



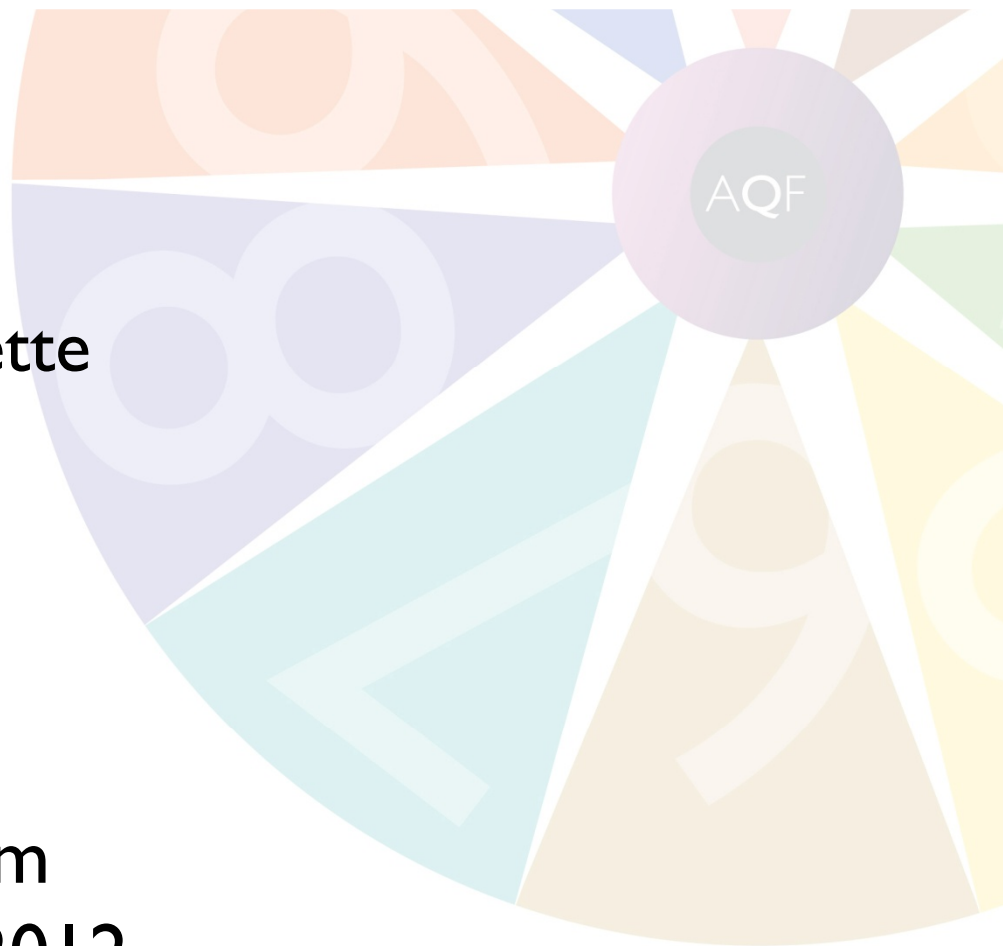
Australian Qualifications Framework






Presented by: Ann Doolette
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Executive Director
AQF Council

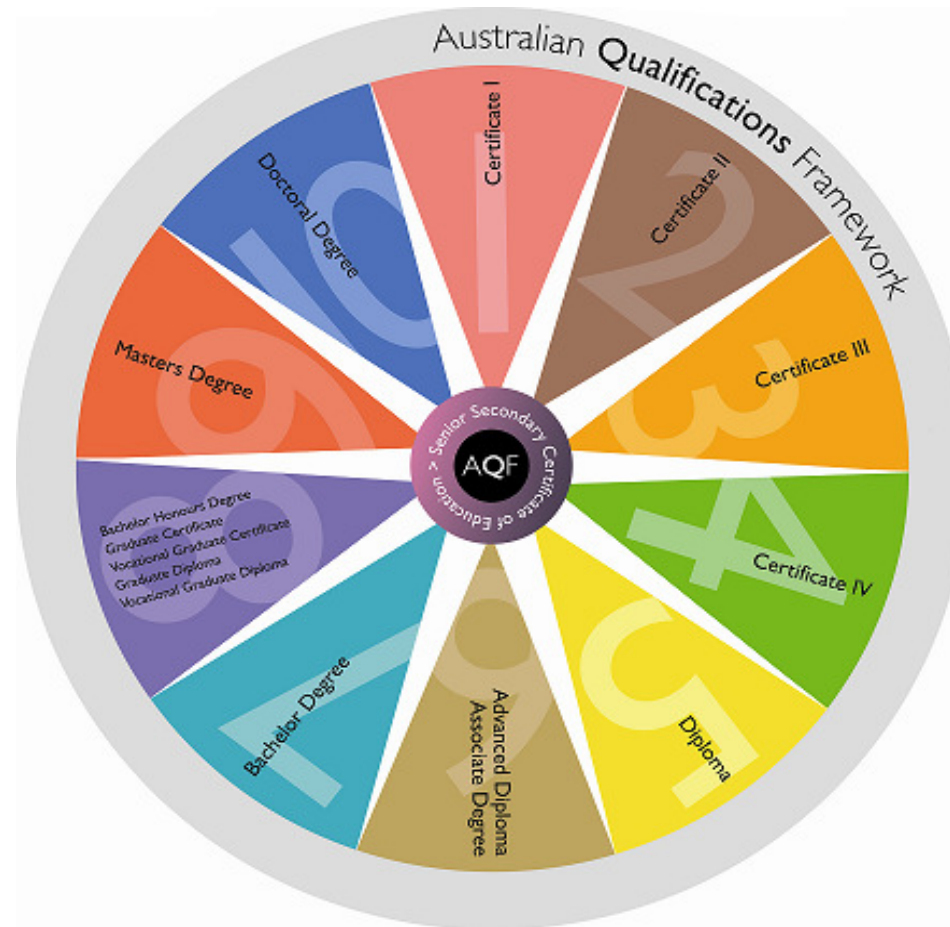
ASEM TVET Symposium
Berlin 27-28 February 2012
Putting Frameworks into Practice
Decision and Implementation: Australia's experience





The AQF is Australia's national policy
for regulated qualifications
delivered in all education sectors

AQF is outcomes-based





AQF Governance

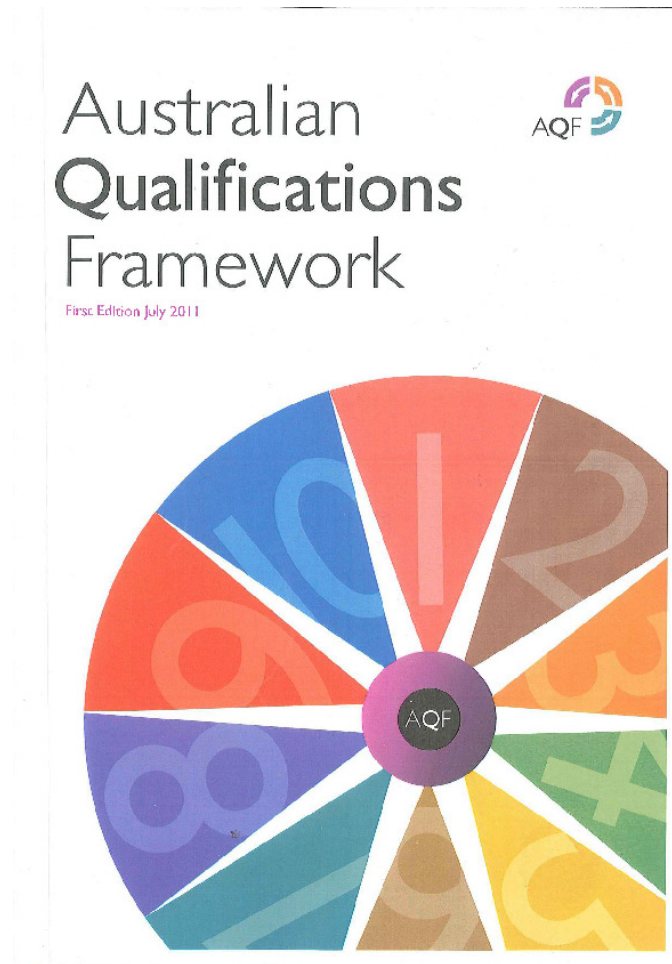
AQF is owned and funded by all governments

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



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



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

Australia	Mature – HE, VET, Schools
Brunei	Developed – HE
Cambodia	Under consideration
China	Implemented HK SAR only – HE, VET
India	Developed – VET
Indonesia	Developed – HE, VET
Japan	Under consideration
Korea	Under consideration
Laos	Unknown
Malaysia	Mature – HE, VET
Mongolia	Under consideration
Myanmar	Unknown
New Zealand	Mature – HE, VET, Schools
Pakistan	Developed – HE, VET
Philippines	Under consideration
Singapore	Implemented – VET
Thailand	Implemented – HE
Vietnam	Under consideration



Using Qualifications Frameworks for international mobility: Australia and New Zealand

The Compatibility of Qualifications in Ireland and New Zealand, 2010

Comparison of the Irish National Framework of Qualifications and the Australian Qualifications Framework, 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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