



Review of the Australian Qualifications Framework

Discussion Paper

DECEMBER 2018

The Australian Qualifications Framework (AQF) Review Panel wishes to draw on the considerable expertise and experience that has developed across a broad range of organisations and individuals in relation to the Review's [Terms of Reference](#).

In its discussion paper, the Panel has opted to provide to organisations and individuals some of the Panel's initial thinking about the case for change to the AQF, but invites differing analysis, conclusions and proposals.

To make a submission to the Review, please email this form to AQFReview@education.gov.au by **15 March 2019**.

Please note that the Australian Government Department of Education and Training will not treat a submission as confidential unless requested that the whole submission, or part of the submission, be treated as such.

Please limit your response to no more than 3000 words.

Respondent name

Keith Cowlshaw

Respondent organisation (where relevant)

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1. In what ways is the AQF fit, or not fit, for purpose?

2. Where the AQF is not fit for purpose, what reforms should be made to it and what are the most urgent priorities? Please be specific, having regard to the possible approaches suggested in the discussion paper and other approaches.

credit into Bachelor programs.

The AQF needs greater clarity around these levels and consideration should be given to

- Rationalise the AQF 5 level into a single category "Diploma" and introduce critical thinking (analysis and application) as a criterion for both VET and HE AQF 5 product. The volume of teaching should be one year. Whilst outside the terms of reference this means AQF is regulated by ASQA alone.
- Rationalise AQF 6 into a single level 'Associate Degree' which also includes critical thinking and the volume of teaching is two years (stand alone or with nested Diploma)

A clarification of this nature would see AQF 5/6 properly positioned as stand-alone tertiary programs with clear pathways into bachelor programs which can be utilised by VET and HE program developers. All AQF 5/6 would require critical thinking which would require VET pedagogy to better align their pedagogy to include critical thinking.

Apprenticeships:

A completed apprenticeship is a significant qualification for critical skills required by the economy. However there are problems with the current system and there is a need to change the current system, move away from the indentured model and bring it into the 21st century so that the training reflects the needs of digitally engaged students.

My concern centres upon the continuing decline in enrolments and the poor completion rate of apprenticeships. I believe this is due to duration of an apprentice ship programs which in turn encourages too many students to undertake undergraduate programs (for which they are unsuitable) which in turn dilutes the student pool undertaking apprentice ships.

A four year apprenticeship with its direct and indirect (on the job training) over four years is arguably greater than 4800 hrs/annum. One can complete a U/G degree in three years. Maybe the Diploma or Degree apprenticeships being undertaken in the UK are an answer? Maybe a unique AQF level. Apprenticeships are a practice based qualification where the majority of training is undertaken in the workplace. Is this an area the AQF could capture and in so doing reduce the duration of these programs?

Other

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