



Name: Deakin University

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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?

Strengthen access to contemporary edtech and school-informed teaching spaces for all initial teacher education (ITE) providers:

- The current teacher workforce shortages experiences in early childhood education, primary and secondary schools Australia wide has resulted in policy and funding initiatives that have largely focused on recruiting more teachers into the profession NTWAP.
- Additionally, the most recent ITE reforms, including the TEEP Review, have focused on the addition of a significant amount of core curriculum and more regulation inhibiting curriculum.
- Within the 'crisis of workforce supply' there has been very limited investment by government and ITE providers in ensuring that pre-service teacher education provision across Australia has sufficient access to edtech and contemporary school-informed teaching spaces in the preparation of the teaching workforce.
- Improved ITE provider access to edtech is critical to ensuring graduate teachers are well-prepared in the use of generative AI and other innovative edtech tools and resources, to prepare curriculum and lessons at all levels of education, including primary, secondary and early childhood education.
- Generative AI is increasingly being used by teachers and Departments of Education to supplement and, to some extent, automate, routine tasks in lesson preparation and assessments, potentially allowing more time for teachers to address more specialised learning-related activities with students, including those addressing barriers to learning.

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?

Incentivise Australian's in-service teachers to undertake high quality professional learning in the use of generative AI and innovative edtech tools and resources that will support improvement in student outcomes:

- Recent reviews into teacher workforce supply have highlighted excessive teachers' workload as a critical factor impacting the likelihood of them leaving the profession.
- Incentivising Australia's in-service teaching workforce to undertake high-quality professional learning supporting the use of generative AI and related edtech resources may contribute to a scalable reduction of teachers' excessive workloads and early exits from the profession.
- Faculties of Education provide a strategic opportunity to deliver large-scale, high-quality professional learning for Australia's teaching workforces as a strategy to retain teachers.
- There is an opportunity to create a multi-jurisdictional research and development initiative that

will enable nation-wide sharing of research-led innovative developments in the application of generative AI to support tangible reductions in teachers' workloads while enabling prioritisation of strategies to address barriers to achieving improved learning outcomes.

Which of the following best describes you?

University

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

Yes

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?

Yes

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 clarity and ease of the application process for credit recognition or RPL:
For prospective students looking to determine how their specific credit aligns with a particular course at a specific university, navigating various systems can be time-consuming and onerous. If an applicant knows that they only want to study at a single institution (regardless of how their previous credit may be applied), the process is easier and more direct.

The transparency of the application process for credit recognition or RPL:
When it comes to “unit to unit” matching or “block credit”, and where a credit calculator is published and available, the RPL process is transparent for a current or prospective student. However, when requesting work / life experience being applied as credit (either for a specific unit with identified learning outcomes, or for broader, elective credit) the process and assessment metrics can vary by institution, course and by an individual credit assessor.

The availability of up-front information about the likely provision of credit:
As above, when there is a readily available credit calculator that shows precedence, it offers prospective and current students certainty on the provision of their credit. However, as there are no nationally required reporting mechanisms for the application, assessment and granting of credit, it would be difficult for an applicant to get quantitative and impartial data on the likelihood of getting credit.

Whether enough is done to promote credit recognition and RPL options to students:
There is information published and available across university websites regarding credit recognition and availability, and some institutions lean strongly into communicating this element as a way to reduce study time and financial costs.

Whether it would be helpful to have a central method of tracking your credits and credentials:
Having a central, Australia-wide method of credit equivalences / an RPL credit calculator would be fantastic. It would show an alignment across institutions on what is considered ‘level 1’ unit learnings across courses and the sector, along with setting up consistent ‘rules of engagement’. Much like AQF is used to denote qualification levels, having an aligned approach to granting credits that aligns with learning outcomes would offer prospective students and institutions the ability and confidence to complete, apply and grant credit effectively and consistently. That being said, there may continue to be pedagogical, disciplinary, and location-specific nuances that will exist, so some level of individuation would most likely continue to exist.

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.

Deakin University provides the following response by Faculty, as the experiences differ, and appreciating the context and specific differences will be critical to addressing productivity concerns.

Faculty of Health:

General points:

1. Independent oversight is needed of accrediting bodies to ensure transparency, consistency and fair processes to address disputes
2. Evidence base is needed to support standards – with a particular emphasis on placement hours
3. Greater flexibility of where and how competency can be developed and evidenced – current restrictions limit use of simulated learning, regional and remote placements
4. Reduced barriers to seamless training between TAFE and uni would speed up entry to the workplace.

Increased cost in designing and delivering programs:

Meeting occupational entry requirements results in increased cost to the Faculty in delivering these programs, both in the form of direct fees for initial and ongoing registration and indirect cost of staff time in preparing documentation and responding to accrediting bodies. Costs for initial and reaccreditation range from an estimated 175K for the Bachelor of Nursing suite of courses (each course and each campus of offer has a separate application fee) to approximately 10K (Diabetes Education), with the majority of fees 20 to 50K per five year cycle. Time for senior discipline leads to prepare for accreditation processes is estimated to be between 1.5 weeks for Diabetes Education (a graduate certificate) through to 1 year for Bachelor of Nursing suite. The majority of courses recorded spending 4-6 months to prepare submissions. In addition, organising and overseeing site visits has been estimated to be at least one month full time for a professional staff member.

Challenges in interpreting and implementing standards:

The quality of occupational entry requirements – and thus the ability of courses to design curricula to ensure achievement of standards – varies across accrediting bodies. Discipline heads have described the requirements and standards from difficult, unclear, contradictory and open to interpretation in some cases (for example: OCANZ) through to written in plain language and easy to interpret (for example ESSA and AMC). In some instances occupational entry requirements have been noted to appear to come from Health Services standards and not applicable to a Teaching and Learning environment (for example ANMAC). Experience in interpreting standards is required due to the complexity of understanding the intent of the standards.

Overlap in documentation required with external accrediting body and TEQSA:

Accreditation documentation frequently requires discipline teams to provide evidence of university governance or processes that fall within the remit of TEQSA. Examples include: course governance, student experience, student assessment, student complaint management. This significantly increases the time required to prepare documentation.

Institutions accredited through TEQSA should not be required to resubmit documentation.

Lack of evidence base supporting standards and standards that may not relate to safe practice:

The majority of external accrediting bodies set required placement hours with limited to no evidence base provided supporting the rationale for the hours. The impact of undertaking unpaid placements on student engagement in these training programs is well documented.

Restricting flexible pathways between TAFE and university providers:

Occupational entry requirements can impact entry into programs from TAFE pathways. ANMAC is one of the few with well-developed guidelines on entry pathways and provides an opportunity for non-Bachelor qualified nurses to enter Bachelor of Nursing courses with recognition of prior learning (RPL). It is also challenging for university and TAFE partners to work sustainably together to provide a blend of Bachelor and TAFE qualifications for students to enable pathways into the professional workplace while continuing studies.

Accounting School:

- A key outcome of occupational entry regulations is that it enhances the consistency of the skills and expertise of the relevant profession. This provides assurance to purchasers and employers of those skills. This enables accountants to be gaining both technical skills but also broader attributes around collaboration, developing judgement, professional scepticism and working with clients over contentious issues.

Financial Advice:

- In the financial advice profession, strict occupational entry requirements were established following the Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry. This included the requirement for all entrants to complete an “approved” degree which incorporated core knowledge components and skill development. Education regulations and requirements were significantly increased effective from 2019 in an attempt to prevent future malfeasance and practices that were not seen in the client’s best interest and to restore society confidence in the advice profession which took a significant battering as a result of the Royal Commission.
- The increase in ethics, professionalism and education standards has significantly enhanced the move of financial advice to a profession and has been successful in largely restoring confidence in the advice sector.
- The downside of the increased entry education standards is that they have reduced the number of potential entrants who previously were able to enter with much lower education standards.
- Some occupational entry regulations may not be proportionate to the level of risk associated with certain professions. Excessive regulations can create unnecessary barriers to entry.

Architecture and Construction Management

- In Architecture, the Masters program is accredited portion and must be completed in order for graduates to become licensed or registered. In Construction Management, the undergraduate program is required for accreditation.
- The licensing process for both is largely obtained through the learnings of on-the-job

experience (through a logbook signed off by their employer). The only delays might be for graduates who are working for a business that does not cover the entirety of the required tasks for licensing (this may be more common in Architecture). Usually graduates will need to shift to another employer to obtain the required experience for licensing/registration.

- Licensing for both architects and construction managers is reciprocal across states and territories in Australia.

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.

As with our response above, Deakin has provided responses specific to areas of study and accreditation, to highlight the specific needs, challenges, and productivity opportunities.

Health:

Considerable variation from agency to agency. It is unquestionable the overwhelming majority of accrediting bodies the Faculty of Health works with are required for safe practice (for example AMC, ANMAC, OCANZ, AASW, MRPBA, OTC, APAC for PG studies etc). However improvements can be made to ensure all standards are related to safe practice.

Independent oversight of setting of occupational entry regulations and accreditation/reaccreditation processes:

Instigating an independent overseer of accrediting bodies would provide for a greater degree of transparency of the evidence base informing standards and would increase confidence in the relationship between all standards and safe practice. Having an independent person as a member of accreditation panels would further work to ensure focus remains on achievement of standards in a manner that is transparent, defensible, conducive to safe practice and consistent across training institutions. Currently there is potential for conflict of interest between assessors and training institutions. Similarly, an independent review process with adequate pathways to resolve disputes would work towards ensuring accreditation assessments are based on ensuring public safety and achievement of standards. It is not uncommon for reaccreditation processes to get side tracked by minutia with little overt relevance to preparing safe practitioners.

Evidence-based rationale provided for standards:

It is questionable in some cases if entry regulations are related to safe practice and this may negatively impact further training opportunities for graduates or unnecessarily limit their scope of practice. For example, Exercise & Sport Science Australia (ESSA) has a tiered scheme for course accreditation. For a PG program in Applied Sports Science, ESSA are requiring potential students to first have accreditation as an Exercise Scientist (AES) or be eligible for AES which can be achieved via specified UG programs. While such a requirement is likely to be justified for clinical training and is needed for entry into Master of Clinical Exercise Physiology, it is questionable if it is required for the more general applied science course. Requiring prospective students to have only graduated from approved UG programs may result in restricted ongoing training opportunities or career changes for capable students. Through collaborative discussions, ESSA have recognised this and have worked positively with discipline experts to enable the design

of entry criteria to meet both an accredited and non-accredited pathway.

Some professions recognise the restrictions of entry regulations on meeting current workforce needs. For example Australian Psychology Accreditation Council (APAC) recognise the need for more practitioners to support current healthcare challenges and are looking to design a training pathway to boost access to psychologists. While necessary for the health workforce, this need must be balanced with the risk of under-trained practitioners working outside their scope of practice and narrowing the graduate destinations for those that exit psychology and work effectively outside of clinical environments. Designing programs only to meet health workforce needs will impact the valuable contribution graduates bring to the non-clinical workforce and may result in course design that limits scalability (for example, placement hours that may restrict the number of students courses can sustain).

Collaborative working relationship:

A growth in collaborative culture between accreditors and universities and TAFEs would benefit all through effective, evidence-informed course design and graduate preparation. While some external bodies are highly collegial and involve academic leads in setting standards (e.g. AMC, ANMAC, APAC and ESSA), many are seen as adversarial (e.g. AASW, OCANZ, PPTA) with a distinct power imbalance. An external agency where self-accrediting bodies are required to act transparently with respect to evidence informing standards, training of assessors, management of conflicts of interest, consistency in outcomes between providers and management of conflicts is urgently needed.

Accounting:

- Within Australia, there are three different professional accounting bodies which support the accounting profession. This gives potential accountants the opportunity to join the accounting body which best suits their job aspirations. The studies are relatively flexible.
- The current entry levels are proportionate to the level of risk associated with the profession. We need well qualified accountants to ensure quality audits, compliance and reporting.

Financial advice

- Given the potential risk to clients of poor and negligent financial advice, the entry level requirements are appropriate and proportionate. However, it has led to less new entrants into the profession which is a cause of concern. The government and industry participants are currently looking at education entry requirements to see how they might be relaxed to an extent without significantly affecting the quality of new entrants. This might consist of reduced financial advice core competencies studied within a degree requirements in an attempt to facilitate more people into the profession. Another way that the current shortage could be dealt with, rather than reducing the study of core competencies within a degree, is that better and enhanced education pathways could be established to allow more new entrants to transition into the profession that have relevant work experience and some relevant studies and qualifications in related business fields.

Architecture and Construction Management:

No significant risk and regulations are proportionate. In Construction Management, a degree and subsequent industry experience will give graduates more than enough to successfully register as building practitioners. There are other pathways into this industry through the TAFE sector (apprenticeships and certificates, diplomas, etc) which also

lead to becoming a builder through an application for a Builder's License (Domestic or Commercial), but obtaining a degree will afford extra benefits such as memberships of the Australian Institute of Building (AIB) and the Royal Institution of Chartered Surveyors (RICS), expanding the opportunities for graduates.

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?

Victoria