
A snapshot of a selection of items added to VOCEDplus

NOVEMBER 2022

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

Feedback on the draft Standards is sought from all stakeholders, including RTOs, employers, and learners, by 31 January 2023

Reforms to improve the quality of training delivery in Australia

Reforms to improve the quality of training delivery: draft revised Standards for Registered Training Organisations (RTOs) / Australian Department of Education, Skills and Employment.

Canberra, Australian Capital Territory: Department of Education, Skills and Employment, 2022. 44 pages + 3 supporting documents.

Registered training organisations (RTOs) have a critical role in ensuring training delivery on the ground is high-quality and meets the diverse range of learner and employer needs. Reforms are currently underway to better support RTOs to achieve this including revising the 2015 Standards for RTOs. The draft revised Standards have been developed based on extensive consultation with the sector, along with analysis of other sectors, expert reviews, and research. Significant changes have been made to the structure and content of the Standards with the intent of strengthening the focus on quality and ensuring there is a clear and direct link between the requirements RTOs are expected to meet and the outcomes they are expected to deliver to learners. They have been designed to allow for flexibility and innovation in training delivery, while providing clarity to ensure consistent understanding of expectations across RTOs, regulators, and other users of the vocational education and training (VET) system.

[Access the PDFs and make a submission](#)

2022 Australian skills survey

2022 skills survey: listening to Australian businesses on skills and workforce needs / Australian Industry Group.

Melbourne, Victoria: Centre for Education and Training, Ai Group, 2022. 39 pages.

The Workforce Development and Skills Survey, conducted over June-August 2022 via an online survey platform, asked businesses about their skills and workforce needs and challenges. The results show a widespread increase in businesses' requirements for skilled labour across all occupational groups - in particular technicians and trades workers, professionals, and managers. The responses point to broad unmet demand for a range of different skills across the economy, as well as an underlying shortage of labour. The report argues that skill shortages that are both wide and deep are a profound challenge, requiring a multi-pronged strategy, with a range of policy responses for the short, medium, and long term. Skilled migration is a key piece of the puzzle, but it is not the panacea.

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Understanding businesses' intentions and level of support for apprenticeships and traineeships is key to getting the policy settings right

More than half (54 per cent) of apprentices do not receive the minimum one-day-a-week of off-the-job training

The shift from disposal of waste to recycling it for use in a wide range of products and processes translates into changes in skill needs and increases demand for more advanced, technologically driven skillsets

The UK Energy sector is currently facing a shortage of up to 59,000 workers and will need a further 400,000 in the decades to come

Apprenticeship quality in England

No train, no gain: an investigation into the quality of apprenticeships in England / Tom Richmond and Eleanor Regan.

London, England: EDSK, 2022. 77 pages.

Ten years ago, the Coalition Government commissioned [The Richard review of apprenticeships](#) to ensure that apprenticeships in England were 'consistently delivering high quality training'. The Review called for a package of reforms that aimed to deliver a 'world class' system, which centred around a new 'employer-led' approach that has allowed employers to control the design and provision of apprenticeships over the past decade. This report investigates what has happened to the quality of apprenticeships after ministers and civil servants sought to implement the Review's proposals.

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VET in the waste management sector in Europe

Too good to waste: tapping the potential of vocational education and training in the waste management sector / European Centre for the Development of Vocational Training (Cedefop).

Luxembourg: Publications Office of the European Union, 2022. 24 pages.

Better and smarter waste management is essential to achieving European Green Deal (EGD) ambitions. Stricter regulation, increased investment, and innovation in materials processing technology and circular economy solutions boost employment and transform skill needs in the waste management sector and beyond. This policy brief reports on a Cedefop skills foresight study which looked at the occupations and skills that are central to greening waste management and the role VET can play in developing them.

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Opportunities in the UK Energy sector

Shining a light on the jobs that power the country: uncovering the opportunities and challenges facing the UK Energy sector / City and Guilds and Burning Glass Technologies.

London, England: City and Guilds, 2022. 23 pages.

The role of the UK Energy sector has always been vital, but recent months have seen it dominating headlines as costs have risen and the need for a shift towards renewables has become ever more apparent. The government have laid out ambitious plans to expand hydrogen, offshore wind, and nuclear power in the UK. Clearly, there is an urgent need to attract more people into the energy industry, both from young people entering the workforce and older workers transitioning from the fossil fuel sector and other industries with transferable skills. However, the sector continues to experience acute and ongoing skills shortages and the challenges of an aging workforce, with 29 per cent of the energy workforce over the age of 50. While jobs in energy can often come with high salaries, many people feel that they lack the necessary skills and experience to enter the field, as well as a lack of understanding of the roles available. Solving this skills shortage will mean increasing awareness of the routes into careers in this sector, the transferable skills that can be applied and reaching out to new talent pools.

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Artificial Intelligence is expected to improve the productivity of taxi drivers by reducing the time spent searching for customers

Individuals who graduated from a STEM or health care program registered, by far, the largest earnings growth in the post-layoff period

Taxi drivers and AI, skill and productivity in Japan

AI, skill, and productivity: the case of taxi drivers / Kyogo Kanazawa, Daiji Kawaguchi, Hitoshi Shigeoka and Yasutora Watanabe.

Bonn, Germany: IZA, 2022. 44 pages.

This paper examines the impact of Artificial Intelligence (AI) on productivity in the context of taxi drivers in Japan. The AI studied assists drivers with finding customers by suggesting routes along which the demand is predicted to be high. The authors find that AI improves drivers' productivity by shortening the cruising time, and such gain is accrued only to low-skilled drivers, narrowing the productivity gap between high- and low-skilled drivers by 14 per cent. The result indicates that AI's impact on human labour is more nuanced and complex than a job displacement story, which was the primary focus of existing studies.

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Short-term training and displaced workers in Canada

Does taking short postsecondary programs or independent credits benefit recently displaced workers? / Marc Frenette and Tomasz Handler.

Ottawa, Ontario: Statistics Canada, 2022. 20 pages.

Workers who experience a permanent layoff are often affected financially for several years. One approach to dealing with a permanent layoff is to reinvest in human capital by going back to school before returning to the labour market. Recent evidence suggests that only a small share of recently displaced workers enrol in postsecondary education, and among those who do, most tend to select short-term (i.e., non-degree), career-oriented programs or take a few credits that are not associated with a credential or program. The current study, based on the Longitudinal Worker File, the Postsecondary Student Information System, the 2006 Census of Population and the T1 Family File, examines the extent to which enrolling in, or graduating from, short, career-oriented programs or taking independent credits is associated with more favourable post-displacement earnings patterns. The findings suggest that, compared with individuals who did not enrol in postsecondary education following a permanent layoff, individuals who graduated from a college or College of General and Vocational Education (CEGEP) certificate or diploma program after a job loss registered substantially larger percentage increases in annual earnings between one year before the layoff and five years after the layoff. More moderate relative increases in earnings were registered by individuals who took independent credits. In contrast, graduates from a short non-STEM (except health care) program or a microcredential (a short program requiring only a small number of courses) after a job loss experienced no relative earnings gains. Graduates of microcredentials registered substantial earnings losses compared with individuals who did not enrol at all.

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