

A snapshot of a selection of items added to VOCEDplus

FEBRUARY 2025

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

Submissions in response to this consultation paper are due by 5pm AEDT on Friday 7 March 2025

Gender economic equality in Australia

Gender economic equality study: consultation paper / Jobs and Skills Australia (JSA).

Canberra, Australian Capital Territory: Jobs and Skills Australia, 2025. 15 pages.

Jobs and Skills Australia (JSA) is seeking public feedback to help shape policies that support gender economic equality in Australia. The [Gender Economic Equality Study](#) will examine the gendered nature of the world of work, education, skills and training. For example, how workforce participation, education choices, career progression and pay gaps are gendered, and how we can offer public policy solutions. Two key challenges are highlighted: (1) How education choices, divides and outcomes are shaped by gender; and (2) How these intersect with the gender make-up of jobs and industries across Australia. The aims are to gain a deep understanding of how gender economic equality varies across groups to inform targeted policy solutions and to assist with the development of policies that reflect the real-world experiences of Australia's diverse labour market.

[Download the PDF and make a submission online](#)

Integrating sustainability principles into vocational education and training is essential for equipping apprentices with the knowledge and skills needed for sustainable and environmentally responsible careers

VET trainers and sustainable development in Germany

Vocational education and training for sustainable development: train the trainers in Germany / Mareike Beer, Alexandra Ritters and Martin Thieme-Hack.

International journal of vocational education studies, volume 1, number 2, 2024, pages 85-92.

The topic of sustainability and the concept of vocational education for sustainable development (VESD) play a major role in dual vocational education and training (VET) in Germany, especially due to the modernised occupational profile items on environmental protection and sustainability introduced in 2020. This article presents didactic approaches to the design and organisational embedding of measures aimed at developing and expanding the skills of VET personnel related to sustainability. Furthermore, an outlook is provided on an implementation project in the training occupation of gardener, demonstrating how the content of sustainable management can be integrated with qualification programs for in-company and inter-company trainers.

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GenAI is quickly transforming higher education, creating an opportunity for Ontario's postsecondary education sector to reimagine how it supports student success

The ability of GenAI tools to create written works, videos, interviews, reflective writing tasks and even generate responses to live oral assessments, necessitates a transformation in approaches to teaching, learning and assessment

Using GenAI to make learning more accessible in Canada

Using generative AI to make learning more accessible: insights from Ontario PSE students and staff / Ryan Tishcoff, Elizabeth Agoe, Miha Isik and Alexandra MacFarlane.

Toronto, Ontario: Higher Education Quality Council of Ontario, 2024. 12 pages.

This brief explores the potential of generative artificial intelligence (GenAI) in the context of Ontario's postsecondary education (PSE) sector. In March 2024, the Higher Education Quality Council of Ontario (HEQCO) surveyed students across the province to learn about their experiences with GenAI, their attitudes towards this technology and whether and how they use it to support their learning. Teaching, learning and accessibility experts from Ontario colleges and universities were also interviewed; these conversations offered valuable insights into how institutions view GenAI and its relationship to accessibility, as well as their plans for integrating these tools into classrooms and operations.

[Download the PDF](#)

GenAI strategies for higher education in Australia

Gen AI strategies for Australian higher education: emerging practice / Tertiary Education Quality and Standards Agency (TEQSA).

Melbourne, Victoria: Tertiary Education Quality and Standards Agency, 2024. 63 pages.

The rapid enhancement of generative artificial intelligence (GenAI) tools in the last two years has brought both opportunities and risks for the higher education sector. While these tools have the potential to enhance teaching and learning, they also challenge the validity of traditional assessment approaches, posing a risk to the integrity of awards. While GenAI presents risks to many traditional methods of assuring learning, its increasing ubiquity in workplaces and society means it is necessary to ensure graduates develop the ability to use these tools ethically and effectively. To achieve this, while also ensuring students are meeting their learning outcomes, it is important that institutions remain agile. In June 2024, the Tertiary Education Quality and Standards Agency (TEQSA) asked all registered higher education providers for an institutional action plan addressing the risk GenAI poses to the integrity of their awards. The information received was reviewed and analysed, and that analysis used to inform this toolkit. The toolkit showcases practical actions that Australian providers have either already put in place or are working towards as they pursue their institutional strategy. It is structured into three key dimensions: (1) Process - covers a range of self-assurance measures such as institutional strategic planning, risk management, oversight and reporting measures, and evaluation, monitoring and review; (2) People - encompasses academic, administrative and support staff, commencing and continuing students, and external partners such as professional accreditation bodies, employers, industry representatives and third parties involved in the delivery of higher education awards; and (3) Practice - refers to approaches to teaching, learning and assessment activities. For each dimension, the toolkit presents an overview, key risks and challenges and consideration of how actions in this area can enhance institutional maturity in adapting to GenAI.

[Download the PDF](#)

Skills gaps remain the predominant barrier to transformation across most industries and economies

The future of jobs

Future of jobs report 2025 / Till Leopold, Attilio Di Battista, Ximena Jativa, Shuvasish Sharma, Ricky Li and Sam Grayling.

Geneva, Switzerland: World Economic Forum, 2025. 289 pages.

Technological change, geoeconomic fragmentation, economic uncertainty, demographic shifts and the green transition - individually and in combination - are among the major drivers expected to shape and transform the global labour market by 2030. This report brings together the perspective of over 1,000 leading global employers - collectively representing more than 14 million workers across 22 industry clusters and 55 economies from around the world - to examine how these macrorends impact jobs and skills, and the workforce transformation strategies employers plan to embark on in response, across the 2025 to 2030 timeframe. The report outlines the five macrorends impacting the labour market; discusses how organisations expect jobs to evolve, including which jobs are predicted to grow and decline fastest, and the trends driving these changes; explores projected changes to the skills needed in the labour market; and analyses the workforce practices that employers plan to adopt in their organisations.

[Download the PDF](#)

Career counselling at the secondary level in Australia

The necessity of trust: young men from low socio-economic backgrounds reflecting on what counts in career counselling at the secondary level / Garth Stahl, Sarah McDonald, Tin Nguyen and Kirsten Fairbairn.

British journal of educational studies, volume 73, number 1, 2025, pages 73-96.

While we have seen a significant investment in widening participation in Australian higher education, many equity groups remain under-represented. Males from low socio-economic backgrounds are the least likely to pursue higher education and the reasons for their non-participation are complex and arguably under-researched. Integral to the agenda of widening participation is career counselling (in its many forms) that occurs at the secondary school level, and the important role it plays in how young people make decisions about their futures. Unfortunately, in Australian secondary schools today, career counselling remains under-resourced and fragmented, often failing to serve the populations most in need. This article presents research conducted with first-in-family young men from low socio-economic backgrounds. The data suggests they perceived their experiences as substandard; furthermore, their experiences indicate that career counselling is most effective when delivered by people they trust, highlighting how boys continue to be highly relational learners.

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Rather than be 'spoken at', young men want to be 'spoken with' and involved in their futures



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