

Review Paper on Australia Qualification Framework

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ABSTRACT

The Australian Qualification framework is comprehensive framework responsible for regulated qualifications encompassing Australian Higher Education, Vocational Education and Training and School system. AQF came into existence in 1995 followed by four editions and two reviews in 2011 and 2013. The recent review has been done in September 2019, which is planned to be implemented soon. The present AQF, supports contemporary, relevant and nationally consistent qualification outcomes, together with quality assurance arrangements there by building confidence and trust in qualification by all stakeholders. The AQF register which is maintained at national level provides verification for all AQF qualifications and the organizations that are authorized to issue them. Presently AQF comprises of 10 levels 14 qualification types which defines relative complexity, depth of knowledge and skills and autonomy to be demonstrated by learner at respective levels. The development and maintenance of pathways with in AQF provide easy access to qualification so that learners have ease in mobility between different education and training sectors. The paper highlights the significant components of AQF that provide directions to those who are in process of implementation of qualification framework in their countries.

KEYWORDS: Levels, Level Descriptors, Qualification, Qualification Pack, Competency standard, Training packages, National Occupational Standard, Stakeholders, Credit and Credit transfer system

I. INTRODUCTION

The Australian Qualification Framework (AQF) was first introduced on 1 January 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training and schools [1]. This is one of the oldest qualification frame work, with 4 editions i.e first, second, third and fourth which were released in 1995, 1998, 2002 and 2007 respectively. During initial years it focuses on VET qualifications that is based on competency-based model. Subsequently it enters into the senior school certificate and higher education qualification. In the year 2011 AQF was revised under the leadership of AQF council. Similar to other National Qualification Framework (NQF), AQF architecture consist of set of levels, accredit authorities and learning outcomes which are learner oriented with the prime focus to develop the capabilities and thereby award the credits to the learners. Today AQF has consistent taxonomy of learning outcomes, which help to operationalize framework. The historical perspective of AQF thus provides a strong basis and greater insight into the elements of qualification framework, that are responsible for a responsive and vibrant framework. With access of AQF in higher education, AQFC support 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' (AQF Council 2013b, p.8) such as schools, Technical and Further Education (TAFEs), Universities, Vocational Education and Training (VET) providers, Registered Training Organisations (RTOs), Private Training providers etc. However, at national level it is being managed by the Australian Government's Department of

Industry [2]. The major AQF stakeholders include industry and its representative bodies, unions, professional associations and licensing authorities and governments [3]. Being flexible, nationally consistent and high-quality framework, it benefits and is popular among students in tertiary study in Australia [4]. AQF qualifications are created by packaging units of competency into meaningful groups aligned to a relevant AQF level and qualification type [5]. Where qualification type (for example, Senior Secondary Certificate of Education, Diploma, Bachelor Degree etc.) includes curriculum-based qualifications, Training Packages and Accredited Courses. Structurally there are only three options for education and training providers in Australia – they can be registered as an Registered Training Organisations (by Australian Skills Quality Authority) or a Higher Education Provider (HEP) by **Tertiary Education Quality and Standards Agency (TEQSA)** or both.

Basically, the AQF framework has five parts:

- Learning outcomes for each AQF level and qualification type.
- Specifications for accrediting and developing qualifications.
- Policy requirements for issuing AQF qualifications.
- Policy requirements for qualification linkages and student pathways, and
- Policy requirements for the registers of organizations authorized to accredit AQF qualifications and issue AQF qualifications, and to specify qualification pathways [22].

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II. Need and importance of AQF

Following points highlight the need for AQF

- Aids the national and international mobility of qualifications.
- Increase transparency of what education providers are providing to learners.
- Increase transparency of what individuals are offering to the labour market and to the community.
- Underpins national regulatory and quality assurance arrangements for education and training. Contribute to economic performance by supporting contemporary, relevant and nationally consistent qualification outcomes which build confidence in qualifications.

III. Essential Elements of AQF

Like other national qualification framework AQF comprises of Levels and Level descriptors, Qualification, Competency Standard, Occupational Standard, Credit point system, Credit transfer system and Training packages.

3.1. Levels and Level Descriptors



Figure 1: Level and level descriptor of AQF

AQF levels criteria describe the relative complexity and/or depth of achievement and the autonomy required to demonstrate the achievement by learners for each AQF level from 1 – 10 [3]. Fig 1 shows the certification associate with the levels. Previously AQF level 1 to 4 was named as certificate I to certificate IV which is now according to Review of the Australia Qualification framework 2019 report, renamed as *Certificate I as Pre-Vocational Certificate*, *Certificate II as Initial Vocational Certificate*, *Certificate III as Vocational Certificate* and *Certificate IV as Advanced Vocational Certificate*. Each level of AQF includes descriptions of learning outcomes in terms of knowledge, skills and application. Summary of level descriptors as specified in AQF is given below in Fig 2.

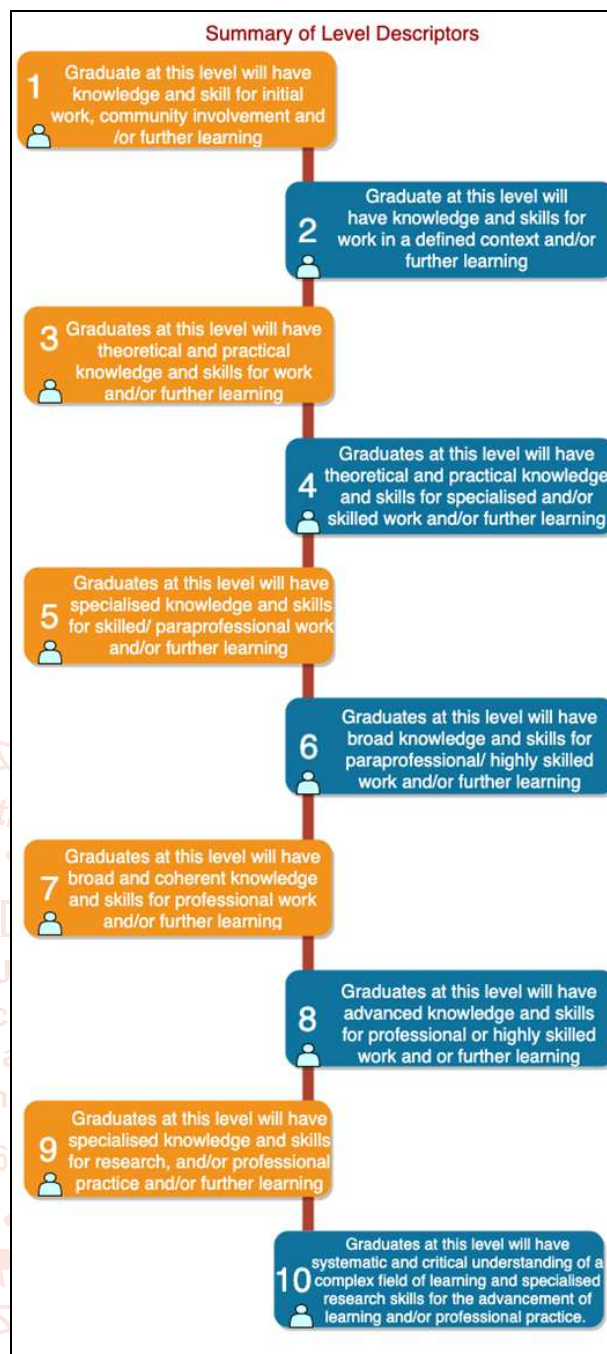


Figure 2: Summary of level descriptors

Details of AQF level descriptors with respect to knowledge, skill and application for each level is mentioned in table given in Annexure II A. With the increase in level the complexity in knowledge, skill and its application increase. At initial level, strict supervision by instructor/trainer is essential and performance is usually as per given direction. As level increases the learner become more independent and exhibits professional skills.

In AQF, Knowledge represents the understanding of the graduates in terms of depth, breath, kinds of knowledge and its complexity, skill includes cognitive, creative, technical, communication, interpersonal and generic skills which shows the capability of the graduates and application of knowledge and skills is expressed in terms of autonomy, responsibility and accountability. There are 14 AQF qualification types including Senior Secondary Certification of Education before Level 1, covering all education and training sectors. [3]. The nomenclature of qualification is given in **Annexure I**

3.2. Qualification

Qualification is a formal certification, issued by a relevant approved body, to recognize that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs [1]. In the present AQF with 10 levels and 14 qualifications more focus is on levels rather on qualifications aligned to these levels. Also, for some of the qualification at higher level clear distinction is not there. More over there are two set of learning outcomes one for levels described through summary, knowledge, skills and application of knowledge and skills as detailed out in **Annexure II A** and other for the qualification which include purpose, knowledge, skills, application of knowledge and skills and volume of learning. Details regarding Diploma qualification at level 5 is given in **Annexure II B**. As detailed out in **Annexure I**, some qualifications are delivered only in VET sector (Certificate I to IV) while Associate, Bachelor, Master and Doctoral in higher education. There is considerable overlap with Diploma and Advanced Diploma and Graduate Certificate and Graduate Diploma that are offered both in VET and higher education.

3.3. Competency Standard

Australia's vocational education and training system is competency based that focuses on learner's ability to do a task, to receive, respond and process the information in a manner to achieve competency. Competence means the ability to use knowledge, skills and attitudes in order to perform work activities and to achieve expected results [6]. Competency standards are therefore concerned with what people are able to do (e.g. maintain and use networks), and also with the ability to do this in a range of contexts (e.g. maintain and use networks of suppliers, government agencies, etc.) [20]. There by the focus is on integration of hands on, minds on and hearts on skills. The Australian Jobs 2017 Study reports that nine out of ten occupations, which are set to grow in the future, require Vocational Education and Training (VET) rather than university qualifications (DJ&SB 2017) [23]. This is relevant in today context as AQF focus on skilling and reskilling the workforce seamlessly.

3.4. Occupational Standard

Occupational standards are statements of work performance reflecting the ability to successfully complete the functions required in an occupation, as well as the application of knowledge, skills and understanding in an occupation [6]. In 1986 the first edition of Australian Standard Classification of Occupation (ASCO) was completed. According to report of Australian Bureau of Statistics, 2014 Australia and New Zealand classification system were merged, which is named as Australian and New Zealand Standard Classification of Occupations (ANZSCO) [7]. The current Australian and New Zealand Standard Classification of Occupations is version 1.2 of 2013 (Queensland Government, 2014). "ANZSCO replaces the Australian Standard Classification of Occupations (ASCO) Second Edition and the New Zealand Standard Classification of Occupations (NZSCO) 1999 used in Australia and New Zealand, respectively" [8]. ANZSCO structure consist of skill level and specialization, where skill level is based on level 1 to 5 which are major group, sub-major group, minor group, unit group and occupation. The details of each level is given in **Annexure III**.

3.5. Credit point system

Credit is the value assigned for the recognition of learning outcomes between different types of learning and/or qualifications based on a calculation of the expected time spent by students. Basically, Australia does not have a national credit system but it has a credit transfer and articulation policy which provide facility to each institution to develop its own credit system. For example, a Diploma Degree may require a total of 24 credits at one institution and 200 credits at another. This does not mean that a Diploma Degree requiring 200 credits is more substantial than a Diploma Degree requiring 24 credits. It only means that the institutions are using a different credit system. Both Diploma Degrees would have the same status as an AQF qualification. Credits are used to represent full-time study load, not contact hours. "Credit can be given to students in the form of block, specified or unspecified credit" [17]. Institutes Credit system cannot be converted into contact hours and study hours it is completely depended on the system they are using [13]. The credit issuing organizations provide clear, accessible and transparent policies and credit agreements for students. Credit agreements can be negotiated between issuing organizations on the basis of learning outcomes, volume of learning, program of study, including content, and learning and assessment approaches. Example of Charles Darwin university is given in **Annexure IV** where the course offered by university assigned to each level with their credit points and learning outcome on semester basis is given [19]. The common range for credit is given in Table 1.

Table 1: Qualification Award and expected range

Award	Expected Credit Range
Diploma	60-80
Advance Diploma	120-160
Bachelor Degree	240-320
Master Degree	80-160
Doctoral	240-320

3.6. Credit Transfer system

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

The credit transfer process involves

- mapping, comparing and evaluating the extent to which the learning outcome, discipline content and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes, discipline content and assessment requirements of the individual components of another qualification, and
- making a judgment about the credit to be assigned between the matched components of the two qualifications [18].

Students receiving credit on the basis of credit transfer agreements receive the same form and amount of credit as set out in the public register or database of credit arrangements, provided they can submit the relevant official evidence. However, the total amount of credit will vary from individual to individual, based on which qualification(s) or combinations of qualification components that have been successfully completed. AQF qualification pathway policy

provide the following guidelines for credit agreement negotiation.

- A. 50% credit for an Advanced Diploma or Associate Degree linked to a 3-year Bachelor Degree
- B. 37.5% credit for an Advanced Diploma or Associate Degree linked to a 4-year Bachelor Degree
- C. 33% credit for a Diploma linked to a 3-year Bachelor Degree
- D. 25% credit for a Diploma linked to a 4-year Bachelor Degree [3].

Many of the TAFE Queensland students are taking the benefit of credit transfer for Griffith University studies. For example Diploma in Counseling (CHC51015) from TAFE Queensland can get 40CP credit transfer for completion of Diploma, for entry into Bachelor of Psychological Science (1312) from Griffith University. Credit transfer details for Griffith University for formal study, non formal learning, informal learning and pathways with credit is available at griffith.edu.au/apply/credit-transfer. It also provide credit precedent data base for variety of institutions in Australia and rest of the world.

3.7. Training Packages

Training packages (TP) is a unique element of Australian Qualification Framework. These are developed to meet the training needs of an industry, or a group of industries and specify skills and knowledge also mentioned as competencies to perform effectively in work place. These competencies are expressed in unit of competency. TP also provide details of packaging of unit of competency for recognised qualification that align with AQF and assessment details. These are used predominantly by training providers, to design customised curriculum as per need of learner, employer and industry.

Training packages consist of the following nationally endorsed training package products:

- units of competency, which specify the standard of performance required in the workplace
- assessment requirements (associated with each unit of competency)
- qualifications aligned to the AQF (Certificate I to Advanced Diploma, and Graduate Certificate and Graduate Diploma)
- credit arrangements, specifying existing arrangements between training package qualifications and higher education qualifications in accordance with the AQF. [21].

The Department of Education maintains a searchable database of Training Packages and is the official national register of information on Training packages.

IV. Key Stakeholders of Australia Vocational Education and Training

4.1. Tertiary Education Quality and Standards Agency (TEQSA)

TEQSA is Australia's independent national quality assurance and regulatory agency for higher education [9]. TEQSA established by the Government as Australia's higher education regulation and quality assurance agency in the 2010-11 budget. All higher education institution must be registered with TEQSA to provide AQF. The Australian higher education sector includes public and private universities, Australian branches of overseas universities

and other higher education providers. There are around 1.5 million students enrolled in higher education, 31 % are international students and in 2017, sector revenue was almost 38 billion dollars. Regulatory necessity, reflecting risk, Proportionate regulation are the main approaches followed by TEQSA. TEQSA admitted student on the basis of their academic preparation, learning skills and proficiency in English. Ill prepared students are not admitted as per norms.

4.2. Australian Industry and Skills Committee (AISC)

AISC is established in May 2015 by Council of Australian Government (COAG) and Skills Council. The AISC operates in partnership with Australian Government, Industry Reference Committees (IRCs), Skills Services Organizations (SSOs), state and territory governments and regulators within the VET sector [10]. Australian Government or the state and territory ministers nominate AISC members. Basically, AISC provide industry-based advice for the implementation of VET policies and focused on the quality relevant and responsive training to meet the needs of industry, employers and students.

4.3. Australian Skills Quality Authority (ASQA)

ASQA is the national regulator for the vocational education and training (VET) sector, and is an independent statutory authority. It is responsible for maintaining sector's quality through the effective regulation of:

- VET providers
- accredited VET courses
- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered providers and providers of English Language Intensive Courses for Overseas Students (ELICOS), excluding those courses delivered by a school or higher education.
- ASQA is adopting risk based approach at two levels for maintaining the quality and reputation of Australian Vocational Education and Training sector viz. Operational risk (provider risk) and strategic risk (systemic risk).
- Operational Risk (provider risk) is the risk an individual provider presents through their choices and actions, which, if left untreated, could have a significant detrimental impact on training and assessment outcomes for students, industry and the community.
- Strategic Risk (systemic risk) is a risk likely to exist across the sector or in a portion of providers. If left untreated, significant risks of this type can have a detrimental impact on the quality of training and assessment for individuals, industry and the wider community and may lead to loss of confidence in the sector.
- The risk based approach adopted for operational risk and strategic risk comprises of five stages namely risk identification, risk analysis and evaluation, risk treatment, communication and consultation, and monitoring & review. [11].

4.4. Council of Australian Government (COAG)

COAG is the peak intergovernmental forum in Australia. Its role is to initiate, develop and monitor the implementation of policy reforms of national significance, which require cooperative action by Australian governments [12]. COAG established the COAG Industry and Skills Council (CISC) to develop and implement high-level policies that help Australian industry to be competitive, create jobs and attract

investment. The Council focuses on major policy reforms that require Commonwealth-State collaboration. The CISC is responsible for: Industry competitiveness, productivity and labor market pressures. Skills development and national training arrangements [26]. On 29 May 2020, the Prime Minister announced that the Council of Australian Government (COAG) will cease and a new National Federation Reform Council (NFRC) will be formed, with National Cabinet at the center of the NFRC [27].

4.5. Industry Skill Council (ISC)

Industry Skills Councils (ISCs) represent the industry's interests in the VET sector. Its main role is to assist in the development of Training Packages that meet industry needs and also to ensure the quality and relevance of Training Packages. In doing so, ISCs consult with employers, unions and professional associations to inform their industry's training needs. They also liaise with the Australian state and territories governments with regard to industry skills needs, State and Territory industry advisory bodies and peak representative bodies in their area of industry coverage. [13]. In Australia there are 11 Industry Skills Council (ISCs) registered privately and run by industry boards of directors [14].

4.6. National Centre for Vocational Education Research (NCVER)

The National Centre for Vocational Education Research (NCVER) is the national professional body responsible for collecting, managing, analysing and communicating research and statistics on the Australian vocational education and training (VET) sector. It was established in 1981 and is owned by the Commonwealth, state and territory ministers responsible for VET. The main task of NCVER are:

- Conduct and manage research under a set of national research priorities as determined through the Skills Senior Officials Network Research Working Group.
- Coordinate the national VET administrative data collections and surveys.
- Manage the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) and support registered training organisations to report their activity.
- Undertake consultancy research and analysis services to help clients address specific information needs [16].

4.7. Registered Training Organisations (RTOs)

Registered Training Organisations (RTOs) are vocational education organisations that issues statements of attainment to the students that are recognised across Australia. RTOs are registered with the Australian Skills Quality Authority (ASQA);

or in some cases, a state regulator. There are approximately 5000 RTOs, including Technical and Further Education institutes (TAFEs), other government education institutions, and private education institutions [13].

Types of RTOs

There are six main types of RTOs in the Australian VET system.

Private RTOs: There are more than 3,000 private RTOs in Australia, and they attract over 55% of all VET enrolments.

TAFE Institutes: There are a small number of TAFE institutes in Australia, but they attract more than 25% of all VET enrolments.

Community RTOs: Community-owned, not-for-profit RTOs attract around 5% of all VET enrolments.

Schools: More than 400 Australian secondary schools also operate as RTOs, and they attract around 5% of all VET enrolments.

Enterprise RTOs: mainly deliver training to their own employees, and they attract less than 5% of all VET enrolments.

Universities: a small number of Australian universities also operate as RTOs, and they attract less than 5% of all VET enrolments [15].

4.8. Australian Council of Open and Distance Education (ACODE)

The Australian Council of Open and Distance Education (ACODE) provide technology enhanced learning and teaching skills for higher education. ACODE has 8 dimensions for continuous improvement and quality assurance in technology-enhanced learning.

- Institution-wide policy and governance for technology enhanced learning.
- Planning for institution-wide quality improvement of technology enhanced learning.
- Information technology systems, services and support for technology enhanced learning.
- The application of technology enhanced learning services.
- Staff professional development for the effective use of technology enhanced learning.
- Staff support for the use of technology enhanced learning.
- Student training for the effective use of technology enhanced learning.
- Student support for the use of technology enhanced learning [24].

V. Conclusion

Australia qualification framework (AQF), is one of the most referred qualification frameworks due to its rich historical developments since 1995. Though complex, it is rich in semantic details. In order to interpret AQF, one need to go through the developments and the changes incorporated in it over the years. Presently AQF comprises of ten levels and 14 qualifications. Some qualifications are delivered only in VET sector (Certificate I to IV) while Associate, Bachelor, Master and Doctoral in higher education. There is considerable overlap with Diploma and Advanced Diploma and Graduate Certificate and Graduate Diploma that are offered both in VET and higher education. In its present form there is confusion in establishing relationship between levels criteria and qualification descriptors. The same was under the review in September 2019.

In order to provide easy transition between VET and higher education, credit transfer and articulation policy provide relief to learners where by the credits for the learning already achieved through formal, non-formal or informal

mode is given as per the laid down procedure. This helps the learner in acquiring next higher qualification in lesser time. At the ground level the most significant component of AQF is the Training package, which helps in effective implementation. Training package clearly specify packaging of unit of competency for recognised qualification that align with AQF and also the assessment details. This is useful in designing and implementing customised curriculum as per need of learner, employer and industry. The review of AQF, thus provide rich information regarding its levels, qualification types, occupational standards, credit transfer policy, training package and the key stake holders and their primary role in making AQF as one of the leading qualification framework.

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Annexure I**Australian Qualification Framework**

Level	Senior Secondary Schooling	Vocational Education and Training	Higher Education
10			Higher Doctoral Degree
10			Doctoral Degree
09			Master's Degree (coursework/research/extended)
08		Graduate Diploma	Graduate Diploma
08		Graduate Certificate	Graduate Certificate
08			Bachelor Honours Degree
07			Bachelor Degree
06		Advanced Diploma	Associate Degree/ Advanced Diploma
05		Diploma	Diploma
04		Certificate IV	
03		Certificate III	
02		Certificate II	
01		Certificate I	
Non located at an AQF level	Senior Secondary Certificate of Education		

Source: AQFC, 2011

Annexure II (A)**Level Descriptor and Learning Outcome Criteria of Australia Qualification Framework**

Level	Summary	Knowledge	Skills	Application of knowledge and skills
1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work.	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> • undertake defined routine activities. • identify and report simple issues and problems 	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters
2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> • undertake defined activities • provide solutions to a limited range of predictable problems 	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters
3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning	Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> • complete routine activities • provide and transmit solutions to predictable and sometimes unpredictable problems 	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters

4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none"> • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters
5	Graduates at this level will have specialised knowledge and skills for skilled/ paraprofessional work and/or further learning	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse information to complete a range of activities • provide and transmit solutions to sometimes complex problems • transmit information and skills to others 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters
6	Graduates at this level will have broad knowledge and skills for paraprofessional/ highly skilled work and/or further learning	Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse information to complete a range of activities • interpret and transmit solutions to unpredictable and sometimes complex problems • transmit information and skills to others 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility: <ul style="list-style-type: none"> • in contexts that are subject to change • within broad parameters to provide specialist advice and functions
7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse and evaluate information to complete a range of activities • analyse, generate and transmit solutions to unpredictable and sometimes complex problems • transmit knowledge, skills and ideas to others 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility: <ul style="list-style-type: none"> • in contexts that require self-directed work and learning • within broad parameters to provide specialist advice and functions

8	Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning	Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice	Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse critically, evaluate and transform information to complete a range of activities • analyse, generate and transmit solutions to complex problems • transmit knowledge, skills and ideas to others 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner
9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: <ul style="list-style-type: none"> • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner
10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice	Graduates at this level will have systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice	Graduates at this level will have expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically: <ul style="list-style-type: none"> • engage in critical reflection, synthesis and evaluation • develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice • disseminate and promote new insights to peers and the community • generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar

Source: Handbook Australian Qualification Framework 2013

Annexure II B**Australian Qualification Framework Qualification type and learning outcome descriptor (For Diploma at Level 5)****Purpose**

The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning

Knowledge

Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning

Skills

Graduates of a Diploma will have:

- cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources
- cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements
- specialist technical and creative skills to express ideas and perspectives
- communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge

Application of knowledge and skills

Graduates of a Diploma will demonstrate the application of knowledge and skills:

- with depth in some areas of specialisation, in known or changing contexts
- to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations
- with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality
- with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters

Volume of learning

The volume of learning of a Diploma is typically 1 – 2 years

Source: Handbook Australian Qualification Framework 2013

Annexure III**Structure of Australia and New Zealand Skill Classification of Occupation (ANZSCO)**

Level	Description	No. of Groups
Major Group	<ul style="list-style-type: none"> •The broadest level of ANZSCO •Formed using a combination of skill level and skill specialisation to create groups which are meaningful and useful for most (statistical and administrative) purposes 	8
Sub-Major Group	<ul style="list-style-type: none"> •Subdivisions of the major groups •Distinguished from other sub-major groups in the same major group on the basis of skill level and a broad application of skill specialisation. 	43
Minor Group	<ul style="list-style-type: none"> •Subdivisions of the sub-major groups •Distinguished from other minor groups in the same sub-major group mainly on the basis of a less broad application of skill specialisation. 	97
Unit Group	<ul style="list-style-type: none"> •Subdivisions of the minor groups •Distinguished from other unit groups in the same minor group on the basis of a finer application of skill specialisation and, where necessary, skill level 	358
Occupation	<ul style="list-style-type: none"> •The most detailed level of ANZSCO •Subdivisions of the unit groups •Distinguished from other occupations in the same unit group on the basis of detailed skill specialisation •Sets of jobs which involve the performance of a common set of tasks. 	998

Source: Australian Bureau of Statistics, Australian and New Zealand Standard Classification of Occupations, First edition, 11 Sep 2006

Annexure IV**Charles Darwin University Award Types, AQF Levels and Volume of Learning**

Award	AQF Level	Volume of Learning	
		Credit Points Required (HE)	Standard Duration of F/T Learning (Semesters)
Certificate I	1	N/A	1-2
Certificate II	2	N/A	1-2
Certificate III	3	N/A	1-2
Certificate IV	4	N/A	1-4
Diploma	5	80	2-4
Advance Diploma	6	160	4
Associate Degree	6	160	4
Bachelor Degree	7	240-320	6-8
Bachelor Hon Degree (embedded)	8	320	8
Bachelor Honours Degree	8	80	2
Graduate Certificate	8	40	1
Graduate Diploma	8	80	2
Master Degree (Coursework)	9	80-160	2-4
Master Degree (Extended)	9	160-320	4-8
Master Degree (Research)	9	80-160	2-4
Doctoral Degree	10	240-320	6-8

Source: Unit and courses policy Charles and Darwin University

Annexure V**List of Industry Skills Councils**

1. Agri-Food Industry Skills Council
2. Innovation & Business Skills Australia
3. Community Services & Health Industry Skills Council
4. Manufacturing Skills Australia
5. Construction and Property Services Industry Skills Council
6. Skills DMC Industry Skills Council
7. EE-Oz Training Standards
8. Services Skills Australia
9. Government Skills Australia
10. Transport & Logistics Industry Skills Council
11. Forest Works