adm.monash.edu/admissions/special-admissions-scheme.html>) for additional details

9. <http://www.gippsland.monash.edu.au/campus/overview.html>

10. Edwards D and C Underwood (2011) op cit page 9.

11. Ibid page 20.

GippsTAFE offers students flexible learning opportunities. It has recently made available six online units for first year electrical apprentices. Resources on the units are interactive, incorporating the use of an avatar as a teacher/guide, and including several demonstration videos, together with checkpoint learning activities for preliminary testing of knowledge. Apprentices are now able to undertake some of their background theoretical training without the need to be physically on-campus. Trainers may now concentrate more on the practical components of the courses rather than using class time to cover background material.

GippsTAFE has over 15,000 students generating over 20,000 enrolments. Courses on offer include accounting, applied science, business, building and construction, health and community services, horticulture, tourism and hospitality, fashion and retail, information technology, nursing, and sustainability. Course levels range from a Victorian Certificate in Applied Learning to all certificate levels and advanced diplomas. GippsTAFE has been a leader in the field of e-learning, is part of Open Universities Australia (OUA) and has worked with a number of industry-based organisations to develop tailored e-learning in the areas of health insurance, health and community services, gas and energy, and electrical and waste management.

GippsTAFE has developed a range of pathways with Monash Gippsland. Students can undertake diploma courses at GippsTAFE which can lead to entry into a Monash Bachelor of Nursing Practice, Bachelor of Business and Commerce, or a Bachelor of Community Welfare and Counselling.¹² In addition, GippsTAFE's Advanced Diploma of Management offers a direct pathway into the Bachelor of Applied Management at the University of Ballarat.¹³

1.1.3 East Gippsland Institute of TAFE

East Gippsland Institute of TAFE, recently rebranded Advance TAFE, began in 1986 as East Gippsland Community College of TAFE. However, its inception in vocational and adult education came over 100 years ago as the Bairnsdale School of Mines and the Sale and Bairnsdale Technical Schools.¹⁴

Advance TAFE has a total of 16,000 enrolments from 11,500 students.¹⁵ It has campuses, education centres and offices across Wellington Shire and East Gippsland Shire. Its two main campuses are located at Sale and Bairnsdale, complemented by specialist education centres and outreach centres across the region. Advance TAFE provides education and training to a geographically large area of the state, with a dispersed population.

The Sale and Bairnsdale campuses provide a range of higher education and vocational courses. These are offered on-campus and through online and video conferencing technology, including linking with other learners across the state through the 'Deakin at Your Doorstep' program. Planning is underway for the development of a Port of Sale tertiary education campus. Advance TAFE plans to relocate its Sale and Fulham campuses to the Port of Sale precinct and continues to work with the Victorian Government to progress this development.¹⁶

Advance TAFE students are offered tertiary education through blended learning opportunities in partnership with the University of Ballarat and Deakin University. A Bachelor of Business degree program is delivered by Advance TAFE staff at Sale under the auspices of the University of Ballarat. Advance TAFE has also developed pathways with Monash Gippsland giving students advanced standing into the second year of a Bachelor of Nursing Practice Degree if a Diploma of Nursing is completed at Advance TAFE.¹⁷ Deakin University associate degrees of Arts, Business and Science are offered in conjunction with a range of diploma courses through Advance TAFE.

Advance TAFE has unique specialist education centres, with two situated in Lakes Entrance, one in Sale, and G-Tec Year 11-12 campuses in Bairnsdale and Sale.

Forestec is an environmental, forestry, fire safety and furniture-making centre, based in the State Forest, which helps students to be inspired by the bush setting and use it as a living classroom.

The Seamec Maritime Education campus is a hub for marine and maritime industry training, and draws in students and clients from around Australia to its deep-water berth, waterside location and well-equipped laboratories.

12. Central Gippsland Institute of TAFE, *Pathways from GippsTAFE to Monash University Gippsland*, http://www.gippstafe.edu.au/_data/assets/pdf_file/0009/12798/Pathways_from_GippsTAFE_to_Monash.pdf page 3, 23 September 2011

13. GippsTAFE, Ballarat University Pathways, http://www.gippstafe.edu.au/courses/pathways/ballarat_university_pathways, 23 September 2011

14. East Gippsland Institute of TAFE, About Us, <http://www.egtafe.vic.edu.au/pages/about/about.htm> (accessed 23 September 2011)

15. East Gippsland Institute of TAFE, *Annual Report 2010*, page 1

16. *ibid.*, pages 4-5.

17. East Gippsland Institute of TAFE, Degree Pathways, http://www.egtafe.vic.edu.au/pages/achieve/degree_pathways.htm (accessed 23 September 2011)

Farmtec is a working farm on the outskirts of Sale, offering courses in horticulture, agriculture, equine studies, and organics, including a Diploma of Agriculture (Organics) which can be studied partly off-site through a combination of online and on-farm visits.

Advance TAFE has a dedicated Koorie unit and two Flexible Learning Centres in Sale and Bairnsdale. Advance TAFE also offers Outreach programs in Buchan, Swifts Creek, Orbost, Mallacoota, Yarram and Heyfield providing support, training and information to students in remote areas.

1.1.4 Chisholm Institute of TAFE

Chisholm serves one of the state's most culturally diverse and fastest-growing regions in outer south eastern Melbourne, with campuses in Dandenong, Frankston, Berwick, Cranbourne, and Rosebud, and in Gippsland with a campus in Wonthaggi in the Bass Coast Shire. With over 40,000 students enrolled, Chisholm offers more than 500 certificate, diploma, advanced diploma and graduate certificate courses. Chisholm is also expanding into higher education delivery in niche areas: areas that are attractive to adult learners and respond to industry needs. Chisholm is also partnering with Monash University, Deakin University and La Trobe University to expand pathways and degree delivery.

Located in Wonthaggi the Chisholm Bass Coast campus has approximately 686 enrolments who come primarily from Bass coast and South Gippsland Shires. Courses offered at the Bass Coast campus include accounting, aged care, asset maintenance, building and construction, business, children's services, community services, hospitality and tourism. The courses are offered at a variety of levels from Certificate II through to Graduate Certificates.

Chisholm is working towards networking its campuses under a connected campuses structure. This will see technology platforms established that provide capacity for electronic networking of campuses, which will address thin markets in outer urban and regional locations. This strategy will broaden the range of vocational education and training and higher education of courses accessible at smaller campuses, such as Bass Coast.

1.1.5 Apprenticeships Group Australia

Apprenticeships Group Australia (AGA) primarily provides apprenticeship services to industry in Gippsland. It has developed strong relationships with local businesses and employs approximately 700 apprentices and trainees in the region. As a private RTO and group training provider, AGA provides young people with secure employment, industry placements and high-quality training. Industry placements provide apprentices with the necessary workplace training and experience to complete mainly Certificate III or higher level qualifications.¹⁸

1.1.6 Community College Gippsland

Community College Gippsland is a private RTO with campuses in Leongatha, Wonthaggi, Warragul, Morwell, Traralgon, Sale and Pakenham. Each year it enrolls approximately 2,500 students in VET courses from foundation level to advance diplomas, including up to 250 trainees and apprentices. In addition, Community College Gippsland undertakes employment transition initiatives, such as Youth Employment, Disability, and Koorie programs. It also works with schools to improve retention and operates a small independent school for young students at risk of not completing secondary school.¹⁹

18. Apprenticeships Group Australia (2011) Submission to Gippsland Tertiary Education Review

19. Community College Gippsland (2011) Submission to the Expert Panel appointed to develop a Gippsland Tertiary Education Plan.

1.1.7 Community College East Gippsland

Established in Bairnsdale, Victoria, in 1978 the Community College East Gippsland is private RTO that offers a diverse program of courses in the adult education sector in East Gippsland. It provides accredited qualifications at Certificate level I to IV and non-accredited leisure and lifestyle courses in beauty, business management, IT, education, health and community services, horticulture, hospitality and tourism, and arts and craft. The Commonwealth and Victorian governments have recognised the quality and innovative program delivery offered by Community College East Gippsland, awarding funding for a range of programs, such as: Community Jobs, Community Hubs, Language and Literacy, Vocational and Employment Skills.²⁰

1.1.8 National Centre for Dairy Education Australia

An initiative of Dairy Australia and Goulburn Oven Institute of TAFE, the National Centre for Dairy Education Australia (NCDEA) delivers nationally accredited courses specialising in dairy production, food science and technology, and food processing. The NCDEA has a campus in Warragul.

It offers school-based traineeships and apprenticeships, which provide secondary students with the opportunity to work with an employer and gain an industry-recognised qualification while still at secondary school. Using skills recognition processes it offers adult learners the opportunity to gain formal recognition for skills and knowledge gained through previous study and work-based experience.

The NCDEA has developed partnerships and aligned its agriculture courses with Deakin, Ballarat and Charles Sturt universities, and works with GippsTAFE, Advance TAFE and Chisholm. It is currently working with Advance TAFE regarding the delivery of NCDEA diploma and advanced diploma courses.²¹

1.2 Gippsland: demographic profile

A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper flagged two major demographic issues facing Gippsland: the ageing of the population and a thinning of the population in the 20–40-year-old age cohort.²² These issues warrant further exploration. The ageing population is driven by two factors: one is Gippsland's attractiveness as a retirement location; the other is increased longevity. These changes will shape economic development and skill requirements across the region.

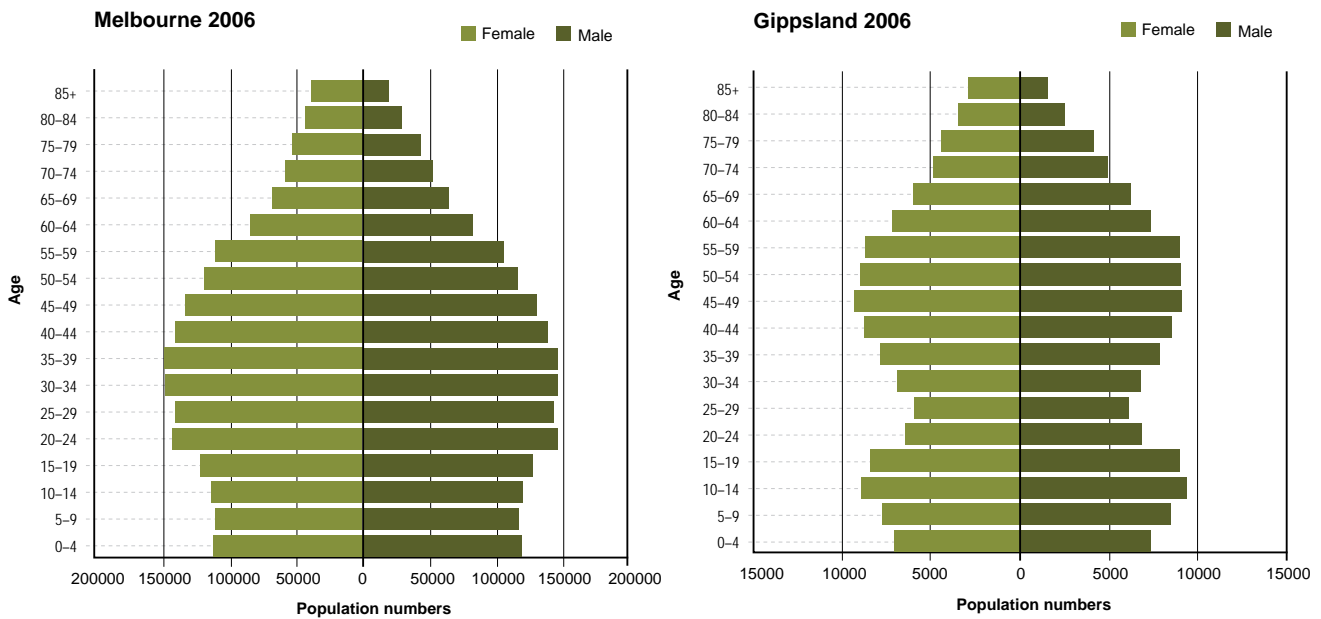
Regional areas in Victoria typically experience a thinning of the population in the 20-40-year-old cohort, however in Gippsland this trend is more pronounced. This is likely to be due in part to young people leaving the region to access tertiary education, with destinations data indicating a significant proportion of Year 12 leavers depart. It may also be related to employment opportunities. Many factors influence the decision of whether to leave home and depart the region, or whether to study at a more local campus within the region, either travelling daily from home, or living in student accommodation at that campus. Relative cost of accommodation is undoubtedly the major consideration for many students and their families, but as well, high achieving students tend to move to larger, more comprehensive and more competitive institutions and campuses, and for those with a family history of higher education as a normal expectation, moving away to capital city institutions seems natural. As discussed in detail later, relative ease of travel is sometimes the key determinant. School personnel from Wonthaggi, from Drouin and Warragul, from Leongatha as well as from East Gippsland all make this point with considerable conviction. These trends are shown in Figures 1.2 and 1.3.

20. www.cceg.vic.edu.au (accessed 22 November 2011)

21. www.ncdea.edu.au (accessed 23 September 2011)

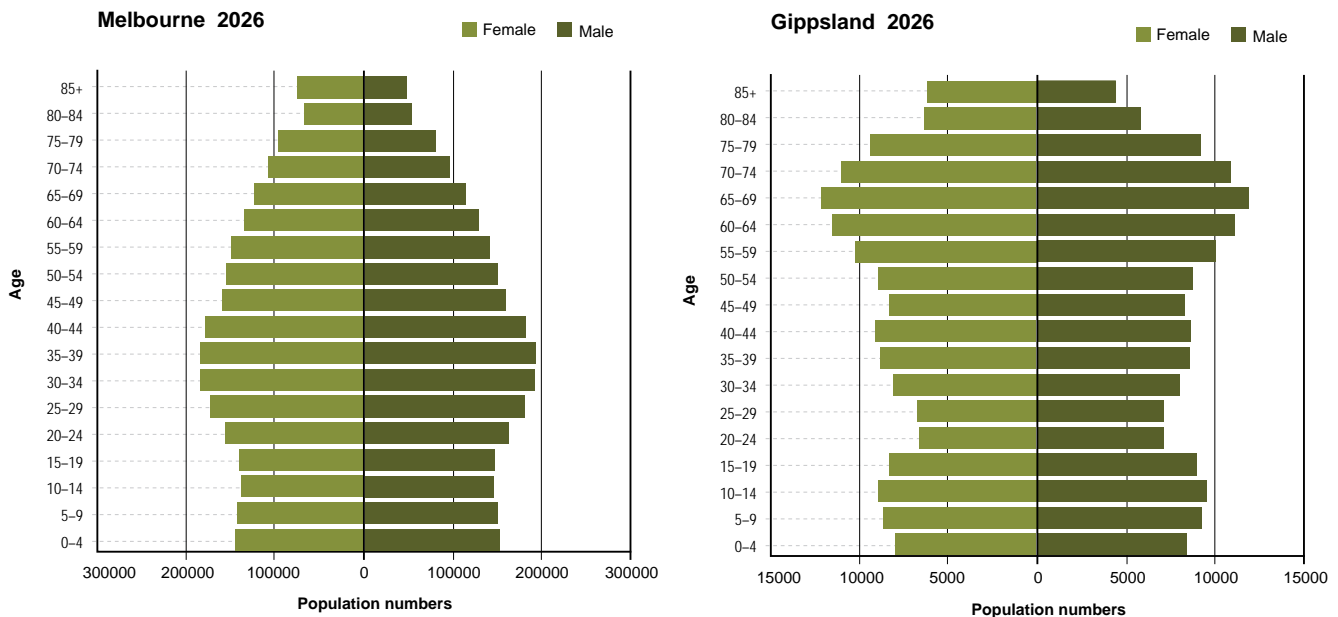
22. DEECD (2011) *A Tertiary Education Plan for Gippsland, Victoria*: discussion paper pages 9-10

Figure 1.2 Population distribution of Melbourne and Gippsland, 2006



Source: Edwards D, P Weldon and T Friedman (2011), *Industry, Employment and Population Profile, Supporting Analysis: Gippsland Tertiary Education Plan*, Australian Council for Educational Research (ACER), page 11

Figure 1.3 Population distribution of Melbourne and Gippsland, 2026



Source: Edwards D, P Weldon and T Friedman (2011), *ibid*, page 13

The projected ageing of the Gippsland population has important implications for tertiary education, for example growth in the health and social assistance industry in Gippsland is projected to grow from an industry with 13,860 employees in 2009–10 to one with 18,860 employees in 2016–17.²³

Beyond the direct economic impact of an ageing population, evidence indicates that levels of education are directly linked with length of time in the workforce. That is, the more educated an individual, the longer they will work.²⁴ Attainment of a post-school qualification, particularly a university degree, results in higher employment rates and lower retirement rates. This pattern is consistent across males and females for the age ranges 55–84 and is shown in Table 1.1.

23. Source: Edwards D, P Weldon and T Friedman (2011), *Industry, Employment, and Population Profile Supporting Analysis: Gippsland Tertiary Education Plan*, page 17

24. McDonald P (2011), *Employment at older ages in Australia: determinants and trends*, Australian National University, NCVER

Table 1.1 Employment at older ages according to educational qualification level, 2006 census

| Age group | Male per cent employed | | | Female per cent employed | | |
|-----------|------------------------|---------------------------|------------------------------|--------------------------|---------------------------|------------------------------|
| | Degree | Post-school qualification | No post-school qualification | Degree | Post-school qualification | No post-school qualification |
| 55–59 | 83.3 | 77.8 | 66.4 | 75.6 | 67.3 | 48.0 |
| 60–64 | 65.4 | 58.1 | 48.8 | 53.4 | 44.3 | 27.3 |
| 65–69 | 42.3 | 26.8 | 22.6 | 26.9 | 19.3 | 9.9 |
| 70–74 | 24.5 | 11.4 | 10.2 | 12.2 | 8.7 | 4.0 |
| 75–79 | 14.7 | 5.9 | 5.9 | 6.8 | 4.0 | 1.9 |
| 80–84 | 8.7 | 3.4 | 3.5 | 4.31 | 2.4 | 0.9 |

Source: McDonald P (2011), *Employment at older ages in Australia: determinants and trends* Australian National University, NCVAR pages 29, 30

This data suggests that, as the Gippsland population ages, retraining workers and continuing adult learning will be important priorities for the region. This will allow the Gippsland workforce to support areas of industrial growth and change, and to provide a labour force with a higher degree of longevity.

1.2.1 Central Gippsland

The central area of Gippsland comprises the LGAs of Baw Baw Shire and Latrobe City. These two LGAs are relatively close to Melbourne and have direct access via the train line. Baw Baw Shire is projected to experience consistent population growth and Latrobe City is the most populous and industrially concentrated area within Gippsland.

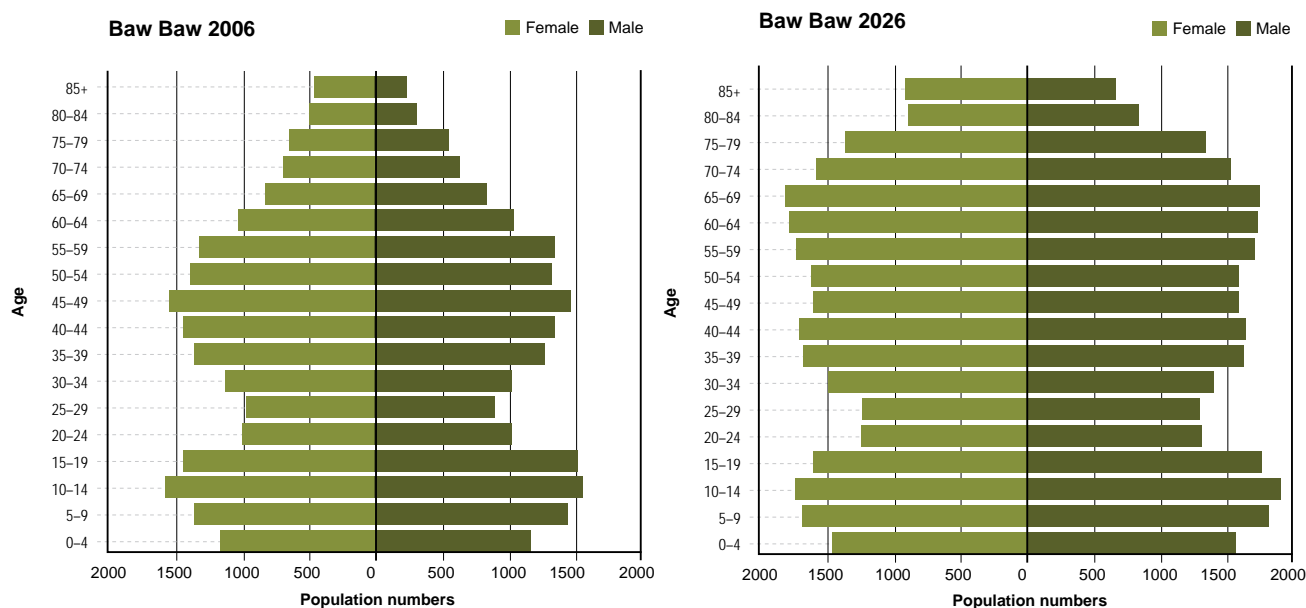
Baw Baw Shire

The Baw Baw Shire is located 100 kilometres east of Melbourne and covers an area of approximately 4028 square kilometres. Its major centres are Warragul, Drouin and Trafalgar. The shire is a predominantly rural-based municipality, which includes rich horticultural, dairying and forestry areas. It is also known for its tourist attractions, which include the Walhalla and Mountain Rivers region, Mount Baw Baw Alpine resort and Mount Worth State Park.²⁵ Due to its relative accessibility to Melbourne, centres such as Warragul and Drouin have each experienced significant population growth in recent years.²⁶

The population of Baw Baw Shire is projected to grow from 41,890 in 2011 to 53,769 in 2026, a 1.7 per cent average annual increase. The population increases in all age groups with the largest increase in the older age group. This is shown in Figure 1.4.

25. Baw Baw Shire http://www.bawbawshire.vic.gov.au/files/BawBaw_Lifestlye.pdf, accessed 29 November 2011, page 11
26. DEECD (2011) *State of the Valley Report*, Skill Victoria, Victorian Government page 18

Figure 1.4 Baw Baw Shire population pyramid, 2006 and 2026



Source: Edwards D, P Weldon and T Friedman (2011) op cit pages 27 and 29

There are several education and training providers offering Year 12 in Baw Baw Shire, comprising Chairo Christian School, Drouin Secondary College, Education Centre Gippsland Community College, Marist Sion College, Neerim District Secondary College, St Paul’s Anglican Grammar School, Trafalgar High School and Warragul Regional College. Table 1.2 shows the top ten post-year 12 destinations for Baw Baw Shire students.

GippsTAFE and the NCDEA both have campuses in Warragul and the Monash Gippsland campus at Churchill and other GippsTAFE campuses are relatively close.

On Track

Gippsland has relatively low school retention rates and not all students who exit Gippsland schools before completing Year 12 or equivalent, consent to participate in the *On Track* early leaver survey in the year after leaving school. The total number of early leavers interviewed is small and the response rate is low, but for Gippsland, not lower than for the State. As *On Track* is the only early leaver post school destination survey conducted in Victoria, the data is included to provide an understanding of the destinations of early school leavers and an understanding of the need for tertiary education to provide re-engagement options and clear pathways for this cohort. In 2011, 3768 early leavers were interviewed in the State and 347 in Gippsland. This represents a Gippsland response rate of 39.2%, 5 percentage points above the State rate (34.4%).

While Table 1.2 shows that while Monash University is the most popular post-school destination across all Gippsland LGAs, differences emerge between the LGAs in the popularity of VET, as a post-school destination. GippsTAFE and Advance TAFE feature in the top ten post-school destinations for Baw Baw Shire students, but combined constitute less than 10 per cent of the student cohort.

It should be noted that this data does not distinguish between campuses at any particular provider. As such, not all students represented at Monash University will be going to Monash Gippsland at Churchill. Many students, for reasons such as proximity and achievement of the required ATAR scores, will be drawn to Monash University campuses at Berwick, Clayton, Frankston, Parkville and Caulfield.

Table 1.2 Top ten post-Year 12 destinations for Baw Baw Shire students

| Institution* | Number | Per cent |
|--------------------------------|--------|----------|
| Monash University | 69 | 25.2 |
| La Trobe University | 33 | 12 |
| Deakin University | 23 | 8.4 |
| Melbourne University | 16 | 5.8 |
| GippsTAFE | 16 | 5.8 |
| RMIT University | 15 | 5.5 |
| Swinburne University | 10 | 3.6 |
| Australian Catholic University | 8 | 2.9 |
| Victoria University | 7 | 2.6 |
| Advance TAFE | 6 | 2.2 |

*All campuses

Source: Department of Education and Early Childhood Development (2011), *On Track Survey 2011 Baw Baw LGA Report*, Victorian Government

On Track collects data from early school leavers, although the sample size is small the data indicates that Baw Baw Shire early school leavers are entering apprenticeships and full time employment in greater proportions than their Victorian counterparts. This trend is consistent across most of the Gippsland LGAs. Early school leaver data is shown at Table 1.3.

Table 1.3 Destinations of 2010 early school leavers, Baw Baw Shire and Victoria

| Destination | Baw Baw Shire | | Victoria | |
|----------------------------|---------------|----------|----------|----------|
| | n | per cent | n | per cent |
| Certificate I-IV and above | 9 | 17 | 761 | 20.2 |
| Apprenticeship | 17 | 32.1 | 1112 | 29.5 |
| Traineeship | 3 | 5.7 | 209 | 5.5 |
| Employed full-time | 14 | 26.4 | 430 | 11.4 |
| Employed part-time | 2 | 3.8 | 476 | 12.6 |
| Looking for work | 6 | 11.3 | 611 | 16.2 |
| NILFET* | 2 | 3.8 | 169 | 4.5 |

*NILFET is 'not in the labour force, education or training'

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011 Baw Baw LGA Report* Victorian Government

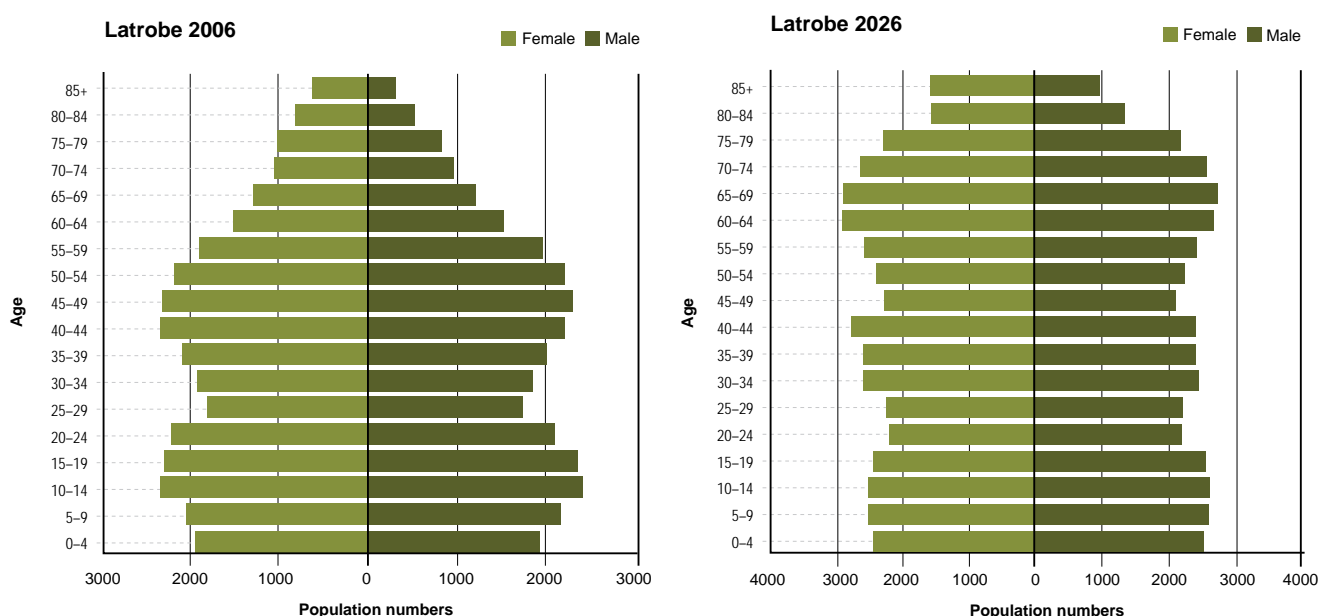
Latrobe City

Latrobe City is located 120 kilometres east of Melbourne with an area of approximately 1426 square kilometres. Its major centres are located in Traralgon, Morwell, Churchill and Moe. Latrobe City has the largest population in Gippsland, totalling 74,591.

The Latrobe region is a resource-rich area, with abundant forest and brown coal resources, water resources and rich agricultural land. Electricity generated from brown coal mined in the area represents 85 per cent of all electricity generated in Victoria. Other major industries include timber processing and the manufacturing of paper products, and dairy and beef production, as well as the provision of services to the Gippsland region. Major employers in the area include Australian Paper at Maryvale, Monash University and GippsTAFE, the Australian Securities Commission's National Information Processing Centre, and Victoria's four major power generators.^{27 28 29}

The population of Latrobe City is projected to grow from 74,591 in 2011 to 84,612 in 2026. The area is undergoing a shift in population distribution across age groups, with a projected rise among those aged above 60 and a decline in most other age groups. This is shown in Figure 1.5.

Figure 1.5 Latrobe City population pyramid graphic, 2006 and 2026



Source: Edwards D, P Weldon and T Friedman (2011) op cit pages 27 and 29

Latrobe City is home to Gippsland's only dedicated higher education campus Monash Gippsland, which is situated in Churchill. GippsTAFE also has a major presence in the area, with campuses at Morwell, Traralgon and Yallourn, The main providers offering Year 12 courses in Latrobe City are Flinders Christian Community College, Kurnai College, Lavalla Catholic College, Lowanna College and Traralgon College. Monash University, GippsTAFE, Kurnai College and Apprenticeships Group Australia also share a presence at Monash Gippsland as partners of the Gippsland Education Precinct.³⁰ Table 1.4 shows the top ten post-Year 12 destinations for Latrobe City students.

On Track data shows that students from Latrobe City exhibit a different, less Melbourne-oriented pattern of post-school engagement. While Monash University is the most popular post-school destination, GippsTAFE and Advance TAFE are the second and third most popular destinations.

27. Department of Planning and Community Development (2008) *Victoria in Future: Latrobe City*

28. Latrobe City Council, <http://www.latrobe.vic.gov.au/About/LatrobeCityToday/>, 29 September 2011

29. Department of Planning and Community Development (2008) *Victoria in Future: Latrobe City*

30. The Gippsland Education Precinct is a partnership between Monash University, GippsTAFE, Kurnai College, Apprenticeships Group Australia, and Latrobe City. Located at Monash Gippsland, the aim of the partnership is to improve access equity and education and employment opportunities through integrated learning pathways, a focus on the needs of individual learners and strong partnerships with business, industry and all levels of government. Source: <http://gep.vic.edu.au/>

Table 1.4 Top ten post-Year 12 destinations for Latrobe City students

| Institution* | Number | Per cent |
|----------------------|--------|----------|
| Monash University | 78 | 37.5 |
| GippsTAFE | 42 | 20.2 |
| Advance TAFE | 11 | 5.3 |
| Deakin University | 10 | 4.8 |
| Melbourne University | 8 | 3.8 |
| La Trobe University | 7 | 3.4 |
| Swinburne University | 7 | 3.4 |
| Victoria University | 6 | 2.9 |
| RMIT University | 5 | 2.4 |
| Ballarat University | 5 | 2.4 |

*All campuses

Source: Department of Education and Early Childhood Development (2011), *On Track Survey 2011, Latrobe LGA Report*, Victorian Government

On Track collects data from early school leavers, although the sample size is small the data indicates that Latrobe City early school leavers are entering apprenticeships and full time employment in greater proportions than their Victorian counterparts. This trend is consistent across most of the Gippsland LGAs. Latrobe City early school leaver data is shown at Table 1.5.

Table 1.5 Destinations of 2010 early school leavers, Latrobe City and Victoria

| Destination | Latrobe City | | Victoria | |
|----------------------------|--------------|----------|----------|----------|
| | n | per cent | n | per cent |
| Certificate I-IV and above | 10 | 15.2 | 761 | 20.2 |
| Apprenticeship | 25 | 37.9 | 1112 | 29.5 |
| Traineeship | 2 | 3.0 | 209 | 5.5 |
| Employed full-time | 11 | 16.7 | 430 | 11.4 |
| Employed part-time | 7 | 10.6 | 476 | 12.6 |
| Looking for work | 9 | 13.6 | 611 | 16.2 |
| NILFET* | 2 | 3.0 | 169 | 4.5 |

*NILFET is 'not in the labour force, education or training'

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011 Latrobe City LGA Report* Victorian Government

1.2.2 Eastern Gippsland

Eastern Gippsland comprises the LGAs of Wellington Shire and East Gippsland Shire. These two shires are the most remote in Gippsland. Both cover a wide area and are distant not only from Melbourne, but also from other areas within Gippsland.

Wellington Shire

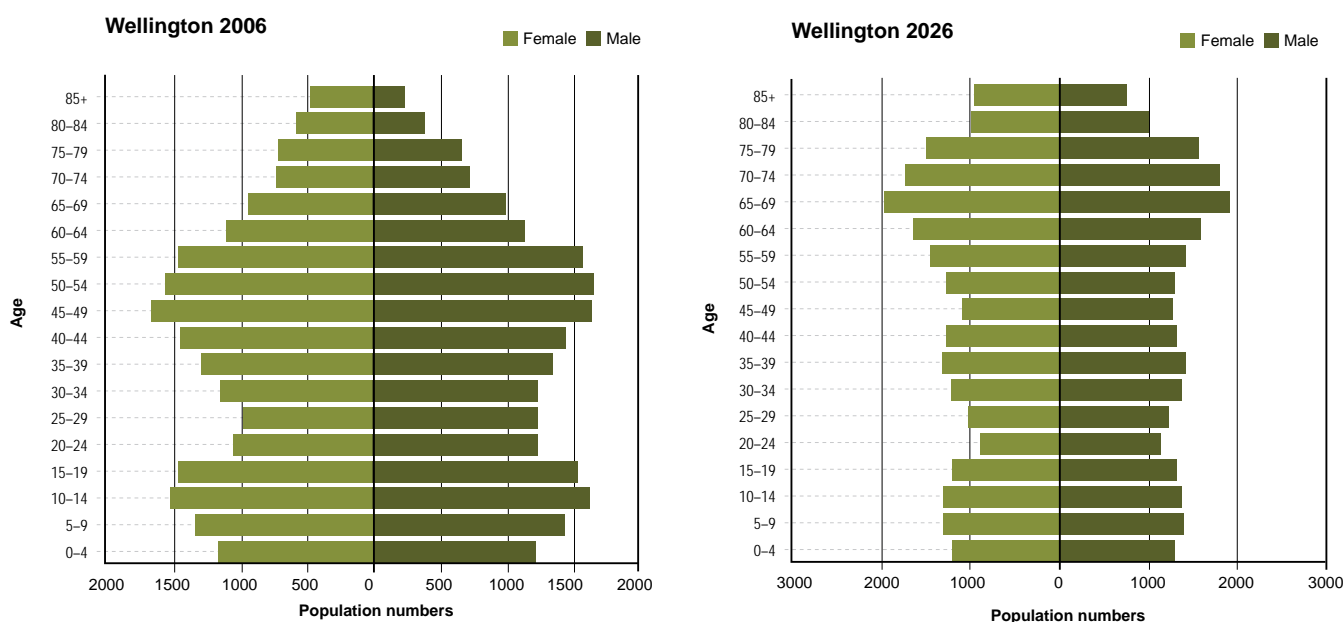
Located 200 kilometres east of Melbourne and covering an area of 10,809 square kilometres, the Wellington Shire's major centres are Sale, Maffra, Yarram and Heyfield. It is the second largest of Gippsland's LGAs,³¹ shares a border with New South Wales and has an extensive coastline.

Wellington Shire has a strong agricultural base in important secondary and tertiary industries, notably in the largest centre, Sale. Wellington Shire is home to a major prison (the Fulham correctional centre), the Longford gas plant, an RAAF base and the Ninety Mile Beach.³²

Wellington Shire is a key agricultural producer with fertile soils, abundant water for irrigation and established transport links to markets. It has major industries as diverse as aviation, oil and gas, agriculture, forestry and professional services.³³

The shire is projected to have a relatively stable population over the next 20 years, growing from 43,007 in 2011 to 47,283 in 2026. There will be net population loss in most age groups up to 59 years, offset by net gains in all age groups aged 60 years and over. This is shown in Figure 1.6.

Figure 1.6 Wellington Shire population pyramid, 2006 and 2026



Source: Edwards D, P Weldon and T Friedman (2011) op cit pages 27 and 29

Advance TAFE has two outreach centres in Wellington Shire at Yarram and Heyfield, as well as its popular Sale campus.

The main providers offering Year 12 courses in Wellington Shire are Catholic College Sale, Gippsland Grammar – Senior, Maffra Secondary College, Sale College and Yarram Secondary College.

31. Department of Planning and Community Development (2008) Victoria in Future: Wellington

32. Ibid

33. Wellington Shire Council, http://www.wellington.vic.gov.au/Page/Page.asp?Page_Id=44&h=1&p=1, 30 September 2011

The *On Track* post-school destination data for Wellington Shire shows a similar pattern to East Gippsland Shire. Students are enrolling at Monash University followed by Advance TAFE, and a pattern of students needing to leave the region is apparent. Table 1.6 shows the top ten post-Year 12 destinations for Wellington Shire students.

Table 1.6 Top ten post-Year 12 destinations for Wellington Shire students

| Institution* | Number | Per cent |
|----------------------|--------|----------|
| Monash University | 38 | 25.5 |
| Advance TAFE | 22 | 14.8 |
| Deakin University | 17 | 11.4 |
| Melbourne University | 9 | 6.0 |
| La Trobe University | 9 | 6.0 |
| RMIT University | 6 | 4.0 |
| Swinburne University | 5 | 3.4 |
| Ballarat University | 5 | 3.4 |
| Victoria University | 5 | 3.4 |
| GippsTAFE | 3 | 2.0 |

*All campuses

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011, Wellington LGA Report*, Victorian Government

On Track collects data from early school leavers, although the sample size is small the data indicates that Wellington Shire early school leavers are entering apprenticeships and full time employment in greater proportions than their Victorian counterparts. This trend is consistent across most Gippsland LGAs. Early school leaver data is shown at Table 1.7.

Table 1.7 Destinations of 2010 early school leavers, Wellington Shire and Victoria

| Destination | Wellington Shire | | Victoria | |
|----------------------------|------------------|----------|----------|----------|
| | n | per cent | n | per cent |
| Certificate I-IV and above | 11 | 20.8 | 761 | 20.2 |
| Apprenticeship | 20 | 37.7 | 1112 | 29.5 |
| Traineeship | 2 | 3.8 | 209 | 5.5 |
| Employed full-time | 11 | 20.8 | 430 | 11.4 |
| Employed part-time | 3 | 5.7 | 476 | 12.6 |
| Looking for work | 5 | 9.4 | 611 | 16.2 |
| NILFET* | 1 | 1.9 | 169 | 4.5 |

*NILFET is 'not in the labour force, education or training'

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011 Wellington LGA Report* Victorian Government

East Gippsland Shire

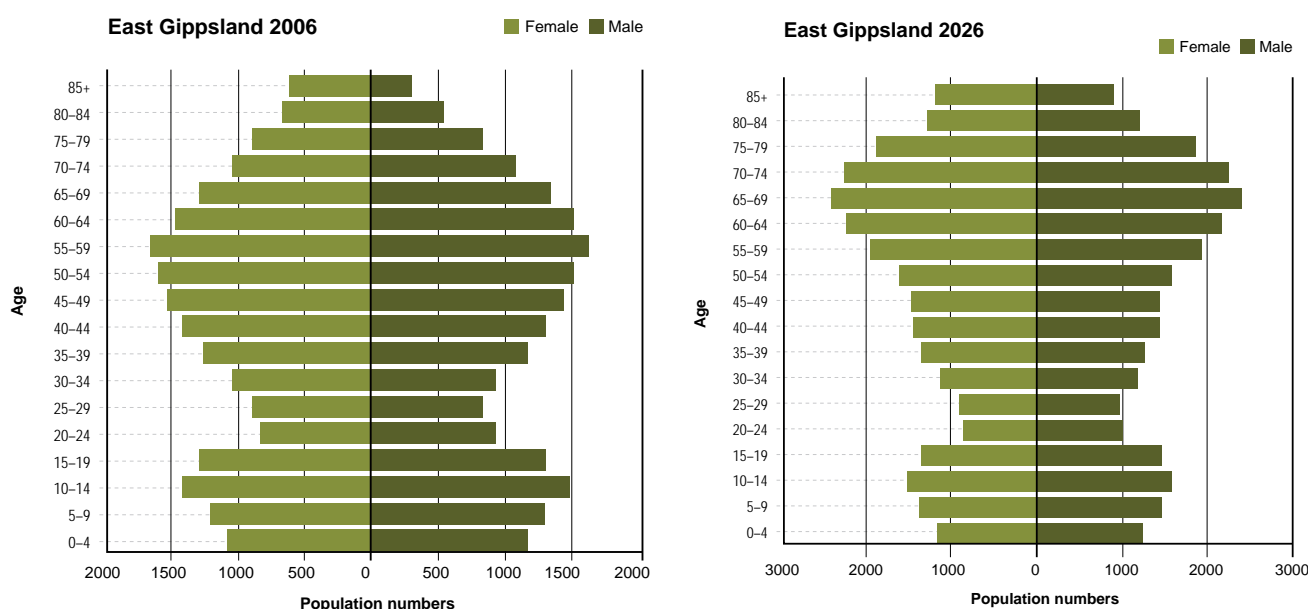
Located 400 kilometres east of Melbourne, East Gippsland Shire is the largest area in Gippsland at approximately 20,931 square kilometres. The major centres are Bairnsdale, Lakes Entrance and Orbost.³⁴

East Gippsland Shire is a predominantly rural area, with many townships and small communities. The shire's economy is based on tourism and the traditional primary industries of agriculture, horticulture, forestry and fishing.

The East Gippsland Shire population is unevenly distributed, with a concentration around the Gippsland Lakes in the south-west and relatively sparsely settled areas elsewhere.³⁵ The shire includes substantial areas of national park, state park, lakes, rivers and coastal areas, and approximately 75 per cent of the shire is held in National and State reserves.³⁶

The population of East Gippsland Shire is projected to grow from 44,637 in 2006 to 54,224 in 2026. Most of the growth will be in the region around Bairnsdale and Lakes Entrance. Growth is strongest in people aged 60 years and over. This is shown in Figure 1.7.

Figure 1.7 East Gippsland Shire population pyramid, 2006 and 2026



Source: Edwards D, P Weldon and T Friedman (2011) op cit pages 27 and 29

The major tertiary education provider in the area is Advance TAFE, which has sought to meet the needs of its widespread community through its major campuses, specialist education centres and local outreach centres.

The main providers offering Year 12 courses in East Gippsland Shire are Bairnsdale Secondary College, GippsTAFE, Advance TAFE, Lakes Entrance Secondary College, Mallacoota P-12 College, Nagle College, Orbost Secondary College and Swifts Creek School. Table 1.8 shows the top ten post-Year 12 destinations for East Gippsland Shire students.

On Track data suggests that the vast majority of East Gippsland Shire students undertaking tertiary level study need to relocate. Advance TAFE is the second most popular post-school destination and the only destination that minimises the need for relocation.

34. Department of Planning and Community Development (2008) Victoria in Future: East Gippsland

35. Ibid

36. East Gippsland Shire Council, About the Shire, <http://atlas.id.com.au/About.aspx?id=330&pg=2100>, 28 September 2011

Table 1.8 Top ten post-Year 12 destinations for East Gippsland Shire students

| Institution* | Number | Per cent |
|--------------------------|--------|----------|
| Monash University | 17 | 18.1 |
| Advance TAFE | 14 | 14.9 |
| La Trobe University | 10 | 10.6 |
| RMIT University | 9 | 9.6 |
| Deakin University | 7 | 7.4 |
| Swinburne University | 6 | 6.4 |
| Melbourne University | 3 | 3.2 |
| Charles Sturt University | 3 | 3.2 |
| Ballarat University | 2 | 2.1 |
| GippsTAFE | 1 | 1.1 |

*All campuses

Source: Department of Education and Early Childhood Development (2011), *On Track Survey 2011, East Gippsland LGA Report*, Victorian Government

On Track collects data from early school leavers, although the sample size is small the data indicates that East Gippsland Shire early school leavers are entering apprenticeships and part time employment in greater proportions than their Victorian counterparts. Early school leaver data is shown at Table 1.9.

Table 1.9 Destinations of 2010 early school leavers, East Gippsland Shire and Victoria

| Destination | East Gippsland | | Victoria | |
|----------------------------|----------------|----------|----------|----------|
| | n | per cent | n | per cent |
| Certificate I-IV and above | 16 | 14.3 | 761 | 20.2 |
| Apprenticeship | 38 | 33.9 | 1112 | 29.5 |
| Traineeship | 7 | 6.3 | 209 | 5.5 |
| Employed full-time | 10 | 8.9 | 430 | 11.4 |
| Employed part-time | 21 | 18.8 | 476 | 12.6 |
| Looking for work | 13 | 11.6 | 611 | 16.2 |
| NILFET* | 7 | 6.3 | 169 | 4.5 |

*NILFET is 'not in the labour force, education or training'

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011 East Gippsland LGA Report* Victorian Government

1.2.3 Southern Gippsland

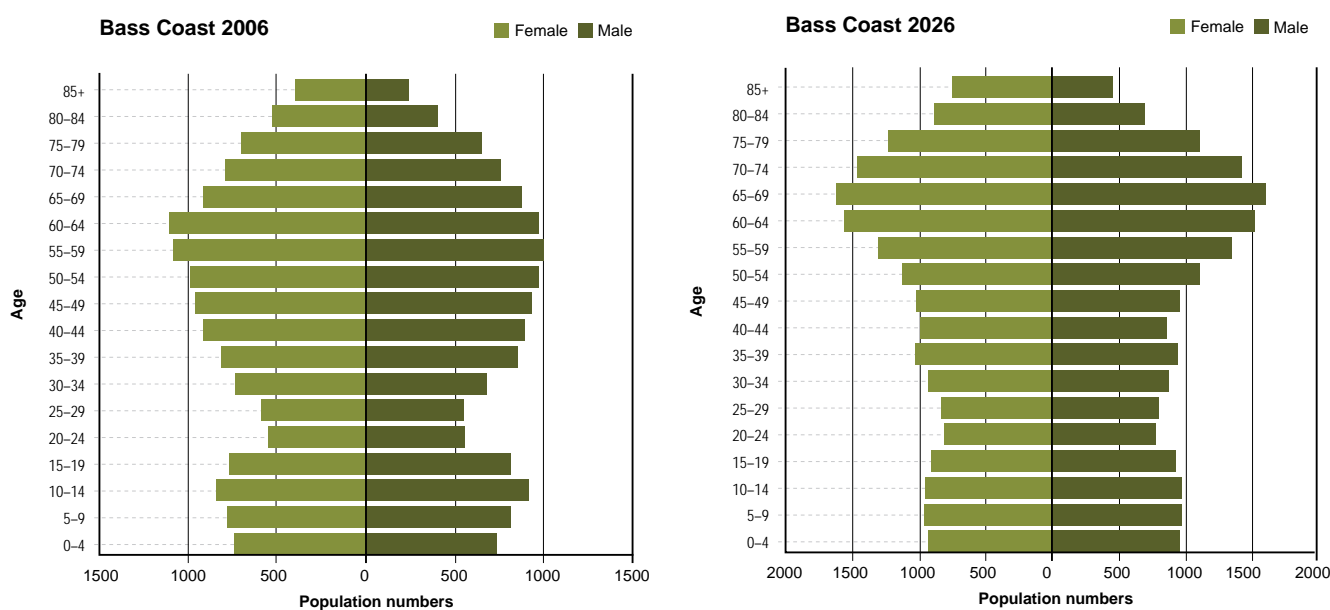
Southern Gippsland comprises the LGAs of Bass Coast Shire and South Gippsland Shire. The two shires share a coastline and have road networks that link them more directly to Melbourne than to other areas within Gippsland.

Bass Coast Shire

The Bass Coast Shire is located 120 kilometres south east of Melbourne, and covers an area of approximately 864 square kilometres.³⁷ The major centres in the area are Wonthaggi, Cowes and Inverloch.³⁸ Wonthaggi is becoming popular with commuters to Melbourne. Bass Coast is a popular tourist destination known for its coastline, nature parks and hinterlands. The major industries of the area are tourism and agriculture, particularly cattle and sheep grazing.³⁹ A number of other towns experience peak populations during holiday periods, chiefly Inverloch, Cape Paterson and Phillip Island.⁴⁰

The population in Bass Coast Shire is projected to grow from 31,675 in 2011 to 41,919 in 2026.⁴¹ Projections indicate that many more people will move to the Bass Coast to retire. Despite the ageing of the population in Bass Coast, and the addition of many retirees, it will also gain families, and thus will increase in all age ranges over the next 20 years.⁴² Population projections are shown in Figure 1.8.

Figure 1.8 Bass Coast Shire population pyramid, 2006 and 2026



Source: Edwards D, P Weldon and T Friedman (2011) op cit pages 27 and 29

The main secondary schools in Bass Coast Shire are Newhaven College and Wonthaggi Secondary College (McBride campus). The Bass Coast Shire is home to the Bass Coast campus of Chisholm which delivers courses from certificate through to diploma level. *On Track* data shows that Bass Coast Shire students seek a mix of university and VET qualifications post school. While Monash University is the most popular post-school destination followed by Deakin University, the top ten also features Chisholm, Swinburne TAFE, Box Hill Institute of TAFE and William Angliss Institute of TAFE. Table 1.10 shows the top ten post-Year 12 destinations for Bass Coast Shire students.

37. Department of Planning and Community Development (2008) *Victoria in Future: Bass Coast*

38. *ibid*

39. Bass Coast Shire, [http://www.basscoast.vic.gov.au/Visiting/Tourist_Information_\(1\)](http://www.basscoast.vic.gov.au/Visiting/Tourist_Information_(1)), 26 September 2011

40. DEECD (2011) *State of the Valley Report*, page 4

41. Department of Planning and Community Development (2008) *Victoria in Future: Bass Coast*

42. DEECD (2011) *State of the Valley Report*, page 18

Table 1.10 Top ten post-Year 12 destinations for Bass Coast Shire

| Institution* | Number | Per cent |
|-----------------------------------|--------|----------|
| Monash University | 17 | 22.4 |
| Deakin University | 14 | 18.4 |
| Chisholm | 8 | 10.5 |
| Melbourne University | 6 | 7.9 |
| Swinburne TAFE | 6 | 7.9 |
| La Trobe University | 5 | 6.6 |
| Box Hill Institute of TAFE | 3 | 3.9 |
| William Angliss Institute of TAFE | 3 | 3.9 |
| RMIT University | 1 | 1.3 |
| Swinburne University | 1 | 1.3 |

*All campuses

Source: Department of Education and Early Childhood Development (2011), *On Track Survey 2011, Bass Coast LGA Report*, Victorian Government

On Track collects data from early school leavers, although the sample size is small the data indicates that Bass Coast Shire early school leavers are entering apprenticeships and looking for work in greater proportions than their Victorian counterparts. The take up of apprenticeships above the Victorian average is consistent across the Gippsland LGAs. Early school leaver data is shown at Table 1.11.

Table 1.11 Destinations of 2010 early school leavers, Bass Coast Shire and Victoria

| Destination | Bass Coast Shire | | Victoria | |
|----------------------------|------------------|----------|----------|----------|
| | n | per cent | n | per cent |
| Certificate I-IV and above | 2 | 8.7 | 761 | 20.2 |
| Apprenticeship | 8 | 34.8 | 1112 | 29.5 |
| Traineeship | 2 | 8.7 | 209 | 5.5 |
| Employed full-time | 3 | 13.0 | 430 | 11.4 |
| Employed part-time | 3 | 13.0 | 476 | 12.6 |
| Looking for work | 5 | 21.7 | 611 | 16.2 |
| NILFET* | 0 | 0.0 | 169 | 4.5 |

*NILFET is 'not in the labour force, education or training'

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011 Bass Coast LGA Report* Victorian Government

South Gippsland Shire

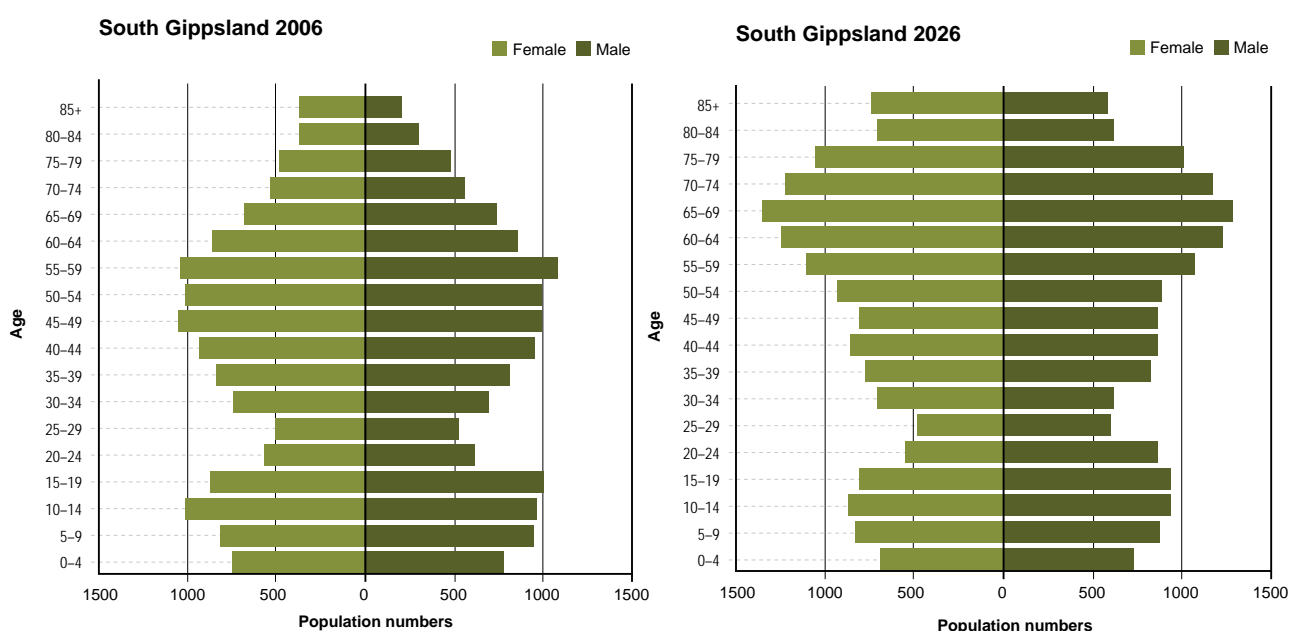
Located 130 kilometres south east of Melbourne, the South Gippsland Shire has an area of 3,305 square kilometres. Its major centres are Leongatha, Korumburra and Mirboo North.

The landscape is diverse, consisting of Wilsons Promontory National Park and coastline to the south and the Strzelecki Ranges to the north. Economic development is strong in the industries of dairy, horticulture, forestry, fishing, boutique food and wine, retail trade, manufacturing and tourism.⁴³ South Gippsland Shire is an important beef production and dairying area, and the western coast of the shire is also a popular holiday and retirement area.⁴⁴

Rich soils, a temperate climate and reliable seasonal rainfall make it a premier region for a range of agribusiness pursuits. The dairy sector has emerging opportunities in the production of organic milk, and for specialty dairy and cheese manufacture. The region is noted for its 'clean, green' farming operations. South Gippsland Shire is Australia's largest export grower of snow peas, with the region growing 70 per cent of the nation's crop around the Korumburra area.⁴⁵

The South Gippsland Shire is projected to grow from 27,545 in 2011 to 31,024 in 2026. Growth is likely to be in the west of the shire, driven by ex-urban growth from Melbourne. Ageing will be a significant feature of the population change in South Gippsland Shire with a net loss in most age groups aged 0-59 years offset by a doubling of the number of people aged 60 years and above.⁴⁶ Population projections are shown in Figure 1.9.

Figure 1.9 South Gippsland Shire population pyramid, 2006 and 2026



Source: Edwards D, P Weldon and T Friedman (2011) op cit pages 27 and 29

GippsTAFE's Leongatha campus is located in South Gippsland Shire and provides valuable options for students in a variety of courses. The main providers offering Year 12 courses in South Gippsland Shire are Korumburra Secondary College, Leongatha Secondary College, Mary Mackillop Catholic Regional College, Mirboo North Secondary College, South Coast Christian School and South Gippsland Secondary College.

On Track data shows the popularity of university as a post-school destination. Monash, La Trobe, Deakin, Melbourne and Ballarat universities all feature as prominent post-school destinations. GippsTAFE and Chisholm also feature. Table 1.12 shows the top ten post-Year 12 destinations for South Gippsland Shire students.

43. South Gippsland Shire, http://www.southgippsland.vic.gov.au/Page/Page.asp?Page_Id=159&p=1, (accessed 28 September 2011)

44. Department of Planning and Community Development (2008) *Victoria in Future: South Gippsland*

45. South Gippsland Shire, http://www.southgippsland.vic.gov.au/Page/Page.asp?Page_Id=159&p=1 (accessed 28 September 2011)

46. Department of Planning and Community Development (2008) *Victoria in Future: South Gippsland*

Table 1.12 Top ten post-Year 12 destinations for South Gippsland Shire students

| Institution* | Number | Per cent |
|--------------------------------|--------|----------|
| Monash University | 29 | 28.7 |
| La Trobe University | 10 | 9.9 |
| Deakin University | 7 | 6.9 |
| Melbourne University | 6 | 5.9 |
| Ballarat University | 6 | 5.9 |
| GippsTAFE | 6 | 5.9 |
| Chisholm | 6 | 5.9 |
| RMIT University | 5 | 5.0 |
| Swinburne University | 4 | 4.0 |
| Australian Catholic University | 3 | 3.0 |

*All campuses

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011, South Gippsland LGA Report*, Victorian Government

On Track collects data from early school leavers, although the sample size is small the data indicates that South Gippsland Shire early school leavers are entering apprenticeships and full time employment in greater proportions than their Victorian counterparts. This trend is consistent across most Gippsland LGAs. Early school leaver data is shown at Table 1.13.

Table 1.13 Destinations of 2010 early school leavers, South Gippsland Shire and Victoria

| Destination | South Gippsland Shire | | Victoria | |
|----------------------------|-----------------------|----------|----------|----------|
| | n | per cent | n | per cent |
| Certificate I-IV and above | 7 | 17.5 | 761 | 20.2 |
| Apprenticeship | 19 | 47.5 | 1112 | 29.5 |
| Traineeship | 3 | 7.5 | 209 | 5.5 |
| Employed full-time | 7 | 17.5 | 430 | 11.4 |
| Employed part-time | 2 | 5.0 | 476 | 12.6 |
| Looking for work | 0.0 | 0.0 | 611 | 16.2 |
| NILFET* | 2 | 5.0 | 169 | 4.5 |

*NILFET is 'not in the labour force, education or training'

Source: Department of Education and Early Childhood Development (2011) *On Track Survey 2011 South Gippsland LGA Report* Victorian Government

2 Gippsland educational profile

Tertiary education in Gippsland presents a unique student profile. Some patterns, such as higher participation rates in vocational education and training and lower participation rates in higher education, are common across regional areas. Other patterns, such as the high proportion of female enrolments at Monash Gippsland, are unique. The profile of students from both the youth and adult learner cohorts has important implications for the delivery of tertiary education. It is important that providers operating in Gippsland are able to tailor and adjust their courses and entry requirements to suit local characteristics.

This chapter examines school retention rates, vocational education and training and higher education participation rates, campus and institution preferences, and total tertiary student cohort projections.

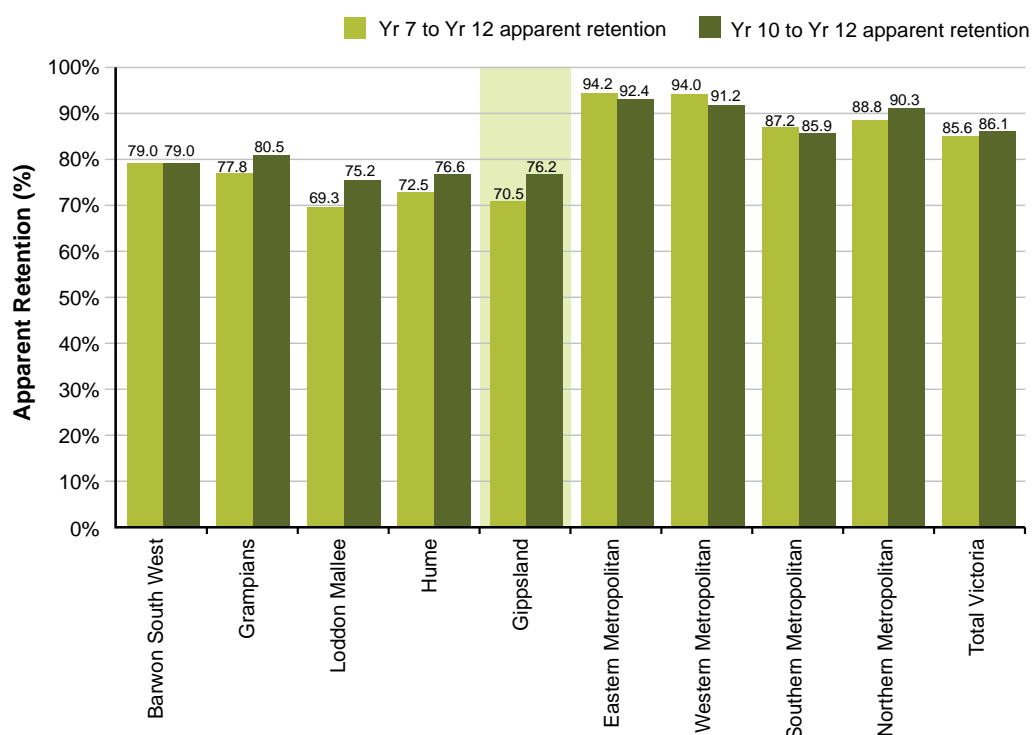
2.1 School retention and transition to tertiary education

In the tertiary sector the youth cohort is an important source of enrolments, particularly universities, with Year 12 completion providing the most direct transition route. As such, school retention to Year 12 and completion of Year 12 is significant.

In 2010, 2612 Gippsland students commenced Year 12. School retention rates in Gippsland are substantially lower than that for metropolitan regions, with Year 7 to Year 12 apparent retention⁴⁷ at 70.5 per cent, well below the Victorian average of 85.6 per cent. Victorian retention rates by region are shown in Figure 2.1.

There is gender-based variation within the Gippsland school retention rate. The Year 7–12 retention rate for males at 63 per cent is much lower than the female retention rate of 78.1 per cent. This shows that the higher female retention rate hides the poor male retention rate when considered as a whole. This pattern over greater female engaged is also evident at the tertiary level, with the student body at Monash Gippsland campus two thirds female.⁴⁸ This is discussed in more detail on page 39.

Figure 2.1 Apparent retention rates for Victorian school students by region, 2010



Source: Edwards D and C Underwood (2011), Student profile, supporting analysis: *Gippsland Tertiary Education Plan*, page 4

47. Year 7 to Year 12 apparent retention is the number of Year 12 students as a percentage of the number of Year 7 students five years earlier

48. Edwards D and C Underwood, op cit, page 17

Following Year 12, 1345 Gippsland students applied through VTAC for university admission, 159 for TAFE admission and 36 for admission to a private provider.⁴⁹ This means that approximately 59 per cent of Year 12 students seek post-Year 12 education and training through VTAC. This is shown in detail at Table 2.1.

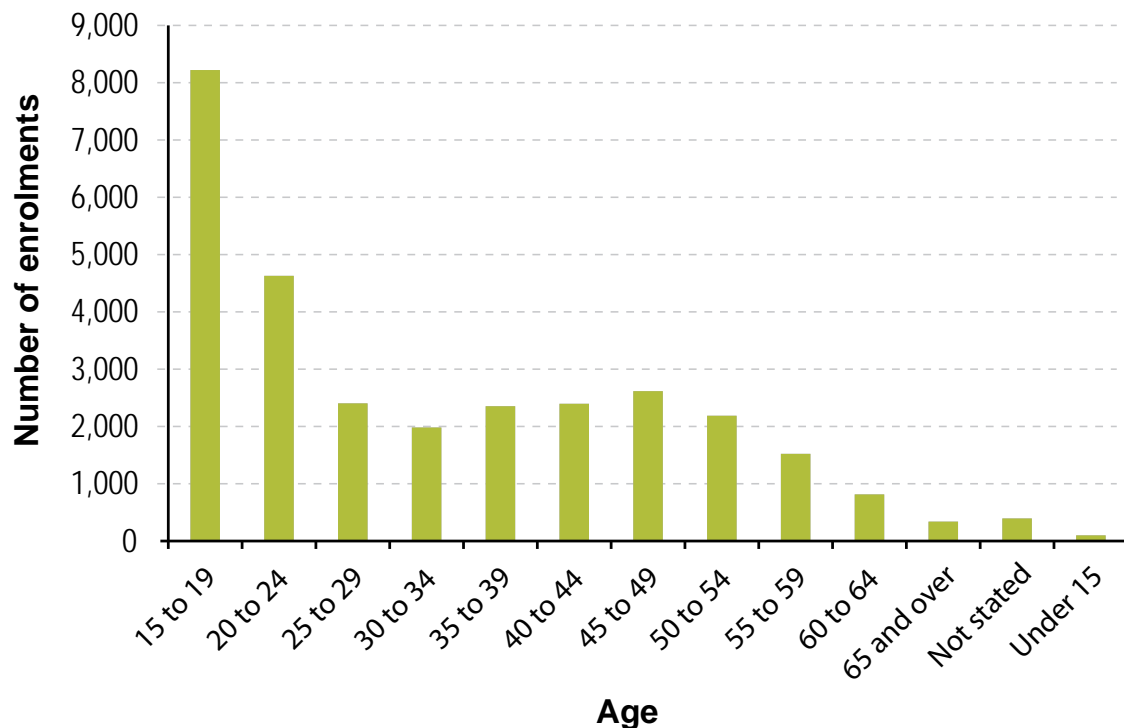
Table 2.1 Year 12 commencers and Year 12 VTAC applicants by sector of first preference, 2010

| | Yr12 enrolments (February) | VTAC applicants, first preference | | | Total (sectors combined) |
|-----------|----------------------------|-----------------------------------|-------|-------------------|--------------------------|
| | | University | TAFE | Private Providers | |
| Gippsland | 2,612 | 1,345 | 159 | 36 | 1,540 |
| Victoria | 56,676 | 34,560 | 5,891 | 1,004 | 41,455 |

Source: Edwards D and C Underwood (2011) op cit page 17

Analysis of VET enrolments in Gippsland suggests that a significant proportion of young people, including early school leavers and Year 12 completers who do not apply through VTAC, are engaged in some form of vocational education and training. Figure 2.2 shows that a significant proportion, approximately 27 per cent of enrolments are from the 15-19 year age cohort. It should be noted that in VET data collection a single student can constitute multiple enrolments, despite this, the data shows that the youth cohort are engaged in VET in significant proportions in Gippsland. This indicates that VET providers are an important route to students achieving Year 12 or equivalent (currently Certificate II). It also points to the importance of pathways from Certificate and above level qualifications into degree programs.

Figure 2.2 VET enrolments by age: selection of Gippsland providers⁵⁰



Source: Skills Victoria, Department of Education and Early Childhood Development Victoria

49. Edwards D and C Underwood, 2011, Student Profile, supporting analysis: *Gippsland Tertiary Education Plan*, page 16

50. Skills Victoria data, includes enrolments from GippsTAFE, Advance TAFE, Apprenticeship Groups Australia, Community College Gippsland and Community College East Gippsland

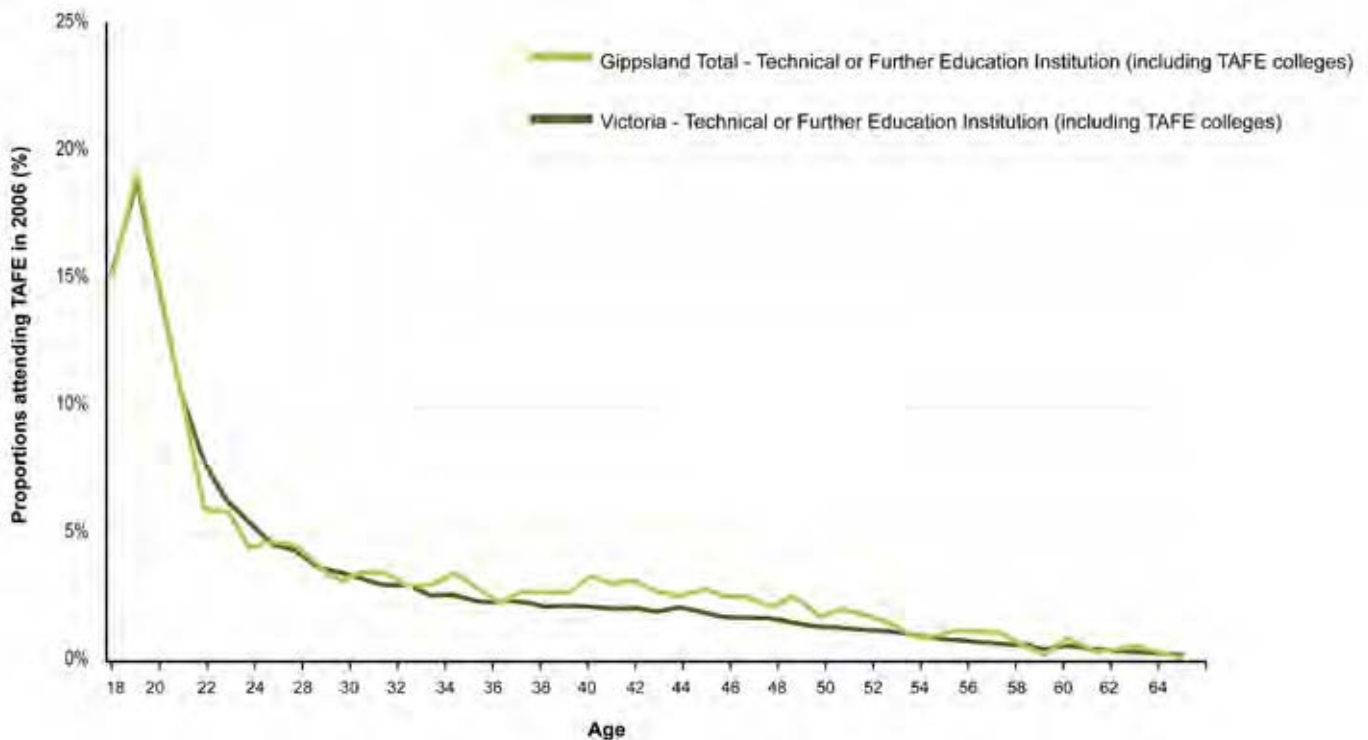
2.2 Tertiary education participation rates

Tertiary education includes both higher education and delivery of vocational education and training. There is ongoing policy debate around which level of vocational education and training, for example diploma and advanced diploma, constitutes tertiary education. The data analysis section of this report is based on research commissioned from ACER, who used Australian Bureau of Statistics (ABS) and Victorian Department of Planning and Community Development (DPCD) data sets. Tertiary education in the ABS data series provides two categories:

- technical or further educational institution (abbreviated in this chapter to TAFE)
- university or other tertiary institutions.

Data shows that Gippsland participates in TAFE at rates similar to the Victorian average across all age ranges. This is shown graphically in Figure 2.3.

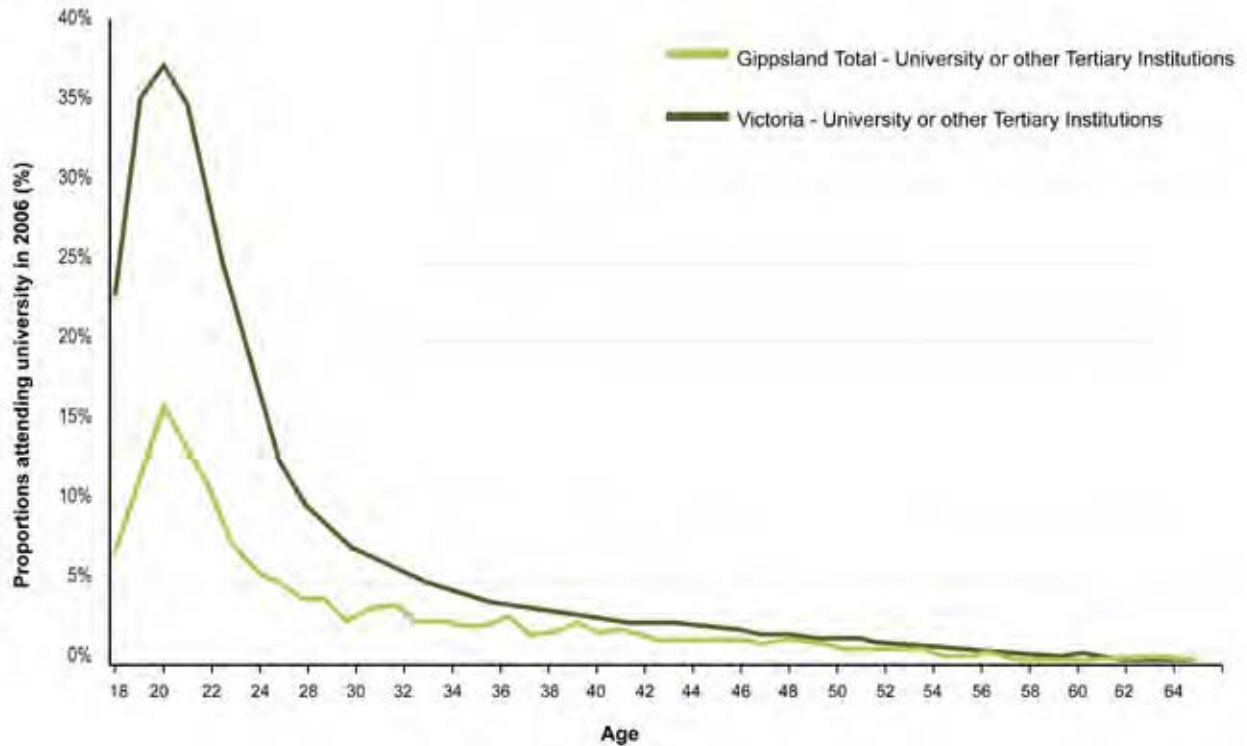
Figure 2.3 TAFE participation rates by age, persons aged 18–65 resident in Gippsland and Victoria, 2006



Source: ABS Census 2006, in Edwards D and P Weldon, Student Demand Projections Supporting Analysis: *Gippsland Tertiary Education Plan*, ACER

In contrast to figure 2.3, data shows that Gippsland is participating in university at much lower rates than the Victorian average. This is shown graphically in Figure 2.4.

Figure 2.4 University participation rates by age, persons aged 18–65 resident in Gippsland and Victoria, 2006



Source: ABS Census 2006, in Edwards D and P Weldon, Student Demand Projections Supporting Analysis: *Gippsland Tertiary Education Plan*, ACER

There is a pronounced difference in participation in higher education in the youth cohort of 18–25 years, which narrows in the older cohorts. This suggests that there is opportunity for growth in youth participation in higher education.⁵¹ This should not be at the expense or detriment of adult learners, who are and will remain important in Gippsland.

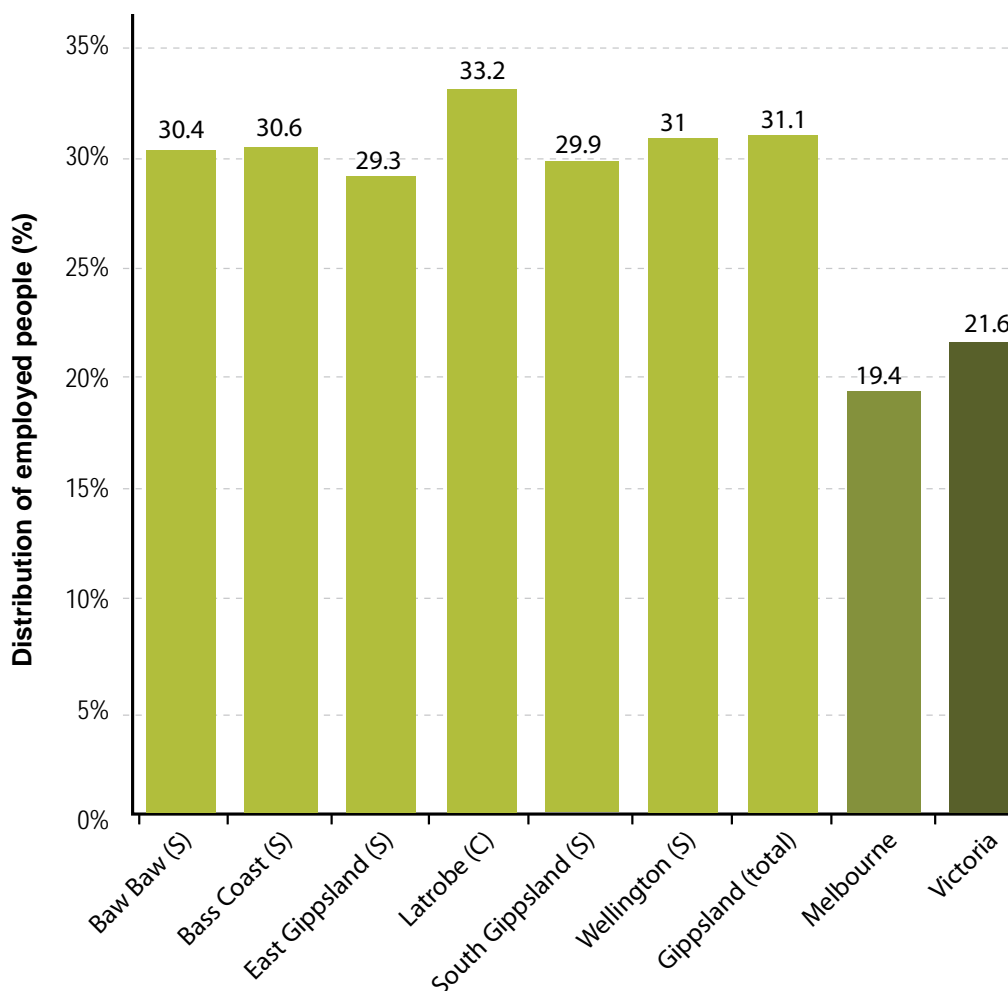
51. It should be noted that the ABS census collects data on 'Place of usual residence'. This means that people who were schooled in Gippsland and whose parents live in Gippsland but who have moved to another area, say Melbourne, to undertake tertiary education may not appear in these figures. As university offerings in Gippsland are limited, it is likely that the number of Gippsland school leavers in tertiary education is higher than the numbers provided here.

2.3 Gippsland population qualifications profile

The differences in participation rates which favour vocational education and training over higher education is also reflected in the qualifications profile of the Gippsland population. Across all LGAs, the Gippsland population has a higher proportion of the population holding certificate level qualifications than the Melbourne and Victorian average, and a much lower proportion holding bachelor and above qualifications than the Melbourne and Victorian average. This is shown graphically in Figures 2.5 and 2.6.

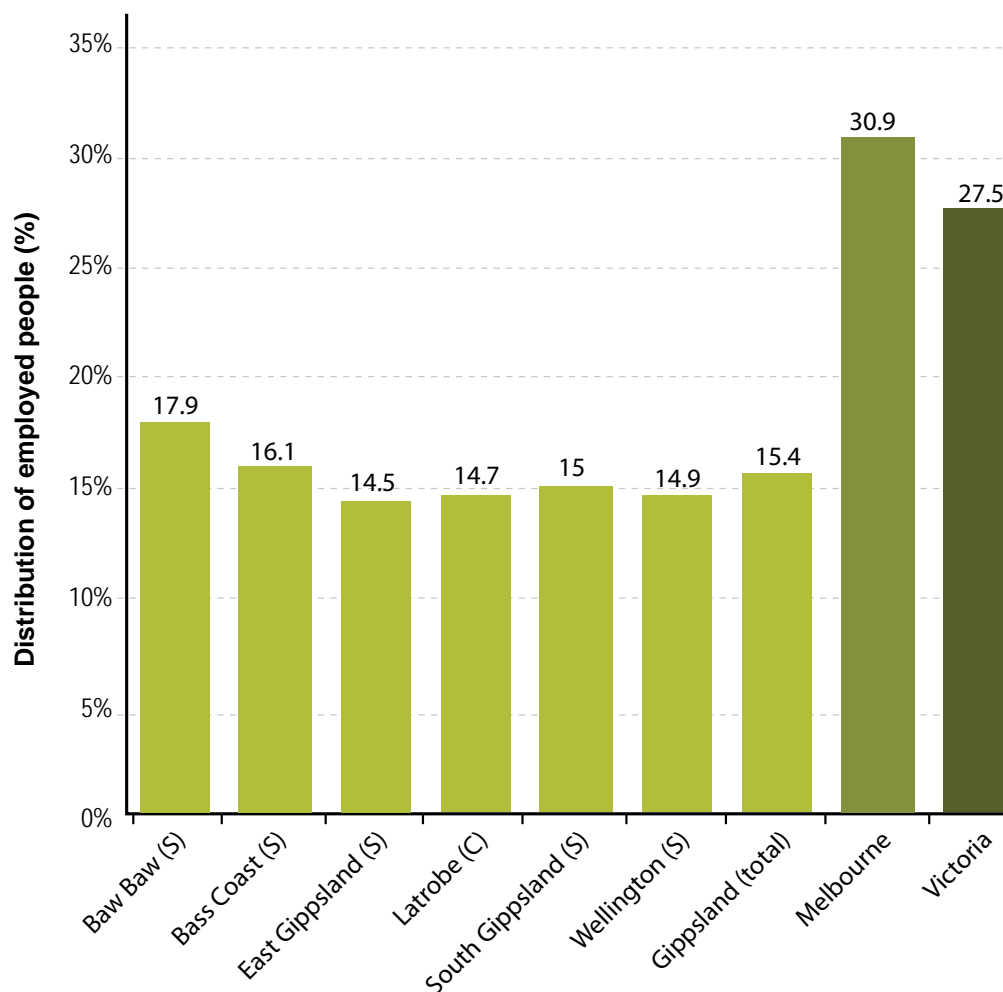
It should be noted that the Gippsland qualifications profile, that is a higher proportion of certificate level qualifications and a lower proportion of bachelor level qualifications, is consistent with that of other regional areas in Victoria.

Figure 2.5 Proportion of employed people aged 20–59 whose highest qualification is certificate I–IV, Gippsland LGAs, Melbourne and Victoria, 2006 (per cent distribution)



Source: Edwards D, P Weldon and T Friedman (2011), *Industry, Employment, and Population Profile Supporting Analysis: Gippsland Tertiary Education Plan*, page 8

Figure 2.6 Proportion of employed people aged 20–59 with a bachelor degree or above, Gippsland LGAs, Melbourne and Victoria, 2006 (per cent distribution)



Source: Edwards D, P Weldon and T Friedman, 2011, Industry, Employment and Population Profile supporting analysis: *Gippsland Tertiary Education Plan*, page 8

2.4 Student destinations

2.4.1 On Track

On Track, an annual survey of school leavers, and VTAC data provide important information on student preferences for tertiary education. *On Track* is more youth oriented, as it focuses on school leavers and is discussed below. VTAC is broader as it includes non-school leaver applicants (see page 38).

The top ten *On Track* 2010 university destinations by campus are shown at Table 2.2. This data shows Monash University is a popular post-school destination. The Gippsland campus is nominated by almost a quarter of students as their post-school destination. The Clayton, Caulfield and Peninsula campuses of Monash also feature in the top ten post-school destinations. In all, Monash University is listed as the post-school destination by 47.3 per cent of students. This points to the importance of the relationship between Monash University and the Gippsland community, in particular schools.

This data set is also significant as it shows that just over 75 per cent of students are leaving Gippsland to access higher education. This mobility reflects many issues, some of which are outlined in *Chapter 4: Submissions and consultations*, such as transport, distances and course availability. It may also reflect a greater propensity in the youth cohort to travel and seek new experiences.

Table 2.2 Top ten post-school university destination by campus

| Institution and campus | Number | n = 520 Proportion of students (per cent) |
|----------------------------------|--------|---|
| Monash University – Gippsland | 127 | 24.4 |
| Monash University – Clayton | 70 | 13.5 |
| Deakin University – Burwood | 51 | 9.8 |
| Latrobe University – Bundoora | 51 | 9.8 |
| Melbourne University – Parkville | 43 | 8.3 |
| RMIT University – Melbourne | 26 | 5.0 |
| Swinburne University – Hawthorn | 23 | 4.4 |
| Monash University – Caulfield | 18 | 3.5 |
| Ballarat University – Mt Helen | 15 | 2.9 |
| Monash University – Peninsula | 12 | 2.3 |

Source: 2010 *On Track* data in Edwards D and Underwood C, op cit, page 9

Table 2.3 is extended to show the top 11 post-school VET destinations by campus, allowing inclusion of the Bass Coast Chisholm campus.

Table 2.3 Top 11 post-school VET destinations by campus

| Institution and location | Number | n = 212 Proportion of students (per cent) |
|---------------------------------|--------|---|
| GippsTAFE – Yallourn | 28 | 13.2 |
| GippsTAFE – Morwell | 23 | 10.8 |
| Advance TAFE – Sale | 21 | 9.9 |
| Other TAFE – Other | 12 | 5.7 |
| William Angliss – Melbourne | 10 | 4.7 |
| GippsTAFE – Warragul | 9 | 4.2 |
| Advance TAFE – Bairnsdale | 9 | 4.2 |
| RMIT TAFE – Melbourne | 9 | 4.2 |
| Advance TAFE – other | 8 | 3.8 |
| Swinburne TAFE – Prahran | 8 | 3.8 |
| Chisholm Institute – Bass Coast | 6 | 2.8 |

Source: 2010 *On Track* data in Edwards D and Underwood C, op cit, page 10

The VET destinations of students show a greater propensity for students to enrol locally compared with university destinations. Yallourn, Morwell and Sale are the top three destinations, however it should be noted that the absolute numbers of students are small; approximately 72 students in total for these three locations. William Angliss also features highly, perhaps suggesting that hospitality and other tourism-related courses are in demand.

2.4.2 VTAC

VTAC first preferences show the preferred institution and campus of choice for both the school leaver cohort and other applicants. This provides an indication of preference patterns between school leavers and the adult learner cohort or 'other applicant' cohort.

In total, 2,039 students from Gippsland registered first preferences for a university place with VTAC. This includes 1,330 from the Year 12 cohort and 709 from the other applicant cohort.

VTAC 2010–11 data shows that other applicants are more likely to choose Gippsland as their choice for university study. From a total of 709 other applicants, 313 chose Gippsland as their first preference, 334 a Melbourne location, 45 another regional area in Victoria and 17 distance education. By comparison, the school leaver cohort overwhelmingly sought a Melbourne location for their university education, with 877 first preferences; Gippsland attracted 303 first preferences and other regional areas in Victoria 149 first preferences. This shows a mobility within the youth cohort that is not as apparent in the other applicant category.⁵²

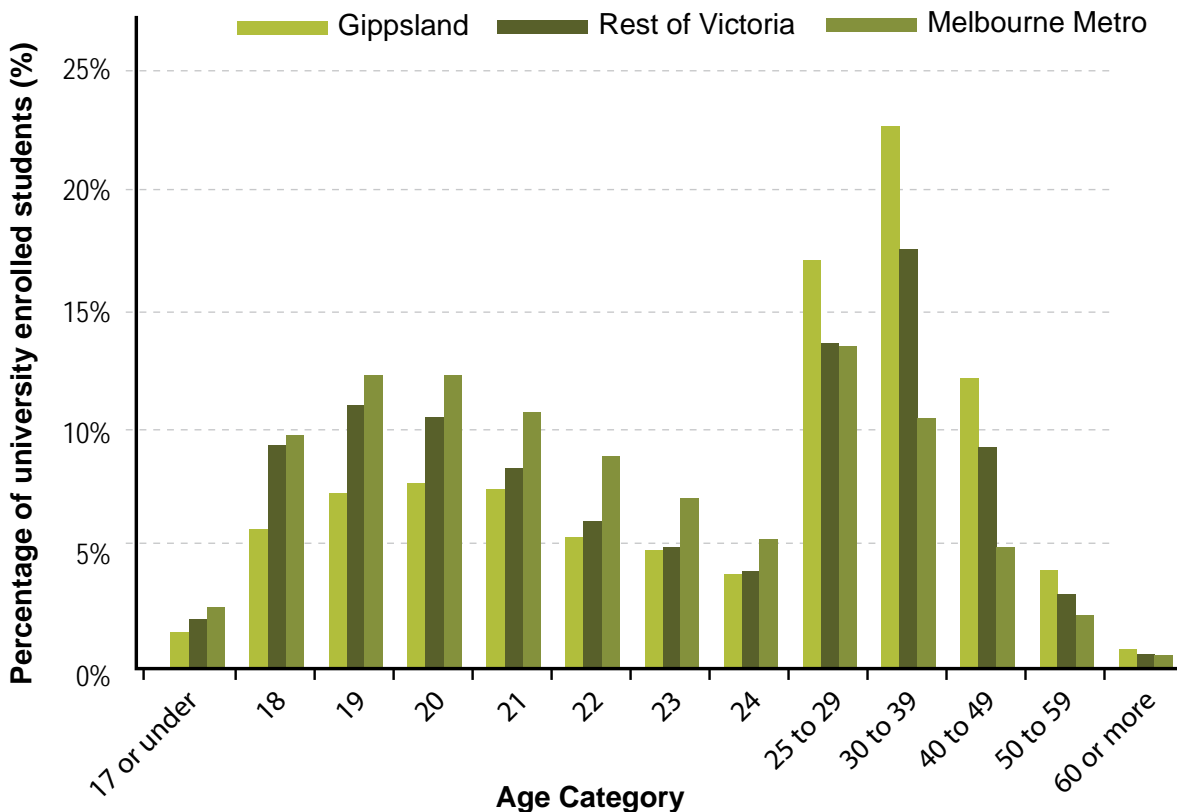
The adult learner cohort is extremely important in Gippsland. Adult learners are more likely to study locally and less likely to reach university through a school-based pathway, that is Year 12.

2.5 Gippsland tertiary student profile

ACER analysis of the student cohort of the Monash Gippsland campus presents noticeable differences, with the Gippsland campus presenting a much older, more female cohort than other Victorian university campuses.

Figure 2.7 shows the age profile of students on the Gippsland campus. When compared with Melbourne, the profile is skewed away from the younger cohorts and towards adults aged 25–49 years.

Figure 2.7 Age distribution of university enrolled students, by region, 2008



Source: Edwards D and C Underwood, op cit, page 18

52. Edwards D and C Underwood, op cit, page 16

The Department of Education, Employment and Workplace Relations (DEEWR) data in ACER shows the proportion of female and male university students to be:

- 66.6 per cent female, 33.4 per cent male in Gippsland
- 53.5 per cent female, 46.5 per cent male in Melbourne
- 59 per cent female, 41.0 per cent male in the rest of Victoria.⁵³

The university subject mix offered in Gippsland shows strengths in the fields of health and education, with the proportion of students enrolled in these fields exceeding proportions for Melbourne and the rest of Victoria. This is shown in Figure 2.8. These fields traditionally attract more female students. The challenge for Gippsland is to build a tertiary offering that is attractive to male students.

Analysis of VET enrolments indicates a counter enrolment pattern, whereby Gippsland males are more likely than females to be enrolled. Data shows that the proportion of female and male VET students to be:

- 47 per cent female, 53 per cent male across Victoria
- 36 per cent female, 64 per cent male in Gippsland.⁵⁴

Figure 2.8 Broad field of education among students in Victorian universities by region, 2008



Source: DEEWR Higher Education Student Collection, 2008, unpublished, in Edwards D and C Underwood, op cit, page 20

Gippsland is strong in fields of health and education, moderately strong in society and culture, and creative arts, and reasonably low in Architecture and Building, and Agriculture and Environment.

53. Edwards D and C Underwood, op cit, page 18

54. Skills Victoria data set including enrolments from GippsTAFE, Advance TAFE, AGA, Community College Gippsland and Community College East Gippsland

2.5.1 Student demand projections

The OECD Higher Education in Regional and City Development (2010) report on *The State of Victoria, Australia*⁵⁵ reiterates that universities need a critical mass of some thousands of students, a point also made in the Bradley Review. Feedback during consultations indicated a keenness to see an increase in higher education accessibility across the region, but also a broadening of the course offering. It is important that a critical mass of students be formed to support an extended offering, including maintenance and growth of student numbers at the Churchill campus. The popularity and strength of this campus needs to be built upon while offerings are expanded across the region to capture and allow students from more remote communities to access higher education.

Three projections or scenarios of tertiary education student numbers are provided⁵⁶:

- flat projection
- conservative projection
- optimistic projection.

Analysis of participation rates shows that there is scope for improvement in higher education participation in the youth cohort, which trails the state average. While there is potential for improvements in participation in this cohort, the importance of adult learners, particularly in a community with an ageing population profile, also needs to be recognised.

The projection modelling by ACER for the youth cohort shows that by 2026:

- under the optimistic scenario student numbers will be 3,063 for TAFE and 2,603 for university or other tertiary institutions
- under the conservative scenario student numbers will be 2,008 for TAFE and 2,010 for university or other tertiary institutions
- under the flat scenario student numbers will be 2,193 for TAFE and 1,883 for university or other tertiary institutions.

The youth cohort in Gippsland is relatively small. It is not until adult learners are included in the projections that student numbers increase to levels that create a body of students large enough to sustain a broad and vibrant range of courses.

The projection modelling by ACER for all age cohorts 18–65 shows that by 2026:

- under the optimistic scenario student numbers will be 6,548 for TAFE and 5,253 for university or other tertiary institutions
- under the conservative scenario student numbers will be 5,003 for TAFE and 4,377 for university or other tertiary institutions
- under the flat scenario student numbers will be 5,269 for TAFE and 4,202 for university or other tertiary institutions.

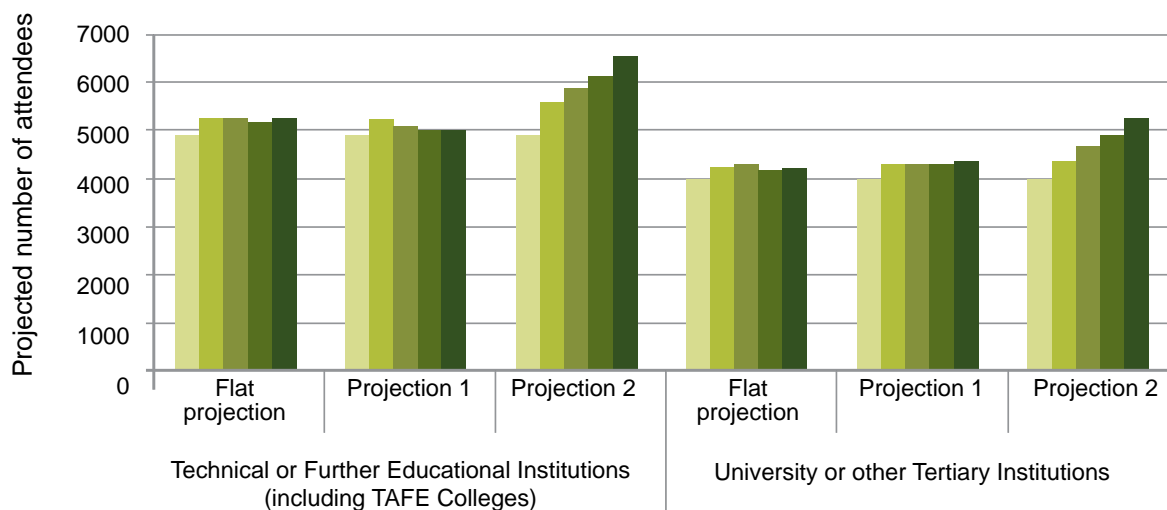
This is illustrated at figure 2.9.

55. OECD, 2010, *Higher Education in Regional and City Development: The State of Victoria Report, Australia*, page 176

56. Edwards D and P Weldon, (2011) *Student demand projections Supporting analysis: Gippsland Tertiary Education Plan* Australian Council for Educational Research (ACER) , page 11

This modelling demonstrates as do enrolments patterns that adult learners in Gippsland are a large and critical component of the student body. It is important that their needs continue to be a focus for tertiary education providers across the region, particularly as the workforce needs to reskill in response to industry transition and competitive industry demands. Adult learners favour part-time, distance and blended study modes. These patterns are compatible with youth interests and the geographic spread of Gippsland. Tertiary education in Gippsland needs to show flexibility and a smartness of operation that captures demand at Churchill but also aggregates demand across Gippsland to allow for flexible entry, flexible delivery and new solutions to increase course offerings.

Figure 2.9 Total projected attendance at TAFE and University for years 2006-2026 for persons aged 18-65 in Gippsland, showing three projections



| | | | | | | |
|------|------|------|------|------|------|------|
| 2006 | 4895 | 4895 | 4895 | 3972 | 3972 | 3972 |
| 2011 | 5264 | 5190 | 5591 | 4262 | 4294 | 4384 |
| 2016 | 5245 | 5103 | 5906 | 4280 | 4353 | 4672 |
| 2021 | 5175 | 4973 | 6133 | 4187 | 4304 | 4907 |
| 2026 | 5269 | 5003 | 6548 | 4202 | 4377 | 5253 |

Source: Edwards D and P Weldon, op cit, page 21

3 Economic development and industry

The submissions made to the Expert Panel and the consultations conducted in preparation for this report highlighted the need to align the provision of tertiary education with the needs of local industries in order to realise sustainable economic development in the future. Tertiary education providers should work cooperatively with employers and industries to jointly develop specialist education and training that parallels and sometimes anticipates priority workforce needs to promote innovation and economic development.

While Gippsland is geographically large, much of its terrain is inaccessible, mountainous, heavily wooded and/or held in national and state parks and reserves. This creates issues in terms of settlements and townships, transport access and economic development. Industry in Gippsland needs to be considered against this background, shown in Figure 3.1 Land management.

This chapter provides an overview of the future economic development for the region and goes on to provide discussion on industries within Gippsland that the Expert Panel considers will benefit from closer relationships with tertiary education providers.

Gippsland Parks, Alpine Reserves and State Forests

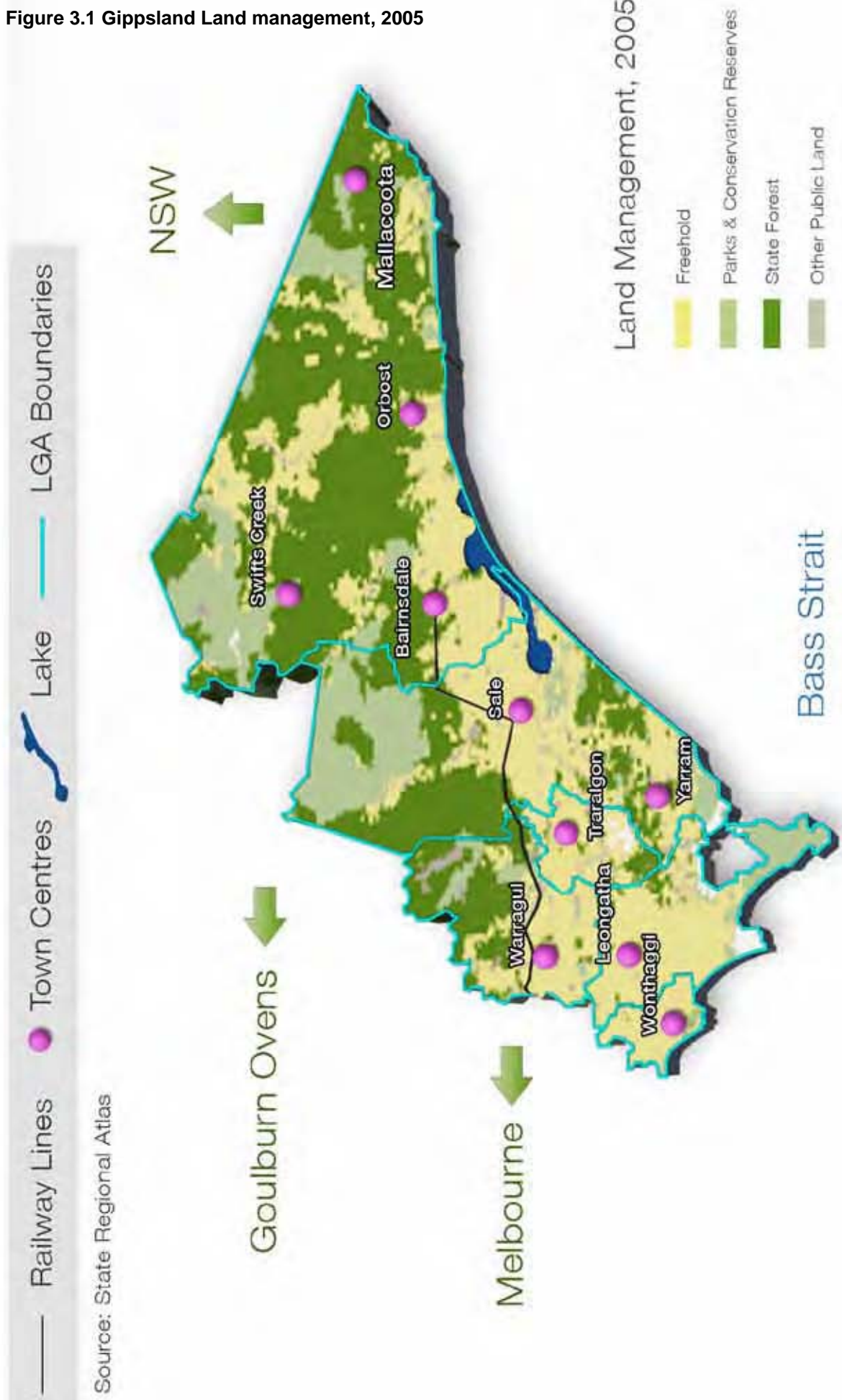
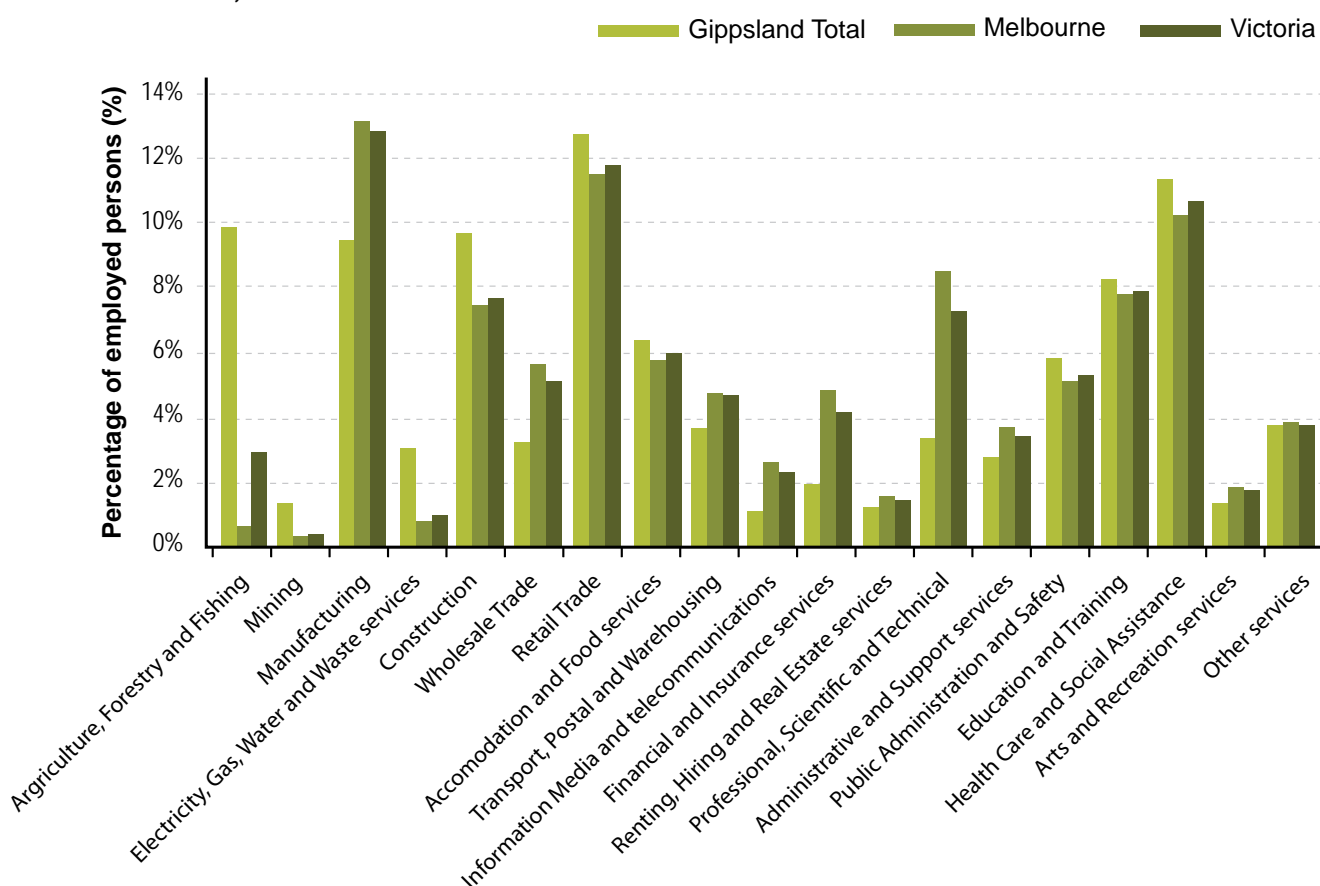


Figure 3.1 Gippsland Land management, 2005

3.1 The Gippsland economy

Gippsland has a resource and service-based economy, with significant outputs in the agriculture, mining, construction and manufacturing sectors, as well as a high proportion of employment in farming, retail, education and training, and health care and social assistance. Figure 3.2 shows the proportion of residents employed by broad industry category in Gippsland, Melbourne and Victoria in 2006. Across Gippsland, there is diversity between the six LGAs; retail trade is more notable in Latrobe City, Bass Coast Shire and East Gippsland Shire; health care and social assistance is more prominent in East Gippsland Shire than South Gippsland Shire; and agriculture, forestry and fishing is more prominent in South Gippsland Shire and Wellington Shire, where construction is less prominent.

Figure 3.2 Distribution of broad industry categories, Gippsland, Melbourne and Victoria residents, 2006

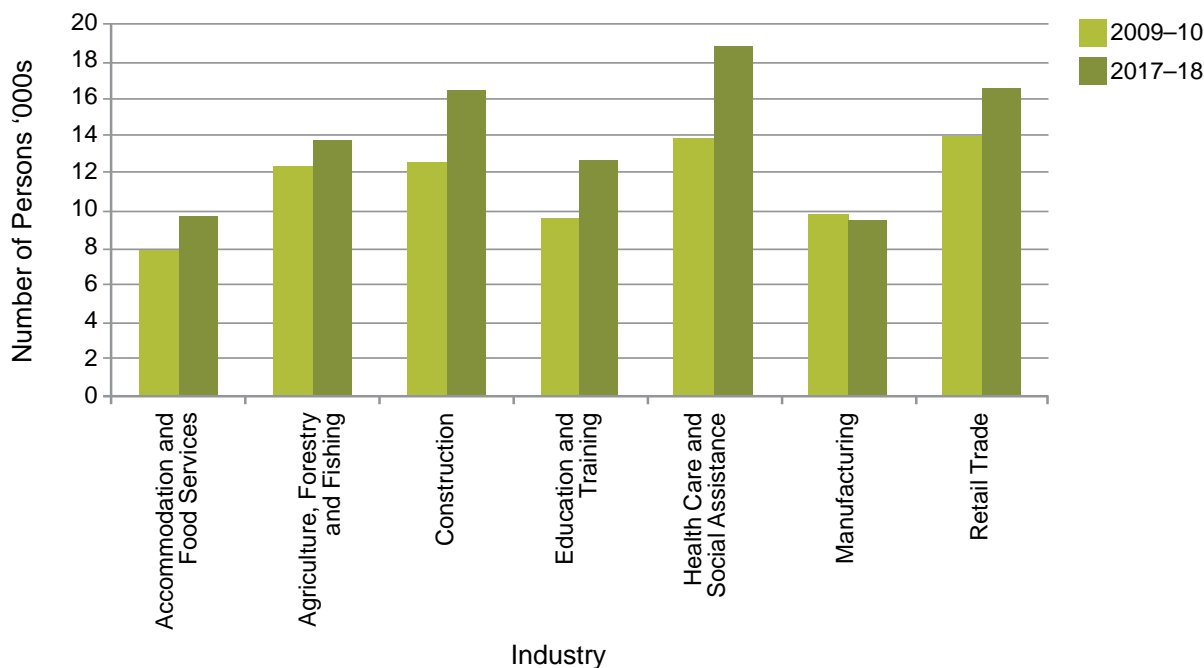


Source: Edwards D, P Weldon and T Friedman, 2011, op cit, page 7

Since the 2006 analysis, the economic landscape of Gippsland has seen substantial restructuring. Issues such as population growth and an ageing workforce and population, as well as challenges and opportunities in the transition to a low carbon economy, are expected to continue to drive this change. Figure 3.3 provides details on the projected number of workers in Gippsland by industry to 2017–18. Growth is anticipated most notably in health care and social assistance due to the nature of the population, and in education and training. The only industry forecast to decline in size is manufacturing, which is understood to have peaked in 2010–11.

New challenges and opportunities will arise as the population grows and ages, and as the regional economy adjusts to a low-carbon environment and responds to other competitive market demands. Sustainable economic growth in Gippsland will be assisted through responding to opportunities in its natural resource industries, particularly in primary industries such as food production, dairy farms, sustainable energy production and forestry, as well as identifying opportunities through diversification of the regional economy, with particular strengths in aged and wellbeing care, tourism (including aviation) and post-secondary education.

Figure 3.3 Projected numbers of workers in Gippsland by industry 2009–10 and 2017–18 ('000s)



Source: Edwards D, P Weldon and T Friedman, 2011, op cit, page 17

Agricultural education, sustainability and Gippsland

One of the great strengths of Gippsland is its biodiversity and natural assets (land, air and water). Indeed the biodiversity and natural assets and features are the region’s cornerstone and basis of identity. These natural assets sustain the region’s urban growth, manufacturing, farming, forestry, mining, energy, commercial fishing, recreational and tourism sectors. Increasingly we understand the interconnectedness of water, our natural environment and most areas of human activity.

In recent years Gippsland has experienced prolonged drought, major bushfire events, flood and storm/tempest events. These natural disasters/environmental threats have, in turn, caused significant social, environmental and economic impacts within Gippsland. The combined impacts of drought, bushfires, storm/tempest events and Blue Green Algal blooms has had a major economic impact and threatens the sustainability of a number of economic sectors, including tourism.

Gippsland’s capacity to accommodate future growth and create a sustainable future is actually dependent upon a strong resource management framework which will protect land, air, water quality and ecosystems.

The Expert Panel submits that the sustainability of the region’s natural resources is strongly connected to research, education and skills training. We are entering a period of change in agricultural education in Victoria. The Parliamentary Inquiry into Agricultural Education and Training is due to report 31 January 2012, and the Parliamentary Inquiry into the Capacity of the Farming Sector to Attract and Retain Young Farmers and Respond to an Ageing Workforce is due to report 30 May 2012.⁵⁷

The likely changes and interest in agricultural education reflects changes in the drivers for this sector – changes that will require workforce planning, changes to farm sizes, particularly in dairying which has relatively small farm sizes, new ways of thinking about management and use of non-prime farmland, and thinking about the food chain from production to processing. This challenge must also include a focus on sustainability to ensure the satisfactory stewardship of the natural resources and the protection of intergenerational equity.

This broader definition of sustainability in agriculture encompasses land, air and water management. It focuses on sustainable farm sizes, workforce planning, and sustainable production processes and transportation systems. The OECD notes that regional universities ‘can support sustainable development and help fight climate change and improve food security and water security’⁵⁸. These developments broaden the focus of agriculture, fishing and forestry to recognise the interdependencies between these areas and the need for a broad skills base to deal with these changes.

57. www.parliament.vic.gov.au

58. OECD, 2010, op cit, page 174

Gippsland Regional Plan 2010

Developed by the Gippsland Local Government Network (GLGN) through a region-wide planning process, the Gippsland Regional Plan 2010 is a strategy that aims to improve the quality of life for the Gippsland community, while increasing the productivity and sustainability of the region. It identifies ten priority areas. These are (in no particular order):

- 1 Gippsland Low Carbon Economy Transition Plan
- 2 Post Secondary Education
- 3 Gippsland's Gateways
- 4 Centre for Sustainable Technologies
- 5 Gippsland Lakes Sustainable Development Framework
- 6 Health and Wellbeing Outcomes
- 7 Gippsland Integrated Land Use Plan
- 8 Gippsland's Water
- 9 Broadband Connectivity
- 10 Tourism Infrastructure.

The Gippsland Regional Plan also supports the strategic directions established through the Gippsland Regional Skills Forum and the implementation of the Gippsland Skills Action Plan. The action plan identified factors to increase the connectedness within the region, such as allowing education providers to provide leadership and to be part of the local discussions about community issues.

Source: Gippsland Local Government Network, 2011

3.2 Tertiary education and industry linkages

The submissions and consultations process has highlighted the need for additional training capacity and improved collaboration between tertiary education providers and industry within the region. The Expert Panel has heard that linkages between education, training and industry are not as effective as they could be. Essentially this is the main concern shared by stakeholders.

There is an opportunity for tertiary education providers to work cooperatively with industry to develop specialist education and training that remains relevant as economic development and restructure occurs in Gippsland. Higher education providers can play a role in attracting major employers and industry, skilled professionals and higher degree students to Gippsland. Despite relevant courses being on offer, enrolments are low. Industries have a role in increasing student awareness of job opportunities and improving the attractiveness of their industry. This can be done through targeted engagement programs, industry open days, the use of work experience and holiday job programs, apprenticeships and research partnerships to develop the relationship between students and local industries.

The Expert Panel has considered a range of contributions from submissions and consultations with industry and local and state government, in addition to the Gippsland Regional Plan 2010 and the *State of the Valley Report*. The Expert Panel has identified industries within Gippsland that will benefit significantly from closer relationships with tertiary education providers. These are:

Primary industries

- Agriculture, including farming concerned with growing of crops and raising livestock (such as dairy) to produce food and other products.
- Natural resources, including essential services, and forestry and logging.

Service industries

- Health care and social assistance
- Retail trade and tourism, including aviation
- Education and teaching

3.3 Primary industries

3.3.1 Agriculture

In 2006, agriculture and related industries employed approximately 3 per cent of the Victorian workforce, while the proportion in Gippsland was approximately 10 per cent.⁵⁹ Employment of farm hands, agricultural and horticultural labourers is expected to decrease over the next few years, while specialists in agriculture are expected to be in high demand, suggesting a need for a focus on higher level skills and qualifications.⁶⁰ The region has been undergoing a significant period of restructure, as manufacturing has contracted in line with the whole of Victoria, and moves agriculture from many small family-run farms to fewer larger corporate farms run with new production methods to increase productivity.⁶¹

Across all of Gippsland, dairying is a significant aspect of the agricultural sector, with a large number of dairy farms in Baw Baw Shire and Wellington Shire. Gippsland dairy farmers produce 23 per cent of the national milk production and the on-farm and processing and manufacturing sector employs 6800 people. The value of milk as an agricultural commodity in Gippsland is over \$600 million.⁶² This represents over half of the total Gippsland agricultural value. Further details on the economic value of the food industry in Gippsland is provided in Appendix 3.

Under the Commonwealth Government's Clean Energy Plan, businesses in the sector may be eligible for economic benefits under the Carbon Farming Initiative. This scheme will reward businesses for taking steps to reduce carbon pollution, generating income from credits for certain actions, including reduced methane emissions from livestock digestion.⁶³ The initiative represents the start of a move for regional communities and industries to further develop new practices and technologies in food production and export.

Rainfall in Gippsland

Historically rainfall is reliable in the western area of Gippsland, with frequent light to moderate rainfall throughout the winter to spring months. While high rainfall can occur to the south of Gippsland, there is a relatively lower annual rainfall around the Gippsland Lakes. Rainfall within eastern Gippsland is less reliable, with lengthy dry periods broken by relatively heavy rainfall events, which may bring rainfall in excess of 100 millimetres in 24 hours. Eastern Gippsland does not display as marked a seasonal variation in rainfall.

Source: Department of Primary Industries, 2011

Gippsland is in a position to adapt and capitalise on its position in Victoria given its rainfall, prime dairy pasture and general rich soil conditions. The dairy and food processing sector presents many opportunities for young people and adult learners in Gippsland, through further education and development of existing skills in research, training and implementation of new technologies for a more sustainable use of existing resources.

An understanding of careers in the dairy and food processing sector will be necessary to assist the development of clear pathways. Education and training providers offering courses will also need to consider the particular skill sets students have and need, to ensure that students achieve qualifications that remain relevant as changes to the sector occur. This will be particularly applicable to adult learners who engage in further education and career development.

GippsDairy

GippsDairy is a regional development and research program led by dairy farmers in Gippsland. It has run a number of projects valued at a total of \$5 million, focusing on improving the profitability and sustainability of dairy farms. Working with students at Year 7–11 to increase awareness about the different aspects of the dairy industry, it has developed successful educational programs to promote career and educational opportunities in the dairy industry across vocational education and training and university pathways.

Source: www.gippsdairy.com.au

59. Edwards, Weldon and Friedman, 2011, op cit, page 21

60. Department of Education and Early Childhood Development, 2011, *Submission to Inquiry into Agricultural Education in Victoria*, Victorian Government, page 6

61. Department of Education and Early Childhood Development, 2011, *State of the Valley Report*, Victorian Government, page 78

62. www.gippsdairy.com

63. Clean Energy Future Factsheet, 2011, Commonwealth Government

3.3.2 Natural resources

Essential services

Gippsland's economy is a vital contributor to state and national essential services through the following industries:⁶⁴

- **Electricity**

The primary energy source for Victoria's electricity generation is through the mining and production of brown coal in the Latrobe Valley.

- **Natural gas**

Gippsland basin is a significant source of gas supplied to Melbourne, New South Wales, South Australia, Tasmania and the Australian Capital Territory.

- **Oil**

Gippsland basin supplies approximately 20 per cent of Australia's crude oil requirements.

- **Water**

Thompson Dam supplies 60 per cent of Melbourne's stored water capacity. Australia's largest desalination plant is currently being constructed near Wonthaggi in Gippsland.

With significant wealth in natural resources, a major part of the economy in Gippsland has been based on regional exports that contribute to the strength of the state and national economies. The Gippsland Regional Plan 2010 highlighted that electricity, gas and water supply, and mining were both in the top five economic output sectors in Gippsland.

These industries will be exposed as Australia transitions to a low carbon economy. This change will present opportunities for education in the region to lead the way in research, training and implementation of new technologies that will enable a more sustainable use of resources, including coal and water.

Research in these areas is likely to drive growth in the provision of higher education, as well as attracting and retaining investment, professional occupations and major business. Providers of tertiary education will have a role to play in providing the training, research and development necessary in order to support students, in particular adult learners, as the transition is made to a sustainable regional economy.

Latrobe Valley Industry and Employment Road Map

The Latrobe Valley Industry and Employment Roadmap is a project that commits to developing a long-term plan for industry and employment in the LGAs of Latrobe City, Wellington Shire and Baw Baw Shire. With representatives from all three tiers of government and local organisations, the Latrobe Valley Transition Committee will oversee development and research activities to:

- identify the challenges and opportunities facing the Latrobe Valley's economy and labour market
- provide an evidence base for further investment in regional industry development and employment growth
- identify agreed investment priorities to support industry growth
- establish processes to support coordinated regional infrastructure planning between State Government, the Commonwealth and regional stakeholders.

Source: Regional Development Victoria, 2011

64. Department of Education and Early Childhood Development, 2011, *State of the Valley Report*, Victorian Government, page 26

In the context of regional Victoria as a whole, 25 per cent of businesses in the electricity, gas, and water supply, and waste sectors report experiencing difficulty in recruiting to positions.⁶⁵ The following occupations have difficulties in recruitment and all require a high proportion of workers with tertiary qualifications⁶⁶:

- civil engineering professionals
- stationary plant operators
- mechanical engineering trades workers
- accounting and corporate secretaries.

In the mining sector occupations requiring employees with university qualifications include:

- civil engineers
- geologists and geophysicists
- fabrication engineering trades workers.

The Minerals Council of Australia set up the Minerals Tertiary Education Council (MTEC) to develop tertiary education of professionals in the mining and minerals processing industry at a national level. Since 1999, industry funds have been allocated to assist in the development of industry-focused courses and employ educational staff with specialist knowledge and experience. MTEC also runs support programs and projects to assist with attraction, retention and up-skilling of professionals. Monash University teaches a one-week course called Geology from Geophysics at the Clayton Campus under the umbrella of the MTEC.⁶⁷

Forestry and logging

Regions within Victoria have very different types and levels of dependence on forestry-related industries. When compared to other Victorian regions, the statistical division⁶⁸ of Gippsland has the highest proportion of its employed labour force working in the forest industry (3 per cent), followed by East Gippsland Shire (2 per cent).⁶⁹ The expansion of wood and paper processing in the Gippsland division led to an increase of 12 per cent in forest industry employment from 1996–2006, which was double the Victorian average for that period. In the same period, while the majority of workers in the industry remain employed in the processing sector, employment in East Gippsland Shire was impacted by decreasing native forest harvest.⁷⁰ Australian Paper's mill in Maryvale is Victoria's largest wood processor, pulp and paper-making mill.⁷¹

In regional areas such as Gippsland, the forestry industry attracts and recruits people who are often in their second career. Therefore, support will be required for adult learners as they re-skill and respond to industry and economic changes.⁷² It will be important to ensure that there are improvements in the industry's capacity to develop and sustain a skilled workforce as the economy develops and the industry responds to market and competitive demands. With links to environmental science and opportunities related to carbon storage and the use of non-prime farmland, the local provision of education has the potential to play a key role in assisting the forestry industry to maximise its potential in Gippsland in a sustainable manner.

ForestWorks⁷³ has noted that there is a decline in industry investment in training due to factors such as uncertainty about the future of the industry, low wages, increased investment required in new technologies, and skills transference to more profitable industries such as mining. Most qualifications are gained once workers are employed in the industry and workplace-based training is prominent.⁷⁴ Recognition of prior learning, the range of qualifications available and promotion of career paths need to be developed to encourage further participation from adult learners.

It is expected that occupations where there are skills shortages will be in high demand. Table 3.1 details the qualifications required for those occupations experiencing critical skills shortages, which range from Certificate III to Advanced Diploma.

65. Department of Innovation, Industry and Regional Development, 2009, *Regional Skills and Labour Needs Report*, page 45, Victorian Government

66. *ibid*, page 44

67. <http://www.minerals.org.au/>, 2011

68. The statistical division of Gippsland includes, but is not limited to, the LGAs of Baw Baw Shire, Bass Coast Shire, Latrobe City and South Gippsland Shire. The statistical division of East Gippsland includes the LGAs of Wellington Shire and East Gippsland Shire.

69. Department of Primary Industries, 2010, *Victoria's Forestry Industries Report*, Victorian Government page 7

70. <http://www.dpi.vic.gov.au/forestry/about-forestry/victorias-timber-plantation-industry-2011>, 10 November 2011

71. *ibid*

72. ForestWorks Ltd, 2010, *A Response to the Victorian Government's Discussion Paper on Skills Reform*, page 2

73. ForestWorks Victoria is the Industry and Training Advisory Body (ITAB) for forest, wood, paper and timber products industry and the furnishing industry. It acts as a conduit between industry, Government and the VET system.

74. ForestWorks Ltd, 2010, *A Response to the Victorian Government's Discussion Paper on Skills Reform*, page 3

Table 3.1 Qualifications required for occupations experiencing critical skill shortages

| Occupation | Qualification |
|-------------------------------------|---|
| Land manager managers | |
| | Certificate III to Diploma – Forest Growing and Management |
| | Certificate IV – Forest Growing and Management |
| | Diploma – Forest Growing and Management |
| | Diploma – Forest and Forest Products |
| Mechanical harvest operators | |
| | Certificate III – Harvest and Haulage |
| | Certificate IV – Forest Operations |
| | Diploma – Forest Operations |
| Estimators and detailers: | |
| | Certificate III – Production and Estimating |
| | Certificate IV – Timber Truss and Frame Design |
| | Diploma – Timber Truss and Frame Design |
| Forest technicians: | |
| | Diploma to Advanced Diploma – Forest Growing and Management |
| | Advanced Diploma – Forest Growing and Management |
| | Diploma – Timber Processing |

Source: *Victorian Skills Needs in 2011*, Deloitte report for Skills Victoria, Victorian Department of Education and Early Childhood Development

In terms of courses currently offered in Gippsland at Forestech, the Advance TAFE offers specialised education for students intending to build careers based on living resources such as forestry, fishing and ecotourism.

3.4 Service industries

3.4.1 Health care and social assistance

The health care and social assistance sector accounts for 13 per cent of the regional Victorian workforce.⁷⁵ In Gippsland, the number of employees in the sector is second only to retail and proportionally higher than in both Melbourne and Victoria as a whole.⁷⁶

As the Gippsland population ages there will be a need to grow the region's health associated workforce. The Expert Panel has heard that there are skills shortages at all levels of the sector across Gippsland. In 2009, the top three occupations with unfilled vacancies were midwifery and nursing professionals, carers and aides, and health therapy professionals. Some employers have reported that they had stopped recruiting in health diagnostic and promotion professionals due to the difficulties experienced in attracting suitable applicants.⁷⁷ A tertiary qualification is required for many of the occupations that are difficult to recruit to in regional areas. This reinforces the need for relevant courses across to be offered locally.

University qualifications are required for:

- midwifery and nursing professionals
- health therapy professionals
- medical practitioners
- health diagnostic and promotion professionals
- social and welfare professionals
- health and welfare services managers.

TAFE qualifications are required for:

- health and welfare support workers
- carers and aides.

There is notable growth expected in the health care and social assistance sector. With the ageing nature of the Gippsland population, there will be opportunities to develop specialist education in the areas of aged health care, allied health, mental health, and psychology and community health care, including Indigenous health.

It will be important for initiatives to include courses at all levels, from Certificate III and IV qualifications with pathways to further study, to a research centre attracting industry funding into projects targeted in specialist topics.

75. Department of Innovation, Industry and Regional Development, Victorian Government, 2009, *Regional Skills and Labour Needs Report*, page 70

76. Edwards, Weldon and Friedman, 2011, op cit, page 21

77. Department of Innovation, Industry and Regional Development, Victorian Government, 2009, *Regional Skills and Labour Needs Report*, page 71

Health qualifications offered in Gippsland

Tertiary education providers in the region offer courses in a variety of health related subjects. Courses range from one day workshops and Certificate III and IV qualifications, to Advanced Diplomas and degrees. These include:

Monash Gippsland

The Gippsland Medical School is part of the Monash School of Rural Health. Students learn to consider the social, environmental and behavioural backgrounds of illness and the practice of medicine, especially in rural and remote Australia. Provided at the Monash Gippsland campus in Churchill, this Bachelor of Medicine/Bachelor of Surgery (MBBS) degree, which commenced in 2008, is a four-year, graduate-entry medical course. The Medical School has links with medical practices, community care facilities and hospitals in Gippsland, and students spend the majority of their time in rural and regional areas in eastern Victoria as part of a health care team. Students enrolled in the four-year Gippsland medical course also have the opportunity of electing to study for an extra year for a Bachelor of Medical Science degree.

The School of Nursing and Midwifery is also located at Monash Gippsland. With pathways from TAFE and DOTS, many graduates take up appointments in the region post graduation.

GippsTAFE

- Provide Support in Dysphagia Management: a one-day workshop based in Leongatha suitable for volunteers in a health-related facility or carers of people who have swallowing difficulties
- Leisure and Lifestyle: a 16-week course in Warragul to develop skills to address care delivered in both the residential and community care environments
- Palliative Care in an Aged Care Setting: a three-day skills-building course that demonstrates the knowledge and skills required to implement and evaluate quality care for ageing clients, or those with life-limiting illness
- Medical Terminology (online)
- Introduction to Reflexology
- Mental Health – Certificate IV
- Health Science Foundations – Certificate IV

Advance TAFE

- Aged Care – Certificate III and IV
- Alcohol and Other Drugs – Certificate IV
- Allied Health Assistance – Certificate III and IV
- Children Services – Certificate III, Certificate IV and Diploma (Outside School Hours Care), Advanced Diploma
- Community Development – Diploma
- Community Services – Diploma (Alcohol, Other Drugs and Mental Health) and Diploma (Case Management)
- Community Services Work – Certificate IV and Diploma
- Community Sector Management – Advanced Diploma
- Community Services Practice – Vocational Graduate Certificate (Client Assessment and Case Management)
- Community Services Coordination – Diploma
- Disability – Certificate III, IV, Diploma, and Advanced Diploma
- Education Support – Certificate III
- Employment Services – Certificate IV and Diploma
- Home and Community Care – Certificate IV
- Leisure and Health – Certificate IV and Diploma
- Mental Health – Certificate IV
- Nursing (Enrolled/Division 2) – Certificate IV, Diploma and Advanced Diploma
- Youth Work – Certificate IV and Diploma

Source: www.egtafe.vic.edu.au; www.gippstafe.edu.au; www.gippsland.monash.edu.au

3.4.2 Retail trade and tourism, including aviation

Retail trade and tourism are major industries in Gippsland. In 2006, the highest proportions of workers were employed in retail (12.7 per cent), more so than Melbourne (11.5 per cent) and Victoria as a whole (11.8 per cent).⁷⁸ While there is some variation between the six LGAs, employment in retail is important for the whole region. As shown on the map in Figure 3.1, the region has a diverse spread of national parks and conservation reserves, lakes, coastline and state forest, all of which supports a well-developed tourism industry, with a higher proportion of workers employed in tourism in East Gippsland Shire, Bass Coast Shire and South Gippsland Shire.

Growth is expected in both of these industries. While projections in the number of workers in Gippsland will mean that health care and social assistance and construction will become the major industries by employment, the retail industry will remain significant and grow by 2600 workers between 2009–10 and 2017–18.⁷⁹ Improving visitor experiences in areas such as the Gippsland Lakes, Phillip Island, Mount Baw Baw and Wilsons Promontory is likely to assist the tourism industry expand.⁸⁰

On Track survey data for 2010 shows that the William Angliss Institute of TAFE was the top destination for Gippsland Year 12 completers who then left the region to study at VET level.⁸¹ The Institute is a dedicated training provider for the food, tourism and hospitality industries, indicating that students in Gippsland are prepared to travel to access courses that are relevant to these local industries. The Expert Panel considers that closer relationships between tertiary education providers and employers local to Gippsland will go some way to providing young people with education opportunities relevant to the region.

Australia is a major hub for the international aviation and aerospace industry, recognised for its excellence in technology and highly skilled workforce. In 2008–09, the aerospace sector contributed \$850 million to the Australian economy through exports.⁸²

Gippsland has emerged as a hub for general aviation, particularly in Sale, and aviation-related companies based in the region include Gippsland Aeronautics and Rudy's Aero Engines. Gippsland is home to the Royal Australian Air Force's base in East Sale, which is the location of several specialist training schools. Gippsland's regional airports are:

- Bairnsdale Airport
- Lakes Entrance Airport
- Marlo Airport
- Mallacoota Airport
- Latrobe Regional Airport, Morwell
- West Sale Airport
- Great Lakes Airport
- Omeo Airport
- Orbost Airport
- Yarram Airport

The Parliamentary Standing Committee on Public Works is conducting an inquiry into the proposed redevelopment of the RAAF East Sale Base. If the development proceeds there would be significant investment to upgrade the facilities, infrastructure and engineering services. This would result in the need for civilian contractors in Sale, boosting the regional economy.

The *State of the Valley Report* notes that in 2009 the Indian company Mahindra Aerospace bought a 75 per cent stake in Gippsland Aeronautics and are expanding the business. An important transition for the region, this will result in an expansion of the advanced manufacturing and technical skills of the workforce, as well as linkages to the tourism industry.

78. Edwards, Weldon and Friedman, 2011, op cit, page 21

79. Edwards, Weldon and Friedman, 2011, op cit, page 20

80. Department of Education and Early Childhood Development, 2011, *State of the Valley Report*, Victorian Government, page 32

81. Edwards and Underwood, 2011, op cit, page 10

82. Australian Association of Aviation and Aerospace Industries, <http://www.aaaai.org.au/industry.php>, 10 November 2011

Aviation education in Gippsland

Advance TAFE provides training in the industry to students from a range of backgrounds, including private operators, small companies and major aircraft operators, as well as school leavers. Courses are offered in:

- Aeroskills – Certificate II
- Aeroskills (Mechanical) – Certificate IV
- Aeroskills (Avionics) – Certificate IV
- Aeroskills (Structures) – Certificate IV.

Advance TAFE partners with the Queensland Institute for Aviation Engineering.

Source: <http://www.egtafe.vic.edu.au/>

3.4.3 Education and training

Education and training is a major employer. In 2006, the proportion of workers employed in education and training in Gippsland (8.2 per cent) was higher than in Melbourne (7.7 per cent) and Victoria (7.8 per cent). Within Gippsland this is particularly relevant in Baw Baw Shire (9.5 per cent) and East Gippsland Shire (8.6 per cent).⁸³ As many teachers at the tertiary level are experts in their field, a strong education and training industry and the presence of specialist education and research has the ability to influence the progression of other industries in a region.

Education and training in Gippsland is projected to grow by 3120 workers between 2009–10 and 2017–18. It will be important that a high-quality professional development is provided locally to help attract and retain qualified and experienced teachers in the region. The development of blended learning, including off-campus and online delivery, will also go some way to addressing distance and ensuring that quality teaching is provided to students across the entire Gippsland region.

While international students make up more than one quarter of university enrolments in Melbourne (28.1 per cent), this is not true of regional areas of Vitoria. In Gippsland, the vast majority of students enrolled at university were domestic students (93 per cent).⁸⁴ Further, during the consultations the Expert Panel heard that attracting international students is not a high strategic priority for TAFE institutes in Gippsland.

However, the Gippsland Tertiary Education Council may give consideration to enrolment of overseas students as the development of educational excellence and specialist training in global industries occurs in Gippsland. As blended learning options develop, it may become worthwhile for providers of tertiary education in Gippsland to better facilitate students from all over the world who want to take advantage of the education programs in Gippsland, either by remote or on-campus study.

83. Edwards, Weldon and Friedman, 2011, op cit, page 21

84. Edwards and Underwood, op cit, page 20, based on Department of Education, Employment and Workplace Relations, Higher Education Student Collection, 2008

4 Submissions and consultations

Public consultation and engagement has been a key component in the development of the Tertiary Education Plan for Gippsland. In May 2011, the Expert Panel called for written submissions on how stakeholders across the region see the challenges and issues facing tertiary education in Gippsland and the possible solutions. A total of 34 submissions were received from a broad range of interested parties, including universities, TAFE institutes, schools and private registered training organisations (RTOs), local government authorities, Local Learning and Employment Networks (LLENs), residents and a local business, government departments, groups and regional committees. Analysis of the key themes has assisted the Expert Panel to identify the factors impacting on participation and attainment in tertiary education throughout Gippsland.

These submissions helped to inform *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper*, released in August 2011. The paper outlined the case for change in Gippsland, detailing the student, employment and population profiles for the region, as well as information on future economic development and industry change in the region. The paper also presented a number of potential options for institutional arrangements and considered other issues that will require attention such as tertiary education and industry collaboration, educational aspirations, adult learners and programs at Year 11 and 12.

Between 23 August and 1 September 2011, consultations were held across Gippsland to consider the issues outlined in the discussion paper. A series of public forums were held in Leongatha, Morwell, Sale, and Bairnsdale, which were well attended. The Expert Panel met with over 120 attendees during these forums.

Consultations were also held with principals of regional secondary schools, representatives from the six LGAs and tertiary education providers in the region. The Expert Panel met with the Committee for Gippsland, Apprenticeships Group Australia and visits were arranged with Burra Foods and the National Centre for Dairy Education Australia.

The most frequently identified issues for attention comprised:

- collaboration between tertiary education providers and industry
- educational aspirations of students and families
- cost of education
- transport
- broadband connectivity
- collaboration between tertiary education providers
- pathways.

4.1 Collaboration between tertiary education providers and industry

“Consideration needs to be given to emerging industries, such as energy production and green technologies, in which many existing employees already have a strong skills foundation upon which to build.”

Source: Apprenticeships Group Australia

The most frequent theme raised in the submissions and consultations is the need for further collaboration between tertiary education providers and industry. The Expert Panel have heard that a collaborative relationship between TAFE, universities and local industry is critical to establishing courses relevant to future industries, meaningful pathways and career development, and sustainable economic growth.

With Gippsland’s ageing working population there will be a decrease in the skills and expertise pool, which may have adverse business implications. It is noted that programs to attract young professionals need to be undertaken so that existing professionals can act as mentors generating increased skills to sustain competitive local businesses. The Expert Panel heard that tertiary education providers and local industry must promote regional industry and business opportunities to school leavers, graduates and potential students.

One submission identified the need for education and training providers to be involved in discussions on new training concepts and to ensure that guaranteed pathways exists. There is also a need for mutual commitment between stakeholders. Some submissions stated that there is a need for a mix of formal and informal learning opportunities, and for employers to be more actively involved in the establishment of informed curricular programs. Flexibility of education delivery is considered important. Enrolling adult learners in relevant courses, supported with Recognition of Prior Learning (RPL), providing training in blocks of time and facilitating accommodation for students would assist people to access training.

Recognition of Prior Learning

RPL assesses the skills and knowledge obtained through work experience, studies and life experiences. Assessments are used to determine the extent to which the learner can demonstrate the required competencies of a qualification. The RPL pathway can give students full or part qualification by recognising existing skills and experience. This means a reduction in the time spent completing studies, ensures time is not wasted repeating training, and helps to identify skills and knowledge gaps.

4.2 Aspirations and attitudes

“The particular challenge in this region is to overcome low levels of aspiration and school completion in a declining 15–19-year-old population.”

GippsTAFE – student’s perspective

Twenty-five of the submissions recognised low aspiration and attitudes towards education as a major concern. Submissions identified a range of issues, including a lack of aspiration to participate in tertiary education in all age cohorts, as well as a level of disengagement of families, industry and employers. Some submissions noted that there is an issue with the perceived image of tertiary education in the region in that educational opportunities are not communicated effectively with potential students. Another submission raised the lack of workforce aspirations, suggesting that the work ethic and basic skills of young people were inadequate.

Some submissions considered this issue to be intergenerational, suggesting that educational expectations on the part of families and the low educational attainment of parents were relevant factors. It has also been suggested that there needs to be a strategic communication strategy to inform, influence and raise parent aspirations. This will involve bringing them into future discussions on education in the region.

It was noted in submissions and consultations that there is a need to ensure that employers and the major industries in Gippsland become engaged in activities to promote educational opportunities. In particular, careers counselling and industry links to schools were raised as issues in need of urgent attention. The reinvigoration of work experience and holiday programs between schools and employers in Gippsland would provide students with the opportunity to return to the business for graduate programs and apprenticeships, ultimately fostering a culture of aspiration and ambition by young people in Gippsland.

Submissions stated that a targeted strategy to raise aspirations and improve awareness could also involve:

- school engagement/outreach programs addressing the perception of tertiary education in the primary and secondary school environment
- a mentoring and support program, jointly run by educational providers, that works with students and families to provide support to make a successful transition into the tertiary environment
- improvements to the information available through careers counselling in schools
- research to identify specific access and learning needs of Indigenous students and those with special needs, which may include the need for structured support and mentors from TAFE institutes.

Local Learning and Employment Networks

Submissions were received from the three LLENs in Gippsland. These are the Baw Baw Latrobe LLEN, the Gippsland East LLEN and the South Gippsland and Bass Coast LLEN. Consistent with all Victorian LLENs, their core objective is to improve participation, engagement, attainment and transition outcomes for young people 10–19 years old. LLENs operate by connecting employers, parents and families, education and training providers, government, agencies and individuals to deliver new and innovative options for young people. LLENs also have a particular focus on those young people who are at risk of disengaging, or who have already disengaged from education and training and are not in meaningful employment⁸⁵. This is important in the Gippsland context, where aspirations are low and where school retention rates and tertiary education participation are low when compared to other regional areas and the state average.

The Expert Panel believes that a role of the Gippsland Tertiary Education Council will be to work collaboratively with the LLENs with a view to building regional aspirations and attitudes towards tertiary education. It will be necessary to effectively engage with students at Years 9–12, school leavers, adult learners, parents and families, teacher and career advisors, and local industry. This alliance would support and extend the work of the LLENs beyond the 10-19 year age cohort to:

- increase student and industry desire to reengage and participate in education and training a tertiary level
- improve participation, retention and completion through to Year 12, in VET and higher education
- provide a forum for the coordination of shared information to improve the understanding of tertiary education in the community, including awareness of course availability and career paths relevant to local industry
- explore the potential to expand the use of work experience and summer holiday jobs for tertiary students.

85. <http://www.llen.vic.gov.au/default.asp>

4.3 Cost of education

“Students from rural areas need more financial support.”

Careers teacher

A key theme that emerged throughout the submissions and consultations was the cost of education as a barrier to student participation in tertiary education. This largely includes the cost of travel, relocation and accommodation to undertake study. Given the regional characteristic of Gippsland, the Expert Panel has heard that many students need to relocate away from home to access courses in both vocational education and training and higher education.

Relocation, either within Gippsland or beyond the regional boundary to metropolitan areas, causes significant additional financial cost for students of all age cohorts and their families. Coupled with the low SES background of the region, factors such as these illustrate the significant barrier the cost of education can become for students in Gippsland when compared to metropolitan students.

Submissions noted that the lack of accommodation at Churchill and the cost of living on-campus pushes students off campus into cheaper, and often lower standard, private rental accommodation. This has a negative effect on both the vibrancy of regional campuses and the student experience.

The cost of education was also raised in the context of the lack of availability of local part-time work in regional areas, which has a time cost as well as financial cost as students have to travel further to find work. Additional costs are therefore incurred as the reliance on the use of private vehicles increases due to the lack of reliable and timely public transport.

One submission considered that the expense of relocating and living away from home is not financially possible for regional families who have a lower net disposable income. Submissions also discussed the social cost of leaving family and friends and the problems of self-sustainability away from home. The Commonwealth Government’s 2011 Review of Student Income Support Reforms discusses costs of tertiary education and refers to an estimate that the annual cost of these living expenses is between \$15,000 and \$20,000 each year, with additional start-up expenses of at least \$6000.

The financial cost of education is often cited by Year 12 students as a significant consideration when deferring entry to tertiary education. Gap years are often taken as a break from study to save money, or to qualify for Youth Allowance. This brings with it the risk that once students have taken time off from study to earn their own money they may lose motivation to study or be reluctant to face financial uncertainty if they do decide to study.

On Track survey data on deferrals shows that approximately 94 per cent of students from Latrobe City who deferred in 2011 gave ‘wanted to earn their own money’ as a reason. ‘Waiting to qualify for Youth Allowance’ was in the top five reasons given by students in Wellington Shire and East Gippsland Shire.⁸⁶ All LGAs in Gippsland, with the exception of Baw Baw Shire, feature ‘would have to leave home’ as a major issue. The Victorian average for this reason for deferring is 25.3 per cent. By contrast in Gippsland, this ranges from 43.8 per cent in Latrobe City to 72.7 per cent in East Gippsland Shire. This reflects the significance of Gippsland’s regional setting.

Of the potential students not in education and training post Year 12 or equivalent, the number one reason cited by over 80 per cent of respondents in Victoria and all Gippsland LGAs for not pursuing further study was ‘wanted to earn their own money’. Similarly, ‘needed a break from study’ is consistent as the second most frequent reason and ‘wanted to start a career’ is consistent as the third most frequent reason across Victoria and Gippsland LGAs. Pathways and reengagement are important issues for these students, in order to ensure that they have access to tertiary education when they do want to return to study. Further data is provided in *Appendix 4: On Track Survey data – top five reasons for not studying in 2011*.

86. DEECD, 2011, *On Tracks* various LGAs

4.4 Transport

“Transport has been an ongoing issue and barrier to students accessing TAFE and university education in our region.”

Taxi and Hire Car Company

Nineteen of the submissions identified the cost of travel and limited access to reliable, affordable and responsive public transport as a major barrier tertiary education in Gippsland. Parts of the region are isolated from public transport and too often there are limited public transport options available to students. This view was reiterated extensively to the Expert Panel during the consultations.

The Gippsland Regional Transport Connections Network⁸⁷ made a significant submission, which included discussion about the provision and schedule of public transport, access to rural school buses, and private vehicle licensing amongst other issues. Another submission considered that shared transport, such as private vehicles and commercial initiatives, could provide the link between the provision of flexible and affordable travel options.

Accessibility to transport is the degree to which people can access opportunities with reasonable ease and within a reasonable amount of time.⁸⁸ In a Gippsland context, we can conclude that transport connections around population centres are infrequent, inconvenient, lengthy and poorly timed. For students specifically, what little public transport exists rarely goes to campuses and does not match lesson timetables or connecting transport options.

The following section considers the public transport options available to students accessing tertiary education. For students without access to private transport or unable to meet the expense of relocating, the challenges posed by the lack of public transport can be a major cause for not undertaking a desired course or commencing further education. This then gives rise to the continuation of lower levels of educational attainment of the Gippsland population.

4.4.1 Central Gippsland subregion

Baw Baw Shire and Latrobe City are well linked to Melbourne via the Princes and Monash freeways. The train line provides direct access into metro Melbourne with the V-Line operating frequent return services. Frequent train services run between Melbourne and the major towns including Drouin, Warragul, Yarragon, Trafalgar, Moe, Morwell and Traralgon, and less frequently, beyond to Sale and Bairnsdale.

Travelling to the Monash Gippsland campus at Churchill can be problematic, due to limited public transport services from Morwell. Monash University has responded by providing a direct bus and taxi service that links the campus with the Morwell train station. This service meets two morning and two afternoon trains from Melbourne, as well as a Sunday evening train.⁸⁹ Further details are provided in Appendix 5. While useful to some students this service does not provide connection to other transport links, which again highlights the impact of an inadequately resourced public transport service.⁹⁰

87. The Gippsland Regional Transport Connections Network consists of the Let's GET Connected Project (Gippsland East), Bass Coast Transport Connections, Baw Baw Transport Connections, South Gippsland Transport Connections and Linking Latrobe Transport Connections. Transport Connections is a joint initiative of the Department of Planning and Community Development, Department of Transport, Department of Human Services and Department of Education and Early Childhood Development. It is supported by the six local government areas across Gippsland.

88. Department of Infrastructure and Transport (2011) State of Australian Cities 2010, Chapter 7- Social Inclusion and Equity, <http://www.infrastructure.gov.au/infrastructure/mcu/soac.aspx>, Commonwealth Government

89. Monash University, Gippsland Campus Shuttle bus and taxi service, <http://www.gippsland.monash.edu.au/campus/taxiservice.html> (26 September 2011).

90. Wellington Shire Council 2011, http://www.wellington.vic.gov.au/page/page.asp?page_id=1012

4.4.2 Eastern Gippsland subregion

Using public transport is difficult for students travelling within Wellington Shire and East Gippsland Shire to campuses in Sale and Bairnsdale. While relatively close in distance, the V/Line coach and rail services connecting Maffra and Stratford to Sale are infrequent (only one morning service) and are unlikely to meet the travel needs of many students. Yarram, which is further away from Sale, has limited public transport options to Sale and Morwell. It is linked to Traralgon via a regional bus service that takes one hour. No services run from Yarram to Sale. Services on the railway line between Bairnsdale and Melbourne, via Sale, Traralgon and Morwell are also infrequent; with only three return services each day and the journey can take up to 3 hours and 45 minutes.

TAFE students have access to public and private school buses across Wellington Shire and East Gippsland Shire. While there is no cost for using public buses, fees and conditions apply to students accessing the private services.

For this subregion, the distances are such that, public transport notwithstanding, for university study most students move from home and live in Melbourne, though some go north to campuses of Charles Sturt University in Albury and in the Riverina, and to the two universities based in Canberra. In the far east of Gippsland, in places like Cann River and Mallacoota, Canberra is the nearest city, along the Monaro Highway.

4.4.3 Southern Gippsland subregion

Public transport within Bass Coast Shire and South Gippsland Shire, and the links to Central Gippsland is problematic for students. Services between Wonthaggi and Leongatha are infrequent and travel to Central Gippsland is even more difficult.

Direct bus routes from Wonthaggi to Leongatha, where a campus of GippsTAFE is located, runs return services three times a day.⁹¹ The regional bus service between Wonthaggi and Morwell, via Leongatha takes approximately an hour and forty minutes. The area is linked to Melbourne via the South Gippsland Highway with the Bass Coast Highway extending further south to Wonthaggi.⁹² V-Line bus services in combination with train services link the region with Koo-wee-rup or Dandenong. The bus service runs four times a day between Wonthaggi and Melbourne via Koo-wee-rup and Dandenong.⁹³ There are three services a day from Wonthaggi to Traralgon and travel time is approximately 2 hours. Departure times are intermittent and there are few services that arrive prior to 9am. Similarly, the last service to return from Traralgon to Wonthaggi departs at 3.40pm.⁹⁴

While South Gippsland Shire borders Latrobe City, the Expert Panel heard that the likelihood of students from the shire attending the Monash Gippsland campus was very low. This is in part due to the inflexibility of public transport from South Gippsland Shire to Churchill. Although it was noted that recent services from Leongatha to Churchill have improved it was claimed during consultations that it is easier and quicker to travel from Leongatha to Melbourne. The need to travel a long distance for educational purposes was acknowledged as a major barrier and disincentive to pursue educational opportunities. The Expert Panel also heard that travel by car over the Strzelecki ranges can be difficult and risky due to the road and geographical conditions.

91. Wonthaggi to Leongatha, http://tt.metlinkmelbourne.com.au/tt/TTB/20110921-175546/vic/06973_ttb_TP.pdf (28 September 2011).

92. DEECD, 2011, *State of the Valley Report*, page19

93. V-Line, <http://www.vline.com.au/pdf/timetables/inverloch.pdf/> (26 September 2011)

94. Metlink, <http://www.metlinkmelbourne.com.au/route/view/3346> (16 November 2011)

4.5 Broadband connectivity

“There are substantial limitations to the expansion of online educational opportunities in the region, due to lack of access to adequate telecommunications services.”

Gippsland Local Government Network

Throughout the submissions and consultations process the Expert Panel heard from many stakeholders of the need for improved broadband connectivity in Gippsland. Increased access to a broadband infrastructure, including but not limited to any future connection to the National Broadband Network (NBN), will allow a broader range of education offerings to be accessed by students throughout Gippsland.

The major campuses in Gippsland are connected to high speed broadband networks. Monash Gippsland is connected to the AARNET (Australia’s Academic and Research Network) and the TAFE institutes are connected to the Victorian TAFE Broadband Network. Through this infrastructure a significant amount of broadband provision exists in the region, which creates opportunities for the delivery of blended learning models. Once in place, the NBN will complement this and improve student access by extending reach into households and businesses.

During consultations, stakeholders discussed the need for an improvement in student access to a wireless provision of broadband on and around the TAFE campuses. Student access to broadband while on campus differs between TAFE institutes and campuses. As the infrastructure for this technology improves across Gippsland we expect tertiary education providers to increase student access to their high speed broadband networks.

Some stakeholders have called for the development of an innovative virtual Gippsland learning environment that utilises broadband technology to facilitate blended learning methods. Improved broadband connectivity will enable flexible learning delivery across multiple sites and campuses. The establishment of technology enabled learning centres at several locations across Gippsland aims to address the need to facilitate the delivery of blended learning and develop a vibrant tertiary education sector in Gippsland.

Improved connectivity creates opportunities to address the issue of distance as a barrier to the accessing education, by reducing the cost of education, relocation and travel. More flexible educational offerings through on-campus, off-campus/distance and online (remote) blended delivery methods will also go some way to increasing access and retention, allowing students to match their study time to existing work and family commitments. Due to the geography of Gippsland and as a consequence of student expectations that technology will play a more significant role in their education environment, it is likely that technology will be an important delivery mechanism. A learning environment that effectively embraces the use of technology has been shown to be successful in the engagement and retention of young learners.⁹⁵

It is important that teachers are assisted to embrace technology and the new applications it offers them. During the consultations the Expert Panel heard that the use of technology in the classroom is uneven. The use of technology is often on a case by case basis, for example deciding to make lectures available online after the event. Certainly, ad hoc use of technology by tertiary education providers results in a disparity between the preferred learning styles of young learners,⁹⁶ the opportunities and associated benefits of blended learning models, and the lack of teacher familiarity and confidence to embrace innovative learning methods.

A role for the Gippsland Tertiary Education Council will be to assist the tertiary education providers to find the right balance between campus-based and more flexible modes of delivery.

Throughout the consultations, consideration was also given to the opportunities that new technologies will present in an educational context. For example, there will be opportunities to expand the learning environment through multi-point virtual classrooms and improved student support through online collaboration and interaction.

Online education as a growth industry in Australia is projected to grow from \$4,155 million in 2011 to be \$7,967 million in 2020.⁹⁷ Innovation in the application of technology in the education and learning environment will provide many opportunities to boost student access to tertiary education and help to address participation and retention issues.

95. Department of Education, Employment and Workplace Relations, 2011, *The Role of Technology in Engaging Disengaged Youth*, page 2, Commonwealth Government

96. *ibid*

97. *Smart Investor*, May 2011, IBIS World

Use of communications technology in tertiary education

Growth in the use of communications technology, in particular video, has been projected to grow exponentially in delivering education services. On the ground there is evidence that this projection is being realized. Many teachers are not just stepping out of the classroom but moving beyond the traditional distance learning (developing learning materials for student consumption with distribution by post and Internet) to facilitated learning (focussed intervention and support for learners to interact with learning materials and reflect on learning experiences).

The change in styles and expectations of teachers and learners is reliant on sound scaleable communications infrastructure that has open standards which will carry a wide variety of applications and services. With the emergence of social media there are already many applications available and research and experience is indicating that “savvy” students and teachers are taking advantage of these as they are comfortable with them in their personal lives as well as their work and learning environment.

For vocational education and training students in Gippsland the emerging applications and telecommunications infrastructure provides the opportunity to engage in education in the work place and at home as well as benefit through high definition interactive video delivery to local campuses by experts they would not otherwise be able to access. For example, plumbing apprentices are being assessed on site for real work demonstration of competencies by using video. Thin markets are being satisfied by aggregating their learning demand and offering programs using emerging communications technology. Staff in TAFE institutes are looking at completing Masters Degrees online (with participating universities) to enable them to deliver articulation to higher education programs to students who will no longer have to leave their local communities.

Social and community strengthening is built by keeping communities together and the provisioning of adequate and integrated communications technology services is essential to sustainable growth in the Gippsland region. While there are some networks in the main corridors of the region outlying areas are poorly serviced and greater degrees of integration are necessary to ensure all existing telecommunications infrastructure delivering education services is scaleable and sustainable. That is, telecommunications must be able to deliver learning in the work place, at home and between learning institutions at a realistic cost over scaleable infrastructure architected to meet future demand and teacher and learner needs.

4.6 Collaboration between existing providers

“The future for the delivery of tertiary education across Gippsland is based on strong networks, which have a collective vision and purpose and which, in turn, will drive innovation, learning and industry development.”

Advance TAFE

Nineteen submissions discussed the need for further collaboration between tertiary education providers, both those with a physical presence in the region and those providing access to courses through existing partnerships. There are many successful partnerships in the Gippsland region that enable local delivery of tertiary courses. It is clear from the submissions received from tertiary education providers that each provider has an interest in continuing their support for education delivery in Gippsland, including those that have no physical presence. For example, Deakin University is keen to expand the Deakin at Your Doorstep program and pilot youth transitions programs in the region.

A shared view is that there is too much competition between tertiary education providers in Gippsland. It is noted that competition spreads enrolments and ultimately affects the viability of courses.

At a secondary school level, the number and range of subjects available is currently limited by the size of the schools. The Expert Panel considers that there is a need to encourage more innovative partnerships between schools and universities, particularly with regional schools.

Throughout the submissions and consultations it has been suggested that education and training providers should be encouraged to work cooperatively to develop targeted, industry-specific education and training programs, which can be developed in the Gippsland region. Potentially these programs could be available beyond regional boundaries so that Gippsland gains recognition as a region with opportunities in specialised education and training.

4.7 Pathways

“... targeted cross-sector and multi-institutional linkages, collaborations and educational pathways are required to solve this problem.”

Deakin University

Many submissions stated that current pathways are unclear and inaccessible. The case was made for a coordinated approach to improving pathways between RTOs, TAFE institutes and universities. It is clear from the submissions that articulation between vocational and academic pathways needs to be improved and deferment and withdrawal from courses minimised. Pathways are also discussed in section 5.5 *Towards a tertiary sector: pathways*

Submissions referred extensively to secondary school students, noting the need for:

- clearly defined pathways for every student in Year 10
- improved preparation for university through open days at Years 11 and 12, and greater exposure and contact with universities during secondary school, for example the Youth Connections program
- investment in retention at secondary school level, which will increase tertiary participation by increasing retention rate through to Year 12
- schools to support and mentor young people to consider tertiary education pathways.

Some submissions discussed the need to expand the uptake of cadetships and internships, and to build the link between business/industry and education providers in the region. One submission suggested the expansion of the Provincial Cadetship program, particularly in regional skills shortage sectors, to encourage young people to undertake study in these areas and return to the region to take up employment in these fields.

In terms of developing additional pathways, submissions encouraged the expansion of partnerships between tertiary education providers that increase the number of courses that enable students to commence tertiary education without moving away for the first year.

5 Targeting tertiary education to industry and community: Recommendations

The preceding chapters have outlined the current and future profiles for the Gippsland population, educational profile and industrial make up. Tertiary education in Gippsland needs to be positioned to take advantage of Gippsland's natural strengths while working effectively to minimise and address the issues of distance, low participation and an ageing population.

This can be achieved by improved collaboration and cooperation, and a performance based framework that emphasises the need for improvement in key areas.

5.1 Gippsland Tertiary Education Council

Gippsland is characterised by thin markets, that is, few students and a relatively dispersed campus network through the eastern and southern areas of Gippsland. This reflects geographical and historical realities for tertiary education providers in Gippsland. It also reflects distinct differences within the Gippsland area. The submissions process and consultation period identified the need for greater collaboration between tertiary education providers, and greater collaboration between providers and industry. The need for collaboration and cooperation was cited as needed not only for education and training delivery, but also for economic development. This included feedback that identified education and training as an industry and beneficiary of future collaboration and cooperation, but also observations of a more critical nature on the need for greater and broader engagement with industry.

"... current options are perceived broadly to fail to deliver required outcomes of applied capability and industry, or other, regulatory compliance. Clear articulation of alternatives is required through dialogue ... At present industries feel they are only approached to encourage students to access local options when there are 'spare spaces'."

Regional Development Australia, Gippsland committee

The themes of collaboration and cooperation, either between education and training providers, or between education and training providers and industry, featured in over 70 per cent of submissions. On the strength of this feedback, *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper* presented possible institutional arrangements as part of the way forward. These included a differentiated Monash Gippsland, a Gippsland university college, blended learning options and consideration of location and use of higher education facilities. The Expert Panel has evaluated and considered these options in light of feedback during the consultation phase.

The public providers of Advance TAFE, GippsTAFE, Chisholm Institute and Monash University are critical to the future of tertiary education in Gippsland. A range of courses will continue to be provided by high quality private providers such as Apprenticeships Group Australia, and the network of adult and community education providers. However, in terms of breadth and depth of delivery and comprehensive reach across the region, in large part this will continue to be provided by the public providers.

It is proposed that a strategy of blended learning be pursued with oversight from a Gippsland Tertiary Education Council (the Council). The role of the Council will be critical in addressing skill shortages and preparing Gippsland for a low carbon future. The Council should ultimately be focused on responding to industry need and improving the very low rates of participation in education and training, and the low rates of attainment across the population.

The Council should play a key role in developing a vibrant tertiary education sector by undertaking the following key functions:

- brokering arrangements for delivery of tertiary education from a wide range of providers and a range of locations
- brokering arrangements for tertiary education and training with major employers and industry
- working with the existing LLENs to undertake environmental scans of Gippsland and use this vital information to influence and encourage tertiary education partnerships based on areas of economic need and, importantly, economic growth
- providing regional tertiary education leadership across industry, and local, state and commonwealth government as Gippsland adapts to a low carbon future
- identifying areas of tertiary education need and working proactively to promote flexible delivery methods.

Recommendation 1

- 1.1** That a Gippsland Tertiary Education Council be formed to oversee the technology enabled learning centres, to promote cooperation and collaboration between existing tertiary education providers, and to work proactively to attract other providers to deliver in areas of skills shortages and course demand.

5.2 Membership

Membership of the Gippsland Tertiary Education Council needs to ensure a mix of skills and expertise. The Council needs to ensure successful outcomes for tertiary education in Gippsland, which will be measured by increased participation, course offerings and student completions. Members will need to have an understanding of the economic and industrial directions in Gippsland, and related skill requirements. The Council should be appointed by the Minister for Higher Education and Skills and include appointments from:

- Monash University, Advance TAFE, GippsTAFE and Chisholm. These organisations operate campuses in Gippsland and will be integral to the future of tertiary education in Gippsland
- a private tertiary education provider delivering government-funded training across Gippsland
- business people with a range of skills such as corporate governance, procurement, legal, marketing, finance or specific industry area expertise.

Recommendation 2

- 2.1** That the Minister for Higher Education and Skills makes appointments to the Gippsland Tertiary Education Council.

- 2.2** That the Council membership include:

- an independent chair
- the four public tertiary education providers operating campuses in Gippsland
- a private RTO delivering government-funded training in more than one location in Gippsland
- a minimum of five individuals with a mix of skills and experience suitable to the operation of the Council, including some Gippsland and industry leaders
- the option of a senior executive of the Department of Education and Early Childhood Development attending Council meetings.

5.3 Context and operation of the Gippsland Regional Tertiary Education Council

Broadly, the Council should function as a peak body with two key coordination roles: to build trust, cooperation, and where appropriate joint actions between the largely autonomous tertiary institutions, and to build effective relations between these and other potential providers with the growing and developing industries on which the future of the region will largely depend.

It is imperative for success that these organizations work together with a sense of mutual respect and trust which derives from the realization that without cooperation little can be achieved through formal arrangements, and indeed without goodwill and a sense that real achievements are possible, this proposed mechanism should probably be abandoned.

Much is happening at the moment through the operation of national initiatives from Regional Development Australia, parallel Victorian initiatives through Regional Development Victoria, both networked into, and supported by local government. Examples include the *Gippsland Regional Development Plan* (2010), and the 2011 report *State of the Valley*. The proposed Tertiary Education Council will need appropriate association with these activities.

As well, an alliance between Monash Gippsland, GippsTAFE and Advance TAFE has been proposed (the Gippsland Tertiary Alliance) and if this entity is created and remains voluntarily sustainable, the way that entity links with (or perhaps into) the Council envisaged here needs to be thought through from principles that start with maximizing benefits as simply and efficiently as possible. Over time, what is suggested here, and what is suggested in that Alliance, might be rethought in terms of ways and means to achieve overriding purposes.

It is clear to the Panel that underlying operational support will be needed, especially in the early stages, to ensure the Council builds momentum and is able to point to some practical achievements within a reassuring timeframe. Hoping for voluntary funding contributions from the partners will be insufficient. Some seed funding, at least, will be required from government. Servicing the work of the Council, through executive officer and related support should probably be seen as a role initiated through Skills Victoria, perhaps in the wider state context of a pilot project, to test its efficacy for later adoption in some other regions of the state. In the first instance there should be time boundary on the life of the Council, say two or three years, with a mid-term review of its effectiveness and contribution.

5.4 Tasks and targets for the Gippsland Tertiary Education Council

5.4.1 Establish and manage a network of tertiary education centres across Gippsland

Gippsland is not a single, homogenous region; within it exist sub-regions. Gippsland is often discussed in the context of central Gippsland, comprising the LGAs of Latrobe City and Baw Baw Shire; eastern Gippsland comprising the LGAs of Wellington Shire and East Gippsland Shire; and south Gippsland comprising the LGAs of Bass Coast Shire and South Gippsland Shire. Across these LGAs the major centres in Gippsland are relatively small and high in number, that is to say there is not one, or two, major towns that provide comprehensive coverage of the entire Gippsland population. Rather, a network of towns runs through south, central and east Gippsland, and include the townships of Warragul, Traralgon/Churchill, Leongatha, Bairnsdale, Sale and Wonthaggi. The population is dispersed, with some 40 per cent of the Gippsland population living in small towns of less than 500 people.⁹⁸

The distances in Gippsland are such that a student in Bairnsdale travelling by public transport would need to commence their journey at 6.20 am to reach the Churchill campus for 9 am classes. A student travelling from Wonthaggi to Traralgon by public transport faces a one way journey of 2 hours and an additional 15-minute shuttle to Churchill. At these distances travel and the need to relocate become major barriers to engaging in tertiary education. The distance barrier is recognised by the Centrelink travel test that sees travel of 90 minutes by public transport to a tertiary education provider to be a factor in determining of financial support.

Public consultations in Gippsland echoed concerns raised during public hearings in Gippsland for the Inquiry into Geographic Differences in Participation in Higher Education in Victoria (2009), which identified that “access to Monash Gippsland is difficult and time consuming as the public transport system is geared around commuting to Melbourne... and ... that students travelling short distances from Morwell and Traralgon to Monash Gippsland face lengthy travel times and may be unable to reach campus on time for morning classes”⁹⁹.

“The different areas of the region share the reality that there is a poor translation of secondary student to tertiary education impacted by a range of factors such as transport, distance to institutions and cost.”

Gippsland Local Government Network submission

These are real barriers and are common themes that were also expressed in the *Report Advising on the Development of the Victorian Tertiary Education Plan* released in 2009 and the *Review of Student Income Support Reforms* released in 2011. Barriers related to course availability, distance, travel and relocation can be addressed by locating a greater range of tertiary education options closer to students' homes. However, as noted earlier, this cannot be done through a traditional campus model in Gippsland.

98. DEECD, 2011, *State of the Valley* Victorian Government, page 6

99. Parliament of Victoria (2009) *Inquiry into Geographical Differences in the Rate in which Victorian Students Participate in Higher Education* page 140

Blended learning: what is it?

Blended learning in tertiary education seeks to create new ways of engagement and attainment through increased flexibility. Blended learning mixes delivery in a variety of settings, such as a combination of online and face-to-face classroom teaching, with delivery from a range of locations, such as the local TAFE institute or local higher education provider. These types of delivery open doors to a greater range of qualifications from a greater range of providers.

The most well known example of partnered or blended learning is provided by Deakin at Your Doorstep (DAYD). The University of Ballarat is also pioneering in this area and offering degrees in conjunction with Advance TAFE.

The DAYD model allows students to undertake the first two years of their degree at their nearby TAFE provider with their third year undertaken either on a Deakin campus or via distance education. This significantly reduces barriers to tertiary education associated with income, cost of relocation and travel.

The University of Ballarat model allows students to undertake the whole of their degree at their nearby TAFE provider. Like the DAYD, this model significantly reduces barriers to tertiary education associated with income, cost of relocation and travel.

Both Deakin and Ballarat actively manage the programs and provide support. The models operate by aggregating small numbers of students from a range of locations to form a critical mass.

Blended learning opens opportunities to overcome issues of distance and can create a critical mass of students, allowing otherwise unviable courses to be offered. Blended learning, however, requires suitable IT infrastructure and a setting where students and teachers can come together. This could be achieved through either enhancement of existing facilities or the creation of new facilities to form technology enabled learning centres.

Blended learning and technology enabled learning centres should be managed to:

- provide access to a range of bachelor degrees through the technology enabled learning centres based in Gippsland
- allow for the delivery of degrees in large part by local staff with oversight of course delivery by the university partner for quality assurance
- create opportunities for the expansion of embedded or nested degrees (see page 77 for definition) which could allow students to study locally for the first two years of an undergraduate degree before relocating
- create opportunities for greater use of exit points, that is the awarding of diplomas and advanced diplomas or associate degrees as progress is made towards a bachelor qualification
- encourage innovation in the delivery of courses with a practical component, such as engineering, so that distance learning can be blended with block intensive units for practical sessions
- be matched with a school outreach and youth transitions program (see Recommendation 4).

It is logical that the technology enabled learning centres be established at the existing campuses operated by Advance TAFE, GippsTAFE, Chisholm and Monash University. The technology enabled centres may be delivered by upgrading of existing facilities or construction of new facilities where capacity constraints exist. The facilities will need to be capable of delivering new modes of higher education and higher level VET. The Expert Panel believes that establishment of these centres will need start up funding support.

Recommendation 3

- 3.1** That the network of campuses already existing across Gippsland is enhanced with higher education capacity through the establishment of technology enabled learning centres in Warragul, Traralgon/Churchill, Leongatha, Bairnsdale, Sale and Wonthaggi. Decisions relating to priority activities and development of these should be determined by the Gippsland Tertiary Education Council.
- 3.2** Recognising that access to tertiary education facilities, and the related public and private transport linkages will continue to play a role in aspiration and access to tertiary education, that the Gippsland Tertiary Education Council engage with and advise on student transport issues and infrastructure planning.

Enabling technology

Monash University is connected to high speed broadband through the AARNET (Australia's Academic and Research Network), Advance TAFE is connected to Victorian TAFE Broadband at their Sale and Bairnsdale campuses and GippsTAFE is connected at Traralgon and Morwell. A significant amount of technology exists within the community. The NBN will complement this by extending reach into households and assisting with accessibility to blended learning options. The NBN is aiming to connect to 93 per cent of Australian homes, schools and businesses, and to serve all remaining premises with a combination of leading-edge fixed-wireless and satellite technologies.¹⁰⁰

Tertiary education and training providers should continue and expand, where possible, after hours access to libraries or student areas with comprehensive network connection.

5.4.2 Tertiary education attainment

Qualification levels in Gippsland

The Victorian average for bachelor degree attainment in the population is 20.2 per cent. In Gippsland, attainment ranges from a low of 10.9 per cent in East Gippsland Shire to a high of 13.2 per cent in Baw Baw Shire.

Similarly, the Victorian average for diploma and advanced diploma attainment is 10 per cent. In Gippsland, attainment at this level ranges from 7.9 per cent in Wellington Shire and Latrobe City to a high of 8.9 per cent in East Gippsland Shire.¹⁰¹

The Victorian average for certificate level attainment is 21.6 per cent. Gippsland achieves better with a low of 29.3 per cent in East Gippsland Shire and a high of 33.2 per cent of population in Latrobe City.¹⁰²

Tertiary education is a focus for both State and Commonwealth governments and both governments have policy initiatives designed to get more people into education and training. This recognises that industry and employment is changing, and higher skill levels are needed to secure and maintain employment. This trend to higher skill levels is projected to continue,¹⁰³ and it is important that regional areas such as Gippsland are able to participate and achieve the social and economic benefits that arise from increased education and training.

The Commonwealth targets seek to achieve:

- a growth target of 40 per cent of 25–34-year-olds attaining bachelor level qualifications by 2025
- an equity target of 20 per cent undergraduate enrolment from low SES background by 2020.

100. *National Broadband Network*, Annual Report 2010–2011

101. Edwards D, P Weldon and T Friedman, op cit, page 8

102. *ibid*

103. Shah C and G Burke (2006) *The future labour market and qualifications in Australia*: Report prepared for the National Training Reform Taskforce Centre for the Economics of Education and Training (CEET), Monash University, Australian Centre for Educational Research (ACER) Shah C and Burke G (2006) *The labour market and qualifications in Victoria*: Report prepared for the Victorian Review of Vocational Education and Training CEET, Monash University, ACER

Achievement of these targets will require greater participation from regional Victorian communities such as Gippsland.¹⁰⁴ To illustrate, bachelor degree attainment in the Gippsland community is broadly consistent with regional areas, but is just over half that of the Victorian average. By contrast, and again broadly consistent with regional areas, the Gippsland population holds certificate level qualifications in greater proportions than the Victorian average and higher education qualifications at lower rates than the Victorian average. The relatively high proportion of the Gippsland community holding certificate qualifications is important, reflecting a post-school engagement with education and training but, more importantly, providing a basis for further study if pathways and recognition of prior learning is operating effectively.

The Gippsland Tertiary Education Council should seek to manage the technology enabled learning centres to achieve improvements in these areas. Social inclusion is considered a responsibility of institutions operating regional campuses and those who accept government funding.¹⁰⁵ This is a responsibility of providers operating through the technology enabled learning centres, and is related to associated entry requirements. To ensure progress towards goals of increased attainment and participation, the Council should establish data gathering and reporting mechanisms that identify key areas for educational improvement in the Gippsland community. As a starting point this should include information on attainment, enrolments, participation rates, low SES quartile participation rates, Aboriginal participation rates and attrition or non-completion.

Recommendation 4

4.1 That the Gippsland Tertiary Education Council establishes a five year strategic plan with key performance indicators (KPIs) linked to growth in the following areas:

- attainment
- enrolments
- participation rates
- low SES quartile participation rates
- Aboriginal participation rates
- attrition or non-completion.

4.2 That the Gippsland Tertiary Education Council monitor and report on these KPIs.

5.4.3 Industry linkages

Projections indicate that Gippsland faces an ageing population and that young people in the 18–35 years of age cohort will continue to leave Gippsland to seek opportunities outside the region.¹⁰⁶ These trends should be acknowledged as to some extent inevitable, but they should not be accepted as unalterable. Education, training and industry have a key role in positioning Gippsland to influence and change its own demographic and economic make-up. In particular, the shift to a low carbon economy should present many opportunities for the Gippsland community.

“Some sectors report a disconnect between education and training opportunities that are locally available and the skills and employment needs of local industries. In addition, pathways and linkages from vocational-based or tertiary education to employment in the region are not currently well aligned.”

East Gippsland Shire Council

The Gippsland Tertiary Education Council should function as both an advisory board and a broker. In these roles the Council should undertake environmental scans (in collaboration with the LLENs) and skills audits with information distributed to schools and tertiary education providers in Gippsland. The Council should assess the skills needed and skills gaps against courses and qualifications offered by existing providers and against location. This information should be used to undertake a brokerage function for tertiary education provision.

104. Department of Industry, Innovation and Regional Development, 2009, *Expert Panel: Report Advising on the Development of a Victorian Tertiary Education Plan*, Victorian Government, page 11

105. Bradley, op cit, page 33

106. Department of Education and Early Childhood Development, *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper*, August 2011, Victorian Government, pages 9–10

The existing public tertiary education providers in Gippsland have an extensive network of campuses and a range of skills and expertise. A key function for the Council will be fostering coordination and collaboration between these providers across all areas of delivery. Access to the technology enabled learning centres should be available to all education and training providers, but targeted to need.

The Council should actively seek to engage universities and TAFE institutes, not only from Gippsland, but from around Victoria or Australia to provide a mix of courses not currently available in Gippsland.

For example, the Community College Gippsland (formerly Education Centre Gippsland) identified in their submission an industry need for agribusiness qualifications, particularly production horticulture. The College has been able to negotiate a pathway from its diploma and advanced diploma into the Bachelor of Horticultural Management with Charles Sturt University, but there is not a pathway for horticulture production. Agribusiness is not currently a priority for all public providers with a campus presence in Gippsland. There is a need and role for other providers to deliver in this area in Gippsland and this should be encouraged and facilitated.

A second example might be if the Council were to determine that tourism qualifications in South Gippsland Shire were in short supply. The Council should act as a broker for a higher education provider to deliver tourism qualifications through the tertiary education learning centre.

This approach addresses gaps in the Gippsland tertiary education delivery suite, however this solution should not be seen as an import-only solution. There exist areas of delivery expertise in Gippsland, including apprenticeships generally, education, health and forestry, and probably expertise in sustainable technologies in the near future. These should be fostered and considered for export potential to other areas of Victoria and Australia, through the same technology and mechanisms that will encourage other providers into the Gippsland region.

“Education and training providers should be encouraged to work cooperatively to develop targeted, industry-specific education and training programs which can be delivered in the Gippsland region but potentially exported to students in other parts of Australia so that Gippsland gains recognition as a region with specialised industry skills training.”

AGA submission

An example of this approach can be found in GippsTAFE’s expansion into OUA. The first Victorian TAFE to deliver through OUA, GippsTAFE is offering units from, and the courses of, Diploma of Children’s Services (outside school hours care) and Diploma of Community Services (Alcohol, Other Drugs and Mental Health).¹⁰⁷ This expands the delivery horizons of providers, and assists in overcoming issues with thin markets by boosting course profile from outside the region. This, in turn, benefits Gippsland students and providers by achieving critical mass which longer term will assist to broaden depth and breadth of courses.

Recommendation 5

- 5.1** With information and knowledge based on environmental scans, skills audits and areas of skills shortage from the work of the Local Learning and Employment Networks, Industry Training Advisory Bodies and Industry Skills Councils, the Gippsland Tertiary Education Council should identify and assess the need for new, additional or upgraded tertiary programs and courses.
- 5.2** That the Council uses this information to broker arrangements whereby a range of tertiary education providers use the technology enabled learning centres to deliver courses at appropriate qualification levels.
- 5.3** That Gippsland providers should look to export tertiary education and training in their areas of expertise.

107. <https://www.open.edu.au/public/courses-and-units/gip>

5.4.4 Facilities access

The Gippsland Tertiary Education Council will need to be assured of access to facilities for brokered courses. Access to the technology enabled learning centres should be based on identification and delivery of tertiary education in an area of skills need. In conjunction with the host provider (Advance TAFE, GippsTAFE, Monash University or Chisholm), the Council may need to assist/advise on rental fees, specialist equipment and associated costs.

5.4.5 School outreach and youth transitions program

School retention rates are significantly lower in Gippsland than in metropolitan areas. Gippsland has the second lowest retention rate of all regions in Victoria. Of those who do commence Year 12 many do not seek tertiary education. Of an initial 2010 Year 12 cohort of 2,612, only 1,540 sought further study through VTAC rounds.¹⁰⁸ This points to low student aspiration, an issue identified in 70 per cent of submissions received, in *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper* and as a key theme of the consultation phase. Submissions identified a range of possible initiatives such as mentoring, open days, cadetships and scholarships.¹⁰⁹ The Expert Panel considers the issue of low aspiration and engagement of the youth cohort to be of great importance, but an issue that requires a multi-faceted approach. This will involve the leadership from the DEECD Gippsland Regional Office, participation of schools, tertiary education providers and representative groups such as the LLENs and the Gippsland Tertiary Education Council.

Intervention is needed at the Years 9 and 10 levels, before the decision to leave school is made. Tertiary education providers in Gippsland should develop programs that are easily understood by parents and are accessible by schools to communicate the life long benefits of tertiary education. These should include information about financial assistance, scholarships and modes of study.

A second intervention is needed at the Year 12 level. Monash University is operating an extension program in metropolitan areas, Victoria University has a portfolio partnership program and the University of Melbourne has an extension program.¹¹⁰ While the specific features of these programs differ, the basic aim is to allow high-achieving Year 12 students to undertake some first year university study while completing Year 12. This provides the student with some credit for study undertaken, can boost their prospects of being accepted onto their course of choice and gives them a feel for university study before committing to a particular undergraduate degree.

Recommendation 6

That the Gippsland Tertiary Education Council, the Department of Education and Early Childhood Development (DEECD) Gippsland Regional Office and the Gippsland LLENs work cooperatively to:

- 6.1** ensure provision of straightforward information on vocational education and training and higher education options to Years 9 and 10 students that includes information on financial assistance
- 6.2** encourage universities to enable Gippsland secondary school students to access to extension programs.

108. Edwards D and C Underwood, 2011, op cit, page 17

109. *A Tertiary Education Plan for Gippsland, Victoria: Discussion paper*, August 2011, page 21

110. <http://www.monash.edu.au/study/extension/>, <http://futurestudents.unimelb.edu.au/info/school-students/extension-program>, <http://www.vu.edu.au/future-students/secondary-schools/year-11-and-12-students/portfolio-partnership-program>

5.4.6 Adult learner engagement

Adult learners in Gippsland are a large and critical component of the student body. It is important that their needs continue to be a focus for tertiary education providers across the region.

Modelling presents a range of scenarios that shows possible tertiary student numbers in Gippsland in 2026 of between 9,471 and 11,801. This represents growth from the 2006 cohort of 8,867 students across TAFE and university in Gippsland.

Adults in Gippsland are participating in tertiary education at rates comparable to the Victorian average. This performance needs to be improved, particularly for adult males, who are participating in lower rates than adult females.

As Gippsland transitions to a low carbon future, the effects of an ageing population will become apparent, and as industrial restructuring occurs, it can reasonably be expected that the capacity of the Gippsland adult population to participate, and the flexibility and accessibility of providers to accommodate their needs, will be essential. It is likely that this worker retraining will require Commonwealth Government support, but there is a role for tertiary education providers too.

The Gippsland Tertiary Education Council, through environmental scans and its industry links, should actively advocate for and communicate opportunities for worker retraining and adult engagement.

The Council should also play a proactive role in positioning Gippsland to take advantage of the opportunities presented by the shift to a low carbon economy. This includes support for the establishment of a Centre for Sustainable Technologies in Gippsland and providing a skill base and tertiary education support for the location of a proposed Clean Energy Finance Corporation. It also includes identified opportunities for worker retraining and readjustment into industries forecast to grow, or those that are likely to emerge.

“The rapidly changing industrial landscape in Gippsland will require that existing (mature age) workers in key industries be re-engaged in new tasks requiring specific skills or competencies ... Consideration needs to be given to emerging industries, such as energy production and green technologies, in which many existing employees already have a strong skills foundation upon which to build.”

Apprenticeships Group Australia

Recommendation 7

- 7.1** The Gippsland Tertiary Education Council should work collaboratively across industry and communities in Gippsland to ensure that tertiary education is responsive to trends emerging from the shift to a low carbon economy and demographic changes across the region.
- 7.2** The Council should work proactively to position Gippsland to take advantage of opportunities that will arise from the shift to a low carbon economy and industry restructure.

5.5 Towards a tertiary sector: pathways

The Australian Qualifications Framework provides a hierarchy of qualifications through which students should be able to progress. Pathways and articulation between vocational education and training and higher education are often difficult to establish and require goodwill on behalf of both institutions involved. The Bradley Report noted that there is a need for closer links between vocational education and training and higher education in a broad range of ways, and identifies stronger pathways between sectors as needed for an effective tertiary education and training system.¹¹¹

Pathways between higher education and VET providers have been the focus of policy attention for a number of years. In theory, the two systems should be able to integrate and recognise qualifications. In reality, the process is often much more difficult and dependent not only on the VET qualification undertaken and where, but also the individual university to which the student is seeking admission. Some universities are more open to the creation of pathways from vocational education and training than others. The *Report Advising on the Development of the Victorian Tertiary Education Plan* notes that 'there is a multiplicity of possible and actual pathways between the TAFE and university sectors ...'.¹¹² However, the written submission process informing *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper* highlighted that current pathways between schools, TAFE institutes and universities are unclear and inaccessible. Furthermore, articulation between vocational and academic pathways needs to be improved to minimise the number of students deferring and withdrawing from courses.¹¹³

Pathways are vital in Gippsland, where school retention rates are low and there are high proportions of adult learners. Entry to higher education is less likely to be through traditional pathways, that is from Year 12. Pathways need to be created in Gippsland that not only link higher education and vocational education and training, but also address the issues of distance and cost of education, and the low qualifications profile of the community.

Pathways in Gippsland should aim to establish exit points: partnered provision at a TAFE institute or other provider close to home, especially for the first two years of tertiary study, and fully embedded degrees. It is important that pathways have a common language and framework. This will assist potential and existing students to better understand their options.

Recommendation 8

8.1 That providers across Gippsland establish a common framework and language for pathways.

111. Bradley Report (2008), page 179

112. Expert Panel, (2009), *Report advising on the development of the Victorian Tertiary Education Plan*, Department of Innovation, Industry and Regional Development, page 97

113. *A Tertiary Education Plan for Gippsland, Victoria Discussion Paper*, August 2011, page 23.

Exit point: what is it?

An exit point allows a person to leave a qualification part way through and gain recognition for the studies undertaken. For example, an exit:

- at first year might result in a diploma, rather than nothing
- At second year might result in an advanced diploma or associate degree, rather than nothing.

Exit points help build the qualifications profile of the community and also provide individuals with potential for better employment, income and easier re-engagement with education and training.

Embedded, nested or applied degree: what is it?

An embedded or nested degree, sometimes called an applied degree, generally refers to a bachelor degree that incorporates VET qualifications within its structure. Students are able to gain qualifications as they study, rather than be awarded a qualification only at the end of their degree. This allows students to gain better paying part-time jobs, to gain multiple qualifications, and shortens the line of sight in terms of seeing the benefits of tertiary education. An example of an embedded degree could be a student enrolled in a bachelor of engineering. At the end of first year they qualify for a diploma of engineering studies, perhaps allowing them to work as an engineering technician, at the end of second or third year, they would qualify for an advanced diploma, and at the end of fourth year they achieve their bachelor degree.

Pathways: what are they?

Pathway is a term used in education and training to describe the route or path that a student has taken to achieve entry to a certain course or institution. In tertiary education students typically follow a pathway from school to tertiary education. There are also pathways within tertiary education, typically between VET institutions and universities.

Pathways between VET and higher education are negotiated between providers and have different conditions depending on the arrangement struck. Pathways vary, but typically provide students with credit recognition for VET units undertaken, that is a component of first or second year university is credited. Guaranteed pathways extend this by guaranteeing the VET student entry to a specified higher education course upon completion of their VET course. .

6 Possible future directions

A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper outlined several options for future delivery of tertiary education in Gippsland. This included differentiating Monash Gippsland (see page 79), creating a university college, improving the location and use of higher education facilities and blended learning options. The recommendations in the preceding chapter have endorsed a focus on location-based services and blended learning, backed by the support and leadership of a Gippsland Tertiary Education Council.

The recommendations do not preclude the transition to other models in the future. The other models, such as differentiation and creation of a university college, are considered in this chapter. So, too, is a summary evaluation of the status quo and the University of Highlands and Islands model, which was raised in several of the public consultations.

6.1 Campus differentiation

Future developments need to recognise the importance of education and training to the Gippsland region, and seek to protect and enhance its future. Education and training is a major industry in its own right, employing approximately 9580 individuals in 2009–10, and projected to grow to employ 12,730 by 2016–17. To this end, Monash Gippsland has developed in recent years with the introduction of the Gippsland School of Medicine and co-location of other providers, such as Kurnai College and Apprenticeships Group Australia. Developments of this sort provide much needed linkages between education and health services, and between school education, vocational education and training, and higher education.

Monash Gippsland is and will continue to be a major site of educational and research infrastructure for the Gippsland region. The campus attracts a large proportion of local students and it can reasonably be expected that this will remain the main higher education destination for Gippsland students.¹¹⁴ The campus has operated under the Monash corporate structure, which determines course offerings and applies the same entry requirements and academic standards across all Monash campuses. This sees a minimum ATAR of 70 applied, which is above the average Gippsland ATAR of 65.40.¹¹⁵

Low aspiration was raised during submissions and consultations as a key issue impairing education and training outcomes in Gippsland. It is important that Monash Gippsland is able to cater for a range of school leavers and is able to respond to local needs. The campus should be open, attractive and suited to local students and local industry.

As outlined in *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper*, one proposal is for Monash Gippsland to differentiate. A differentiated campus reflective of the Gippsland community could deliver the following benefits:

- development of areas of academic expertise linked to industry need
- development of programs that are attractive to Gippsland, Victorian, Australian and international students
- provision of outreach programs into schools, including Year 10 engagement
- identification of Year 12 students who may benefit from undertaking some undergraduate study while completing Year 12.
- integration with the Gippsland economy, developing and offering courses targeted to local employment and industry needs
- development of embedded degrees offered in conjunction with GippsTAFE and Advance TAFE, at their discretion
- development of programs and flexible delivery that will improve access and delivery to dispersed communities
- provision of leadership as the Gippsland economy transitions to a globally competitive economy and a low carbon future.

114. 24.4 per cent of Gippsland Year 12 completers list Monash University Churchill as their post-school destination, followed by 13.5 per cent listing Monash Clayton. Edwards D and Underwood C, 2011, op cit, page 9

115. Edwards D and C Underwood, 2011, op cit, page 14

Differentiation: what is it?

'Differentiation' is a term coming into use to describe differing missions between different universities within a national system and also variations in mission between different campuses of the same university.

In recent years differentiation between Australian universities has become more widely recognised. Some groupings have been defined for many years, such as the Group of Eight (Go8) and the Australian Technology Network (ATN). Other groupings are gaining clearer definition, such as the IRU (Innovative Research Universities) and more recently Regional Universities Network (RUN)¹¹⁶. Other universities prefer to remain outside these associations or simply maintain loose links.

Within a single university, campus differentiation is less developed and defined in Australia. A well-known overseas model is that of the University of California, which has internationally prestigious campuses at Los Angeles and Berkeley, and many other major campuses, including at Irvine, Davis, Santa Barbara and San Diego. Each has created a unique brand with different courses and entry procedures to suit their particular student catchment.

In our context, campus differentiation implies enabling individual campuses to set their own strategic direction, have a measure of autonomy and local governance, with increased decision-making vested in the head of campus. Different programs and degrees could be offered, with different entry requirements and different testamurs.

A recent Canadian conference has been devoted to 'driving the differentiation bus' (convened by the Toronto based, Higher Education Strategy Associates, in September 2011). The key driver for change is how best to accommodate 'an ever-diminishing slice of the government funding pie'. It heard that Canadian higher education 'would benefit from a more differentiated system in which teaching and research-oriented institutions would operate more seamlessly alongside the community college sector. This paradigm would not only support accessibility to quality education for all students, but also maintain competitive excellence in research'. But others pointed to the danger that adopting such a system could undermine already well-articulated institutions, and they advocated change 'on an incremental basis'. It was said that 'whether directed by government or an institution, a differentiation process must occur with clarity, trust, respect and transparency. Importantly, whatever direction is chosen, it is crucial that there are no unintended consequences associated with realising that objective'.

Campus differentiation has the potential to reshape the Gippsland campus, creating a much more locally focused institution. This would require support and commitment from the broader Monash University. It is likely that some courses and parts of the campus would not differentiate, that is they would retain their linkages with schools and faculties located on other campuses while retaining a presence in Gippsland. The Gippsland Medical School may fall into this category. The Gippsland Medical School is integral to the tertiary offering in Gippsland. It networks with local hospitals, provides local employment and is providing students with qualifications in a regional setting that are particularly relevant in Gippsland. As noted earlier in this report, the Gippsland population is forecast to age markedly and the health care and social assistance workforce to grow rapidly from 13,860 employees in 2009–10 to 18,860 by 2016–17. Training health care workers, including doctors from the Gippsland Medical School, is essential.

Recommendation 9

9.1 The differentiation of Monash Gippsland provides opportunities for expansion of course offerings and greater flexibility in entry requirements. This should be pursued in specific areas linked to local employment and industry need.

116. Group of Eight universities: University of Adelaide, Australian National University, University of Melbourne, Monash University, University of New South Wales, University of Sydney, University of Queensland, University of Western Australia. Australian Technology Network of Universities: Curtin University of Technology, University of South Australia, RMIT University, University of Technology Sydney, Queensland University of Technology. Innovative Research Universities: Charles Darwin University, Flinders University, Griffith University, James Cook University, La Trobe University, Murdoch University, The University of Newcastle. Regional Universities Network: University of Ballarat, University of New England, Southern Cross University, University of Sunshine Coast, University of Queensland, Central Queensland University

6.2 Connecting vocational education and training and higher education in Gippsland

GippsTAFE operates in the central Gippsland area and is situated in close proximity to Monash Gippsland. GippsTAFE has been actively pursuing pathways with Monash Gippsland and currently has 13 pathways. GippsTAFE also partners with other higher education providers and, as noted earlier, delivers through OUA.

Advance TAFE has major centres in Sale and Bairnsdale, with many smaller campuses across eastern Gippsland. Advance TAFE has been, and is continuing to, pursue pathways and degree delivery in partnership with a range of universities. These developments make higher education accessible to isolated communities and are to be commended.

Chisholm has major centres in Frankston and Dandenong, with a network of smaller campuses across outer south eastern Melbourne and Bass Coast. Chisholm is working to network all its campuses, expanding options for study and to increase its higher education delivery through partnerships with universities and through accreditation in niche areas.

GippsTAFE, Advance TAFE, Chisholm and Monash Gippsland should work more collaboratively and strategically:

- to improve pathways between vocational education and training and higher education
- to better understand the different regions within Gippsland, including differences in population and industry to better cater for region-wide tertiary education needs.
- to develop connected campuses across Gippsland, aiming to expand the mix of higher education and vocational education and training offered to more campuses across Gippsland.
- to optimise the use of specialist facilities, for example Forestech and SEAMAC, by partnering, or allowing other providers access on a cost recovery basis
- to identify niche areas of expertise and strength, and actively market and export associated courses to other regions
- to attract more students to study in Gippsland
- to focus on supporting Gippsland transition to a globally competitive and low carbon economy with the recognition that education and training are critical requirements to successfully facilitate this transition. This includes the role education, training and research will play in supporting a new generation of industry in a low carbon environment.

The proposed Gippsland Tertiary Education Council will provide a forum for collaboration and cooperation, focused on the delivery and success of technology enabled learning centres across Gippsland. With a strong and shared commitment to increased collaboration and partnering, there is significant scope to devise and deliver improved education opportunities and outcomes to the Gippsland community. This increased collaboration and partnering should grow over time with the goodwill of Chisholm, GippsTAFE, Advance TAFE and Monash Gippsland.

6.3 Post implementation review

The Gippsland Tertiary Education Council would be the first body of its kind in Victoria. Its board members will initially need to steer a start up venture, forging areas of strength, grow influence and authority across the community and find ways of determining skill need. Over time the board membership will need to be reviewed against the requirements of the strategic plan (Recommendation 4.1) and ongoing improvements in educational outcomes.

A post implementation review should be conducted one to two years after the establishment of the Gippsland Tertiary Education Council. The purpose of this review should be to:

- assess board structure and composition
- assess progress towards achievement of the strategic plan
- assess the success of the Council in influencing:
 - attainment
 - enrolments
 - participation rates
 - low SES quartile participation rates
 - Aboriginal participation rates
 - attrition or non-completion.
- assess the extent to which the Council has established relationships with industries within Gippsland and identified skill needs, leading to delivery of high level VET courses and bachelors degrees
- advise Government on changes necessary to improve the functioning of the Council
- assess the functioning of the technology enabled learning centres in terms of utilisation, range of courses delivered and enrolment.

Recommendation 10

10.1 That a post implementation review be undertaken one to two years after the establishment of the Gippsland Tertiary Education Council to assess and make recommendations on the functioning of the Council and the technology enabled learning centres.

6.4 Towards a university college

A long-term option that may grow from campus differentiation and greater collaboration is the formation of a university college, leading to the formation of a stand alone university at a future stage. This was outlined in *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper*. Any transition to a university college will require dedication and commitment from Monash University and any partner institutes, such as GippsTAFE and Advance TAFE, to meet the Tertiary Education Quality Standards Agency (TEQSA) requirements.

TEQSA defines a university college as a body that is in transition to achieving full university status. TEQSA needs to be sure that the university college meets certain governance, corporate and research expertise requirements before progressing to a university within a five-year time frame. This five-year timeline would be challenging.

Should Monash Gippsland and the Gippsland community wish to progress down this path, a concerted effort would be required from providers, the Gippsland community and the funding and regulatory arms of the Commonwealth and Victorian governments.

6.5 Other models considered

The Expert Panel considered a range of models, including the University of the Highlands and Islands and the status quo. Neither of these options fully addressed the issues facing Gippsland, but did inform the final recommendations so are included here for completeness.

6.5.1 The status quo

A variation on the status quo in Gippsland would see the Expert Panel:

- endorse the strategic directions and current operations of Monash Gippsland, Advance TAFE, GippsTAFE and Chisholm
- encourage the building of stronger partnerships between Monash University and the two Gippsland TAFE institutes
- emphasise the need for appropriate, clear, accessible and guaranteed pathways and embedded degrees
- provide clear direction for students to assess their tertiary education options and improve participation in education and training
- encourage all public providers operating in Gippsland to establish entry and exit points for students by adjusting delivery to improve flexibility and service to the community
- fully maximise and build on programs already available at the various public providers and offer a broad range of opportunities to study in fields that are relevant to local industry needs.

While the Gippsland providers have undertaken work to build some credit pathways, and an increase in efforts would be welcomed, progress to date has been limited to a narrow range of courses. A greater and sustained effort is necessary.

Increasing guaranteed pathways is vital for students needing to re-engage, and to create a sector that is both visible and achievable. Currently, the development of one pathway alone can take up to two years and it can be a complex process to alter subjects once a pathway has been finalised. Creating clearly defined pathways will not address the slow development of those pathways which have been hampered by institutional structures.

In addition, while the creation of guaranteed pathways would go some way to improving access to tertiary education, it does not go far enough. This model fails to address other key themes such as campus location or connected campuses, cost of travel and broadband connections.¹¹⁷ For these reasons this model is not preferred.

117. *A Tertiary Education Plan for Gippsland, Victoria Discussion Paper*, August 2011, page 23

118. University of the Highlands and Islands Undergraduate Prospectus 2012, http://issuu.com/uhi/docs/docs/uhi_ug_prospectus_2012_web_, page 2, 21 September 2011

119. University of the Highlands and Islands, *Lifelong Learning and Progression*, <http://www.uhi.ac.uk/en/studying-at-uhi/part-time-online-flexible-learning/lifelong-learning-and-progression>, 22 September 2011

6.5.2 University of Highlands and Islands model

In the northern Scottish highlands, the consolidation of many smaller tertiary providers over a 20-year period led to the creation of the University of the Highlands and Islands (UHI). UHI comprises of 13 colleges and research institutions (the UHI academic partners), over 50 local learning centres, and online facilities. Each partner college has a unique brand in conjunction with the UHI brand, reflecting the parent and subsidiary relationship. In 2009–10, there were over 8000 students studying in 30 degrees, 70 higher national awards and over 20 postgraduate courses and research opportunities.¹¹⁸

The UHI model aims to widen access to participation in higher education through offering curriculum with flexible entry and progression routes, and to ensure that courses are available as widely as possible across the UHI network. The structure of UHI offerings allows students to enter or exit levels as they progress through the Scottish Credit and Qualifications Framework. When a student exits a level at the end of a given year they receive a qualification.¹¹⁹

Many UHI courses take advantage of the region's natural assets, including the landscape and culture, heritage, history and renewable resources. UHI not only focuses on regional specialisation but seeks to attract students for a lifestyle choice by actively promoting its student community and the natural assets of the region. UHI also engages with business and industry to develop courses with the aim of facilitating economic growth in the region.

A UHI strategy in Gippsland could:

- create a streamlined and integrated partnership between GippsTAFE, Advance TAFE, Monash Gippsland and Chisholm Bass Coast which would see the various institutes retain autonomy, character and local branding but become academic partners under a wider regional brand
- provide greater access for students through the development of local learning centres allowing access to teacher support, IT infrastructure and library services regardless of a student's geographical location
- create a new governance structure to provide oversight for the strategic direction of academic partners and consolidate the back office functions of public providers in Gippsland—this may include sharing marketing, student support services and other various administrative functions
- provide further flexibility within qualification levels that allows students to enter or exit, minimising the number of withdrawals from courses—if a student elects to exit a level at the end of any given year, a qualification is granted, with similar flexibility offered for students re-entering a course
- offer courses that have a specialised Gippsland regional focus developed in conjunction with industry.

The UHI model has many positive attributes. It should be noted, however, that it grew organically over a 20-year period. The imposition of the model may not have worked as successfully as some key features, such as autonomy and gradual consolidation of functions, would have necessarily given way to the new structure.

The Expert Panel has attempted to ensure that the benefits of the UHI approach, such as a focus on collaboration between providers, pathways, local industry and regional strengths, are included in the functions of the Gippsland Tertiary Education Council. The proposed Council and technology enabled learning centres will also expand delivery beyond local boundaries and providers to ensure that courses needed by students and industry are brought into the region.

Glossary and abbreviations

| | |
|-------------------------|---|
| AARNET | Australia's Academic and Research Network |
| ABS | Australian Bureau of Statistics |
| ABSTUDY | Aboriginal and Torres Strait Islander Study Assistance Scheme |
| ACE | Adult Community Education |
| AQF | Australian Qualifications Framework |
| ATAR | Australian Tertiary Admissions Rank |
| ATN | Australian Technology Network of Universities: Curtin University of Technology, University of South Australia, RMIT University, University of Technology Sydney, Queensland University of Technology |
| Blended Learning | Blended learning mixes delivery in a variety of settings, such as a combination of online and face-to-face classroom teaching, with delivery from a range of locations, such as the local TAFE institute or local higher education provider. |
| CSP | Commonwealth Supported Place |
| DBI | Victorian Department of Business and Innovation |
| DEECD | Victorian Department of Education and Early Childhood Development |
| DEEWR | Department of Education, Employment and Workplace Relations |
| DIIRD | Victorian Department of Industry, Innovation and Regional Development |
| DOTS | Diploma of Tertiary Studies |
| DPCD | Victorian Department of Planning and Community Development |
| EFTSL | Equivalent Full Time Student Load |
| FTE | Full-time equivalent |
| Go8 | Group of Eight universities: University of Adelaide, Australian National University, University of Melbourne, Monash University, University of New South Wales, University of Sydney, University of Queensland, University of Western Australia |
| IRU | Innovative Research Universities: Charles Darwin University, Flinders University, Griffith University, James Cook University, La Trobe University, Murdoch University, The University of Newcastle |
| KPI | Key Performance Indicator |
| LGA | Local Government Area |
| LLENs | Local Learning and Employment Networks |
| MTEC | Minerals Tertiary Education Centre |
| NBN | National Broadband Network |
| NCDEA | National Centre for Dairy Education Australia |
| OUA | Open Universities Australia |
| RAAF | Royal Australian Air Force |
| RPL | Recognition of Prior Learning |
| RTO | Registered Training Organisations |
| RUN | Regional Universities Network: University of Ballarat, University of New England, Southern Cross University, University of Sunshine Coast, University of Southern Queensland, Central Queensland University |
| SES | Socio Economic Status |
| SEIFA | Socio Economic Indexes for Areas |
| VET | Vocational Education and Training |

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Appendices

Appendix 1: Project Methodology

The Tertiary Education Plan for Gippsland, Victoria has gathered information from government policy and research reports (literature review), a public submissions process, a public consultation process and a series of meetings with interested parties. The ACER were engaged to provide research and analysis on the Gippsland region. ACER prepared three reports including:

- A Student Profile, by Daniel Edwards and Catherine Underwood
- Industry, Employment and Population Profile by Daniel Edwards, Paul Weldon and Tim Friedman
- Student Demand Projections by Daniel Edwards and Paul Weldon

The ACER reports are available at: <http://www.skills.vic.gov.au/corporate/providers/training-organisations/gippsland-tertiary-education-review/>

Expert Panel meetings

The Expert Panel comprised Professor Kwong Lee Dow, Dr Michele Allan and Mr John Mitchell. They met on the following dates:

- 29 March 2011
- 22 June 2011
- 16 September 2011
- 29 November 2011

Submissions

The Expert Panel called for submissions against the terms of reference on 19 April 2011, with submissions closing on 27 May 2011. The submissions process was communicated by letters from the Chair, media advertising and supported by a press release from the Minister for Higher Education and Skills, the Hon Peter Hall MLC. Letters from the Chair inviting submission were sent to 112 Gippsland organisations, including local government, public and private education and training providers, local chambers of commerce and government agencies. Advertisements calling for submissions were placed in the following newspapers:

- *Bairnsdale Advertiser*
- *Bairnsdale East Gippsland News*
- *Drouin West Gippsland Trader*
- *Foster Toora Mirror*
- *Koori Mail*
- *Lakes Entrance Lakes Post*
- *Latrobe Valley Express*
- *Leongatha Great Southern Star*
- *Moe and Narracan Shire News*
- *Orbost Snowy River Mail*
- *Philip Island San Remo Advertiser*
- *Sale Gippsland Times*
- *Traralgon Journal*
- *Warragul Drouin Gazette*
- *Wonthaggi South Gippsland Sentinel Times*
- *Yarram Standard News*

Two organisations sought and were granted an extension to this deadline. A total of 34 submissions were received. Submissions were analysed using a content analysis of frequency against the terms of reference and against key themes and issues.

Submissions to the Expert Panel were received from:

- Apprenticeships Group Australia
- Bass Coast Shire Council
- Baw Baw Latrobe LLEN
- Central Gippsland Institute of TAFE
- Central Gippsland Institute of TAFE - a student's perspective
- Champions of the Bush
- Chisholm Institute
- Committee for Gippsland
- Community College East Gippsland
- Community College Gippsland
- Deakin University
- DEECD - Gippsland Region
- Department of Human Services, Regional Director, Gippsland
- East Gippsland Institute of TAFE
- East Gippsland Shire Council
- Gippsland East LLEN
- Gippsland Local Government Network
- Gippsland Regional Plan Leadership Group
- Gippsland Transport Connections Network
- Individual
- Individual
- Individual
- Latrobe City Council
- Latrobe University
- Monash - Gippsland Access and Participation Project
- Monash University
- Monash University Gippsland Student Union
- Regional Development Australia, Gippsland
- Riviera Taxis & Hire Cars
- South Gippsland and Bass Coast LLEN
- St Paul's Anglican Grammar School
- University of Ballarat
- Wellington Shire Council
- Wellington Shire Youth Council

Discussion paper

Following the submissions process and the ACER reports, the Expert Panel released *A Tertiary Education Plan for Gippsland, Victoria: Discussion Paper* in August 2011. The discussion paper is available at: <http://www.skills.vic.gov.au/corporate/providers/training-organisations/gippsland-tertiary-education-review/>

Consultation process

The Expert Panel held an extensive consultation process in Gippsland during August and September 2011. The consultation process provided feedback on the discussion paper and involved public forums, industry meetings, meetings with school principals and meetings with the public tertiary education providers.

Public forums

The release of the discussion paper and the Expert Panel's intention to consult on the discussion paper was communicated by media advertising and a supporting media release from the Minister for Higher Education and Skills, the Hon. Peter Hall MLC. Advertisements were placed in the following newspapers:

- *Bairnsdale Advertiser*
- *Bairnsdale East Gippsland News*
- *Drouin West Gippsland Trader*
- *Foster Toora Mirror*
- *Koorie Mail*
- *Lakes Post*
- *Latrobe Valley Express*
- *Leongatha Star*
- *Moe and Narracan News*
- *Orbost Snowy River Mail*
- *Phillip Island Advertiser*
- *Sale Gippsland Times*
- *Traralgon Journal*
- *Warragul Drouin Gazette*
- *Wonthaggi South Gippsland Sentinel Times*
- *Yarram Standard News*

Public forums were held as follows:

- Leongatha on 24 August, attended by approximately 31 people
- Morwell on 25 August, attended by 33 people
- Sale on 31 August, attended by approximately 28 people
- Bairnsdale on 1 September, attended by approximately 30 people.

Industry meetings

The Expert Panel met with representatives from industry during the consultation phase of the project in August 2011. This included Burra Foods, the Committee for Gippsland in conjunction with Mr Kevin Kennedy from Apprenticeships Groups Australia, and the National Centre for Dairy Education Australia.

Professor Lee Dow attended and presented at the Latrobe Valley Transition Committee steering committee meeting held on 26 September 2011. This committee comprises local government, commonwealth government, state government, industry peak bodies and the trades and labour council.

Public provider meetings

The Expert Panel met with public tertiary education providers during the consultation phase of the project and again as the project report was being finalised. Meetings were held as follows:

- Monash Gippsland, 23 August 2011
- Advance TAFE, Port of Sale campus, 31 August 2011
- Advance TAFE, Melbourne, 20 October 2011
- GippsTAFE, Leongatha campus, 24 August 2011

Local government meeting

On 25 August 2011 the Expert Panel met with representatives of the local governments of Wellington Shire, Baw Baw Shire, Latrobe City, Bass Coast Shire, East Gippsland Shire and South Gippsland Shire.

Prior to this meeting the Expert Panel attended the launch of the Gippsland Youth Commitment at the DEECD Gippsland Regional Office, Moe.

Appendix 2: Expert panel members' biographical and secretariat details

Emeritus Professor Kwong Lee Dow AM

After working as a science and mathematics teacher, Kwong became a College Lecturer in Chemistry, and then Senior Lecturer in Education at Melbourne University. He was appointed Professor in 1973.

He retired from the University of Melbourne at the end of 2004 having held the positions of Vice-Chancellor, Deputy Vice-Chancellor, and Dean of Education.

Kwong was appointed Member of the Order of Australia in 1984, received the Sir James Darling Medal of the Australian College of Education in 1994, an honorary degree of Doctor of Laws from the University of Melbourne in 2004, and in 2005 was awarded the Gold Medal of the Australian Council for Educational Leaders.

Over the years he has held Victorian, Commonwealth and international government appointments, such as:

- 2008 Chair of independent expert panel which recommended to the Minister for Education University funding from the Learning and Teaching Performance Fund
- 2002-03 Chair of Commonwealth Review of Teaching and Teacher Education
- 1997 to 2003, Chair of the Victorian Board of Studies, later the Victorian Curriculum and Assessment Authority
- 1997-98 member of the Australian Government Review of Higher Education Financing and Policy
- 1992-2003 member of the Hong Kong Council for Academic Accreditation, being the longest serving member when he departed

Since retirement in 2005 Kwong has had specific involvements with Victoria University, Ballarat University, Bond University, the University of New England, the Melbourne campus of Central Queensland University (for the Victorian Government), Deakin University and the Hong Kong Institute of Education, St. Paul's College (HK), and Hong Kong Central College.

In 2011 he led an independent Review of Student Income Support Reforms at the request of the federal Minister for Tertiary Education, Senator Chris Evans.

Dr Michele J Allan

Michele is currently Chair of William Angliss Institute of TAFE and Go Grains Health and Nutrition Limited, non executive director of Food Standards Australia and New Zealand, MG Corporation, Meat and Livestock Australia, Birchip Cropping Group, New Zealand Innovation Network Company, CRC Hearing, Grape and Wine Research and Development Corporation and Forest and Wood Products Limited.

Michele is also a member or chair of the audit and risk committees of three of these organisations. Until 2008 she was CEO/MD of a listed food manufacturer and marketer. Prior to that role she was Group General Manager Risk and Sustainability for Amcor Limited.

Michele has held executive roles with Kraft Foods, Bonlac Foods Limited, ICI and Nestle. Michele has a Bachelor of Applied Science from University of Technology Sydney, Master of Management of Technology from Melbourne University, Master Commercial Law Deakin University and Doctorate from RMIT.

Michele is a fellow member of the Australian Institute of Company Directors and a professional member of the Australian Institute of Food Science and Technology.

John Leslie Mitchell

John has a strong business/governance background in local government, water, sewerage and resource management and community governance.

John has extensive experience in dealing with large industries (oil/gas/power generation and timber/paper sectors), small/medium enterprises, community groups, environmental and education organisations and regulatory authorities.

John is currently Managing Director, John Mitchell Consulting Pty Ltd. John has previously held the positions of Managing Director/CEO Gippsland Water; CEO Latrobe City Council; CEO, City of Traralgon; Chairman & Acting CEO, Australian Sustainable Industries Research Centre.

He is a Fellow, Local Government Professionals Inc. and a Member of Australian Institute of Company Directors

Secretariat to the Expert Panel

Michelle Canny, Manager Tertiary Education Policy Projects, Department of Education and Early Childhood Development, Victoria

Lea Bacon, Senior Policy Officer, Department of Education and Early Childhood Development, Victoria

Rebecca Heath, Senior Policy Officer, Department of Education and Early Childhood Development, Victoria (participated for part of the project)

Appendix 3: Summary of key facts – Gippsland agrifood

Economic value by industry and LGA

- In 2006 the food industry in Gippsland generated A\$1,264.6 million.
- This figure incorporates industries dairy, meat, poultry and eggs, horticulture, cereals and grains.
- The value for seafood and beverages was unavailable.
- The values have been sourced from data collected in the ABS 2005-2006 census.

Data below is represented as AUD \$ million.

| | Dairy | Meat | Poultry & eggs | Horticulture | Cereals & grains | TOTAL |
|--------------|----------------|----------------|----------------|----------------|------------------|------------------|
| Bass Coast | \$47.3 | \$35.8 | \$0.8 | \$11.1 | \$6.8 | \$101.8 |
| Baw Baw | \$134 | \$63.5 | \$9.1 | \$44.6 | \$13.8 | \$265 |
| East Gipps | \$35.6 | \$61.7 | \$0 | \$41.4 | \$7.3 | \$146 |
| LaTrobe | \$25.6 | \$20.7 | \$0.4 | \$0.1 | \$3.5 | \$50.3 |
| South Gipps | \$199.1 | \$112.7 | \$0.9 | \$18.2 | \$21.3 | \$352.2 |
| Wellington | \$218.7 | \$89.3 | \$0.03 | \$24 | \$17.3 | \$349.3 |
| TOTAL | \$660.3 | \$383.7 | \$11.2 | \$139.4 | \$70 | \$1,264.6 |

- The dairy industry is worth \$660.3 million to Gippsland and represents 52.2% of total Gippsland agricultural value.
- The meat industry is worth 30.3% to Gippsland and represents 30.3% of total Gippsland agricultural value.
- South Gippsland represents 27.9% of total Gippsland agricultural value – the majority coming from the dairy industry.
- Wellington represents 27.6% of total Gippsland agricultural value. The majority of this also comes from the dairy industry.

Source: McKinna et al, Strategic Insight for Regional Development Victoria (2011) *Summary of Key Facts - Gippsland agrifood*

Employment numbers by industry and LGA

- The food industry in Gippsland employs 10,040 people in the immediate area.
- This incorporates industries dairy, meat, poultry and eggs, horticulture, cereals and grains, seafood and beverages.
- The values have been sourced from data collected in the ABS 2005-2006 census.

| | Dairy | Meat | Poultry & eggs | Horticulture | Cereals & grains | Seafood | Beverages | TOTAL |
|--------------|--------------|--------------|----------------|--------------|------------------|------------|------------|---------------|
| Bass Coast | 268 | 317 | 0 | 40 | 76 | 14 | 7 | 722 |
| Baw Baw | 959 | 502 | 41 | 309 | 61 | 15 | 17 | 1,904 |
| East Gipps | 168 | 715 | 0 | 341 | 375 | 129 | 21 | 1,749 |
| LaTrobe | 355 | 226 | 23 | 13 | 92 | 7 | 24 | 740 |
| South Gipps | 1,641 | 838 | 3 | 100 | 65 | 18 | 23 | 2,688 |
| Wellington | 1,398 | 650 | 3 | 78 | 78 | 20 | 10 | 2,237 |
| TOTAL | 4,789 | 3,248 | 70 | 881 | 747 | 203 | 102 | 10,040 |

- The majority of the agricultural workforce are involved in the production (farming) aspect – 7,844 employees or 78.1% of the total workforce.
- The remainder are involved with value-adding of production – 2,196 employees or 21.9% of the total workforce.
- The dairy industry employs 4,789 people, or 47.7% of the total agricultural workforce.
- The meat industry employs 3,248 people, or 32.3% of the total agricultural workforce.
- South Gippsland has the highest employing with 2,688 people, the majority of whom are involved with the dairy and meat industries.
- Wellington has 2,237 employees, with the majority employed again in dairy or meat industries.

Source: McKinna et al, Strategic Insight for Regional Development Victoria (2011) *Summary of Key Facts - Gippsland agrifood*

Appendix 4: *On Track* Survey data – top five reasons for not studying in 2011

| Victoria | |
|--|----------|
| | per cent |
| Year 12 or equivalent completers not in education or training and did not defer | |
| Wanted to earn own money | 83.4 |
| Needed a break from study | 72.1 |
| Wanted to start a career | 43.1 |
| Never planned to study | 26.9 |
| Too much travel | 22.8 |
| Deferred entry to university or TAFE | |
| Needed a break from study | 84 |
| Wanted to earn own money | 80.8 |
| Wanted some other experiences before continuing study | 75.2 |
| Would have to leave home | 25.3 |
| Financial pressure on family | 25 |
| Early School Leavers | |
| Wanted to earn own money | 79.9 |
| Not ready to study | 59.7 |
| Wanted to start a career | 53.7 |
| Wanted some other experiences | 33.9 |
| Course not offered locally | 26 |
| Baw Baw Shire | |
| | per cent |
| Not in education or training and did not defer | |
| Wanted to earn own money | 85.5 |
| Needed a break from study | 77.4 |
| Wanted to start a career | 37.1 |
| Never planned to study | 29 |
| Financial pressure on family | 29 |
| Deferred entry to university or TAFE | |
| Needed a break from study | 87.5 |
| Wanted to earn own money | 85 |
| Wanted some other experiences before continuing study | 72.5 |
| Financial pressure on family | 42.5 |
| Too much travel | 40 |
| Early School Leavers | |
| Wanted to earn own money | 85.7 |
| Wanted to start a career | 61.9 |
| Not ready to study | 42.9 |
| Wanted some other experiences | 38.1 |
| Course not offered locally | 23.8 |

Latrobe City

per cent

Not in education or training and did not defer

| | |
|----------------------------|------|
| Wanted to earn own money | 85.1 |
| Needed a break from study | 70.1 |
| Wanted to start a career | 42.5 |
| Course not offered locally | 34.5 |
| Would have to leave home | 28.7 |

Deferred entry to university or TAFE

| | |
|---|------|
| Wanted to earn own money | 93.8 |
| Needed a break from study | 71.9 |
| Wanted some other experiences before continuing study | 53.1 |
| Would have to leave home | 43.8 |
| Too much travel | 37.5 |

Early School Leavers

| | |
|-------------------------------|----|
| Wanted to earn own money | 88 |
| Not ready to study | 64 |
| Wanted to start a career | 60 |
| Wanted some other experiences | 24 |
| Never planned to study | 24 |

Wellington Shire

per cent

Not in education or training and did not defer

| | |
|---------------------------|------|
| Wanted to earn own money | 84.1 |
| Needed a break from study | 71.4 |
| Would have to leave home | 46 |
| Wanted to start a career | 44.4 |
| Too much travel | 42.9 |

Deferred entry to university or TAFE

| | |
|---|------|
| Needed a break from study | 87.8 |
| Wanted to earn own money | 87.8 |
| Wanted some other experiences before continuing study | 81.6 |
| Would have to leave home | 55.1 |
| Waiting to qualify for Youth Allowance | 36.7 |

Early School Leavers

| | |
|-------------------------------|------|
| Wanted to earn own money | 87.5 |
| Wanted to start a career | 62.5 |
| Not ready to study | 56.3 |
| Never planned to study | 50 |
| Wanted some other experiences | 43.8 |

East Gippsland Shire

per cent

Not in education or training and did not defer

| | |
|---------------------------|------|
| Wanted to earn own money | 85 |
| Needed a break from study | 57.5 |
| Wanted to start a career | 50 |
| Never planned to study | 45 |
| Too much travel | 40 |

Deferred entry to university or TAFE

| | |
|--|------|
| Wanted to earn own money | 87.9 |
| Waiting to qualify for Youth Allowance | 72.7 |
| Would have to leave home | 72.7 |
| Financial pressure on family | 69.7 |
| Needed a break from study | 69.7 |

Early School Leavers

| | |
|-------------------------------|------|
| Wanted to earn own money | 84.8 |
| Wanted to start a career | 60.9 |
| Not ready to study | 41.3 |
| Wanted some other experiences | 28.3 |
| Course not offered locally | 28.3 |

Bass Coast Shire

per cent

Not in education or training and did not defer

| | |
|----------------------------|------|
| Wanted to earn own money | 82.9 |
| Needed a break from study | 80 |
| Would have to leave home | 54.3 |
| Course not offered locally | 45.7 |
| Too much travel | 42.9 |
| Wanted to start a career | 42.9 |

Deferred entry to university or TAFE

| | |
|---|------|
| Wanted to earn own money | 89.3 |
| Needed a break from study | 71.4 |
| Wanted some other experiences before continuing study | 67.9 |
| Would have to leave home | 60.7 |
| Too much travel | 53.6 |

Early School Leavers

| | |
|---|----|
| Wanted to earn own money | 80 |
| Wanted to start a career | 40 |
| Wanted some other experiences | 40 |
| Financial pressure on family | 30 |
| Not ready to study | 30 |
| No appropriate public transport or other way of getting there | 30 |
| Would have to leave home | 30 |

South Gippsland Shire

per cent

Not in education or training and did not defer

| | |
|---------------------------|------|
| Wanted to earn own money | 88.9 |
| Needed a break from study | 77.8 |
| Wanted to start a career | 48.9 |
| Would have to leave home | 44.4 |
| Too much travel | 40 |

Deferred entry to university or TAFE

| | |
|---|------|
| Wanted to earn own money | 86.2 |
| Wanted some other experiences before continuing study | 82.8 |
| Needed a break from study | 82.8 |
| Would have to leave home | 58.6 |
| Financial pressure on family | 51.7 |

Early School Leavers

| | |
|-------------------------------|------|
| Wanted to earn own money | 100 |
| Wanted to start a career | 66.7 |
| Too much travel | 44.4 |
| Would have to leave home | 44.4 |
| Never planned to study | 33.3 |
| Wanted some other experiences | 33.3 |
| Not ready to study | 33.3 |

Appendix 5: Monash Gippsland Shuttle Bus and Taxi Service

The shuttle bus service meets the 8.37am Morwell train and arrives at Monash Gippsland at 9.00am. Departing, the bus leaves the campus at 4.55pm to meet the 5.21pm Melbourne train. The shuttle bus service costs between \$1.80 and \$3.40 depending on the type of ticket purchased.¹²⁰

The taxi service meets the 9.24am Melbourne train and arrives at Monash Gippsland at 9.45am. The departing service leaves at 2.55pm to meet the 3.19pm Melbourne train. The taxi service costs students \$1.00 if a booking is made and is subsidised by Monash Gippsland.¹²¹

In addition to the above services, there are three public bus services a day from Traralgon to Churchill.¹²² These depart from Traralgon at 8.00am, 12.25pm and 4.30pm. The same service departs from Churchill at 9.35am, 2.00pm and 5.15pm.

120. Monash University, Gippsland Campus Shuttle bus and taxi service, <http://www.gippsland.monash.edu.au/campus/taxiservice.html> (26 September 2011).

121. Monash University, Gippsland Campus Shuttle bus and taxi service, <http://www.gippsland.monash.edu.au/campus/taxiservice.html> (26 September 2011).

122. Traralgon to Churchill, http://tt.metlinkmelbourne.com.au/tt/TTB/20110921-175546/vic/06Bol_ttb_TP.pdf (28 September 2011).

