THE VET ERA:
Equipping Australia’s workforce for the future digital economy

Ms Jodi Schmidt, CEO TAFE Queensland &
Dr Claire Mason, CSIRO

NCVER CONFERENCE
6 JULY 2016
THE VET ERA:
Equipping Australia’s workforce for the future digital economy
PRESENTATION OVERVIEW

Purpose and drivers of the project

Key changes occurring in the workforce

Areas where skill demand is increasing

What this means and how it impacts VET

Key findings
ABOUT THE PROJECT

1. What are the skills that will be in demand in the future economy?
2. How do we provide these skills to the future workforce?
3. How do we evolve to ensure our teaching and delivery practices remain relevant to emerging demands?
FUTURE SKILLS NEEDS
Australia’s Evolving Workforce – Disruption Drives Change

Proportional change in occupational mix of the Australian labour force

Global Financial Crisis

Annual change in occupational mix of the workforce (% of total)
Growing Demand for Skilled Workers

Employment by skill level 1987-2015

- Skill 1-2: Degree/Diploma
- Skill 3: Certificate III-IV
- Skill 4: Certificate II-III
- Skill 5: Certificate I or less

Millions

1987

2015
Future Skills in Most Demand

Comparative employment demand for STEM, Communication and Technical skills (2011-15), aggregated for skills displaying above average demand

![Bar chart showing skills demand for STEM, Communication and Technical skills](chart.png)
Growing Demand for Communication Skill Elements

Relative growth in occupations requiring communication skills. Note that negative parameters do not imply demand is shrinking, rather that demand for that particular skill is growing less rapidly than the communication average.
Growing Demand for STEM Skill Elements

Relative growth in occupations requiring STEM skills

Note that negative parameters do not imply demand is shrinking, rather that demand for that particular skill is growing less rapidly than the STEM average.
Growing Demand for Technical Skill Elements

Relative growth in occupations requiring technical skills. Note that negative parameters do not imply demand is shrinking, rather that demand for that particular skill is growing less rapidly than the communication average.
Skills Profile of VET Graduate Occupations

- Similar to Australian Workforce
- Similar for other skill sets (Communications & Technical)
- Implication: Current skills profile is not future proof
Skills Profile of VET Graduate Occupations

- Similar to Australian Workforce
- Similar for other skill sets (Communications & Technical)
- Implication: Current skills profile is not future proof
Lifelong Learning

Age distribution of government-funded students in Qld 2014

- 20-24 years old: 19%
- 25-44 years old: 37%
- 45-64 years old: 16%
- 15-19 years old: 27%
- 65 and over: 1%
Key Findings and Messages
Future Skills in Demand

• Communication
  ▪ Service orientation
  ▪ Negotiation
  ▪ Active listening

• STEM
  ▪ Technology design
  ▪ Mathematics
  ▪ Computer use

• Technical
  • Installation
  • Management of personnel services
  • Management of financial resources
How do we Provide the Skills?

1. Up-skilling the existing workforce
2. Life-long learning approaches
3. Reconceptualising VET qualifications and training packages
Evolving Teaching and Learning

• Practical, hands on, face-to-face delivery remains important
• Educator capability will be of increasing importance
• Educators will need to embed digital literacy across all training
QUESTIONS AND DISCUSSION