



Name: Ausfilm

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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?

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?

In one sense, film and TV production constantly involves work-based training. Productions are made by many different departments collaborating to create a finished product. These departments follow well-understood hierarchies, and each production involves non-formal, work-based training, as members observe and learn from their colleagues. Each project also involves innovation: screen production is technologically advanced, globally competitive and cost conscious, and innovative approaches are constantly being developed. Examples include new camera equipment, visual effects, makeup techniques, or construction approaches. This innovation drives training, as crew constantly learn new techniques and requirements while 'on the job'.

This non-formal, work-related training has been insufficient to keep up with demand. The Australian screen sector is experiencing long-standing and well-defined skills shortages, as identified in the Australian Government's Creative Workforce Scoping Study, and by Ausfilm's own research.

Formal, work-based training is widely identified as key to addressing these shortages. However, it is difficult to implement, largely because:

- The sector is mostly project-based. Production crew are usually freelancers or

contractors, working on individual projects that are set up, completed, and then dissolved. This project-based dynamic means there is no continuity of employment, and little incentive for producers and production companies to invest in the training of individuals, or for senior crew to generate long-standing training of junior colleagues that they may never work with again.

- Formal, work-based educational pathways such as Work Integrated Learning, apprenticeships, or traineeships have not been flexible enough to accommodate the sector's project-by-project nature. For example, a lighting technician will not take on an apprentice when they often have gaps between projects of a month or more. Some institutions, students and industry have expressed interest in adapting these structures to the project-based screen sector, perhaps via a shared traineeship model, but early conversations are yet to bear fruit.
- The cost of training can be impractical for individuals and companies, particularly in physical production. Individual crew are required to be available for the 'next gig', often at short notice, and can find it difficult to commit time or funds to formal training. Most producers and production companies are sole traders or small businesses and unable to set up training partnerships or fund programs.

There are some examples of successful work-related training, particularly in post-production, where companies such as Rising Sun Pictures and Animal Logic/Netflix Animation have partnered with universities to co-design and deliver a range of masters, bachelor, certificate and diploma courses. These partnerships are highly regarded and very strong models to emulate. However, post-production companies operate differently to production companies: post-production companies are permanent establishments with a core of permanent staff working on a steadier (though not 'steady') pipeline of projects, while most production companies have a very small core of staff that develops projects, which rapidly expands if a production is commissioned and then shrinks again after a project is completed.

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

Research by Ausfilm and the Australian Government has identified that business-led solutions are vital to solving shortages in the screen sector. There are significant and collective efforts underway to address these challenges.

The Australian Government via the Office for the Arts, Ausfilm, Screen Australia, national training institutions, and state and territory screen agencies have partnered to deliver extensive research into sector issues. Ausfilm initially led this work and in 2023 delivered a Workforce Development Framework with recommended actions for all parts of the sector.

That research has informed the creation of new organisations such as the non-profit training and career development entity Screen Careers, as well as training programs that are funded by government screen agencies, but delivered by screen sector businesses. Further research is currently underway.

An important new phase of business-led training began recently. In 2024, the Albanese Government finalised major reforms to the Location Offset tax rebate, which is the key policy that attracts large-scale international film and television production to Australia. Projects accessing the Location Offset must now meet a minimum training expenditure

requirement, or invest in a long-term structured training program, or contribute to permanent screen sector infrastructure. These reforms were developed in close consultation with the sector and ensure that training efforts are industry-led. In 2023/24, its first year of operation, the minimum training expenditure requirement is estimated to have generated several million dollars of foreign investment into the training of Australian talent. Outcomes include a major international TV series training a new supervisor in a role of acute shortage in Australia's sector, and another production partnering with the Australian Film, Television and Radio School to create a new 'onboarding' program and hire six graduates in long-term roles in various departments. The Location Offset's training and capacity building requirement is a strong example of work-related training, guaranteed by policy reform but funded and led by business.

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

Governments have a key role supporting the screen sector to offer better work-related training, particularly to ensure that the sector can meet the objectives of the Government's National Cultural Policy, and the facilitate the growth supported by current government policies such as the Location Offset.

The Office for the Arts and screen agencies should continue to collaborate to provide overall coordination and research, and, where appropriate, agencies should fund innovative, strategic and well-targeted training programs and initiatives, as well as better-designed and longer-term attachments for agency-funded projects. This will require sufficient and stable resourcing.

The Australian Government via the Office for the Arts should continue to monitor the new Location Offset training and workforce development requirement (detailed above), reporting when ready on the early impacts and any opportunities for improvements, including opportunities to further target funding to areas of need.

There is an opportunity for Government – potentially with the involvement of the Jobs and Skills Council Services and Creative Skills Australia – to further fund innovative pilots, and training programs embedded within and led by businesses. This could include development of an apprentice-style model with a shared traineeship approach. Efforts could also focus on longer-term attachments, leadership training for people taking on mentoring and guidance roles, and other measures identified by prior and current research. The next iteration of the National Cultural Policy presents an opportunity for Government and the sector to align these efforts.

A further opportunity to better support work-related training exists in the regulation of visa workers and an adjustment to the Skilling Australians Fund (SAF) levy. Currently, businesses supporting certain visa applications must pay the SAF levy. The Department of Employment and Workplace Relations states, "The levy helps ensure businesses hiring skilled migrants also contribute to skills development for Australians." However, the levy can have an unintended consequence of disincentivising skills development, particularly in areas of acute shortage. Several PDV businesses invest significant amounts in on-site academies, training systems, and partnerships with university and VET institutions. However, these businesses must also pay the SAF levy, even though they already strongly contribute to skills development for Australians. These businesses are addressing sector-wide skills shortages and often train students and workers that are

not employees: it is illogical for them to pay a general levy that would be better directed to their own training programs. Furthermore, these businesses often seek to recruit experienced visa workers with the ability to train Australian workers in areas of skills shortage, but the cost of the visa process can make this recruitment unrealistic, particularly as Australian companies compete for talent against businesses in other countries. To resolve this issue, businesses should be able to direct their SAF levy payments to their training activities, or obtain an exemption to the SAF levy if they invest a certain amount in skills development.

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.

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.