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Submission date: 5/06/2025

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?

Fix connectivity first. Extend programs such as Gig State/NBN fibre-to-school-gate to every campus; regional teachers still face bandwidth limits that block real-time tools.

Establish an ed-tech standard – setting principles and practices with a continuous improvement framework and recognition of adoption and use with suitable metrics in place to check and verify curriculum content and its alignment to state and national framework and standards.

Buy once, share many. A national pooled licence for core edtech would cut duplication and cost, echoing the PC's call to "diffuse the best innovations across the country" that is affordable for inclusive use by all.

Upskill teachers fast. Embed micro-credential PD on AI pedagogy and data ethics, modelled on the NSW Health Data Literacy Capability Framework. This requires additional and dedicated government funding to support AI and edtech tools for new ways of teaching and student-centred learning and increased productivity.

Make risk management easy. Publish a "Trusted AI in Schools" standard (privacy, bias, auditing) so systems can adopt tools with confidence.

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

One searchable home. Federate Scootle, state portals and vetted commercial content to end the 'lesson lottery' caused by fragmented resources.

Educators should receive emerging technology briefing sessions to be ready to adopt and use tools that are given to students are often early adopters, to adjust teaching methods and ensure fairness and transparency in the assessments. Where teachers (and professional IT staff in supporting roles) and students struggle with digital literacy, a support system is needed to ensure no one is left behind.

Quality badges. Auto-tag every resource to Australian Curriculum v9 strands and AITSL standards so teachers can see alignment immediately.

Fair licensing. Negotiate national Creative Commons or "buy-once-share-many" deals so small systems are not priced out.

Assessments require a framework to report use of AI alongside use of pedagogy checks to

support marking efficiency and mitigate over-reliance on AI

Include local voices. Co-design materials with First Nations and regional educators; ASCA stresses that inclusion gaps persist for Culturally and Linguistically Diverse and remote communities.

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

GenAI practices need to be included in the curriculum, as local school or district-level decision-making may rapidly create a two-tier system in terms of outcomes and prospects for those students not taught how to effectively leverage AI. Schools should include AI, how it works as a topic as part of the curriculum, possibly as part of a broader topic on critical and emerging technologies, not just how to apply it part of the curriculum using the school's own AI systems as the context.

Open AI algorithms and GenAI products credentialization must be a requirement in the school system to enhance pedagogical outcomes and support, not undermine the integrity checking of assignments and assessment marking.

Data-literate teachers & students get more from AI. Building data-literacy skills unlocks deeper use and mitigates misuse.

Measure what matters. Require vendors to share open telemetry (time-on-task, mastery gains) so impact can be evaluated system-wide and transparently, addressing the PC's evidence gap.

Which of the following best describes you?

Technology Practitioner

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?

Not an educator

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?

Not an educator

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?

Credit recognition and Recognised Prior Learning (RPL) are embedded in national standards, yet day-to-day practice is uneven: TEQSA's guidance sets broad expectations, but every university publishes its own forms, evidence rules, fees and turnaround times, so applicants encounter a new process each time they move.

The Universities Accord final report warns that this inconsistency can block further study, while the 2019 AQF Review reached a similar conclusion and urged a stronger Pathways Policy that also counts micro-credentials. Up-front information is still sparse—few providers publish detailed credit-mapping tables—so many students lodge “blind” applications and pay non-refundable fees.

Promotion is patchy: ASQA reports that learners often first hear about RPL only after they have enrolled, which keeps uptake modest despite the time and cost savings on offer. Looking ahead, the Commonwealth's proposed National Skills Passport would give every learner a portable digital record of units, micro-credentials and past credit decisions, greatly improving transparency and reducing duplicated assessment across institutions.

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

I am a former university student; Views of ASCA members

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?

Reasons for participation: Employee productivity and retention, to train the trainer to embed and uplift the broader workforce cost-effectively, to upskill to embrace innovation practices for increased productivity and competitiveness. To acquire knowledge to

support effective project and change-related outcomes.

Reasons for non-lack of participation: Limited value, relevancy or return on investment. Organisations are moving to 70% on-the-job, 20% coaching/mentoring, and 10% formal training. The mix of High and Low performing and or motivated individuals may also limit participation. Workload or budgetary pressures can also be a key factor.

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

Businesses and Government via associations such as ASCA can provide a way forward. ASCA can define the skills needed to be an effective “smart technical/digital/data practitioner and can host and pool of training options for members to share lower costs of training and provide post training support.

Professional development needs to be aligned to Performance management where individuals ensure any gaps in personal/professional training can be identified, supplemented and resolved, the use of AI as it permeates through organisation may help to define these needs at scale than reliance on the employee, their line manager and HR.

Mums could be supported by additional childcare support to allow mums to reskill/upskill through short online and in person courses towards a certification to support them “back to work”

Businesses should include governance metrics (OKR, KPIs) for workplace reskilling/upskilling for competitiveness as we move to a knowledge economy.

Another example is for a credit up to \$3k to train/learn – e.g. Singapore’s “skills future” for over 40 years to get an allowance when studying.

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

The government could incentivise training with tax credits or subsidies. Government support to pivot mid-career professionals towards more digitally-centric roles to support the future work roles, where organisations need a combination of experienced staff and ways to address the digital gap in a cost-effective way.

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

I am a business owner; I am an employee/individual; manager or sole trader

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?

Yes

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

N/A – this is a general response from ASCA members, an individual member

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.

N/A – this is a general response from ASCA members, an individual member

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.

Effects of occupational entry regulations (smart-city occupations)

Licensed electricians and high-voltage electrical engineers keep live-wire faults rare thanks to state electrical licences and, in Queensland, the extra Registered Professional Engineer of Queensland (RPEQ) sign-off requirement. For industry professionals this secures public trust and insurance cover, but every interstate job still triggers fresh paperwork or fees until automatic mutual-recognition (AMR) is fully in place, slowing large national roll-outs and raising employer mobilisation costs. (NSW Government, BPEQ, Access Canberra)

Telecommunications cabling and IoT-sensor installers must hold Australian Communications and Media Authority (ACMA) cabling registration—open, restricted or specialist—with extra fibre/coax endorsements. The rule set protects backbone integrity, yet creates compliance costs for small firms and leaves regional projects scrambling when the limited pool of endorsed technicians is booked out. (ACMA, Federal Register of Legislation)

For network, cloud and data engineers there is no statutory licence—professionals rely on voluntary Australian Computer Society (ACS) Certified Professional status or vendor certificates. This flexibility lets employers fill roles quickly, but “credential inflation” (multiple overlapping badges) inflates hiring costs and leaves some skills under-recognised when workers move jobs. (ACS)

Cyber-security specialists guarding critical-infrastructure control rooms are covered by organisation-level duties in the Security of Critical Infrastructure framework, not individual licences. That avoids an extra barrier in a tight talent market, yet means aspiring professionals must navigate a patchwork of vendor and ISO certificates to prove competence. (Cyber Security Centre)

From a consumer perspective, stringent electrical and cabling rules clearly lift safety and service quality, but the same fragmentation raises project prices and can delay new smart-city amenities in underserved areas. Employers report higher hiring costs and longer lead-times, while mobile tradespeople face duplicated fees and paperwork when working interstate. Regulations require national harmonisation and a commonsense approach to application.

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.

High-risk electrical work (energised circuits, HV street networks) warrants full licensing; the reform priority is to complete and streamline AMR so a licence in one state is instantly valid nationwide, removing duplicate applications and fees. (Access Canberra)

Moderate-risk telecom cabling justifies registration for backbone work, but low-voltage IoT drops could shift to a short, nationally recognised micro-credential, widening the labour pool without undermining safety. (Federal Register of Legislation)

Low-risk digital roles (network/cloud engineers, cyber analysts, including softer skills change and influencing roles) do not need statutory licensing; better recognition comes from fast-tracking the proposed National Skills Passport so ACS and vendor certifications travel cleanly between employers and jurisdictions. (Department of Education)

System improvement: subject all occupation lists to five-year risk reviews so licences that no longer guard against material harm can be down-tiered or sunsetted, keeping regulation aligned with evolving technology and workforce needs.

A risk assessment framework applied to an industry, organisation and roles may help to apply suitable audit and governance controls. Australian regulators (government appointed or industry self regulated) should uplift risk and governance controls as operating environments become more complex and interconnected (more electrical technical systems and platforms reliance for business and government operations).

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?

New South Wales