



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

Bradley Roberts

Respondent organisation (where relevant)

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Australian Maritime Safety Authority (Liaison Officer)

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

Enterprise and social skills (in lieu of existing AQF generic skills).

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.

I recommend that tacit skills such as WEF's Enterprise and Social Skills be incorporated into the revised AQF.

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.

Embedding the WEF's enterprise and social skill set, containing nuanced, non-technical capabilities, into the revised AQF.

Many training providers focus on the technical/codified aspects of practice. However, their tacit and values-based 'ways of working' can be passed on as a 'hidden curriculum' that has the potential to bring outmoded values and dispositions from the previous generation of practitioners/educators, to today's learners. Being explicit about these skill sets, even without a taxonomy, will go some way to eliminating the unconscious reproduction of outmoded "habitus" within some communities of practice. These "generic" competencies can, and do, play a role in shaping industry.

Many thanks for the consultative process.

Other