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Skills Intelligence to Develop new Training Programmes

Skills intelligence is seen as crucial in the development of labour market intelligence and to prevent unemployment or labour shortages. But also some aspects of skills intelligence are also already used to develop and design new curricula in Higher Education (HE), but even more in Vocational Education and Training (VET), as this system is more closely connected to the labour market. But new methodologies and data in skills intelligence have been developed in the last years (such as automatic online job advertisement extraction and analyses, connecting different data sources for graduate tracking, or big data analyses to extract labour market trends) which might also have an influence on the development of curricula in HE or VET. Before going into detail it is relevant to know that the border between HE, VET and Lifelong Learning (LLL) are vanishing more and more; skills developed in a curriculum may loose their relevance on the labour market much quicker than in the past due to an increasing speed in technology and innovation.

Therefore some basic skills such as “learning to learn”, “adaptability of one's own skills to new working environments” or “working in fast changing teams” are more important nowadays than they ever were, but will not appear as relevant in many skills intelligence outcomes (as they are seen already as relevant to everybody). New possibilities in skills intelligence might be used to foster evidence as basis for curriculum development, e.g.

- Online Job Advertisement analyses to show a growing need for specific skills sets, which may act as the basis for new occupations and / or curricula
- Graduate Tracking showing that there is a shift in the addressed labour market segments which should lead to curriculum development (either changes or new developments)
- Technology trends (such as AI) that will lead to the need for new jobs in the future

Skills intelligence used for the development of new curricula in HE and VET should subsequently make use of all different aspects of skills intelligence (labour market developments and changes, technology developments, but also social developments and changes). But there are even more aspects to be considered in curriculum development, such as:

- Competitive development of curricula, as different institutions might work on similar curricula and therefore may struggle to have enough students
- Curriculum development is also always connected to the people involved and their specific needs connected to the curriculum development (meaning that own subjects from the development teams might have a stronger role in the curriculum than others)
- Balance between labour market driven developments, scientific disciplines and technology trends: HE does not only fulfil labour market needs, but there is also the need for developing the scientific disciplines, basic and applied research, a role of universities in the society, etc.

New possibilities such as micro-credentials serve as new drivers for the development of lifelong learning. They may be included in HE curricula, but also can be developed as singular points of learning and skills development in further education (either in specific institutions, but also in HE institutions).

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