



Name: Mining and Automotive Skills Alliance Ltd

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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?

Unlike credit transfers, recognition of prior learning (RPL) looks to be underutilised in certain key VET packages in our remit. For example, research by NCVER found that the AUR package had the tenth lowest RPL rate of 14.8% in 2018, despite some AUR qualifications and units having RPL rates of 75.7% and 63.7%, respectively. Further, this and earlier research has found that RPL rates are typically lower in VET undertaken as part of an apprenticeship or traineeship, which are more prevalent across packages in our remit, while credit transfer rates were typically higher. Taken together, this research suggests VET providers are more comfortable with accepting credit transfers from each other, and less comfortable with utilising RPL for prior student experiences, for packages, apprenticeships, and traineeships in our remit.

However, NCVER's research also shows that pass rates at package, qualification, and unit levels tend to be lower when the rate at which RPL is granted is higher. This highlights a core complexity or potential issue with RPL, where over or inappropriate use may undermine students' subsequent studies. As such, we support stakeholders' calls for more funding and research into RPL, similar to work previously undertaken by the Council of Australian Governments. For example, further research could establish whether, and to what extent, RPL ultimately supports course completions, and processes or frameworks that may best minimise issues and maximise benefits. Increased investment in RPL systems could also streamline processes across VET providers and/or enhance accessibility in those circumstances best suited to RPL.

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

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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?

Industry research we analysed found that approximately 43% of automotive service and repair workshops were non-employing (or sole operator) businesses in 2023 – 12 percentage points higher than in 2021. This poses issues for AUR students' apprenticeships and traineeships, as there are fewer potential employers available with the minimum level of staffing needed to supervise and mentor them. At the same time, we understand some apprentices have claimed that their VET providers made them re-learn skills already gained through work experience as part of their course, which has the potential to disincentivise work experience where it is not mandatory. For example, work experience is not mandatory in a range of AUR VET programs.

Another barrier to VET work experience we have encountered involves international students. While domestic students typically complete an apprenticeship in 4 years, many international students undertake 4-year AUR programs in far less time – both because work experience is not mandatory and visa and other requirements restrict it. In fact, 20% of all enrolments in AUR programs were by international students in 2023. Consequently, the industry has raised significant concerns about the lack of actual experience that international VET graduates are bringing to the workforce. For example, some employers have found that despite holding an AUR qualification, these graduates are rarely employable as skilled automotive technicians. Coupled with the issues domestic apprentices face, this points to a broader problem where work experience can be unattainable or unsuitable for many AUR students, who could work across the entire industry and in automotive roles in mining. We believe a range of potential changes is needed to improve and mandate work experience.

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

Businesses play a key role in addressing barriers to work-related training and better supporting employees. They should prioritise workplace mentorship and coaching, offering guidance on both professional and personal challenges that apprentices, trainees, and new(er) staff can sometimes face. Their investment in up-to-date and ongoing training is also essential to equip all existing and new employees with the skills needed emerging technologies like EVs and ADAS. Collaboration with training providers, like RTOs and TAFEs, could be one way to ensure this and alignment to industry needs, so that all employees receive up-to-date and practical training.

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

Government can play a key role in addressing barriers and supporting work-related training. For example, it could provide targeted funding and incentives to businesses to enhance workplace mentorship and coaching, ensuring apprentices, trainees and employees receive more support. The issues posed by international students studying AUR programs and visa regulations also need addressing, to ensure training is coupled with work experience and addresses skills shortages. The government could also invest in the broader roll-out of TAFE Centres of Excellence, to ensure best practise in training and advanced equipment is better utilised for the aforementioned emerging technologies like EVs and ADAS.

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.

Occupational entry regulations can have both positive and negative effects on workforce development and our industries growth. On the positive side, they can ensure that workers meet minimum competency, safety, and quality standards. For example, Queensland entry regulations can require set units and skill sets for roles like Miners and Motor Dealers, based on safety and licensing requirements. Yet, they can also distort commencements, enrolments, and completions of associated qualifications, where a high proportion of students enrol in them on a full- or partially-funded basis, only to complete the units or skill sets and then unenroll. As such, this can raise questions about the merits of this funding and linking entry regulations to components of full qualifications that students have no real intention of completing. We consider that all jurisdictions and the Commonwealth should investigate such requirements and funding further, in order to minimise opportunity costs.

At the same time, occupational entry regulations can lack flexibility, making it difficult for workers to transition between jurisdictions, as can occur due the requirements in the above example, alongside transitions between roles and industries. For example, Motor Mechanics will likely face challenges from proposals to license EV Technicians in some jurisdictions, even where they have a history of working on hybrid vehicles. While discussions in our industries continue, due to the unique safety requirements of both EVs and electric mobile plant equipment in mining, we wish to emphasise the need for consistency across jurisdictions and manufacturers. Currently, the absence of both regulations and consistency in training on the manufacturer's side means that the pathway into EV Technician roles and career development is varied and unclear.

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.

Due to the wide range of automotive and mining occupations that are in our remit, it is not possible for us to assess the proportionality of all of their entry regulations. Yet, a common thread we see is that entry regulations differ in key mining and automotive roles across jurisdictions. While we believe this can make sense for licensing alone, it makes less sense for largely comparable risks in automotive workshops and different manufacturing and mining environments. For example, while the dangers posed by EVs, hybrids, and their batteries overlap to a significant degree, Queensland has adopted a 'licensing amnesty' and New South Wales is progressing a new skill set-based licensing requirement for technicians who work on EVs and their batteries. Irrespective of whether a license, skill set, or other forms of regulation and training may be the best mechanism, we believe a minimum level of upskilling of new and existing technicians should be required and largely consistent across jurisdictions.

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.