



# 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](mailto: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

Catherine Wills

## Respondent organisation (where relevant)

Victorian Tertiary Admissions Centre (VTAC)

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

The AQF insufficiently defines degrees in Levels 7 and 8 for university admissions purposes. In particular it doesn't provide sufficient granularity in Level 8 to allow a distinction between undergraduate and postgraduate qualifications, and doesn't accommodate new forms of qualifications such as graduate-entry bachelor, Professional Honours, Clinical Honours and the combined bachelor/masters degrees that are all gaining in popularity. For the purposes of admission to university course, and in particular graduate-entry medicine and allied health courses, these distinctions are vital for equity in selection.

### 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.

**VTAC would like to see further granularity in Level 8 with a cutoff between undergraduate and postgraduate study.**

**We would like to see Levels 7 and 8 include and define:**

- Professional Honours programs – Most institutions do not treat this as a honours program as there is no honours classification level awarded for this course (Example institution: University of Tasmania)
- Clinical Honours programs – Similar to Professional honours courses
- Embedded honours vs Standalone honours programs – Should these be treated differently in the AQF framework?
- Graduate entry bachelor degrees - where credit is awarded from a prior bachelor degree
- Graduate entry Diplomas – where applicants undertake further studies towards an additional undergraduate major, without having to meet the full course requirements of another bachelor's degree. (Offered at UWA)
- Conversion degrees - where the Bachelor degree duration is less than 3FTE due to credit from Level 6 or lower subjects.
- Combined Bachelor and Masters programs where the bachelor degree component may only be 2 years (Example institution: La Trobe University)
- Concurrent Diplomas offered by institutions alongside a bachelor degree (Example Institution: University of Melbourne)
- Concurrent bachelor honours qualifications (Example institution: Macquarie University)

**VTAC would also like to see TEQSA list the AQF level in their accreditation statements on the National Register.**

3. In relation to approaches suggested by the Panel or proposed in submissions or through consultations, what are the major implementation issues the Review should consider? Please consider regulatory and other impacts.

The review asks for a way to define "credit points" so there is comparison across the country. Universities already report subjects as EFTSL where 1 EFTSL is equal to one year of full-time equivalent study. This measure is available to and used by all the universities and Tertiary Admissions Centres so would appear to be a ready-made solution.

Other