



Name: The University of Sydney

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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?

Credit and Recognition of Prior Learning are critical mechanisms for supporting students as they move between levels of education, courses and institutions. They are designed to support life-long learning by reducing repeat learning requirements based on previous educational attainment and work experience. In Australia this is articulated by the Australian Qualifications Framework's Qualifications Pathways Policy 2013.

Australian universities have well-established frameworks in place for Recognition of Prior Learning, with policies and systems to support students. To ensure consistent standards and processes, most Australian universities have a centralised credit team responsible for processing all Credit/RPL applications received. RPL/Credit for education and work experience applications are typically managed through end-to-end student administration platform and integrated precedent databases.

While Australian universities' Credit/RPL systems are well-established and most make comprehensive information easily available through their websites, they can sometimes be difficult for students and other stakeholders to navigate. Credit applications can take time to process, particularly during peak application periods, due to high volumes and difficulties obtaining detailed unit outlines/syllabuses from other institutions. Without a standardised credit point value system nationally, let alone internationally, study loads often vary, adding to the complexity. This can result in delays for students and their decision-making about study choices.

Some Australian universities offer credit precedent databases, which can assist prospective students by providing pre-emptive guidance on the likelihood and amount of credit that could be granted. The establishment of a central national platform would be beneficial to the sector. To that end, Higher Education Services, under the umbrella of My eEquals, is currently working on a national Credit Management System, which aims to improve consistency in credit recognition process in Australia and New Zealand. This would be a central platform for managing credit precedents between ANZ institutions, and a standardised platform for the processing of credit.

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

Australian university

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?

Individuals

DO

- Compulsory requirement of course.
- Professional networking and mentoring.
- Opportunity to apply knowledge to practical applications and produce value through work activities, building confidence and skills unattainable in the classroom.
- Building a curriculum vitae for transition to workforce – evidence of capabilities, referees, ability to speak to experiences in job recruitment processes.
- Possible earn and learn – where work related training is paid.
- Access to scholarships.
- Accommodations for disabilities that overcome barriers for participation in work related training.

DO NOT

- Time capacity due to carer responsibilities, paid work commitments (if work-related training unpaid and defined as a vocational placement), work-life balance, organisation they work for overloads workload, classroom-based learning workload.
- Course architecture/units of study on offer do not allow for engagement in work-related training.
- Inability to source an experience related to confidence, professional networks, capability to present self and “compete” for the limited experiences.
- Travel costs – financial and time.
- Accessibility barriers related to disability.
- International students visa limitations.

Businesses

DO

- Altruistic to support next generation of workforce development – giving back to community – reputational benefit.
- Workforce pipeline – recruit best and brightest.
- Introduces new ideas to organisation from those who enter the workplace directly from classroom.
- Job satisfaction of current employees – staff retention through variability of activities.
- Working and learning maintains productivity while developing employees.

DO NOT

- The costs to onboard and/or train an individual through work-related training do not outweigh the benefit to the business if taking on a new employee in an Apprenticeship

model/WIL model. Costs may be related to contracting with an education partner, employment-based contracting, recruitment processes, allocation of trainees to activities, supervision required for the relationship to be considered training, WHS compliance training of the individual, training of current employees to supervise trainees.

- Risk to the organisation – reputational, financial, WHS.
- Capability of workforce to train people.
- Vision, mission or objectives of organisation are not related to training and strategic directions of leadership do not prioritise the activity.
- Return on invest unable to be quantified and therefore not considered appropriate.

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

- Ensure adequate time is allowed to participate in work-related training.
- Feedback is often received that while training is available, workload prevents attendance. Consider backfilling or reallocating work to allow training attendance.
- Training needs to be accessible for those with a disability .
- Training needs to be flexible to work around commitments e.g. self-paced, flexible scheduling, hybrid.
- For training not related to the inherent requirements of the job (which comes with the assumption of funding) offer subsidy for course fees.
- Training needs to be provided for workplace leaders and supervisors, developing their capabilities, so they can in turn support their employees. More junior staff can supervise entry level employees or participate in peer-to-peer learning approaches, to create a scaffolded approach that is tiered and enables a life-long learning culture across organisations.
- Explicit strategy related to work-related training, which all employees engage with. May include a Capability Framework to anchor employee expectations. This would also enable WIL for students – as they will be able to see what capabilities are expected at different levels within organisations that they aspire to work for – and with that be able to set personal goals for work-related training.

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

- Tax deduction for self-education expenses not directly related to the worker's current job, as previously considered by the Australian Government.
- Offer support to training organisations to design training/education to move away from traditional scheduled classroom style delivery to self-paced, flexible, just in time.
- Offer a period of time in a work week committed to learning/training support the employees learning journey and development.
- Funding model for higher education that recognises the resources required to design, deliver and quality assure work-related training providing incentives for higher education to invest. This would then able formal recognition, where an individual chooses work-related training as the approach for professional development across their career.
- Seed funding for piloting new models such as an Apprenticeship Model in higher education – allow current workforce to transition to new careers using a work-related training model.
- National work-related training/work integrated learning strategy – bringing business, government, employees and education together to co-create goals and approaches.
- Funding for small organisations (e.g. not for profit, start-ups) to build capability/systems/processes of employees to host trainees.

- National Skills Passport where work-related training can be recorded and transferred between employers for formal valid recognition of capabilities attained through work-related training (relevant to both employees and WIL students) – enabling workforce mobility.

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

I am a business owner; 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?

- Learning and development, and pathways for career development are big contributors to staff engagement.
- Staff who are well trained are more effective, efficient, safer, more productive.
- Training allows staff to realise potential and develop into stronger performers.
- Training is a critical mitigator for organisational risks.
- There can be a legislative or regulatory obligation to complete training.
- Is considered a benefit or reward/recognition.
- Investing in training of our leaders is critical for developing their future capabilities and skills.

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.

- We are not aware of any government assistance relevant to large public universities.

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.

Noting that Australia has high professional standards, and there have been instances where professional poorly or de-regulation has led to poor outcomes that have affected the community e.g. construction related jobs in NSW, some high-level principles:

- Quality, public health and safety, and workforce safety should always be primary consideration and this is necessary for providing public accountability, however this needs to be a risk based approach (profession, previous training, outcomes).
- Accreditation requirements for foreign trained workers should be determined by consultation with all stakeholders - professional organisations, employers, employees and training/education organisations, consumers.
- Award of "accreditation" should be focused on qualifications/skills/knowledge required and minimise administrative requirements.
- Appropriate conversion training programs to enable workers to meet specific accreditation standards should be available, possibly through universities/TAFE or professional bodies for internationally qualified workers - potentially coupled with short advanced traineeships/apprenticeships/supervised training as appropriate with work-based assessments.
- Conversion training programs should be modular to allow for entrants from as diverse countries/training backgrounds as possible, without everyone having to complete all the training - only the relevant/required parts of training depending on source country/original qualification.
- Any required training should be cost-effective for trainee and employer.
- Nationally consistent - there should be no state-based requirements.
- Accreditation requirements are subject to regular periodic review.

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.

No comment given the wide range of professions for which the University of Sydney educates and trains students.

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

Educator or training provider

Which state or territory are you predominantly based in?

New South Wales