Australian Qualifications Framework
ASEM TVET Symposium
Berlin 27-28 February 2012
Putting Frameworks into Practice
Decision and Implementation: Australia’s experience

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Executive Director
AQF Council
The AQF is Australia’s national policy for regulated qualifications delivered in all education sectors.
AQF is outcomes-based
AQF Governance

AQF is owned and funded by all governments

AQF Council established under authority of national ministers for education and employment

AQF Council’s role is to:
- provide policy advice on qualifications
- maintain, monitor and promote the AQF
- support the users of the AQF

AQF Council members include independent chair, higher education, vocational education and training, senior secondary schools, employers, unions, governments, international observer
Review of AQF

Australian Qualifications Framework

First Edition July 2011
How the AQF operates

The legal basis for the AQF is through Commonwealth and State Governments’ legislation.

All AQF qualifications must be accredited by government authorised accrediting authorities (some providers have authority to self-accredit).

Only government accredited providers can deliver, assess and issue AQF qualifications.

Providers must meet minimum standards to be accredited and to retain accreditation.

Accrediting authorities monitor providers to ensure the quality of qualifications issued.
The AQF in the lifecycle of an Australian qualification

**Identification of need**
Organisation(s) identify a need for a qualification: industry, professions, government, education provider.
Use the AQF to explore possible level and type of qualification.

**Public enquiry/input**

**Expert development includes stakeholders**

**Qualification development**
Organisation develops qualification.
Use the AQF specifications to determine level, type and title of qualification and pathways.

**Qualification accreditation**
1. Qualification submitted
2. Qualification assessed against AQF standards and other accreditation rules
3. Qualification accredited by accrediting authority
Use the AQF specifications as the standard to inform the accreditation decision and feedback to developer.

**Qualification delivery and issuance**
Authorised issuing organisations deliver, assess and issue qualification.
Use the AQF specifications as the standard to inform delivery, assessment, issuance and pathways.

**Quality assurance**
Regulators and quality assurance agencies monitor issuing organisations delivery, assessment and issuance of AQF qualifications.
Use the AQF to make judgements about how well the specifications are met and any improvements needed.

**Government/public oversight and quality assurance**

**Qualification review**
Qualifications reviewed regularly and refined, withdrawn or replaced.
Use the AQF to inform decisions.

**Internal and external oversight and quality assurance**

**The processes for ensuring confidence in an AQF qualification**

**Australian Qualifications Framework**
Objectives of the AQF

To provide a contemporary and flexible framework:
1. that accommodates the diversity of purposes of Australian education and training now and into the future
2. that contributes to national economic performance by supporting contemporary, relevant and nationally consistent qualification outcomes which build confidence in qualifications
3. supports the development and maintenance of pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between these sectors and the labour market
4. supports individuals lifelong learning goals by providing the basis for individuals to progress through education and training and gain recognition for their prior learning and experiences
5. underpins national regulatory and quality assurance arrangements for education and training
6. supports and enhances the national and international mobility of graduates and workers through increased recognition of the value and comparability of Australian qualifications
7. enables the alignment of the AQF with international qualifications frameworks
# Qualifications Framework Development in Asia

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<thead>
<tr>
<th>Country</th>
<th>Status</th>
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<tbody>
<tr>
<td>Australia</td>
<td>Mature – HE, VET, Schools</td>
</tr>
<tr>
<td>Brunei</td>
<td>Developed – HE</td>
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<tr>
<td>Cambodia</td>
<td>Under consideration</td>
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<tr>
<td>China</td>
<td>Implemented HK SAR only – HE, VET</td>
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<tr>
<td>India</td>
<td>Developed – VET</td>
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<tr>
<td>Indonesia</td>
<td>Developed – HE, VET</td>
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<tr>
<td>Japan</td>
<td>Under consideration</td>
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<tr>
<td>Korea</td>
<td>Under consideration</td>
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<td>Laos</td>
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<tr>
<td>Malaysia</td>
<td>Mature – HE, VET</td>
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<tr>
<td>Mongolia</td>
<td>Under consideration</td>
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<td>Myanmar</td>
<td>Unknown</td>
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<tr>
<td>New Zealand</td>
<td>Mature – HE, VET, Schools</td>
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<tr>
<td>Pakistan</td>
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<td>Philippines</td>
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<td>Singapore</td>
<td>Implemented – VET</td>
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<tr>
<td>Thailand</td>
<td>Implemented – HE</td>
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<tr>
<td>Vietnam</td>
<td>Under consideration</td>
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Using Qualifications Frameworks for international mobility: Australia and New Zealand

The Compatibility of Qualifications in Ireland and New Zealand, 2010


Joint EU-Australia Study on the (potential) role of qualifications frameworks in supporting mobility of workers and learners, 2011

Trans-Tasman Mutual Recognition Arrangement
Contact AQF Council

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