



**National Skills Taxonomy
Australian Marketing Institute Submission**

Prepared by

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Purpose

The purpose of this paper is to provide input into the development of a National Skills Taxonomy as requested by Jobs and Skills Australia. This submission is provided by the Australian Marketing Institute, a national industry body representing professional marketers in Australia and contains; a) background of the AMI, b) a summary of the AMI Marketers Competency framework as being a core body of knowledge for marketers in Australia, c) addresses specific questions requested by Jobs and Skills Australia d) concluding comments.

A) Background

The Australian Marketing Institute's purpose is to ignite marketing brilliance and advance careers around the country. The AMI provides value to members on AMI Marketers' Competency Framework®, professional development and training, networking opportunities and events, professional recognition, and access to relevant thought leadership in content, webinars, newsletters, and blogs. AMI is an essential way to stay connected, inspired, and relevant to ensure marketing success.

Providing access to professional development opportunities, through knowledge sharing, content and thought leadership, the AMI strives' to inspire a lifelong career journey. Supporting the career progression of members and advancing the marketing profession for more than 90 years, AMI is Australia's authoritative voice of marketing. The AMI is a for purpose member association that academics, professionals and aspiring marketers turn to for inspiration and confidence, to connect with like-minded individuals throughout their careers.

Whether our members are a career starter, mid-career, or an expert in their field, the AMI helps members to navigate the ever-changing marketing landscape and accelerate their careers. A professional affiliation for career marketers, the AMI support our members, and advocate for their profession. Building skills as a professional marketer, the AMI helps shape your future.

The Australian Marketing Institute is a national membership body with a constitution and chartership that outlines our purpose to further the professionalism of marketing in Australia (this includes all aspects of marketing and across industry, government and the not-for-profit sector)

The organisation consists of: i) a national board consisting of both elected and co-opted directors ii) state committees for local representation iii) accreditation of University and Tafe courses for industry alignment iv) engagement with all Universities and Tafe through the Australian and New Zealand Marketing Academy (representative body for marketing academics in Australia) and v) a partnership with the UK's Chartered Institute of Marketing (CIM) for knowledge sharing and membership programmes, vi) recognising marketer professionalism through credentials and vii) celebrating best practice through awards.

B) AMI Marketers Competency Framework

The AMI exists to help marketers build great brands and exceptional careers. Proficiency in marketing is key to achieving success on both fronts. The AMI recognises that the success of an organisation's strategic decision making depends on an effective understanding of four key areas – markets, customers, products and positioning. To ensure this occurs, the marketing profession must generate a continuous pipeline of highly qualified talent with essential marketing competencies and support their skills and learning requirements through all stages of their careers.

The AMI Marketers' Competency Framework is designed to help you understand and assess the skills required for a range of marketing roles. It's important to acknowledge that there's no 'one-size-fits-all' approach. Different areas of marketing, such as business-to-consumer, business-to-business, fast

moving consumer goods, professional services, government, and small and medium enterprises have their own specific nuances where marketing, sales and the customer experience are concerned.

The AMI Marketers’ Competency Framework provides a consistent structure for the wide variety of marketing and communications jobs across the industry and can be tailored for specific sectors and organisations. A range of job roles advertised online can be found in appendix 1 and Australian and NZ job codes covering marketing occupations can be found in appendix 2.

This framework is a key body of knowledge for marketing and communications professionals. Its distinct structure enables members to easily identify both short and long-term goals and develop a personal development plan to match – while accelerating career progression.

The framework aligns with our existing AMI membership levels and associated AMI post-nominals, which reflect both the proficiency levels and career stages of our members. It is used by the AMI in the accreditation of degree and postgraduate degree programs of study, and for assessing the competency of those undertaking AMI professional certifications. As members complete curated AMI learning and development courses for these competencies, members will receive certificates and digital badges, while reaching new levels of expertise. As a result, members become a highly proficient and well-rounded marketing professional, building on skills and talents, and accelerating careers at every stage.

The AMI Marketers’ Competency Framework was informed by similar existing frameworks, such as the UK’s Chartered Institute of Marketing, the Marketing Institute of Ireland and the European Marketing Institute, as well as face-to-face consultations with marketing and communications professionals across business, government and not-for-profit organisations, plus educators and HR professionals. The AMI is enormously grateful to everyone who contributed to this project.

AMIs 25 competencies are linked to three key areas of the industry – ‘Marketing Competencies’, ‘Business Competencies’ and ‘People Competencies’.

Marketing Competencies	Business Competencies	People Competencies
<p>Core Marketing Competencies</p> <ul style="list-style-type: none"> 1. Insights 2. Customer experience 3. Strategy 4. Brand 5. Digital <hr/> <p>Technical Marketing Competencies</p> <ul style="list-style-type: none"> 6. Data analytics 7. Product and services management 8. Integrated marketing communications 9. Channel marketing 10. Price management 11. Corporate communications 12. Content creation 13. Sales/business development 14. Sales enablement 15. Marketing technology 	<ul style="list-style-type: none"> 16. Commercial awareness and financial acumen 17. Organisational capabilities and governance 18. Planning, project management and performance measurement 19. Sustainability 20. Innovation and quality management 	<ul style="list-style-type: none"> 21. Communications 22. Collaboration 23. Ethics and integrity 24. Leadership 25. Resilience

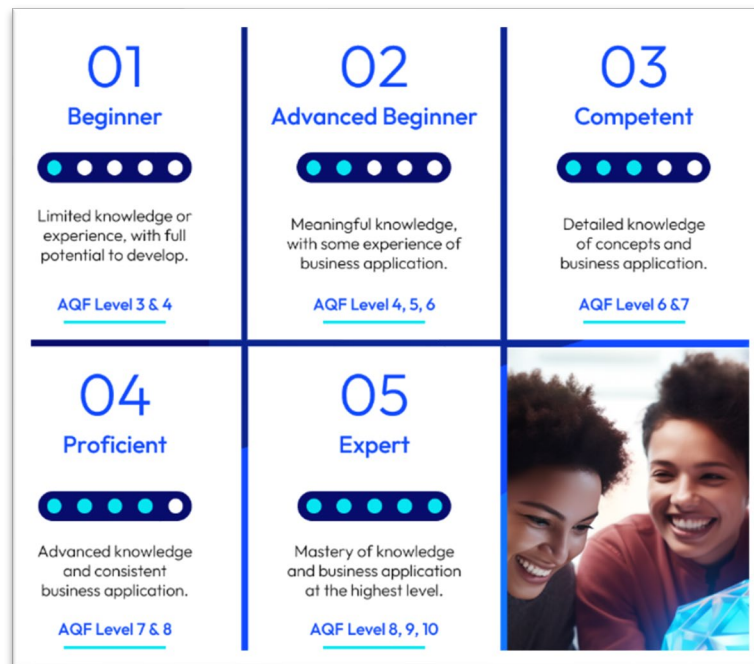
Marketing Competencies: Our Marketing Competencies centre around five Core Marketing Competencies applicable to all roles, sectors and organisations, as well as ten specialist Technical Marketing Competencies.

As you achieve a more senior role within an organisation, you’ll increase your capabilities and understanding across areas of the industry and develop the leadership skills necessary to implement key competencies across a company.

Business Competencies: As a marketing professional, it’s critical you understand the organisation you are part of. This involves being aware of its internal purpose, priorities and strategic direction, plus its external commercial context and the trends that influence it internally.

People Competencies: Focusing on our People Competencies will give you and your team a deep understanding of effective people and leadership practices relevant to all roles, across all areas of the marketing industry. Building on your People Competencies will allow you to make an impact across both your team and your organisation.

Proficiency: For each competency the AMI has provided expected outcomes that demonstrates the achievement of a level of Proficiency. Proficiency is based on a combination of academic achievement and the practical application of knowledge and skills. The AMIs has highlighted 5 levels of proficiency for each competency and is based on existing models used in other professionals. These five levels are outlined below.



Each level has also been mapped to AQF, however it must be noted that although a degree or masters may have been attained eg AQF 7,8 or 9, this does not necessarily mean that the individual has obtained that proficiency. Proficiency is based on knowledge and application. The Australian Qualifications Framework (AQF) outlines the levels of academic accomplishment achieved by Australian universities, vocational education and training providers and registered training organisations. A young marketer or employee from another industry seeking a mid-career change would generally enter the profession for the first time after the successful completion of an AQF Certificate (Levels 1–4), Diploma (Level 5) or Degree (Level 5–7) and relevant work experience as a minimum. A marketer in the later stages of their professional career would expect to hold a Bachelor Honours (Level 8) or master’s degree (Level 9). Exceptions to these scenarios do apply.

The framework helps marketers understand their strengths and areas for improvement, facilitating career progression. It offers tailored courses to develop necessary skills, aligning with individual career objectives. The framework provides a consistent program adaptable to diverse marketing and communication roles. It acknowledges sector-specific nuances in areas like B2C, B2B, FMCG, professional services, government, and SMEs. The framework was developed through consultation with various industry experts, including professionals from business, government, non-profit sectors, educators, and HR professionals. It draws insights from similar frameworks worldwide, ensuring comprehensive coverage. By aligning with the AMI framework, marketers can identify and pursue personalized development goals, accelerating career progression. The framework serves as a unique resource in Australia, offering a holistic approach to career growth unmatched elsewhere.

C) AMIs input into the NST discussion

The Australian Marketing Institutes submission is framed within the following context of the Jobs and Skills Australia (JSA) discussion paper:

“While a range of skills taxonomies and frameworks exist in Australia, there is no single framework or taxonomy that consistently describes the range of skills employers and individuals need across the Australian labour market and education system.....

.... Instead, education institutions, private firms, professional associations, unions and governments maintain their own frameworks and terminology for skills. Some frameworks have specific and granular definitions of skills, whereas others use broad terminology. It is the equivalent of each actor speaking a different language. This fragmentation creates significant translation barriers leading to siloed approaches and inefficiencies in addressing skills mismatches and gaps. (see appendix 2)

1.1 What are the key benefits and/or limitations with existing skills taxonomies?

The AMI Marketer Competency Framework supports all aspects as outlined within the 9 aspects of a National Skills taxonomy as outlined below:

1.1.1 Enhance career planning and development

AMIs Marketers Competency Framework is accompanied by a career planning guide and an online assessment tool, to assist marketers to plan their careers and identify areas for development.

1.1.2. Support skills-based hiring

Functional heads and team leaders can use AMIs Competency framework to assess current team members and to identify skills shortages within a team.

1.1.3. Inform training product and course design

AMIs Marketer Competency framework consists of 15 Marketing competencies, 5 business competencies and 5 people competencies and can be used to not only map existing training programmes and degrees/diploma curricula but can be used as a reference point in developing new content. The AMI has over 100 training programmes and undertakes accreditation for university degrees across the country, all using the Marketers Competency Framework as a core body of knowledge.

1.1.4 Simplify and streamline skills recognition

The AMI has various levels of membership based upon experience and expertise. The AMIs Marketers Competency Framework, enables marketers to move along their career journey from being a student member, graduate member, professional member, Certified Practicing Marketer (CPM) and finally a Fellow CPM.

1.1.5 Identify, understand, and plan for future skills demand

Marketing is an everchanging industry with new skills being required on a frequent basis. The Competency Framework caters for a wide degree of skills and can be a good reference point when identifying future demands.

1.1.6 Inform strategic business decisions

AMIs Marketers Competency framework not only contains specific competencies and levels of proficiency relevant for marketing, but also wider business competencies that marketers require. These will be needed to inform wider business decisions.

1.1.7 Develop workforces

A key aspect of the Marketers Competency Framework is for CMOs/functional heads to use when

developing their respective workforces, and at a wider level to assist national workforce planning in identifying skills shortages.

1.1.8 Define workforce roles

The marketing sector has a tendency to develop a wide variety of workforce roles and job titles (see appendix 2). The Marketers Competency framework does however provide a compass point as to where these roles fit in within the wider marketing discipline eg Channel manager sits within Channel Marketing.

1.1.9 Dynamically respond to economic shifts and emerging roles

The AMI's Marketer Competency Framework can be used as a core body of knowledge to map existing roles and identify skills shortages.

1.2 What features from existing skills taxonomies are important to retain or address in a new NST?

Although, for over 30 years, the AMI has provided professional marketers with a pathway to become a Certified Practising Marketer (CPM) and has provided Universities with a mechanism to have their respective degrees accredited for industry alignment, there has not been an overall skills taxonomy for the profession. The development of the Marketers Competency Framework does fill this gap for the industry, and the AMI is in active discussion with the Australian New Zealand Marketing Academy (the representative body for marketing academics in Australia) to identify options as to how alignment can occur within Universities (updating the existing accreditation process).

The current Tertiary Education Quality Standards Agency (TEQSA) does provide government accreditation for further education degrees and diplomas, and does contain a request seeking evidence of Work Integrated Learning (some of which could be at a bare minimum of internships) however the AMI feels that this academic – Industry alignment with TEQSA could be a lot stronger with:

- Degrees and Diplomas to have AMI industry accreditation
- The AMI's Marketers Competency Framework to be a core body of knowledge for university degree alignment with industry.

These two elements could be easily implemented via a TEQSA/AMI MOU.

2.1 Where could an NST best add value for individuals, employers, and educators and how?

A National Skills Taxonomy could add value for by providing:

- Individuals with confidence that good governance is in place to i) ensure that an industry specific taxonomy is in place with a recognised industry body ii) university, further education, and training providers deliver education and short courses that align with competencies required by industry iii) by integrating within a wider NST, there could be potential for recognition of skills gained when retraining/ moving industry sectors (eg general business and people competencies as highlighted in the AMI Competency Framework can be applied across multiple sectors).

- Employers with i) a means to support a team members career planning (especially in small, medium and large organisations that may not have a dedicated HR/L&D leaders and personal development processes), ii) can use the taxonomy when assessing skills within the organisation and skills gaps.
- Educators with a framework to align respective university/College degrees and diplomas and in the development of new courses/ training.

2.2 What are the potential unintended consequences or challenges of an NST that will need to be overcome?

In the creation of a National Skills Taxonomy, if it is too generic then it may make not be relevant for specific industries, and conversely, a specific industry taxonomy would not be relevant for wider adoption. The challenge will be in finding a right balance. A good starting point will be in ensuring that industry representative bodies have a core body of knowledge that reflects competencies and levels of proficiency to undertake work in that sector and the tertiary education outcomes are aligned to industry requirements.

A further challenge will occur when identifying the most appropriate industry membership organisation that represents a profession eg in accountancy would CPA be the appropriate organisation or CIMA. In the marketing arena there are several organisations that focus on specific areas and deliver some excellent programmes. A few have been outlined below:

- ADMA -Australia Direct Marketing and Advertising (a subsidiary of the Australian Computer Society) have a strong presence especially with regulatory and privacy programmes.
- ICON (previously known as APSMA) is a marketing association that focuses upon professional services organisation
- PRIA- Public Relations Industry Association- that focusses upon the PR sector
- MRS-Market Research Society that is a representative body for research and insights.

The Australian Marketing Institute remit is for all aspects of marketing and all types of organisations, from large corporates to sole traders.

If a national skills taxonomy is to be pursued a common nomenclature across a sector would be desirable with one taxonomy for the sector. However, that may be a challenge to begin with, instead accreditation of association taxonomies may be a simple approach to start with and would deliver most of the desired outcomes for both individuals, employers and educators.

2.3 What do you believe should be the overarching vision for the NST?

If an overarching national skills taxonomy is difficult to achieve, as an initial step the NST should look to ensure that industry representative bodies have a core body of knowledge that reflects competencies and levels of proficiency to undertake work in that sector and that the tertiary education outcomes are aligned to industry requirements. This industry taxonomy would be reviewed and accredited by a function within JSA.

2.4 What guiding principles should underpin the taxonomy? Are there any non-negotiables?

In reference to the guiding principles outlined in the discussion paper (provided in appendix 3) the following aspects should be considered:

- Comprehensive: it will be challenging to identify all skills across all occupations, it may be more effective to request industry bodies to identify specific skills and levels of proficiency
- Interoperable; it would be beneficial if a NST builds upon and align with existing frameworks
- Evolutionary; with the right narrative and end goal vision, this would be an excellent step ie to have a phased approach
- Integrative: some skills will be transportable between industries and should be recognised; this would be a good outcome for a National Skills Taxonomy
- Accessible; although it is important to be easily accessible and user friendly, there should be an aspect of credentials/licensing/qualification when attaining specific levels;
- Contextualised- relevancy in the Australian context is important, however Australia is part of a global economy, and it would be advantageous if skills and proficiency can be mapped against other international bodies
- Dynamic; there is a need to undertake periodic review, but probably on a 3-year cycle.

2.5 How should principles be prioritised if trade-offs are required?

If trade-offs are required between principles, these should be slanted towards what specific industry requires both for a business to operate within a sector and for an individual to develop their respective career. This is assuming that all statutory items have been addressed e.g. HSE, ESG, fair pay etc.

3.1 What should an NST look like? Considerations include:

- Definitions and nomenclature
- Structure (hierarchy, skill groupings and typologies)
- Granularity
- Information attached to each skill
- Proficiency and levelling
- Alignment to other taxonomies

The AMIs response to the benefits and value of a national taxonomy have been outlined in section 1 above, primarily to support an individual throughout their career journey, employers with regards to resource planning and career support and educators in relation to curricula alignment.

The NST providing governance and potentially a mapping process between industries. When developing AMIs marketer Competency Framework, the intent has been to recognise some core marketing competencies that all marketers should have a degree of proficiency, then to provide specialist / stream competencies for specific roles. Each competency has a description and a proficiency level ranging from 1 to 5 (highest).

This format was developed after looking at existing frameworks, primarily in overseas marketing associations and the medical / nursing profession in Australia (for 5 levels of proficiency). It is important to provide some expected level of performance at each level of proficiency, which has been included in the AMIs body of knowledge.

This same format has also been undertaken when outlining general business competencies that all marketers should have plus people orientated competencies.

It would be a challenge to develop a national skills taxonomy, but a starting point could be x number of industry specific competencies (for engineers, accountants etc) the y business competencies and z people competencies, with each having 5 levels of proficiency.

Alignment to other taxonomies operating in the same sector overseas, is important for international mobility (i.e. the AMIs framework is aligned with the UKs CIM and other European Associations). Is there a need for domestic alignment with other industries e.g. law, accountancy, exercise physiology?

3.2 Are there any additional features or key considerations for an effective design of the NST to support its use? Considerations could include supporting materials, usage guidelines or technological solutions that will enable or better facilitate NST usage.

A skills taxonomy for a specific industry, e.g. marketing is important as it sets some parameters of skills, competencies and levels of proficiency within that sector. In order to be successful, additional support materials and programmes are needed.

Within the marketing profession, five additional items have been developed, namely:

- An online skills assessment tool
- Career planning guide
- Mapping of training and development programmes
- Updating university accreditations to ensure alignment with AMIs competency framework
- Mentoring programme

4.1 What are the most appropriate ongoing governance arrangements for the NST and why?

Ongoing governance of industry specific taxonomies could be effectively achieved via a review and accreditation process. The requirement would be for the industry body to develop an industry relevant taxonomy (maybe based around some broad NST themes of industry specific, business and people), based upon input from leaders in the industry and academics.

The NST would be part of Jobs and Skills Australia who would review industry framework, how it was developed including university alignment and ongoing maintenance. This function with JSA then accredit the taxonomy for a set term, 3 years.

4.2 How should the NST be updated and maintained? Considerations include:

The development and maintenance of industry specific skills, competencies and proficiency should be through an industry specific expert panel and a wider industry reference group. The AMI Marketer Competency framework was undertaken through this process.

The industry specific taxonomy should be reviewed every three years as a regular governance process with Jobs and Skills Australia.

The industry body would collect data for skills/ competency and proficiency via:

- An online assessment tool that captures data at an individual level,
- Annual customer feedback process
- Anecdotal feedback of usage

This data would be used for on going improvement and reporting to Jobs and Skills Australia

4.3 Which storage or dissemination methods / infrastructure would be most valuable for enabling effective use of the NST?

Access to industry taxonomies (that collectively form a national scheme) would be accessed via an online portal on the JSA website, that links to the relevant industry site. The process does not need to be complex, but easily accessible for individuals working within the respective sector.

D) Concluding comments

Jobs and Skills Australia should be commended for looking at developing a National Skills Taxonomy to support individuals, employers and educators in recognising skills and levels of proficiency for occupations. The beneficial outcomes will eventuate in respect to career planning and development, resourcing and national skills shortages identification.

Within the marketing profession it is easy for unqualified individuals to call themselves a marketer, which leads to poor outcomes and in some cases misleading propositions to consumers/businesses. The AMI's purpose looks at supporting a professional approach for all marketers across all industries, governments and nfps, throughout their career journey. Supporting individuals undertaking accredited university and tafe programmes, enrolling in training and development programmes to improve competencies and current knowledge and finally recognising professionalism through our Certified Practising Marketer credential. All these actions are within an industry taxonomy that we call the AMI Marketers Competency Framework.

It will be challenging for Jobs and Skills Australia to develop a National Skills Taxonomy that would be prescriptive for all industries in all locations, if it is too generic then it may make not relevant for specific industries, and conversely, a specific industry taxonomy would not be relevant for wider adoption. The challenge will be in finding a right balance. A good starting point will be in ensuring that industry representative bodies have a core body of knowledge that reflects competencies and levels of proficiency to undertake work in that sector and that tertiary education outcomes are aligned to these industry requirements. These industry skills taxonomies would then be i) accredited by a body within Jobs and Skills Australia and review every three years, ii) promoted across sector as a preferred nominal when an organisation is looking to recruit / employ a marketing professional.

This does however pose a challenge with respect in identifying the most appropriate industry membership organisation that represents a profession. In the marketing arena there are several organisations that focus on specific areas and deliver some excellent programmes. A few have been outlined: ADMA -Australia Direct Marketing and Advertising (a subsidiary of the Australia Computer Society ii) ICON (previously known as APSMA) iii) PRIA- Public Relations Industry Association iv) MRS- Market Research Society. If a national skills taxonomy is to be pursued a common nomenclature across a sector would be desirable with one taxonomy for the sector. However, that may be a challenge to begin with, instead accreditation of association taxonomies (that include alignment with University / TAFE degrees and diplomas) may be a simpler approach to start with and would deliver most of the desired outcomes for both individuals, employers and educators.

The AMI's marketing Competency Framework has been developed through a consultation process with international associations, industry professionals and marketing academics. The AMI welcomes this initiative would be keen to be progress with Jobs and Skills Australia and all marketing related associations to further this discussion.

Appendix 1. A selection of Marketing and Communication roles online jobsites

account manager	director of sales and marketing	sponsorship manager
advertising account planner	events marketing and pr coordinator	partnership marketing manager
advertising art director	events manager	pr and social media coordinator
advertising copywriter	graphic designer	pr executive
advertising manager	insights analyst	product and customer experience manager
advertising sales director	junior seo specialist	product development manager
assistant brand manager	market analyst	product manager
brand manager	market research director	public relations and media officer
brand campaign manager	market research manager	public relations coordinator
brand partnerships coordinator	market research supervisor	public relations manager
channel manager	marketing administration assistant	public relations professional
cmo	marketing and brand specialist	regional sales manager
chief marketing officer	marketing & communications internship	sales and marketing internship,
chief revenue officer	marketing & customer relations manager	sales executive
customer experience officer	marketing assistant internship	sales manager
communications & marketing manager	marketing assistant	sales director
creative director	marketing campaign manager	salesforce effectiveness lead
crm specialist	marketing internship	senior digital performance manager
customer correspondence coordination	marketing manager	seo analyst
customer information officer	marketing specialist	seo executive
customer relationship manager	marketing director	seo specialist
customer success advocate	media advisor	social media influencer
customer success director	media and public relations advisor	social media intern
customer success manager	media buyer	social media manager
customer success specialist	media campaign manager	social media marketing internship
digital marketing assistant	media coordinator	social media producer
data analytics	media director	social media specialist
digital marketing internship	multimedia designer	social media strategist
digital marketing manager	national sales manager	social media writer
digital marketing ninja	office and marketing assistant	visual communications manager
digital marketing specialist	online advertising executive	

Appendix 2. Australia and New Zealand Standard Classification of occupation codes

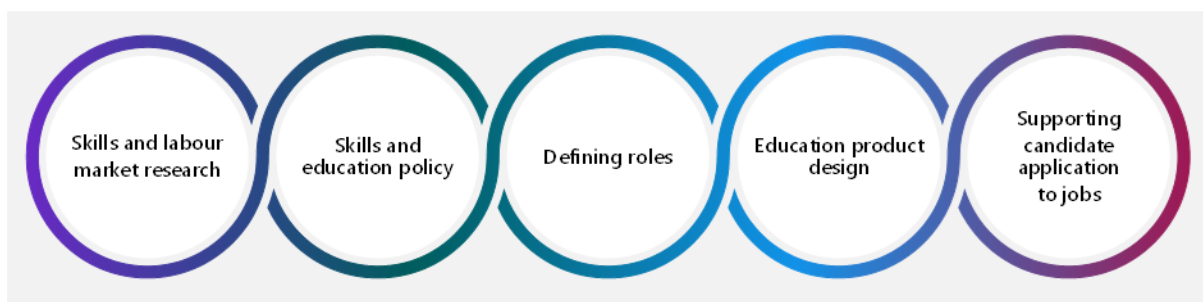
Code	Description	Code	Description	Code	Description
225111	Advertising Account Executive	232411	Graphic Artist	225113	Pricing Analyst
225111	Advertising Account Manager	232411	Graphic Designer	232312	Product Designer
131113	Advertising Manager	225211	ICT Account Manager	839311	Product Examiner
225111	Advertising Specialist	225212	ICT Business Development Manager	839312	Product Grader
225113	Brand Manager	225213	ICT Sales Representative	225113	Product Manager
131112	Business Development Manager	232413	Interactive Media Designer	225311	Promotions Officer
132111	Business Services Manager	225112	Market Research Analyst	131114	Public Affairs Manager
225113	Category Manager	561511	Market Research Interviewer	225311	Public Affairs Officer
263312	Communications Consultant	131112	Market Research Manager	225311	Public Relations Consultant
131114	Communications Manager	225113	Marketing Consultant	131114	Public Relations Manager
131114	Community Relations Manager	225113	Marketing Coordinator	225311	Public Relations Officer
225114	Content Creator (Marketing)	225113	Marketing Officer	225311	Public Relations Professional
131114	Corporate Affairs Manager	225113	Marketing Specialist	224999	Sales Analyst
131114	Corporate Relations Manager	225311	Media Liaison Officer	131112	Sales and Marketing Manager
132111	Corporate Services Manager	131114	Media Relations Manager	621111	Sales Assistant (General)
225111	Creative Director (Advertising)	225412	Medical Representative	621999	Sales Assistants and Salespersons
392211	Desktop Publishing Operator	232413	Multimedia Designer	639112	Sales Demonstrator
225115	Digital Marketing Analyst	261211	Multimedia Developer	621511	Sales Department Supervisor
225115	Digital Marketing Analyst	261211	Multimedia Programmer	591117	Sales Order Clerk
232413	Digital Media Designer	261211	Multimedia Specialist	225113	Sales Promotion Officer
131114	External Relations Manager	131114	PR Manager	611312	Sales Representative (Advertising)
232411	Film and Video Graphics Designer	225311	Press Officer	611311	Sales Representative (Building and Plu

Appendix 3 The Case for a National Skills Taxonomy

“While a range of skills taxonomies and frameworks exist in Australia, there is no single framework or taxonomy that consistently describes the range of skills employers and individuals need across the Australian labour market and education system. The ASC is the closest to meeting needs, but key limitations hold it back.

Skills are defined at uneven levels of detail, which means it is better suited to some use cases than others. In particular, its strong alignment to ANZSCO and competency-based skills definitions make it challenging to apply in education contexts. This combined with the limited awareness of the ASC prevents it from operating as a true shared language across contexts.

These limitations mean that while the ASC has provided significant value in a wide range of specific use cases, it has not seen the systemic implementation that would be required to achieve the collective aspirations of stakeholders for an NST. The most common use cases for the ASC are outlined in Figure 2 below.



Instead, education institutions, private firms, professional associations, unions and governments maintain their own frameworks and terminology for skills. Some frameworks have specific and granular definitions of skills, whereas others use broad terminology. It is the equivalent of each actor speaking a different language. This fragmentation creates significant translation barriers leading to siloed approaches and inefficiencies in addressing skills mismatches and gaps.”

Appendix 4 NST guidelines when considering principles.

Principles	Description	Indicative tensions
Comprehensive	The NST should effectively describe skills for all occupations across the Australian labour market, covering a broad range of skills including foundation skills, employability skills, knowledge, personal attributes, and job-specific skills.	Balancing detailed descriptions for clarity and specificity with the need for regular updates can make the taxonomy cumbersome to manage. Skills may be identified that do not easily map to existing occupations or industries. ANZSCO as the basis for occupations is not considered exhaustive by industry and may need to be complimented by additional occupations.
Interoperable	The NST should align with existing standards like AQF, ANZSCO, and ANZSIC, supporting and enhancing these frameworks without replacing them to facilitate integrated solutions that bridge education and employment sectors. Alignment to other skills taxonomies and frameworks can also be considered.	Integrating a broad national framework with existing detailed standards may constrain flexibility and specificity needed for industry-specific applications. Alignment to outdated frameworks may lead stakeholders going 'outside' the system to address gaps e.g., skills for emerging roles.
Evolutionary	The NST should build upon existing skills systems and enhance the roles of unions, employer groups, and industry experts in informing skilling needs, while providing a unified framework for aggregated analysis.	There is a risk that the NST might be perceived as undermining established methods. This will require careful management to ensure the NST enhances rather than disrupts current systems.
Integrative	The NST should facilitate understanding of transferable skills, enabling workers to articulate their skills and identify career transitions, while assisting employers in finding talent with relevant technical skills.	Balancing detailed skill descriptions for specificity with broad applicability is crucial to maintain the utility of the taxonomy.
Accessible	The NST should be user-friendly, with accessible language and design, no licensing fees, and supported by guidance and stakeholder services, ensuring it is intuitive for non-technical users.	Ensuring simplicity and ease of use while maintaining the depth and detail needed for accurate skill categorisation can be challenging.
Contextualised	The NST should be tailored to the Australian context, addressing local job and qualification requirements, and using familiar language, while adhering to national and international data standards to maintain its integrity and credibility.	Developing a locally relevant taxonomy takes time and requires validation, complicated by potential data collection and evidence in niche areas. Strict adherence to data standards may limit the NST's ability to incorporate new and emerging skills, impacting its responsiveness and relevance.
Dynamic	The NST should be regularly updated to incorporate new and emerging skills, keeping it relevant and up to date with the evolving skills landscape, while garnering widespread support through collaborative consultations.	Frequent updates could undermine the stability of the taxonomy, making it difficult to track progress and trends, and potentially reducing stakeholder trust. Diverse stakeholder priorities may slow down development and adoption.