Growing Australia's digital workforce

June 2023

DIGITAL SKILLS ORGANISATION

The DSO's actions to address challenges

03

The DSO consulted and collaborated with industry to develop industry-led and informed responses to advance digital skilling in Australia

It is evident that demand for digital skills is evolving, dynamic and increasingly ubiquitous. It is also evident that current approaches to accredited qualification-centric skilling is not meeting the needs of learners or industry.

In an economy with on-going skill shortages the focus needs to be on skill possession, less on how skills are acquired, and how skills are built up through life-long learning.

Accordingly, the DSO sought to trial approaches to test the following hypotheses:

- Re-orientating training from a qualification to a skills focus enables more responsive and adaptable skilling.
- Employer-led approaches to identifying skilling needs and collaborating on skilling responses increases training relevance and improves learner outcomes.
- Digital Skill Standards describing skills and levels of proficiency helps align industry, learners and the training sector on skills and skilling expectations.

Overall this approach seeks to create a framework that can underpin a more adaptable and outcome focused skilling ecosystem.

In consultation with industry, the DSO established a multi-channel approach to address the identified digital skilling challenges and test the skilling hypothesis. See Exhibit 10.

1. Established forums for collaboration and consultation with industry partners

The DSO put collaborative industry engagement at the centre of its work. This collaboration and consultation were with the objectives of :

- Gathering evidence and intelligence to understand more about industry issues
- Amplifying industry and employer input into ideating and testing solutions and new models
- Elevating the conversation and engagement around an employer-led, skills-based approach to digital skilling
- Establishing a single industry forum to listen to and work with industry to reduce further fragmentation and complexity.

The Digital Employment Forum (DEF) was established as a joint venture between the Tech Council of Australia (TCA) and the DSO. The DEF brings together major tech employers and educators to transform the way Australia attracts and trains workers.

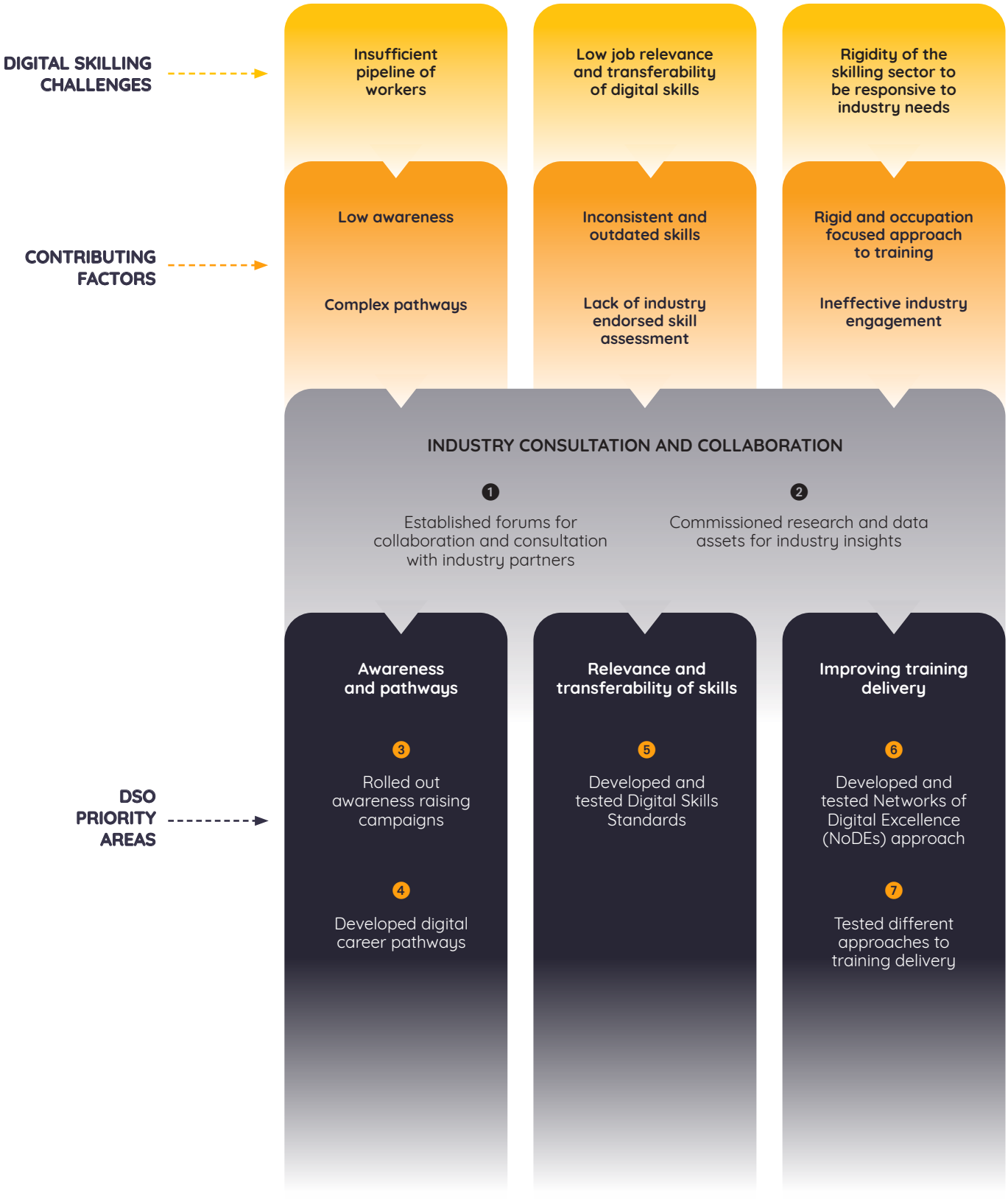
Other forums established to facilitate collaboration and consultation included employer working groups and DEF working groups, as well as ongoing industry and government engagement. Formal collaboration with the DEF and the TCA aided in the streamlining and simplification of engagement and added to the DSO's standing in the sector.[15]

Evaluation and research regarding the DSO's collaboration and consultation activities found the DSO's convening power to be a distinctive value proposition – bringing employers and training providers together at a micro level through trials, and facilitating macro level working groups and other events and engagements.[15]

This has highlighted the potential that comes from strong leadership and how much this is valued across governments, industry and training providers.

15. dandolopartners, Evaluation of Digital Skills Organisation: Summary of Findings 2023

Exhibit 10: Digital skill challenges and DSO focus areas



Case Study 1 provides an example of DSO facilitated industry and government collaboration.

The DSO tested and tried new approaches, with varying levels of influence and success. For example, events such as industry panels created good engagement and amplification of the DSO's message, in contrast to other less successful approaches such as podcasts. [16] The DSO identified these shortcomings and responded accordingly.

In future, it will be important for the Finance, Technology and Business (FTB) Jobs and Skills Council (JSC) to be increasingly selective on which events, engagements and communications it participates in, and which stakeholder groups have been more effectively engaged.

Overall, while stakeholders were positive about the DSO's potential to achieve policy impact, this was limited. Evaluation findings highlight that, despite limited progress to date, the DSO and, therefore, the JSC for FTB should not shy away from continuing to focus on system change, recognising policy change takes broad consensus, time and long-term commitment.

2. Commissioned research and data assets for industry insights

Employer and industry input have been key to helping shape the digital career pathways, standards and RTO support models. See Exhibit 10. It has also resulted in delivery of a range of activities and important data and research assets, including:

- **Data cube on digital skills:** The Nous Group data cube combines ONET, NCVER, Lightcast, and ABS data sets, amongst other sources, to provide faster and deeper insights to enable a data-driven strategy. It is an asset for maintaining current insights about the supply and demand for digital skills, identifying emerging issues, and informing future strategies.
- **Reaching 1.2 million (report):** The DEF commissioned research informs planning for meeting the potential of Australia's tech sector through a thriving workforce.[17]
- **Growing Australia's Digital Workforce:** An articulation of Australia's digital challenges and required changes (this report).

Recommended future focus areas for industry collaboration and consultation

1. Build and sustain engagement and representation from industry, unions, government and training providers
2. Work with JSA and other JSCs to develop a Digital Workforce Strategy

See chapter 4 for further detail

16. dandolopartners, Evaluation of Digital Skills Organisation: Summary of Findings 2023
17. Tech Council of Australia, 'Getting to 1.2 million. Our roadmap to create a thriving Australian tech workforce', 2022

Case Study 1

Partnership and purpose drives scale and efficiency

The digital skills training space comprises many initiatives across Commonwealth, state and territory governments. Although all focussed on digital skills training, these are often developed independently and in different ways. This has prevented digital training programs from scaling up.

To begin to change the way in which digital skills are designed, delivered and assessed, the DSO has acted as the bridge between governments, industry, and key training providers to find a more coordinated approach.

Off the back of the 2022 Australian Government's Jobs and Skills Summit, the DSO brought together over 40 leaders, from across the states and territories, to explore opportunities for collaboration. Topics included how to increase awareness of job opportunities in technology and how to improve education, training products, and pathways. The outcome was an agreement to get behind three initiatives in 2023 and make them more efficient, scalable and easier to deliver successfully. The first is focussed on digital literacy.

"The roundtable has played an important role at this critical time. It has been an opportunity to build upon the work of the 'Getting to 1.2 million' report and enabled identification of issues and opportunities for national action. Only by working together can we truly hope to scale up proven programs and work on solutions."

Trish Mullins
Director Skills Policy
NSW Department of Education

"The responsibility for developing digital skills cannot be solely placed on any one group, be it government, industry, education institutions or community. Instead, it is essential that these groups come together and collaborate to surface best practices and practical solutions to address the issues. By working together, we can build the digital skills needed to thrive in the modern economy and ensure Australia remains globally competitive."

Tiffany Wright
Director Education
Australia Microsoft

To increase the volume of people with digital skills, the DSO delivered awareness raising activities, and developed digital career pathways

3. Rolled out awareness raising campaigns

The DSO delivered a range of awareness raising campaigns with a variety of audiences to increase the pipeline of workers with digital skills from the school leaver cohort and under-represented groups.

This encompassed broad reaching media and awareness raising, as well as more targeted trials.

For broader awareness raising, the DSO provided content and talent for the 2022 National Skills Week podcast and website which received over 100,000 views. The DSO also held a number of digital career showcases, reaching nearly 20,000 people.

Targeted trials included the **DigiSkills Academy trial**, which reached 1.7 million young people through 600 schools. There were 40,000 unique users on the academy site and 4,000 course completions. Young people completing the course demonstrated improvements in their view and understanding of the digital sector and were twice as likely to consider a digital career after completion.[18]

Case Study 2 and Case Study 3 provide examples of awareness raising initiatives.

4. Developed and tested digital career pathways

Streamlined and transparent pathways are critical for prospective learners to become skilled workers.

To address the shortfall of the existing system, the DSO worked closely with employers to develop job profiles, which underpin digital skill pathways to jobs.

These profiles set out clearly the digital skill requirements for jobs, utilising the DSO digital skill taxonomy and standards (see Appendix A for further detail on the skill taxonomy and standards). These then inform learner pathways for acquiring these skills through different training avenues.

Learning is aligned to the minimum skills pathway required to obtain the desired job role. Further learning enables development of skills through lifelong learning rather than requiring a predetermined qualification. This can be a complementary pathway to a qualification. See Exhibit 11.

The DSO tested and refined these pathways in real-world scenarios through trials with employers and RTOs. The focus of these pathways to date has been on digital expert roles, where the projected worker shortfall is most pronounced.

Pathway assets were developed to enhance navigation of the different ways to digitally upskill into digital careers.

For example, one early trial was the SkillUp pilot. DSO and Skill Finder partnered to offer employers and employees across industries an easy way to identify digital skills gaps and find courses that provided them with new practical digital skills.

The pilot did not reach its potential, with challenges establishing employer engagement and maintaining the list of courses. Key lessons from the trial were the importance of employer and employee alignment on digital skilling needs, and curation of training options to minimise further confusion.

More recently, industry co-developed job profiles and skilling pathways have been brought together in an interactive digital expert jobs pathway map, which aims to make it easier for learners, employers and RTOs to navigate skills pathways. See Case Study 4.

This is a new and important asset to help interested people understand how they might enter and build a career as a digital expert worker. The pathway map demonstrates that numerous entry opportunities exist for digital careers through disaggregated job roles, within connected skills pathways enabled by technology.

These vary based on acquired knowledge and skills, aptitude, desire, and interest. Some of the acquired knowledge and skills are transferable to different job roles and entry points, e.g., common core skills or human skills.

This asset also aligns expectations of employers and learners on the digital skill requirements of job roles, and the associated pathways to acquire these roles.

The impact of streamlined pathways on the digital skills pipeline will rely on engagement and uptake from learners, employers and training providers at scale. The JSC will also need to consider efficient ways to ensure pathways remain current and reflective of changing industry needs.

As firms and industries restructure and job roles rapidly change, the linking in VET of qualifications to occupations is becoming more challenging, and less reflective of industry demands.[19]

Recommended future focus areas for awareness and pathways

3. Develop and implement a digital careers campaign
4. Continue to identify and define digital career pathways

See chapter 4 for further detail

18. dandolopartners, Evaluation of Digital Skills Organisation: Summary of Findings, 2023
19: Skills Development Scotland, Skills for a Changing World: Strategic Plan, 2022-27.

Case Study 2

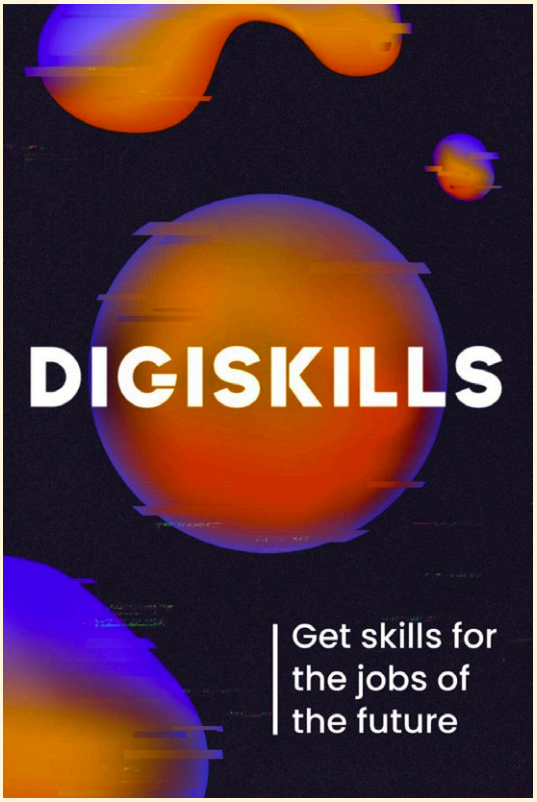
Pilot boosts consideration of digital careers by 29%

Every young Australian has been born into the age of the Internet, PCs and smartphones. Despite this, many don't think of a career as a digital professional or know where to start.

Therefore, the DSO ran a pilot for young Australians aged between 17 and 24 to showcase what it is like to have a career as a digital professional.

Run in partnership with school leaver service Year13 and presented through a series of online courses and social content, it equipped young people with the knowledge required to pursue a career as a digital professional.

The program resulted in a rise of 29% in the consideration of digital careers, from 27% to 56%, amongst the 4,200 participants. In addition, 95% of the participants reported their understanding of digital careers and of the technology sector had improved somewhat or significantly.



"It [DigiSkills] taught me there are multiple pathways and digital skills can actually involve more than just software and programming."

21 year-old participant
Queensland Metropolitan

"This DigiSkills Academy course greatly impacted my understanding of the industry, as before I was uneducated and quite stagnant to the concept of working in the digital industry."

16 year-old participant
Victoria Metropolitan

Case Study 3

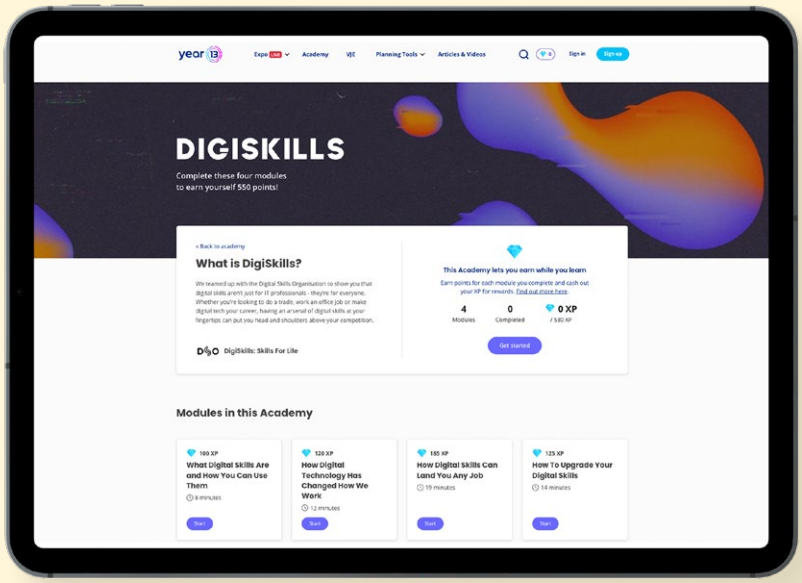
Students inspired by Tech Expo

Informing and inspiring young people to consider a technology career is vital for Australia's economic future. A recent survey found 45% of students say they did not learn enough about digital skills in high school – despite the ever-increasing demand for technology across the Australian economy.

For this reason, the DSO partnered with school leaver service Year13 to create Tech Expo. Its aim was to inspire young people with the opportunities available to them in technology, and the pathways to get them into great tech careers.

Tech Expo provided rich digital and social content that showcased the breadth of opportunity in technology as well as the need for digital skills in every industry.

The tech expo received over 15,500 visitors and 1.3 million reached on the audience's preferred channels - Facebook, Instagram and TikTok.



"Love hearing real stories from people that have different paths and showing there are such a range of careers in tech."

Student

"This is awesome, I had no idea about the different options."

Student

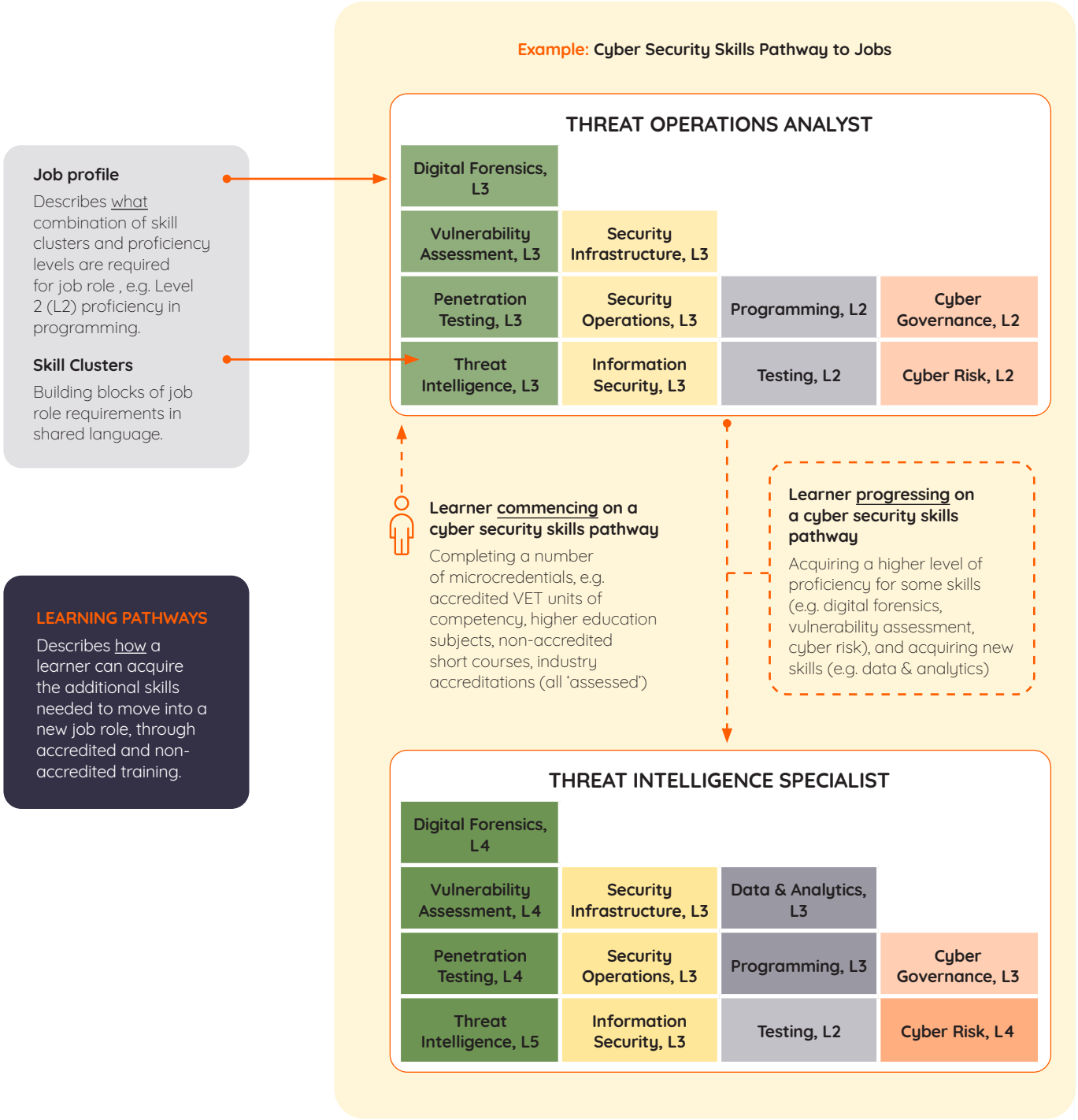
"Love it, an easy hub with real and practical advice for students."

Careers Adviser

Exhibit 11: Digital skills pathway to jobs

To address the shortfall of the existing system, the DSO worked closely with employers to develop job profiles, which underpin digital skill pathways to jobs. See Case Study 4.

These profiles set out clearly the digital skill requirements for jobs, utilising the DSO digital skill taxonomy and standards. These then inform learner pathways for acquiring these skills through different training avenues to move into and progress between job roles.



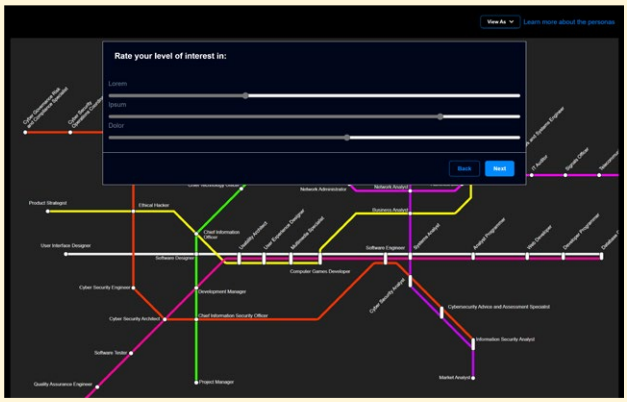
Case Study 4

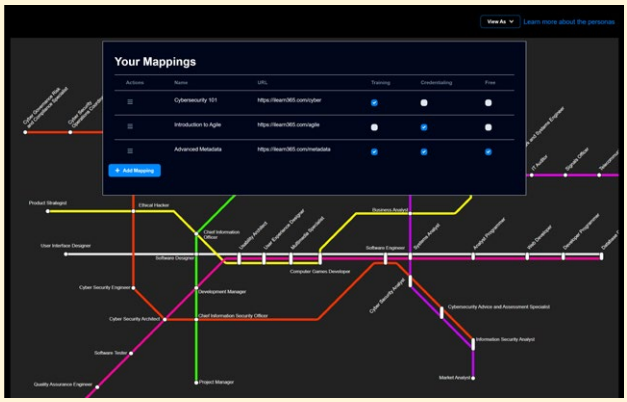
Innovative approach helps get tech careers on track

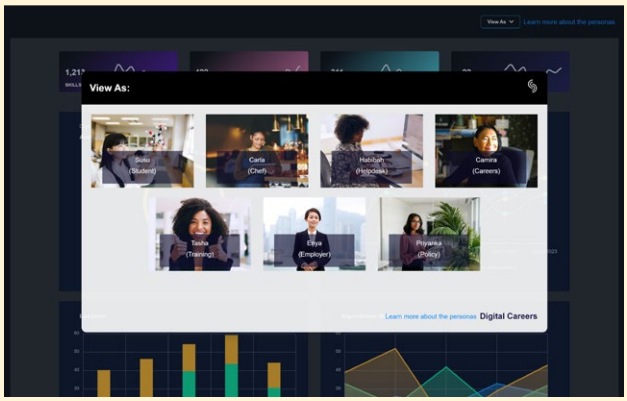
For many careers it is possible to map a typical pathway, along with appropriate qualifications and entry level jobs. With tech, and other careers however, it is less clear and unfamiliar terminology can be confusing.

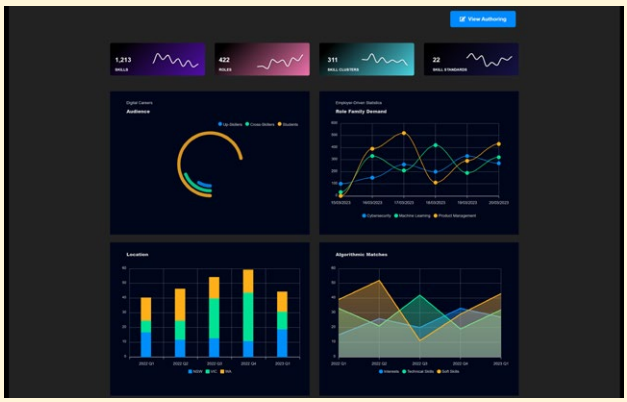
Therefore, to help those wanting a tech career, DSO defined roles, skills and pathways, working with industry and TAFEs. The career information is shared via a dynamic visual that mimics a metro map, encouraging students and career transitioners to explore their options in an engaging way.

The innovative resource, co-created with SkillSchema, was tested with students. There was an immediate connection with the dynamic metro map and tech jobs as stations. All were intrigued as to how to navigate the lines and access the job role information.









"Students and career counsellors find tools like this valuable. There's a good opportunity to broaden this tool to include jobs that aren't specialist tech roles, but still require an element of tech and digital skills."

Mark Samaha
Director of Customer and Stakeholder Relations
TAFE NSW
Western Sydney Region

"Early findings from the research suggests the pathways model has clear potential in bridging the gap between industry and education and training; building awareness of digital jobs and pathways that young people currently do not discover until after they enter the workforce."

Madelyn Sands
Research Specialist
YouthInsight (Student Edge)

To improve relevance and transferability of skills, the DSO developed the Digital Skills Standards

5. Developed and tested Digital Skills Standards

Through the development of industry informed Digital Skills Standards, the DSO has begun the development of a common language to provide a link between learners, industry and training providers (both registered and non-registered).

The DSO's testing of different approaches to training delivery found that training outcomes were positive when employers had the tools to accurately describe their digital skill needs.

Development of Digital Skills Standards

The Digital Skills taxonomy and Digital Skills Standards were developed, tested and iterated in collaboration with industry partners, and grounded in research-based learning and skilling models. This included working with the IBM Talent Transformation Team, and through the ACT Cyber Hub trial (standards for Cyber Security) and the Cremorne trial (standards for Software Development).

One of the challenges in the digital skills space is the range of frameworks available, which can lead to confusion and inconsistency. These frameworks were a key input to establishing a standard way to describe skills at varying levels of proficiency.

The Digital Skills Standards comprise seven digital skill job families, with each encompassing skill clusters and associated skill standards. Regardless of the type of training provided, a skills standard represents an industry-determined level of proficiency for skills in relation to a job function. See Exhibit 12.

The DSO has developed skill standards to be applicable in articulating requirements for digital expert workers, as well as for digitally enabled workers and digitally informed workers. As shown in Exhibit 12, the digital skill job families include digital literacy, digital fluency and core digital skills alongside more advanced specific skill domains.

The digital literacy standard is an important foundation for addressing the digital literacy shortfall that exists for many workers that limit productivity and can contribute to inequities in opportunity. See Case Study 5.

To date, this standard has been trialed through the Batchelor Institute Digital Literacy Training for remote communities. See Case Study 6.

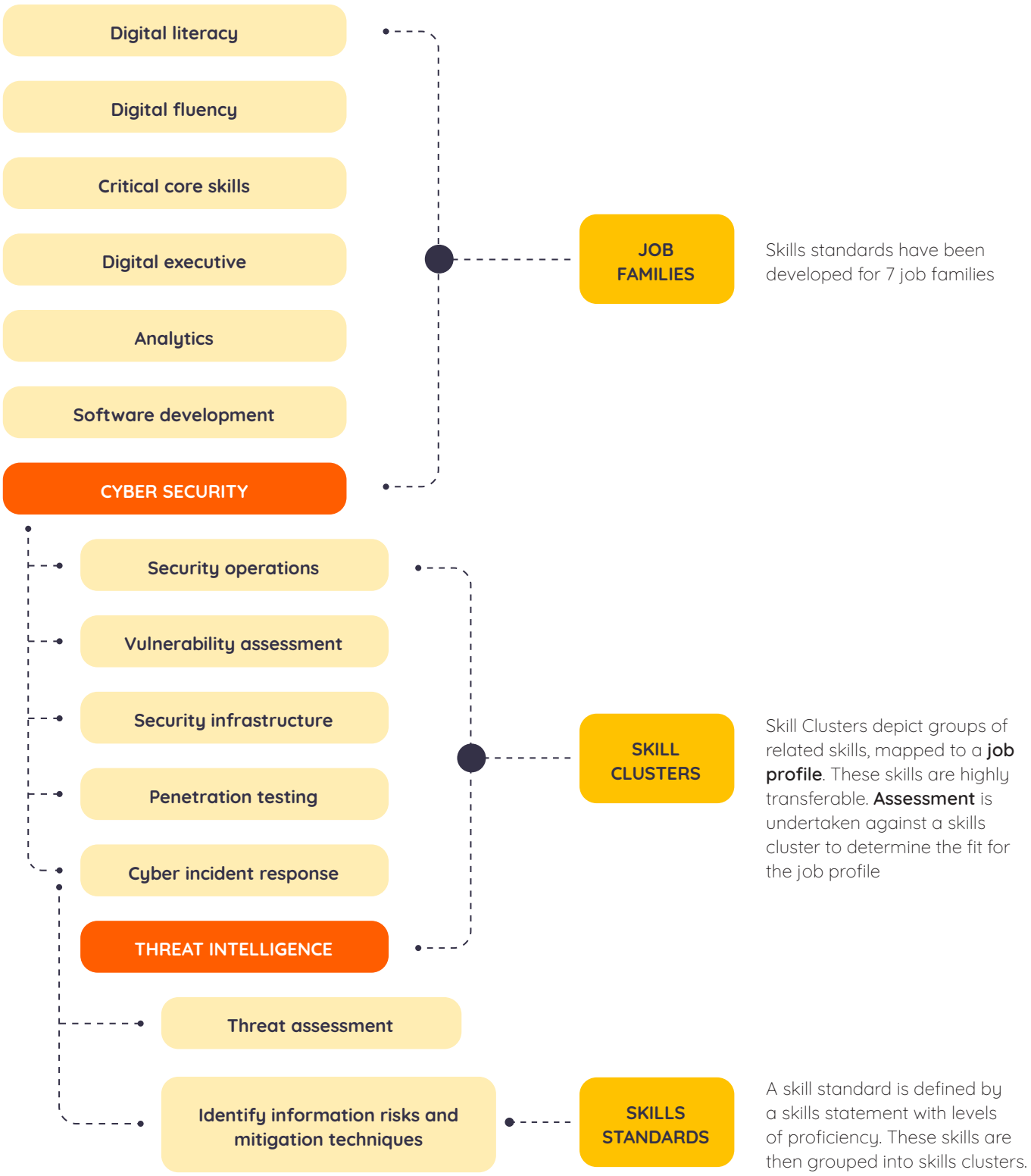
Benefits of shared standards

To enable a more efficient, effective and innovative training ecosystem, the established skill standards are agnostic about how people are trained, instead focused on the outcomes of the training process. This means the standards can operate within the existing training system and continue to be relevant as the training ecosystem and methods evolve.

The skill-focused approach has several key strengths that are important in establishing a sustainable and adaptable digital workforce in Australia:

- Uses external instruction to assist skill development, mainly in the form of work integrated learning.
- Skill development progresses through five proficiencies: novice, advanced beginner, competent, proficient, and expert (Dreyfus Model of skill acquisition), rather than applying a framework based on competent or not competent.
- Skills required for job families are defined within Digital Skills Standards to align employers, training providers and individuals on a common skills taxonomy, rather than relying on existing qualifications aligning with changing job roles.
- Uses practice-based dynamic work-integrated assessments reported against Digital Skills Standards (skill and achieved proficiency of the skill), rather than rely just on static industry informed practice.
- An assessment of the proficiency level of skills in a work setting, irrespective of how the skill was developed, demonstrating the ability to apply the skill using any available and applicable method rather than taking a purely prescriptive approach to assessment.

Exhibit 12: Taxonomy of skills-based approach*



*Note: Sample of skills clusters and skills sections shown for demonstration purposes. Source: DSO Skills Standards.

Case Study 5

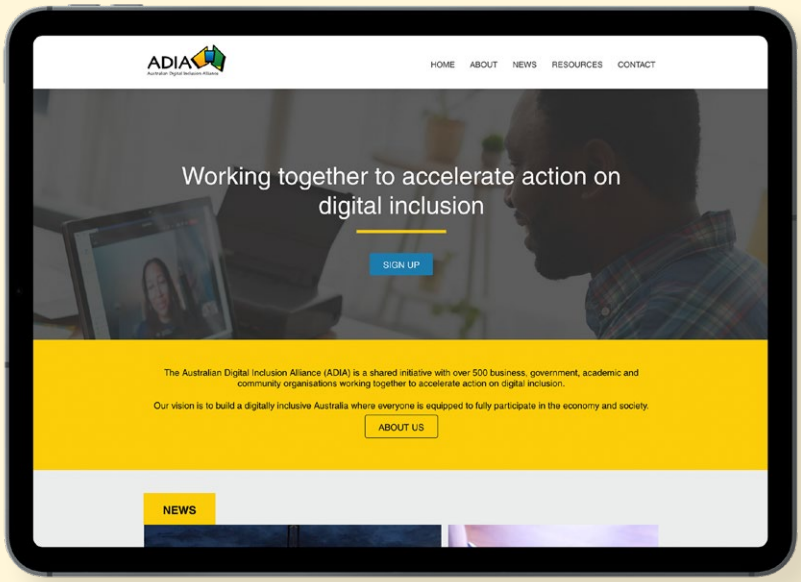
North star guides the way to digital skills for all

The Australian Digital Inclusion Alliance and DSO have joined forces with industry, community, training providers, government and unions to establish a single benchmark for the skills required to be digitally capable.

The term 'digital literacy' means different things to different people, and currently, there is no widely accepted standard to unify around.

A simple national benchmark that defines what it means to be digitally capable will provide the 'North Star' to close the nation's digital literacy gap by identifying learning pathways for individual cohorts to reach the benchmark.

This will help to inspire all Australians to get the digital skills needed to fully participate in the community, the workforce and in all aspects of life.



DSO DIGITAL SKILLS ORGANISATION

"Our vision is an Australia where everyone is equipped to meaningfully participate in the economy and society. Our partnership with DSO takes us towards a national common language around digital capability, and a shared understanding of what it means to have the essential digital capabilities to engage online, access services and opportunities."

Ishtar Vij
Convenor
Australian Digital
Inclusion Alliance

ADIA
Australian Digital Inclusion Alliance

Case Study 6

Pilot helps First Nations peoples

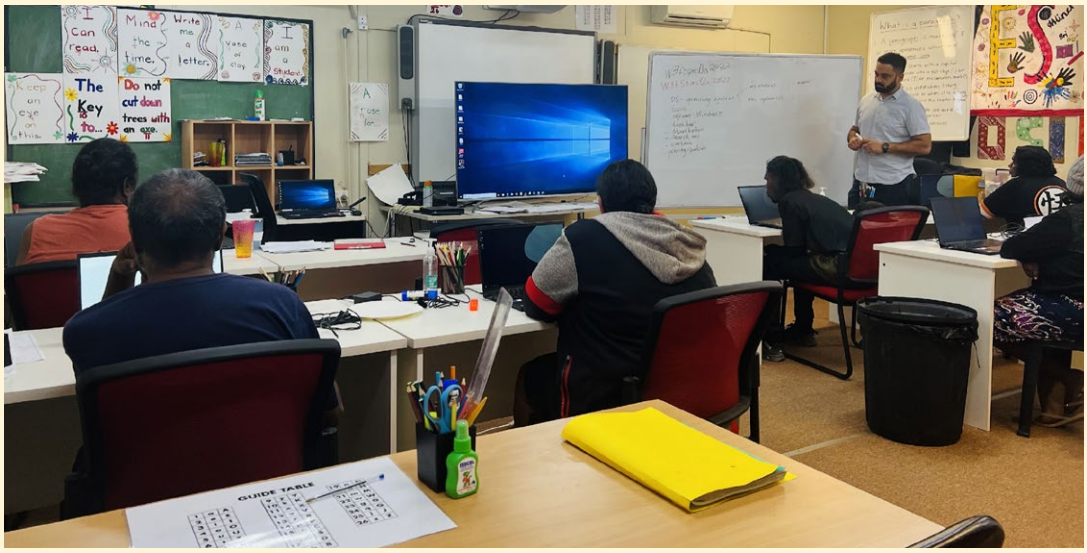
The Batchelor Institute partnered with the DSO to run a pilot program to teach digital literacy skills to First Nations peoples in remote communities, who can face some of the greatest challenges in terms of confidence and skills for digital inclusion.

This pilot commenced with engaging stakeholders like the Central Land Council and community groups at Santa Teresa to identify needs to ensure the most appropriate training model was delivered in the area.

The pilot program was designed to increase the digital literacy of residents in remote areas of the Northern Territory. It was completed by 32 students in Santa Teresa and Tennant Creek.

After completing the course, students were better equipped to use computers, mobile phones and tablets - skills that not only support everyday tasks like banking transactions or medical appointments, but also enable further study or work prospects.

The lessons from this pilot model are expected to be expanded to other remote Territory communities.



"Fundamental digital skills are a step towards learning lots of other new things. They can improve confidence in people from First Nations and remote communities to use technology for everyday life, learning and work"

Palwinder Grewal
Batchelor Institute lecturer

Learnings

Overall, through trials and testing, stakeholders have engaged with the Digital Skills Standards, recognising the problems in the existing system and buying into the industry-led skills-based approach the DSO advocated for as best meets employer needs.

The impact of the standards relies on a network effect, i.e. their value and benefit will increase as more stakeholders, such as employers and training organisations, use them. As a result, industry support and implementation is critical including for delivering on employment outcomes. There are some key learnings from these trials that will be important to maximise the impact of the Skills Standards.

There remains some confusion about the Standards, including what these are used for, and where these fit within and how these are intended to complement and/or substitute other parts of the skills ecosystem.

Evaluation findings have distilled important considerations for potential future work of the JSC for FTB, including:

- Emphasis and clarity regarding what the Skills Standards (and other relevant DSO responses) do and do not do, and how this fits in with the broader skilling system and the Australian Skills Classification
- Development of use cases to demonstrate applicability and value of the Digital Skills Standards to different stakeholder groups
- Identifying options to 'productise' and market the Digital Skills Standards
- Considering mechanisms for wider adoption (e.g. providing scaffolding tools to enable RTOs to use the standards without support).[20]

There are also important sustainability considerations, such as those related to maintaining the relevance, accessibility, and usefulness of the standards – as well as who will be responsible for these actions.

Recommended future focus areas for improving relevance and transferability of digital skills

5. Establish and measure a national standard for workplace digital literacy
6. Trial and evaluate Digital Skills Standards at scale

See chapter 4 for further detail

20. dandolopartners, Evaluation of Digital Skills Organisation: Summary of Findings, 2023

The DSO supported RTOs by testing new approaches to industry collaboration and improving training delivery

6. Developed and tested Networks of Digital Excellence (NoDEs) approach

The NoDE approach was developed in response to identified challenges with training sector collaboration with industry, drawing on best practice experience learned by Generation Australia. See Case Study 7.

The approach involves training organisations working with employers to co-design digital skilling solutions, and was tested through the Canberra Cyber Skills trial. See Case Study 8.

The NoDE workshop process is primarily used as the approach to collaboration. See Exhibit 13. It also builds on best practice being delivered across Australia such as the TAFE Cyber network and Victorian Tech Schools which seek to ignite interest and inspire achievement in STEM.

The NoDE approach supports training providers in collaborating with employers to develop training strategies and solutions that align with the specific skill requirements of the industry. By co-designing the training solutions, trainers and educators are able to leverage their expertise to create personalised learning pathways that cater to the unique needs of learner cohorts to develop skills for industry.

Networks of Digital Excellence (NoDEs) are based on the following key principles:

- **Collaboration:** Facilitating partnerships between training providers and employers
- **Co-design:** Developing skills pathways tailored to specific job roles and to cohort training needs
- **Customisation:** Adapting job-role profiles to the local context
- **Tailoring**: Designing network-based training solutions that meet actual skill needs
- **Skills alignment:** Emphasising the alignment of skills with job requirements, beyond qualifications
- **Sharing:** Training providers and employers are willing to share information, insights, and best practice within a NoDE and across NODEs
- **Velocity** – Accelerating digital skills development and employability

The listed principles form the foundation of digital excellence within and across NoDEs, promoting effective collaboration and skills development.

Early trial results suggest NoDEs have the potential to form a network of networks, allowing solutions and strategies from one NoDE to be used in another. This could lead to the creation of an "off-the-shelf" blueprint that can be used by training providers and industry partners to quickly address local skill needs.

One of the key benefits of this approach is that it allows training providers to showcase their expertise through input into the creation of training products, materials and processes.

Overall, the NoDE approach provides a powerful framework for creating effective and relevant training solutions that can help bridge the skills gap in various industries.

Case Study 7

Networks of Digital Excellence support RTOs

A key objective is to make it easier for registered training organisations (RTOs) to deliver relevant digital and technology skills training. To do this the DSO partnered with Generation Australia (GA), an education to employment provider.

The goal was to create a formal process for the DSO's future pilot projects with RTOs. This meant bringing together GA's experiences with the activities, outputs and lessons learned from the DSO's completed projects.

Six RTOs trialed the method and process as part of a course to teach people how to be a threat operations analyst or a software developer. It was also used by a large organisation upskilling customer facing staff.

Based on the trials and RTO feedback, GA has supported the evolution and expansion of the process into Networks of Digital Excellence (NoDEs), to support RTOs delivering employer-led skills-based approaches. Plans are now in place to scale NoDEs to support RTOs and surface agile and adaptable forms of training.

"We are part of a global network of Generation affiliates, which have created employment pathways for 70,000 people around the world. We see a lot of different training approaches and are confident that Networks of Digital Excellence can become a class leading capability which bring value to RTOs."

Malcolm Kinns
CEO
Generation Australia

Generation AUSTRALIA

Case Study 8

'Earn while you learn' approach to help close cyber skills gap

The cyber threat is becoming more sophisticated every year and the cyber security sector is suffering from a skills deficit.

DSO joined forces with the Canberra Cyber Hub to create the Cyber Security Work Integrated Learning Pilot. Co-designed with industry, its aim is to help close the skills gap between training, education and the workplace – delivering job-ready employees to employers, fast.

The pilot offers Canberra cyber businesses the opportunity to work with capable interns, some holding security clearances and with prior learning in the industry, to expand their business offerings and Canberra's cyber workforce.

For interns, it provides a combination of on-the-job training and world-class training, enabling them to earn while they learn and get certified to secure their future.

The pilot started in April 2023. Demand from employers and interns exceeded the places available by more than 100%.

"This is proving to be a great opportunity for companies to access funded cyber training so they have staff with the right skills to hit the ground running. This training is skills led and uses micro-credentials, which we think is the way to go"

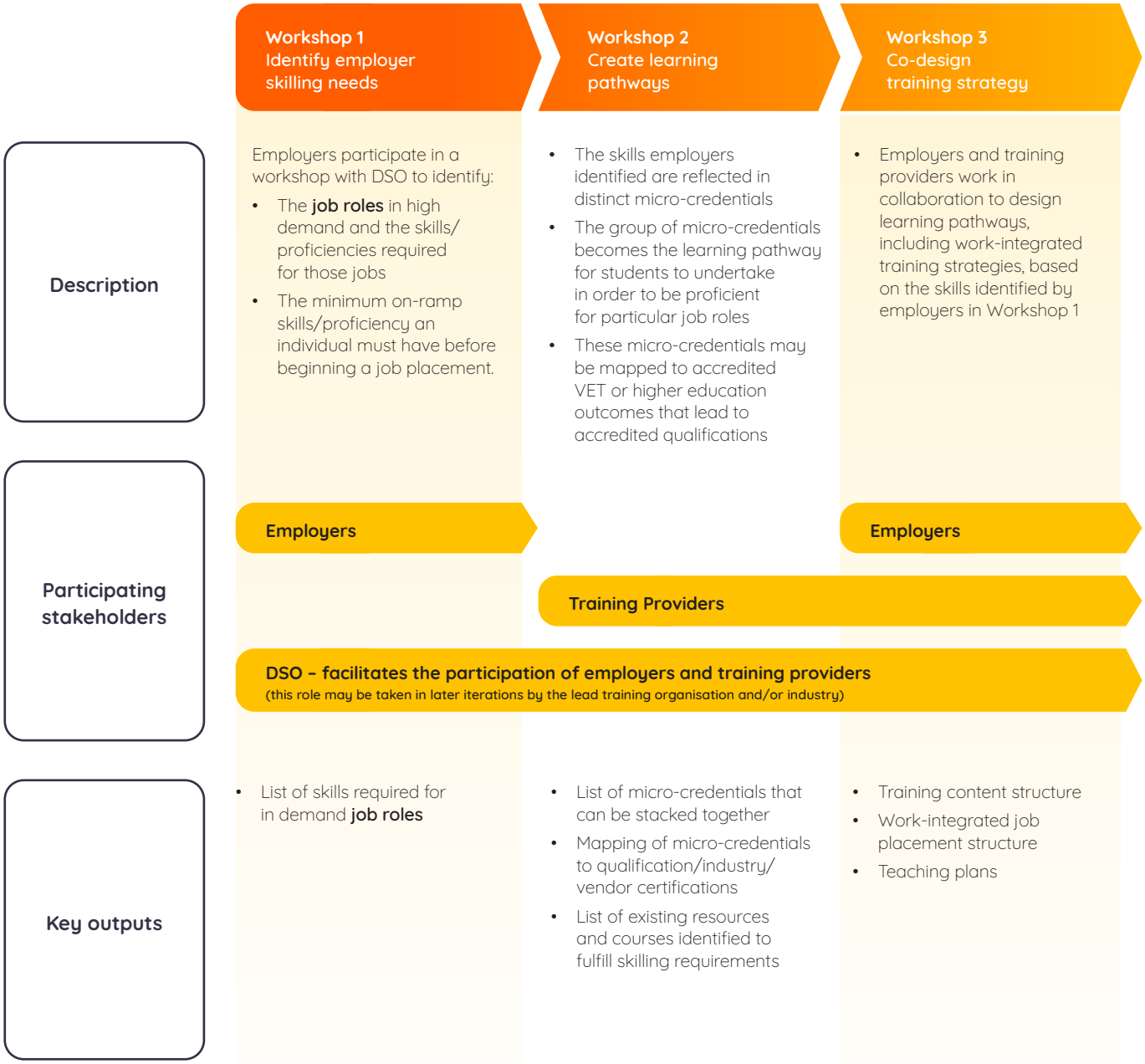
Karen Schilling
Director
Canberra Cyber Hub

CANBERRA CYBER HUB

Exhibit 13: The Networks of Digital Excellence (NoDE) approach

The NoDE approach in practice.

Excellence in Digital Skilling requires the close collaboration between employers and training providers to ensure the skills trained are relevant. This is achieved through the three workshop approach .



7. Tested different approaches to training delivery

To build an evidence base about effective training delivery for digital skilling, the DSO tested different approaches.

Utilising the skills standards as a uniform measure of digital skill acquisition, the effectiveness of a range of training delivery modalities were tested through trials, including accredited and non-accredited, single and multiple employers.

These trials had some key learnings set out in Exhibit 14; further detail is included in Appendix C.

Recommended future focus areas for industry collaboration and improving training delivery

7. Surface agile and adaptable forms of training through innovation
8. Scale the trial of Networks of Digital Excellence (NoDEs)
9. Optimise training offerings

See chapter 4 for further detail

Exhibit 14: Tested approaches to training delivery*

Approaches tested	Learnings
Non accredited training focused on specific job roles delivered by registered and non-registered training providers, public and private.	• Employer lead training is more successful • Gaining employer commitment
Utilising a free online platform for delivering personalised learning pathways tailored to individual skill requirements.	• Linking candidates with training related to skill gaps • A polarising observation is that digital fluency has various interpretations
Commercial off the shelf online platform with personalised modules based on skill self-assessment, with hackathons to solve workplace aligned projects.	• Training outcomes were positive when employers had the tools to accurately describe their skill needs • Learners have a positive experience when engaging with high quality and up to date course material, curated for cohort requirements • A digital badge for each skill cluster obtained is an effective way to encourage progression and completions
Accredited modules / VET qualifications mapped to skills standards within an industry context.	• The ability to access resources and choose an individual learning pathway is a significant enabler • A robust self assessment is critical to ensure that contextualised learning delivers fit for purpose training to the employee
Digital skills training for leaders in partnership with Microsoft and AWS	• The demand for executive level training is high and there are limited contextualised work relevant training opportunities available
Non-accredited, employer driven microcredentials with higher education and VET accredited pathways	• The importance of establishing clear roles and responsibilities when working across multiple education and training providers • Employers welcomed the tool kit as it clearly articulates the training requirements aligned to the job role (cyber analyst), quantifies employer effort required, and provides the tools for managing the internship • integrating non-accredited training with accredited training can achieve targeted outcomes while mitigating higher costs associated with non-accredited training
Skill Standards to inform capability assessment within existing training programs.	• Digital Skill Standards provide a mechanism to enable benchmarking to increase the value of existing programs in a digital context

*Note: See Appendix C for more detail.

DIGITAL SKILLS ORGANISATION

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