



Name: Accommodation Australia and Australian Hotels Association

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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?

We are concerned about the drop in literacy and numeracy skills, particularly of those leaving school earlier than the end of year 12. There needs to be a broader conversation not just about educational curriculum but the interface between school and work including the role of vocational training and school-based apprenticeships. Industry needs to be better consulted on what are the most useful vocational programs that students can undertake in order to maximise their chances to get a job and the quality of the training needs to be at a level respected by industry. Vocational training at schools is often seen as a retention strategy for students rather than an effective bridge between school and work. We are not seeing much benefit in the hospitality sector of all the school students studying hospitality at schools. More attention should be given to how a school-based apprenticeship can work more effectively for both the student and the employer, even if that means the student does a combination of general education, vocational skills and work over three years instead of two senior years. Such options should be piloted to see if they work more effectively in ensuring the students has strong foundational skills as well as a satisfying and paid work situation. There have been many studies/reviews into vet in schools but the outcomes have not changed a great deal - action falls through the cracks between State and Federal and between education and vocational systems. Apprenticeship outcomes also should be respected by schools and be part of their heralded success - not just bragging about those students that did well in their ATAR and were accepted into university. Respect for vocational pathways should be much stronger than at present, starting not just with schools and parents, but also for most of the teachers and public servants who themselves have not engaged with the VET system.

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

Even this question implies that the only learning undertaken by school students is curriculum based. Students learn life and foundational skills through other school activities including sport, music and vocational training. Vocational training delivered to school students needs to be done either through a respected specialist VET provider or, if done by the school, that the resources available reflect modern industry environments. Given the additional funding to schools over the past decade, it is a concern that student outcomes are not improving. For our industry, we are concerned that there are not enough students who look to hospitality as a career, even though in both chef and hotel management, the career opportunities in such a global industry are fantastic.

Which of the following best describes you?

An industry policy advisor

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

No

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?

NA

Do you access lesson planning and curriculum materials online?

No

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?

RPL and credit transfer do not work well in the vocational training system. There is not sufficient incentive for the provider to do RPL and credit transfer as the financial rewards are not sufficient and the risk can be higher in the case of credit transfer as you are relying on the quality of another provider. Despite these difficulties, the benefit of an efficient RPL and credit transfer process is great, and the problems need to be overcome. Also, workplace assessment which deliver RPL and qualifications was a long sought after dream decades ago but never really came to fruition due largely to the costs and the time supervisors needed to take to undertake the training need to do the assessment, and then the actual assessment itself. In many industries, the need for a qualification is also not seen as sufficiently strong to seek the assessment. In that context, the government though continues to set targets on post-secondary qualifications. A core question is: are the qualifications important, or for those industries where licensing is not required, is it the skills that matter from productivity perspective. There is evidence that the qualifications do matter both for the individual and in terms of productivity so workplace assessment is also worth revisiting.

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

An industry VET policy specialist

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?

To familiarise the employee with procedures, to improve the skills and productivity of the worker, and in the case of supervisory skills, to enhance the performance of the team, and provide confidence to the supervisor or manager. Also important at induction to acclimatise a new employee to their workplace.

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

In the hotel industry, structured work-based training is common, particularly amongst the larger hotel chains. Even though the training is not VET accredited, it is well respected within the industry. Scheduling of the training to suit both the workplace and the worker is important but is often difficult in an industry that operates 24/7 in many properties.

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

Governments at all levels need to better support structured hospitality training, both accredited and non- accredited. Often hospitality qualifications drop off priority lists or are not given full funding support, such as the removal of traineeship employer incentives for hospitality qualifications. Governments should recognise that a well trained hospitality worker is just as valuable as trained workers in other industries. Hospitality is a growing labour-intensive industry, and productivity is just as important. It is a source of great frustration that industries such as ours are perceived to be not as important, even though the accommodation and food service industry employs almost one million workers. The recent review of apprentice incentives is a useful example, where it recommended that incentives to employers to take on apprentice chefs is not reflective of government's social and economic priorities. This type of recommendation degrades our industry. Apart from its reflection on an industry that continues to increase its job opportunities, the recommendation ignores the fact that chefs are also necessary in industries such as hospitals and aged care. The productivity commission should seriously challenge the prioritisation of some industries over others - the government is rarely good at "picking winners", and important job-generating industries such as ours are often the losers when they attempt it.

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

I am an employee/individual

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)?

No

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.

The participant did not respond to this question.

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.

The participant did not respond to this question.

Which state or territory are you predominantly based in?

The participant did not respond to this question.