



Name: Clean Energy Council

Submission date: 3/06/2025

Improve school student outcomes with the best available tools and resources

What (if anything) needs to be done to improve the use of edtech tools (including GenAI) in schools?

The participant did not respond to this question.

What more (if anything) needs to be done to improve awareness and access to high quality lesson planning and curriculum materials in schools?

The participant did not respond to this question.

Is there anything more you would like to say about edtech, GenAI or lesson planning and curriculum materials?

The participant did not respond to this question.

Which of the following best describes you?

The participant did not respond to this question.

Are you currently using any edtech tools (including learning games and GenAI) to support teaching and learning in the classroom?

The participant did not respond to this question.

If yes, what has been your experience with using these tools?

The participant did not respond to this question.

Are there things you would like to do with GenAI or edtech tools that you can't do currently? What's stopping you from doing these things?

The participant did not respond to this question.

If no, can you tell us why you are not using any edtech tools?

The participant did not respond to this question.

Do you access lesson planning and curriculum materials online?

The participant did not respond to this question.

If yes, what has been your experience with using these tools?

The participant did not respond to this question.

If no, can you tell us why you are not using online lesson planning and curriculum materials?

The participant did not respond to this question.

Support the workforce through a flexible post-secondary education and training sector

Credit transfer and recognition of prior learning

In your experience, how well does the credit transfer and recognition of prior learning system operate in Australia? Does it adequately support students to move between courses or have their work experience recognised as part of a qualification? Are there ways it could be improved?

The participant did not respond to this question.

Which of the following best describes you? Please select all that apply.

The participant did not respond to this question.

In the past 3 years, have you applied for credit recognition or recognition of prior learning (RPL)?

The participant did not respond to this question.

If yes, what was your experience in applying for credit recognition or RPL like?

The participant did not respond to this question.

If no, can you elaborate on why you didn't apply?

The participant did not respond to this question.

Work related training

What are the main reasons individuals and/or businesses do or do not participate in work-related training?

The participant did not respond to this question.

What role, if any, should businesses be playing to address any barriers and better support the offer of work-related training to employees?

The participant did not respond to this question.

What, if anything, could government do to address barriers and better support the offer of work-related training to employees?

The participant did not respond to this question.

Which of the following best describes you? Please select all that apply.

The participant did not respond to this question.

For business owners, managers and sole traders, how many employees do you have?

The participant did not respond to this question.

For employees/individuals, have you participated in any work-related training in the last 12 months that did not relate to general compliance (such as WHS)?

The participant did not respond to this question.

If yes, can you elaborate on the reasons for the training and any benefits you received from doing it?

The participant did not respond to this question.

If no, can you elaborate on any challenges or barriers you faced in attempting to undertake work-related training?

The participant did not respond to this question.

For business owners, managers or sole traders, have you provided or supported your employees to participate in work-related training in the past 12 months?

The participant did not respond to this question.

If yes, can you elaborate on the reasons for the training and any benefits you or your employees received from doing it?

The participant did not respond to this question.

Can you describe whether you accessed any government assistance, what type, and the amount received? If you didn't access any financial assistance, please tell us the reasons why.

The participant did not respond to this question.

If no, can you elaborate on any challenges or barriers you faced in attempting to provide or support your employees to undertake work-related training, such as the time or cost, availability of relevant or high-quality courses, and level of interest from your employees?

The participant did not respond to this question.

Balance service availability and quality through fit-for-purpose occupational entry regulations

What are the effects of occupational entry regulations? Please describe your experience and name the specific occupations you are referring to.

One immediate impact of occupational licensing of technical trades is the need for training packages and apprenticeships that cover all the requisite skills. This directly affects the duration and cost of delivering training. For electricians, the need to cover competencies in residential, commercial and industrial settings results in an apprenticeship training period of four years.

Industrial electricians are the most critical occupation to build, operate and maintain Australia's growing fleet of utility-scale clean energy generation and storage facilities. The timely construction of these assets is essential to provide continuity and stability of electrical services as our ageing coal-fired power plants reach end-of-life. Jobs and Skills Australia estimate that an additional 32,000 electricians are required by 2030, and 85,000 by 2050. Based on current workforce trends, the relative supply gap for this occupation is projected to be 13% in 2030 and reach 27% by 2050. Powering Skills Organisation estimates that the energy sector alone requires 20,500 additional electrical apprentices to bridge this gap, with economy-wide demand likely to be higher still. Australia needs to drastically increase worker supply to avoid the suboptimal economic outcomes that will result from a delayed energy transition.

Australia has traditionally relied on skilled migration to meet workforce demands that are inadequately met by the domestic market. However, stringent occupational licensing limits opportunities for recognition of prior learning for skilled migrants with electrical trades experience. This directly affects the viability of using skilled migration as an alternative supply for these occupations. Just 6% of electricians are recent migrants. This is considerably below the economy-wide uptake of skilled migrants, suggesting this pathway may be underutilised for this occupation. This is despite the fact that electricians are in enduring shortage nationally since 2021 and appear on the Core Skills Occupation List for priority skilled migration.

With limited options to increase worker supply through conventional means, changing occupational licensing presents an opportunity to accelerate the training of new electricians and enable an increase of skilled migrants. The Federal government recently announced national licensing to enable people in electrical trades to work across different jurisdictions. Concurrently, Powering Skills Organisation is undertaking the UEE Full Training Product Review, a comprehensive project to examine and streamline the UEE Electrotechnology Training Package.

These reforms aim at securing the electrical workforce needed for Australia's energy transition. In combination, they could be leveraged to introduce distinct national licensing for industrial electricians. This would enable apprentices to achieve competency faster by removing the requirement to accumulate experiences in residential and commercial settings. Less complex licensing would also facilitate increased uptake of skilled migrants with competency in some, but not all the settings currently required for electrical occupational licensing.

Do you believe current occupational entry regulations are proportionate to the level of risk associated with different professions? Why or why not? If not, do you have any suggested improvements to regulations to better reflect risks? Please name the specific occupations you are referring to.

The participant did not respond to this question.

Which of the following best describes your connection to occupational entry regulations? Please select all that apply.

Industry association or professional-body representative

Which state or territory are you predominantly based in?

Victoria