



Name: TAFE SA

Submission date: 10/06/2025

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?

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?

- RPL is identified as a sector-wide risk by ASQA. This has been especially highlighted this financial year based on outcomes of their audits which have resulted in the cancellation of 21,000 testamurs.
- Good RPL (comprising a good educational judgement AND a good experience for the student) requires a highly skilled assessor who understands their Training Package and how it relates to their industry intimately.
- Often when a student commences a subject, it is then that they realise they possibly already have the skill and knowledge and wonder why they are studying it again. That is when they may look to try to apply for a credit transfer or RPL. Credit transfers can be impacted by the centralisation of onboarding/registration and often there is a lack of information provided to promote RPL. Some issues raised with RPL include:
 - assessors lacking confidence to assess
 - RPL tools not being available.
 - where tools are available there is variability and inconsistency with existing tools ranging from detailed workbooks to flexible templates.
 - Assessors face challenges in interpreting evidence and ensuring compliance.
 - Lack of student understanding of RPL and how it is assessed. Students perceive RPL as complex and difficult to navigate.

Feedback provided from our National TAFE Centre of Excellence in Early Childhood Education and Care (ECEC) is that current RPL processes for the Diploma of ECEC CHC50121 are often inconsistent, complex, and underutilised:

- National and state-level reforms have placed renewed emphasis on recognition mechanisms, especially as part of workforce development strategies.
- Existing tools and practices vary widely, often leading to inefficiencies and inequitable experiences for learners.
- There is a strong desire for tools that are - streamlined and digital, contextualised to ECEC settings, and supported by professional learning

- ECEC stakeholder and student feedback confirm that inflexible delivery methods and poor recognition of prior learning discourage participation in further education.
- Development of good RPL tools in recent years has been impacted by the volume of general development work required for VET training package transition, with priority given to development of learning resources and assessment tools that are used in the classroom (or equivalent).
- Credit transfer does not offer flexibility in VET. The unit must be 100% equivalent in order for the credit transfer to be possible. It is recommended that credit transfer be recognised as a transferability of skill regardless of the industry. For example, in the training package transition a unit may be deemed non-equivalent, but through an internal mapping exercise there may be only minor gaps, or sometimes no gaps between the previous unit and the new unit. However, because it has been deemed non-equivalent, then credit transfer is not possible and only RPL can be pursued. The ability to offer credit transfer would provide greater flexibility than RPL.

Some ways in which Credit Transfer and RPL could be improved include:

- Professional Learning:
 - o Create a culture of professional learning, with support and acknowledgment of each educator's progress through the qualification they are pursuing.
 - o Key consideration included professional learning that provides foundational knowledge and skills aligned to the course content with the view of gaining recognition.
- Targeted training that aligns with current sector needs.
 - o This could include, trauma-informed care, working with families (Cert III level), professionalism, communication, resilience, pastoral care, and neurodivergence (including Autism and managing challenging behaviours).

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

Registered Training Organisation

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?

- Workload schedules
- Costs
- Time pressures
- Lack of engagement and communication to encourage staff to attend
- ECEC Diploma students encounter industrial arrangements as a barrier, mainly in relation to workplace conditions, including pay structures, study leave provisions, and employment stability.

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

- Ensure employees can easily access training and are funded by the organisation.
- Ensure employees are given the time to attend training by their manager
- Ensure early engagement and communication to explain the why and what's in it for them
- Encourage career and development conversations in 1:1 meeting or performance development sessions.
- For students, establishing consistency in study leave arrangements nationally would provide equitable opportunities.
- Collaboration between employers, unions, and training providers to create supportive working conditions that encourage professional development.

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

- Provide more funding for employees to be able to access training, either direct to the employer or the employee or as a refund on costs incurred for undertaking specified courses/qualifications.
- Support program design to cater for different needs of individuals, e.g. neurodiverse, delivery at different time and different days, different levels of access using advanced technology, etc.
- Partnerships with organisations to identify common skills gaps across public sector agencies to develop a more viable and effective funding and delivery model.
- Change in policy or legislation to pay staff to go on study leave or training leave
- Support regional training hubs for businesses to support staff
- Within ECEC, remove restrictive entry requirements for experienced educators that currently impede their progress from a Certificate III qualification to entry in a Diploma qualification.

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?

- Retention
- Attraction
- Engagement
- Skills gaps and capability gaps
- Future-proofing organisation
- Mandated training – adhere to legislative requirements and policies
- Cultural shift

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.

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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.