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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 current VET reforms need to be prompted accurately to enable careers Officers and VET providers to accurately promote learning pathways to be job focussed. VET in schools as with Apprenticeships are being compromised with regard to poor information emanating from the RTO networks leading to students not informed of opportunities when engaging in employment.

What more (if anything) needs to be done to improve awareness and access to high quality lesson planning and curriculum materials in schools?

The current VET reforms define new Standards for RTO's that will need to be reflected in the schools systems. Accurately reporting the future for students will go a long way to new employees have a better understanding of the workplace landscape. The reality is qualifications reflect industry job outcomes not an academic achievement.

Is there anything more you would like to say about edtech, GenAI or lesson planning and curriculum materials?

Reverse engineering from VET outcomes based standards for RTO's will require considerable adjustments to curriculum and quality training delivery

Which of the following best describes you?

I have fifty years experience of developing workplace management and skills development. MY company has just released a holistic solution that highlights the positive opportunities for the future of work.

Are you currently using any edtech tools (including learning games and GenAI) to support teaching and learning in the classroom?

No

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?

I am not a school teacher. I specialise in learning for performance in the workplace.

Do you access lesson planning and curriculum materials online?

No

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?

I have a fully integrated system that can be utilised in a class room situation with regard to delivering VET outcomes.

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?

Improvements.: We have developed systems that can be that cover new ways to collect evidence of thruth of work and learning and proatcial soliuion for RPL and workplace qualifications (skills recognition).

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

I am a specialist learning for job performance operative that has made a career (fifty years) out of solving workforce problems.

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?

There are no systems and tools that are available to engage and empower workers to measure the achievment of job expectations. Job expectations are not defined for a new employee. Current physcosocial injuries are manifesting into a massive rise in workers compensation claims.

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

Adopt digital systems and tools that deliver transformational change relating to sustainable Workforce Development and Educational outcomes.

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

There are many areas that could be suported. However the simpliest way is to start promoting alternatives to the education circle fo influence and control that can be deleivered form the workplace. A point to be made is the workplace with the right

systems and tools can deliver the most effective learning and performance that genuinely addresses skills shortages and all of the current problems in the workplace.

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?

We have developed the most advanced workforce development and educational systems and tools.

We are training our staff and accredited partners to move amongst business who are adopting our systems and processes.

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 training is necessary for employees to perform their current job and/or will help for their future job prospects and the prospect of others.

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 construction industry has a very low regard to entry regulations in particular WHS. The tick and flick processes that have been promoted and facilitated by third party interventions is a major contributing factor.

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.

Poor respect for the VET outcomes and the rigid requirements for qualification packaging rules do not in many cases do not reflect many business models. We have developed systems and processes that fast track apprenticeships by incorporating workplace evidence of workplace learning and appropriate intervening with formal structured process.

Which of the following best describes your connection to occupational entry regulations? Please select all that apply.

Aspiring licensed professional; Consumer or member of the public; Educator or training provider; Employer or business owner; Industry association or professional-body representative; Licensed professional; Regulator or policymaker

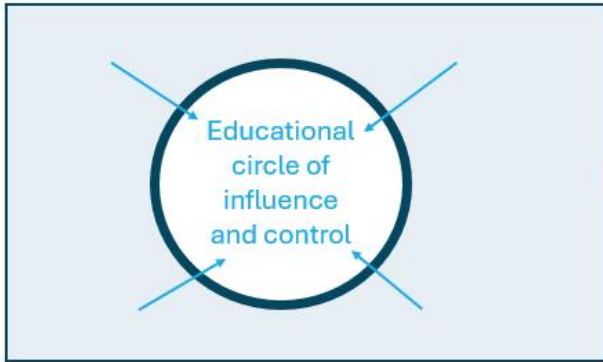
Which state or territory are you predominantly based in?

New South Wales

Cover sheet: Supporting document #1

The Shift is on !

Problem



Solution



We cannot keep doing the same things and expect different results

White Paper: Transforming Workforce Development and Education Systems

Powered by MYSKILLSmanager

Rebuilding confidence, capability, and community—one skill at a time.

Executive Summary

This white paper presents a revolutionary framework for reshaping education and workforce development through a performance-based, workplace-integrated model. Using SKILLcodes, JOBcodes, Work Level Standards (WLS), and the Workplace Learning Catalyst (WLC), the MYSKILLSmanager platform empowers organisations to build a high-performance workforce while bridging the gap between learning and doing.

MYSKILLSmanager also introduces a gamified rewards system to further enhance motivation and recognition, supported by volunteer-led community partnerships. Together, these systems offer a sustainable, scalable solution to address skill shortages, disengagement, and the misalignment between qualifications and real job performance.

The Need for Systemic Change

Educational Circles vs Workplace Realities

Traditional education has long operated within a closed "Educational Circle of Influence and Control." While degrees and certificates remain dominant, they often fall short of recognising

how learning and performance actually happen—on the job, in real time.

Emerging technologies, changing work demands, and disengagement from rigid training models necessitate a Workplace Field of Influence and Control (WFoIC)—a new framework that places workplace learning, job clarity, and performance evidence at the centre of capability development.

Introducing the Workplace Learning Catalyst (WLC)

Why It Matters

The WLC was designed to fix what traditional systems have overlooked—performance-based learning embedded directly into real work. Instead of course enrolments and theory-driven outcomes, the WLC recognises everyday contribution and accelerates high-performance capability through:

- Defined job expectations via JOBcodes.
- Evidence-based learning aligned to 14 key performance skills.
- Performance-based micro-credentials and workforce mobility pathways.

WLC 5-Step Change Process

1. Design JOBcodes: Define measurable performance expectations using 14 patented soft and technical skills.
2. Develop Work Level Standards (WLS): Repurpose competency standards into practical workplace benchmarks.
3. Activate WLC Tools: Align job skills with tasks and standards to drive workplace-integrated learning.
4. Collect Evidence Naturally: Use everyday work as learning data.
5. Recognise and Reward: Validate real-world performance with SKILLcodes and integrate rewards and credentialing pathways.

SKILLcodes and JOBcodes: Building the Foundation

- SKILLcodes assess how well individuals meet job role expectations, with a real-time 0–100 scoring system. This empowers growth, portability, and recognition.
- JOBcodes define the performance demands of each role and align expectations across recruitment, onboarding, and review processes.

Together, they drive transparency and accountability—replacing assumption-based reviews with evidence-led workforce management.

High-Performance Workforce Academies: Customised & Scalable

Using MYSKILLSmanager, any organisation can build a custom digital academy. Key features include:

- Work Level Standards (WLS) that embed 14 skills rated from 0 to 5.
- Alignment with industry-specific competency standards (e.g., VET).
- Clear role definitions, transparent development paths, and succession planning.
- Cloud-based, scalable, and compliance-ready.

MYSKILLSmanager Rewards Store: Gamifying Capability

To further incentivise engagement, MYSKILLSmanager includes a Points-Based Rewards System:

- Earn Points: As users develop SKILLcodes and meet WLS benchmarks, they accrue reward points.
- Redeem Rewards: Points can be exchanged in a digital Rewards Store for personal tools, gift cards, mentorship sessions, or upskilling opportunities.

Community-Led Model

Rewards are co-managed by volunteer-based community organisations such as Rotary or Lions Clubs, in partnership with local businesses. This ensures:

- Sustainability through sponsorships and local donations.
- Community ownership and engagement in workforce development.
- Incentives that reflect regional needs and industry values.

“It’s not just a platform—it’s a movement for lifting individual potential through skill recognition, reward, and community-powered support.”

Compliance and Risk Management

MYSKILLSmanager’s ISLQ2 Framework ensures full alignment with workplace health and safety (WHS) and other compliance requirements through:

- Digitally recorded hazard controls, performance history, and training registers.
- Real-time evidence validation for audits, safety reviews, and legal risk mitigation.
- Integrated skill development that supports safe and competent workforce practices.

Final Thoughts

This white paper outlines a future where workforce capability is no longer measured by certificates alone. Through MYSKILLSmanager’s ecosystem—powered by SKILLcodes, JOBcodes, WLS, the Workplace Learning Catalyst, and a gamified rewards system—we propose a reliable, measurable, and empowering alternative to the outdated education-to-employment pipeline.

By transforming how we define, develop, and reward performance, we unlock a workforce that is more capable, engaged, and resilient.

Call to Action

If you're an organisation, community leader, policymaker, or investor ready to be part of this transformation: