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Jobs and Skills Australia

Presentation to ConCOVE Conference

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Jobs and Skills Australia Commissioner

21 August 2025



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JSA's remit



JSA's legislative functions



Australia's current, emerging and future labour market, skills and training needs (including in relation to apprenticeships)



The adequacy of the Australian system for providing VET, including training outcomes



Issues relating to skills and training, and workforce needs, in regional, rural and remote Australia, and in relation to migration



Pathways into VET and pathways between VET and higher education



Undertake studies, including on opportunities to improve employment, VET and higher education outcomes for disadvantaged cohorts



Opportunities to remove gender barriers in training and in the labour market and improve gender outcomes

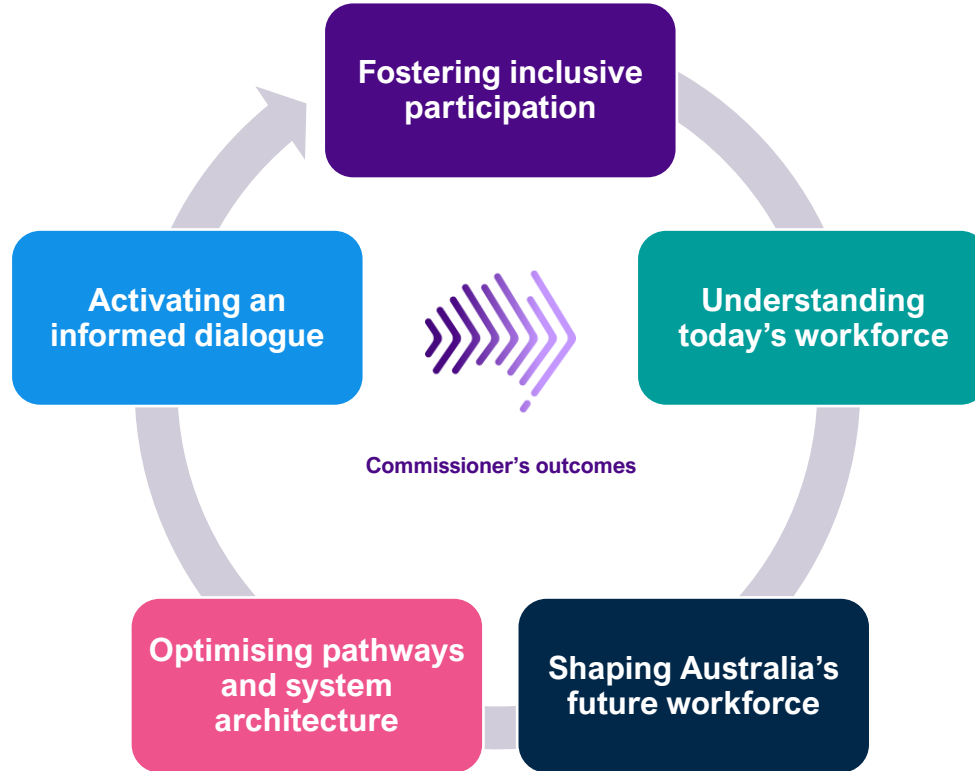


Identify labour market imbalances and analyse demand and supply of skills

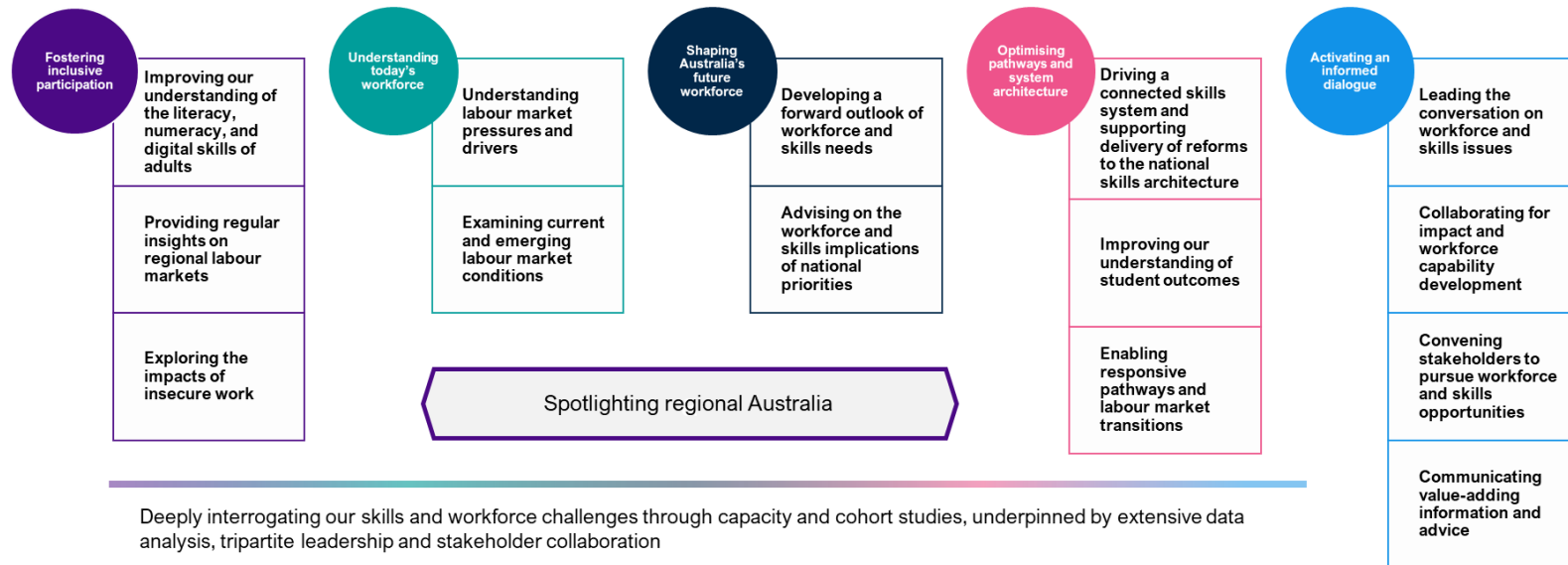


The impact of work arrangements, including insecure work on economic and social outcomes

Commissioner's outcomes



2024-25 work plan: outline of outcomes and priorities





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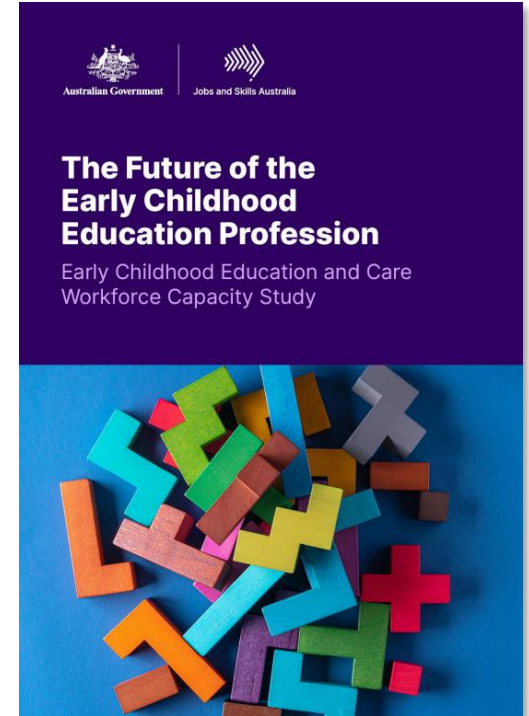
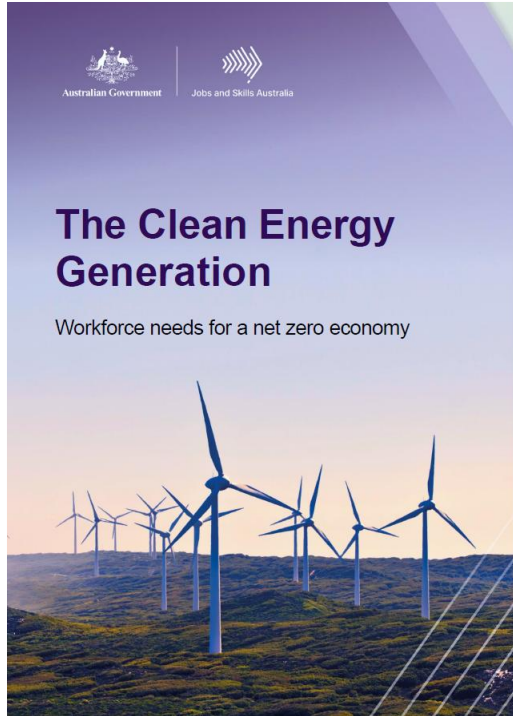


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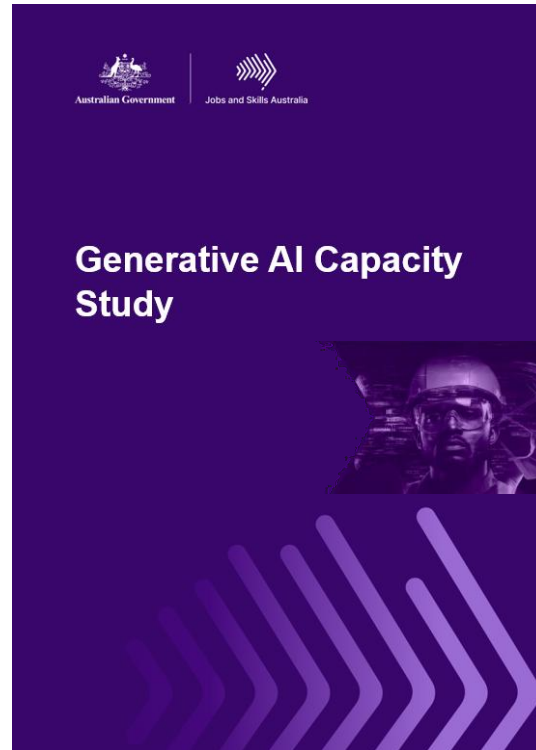
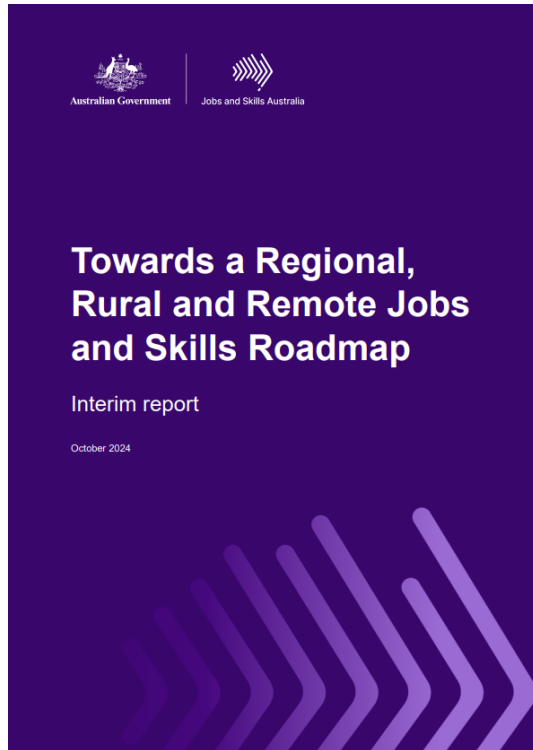
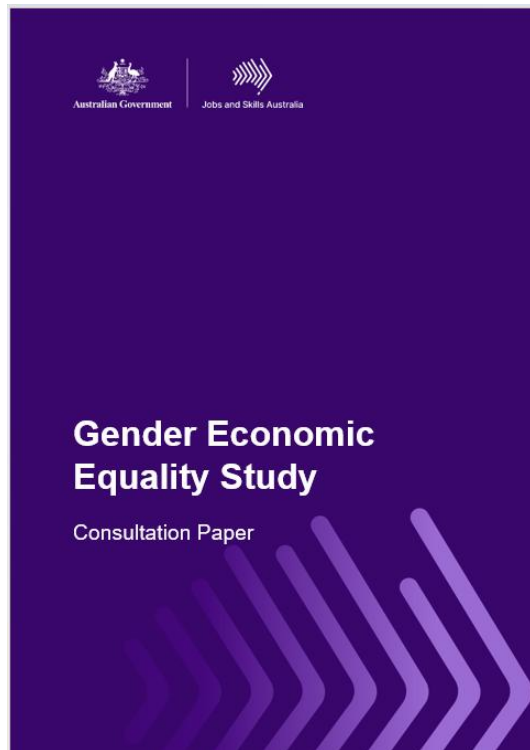
JSA's capacity studies and products



Completed



Underway



Upcoming

- National Skills Taxonomy
- Higher Education Outcomes

Generative AI Capacity Study scope and structure

A. Whole of labour market impacts

- Overview of gen AI adoption
- Trends in gen ai-related skills demanded
- Current state of gen AI integration in the workplace
- Hybrid exposure to gen AI
- How gen AI affects the workplace
- Identify information asymmetries and variations

B. Transition scenarios

- Strategies for responding to these impacts
- Experiences of different cohorts
- Augmentation, adaptation and automation effects
- Enablers and blockers to gen AI adoption or participation
- Settings that influence gen AI adoption in the workplace

C. Skill system implications

- Implications of gen AI for the skills system
- Role of education and training systems
- Adapting the skills system

Generative AI Capacity Study

Gen AI Capacity Study - Advising Government on way forward

What does best-practice transition and adoption look like?



How will education and training systems need to adapt?

How will implications of Gen AI differ across higher education, VET and other forms of adult skill formation?



What role can policy play?

GenAI Study

Key Findings

- Gen AI is more likely to augment jobs than replace them.
- AI adoption is early and varies across industries, with many workers using tools independently in their work.
- The impact of AI will vary across occupations, industries, regions and groups of people.
- Ensuring that we have the right skills will be essential.
- Will need us to mobilise the entire skills system to support the upskilling – both the AI skills and the enabling digital skills.
- Australia's digital and AI transition will need effective national leadership.

The JSA Gender Economic Equality Study

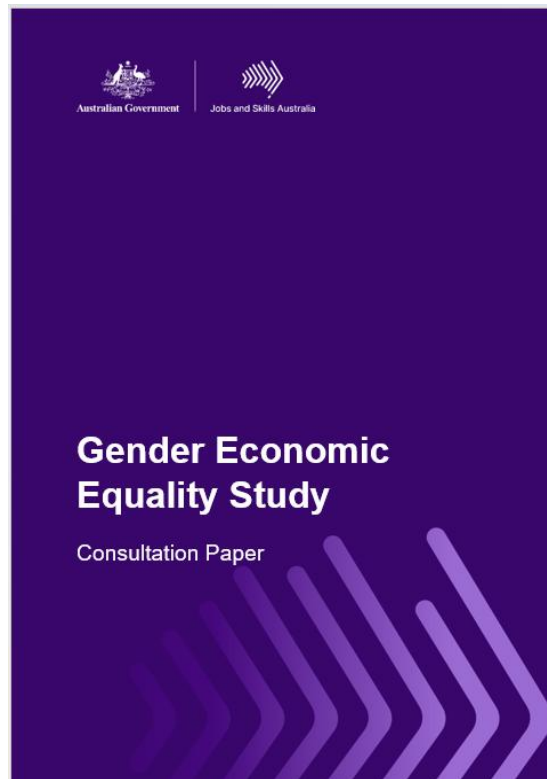
Tackling two key policy challenges:

- How education choices, divides and outcomes are shaped by gender and other demographics such as race.
- How these intersect and potentially maintain the very gendered Australian labour market (ie. occupational and industry segregation)

Offering new perspectives on:

- Occupational and skills system segregation including changes over time and projections into the future
- Post-training outcomes and pay gap data using JSA's unique data assets of VNDA and Skills tracker
- An agency-driven bespoke Gender Framework
- Policy debates and implications in the field

**Our intersectional and longitudinal approach means
JSA will fill key evidence gaps**



Gender Economic Equality Study

Paper 1 - New Perspectives on Old Problems - Gendered Jobs, Work and Pay

- Only 1 in 5 workers work in gender-balanced occupations
- Almost 70 per cent of occupations have retained the same level of gender segregation over the last 15 years.
- Occupation shortages typically worsen as gender segregation intensifies, particularly in almost completely male dominated occupations.
- Roles such as Ambulance Officers, Dental Practitioners and Barristers have shifted from male-dominated to gender-balanced.
- Occupations including Veterinarians and School Principals have become more female-dominated.
- Males are shifting into selected female-dominated roles, such as Aged and Disabled Carers.
- First Nations workers are more likely to be employed in highly gender-segregated roles and less likely to work in gender-balanced occupations.
- CALD (Culturally and Linguistically Diverse) workers show distinct patterns, with CALD women contributing to the gender balancing of high-skill professionals roles in health, IT and accounting.
- Occupations like Doctors, Software Programmers and Civil Engineers are becoming both more gender-balanced and culturally diverse.



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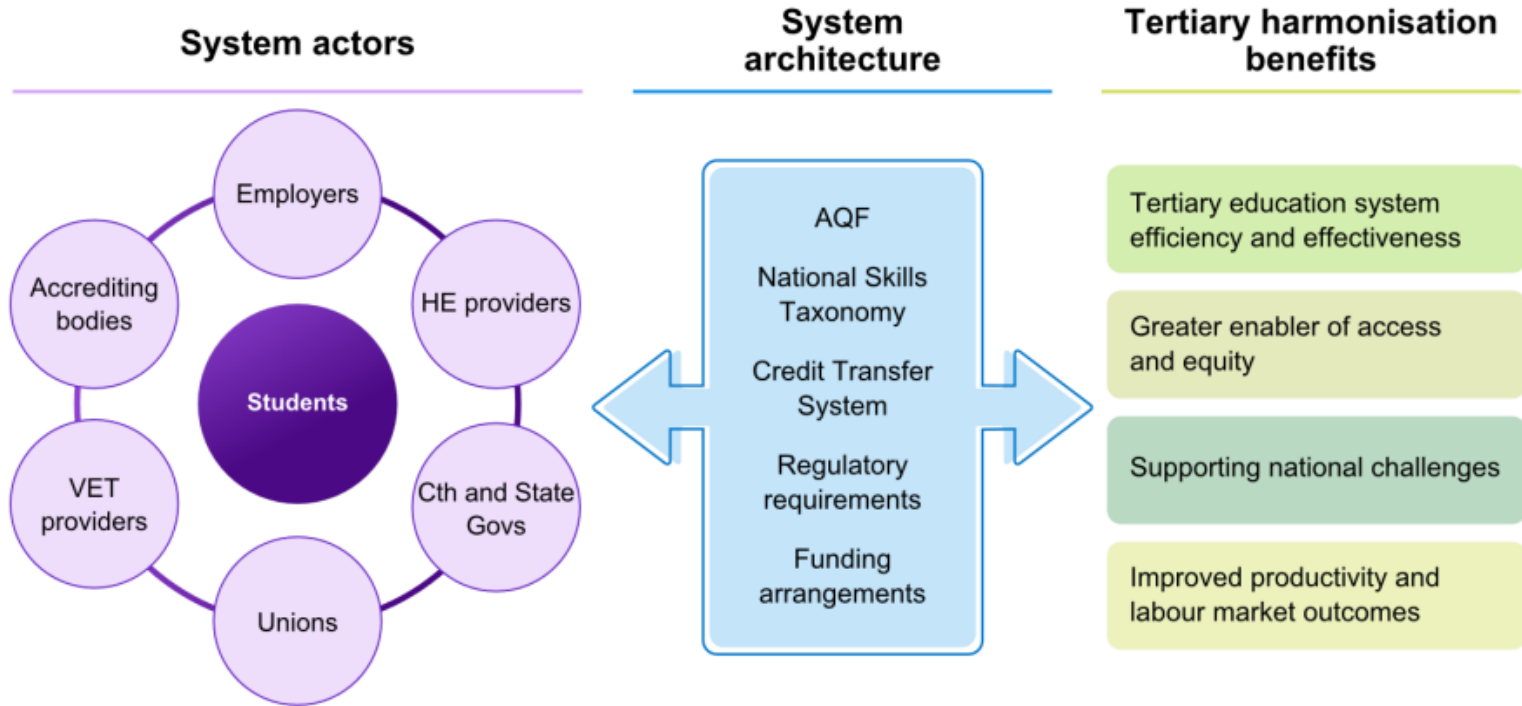


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Tertiary harmonisation



Overview: Tertiary Harmonisation – who, what and why



The 3 Pillars and 12 Elements of Tertiary Harmonisation

The elements of harmonisation enable the government and key actors in the system to address barriers to achieving scaled and consistent harmonisation.

Pillar 1: Key Players – Roles & Relationships	Pillar 2: Knowledge, Skills & Qualifications – Architecture & Perceptions	Pillar 3: Legislative, regulatory, financial & data architecture
State and territory and Australian Government relations	VET and Higher Education system connection through skills and knowledge	Governance, regulation and legislative frameworks
Industry: Employers, unions and accrediting bodies	Qualification design and the AQF, NST	Funding incentives
Provider collaboration	RPL and Credit Recognition to support student access and mobility	Financial support for students to participate
Ownership of system elements	Culture and perceptions in and of the tertiary system/sectors	Coherent data collection and reporting

Recommendations

Developing the roadmap

Recommendation Set 1: Making a roadmap possible

1: AG and S&T
collaboration and
roadmap
implementation

2: Roadmap
purpose
agreement, VET
and HE on an
equal footing

3: Governance
structure

4: Roles and
responsibilities

5: Collaboration
Agenda

6: ATEC

7: Monitoring and
measuring TH

8: Drawing on the
strengths of VET,
improving
outcomes

Implementing the roadmap

Recommendation Set 2: Early priorities for the roadmap

9: National credit
transfer system

10: Innovation fund

11: Qualifications
guidelines

12: VET and HE
collaborating on
enabling courses

13: CSPs for
TAFEs

14: JSA and ATEC
roles in tertiary
harmonisation

Recommendation Set 3: Medium-term horizon roadmap priorities

15: AQF reform
proposals

16: National Skills
Taxonomy

17: Strategy for
Student mobility and
industry participation

18: Tertiary
Education National
Data Asset

19: Principles for
tertiary education
funding for TH



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National Skills Taxonomy



National Skills Taxonomy

Benefits



Increased productivity



Improved efficiency and effectiveness



Enhanced access and equity

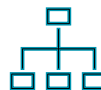


Meeting national challenges

Development



Definition of skill



Designing structure



Building evidence base



Developing methodology



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Australian Tertiary Education Commission (ATEC)



Interim ATEC priorities

- Preparation for introduction of managed growth and needs based funding for 2027
- Developing an implementation plan / roadmap for Tertiary Harmonisation
- Initial scoping work on new approach to pricing and costing of higher education delivery
- Extensive consultation with the sector on operation of ATEC and negotiation of mission-based compacts
- Quality of teaching, learning and accreditation
- Long-term reform agenda



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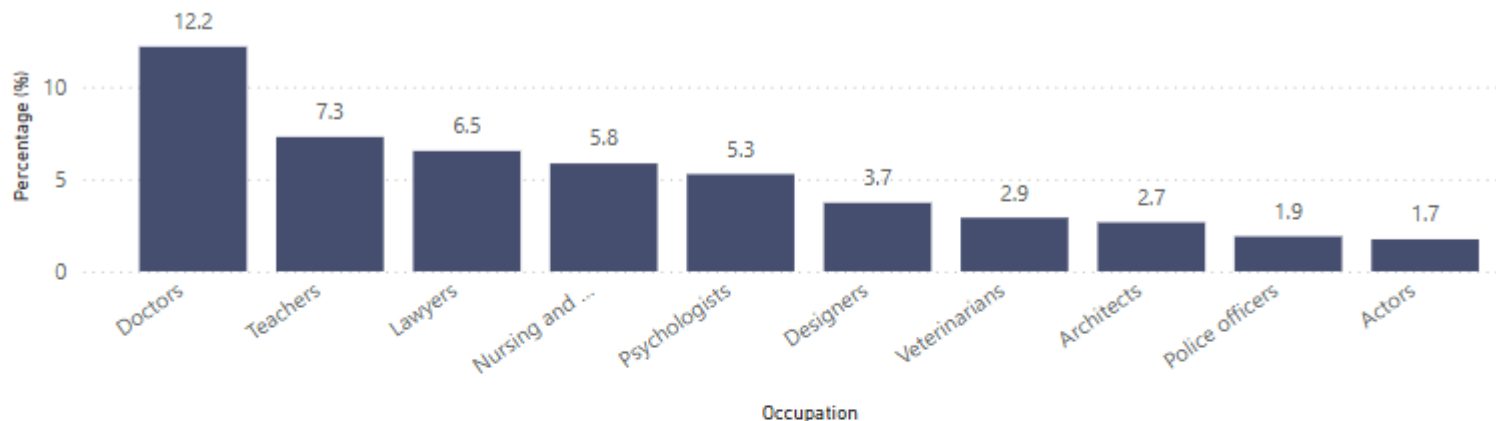


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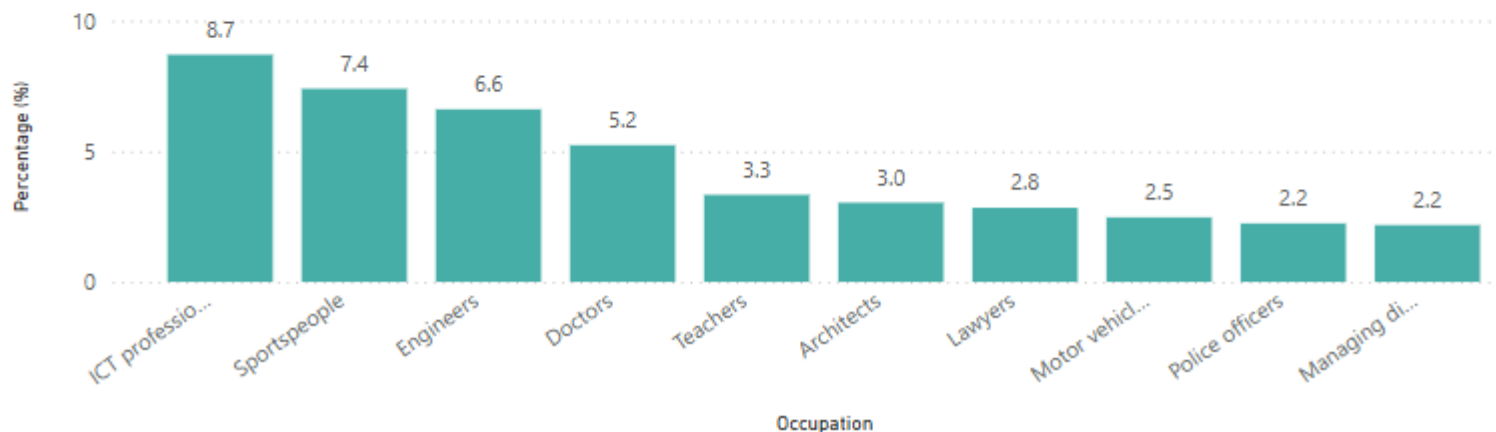
Teenage career readiness – OECD PISA 2022 data



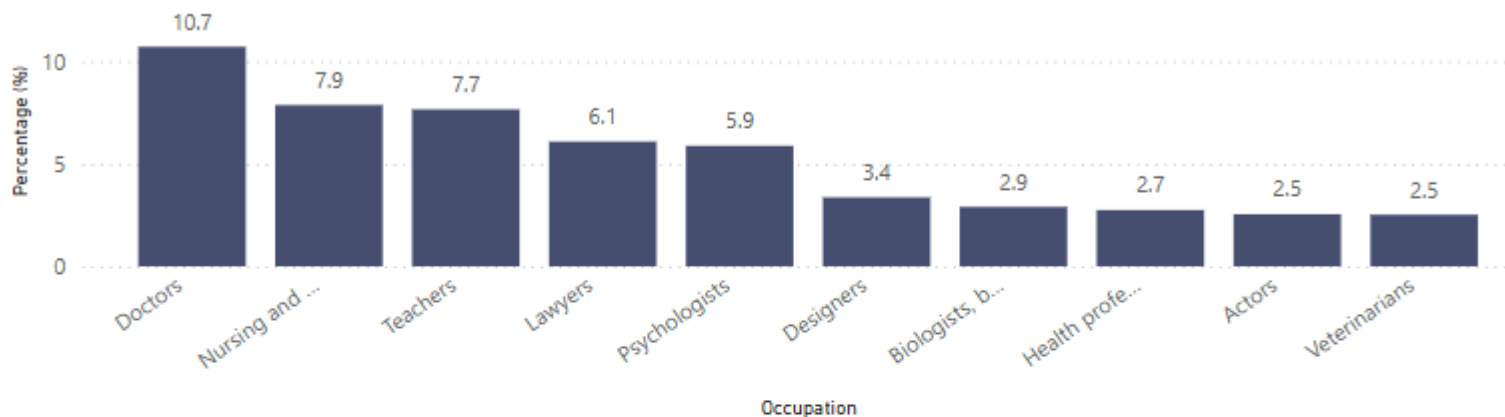
Top 10 Occupational Expectations in OECD – Girls



> Top 10 Occupational Expectations in OECD – Boys



Top 10 Occupational Expectations in Australia – Girls

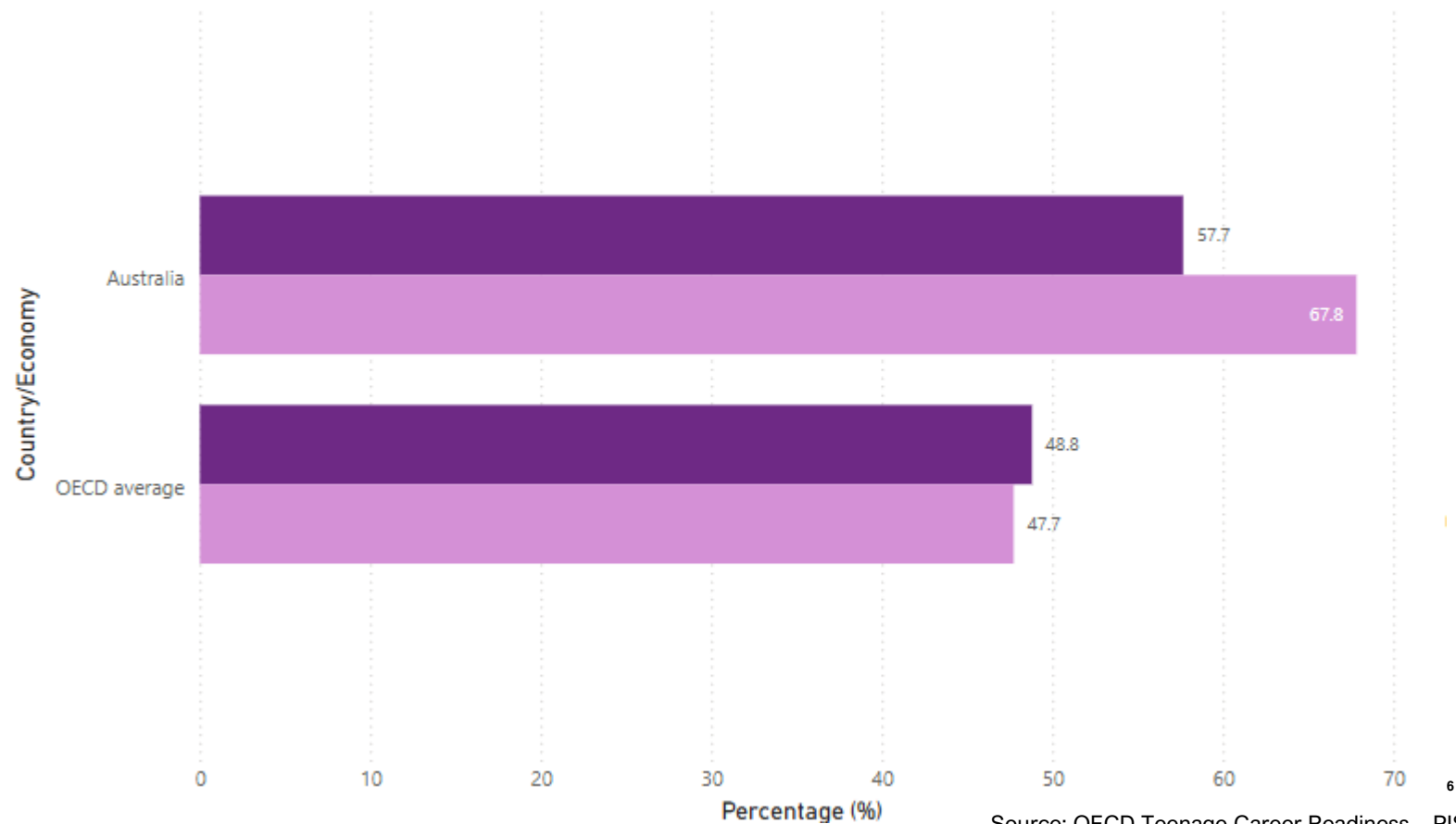


> Top 10 Occupational Expectations in Australia – Boys



Participation in Career Development Activities by Country/Economy – Advisor at school

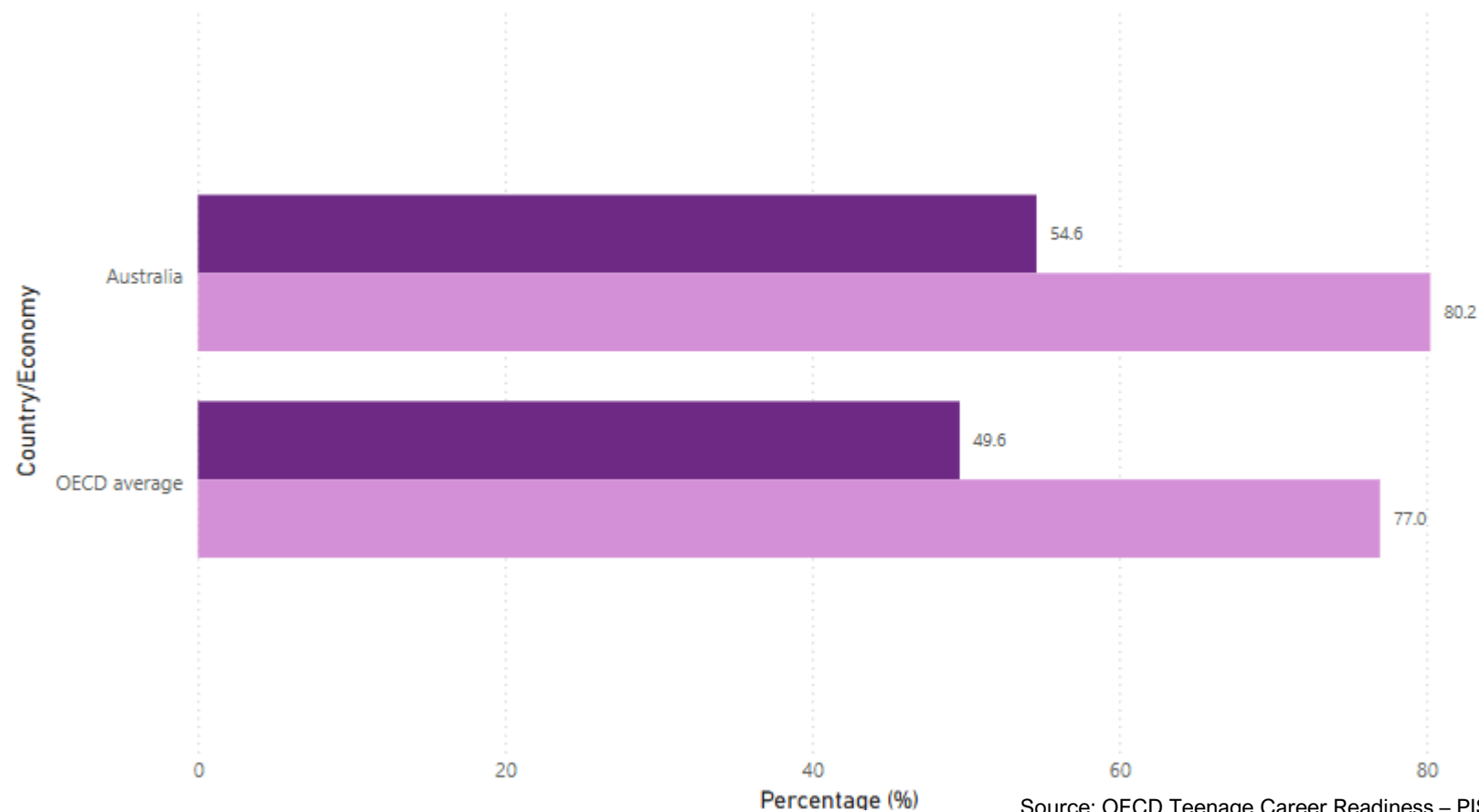
Characteristic ● Disadvantaged students ● Advantaged students



Source: OECD Teenage Career Readiness – PISA 2022

Percentage by Country/Economy – Occupational ambition

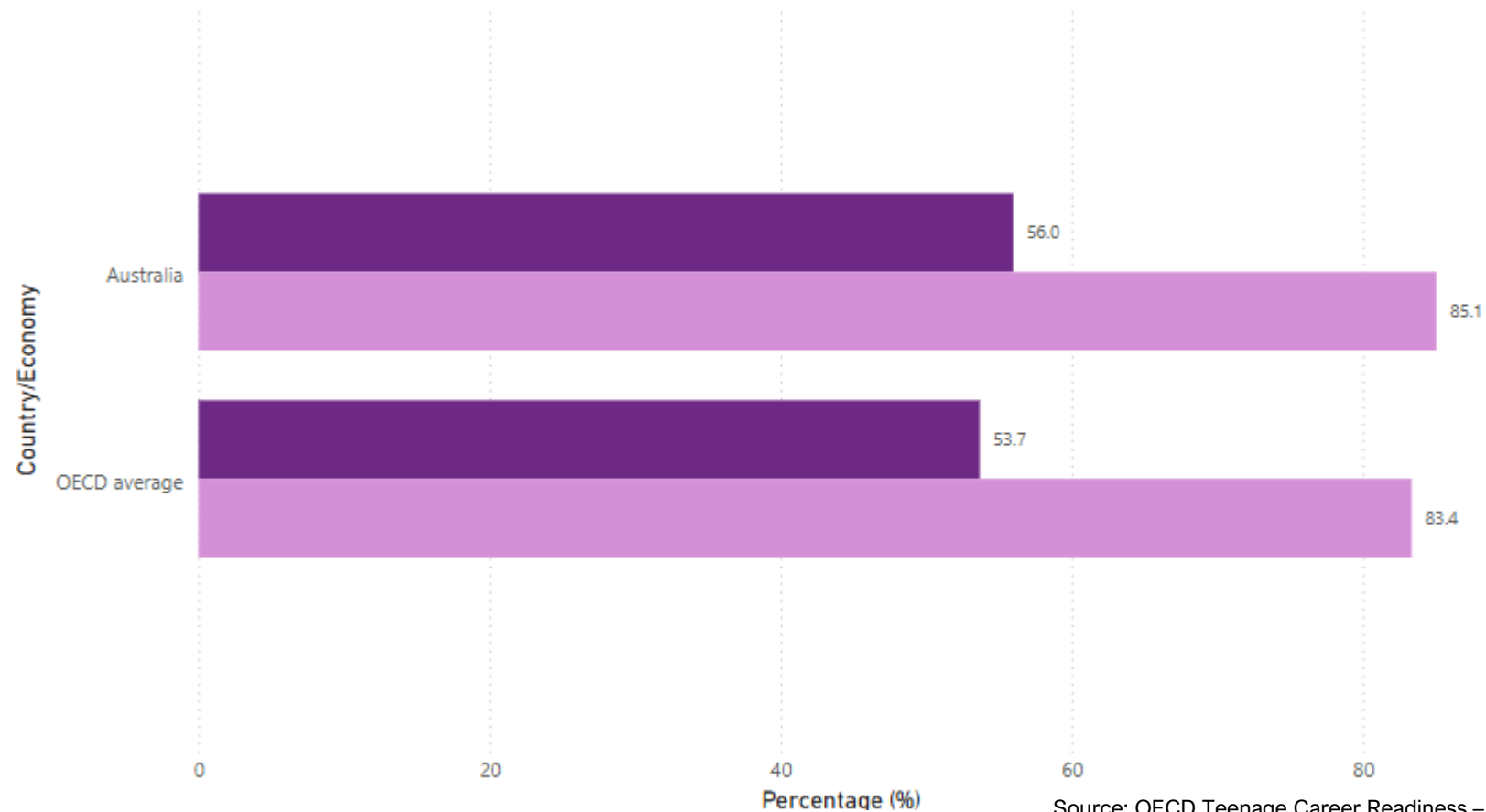
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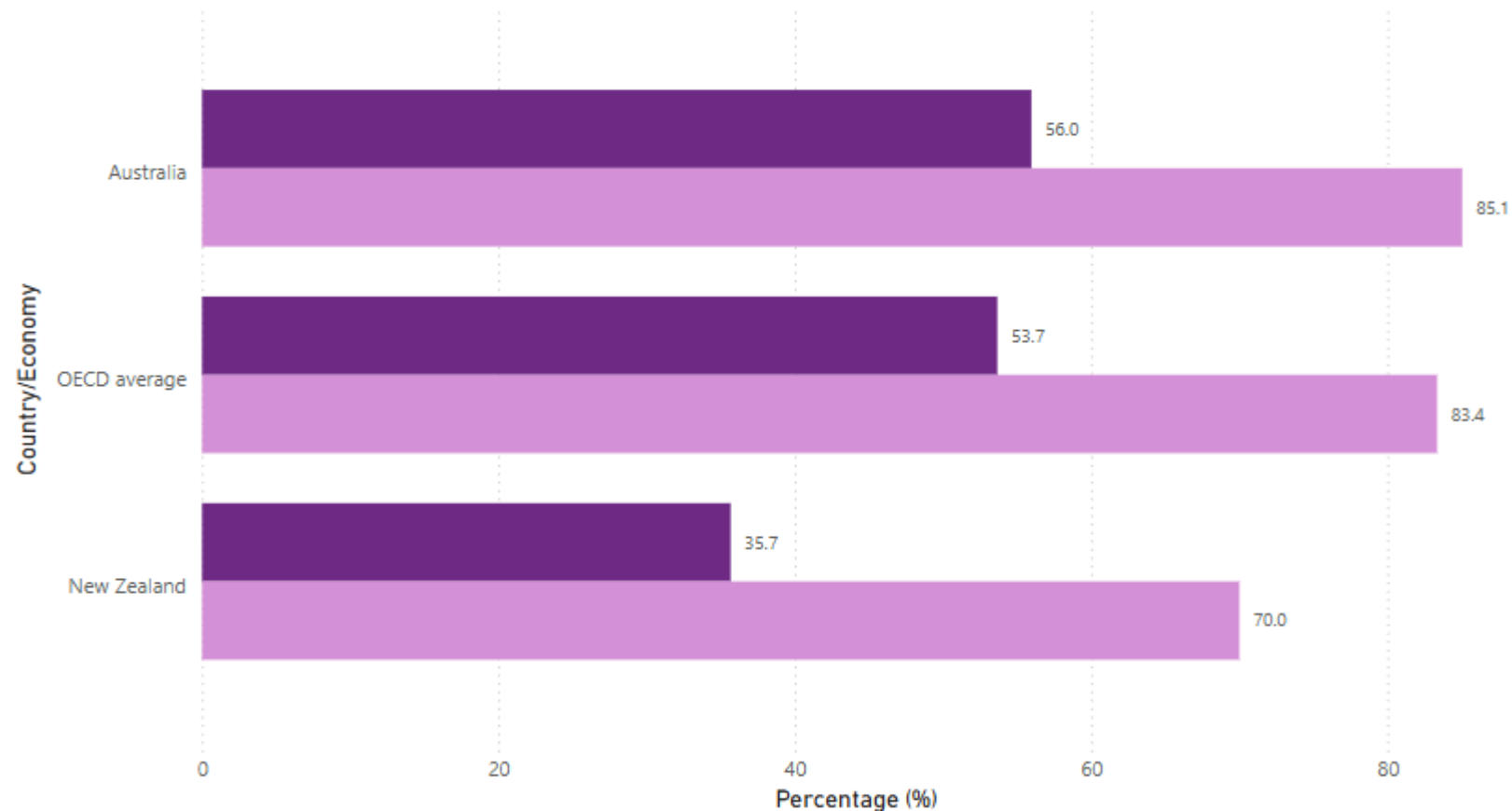
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Percentage by Country/Economy – Educational ambition

Characteristic ● Disadvantaged students ● Advantaged students



Source: OECD Teenage Career Readiness – PISA 2022



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OECD Skills First paper



Skills First – Australia

- Australia is classified as having “**Emerging Skills Potential**”: high levels of skill-based job postings but **low jobseeker engagement** with those postings.
- Recruiter searches using **skills filters** are increasing, but traditional qualifications still dominate hiring decisions.
- Emphasis on **digital skills** is growing, with increasing signalling of Python, SQL, and data analysis.

Skills First – New Zealand

- New Zealand is classified as a “Skills Opportunity Builder”: high levels of skill-based job postings and growing jobseeker interest.
- It has one of the highest adult learning participation rates in the OECD (48%).
- Strong culture of **lifelong learning** and **flexible education pathways**.
- High engagement with **non-formal and informal learning**, especially among young adults.

Skills First – Shared insights – Australia and New Zealand

- Both countries are **investing in digital infrastructure** to support skills-first transitions.
- There is a **growing emphasis on microcredentials**, online learning, and alternative pathways to employment.
- **Public sector leadership** is seen as critical to driving broader adoption.
- **Challenges remain** in aligning jobseeker behaviour with employer demand for skill-based hiring.



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Skills England paper – Assessment of priority skills to 2030



Significant Growth in Priority Occupations

- Employment demand in priority occupations across 10 key sectors is projected to grow by **15% (0.9 million jobs)** between 2025 and 2030—**1.6 times faster** than other occupations in these sectors.
- Sectors like **Digital Technologies, Adult Social Care, Construction, and Engineering** will see the largest increases.

Education and Qualification Needs

- Around **66% of new roles** in priority occupations will require **Level 4+ qualifications**, while **34%** will need **Level 2 or 3**. This highlights the need for both advanced and entry-level training, especially in sectors like **Adult Social Care, Clean Energy, and Housebuilding**.

Current Education Supply Alignment

- Approximately **285,000 people** enter priority occupations annually from the education system, with **65%** holding Level 4+ qualifications. Apprenticeships, further education, and higher education are all contributing pathways, though gaps remain in employer-funded training and migration routes.

Cross-Sector Demand for Digital and STEM Skills

- Occupations such as **software developers, IT analysts, and engineers** are in high demand across multiple sectors, reflecting a broad need for **digital and STEM capabilities**. AI-related roles are also emerging as critical, though not fully captured by current classification systems.

Need for Ongoing Monitoring and Adaptation

- Due to uncertainties—including technological disruption (e.g., AI), economic shifts, and data limitations—the report emphasizes the importance of **continuous refinement of skills assessments** and **collaboration with industry and regional stakeholders** to ensure responsive and effective training strategies.



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Thank you

Any questions?

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