



Name: Chartered Accountants Australia and New Zealand

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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?

CA ANZ has long supported early-stage education reform as part of our broader strategy to address the accounting profession's talent pipeline. Our advocacy consistently emphasises the importance of foundational learning, including accounting - the foundational language of business and finance, digital literacy, and academic integrity.

Through our partnership with Year13 an education technology company - we engage with over one million students annually. This collaboration, alongside educators, career advisors, government, and industry, helps young people build confidence in their school-to-career journey. Our "Student-First" approach focuses on life skills and career readiness, empowering students to make meaningful contributions - whether launching a social enterprise, organising events, or pursuing a career in finance.

CA ANZ also works closely with teachers to explore how curriculum and lesson planning materials - available through government and commercial platforms - can be better utilised. This includes examining the role of emerging educational technologies, such as generative AI, and how these tools can be responsibly integrated to support improved student outcomes.

CA ANZ would also like to see more schools supported to offer accounting subjects linked to a robust national accounting curriculum introduced in high schools and tertiary education. This includes categorising accounting as a Science, technology, engineering, and mathematics (STEM) discipline and recognising that technology and the impact of artificial intelligence requires more oversight by human judgement than ever before. The accounting profession, now more than ever, uses information technology, accounting analytics, data analytics and technological innovation for financial performance measurement, reporting, forecasting and optimisation. The integration of accounting as STEM education and curricula supports business professionals and entrepreneurs in making better financial and strategic decisions. Furthermore, accounting has a critical role to play in addressing STEM-related global challenges such as climate reporting and assurance, sustainability and the AI digital transformation.

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?

CA ANZ supports a tertiary education system that is flexible, inclusive, and responsive to evolving workforce needs. Our submissions to the Universities Accord and the Productivity Commission have highlighted the importance of modular, stackable qualifications and the recognition of prior learning (RPL) as key enablers of lifelong learning.

CA ANZ advocates for modular, stackable qualifications that allow learners to upskill and reskill throughout their careers. Funding models should support both public and private providers to deliver high-quality, industry-aligned education. This approach will help address national skills shortages and support lifelong learning.

CA ANZ has broadened admission pathways to the CA Program to attract a more diverse talent pool. Individuals can now enter the Chartered Accountant designation through structured alternate routes, including school-leaver traineeships, VET qualifications, relevant work experience, or partially completed higher education. These developments reflect our commitment to recognising capability and potential - not just traditional credentials.

CA ANZ encourages the Government to amend the Higher Education Support Act (HESA) to allow registered education providers to offer cost-recoverable services for RPL, work-related training, and qualification equivalency assessment. These services are particularly valuable during the admissions process and throughout a student's post-secondary journey. Currently, HESA restricts providers from charging for such incidental services once a prospective student has applied for admission, limiting their ability to support diverse learner pathways and workforce-aligned education.

Enabling cost-recovery for these services would:

- Support national skills and workforce development strategies by enabling more efficient recognition of existing capabilities and qualifications, reducing duplication and accelerating learner progression.
- Improve access to tailored education pathways, particularly for mature-age learners, career changers, and those with informal or non-Australian Qualifications Framework (AQF) learning, helping them transition into or progress within the workforce.
- Enable education providers to better align offerings with workforce needs, supporting faster upskilling and reskilling and contributing to a more adaptable, job-ready talent pipeline. This is especially critical in addressing the significant and growing talent shortfall in the accounting profession.

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.

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.

CA ANZ supports occupational entry regulations that uphold professional standards while enabling diverse and equitable access to the workforce. Entry requirements should be evidence-based, proportionate to risk, and aligned with international best practice. CA ANZ encourages a regulatory framework that supports innovation in credentialing and recognises alternative pathways into regulated professions, including accounting. This includes micro-credentials, enabling tertiary qualifications, and VET pathways that maintain quality while expanding access—particularly for regional, Indigenous, and SME-focused learners.

Occupational entry regulations, by design, require individuals to meet certain conditions before working in specific professions. We are examining the stringency of these regulations and their impact on consumers, licensed professionals, and industries. In an increasingly complex economic world, financial literacy is no longer a luxury - it is a necessity for every profession. Schools play a critical role in equipping young Australians with the skills to make informed financial decisions, understand economic systems, and participate confidently in society. Yet, despite its importance, accounting - the foundational language of business and finance - is not consistently offered across all states and territories in the national curriculum. CA ANZ believes that accounting provides a universal framework for interpreting and communicating financial reality. This is especially powerful in education, policy, and workforce development contexts where accounting's role as a "language" helps bridge disciplines, industries, and career pathways.

CA ANZ advocates for the robust inclusion of accounting as a core subject in the national secondary school curriculum, underpinned by the following evidence-based rationale:

Accounting is a STEM-aligned discipline: Modern accounting integrates mathematics, data analytics, and digital tools. It fosters critical thinking and problem-solving - skills essential for the future workforce.

Equity and access matters: Early exposure to accounting can open doors for students from diverse backgrounds, helping them see pathways into respected, high-demand careers.

Industry and education are aligned: CA ANZ is already engaging with universities, TAFEs and secondary schools to map accounting content to national standards. Extending this collaboration across all national secondary education is a logical next step.

CA ANZ strongly cautions against subsuming accounting within broader commerce or economics subjects. Doing so risks diluting the technical and conceptual foundations required for post-secondary accounting studies and could have wider implications for

business capability and economic resilience.

A key enabler of this vision is funding certainty - particularly the equity-driven reforms referenced in the Australian Universities Accord Interim Report - FINAL (<https://www.education.gov.au/australian-universities-accord/resources/final-report>). These reforms are essential to ensure that every student, regardless of location or background, has the opportunity to attain financial literacy and pursue accounting education.

Equally critical is the reclassification of accounting degrees to Funding Cluster 2, to reflect the evolving nature of accounting education and its critical role in Australia's economic future – especially in the STEM domains of sustainability, climate reporting and digital transformation.

The current funding disparity is stark.

- Accounting degrees (Cluster 1): Student contribution = \$16,992/year; Commonwealth = \$1,286/year.
- Maths/statistics (Cluster 2): Student contribution = \$4,627/year; Commonwealth = \$15,526.

Reclassifying accounting to funding Cluster 2 could save students up to \$12,365/year and help address the projected shortfall of 58,000 roles in accounting, audit, and finance by 2033 (Jobs and Skills Australia).

CA ANZ welcomes collaboration with government, licensing, VET, national curriculum, and STEM advisory bodies to explore:

- Recognising accounting as a STEM subject and its inclusion in STEM-focused school initiatives and funding streams.
- Partnerships, public campaigns, and policy engagement to promote early exposure to accounting and financial literacy.
- Alternative entry pathways into the accounting profession, particularly for regional, underrepresented communities and the SME sector.
- The inclusion of VET and enabling tertiary qualifications with core accounting competencies on the Australian Government's Priority Apprenticeship List and the Aboriginal and Torres Strait Islander Apprenticeship Priority List.
- Development of micro-credentials that uphold quality while expanding access.

Together, these measures would help build a more inclusive, future-ready workforce, while maintaining the integrity and trust that underpin the accounting profession.

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.