



Name: Australian Information Industry Association

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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?

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.

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 accelerating pace of technological change, particularly the transformative influence of AI, necessitates a robust national strategy for continuous learning, reskilling, and upskilling. Addressing the barriers to work-related training and supporting its provision requires a concerted effort from both businesses and government. Our 2025 Digital State of the Nation survey underscores the critical demand for AI and cybersecurity skills, highlighting the urgency of this challenge.

Businesses are pivotal in identifying and cultivating the skills essential for their future. Their role is not merely as consumers of talent but as active partners in its development.

1. Investment in Training: Businesses have a primary responsibility to invest in upskilling and reskilling their own workforce, especially to manage risks as they increasingly adopt AI. This includes providing access to relevant training in high-demand areas like data analytics, and cybersecurity, as well as fostering essential soft skills such as critical thinking and adaptability, which are crucial in an AI-augmented workplace.

Correspondingly, it needs to upskill its human resource departments to look for transferable skills in candidates.

2. Collaboration and Co-design: Active engagement in partnerships, such as the industry-led components of a "National AI Skills Compact," is vital. This involves collaboration with government, training providers, and Future Skills Organisation to define skill needs, co-design curricula, and ensure training pathways are industry-relevant.

3. Work-Integrated Learning: Expanding "earn while you learn" initiatives, like digital cadetships, provides invaluable on-the-job experience. Businesses should be supported to offer more such placements, ensuring quality and mentorship.

4. Signalling Demand and Recognising Credentials: Businesses play a key role by clearly signalling skill requirements and actively recognising diverse credentials, including micro-credentials and digital badges, in recruitment.

AIIA, 2025 Digital State of the Nation, p.20. June 5, 2025,
<https://aiia.com.au/wp-content/uploads/2025/05/2025-Digital-State-of-the-Nation-Survey-LR.pdf>

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

The Government's role is to create an enabling environment, provide strategic direction, facilitate coordination, and foster public understanding for a national lifelong learning system.

1. National Skills and Careers Navigator ("Skills Future Australia"): The AIIA sees a clear disconnect between fresh graduates and job portals, necessitating a bridging platform. We strongly support the development of a national initiative, akin to the proposed "Skills Future Australia." This platform should be a central "one-stop shop." Its development should incorporate initiatives like the National AI Skills Compact as a foundational element, bringing together training providers, Future Skills Organisation, and businesses. Key features should include:

- A comprehensive database of accredited and non-accredited training, including micro-credentials.
- Clear information on funding options and subsidies.
- Dynamic labour market intelligence and future skills projections.
- Personalised, AI-enhanced career guidance tools.
- Integration of the National Digital Skills Passport

2. Integration of the National Digital Skills Passport: Recognising the government's ongoing work on a National Skills Passport, the critical next step is its deep assimilation and integration into the "Skills Future Australia" portal. This integration is essential for individuals to seamlessly link their verified credentials (from formal qualifications, non-formal learning, micro-credentials, and work experience) with career planning tools, training opportunities listed in the portal, and employer needs identified through mechanisms like the National AI Skills Compact. Widespread employer recognition, facilitated by government advocacy, will be key to its utility.

3. Strategic Support and Funding: Government should provide targeted funding and incentives to support businesses, especially SMEs, in offering work-related training and participating in initiatives reflected in the "Skills Future Australia" portal, including cadetships. This is especially important as AI develops and lifting entry level requirements, causing many young graduates struggling to find a start and eventually learn to oversee AI's work. Expanded Digital Cadetship Programs will prepare new entrants for an AI-augmented workforce.

4. Coordination and Leadership: Addressing the "disjointed nature of current skills development efforts" requires strong, consistent government leadership to foster a coordinated national approach.

5. Public Education and Informed Dialogue: Government has a crucial role in educating the public about emerging technologies like AI. As the AIIA noted in its 2025 Pre-Election Statement, this involves "Providing clear and effective communication on technology issues to dispel public anxiety and counter undue sensationalism in the media." This means fostering a caution-based, rather than fear-based, public discourse, accurately informing citizens about the realities, opportunities (including careers in AI and tech), and ethical considerations of these technologies. This proactive communication builds public trust and encourages informed adoption and engagement.

By businesses proactively investing in their workforce and collaborating on skills development, and government providing strategic coordination, supportive infrastructure like an integrated "Skills Future Australia" and Digital Skills Passport, and clear public awareness, Australia can effectively address skills barriers and build a resilient, informed, and future-ready workforce.

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

I am an employee/individual

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)?

No

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.

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.