

A snapshot of a selection of items added to VOCEDplus

JUNE 2025

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

TAFE is providing access to priority cohorts in greater numbers compared to private registered training organisations

Unlocking the full potential of TAFE in Australia

Unlocking the full potential of TAFE / Australian Education Union (AEU).

Southbank, Victoria: Australian Education Union, 2025. 17 pages.

Through the Fee-Free TAFE Skills Agreement, the Commonwealth Government has partnered with states and territories to deliver funding for 500,000 Fee-Free TAFE and vocational education and training (VET) places across Australia over 2023 to 2026. This report highlights the benefits of the Free TAFE program, particularly for students and teachers. Key findings include: (1) TAFE is addressing critical skills shortages in areas of need; (2) Women make up close to 60% of the Free TAFE student cohort, compared to around 50% in the overall body of VET students; (3) TAFE program completers are more likely to represent the bottom two quintiles for socio-economic disadvantage when compared to students of private VET providers; and (4) Among VET graduates who received income support prior to study, 39% are no longer on income support two years after completion.

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The importance of lifelong learning is growing as longer life expectancy combines with a rapidly changing economy and society

Employment-related impacts of lifelong learning in the UK

Lifelong learning and skills for longer lives: building the case for investment in lifelong learning / Corin Egglestone, Helen Gray and Catherine Marren.

Leicester, England: Learning and Work Institute, 2025. 99 pages.

Participation in lifelong learning has fallen substantially since 2010 with large inequalities in access to learning by age, socioeconomic group, region and nation, and prior educational attainment. This report sets out the findings of research designed to build an evidence base on the employment-related impact of lifelong learning on individuals, employers and the wider economy. Key findings include: (1) Lifelong learning was found to increase the likelihood of being in employment within 2.5 years of starting, and the impact was substantially greater for individuals with no or low prior qualifications; (2) Employers highlighted multiple benefits for employers of providing workplace learning, including contributing to employee retention; increasing innovation and productivity; and influencing employee morale and wellbeing; and (3) Lifelong learning was found to reduce the likelihood of being on benefits within 2.5 years of starting, and again, there was a more positive impact for individuals with no or low prior qualifications.

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The vocational education and training sector has a pivotal role to play

Building an AI-enabled workforce in Australia

Building an AI-enabled workforce: impacts for finance, technology and business education and training / Mandala Partners.

Melbourne, Victoria: Future Skills Organisation, 2025. 61 pages.

This report unpacks how artificial intelligence (AI) adoption is reshaping skills and training demands in the finance, technology, and business (FTB) sectors to support the integration of emerging technologies in the workplace. Generative AI (GenAI) - defined as systems that create new content such as text, images and audio based on patterns learned from existing data - has emerged as a new AI technology that is reshaping the future of work and is likely to have a significant impact on the economy. GenAI is an emerging skill area in the FTB sectors, rapidly growing in Australia and global markets. Despite significant research and analysis, there is still little information on GenAI business-level use in Australia and for the FTB sector specifically. This gap limits the ability of training providers to upskill and design relevant training products for the FTB sector. This research provides an opportunity to understand the current state and future direction of GenAI adoption to inform training curricula. Based on a detailed literature review, business surveys, and consultation with stakeholders, the report provides insights on the key barriers facing organisations and individuals, and training preferences and needs. The report provides a roadmap for bridging these gaps, with recommendations for short-term and long-term training solutions.

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Companies want talent that will lean into new technology and can learn new technical skills while maintaining strong human skills

AI is coming to work

Work change report: AI is coming to work / LinkedIn.

[Place of publication not identified]: LinkedIn Economic Graph, 2025. 32 pages.

In work, things change. Work change is often driven by technological advancements - such as desktop computers, digital commerce, mobile phones, and social media. What's new now is how artificial intelligence (AI) is starting to drive this next wave of change, creating a demand for new jobs and skills. AI's influence on work is clearest when viewed through the lens of skills. And those skills are changing fast. Using insights gained from more than one billion professionals and 69 million companies across LinkedIn, this report reveals the next wave of workplace change - and how AI is starting to come to work. Looking ahead, by 2030 70% of the skills used in most jobs will change, with AI emerging as a catalyst. The good news? Professionals are not standing in place and are working to keep pace. There has been a 140% increase in the pace at which LinkedIn members add new skills to their profile since 2022. This includes an uptick in technical skills and a rise in uniquely human skills like communication and leadership. Since 2023, the number of AI literacy skills added by LinkedIn members has increased by 177%. Change at work can feel hard to manage, but when embraced, it can give organisations an advantage. For some, their investments in AI are starting to pay off. For example, over the past two years, 51% of the businesses that adopted GenAI reported a revenue increase of 10% or more. Not surprisingly, 88% of company leaders say helping their business speed up AI adoption is important over the next year.

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Informing jobseekers about training opportunities might be an essential step when steering them toward occupations that are in high demand by employers

The majority of employer participants in the study felt excluded from post-16 education and training provision and that current policy structures limited their involvement in a coherent way, leading to skills gaps and shortages

Reskilling jobseekers for shortage occupations in Belgium

Closing the mismatch: encouraging jobseekers to reskill for shortage occupations / Elisabeth Leduc and Ilan Tojerow.

Bonn, Germany: IZA, 2025. 58 pages.

The authors partnered with a Public Employment Service to examine whether jobseekers can be encouraged to reskill for shortage occupations. In a large-scale field experiment involving 100,000 recently unemployed individuals, information was provided on shortage occupations and related training opportunities. The intervention increased participation in transversal training courses by 6% but did not boost enrolment in occupational training for shortage jobs. Jobseekers also shifted their search towards high-demand occupations, yet employment remained unchanged. These findings suggest that while low-cost informational interventions can influence job search and training behaviour, different approaches are likely needed to drive substantial reskilling among jobseekers.

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Rethinking post-16 education and training in the UK

From competition to coordination: rethinking post-16 education and training in the UK: industry case studies / James Robson, Yushan Xie, Mariela Neagu, and Susan James Relly.

Oxford, England: SKOPE, 2025. 42 pages.

Through case studies of six key industries across the UK (gaming, cybersecurity, fashion, food, automotive, and construction), this report reveals that post-16 education and training (E&T) in the UK is beset by funding challenges, policy churn, and recruitment and retention issues. Findings based on 60 interviews with employers, E&T providers, and young people across the case study industries show that post-16 E&T, particularly in England, is struggling to meet the needs of employers, young people, and the broader economy. Employers described facing challenges recruiting employees who are ready for work, with appropriate technical and transferable skills. They were frustrated at perceived misalignment between E&T provision and the needs of their industries. E&T providers emphasised the damage caused by competition between further education (FE) colleges and between FE and higher education, highlighting that it stretches the sector, is part of a policy structure that limits meaningful employer engagement with the sector, restricts the range of courses on offer, and sidelines vocational pathways. These issues are viewed as exacerbated by staff shortages, high staff turnover, low morale, and poor pay and conditions across the FE sector. Young people described difficulty in navigating a fragmented E&T system, highlighting inadequate career guidance and bias against vocational pathways in their earlier school experiences.

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