
A snapshot of a selection of items added to VOCEDplus

DECEMBER 2023 / JANUARY 2024

The [full list](#) of new additions to VOCEDplus is available at www.voced.edu.au

At a minimum Australia will need 445,000 more technology skilled workers by 2030 to keep pace with international economies - this equates to an additional 60,000 technology workers each year

Building technology skills in Australia

ACS Australia's digital pulse: a new approach to building technology skills / Deloitte Access Economics.

Sydney, New South Wales: Australian Computer Society, 2023. 84 pages.

Critical technologies including artificial intelligence (AI), robotics and advanced data analytics are crucial to our prosperity, social cohesiveness, and national security. They will also dramatically disrupt the workforce. Almost 11.2 million workers will be affected as tasks are increasingly accomplished with the assistance of AI, robotics, advanced data analytics, virtual worlds, additive manufacturing, and advanced communications. A totally new approach will be needed to ensure Australia's workforce adjusts and embraces this next wave of digital disruption. This report provides a comprehensive projection around the tech skills demand for critical technologies out to 2030. It explores the gaps between these skills and the current workforce, details the way critical technologies are expected to reshape the professional workforce and the specialist business functions and roles they will create. Addressing the skills challenges will require a concerted and coordinated effort for businesses, industry, government, unions, and education providers. The report outlines five key principles to guide individual policies and initiatives for building tech skills.

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Today, almost 60% of the UK's workforce (23.4 million people) is unable to do all 20 digital tasks industry and government have defined as essential for work

The workforce digital skills gap in the UK

The UK workforce digital skills gap: why closing it matters and a roadmap for action / Liz Williams, Holly Chate and Chris Andersson.

London, England: FutureDotNow, 2023. 58 pages.

Technology is at the heart of realising the UK's productivity strategy, but we are leaving people behind. There are significant Essential Digital Skills gaps across the working population, in every sector, nation and region, and in every age group. Urgent action is needed now by government and industry to boost the digital capability and confidence of the UK's workforce and capitalise on the opportunities ahead. This roadmap details the best next steps for government, business, and civil society to ensure everyone has the Essential Digital Skills needed for work. It lays out three clear areas for action (Strategy, Delivery, and Culture) to create a culture change that encourages people to develop essential digital skills.

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The lack of flexibility in instructor schedules can create barriers for collaborative professional learning and programmed professional development

Estonia is the best placed country with complete approaches to policy coordination and policy evaluation, but still lacks policy targets

Skills intelligence is essential for shaping feedback loops that effectively transmit labour market signals to education and training systems

Professional learning of VET instructors in Canada

Departmental conditions for professional learning of instructors in vocational and professional education / Annemarieke Hoekstra.

Empirical research in vocational education and training, volume 15, 2023, pages 1-27.

For vocational and professional education to remain relevant, instructors need to keep developing themselves and their practices. Much of instructor learning happens on-the-job. Drawing on literature on teacher learning in the workplace, this article explores how structural and cultural conditions shape professional learning of instructors in departments for post-secondary vocational and professional education in western Canada. A multiple case study approach was used to explore how instructors perceive departmental conditions as enhancing or inhibiting professional learning. Structural conditions reported to facilitate instructor professional learning at the department level include student feedback, job-rotation, coordinating work-placements, and whether participation in continuing professional development is a licensing requirement of the profession. Heavy workloads and the way teaching is scheduled are most often reported as conditions inhibiting learning.

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National policies for quality in initial VET mobility in Europe

National policies for quality in initial VET mobility: little progress made: a new impulse needed / European Centre for the Development of Vocational Training (Cedefop).

Luxembourg: Publications Office of the European Union, 2023. 18 pages.

A range of European Union-level vocational education and training policy initiatives to support learner mobility has been undertaken since the 1960s. This policy brief analyses country policies and practices for quality in transnational learning mobility in initial vocational education and training (IVET). The analysis covers the European Union Member States, Iceland, and Norway. It shows that countries have made progress, although areas for improvement remain in terms of quality frameworks and policy governance.

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Next generation skills intelligence in Europe

Next generation skills intelligence for more learning and better matching: skills anticipation trends, opportunities and challenges in EU Member States / European Centre for the Development of Vocational Training (Cedefop).

Thessaloniki, Greece: Cedefop, 2023. 28 pages.

Collecting data and information on labour market needs and skills trends is not sufficient to design and sustain responsive and efficient vocational education and training programmes and skills formation systems. Economies and societies need robust skill anticipation methods and trusted skills intelligence to translate data into actionable insights that support the skills revolution. This policy brief reviews trends in skills anticipation in Europe and explains how it contributes to more learning and better matching.

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70% of international students rated the 'possibility of migrating to Australia' as an important reason for choosing Australia

Although wards with high skills needs are slightly more likely to have a high level of deprivation, there are also many wards with high skills needs and low levels of deprivation - and vice versa

Higher education in Australia

Mapping Australian higher education 2023 / Andrew Norton.

Canberra, Australian Capital Territory: ANU Centre for Social Research and Methods, 2023. 171 pages.

This report provides an overview of higher education policy and trends. It is the sixth edition of a [series](#) previously published by the Grattan Institute. Since the last edition in [2018](#), all chapters have been updated and new or expanded sections added on work-integrated learning, student finances, student mental health and international student migration. The report covers how higher education is defined in Australia, the different types of higher education providers and the various types of qualifications, student trends, the student experience (including subject pass rates, attrition, satisfaction with teaching, working while studying and mental health), the university workforce (including why people become academics and their employment arrangements), research in Australian universities (including what topics are researched and research outputs), how higher education is funded, how per student funding levels are determined, how the Australian Government came to dominate higher education policy, public satisfaction with Australian universities, higher education's private benefits for domestic and international students, and much more.

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Essential skills needs across England

Modelling essential skills needs across England / Learning and Work Institute (U.K.).

Leicester, England: Learning and Work Institute, 2023. 19 pages.

Essential skills, including literacy and numeracy, are increasingly crucial for life and work, for business success, and for economic growth. However, the number of adults improving these skills in England has reduced by more than 60 per cent over the past decade as UK Government investment in skills is set to be £1 billion less in 2025 compared to 2010. As a result, on current trends it would take over 20 years for every adult to get the help they need. To effectively target support through the Adult Education Budget and new programmes such as the Multiply adult numeracy programme, it is important to understand local need. This briefing presents the results of an England-wide data modelling exercise to map the essential skills of adults aged 16 to 64. The modelling reveals disparities in essential skills levels within local areas which far exceed those between local and combined authorities across the country. This suggests that not only is there a need for an increased focus on and investment in essential skills as part of a national lifelong learning strategy, but that this must be coupled with a laser-like local focus on targeting provision where it is most needed.

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VOCEDplus is produced by NCVER with funding support from the Australian Government Department of Employment and Workplace Relations.

