



Name: National Disability Services

Submission date: 18/06/2025

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?

In the disability services sector, the Recognition of Prior Learning (RPL) system holds considerable promise but remains underutilised and inconsistently applied. The process is often perceived as administratively burdensome, unclear, and highly variable across Registered Training Organisations (RTOs). For instance, some RTOs demand extensive documentation and mapping exercises, while others rely on streamlined workplace observations. This inconsistency creates confusion among applicants about what constitutes sufficient evidence and undermines confidence in the system. Furthermore, many frontline disability workers—despite possessing substantial informal or on-the-job experience—are unaware of RPL as a viable pathway to formal qualifications. This is particularly problematic in the disability sector which is facing acute workforce shortages. NDS underscores the importance of embedding RPL processes within broader reforms to credential recognition, including integration with initiatives like the proposed National Skills Passport. A harmonised system should include meaningful recognition of lived experience, peer workforce capabilities, and employer-validated competencies. These components are vital for including marginalised workforce groups such as culturally and linguistically diverse workers, First Nations people, and people with disability.

Recommendation: To enhance the effectiveness and uptake of Recognition of Prior Learning (RPL), it is recommended to: (1) standardise RPL practices across RTOs with clear national guidelines and robust ASQA oversight; (2) create a national RPL portal featuring tools for self-assessment, evidence examples, cost/time estimates, and a digital credential wallet; (3) boost targeted outreach to disability and community services workers via employers and community networks; and (4) subsidise RPL assessments for high-need sectors like disability support to recognise informal experience and address workforce shortages.

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

Peak body

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?

In the disability sector, work-related training is widely used by providers to compensate for gaps in formal training and to meet NDIS practice standards. However, there are structural and practical barriers that limit participation. The absence of minimum mandated qualifications in disability support can disincentivise workers from pursuing accredited courses, especially when such qualifications do not correlate with employment or pay progression. Moreover, there are concerns among employers about the inconsistent quality of training provided by RTOs, particularly due to the limited practical components and short duration of placements. This has led to a reliance on unaccredited, in-house training tailored to organisational needs. Workers frequently cite time and cost as major obstacles, often unable to forgo paid work to attend unpaid training sessions.

It is also crucial to note that funding constraints significantly impact provider capacity to support training. The cost of workforce development is not adequately reflected in current NDIS pricing, leading many providers to absorb these costs or limit training offerings.

Recommendation: NDS recommends the establishment of specific funding allocations or direct subsidies to enable training investment within the disability sector.

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

Disability service providers are pivotal in supporting training but face significant constraints. Businesses in the sector often lead the development of job-specific, in-house training using experienced staff and subject matter experts. This model allows for immediate applicability and alignment with organisational values and needs of participants with disability. Workers have expressed a clear desire for accredited and micro-accredited training opportunities and career advancement, yet the sector's casualised and under-resourced structure makes sustained learning difficult. In addition to in-house training, many medium and smaller providers access online training options, which can offer a more economical and flexible solution and enable the tracking of learning. Sector-wide platforms such as NDS's Learning and Development programs support this approach, enabling providers to upskill staff in a cost-effective and scalable way.

Recommendations: Employers should be supported to enhance work-related training by incorporating face-to-face components in training, partnering with RTOs for co-designed delivery, and facilitating recognition of prior learning and assessment-only pathways. They should also receive support to develop internal career pathways linked to skill development. Additionally, support should be provided to integrate registration-related training requirements, such as CPD, into career development frameworks through flexible, stackable qualifications and accessible, modular training options.

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

Governments play a central role in enabling effective training in the disability sector. The most immediate and impactful measure would be to incorporate the true costs of training and supervision into the NDIS pricing structure. Current models often neglect these essential components, which limits providers from allocating resources toward workforce

development. Additionally, the establishment of a National Skills Passport could significantly streamline recognition of learning and qualifications, particularly for a mobile workforce crossing sectors such as aged care and disability.

Fee-free training to Certificate III and IV levels, along with the provision of continuing professional development (CPD) entitlements, should be funded independently of participant plans. Workforce development must not rely on individualised funding, as this risks shifting training costs onto participants or further straining already limited provider resources. Dedicated, systemic investment is essential to build a capable and sustainable workforce without compromising participant supports or provider viability.

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?

No

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?

N/A

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.