

**Australian**

# **Qualifications Framework**

## ***Implementation Handbook***



# Contents

	Page
<b>DEFINITION OF TERMS</b>	<b>1</b>
<b>INTRODUCTION</b>	<b>3</b>
<b>AN OVERVIEW OF THE AUSTRALIAN QUALIFICATIONS FRAMEWORK</b>	<b>5</b>
<b>GUIDELINES</b>	<b>7</b>
Notes to Assist Interpretation of the Guidelines	8
Summary Tables of Qualifications	9
Authority for Learning Outcomes	
Characteristics of Learning Outcomes	
Distinguishing Features of Learning Outcomes	
Senior Secondary Certificates of Education	19
Certificate I	23
Certificate II	27
Certificate III	33
Certificate IV	39
Diploma	45
Advanced Diploma	51
Bachelor Degree	57
Graduate Certificate	61
Graduate Diploma	63
Masters Degree	65
Doctoral Degree	67
<b>TRANSITION ARRANGEMENTS</b>	<b>69</b>
<b>ARTICULATION ARRANGEMENTS</b>	<b>75</b>
<b>ISSUING A QUALIFICATION</b>	<b>79</b>
<b>MONITORING THE FRAMEWORK</b>	<b>85</b>
<b>APPENDIX – Acronyms</b>	<b>89</b>

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## Definition of Terms

# Definition of Terms

“Qualification” is defined as follows:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”*

In the schooling sector these learning outcomes normally relate to general education and mark the completion of secondary schooling. They prepare students for initial entry into the workforce, for vocational education, and training and university studies.

In the vocational education and training sector these learning outcomes lead to the achievement of competencies.

For the purposes of qualifications, the vocational education and training sector defines “competency” as the possession and application of both knowledge and skills to defined standards, expressed as outcomes, that correspond to relevant workplace requirements and other vocational needs.

It focuses on what is expected of the person in applying what they have learned and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

University qualifications in Australia have derived in their standing from the degrees of the older universities which in the 19th century were modelled upon the British universities. Today, Australian universities wherever their location and whatever their selected profile must enable their graduates to operate anywhere, and in any sphere, at a level of “professionalism” consistent with best international practice, and in ways that embody the highest ethical standards.



# Introduction



# Introduction

This Handbook provides a detailed guide for the implementation of the Australian Qualifications Framework. It should be read in conjunction with documents issued by Accrediting Bodies.

The Handbook consists of six sections:

## **An Overview of the Australian Qualifications Framework**

A brief introduction to the Australian Qualifications Framework with a description of its key features.

## **Guidelines**

Information required to determine the level of a qualification.

## **Transition Arrangements**

Advice as to how to convert an existing qualification to a qualification under the Australian Qualifications Framework, together with advice as to the requirements which must be met.

## **Articulation Arrangements**

A set of principles to assist the establishment of connections between the qualifications.

## **Issuing a Qualification**

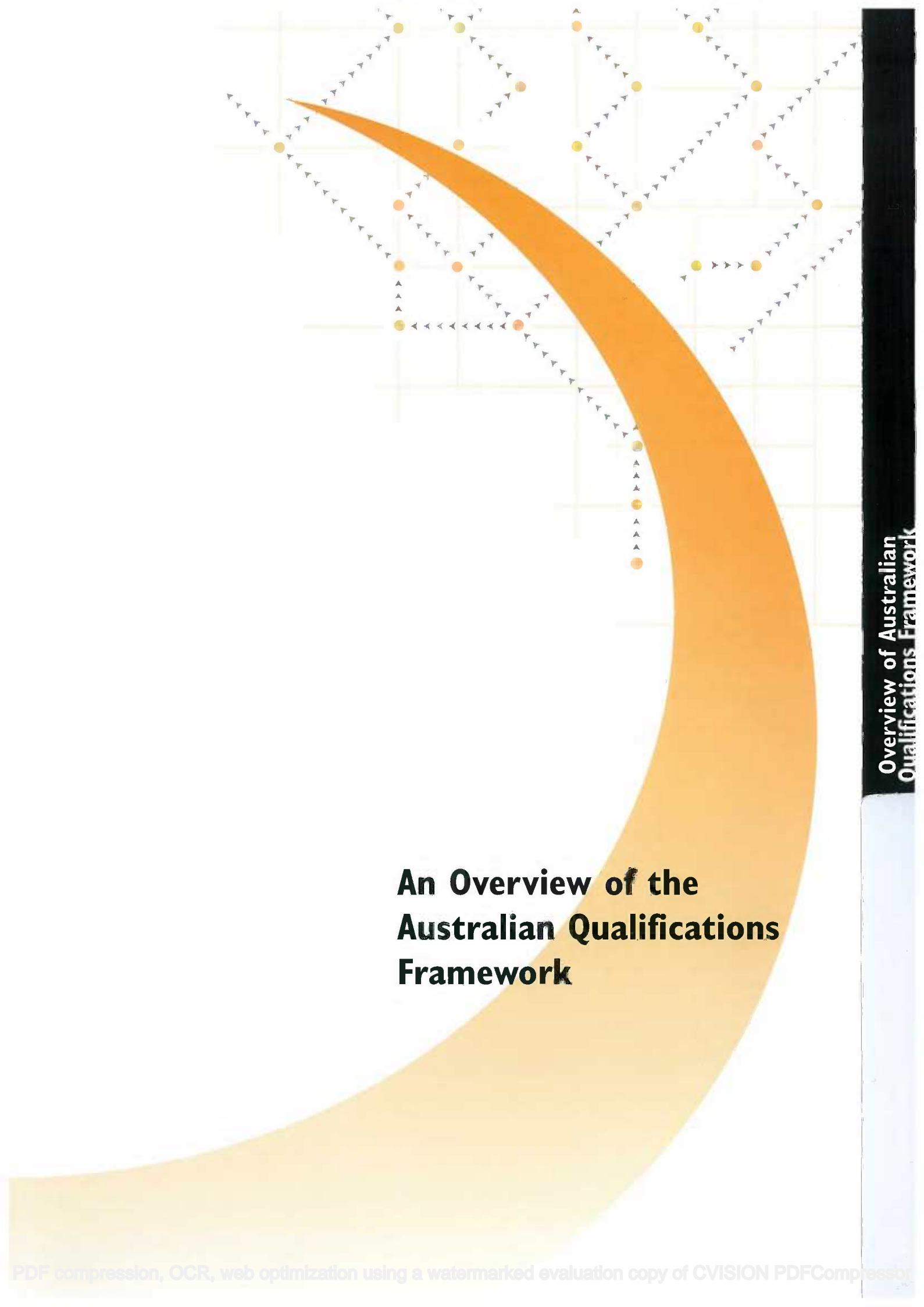
Advice regarding who issues a qualification, how and when.

## **Monitoring the Framework**

Details regarding the Australian Qualifications Framework Advisory Board which is being established to monitor implementation of the Framework.







# **An Overview of the Australian Qualifications Framework**

# An Overview of the Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent yet flexible Framework for all qualifications in post-compulsory education and training. The Framework was introduced Australia-wide on 1 January 1995.

The AQF recognises that the schools sector, vocational education and training sector and higher education sector each have different industry and institutional linkages. It connects these in a coherent single Framework incorporating qualification **levels**, **titles**, and **guidelines**.

Where an equivalent qualification is awarded by more than one sector (i.e. Diploma, Advanced Diploma) the title is common to both sectors.

The twelve qualification **levels** and their **titles** are indicated below. They have been shown graphically according to the prime sectoral responsibility for delivery as follows:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Senior Secondary Certificate of Education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

The **guidelines** contain the main criteria for defining qualifications based on the general characteristics of education and training at each qualification level. These characteristics are expressed principally as learning outcomes. The guidelines provide common ground for qualifications across the sectors. Differences in approach between the sectors are in the main related to the area of authority for learning outcomes, and these are reflected in the guidelines.

To enable effective implementation, the Framework is supported by:

- transition arrangements. New qualifications will begin to be issued in 1995. Provision has been made to convert courses to a qualification under the AQF and to allow qualifications which were available under the previous system to be offered until as late as 1999;
- principles for articulation. The focus of these principles is to establish connections between the qualifications in the Framework;
- principles for the issuance of qualifications and protection of titles. This includes provision for the issuance of “statements of attainment” to verify the achievements of a person who has completed part of a qualification; and
- arrangements for monitoring the implementation of the Framework, through the establishment of the Australian Qualifications Framework Advisory Board.

The AQF should:

- provide nationally consistent recognition of outcomes achieved in post-compulsory education;
- help with developing flexible pathways which assist people to move more easily between the education and training sectors and between those sectors and the labour market by providing the basis for recognition of prior learning, including credit transfer and experience;
- integrate and streamline the requirements of participating providers, employers and employees, individuals and interested organisations;
- offer flexibility to suit the diversity of purposes of education and training;
- encourage individuals to progress through the levels of education and training by improving access to qualifications, clearly defining avenues for achievement, and generally contributing to life-long learning;
- encourage the provision of more and higher quality vocational education and training through qualifications which normally meet workplace requirements and vocational needs, thus contributing to national economic performance; and
- promote national and international recognition of qualifications offered in Australia.



# Guidelines



# Guidelines

The Guidelines have been developed to assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents and education and training bodies to understand factors determining the level of a qualification available under the Australian Qualifications Framework (AQF).

The Guidelines specify the characteristics of learning outcomes as well as explaining the responsibilities for assessment, issuance and certification. They are set out in a common format to enable comparisons and assist in distinguishing between levels. This common format covers the following areas:

## **Purpose**

The aim of the Guideline.

## **Context**

Why the Guideline is necessary.

## **Learning Outcomes**

### **Authority**

The ultimate determinants of the qualification level.

### **Characteristics**

A descriptor of learning outcomes at this particular level.

### **Distinguishing Features**

The features which distinguish adjacent qualification levels.

## **Responsibility for Assessment**

Who is ultimately responsible for assessment.

## **Pathways to the Qualification**

How the qualification can be achieved.

## **Authority to Issue the Qualification**

Who issues the qualification.

## **Certification Issued**

When the qualification is issued and what is issued.

# Notes to Assist Interpretation of the Guidelines

A summary of the key features of each qualification is set out on the following tables.

To further assist determining the level of a qualification the most compatible set of features should be selected. Not all features will necessarily apply.

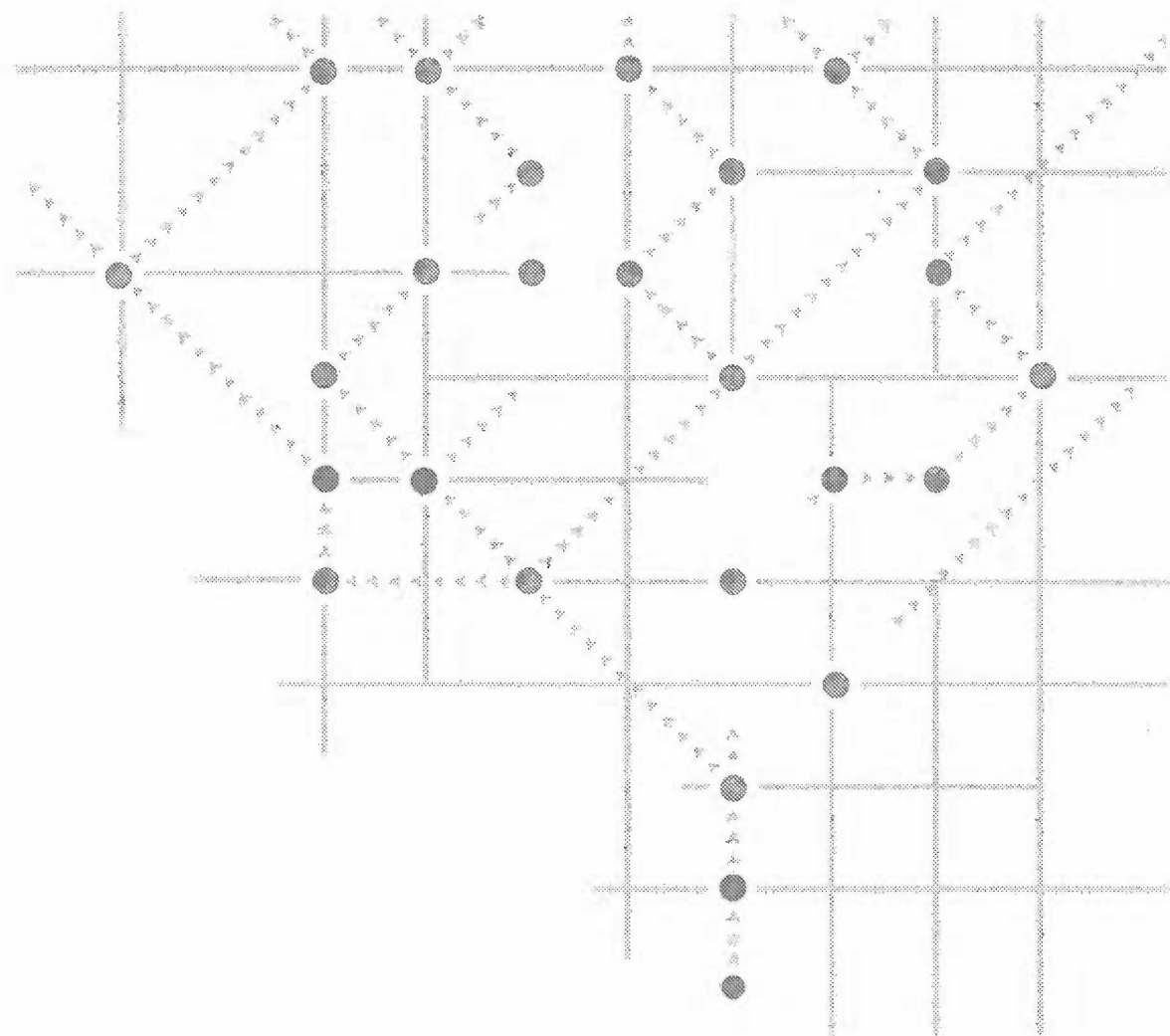
Also, in regard to the vocational education and training sector only:

- i. the statements regarding national competency standards included under the heading "*Learning Outcomes - Authority*", advises:

*"... the body which developed those standards must be involved in this determination".*

This does not mean that the relevant National Competency Standards Body must be directly involved in approving every course which is accredited. State/Territory accreditation bodies should use current arrangements for ensuring industry groups have endorsed the relationship between the course and the competency standards; and

- ii. the National Framework for the Recognition of Training (NFROT) states that courses must be based on competency standards expected in employment, and that the course standards are appropriate in the requirements for the particular qualification. In instances where the provider wishes to convert an existing course to a qualification provided under the AQF, the only courses eligible for conversion are those which were accredited in accordance with NFROT and have therefore already demonstrated these principles.



## SUMMARY TABLES OF QUALIFICATIONS

**Table A1: Authority for Learning Outcomes**

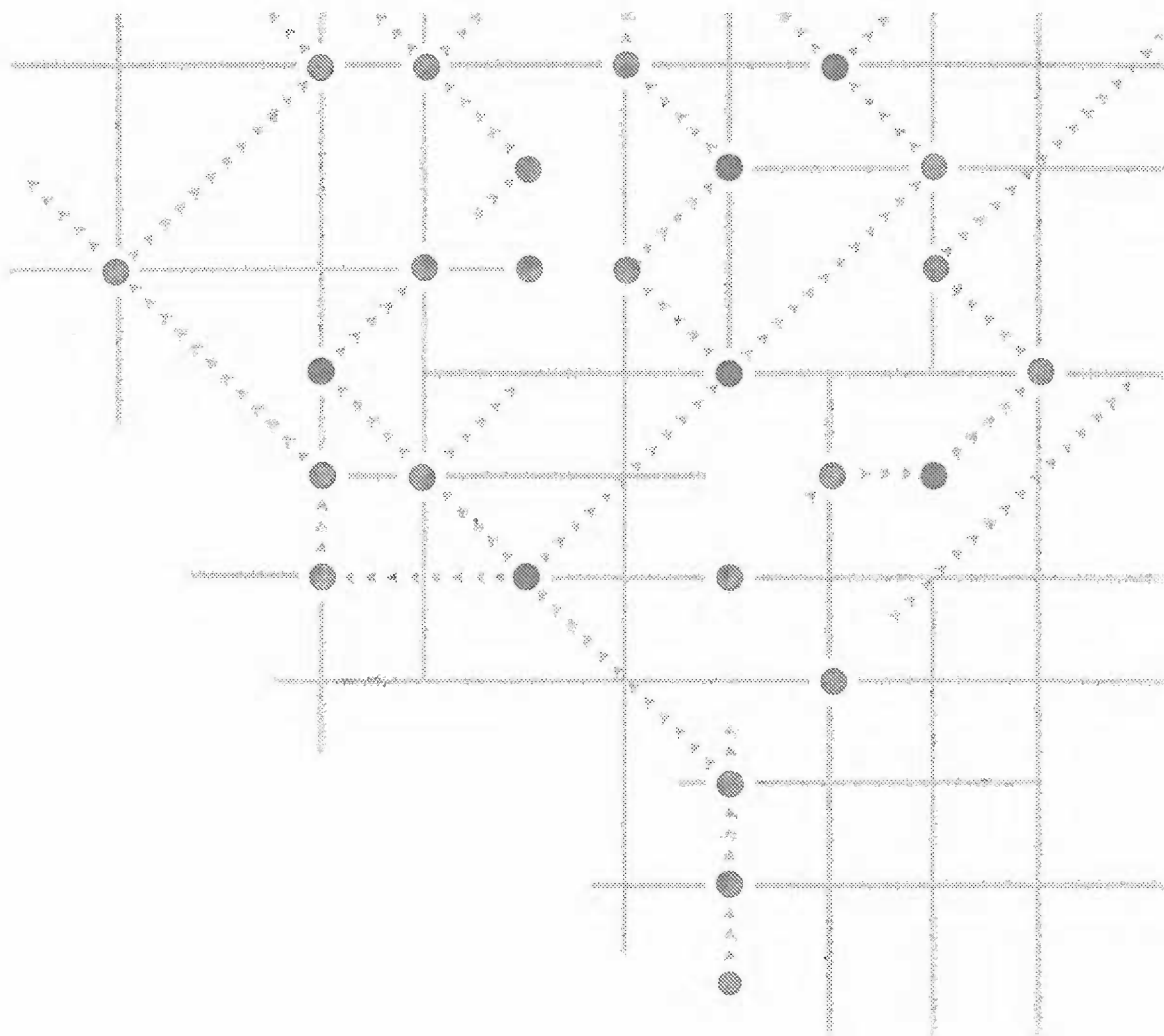


# SUMMARY TABLES OF QUALIFICATIONS: Key Features of each Qualification

Table A1: Authority for Learning Outcomes

<p><b>Senior Secondary Certificate of Education</b></p> <p>At a State/Territory level, requirements for Senior Secondary Certificates of Education are set by Statutory Boards which are responsible for the development and accreditation of courses of study, assessment and issuance of the qualification.</p>	<p><b>Certificate I</b></p> <p>The relevant industry, enterprise, community or professional group will determine that:</p> <ul style="list-style-type: none"> <li>the learning outcomes are consistent with and lead to the achievement of a package of competencies;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the package of competencies, including generic competencies such as key competences, are consistent with <b>ASF Level 1.</b></li> </ul>	<p><b>Certificate II</b></p> <p>The relevant industry, enterprise, community or professional group will determine that:</p> <ul style="list-style-type: none"> <li>the learning outcomes are consistent with and lead to the achievement of a package of competencies;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the package of competencies, including generic competencies such as key competences, are consistent with <b>ASF Level 2.</b></li> </ul>	<p><b>Certificate III</b></p> <p>The relevant industry, enterprise, community or professional group will determine that:</p> <ul style="list-style-type: none"> <li>the learning outcomes are consistent with and lead to the achievement of a package of competencies;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the package of competencies, including generic competencies such as key competences, are consistent with <b>ASF Level 3.</b></li> </ul>	<p><b>Certificate IV</b></p> <p>The relevant industry, enterprise, community or professional group will determine that:</p> <ul style="list-style-type: none"> <li>the learning outcomes are consistent with and lead to the achievement of a package of competencies;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the package of competencies, including generic competencies such as key competences, are consistent with <b>ASF Level 4.</b></li> </ul>
	<p>Where a package of national competency standards at <b>ASF Level 1</b> has been endorsed by the National Training Board, the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.</p>	<p>Where a package of national competency standards at <b>ASF Level 2</b> has been endorsed by the National Training Board, the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.</p>	<p>Where a package of national competency standards at <b>ASF Level 3</b> has been endorsed by the National Training Board, the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.</p>	<p>Where a package of national competency standards at <b>ASF Level 4</b> has been endorsed by the National Training Board, the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.</p>
	<p>Where the learning outcomes are derived from more than one set of national competency standards, the relevant bodies which developed the standards must endorse the package of competencies.</p>	<p>Where the learning outcomes are derived from more than one set of national competency standards, the relevant bodies which developed the standards must endorse the package of competencies.</p>	<p>Where the learning outcomes are derived from more than one set of national competency standards, the relevant bodies which developed the standards must endorse the package of competencies.</p>	<p>Where the learning outcomes are derived from more than one set of national competency standards, the relevant bodies which developed the standards must endorse the package of competencies.</p>





## SUMMARY TABLES OF QUALIFICATIONS

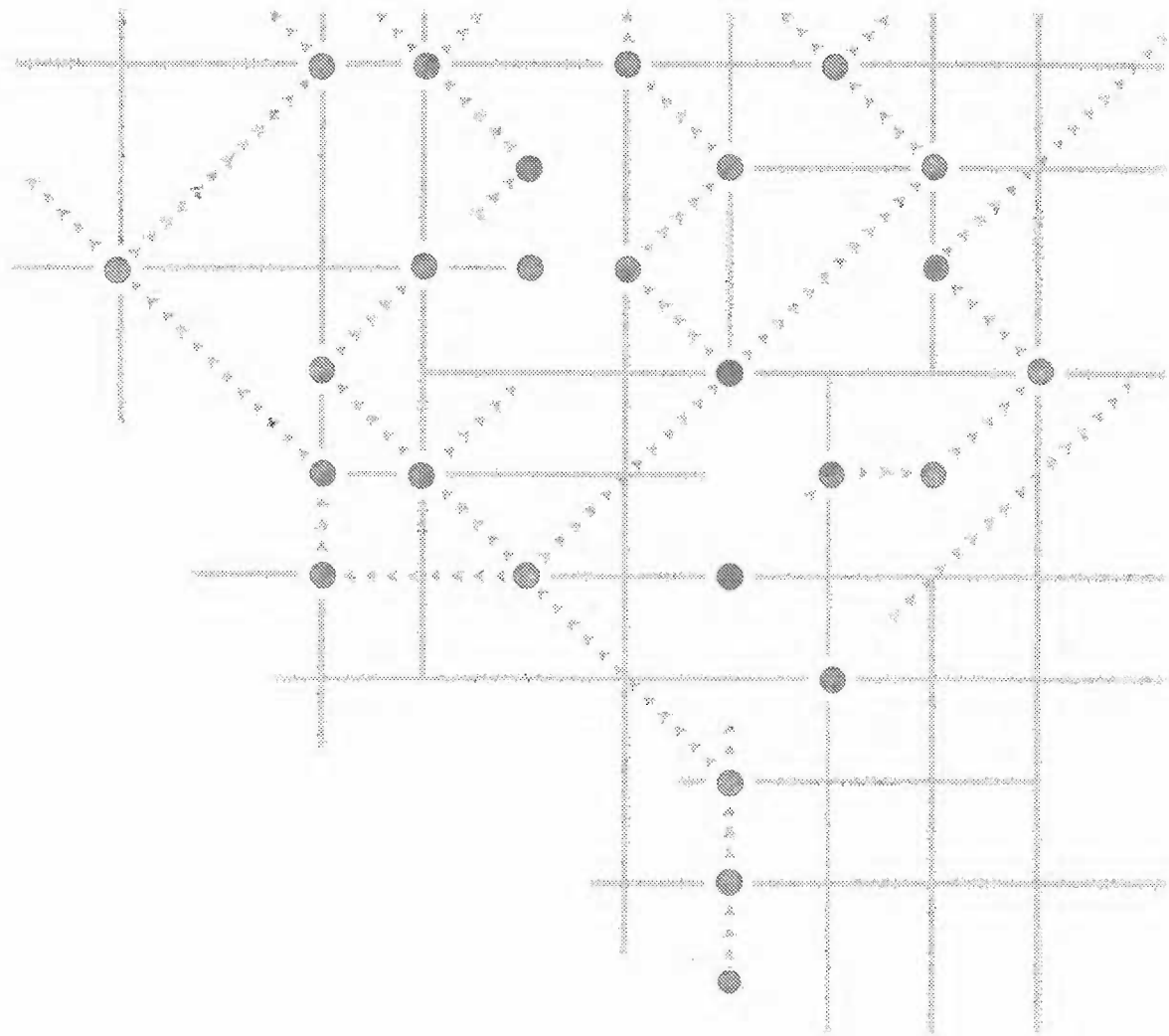
**Table A2: Authority for Learning Outcomes**



# SUMMARY TABLES OF QUALIFICATIONS: Key Features of each Qualification

Table A2: Authority for Learning Outcomes

Diploma	Advanced Diploma	Bachelor Degree	Graduate Certificate	Graduate Diploma	Masters Degree	Doctoral Degree
<p>In the vocational education and training sector, the relevant industry, enterprise, community or professional group will determine that:</p> <ul style="list-style-type: none"> <li>the learning outcomes are consistent with and lead to the achievement of a package of competencies;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the package of competencies, including generic competencies such as key competences, are consistent with <b>ASF Level 5</b>.</li> </ul>	<p>In the vocational education and training sector, the relevant industry, enterprise, community or professional group will determine that:</p> <ul style="list-style-type: none"> <li>the learning outcomes are consistent with and lead to the achievement of a package of competencies;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the package of competencies, including generic competencies such as key competences, are consistent with <b>ASF Level 6 and above</b>.</li> </ul>					
Where a package of national competency standards at <b>ASF Level 5</b> has been endorsed by the National Training Board, the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.	Where a package of national competency standards at <b>ASF Level 6 and above</b> has been endorsed by the National Training Board, the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.					
Where the learning outcomes are derived from more than one set of national competency standards, the relevant bodies which developed the standards must endorse the package of competencies.	Where the learning outcomes are derived from more than one set of national competency standards, the relevant bodies which developed the standards must endorse the package of competencies.					
<p>In the higher education sector, objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.</p>	<p>In the higher education sector, objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.</p>	<p>Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.</p>	<p>Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.</p>	<p>Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.</p>	<p>Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.</p>	<p>Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.</p>



## SUMMARY TABLES OF QUALIFICATIONS

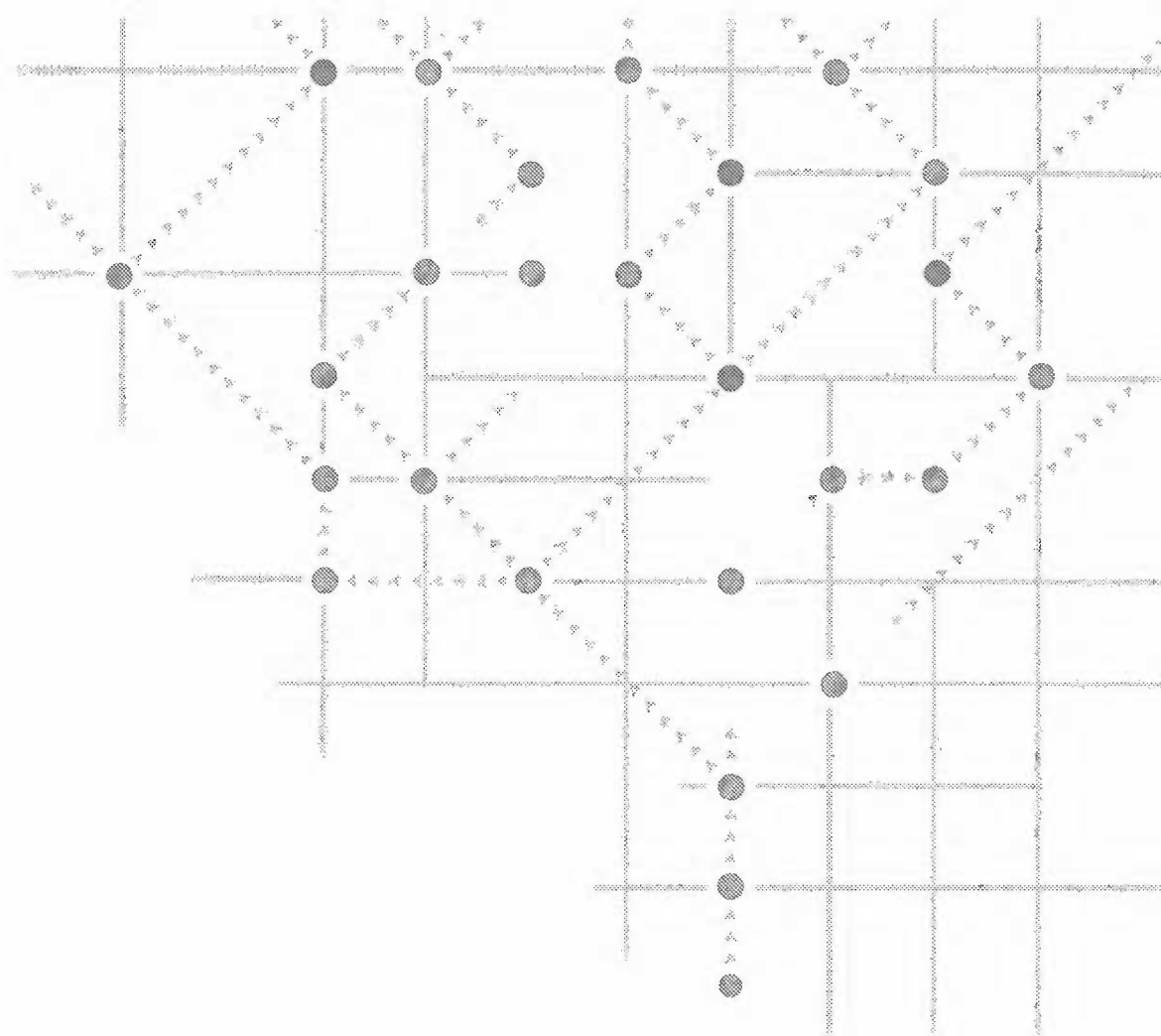
Table B1: Characteristics of Learning Outcomes



SUMMARY TABLES OF QUALIFICATIONS: Key Features of each Qualification

Table BI: Characteristics of Learning Outcomes

Senior Secondary Certificate of Education	Certificate I	Certificate II	Certificate III	Certificate IV
<p>Studies ranging from traditional academic disciplines taken to prepare students for university entry to more vocational and semi-vocational courses taken to prepare students to enter the workforce directly or to enter formal training programs.</p> <p>A mix of directed classroom studies, extensive written assessments, formal examinations and/or common assessment tasks. Other studies may require application of skills, understandings, performance and project work, group work and field-work activities.</p> <p>The balance between breadth as against depth of knowledge and skills, and between academic disciplines and applied and work-related courses may vary depending on the needs of the student.</p> <p>Outcomes include both generic and subject-specific knowledge and skills.</p>	<p>Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.</p> <p>Applications may include a variety of employment-related skills including preparatory access and participation skills, broad based induction skills and/or specific workplace skills. They may also include participation in a team or work group.</p>	<p>Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly-defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.</p> <p>Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.</p> <p>Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others through members of a group or team.</p>	<p>Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.</p> <p>Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.</p>	<p>Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.</p> <p>Applications involve responsibility for, and limited organisation of, others.</p>

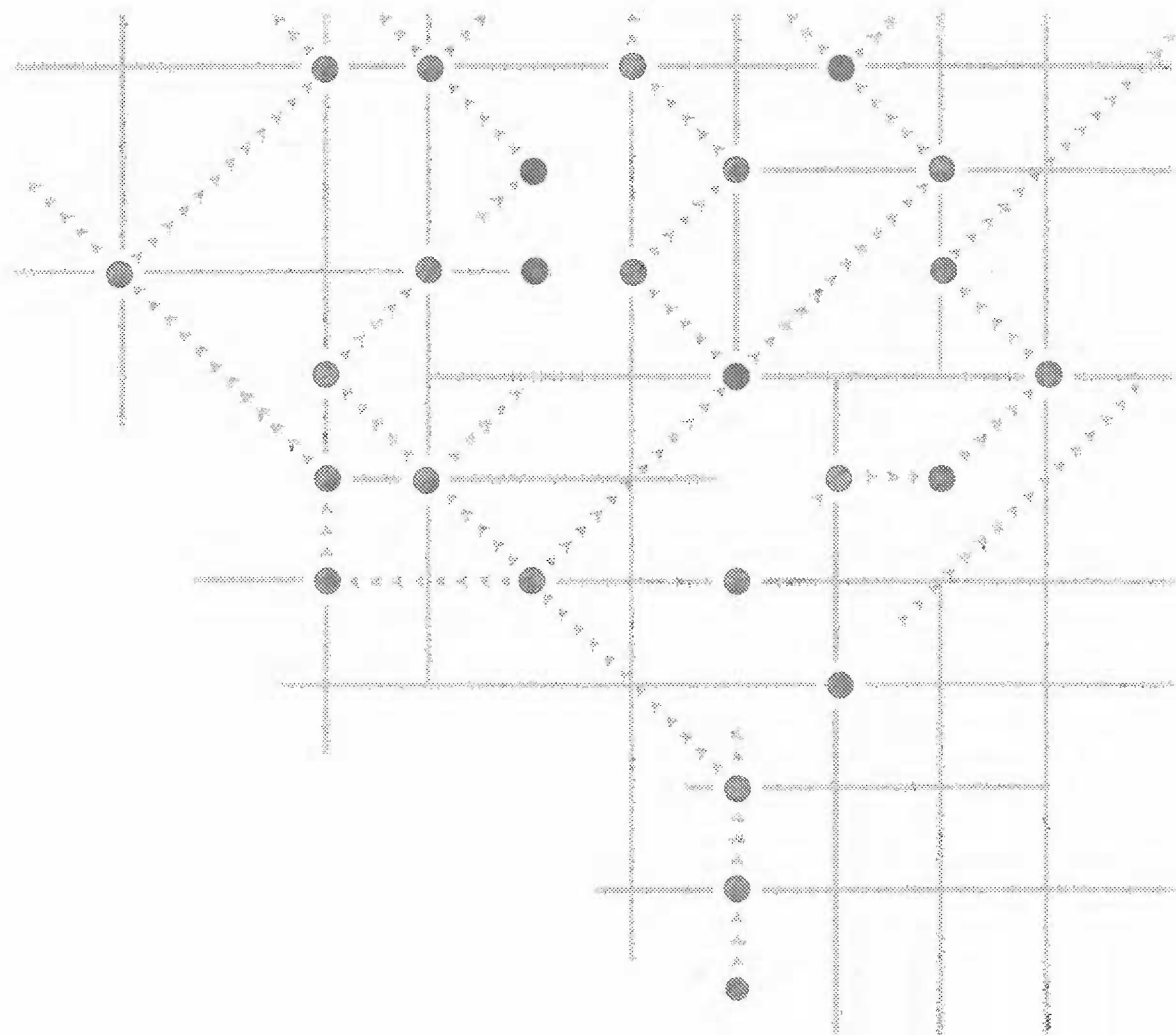


## SUMMARY TABLES OF QUALIFICATIONS

**Table B2: Characteristics of Learning Outcomes**

Diploma	Advanced Diploma	Bachelor Degree	Graduate Certificate	Graduate Diploma	Masters Degree	Doctoral Degree
<p>Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.</p> <p>The self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.</p> <p>Applications involve participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.</p> <p>The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.</p>	<p>Breadth, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.</p> <p>The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.</p> <p>Applications involve significant judgement in planning, design, technical or leadership/ guidance functions related to products, services, operations or procedures.</p> <p>The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.</p>	<p>The acquisition of a systematic and coherent body of knowledge, the underlying principles and concepts, and the associated problem-solving techniques.</p> <p>Development of the academic skills and attitudes necessary to comprehend and evaluate new information, concepts and evidence from a range of sources.</p> <p>Development of the ability to review, consolidate, extend and apply the knowledge and techniques learnt.</p> <p>A course leading to this qualification also usually involves major studies in which significant literature is available. Course content is taken to a significant depth and progressively developed to a high level which provides a basis for postgraduate study.</p>	<p>The qualification may involve broadening skills of individuals already gained in an undergraduate program, or developing vocational knowledge and skills in a new professional area.</p>	<p>Broadening skills of individuals either already gained in an undergraduate program, or developing vocational knowledge and skills in a new professional area and/or further specialisation within a systematic and coherent body of knowledge.</p>	<p>The enhancement of specific professional or vocational skills which may be undertaken by directed coursework and/or research, and the acquisition of in-depth understanding in a specific area of knowledge which is usually undertaken through research.</p>	<p>A searching review of the literature, experimentation or other systematic approach to the relevant body of knowledge.</p> <p>The undertaking of an original research project resulting in a significant contribution to knowledge and understanding and/or the application of knowledge within a discipline or field of study.</p> <p>The preparation of a substantial and well ordered thesis, demonstrating the relationship of the research to the broader framework of the discipline or field of study. Application of knowledge within a discipline or field of study.</p>





## SUMMARY TABLES OF QUALIFICATIONS

### Distinguishing Features of Learning Outcomes

## SUMMARY TABLES OF QUALIFICATIONS: Distinguishing Features of Learning Outcomes

Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
Do the Learning Outcomes enable an individual with this qualification to:	Do the Learning Outcomes enable an individual with this qualification to:	Do the Learning Outcomes enable an individual with this qualification to:	Do the Learning Outcomes enable an individual with this qualification to:	Do the Learning Outcomes enable an individual with this qualification to:	Do the Learning Outcomes enable an individual with this qualification to:
demonstrate knowledge by recall in a narrow range of areas	demonstrate basic <i>operational knowledge</i> in a <i>moderate range</i> of areas	demonstrate some <i>relevant theoretical knowledge</i>	demonstrate understanding of a <i>broad knowledge base incorporating some theoretical concepts</i>	demonstrate understanding of a broad knowledge base incorporating theoretical concepts, <i>with substantial depth in some areas</i>	demonstrate understanding of <i>specialised knowledge</i> with depth in some areas
demonstrate basic practical skills such as the use of relevant tools	apply a <i>defined range of skills</i>	apply a range of <i>well developed skills</i>			
	<i>apply known solutions to a limited range of predictable problems</i>	apply known solutions to a <i>variety of predictable problems</i>	apply solutions to a <i>defined range of unpredictable problems</i>	<i>analyse and plan</i> approaches to <i>technical problems or management requirements</i>	<i>analyse, diagnose, design and execute judgements</i> across a broad range of technical or management functions
perform a sequence of routine tasks given clear direction	perform a range of tasks where <i>choice between a limited range of options</i> is required	perform processes that require a <i>range of well-developed skills where some discretion and judgement is required</i>	<i>identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</i>	<i>transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</i>	demonstrate a command of <i>wide ranging, highly specialised technical, creative or conceptual skills</i>
receive and pass on messages/information	<i>assess and record</i> information from varied sources	interpret available information, using <i>discretion and judgement</i>	<i>identify, analyse and evaluate</i> information from a <i>variety of sources</i>	evaluate information using it to <i>forecast for planning or research purposes</i>	generate ideas through the <i>analysis of information and concepts at an abstract level</i>
	<i>take limited responsibility for own outputs</i> in work and learning	take <i>responsibility for own outputs</i> in work and learning	take responsibility for own outputs in <i>relation to specified quality standards</i>	take responsibility for own outputs in <i>relation to broad quantity and quality parameters</i>	demonstrate <i>accountability</i> for <i>personal outputs within broad parameters</i>
		take <i>limited responsibility</i> for the <i>output of others</i>	take <i>limited responsibility</i> for the <i>quantity and quality</i> of the output of others	take <i>limited responsibility</i> for the <i>achievement of group outcomes</i>	demonstrate <i>accountability</i> for <i>group outcomes within broad parameters</i>

Italicised words emphasise distinguishing features of the learning outcomes between levels.

# Senior Secondary Certificates of Education Guideline

## 1. Purpose

To assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

Senior Secondary Certificates of Education are normally the only certificate available within the schooling sector in each State and Territory to indicate completion of secondary education.

## 3. Learning Outcomes

### 3.1 Authority

At a State/Territory level, requirements for Senior Secondary Certificates are set by Statutory Boards which are responsible for the development and accreditation of courses of study, assessment and issuance of the qualification.

### 3.2 Characteristics

This level indicates:

- studies ranging from traditional academic disciplines taken to prepare students for university entry to more vocational and semi-vocational courses taken to prepare students to enter the workforce directly or to enter formal training programs, and
- a mix of directed classroom studies, extensive written assessments, formal examinations and/or common assessment tasks. Other studies may require application of skills, understandings, performance and project work, group work and field-work activities.

The balance between breadth as against depth of knowledge and skills, and between academic disciplines and applied and work-related courses may vary depending on the needs of the student.

Outcomes include both generic and subject-specific knowledge and skills.

## 4. Responsibility for Assessment

In each State/Territory, Statutory Bodies are responsible for determining assessment requirements and ensuring that their quality is maintained through various forms of moderation, including public (State/Territory-wide) examinations, moderation of school-based assessments by statistical and verification procedures and through common core skills or the Australian Scaling Test (AST) testing.

## 5. Pathways to the Qualification

### 5.1 Access to the qualification could be through:

- accredited course(s) of study delivered by a recognised provider,

or

- a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience.

### 5.2 Time taken to gain the qualification will vary according to the pathway taken.

Courses at this level normally require students to have attained the equivalent of Year 10 level upon entry and the qualification normally requires two years of full time study (normally Years 11 and 12). Longer part time programs are available in some States. Adult students may undertake the qualification without necessarily having completed Year 10 and in most States/Territories may receive recognition for prior learning.

### 5.3 Examples of possible pathways:

- Full Time School Study

A two-year post year 10 Senior Secondary School Certificate program.

- Schools/TAFE Programs

A Senior Secondary School Certificate program incorporating units from a Certificate I course,

**NOTE:** These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification level.

## **6. Authority to Issue a Qualification**

Each State/Territory has legislative responsibility for authorising the issue of the relevant Senior Secondary School Certificate of Education. These qualifications are issued by Statutory Boards.

## **7. Certification Issued**

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Each State/Territory has legislative responsibility for authorising the issue of the Certificate. These qualifications may be referred to using a number of local titles at State/Territory level.

Individuals who complete some of the requirements for the Certificate will receive a Statement of Attainment.

The State/Territory Statutory Boards are responsible for providing and maintaining records in relation to the above.





# Certificate I Guideline

## 1. Purpose

To assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

In the vocational education and training sector useful reference documents include:

- the National Framework for the Recognition of Training (NFROT),
- the guidelines of accrediting bodies,
- User's Guide to Course Design for Competency-Based Curriculum, ACTRAC, and
- National Competency Standards, Policy and Guidelines, NTB.

## 3. Learning Outcomes

### 3.1 Authority

The relevant industry, enterprise, community, or professional group will determine that:

- the learning outcomes are consistent with and lead to the achievement of a package of competencies,

and

- the package of competencies, including generic competencies such as key competencies, are consistent with ASF Level 1.

Where a package of national competency standards at ASF Level 1 has been endorsed by the National Training Board the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.

Where the learning outcomes are derived from more than one set of national competency standards the relevant bodies which developed the standards must endorse the package of competencies.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include:

- breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable, and
- applications may include a variety of employment-related skills including preparatory access and participation skills, broad based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

### 3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate I qualifications must include, or to replace the authority statement above.

Certificate I	Certificate II
<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate knowledge by recall in a narrow range of areas</p> <p>demonstrate basic practical skills such as the use of relevant tools</p> <p>perform a sequence of routine tasks given clear direction</p> <p>receive and pass on messages/information</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate <i>basic operational knowledge</i> in a <i>moderate</i> range of areas</p> <p>apply a <i>defined range of skills</i></p> <p><i>apply known solutions to a limited range of predictable problems</i></p> <p>perform a range of tasks where <i>choice between a limited range of options</i> is required</p> <p><i>assess and record</i> information from varied sources</p> <p><i>take limited responsibility for own outputs</i> in work and learning</p>

Italicised words emphasise distinguishing features of the learning outcomes between levels.

In order to assist in determining the level of a qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

## 4. Responsibility for Assessment

The body responsible for the issuance of the qualification (State recognition agencies or their delegates and/or recognised providers) is responsible for the assessment of individuals relevant to the achievement of the qualification. It is ultimately responsible for the quality of assessment regardless of who actually does the assessing, the point of delivery, or the assessment method used.

It is also responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

## 5. Pathways to the Qualification

5.1 **Access** to the qualification could be through:

- accredited course(s) of structured training delivered by a recognised provider,

or

- a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience,

or

- the recognition of prior learning which provides evidence of the achievement of the learning outcomes for the qualification.

5.2 **Time** taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area. Structured training at this level may be broad-based induction skills for work in a large and diverse industry area and therefore involve more hours than others which focus on more specific workplace skills. Notional duration statements are to be included in accreditation submissions for planning purposes but will not be used to determine the level of a qualification.

5.3 **Examples** of possible pathways include:

- Work-Based Training
- Institution-Based Training (including schools)
- Part Institution-Based Training (including schools)/Part Work-Based Training

- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Training Programs

**NOTE:** These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification level.

## 6. Authority to Issue a Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issue of the qualification. This responsibility is carried out by a State/Territory Statutory Authority or delegated to others. Additionally, NFROT provides nationally agreed principles and processes for providers to issue qualifications.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Individuals issued with the qualification, i.e. Certificate I, will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. They will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

The issuing body will be responsible for providing and maintaining records in relation to the above.



# Certificate II Guideline

## 1. Purpose

To assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

In the vocational education and training sector useful reference documents include:

- the National Framework for the Recognition of Training (NFROT),
- the guidelines of accrediting bodies,
- User's Guide to Course Design for Competency-Based Curriculum, ACTRAC, and
- National Competency Standards, Policy and Guidelines, NTB.

## 3. Learning Outcomes

### 3.1 Authority

The relevant industry, enterprise, community, or professional group will determine that:

- the learning outcomes are consistent with and lead to the achievement of a package of competencies,

and

- the package of competencies, including generic competencies such as key competencies, are consistent with ASF Level 2.

Where a package of national competency standards at ASF Level 2 has been endorsed by the National Training Board the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.

Where the learning outcomes are derived from more than one set of national competency standards the relevant bodies which developed the standards must endorse the package of competencies.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include:

- performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes,
- breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly-defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied, and
- applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others through members of a group or team.

### 3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate II qualifications must include, or to replace the authority statement above.

Certificate I	Certificate II	Certificate III
<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate knowledge by recall in a narrow range of areas</p> <p>demonstrate basic practical skills such as the use of relevant tools</p> <p>perform a sequence of routine tasks given clear direction</p> <p>receive and pass on messages/information</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate <i>basic operational knowledge</i> in a moderate range of areas</p> <p>apply a <i>defined range of skills</i></p> <p>apply known solutions to a <i>limited range of predictable problems</i></p> <p>perform a range of tasks where <i>choice between a limited range of options</i> is required</p> <p><i>assess and record</i> information from varied sources</p> <p><i>take limited responsibility for own outputs</i> in work and learning</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate some <i>relevant theoretical knowledge</i></p> <p>apply a range of <i>well developed skills</i></p> <p>apply known solutions to a <i>variety of predictable problems</i></p> <p>perform processes that require a <i>range of well-developed skills where some discretion and judgement is required</i></p> <p>interpret available information, using <i>discretion and judgement</i></p> <p>take <i>responsibility for own outputs</i> in work and learning</p> <p>take <i>limited responsibility for the output of others</i></p>

Italicised words emphasise distinguishing features of the learning outcomes between levels.

In order to assist in determining the level of a qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

## 4. Responsibility for Assessment

The body responsible for the issuance of the qualification (State recognition agencies or their delegates and/or recognised providers) is responsible for the assessment of individuals relevant to the achievement of the qualification. It is ultimately responsible for the quality of assessment regardless of who actually does the assessing, the point of delivery, or the assessment method used.

It is also responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

## 5. Pathways to the Qualification

5.1 **Access** to the qualification could be through:

➤ accredited course(s) of structured training delivered by a recognised provider,

or

➤ a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience,

or

➤ the recognition of prior learning which provides evidence of the achievement of the learning outcomes for the qualification.

5.2 **Time** taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area.

Structured training at this level may be broad based induction skills for work in a large and diverse industry area and therefore involve more hours than others which focus on more specific workplace skills. Notional duration statements are to be included in accreditation submissions for planning purposes but will not be used to determine the level of a qualification.

5.3 **Examples** of possible pathways include:

➤ Work-Based Training

➤ Institution-Based Training (including schools)

➤ Part Institution-Based Training (including schools)/Part Work-Based Training

- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Training Programs

**NOTE:** These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification level.

## 6. Authority to Issue a Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issue of the qualification. This responsibility is carried out by a State/Territory Statutory Authority or delegated to others. Additionally, NFROT provides nationally agreed principles and processes for providers to issue qualifications.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Individuals issued with the qualification, i.e. Certificate II, will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. They will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

The issuing body will be responsible for providing and maintaining records in relation to the above.





# Certificate III Guideline

## 1. Purpose

To assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

In the vocational education and training sector useful reference documents include:

- the National Framework for the Recognition of Training (NFROT),
- the guidelines of accrediting bodies,
- User's Guide to Course Design for Competency-Based Curriculum, ACTRAC, and
- National Competency Standards, Policy and Guidelines, NTB.

## 3. Learning Outcomes

### 3.1 Authority

The relevant industry, enterprise, community, or professional group will determine that:

- the learning outcomes are consistent with and lead to the achievement of a package of competencies,

and

- the package of competencies, including generic competencies such as key competencies, are consistent with ASF Level 3.

Where a package of national competency standards at ASF Level 3 has been endorsed by the National Training Board the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.

Where the learning outcomes are derived from more than one set of national competency standards the relevant bodies which developed the standards must endorse the package of competencies.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include:

- performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints,
- breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available, and
- applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

### 3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate III qualifications must include, or to replace the authority statement above.

Certificate II	Certificate III	Certificate IV
<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate <i>basic operational knowledge</i> in a <i>moderate range</i> of areas</p> <p>apply a <i>defined range</i> of skills</p> <p>apply known solutions to a <i>limited range of predictable problems</i></p> <p>perform a range of tasks where <i>choice between a limited range of options</i> is required</p> <p><i>assess and record</i> information from varied sources</p> <p>take <i>limited responsibility</i> for own outputs in work and learning</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate some <i>relevant theoretical knowledge</i></p> <p>apply a range of <i>well developed skills</i></p> <p>apply known solutions to a <i>variety of predictable problems</i></p> <p>perform processes that require a range of <i>well-developed skills</i> where some <i>discretion and judgement</i> is required</p> <p>interpret available information, using <i>discretion and judgement</i></p> <p>take <i>responsibility for own outputs</i> in work and learning</p> <p>take <i>limited responsibility</i> for the <i>output of others</i></p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of a <i>broad knowledge base</i> incorporating some <i>theoretical concepts</i></p> <p>apply solutions to a <i>defined range of unpredictable problems</i></p> <p><i>identify and apply skill and knowledge areas</i> to a <i>wide variety of contexts</i> with <i>depth</i> in some areas</p> <p><i>identify, analyse and evaluate</i> information from a <i>variety of sources</i></p> <p>take responsibility for own outputs in <i>relation to specified quality standards</i></p> <p>take <i>limited responsibility</i> for the <i>quantity and quality</i> of the output of others</p>

Italicised words emphasise distinguishing features of the learning outcomes between levels.

In order to assist in determining the level of a qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

## 4. Responsibility for Assessment

The body responsible for issuing the qualification (State recognition agencies or their delegates and/or recognised providers) is responsible for the assessment of individuals relevant to the achievement of the qualification. It is ultimately responsible for the quality of assessment regardless of who actually does the assessing, the point of delivery, or the assessment method used.

It is also responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

## 5. Pathways to the Qualification

5.1 **Access** to the qualification could be through:

➤ accredited course(s) of structured training delivered by a recognised provider,

or

➤ a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience,

or

➤ the recognition of prior learning which provides evidence of the achievement of the learning outcomes for the qualification.

5.2 **Time** taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area.

Notional duration statements are to be included in accreditation submissions for planning purposes but will not be used to determine the level of a qualification.

5.3 **Examples** of possible pathways include:

➤ Work-Based Training

➤ Institution-Based Training

➤ Part Institution-Based Training/Part Work-Based Training

➤ Recognition of Prior Learning



- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Training Programs

**NOTE:** These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification level.

## 6. Authority to Issue a Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issue of the qualification. This responsibility is carried out by a State/Territory Statutory Authority or delegated to others. Additionally, NFROT provides nationally agreed principles and processes for providers to issue qualifications.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Individuals issued with the qualification, i.e. Certificate III, will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

Individuals who complete only some of the requirements for the qualification, will receive a Statement of Attainment. They will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

The issuing body will be responsible for providing and maintaining records in relation to the above.



# Certificate IV Guideline

## 1. Purpose

To assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

In the vocational education and training sector useful reference documents include:

- the National Framework for the Recognition of Training (NFROT),
- the guidelines of accrediting bodies,
- User's Guide to Course Design for Competency-Based Curriculum, ACTRAC, and
- National Competency Standards, Policy and Guidelines, NTB.

## 3. Learning Outcomes

### 3.1 Authority

The relevant industry, enterprise, community, or professional group will determine that:

- the learning outcomes are consistent with and lead to the achievement of a package of competencies,

and

- the package of competencies, including generic competencies such as key competencies, are consistent with ASF Level 4.

Where a package of national competency standards at ASF Level 4 has been endorsed by the National Training Board the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.

Where the learning outcomes are derived from more than one set of national competency standards the relevant bodies which developed the standards must endorse the package of competencies.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include;

- performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills,
- breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature, and
- applications involve responsibility for, and limited organisation of, others.

### 3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate IV qualifications must include, or to replace the authority statement above.



Certificate III	Certificate IV	Diploma
<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate some <i>relevant theoretical knowledge</i></p> <p>apply a range of well developed skills</p> <p>apply known solutions to a <i>variety of predictable problems</i></p> <p>perform processes that require a <i>range of well-developed skills where some discretion and judgement is required</i></p> <p>interpret available information, using <i>discretion and judgement</i></p> <p>take responsibility for own outputs in work and learning</p> <p>take limited responsibility for the output of others</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of a <i>broad knowledge base incorporating some theoretical concepts</i></p> <p>apply solutions to a <i>defined range of unpredictable problems</i></p> <p><i>identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</i></p> <p><i>identify, analyse and evaluate information from a variety of sources</i></p> <p>take responsibility for own outputs in <i>relation to specified quality standards</i></p> <p>take <i>limited responsibility for the quantity and quality</i> of the output of others</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of a broad knowledge base incorporating theoretical concepts, <i>with substantial depth in some areas</i></p> <p><i>analyse and plan approaches to technical problems or management requirements</i></p> <p><i>transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</i></p> <p>evaluate information using it to <i>forecast for planning or research purposes</i></p> <p>take responsibility for own outputs in relation to <i>broad quantity and quality parameters</i></p> <p>take some responsibility for the <i>achievement of group outcomes</i></p>

Italicised words emphasise distinguishing features of the learning outcomes between levels.

In order to assist in determining the level of a qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

## 4. Responsibility for Assessment

The body responsible for the issuance of the qualification (State recognition agencies or their delegates and/or recognised providers) is responsible for the assessment of individuals relevant to the achievement of the qualification. It is ultimately responsible for the quality of assessment regardless of who actually does the assessing, the point of delivery, or the assessment method used.

It is also responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

## 5. Pathways to the Qualification

5.1 **Access** to the qualification could be through:

➤ accredited course(s) of structured training delivered by a recognised provider,

or

➤ a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience,

or

➤ the recognition of prior learning which provides evidence of the achievement of the learning outcomes for the qualification.

5.2 **Time** taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area.

Notional duration statements are to be included in accreditation submissions for planning purposes but will not be used to determine the level of a qualification. A Certificate IV could be part of a set of nested programs, for example a Certificate IV and a Diploma. An individual may complete the requirements for a Certificate IV only or may continue on to gain a Diploma.

5.3 **Examples** of possible pathways include:

➤ Work-Based Training

➤ Institution-Based Training

➤ Part Institution-Based Training/Part Work-Based Training

- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Training Programs

**NOTE:** These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification.

## 6. Authority to Issue a Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issue of the qualification. This responsibility is carried out by a State/Territory Statutory Authority or delegated to others. Additionally, NFROT provides nationally agreed principles and processes for providers to issue qualifications.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Individuals issued with the qualification, i.e. Certificate IV, will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. They will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

The issuing body will be responsible for providing and maintaining records in relation to the above.





# Diploma Guideline

## 1. Purpose

To assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

In the vocational education and training sector useful reference documents include:

- the National Framework for the Recognition of Training (NFROT),
- the guidelines of accrediting bodies,
- User's Guide to Course Design for Competency-Based Curriculum, ACTRAC, and
- National Competency Standards, Policy and Guidelines, NTB.

## 3. Learning Outcomes

### 3.1 Authority

**In the vocational education and training sector**, the relevant industry, enterprise, community or professional group will determine that:

- the learning outcomes are consistent with and lead to the achievement of a package of competencies,

**and**

- the package of competencies, including generic competencies such as key competencies, are consistent with ASF Level 5.

Where a package of national competency standards at ASF Level 5 has been endorsed by the National Training Board the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.

Where the learning outcomes are derived from more than one set of national competency standards the relevant bodies which developed the standards must endorse the package of competencies.

**In the higher education sector**, objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.

### **3.2 Characteristics**

Characteristics of learning outcomes at this level include:

- the self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others,
- breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination, and
- applications involve participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### **3.3 Distinguishing Features**

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Diploma qualifications must include, or to replace the authority statement above.

Certificate IV	Diploma	Advanced Diploma
<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of a <i>broad knowledge base incorporating some theoretical concepts</i></p> <p>apply solutions to a <i>defined range of unpredictable problems</i></p> <p><i>identify, analyse and evaluate information from a variety of sources</i></p> <p><i>identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</i></p> <p>take responsibility for own outputs in relation to <i>specified quality standards</i></p> <p>take <i>limited responsibility</i> for the <i>quantity and quality</i> of the output of others</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with <i>substantial depth in some areas</i></p> <p><i>analyse and plan</i> approaches to <i>technical problems or management requirements</i></p> <p>evaluate information using it to <i>forecast for planning or research purposes</i></p> <p><i>transfer and apply</i> <i>theoretical concepts and/or technical or creative skills to a range of situations</i></p> <p>take responsibility for own outputs in relation to <i>broad quantity and quality parameters</i></p> <p>take limited responsibility for the <i>achievement of group outcomes</i></p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of <i>specialised knowledge</i> with depth in some areas</p> <p><i>analyse, diagnose, design and execute judgements</i> across a broad range of technical or management functions</p> <p>generate ideas through the <i>analysis of information and concepts</i> at an abstract level</p> <p>demonstrate a command of <i>wide ranging, highly specialised technical, creative or conceptual skills</i></p> <p>demonstrate <i>accountability</i> for personal outputs within broad parameters</p> <p>demonstrate <i>accountability</i> for personal and <i>group outcomes</i> within broad parameters</p>

Italicised words emphasise distinguishing features of the learning outcomes between levels.

In order to assist in determining the level of a qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

## 4. Responsibility for Assessment

The body responsible for the issuance of the qualification is responsible for the assessment of individuals relevant to the achievement of the qualification. It is ultimately responsible for the quality of assessment regardless of who actually does the assessing, the point of delivery, or the assessment method used.

It is also responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

## 5. Pathways to the Qualification

5.1 Access to the qualification in the **vocational education and training sector** could be through:

➤ accredited course(s) of structured training delivered by a recognised provider,

or

➤ a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience,

or

➤ the recognition of prior learning which provides evidence of the achievement of the learning outcomes for the qualification.

The time taken to gain the qualification varies according to the pathway taken and factors related to the particular industry or work area. Notional duration statements are to be included in accreditation submissions for planning purposes but will not be used to determine the level of a qualification. A Diploma could be part of a set of nested programs, for example a Diploma and an Advanced Diploma. An individual may complete the requirements for a Diploma only or may continue on to gain an Advanced Diploma.

5.2 Access to the qualification in the **higher education sector** follows:

➤ satisfactory completion of the requirements set by a university or other recognised higher education provider, and

➤ recognition of prior learning, including credit transfer.

Because candidates hold a range of relevant skills and knowledge, the duration of programs will vary. In some circumstances relevant prior work can be recognised, particularly where appropriate work of an advanced nature has been undertaken.

### 5.3 Examples of possible pathways include:

- Work-Based Training
- Institution-Based Education and Training
- Part Institution-Based Education and Training/Part Work-Based Training
- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Education and Training as required
- Accumulation of a Variety of Short Training Programs

- NOTE:**
- i. An example of Institution-Based Education and Training could involve full time study at a university or vocational education and training provider. This could be expected to involve the equivalent of two years of full time study after the completion of a Senior Secondary Certificate of Education. In the vocational education and training sector, work-based training may be necessary to achieve some learning outcomes.
  - ii. These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification.

## 6. Authority to Issue a Qualification

In the **vocational education and training sector**, each State/Territory has legislative responsibility for authorising the issue of the relevant vocational education and training qualification. This responsibility is carried out by a State/Territory Statutory Authority or delegated to others. Additionally, NFROT provides nationally agreed principles and processes for providers to issue qualifications.

In the **higher education sector**, universities are empowered by Governments to accredit their own courses and issue qualifications. Additionally, some States and Territories have established processes to facilitate the accreditation of courses and issuance of qualifications by other recognised higher education providers.



## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

In the **vocational education and training sector**, individuals issued with the qualification, i.e. a Diploma, will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

In **both sectors**, individuals who complete only some of the requirements for a qualification will receive a Statement of Attainment. In the vocational education and training sector, they will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

The issuing body will be responsible for providing and maintaining records in relation to the above.

# Advanced Diploma Guideline

## 1. Purpose

To assist employers, employees, professional associations, unions, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

In the vocational education and training sector useful reference documents include:

- the National Framework for the Recognition of Training (NFROT),
- the guidelines of accrediting bodies,
- User's Guide to Course Design for Competency-Based Curriculum, ACTRAC, and
- National Competency Standards, Policy and Guidelines, NTB.

## 3. Learning Outcomes

### 3.1 Authority

**In the vocational education and training sector**, the relevant industry, enterprise, community, or professional group will determine that:

- the learning outcomes are consistent with and lead to the achievement of a package of competencies,

**and**

- the package of competencies, including generic competencies such as key competencies, are consistent with ASF Level 6 and above.

Where a package of national competency standards at ASF Level 6 and above has been endorsed by the National Training Board the learning outcomes must provide for their achievement. In these cases, the body which developed those standards must be involved in this determination.

Where the learning outcomes are derived from more than one set of national competency standards the relevant bodies which developed the standards must endorse the package of competencies.

**In the higher education sector**, objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include:

- the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved,
- breadth, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad range of technical and/or management functions including development of new criteria or applications or knowledge or procedures, and
- applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### 3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Advanced Diploma qualifications must include, or to replace the authority statement above.

Diploma	Advanced Diploma
<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas</p> <p>analyse and plan approaches to technical problems or management requirements</p> <p>evaluate information using it to forecast for planning or research purposes</p> <p><i>transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</i></p> <p>take responsibility for own outputs in relation to broad quantity and quality parameters</p> <p>take limited responsibility for the achievement of group outcomes</p>	<p><b>Do the Learning Outcomes enable an individual with this qualification to:</b></p> <p>demonstrate understanding of <i>specialised knowledge</i> with depth in some areas</p> <p><i>analyse, diagnose, design and execute judgements</i> across a broad range of technical or management functions</p> <p>generate ideas through the <i>analysis of information and concepts at an abstract level</i></p> <p>demonstrate a command of wide <i>ranging, highly specialised technical, creative or conceptual skills</i></p> <p>demonstrate <i>accountability</i> for <i>personal outputs within broad parameters</i></p> <p>demonstrate <i>accountability</i> for group outcomes within broad parameters</p>

Italicised words emphasise distinguishing features of the learning outcomes between levels.

In order to assist in determining the level of the qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

#### 4. Responsibility for Assessment

The body responsible for issuing the qualification is responsible for the assessment of individuals relevant to the achievement of the qualification. It is ultimately responsible for the quality of assessment regardless of who actually does the assessing, the point of delivery, or the assessment method used.

It is also responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

## 5. Pathways to the Qualification

5.1 **Access** to the qualification in the **vocational education and training sector** could be through:

➤ accredited course(s) of structured training delivered by a recognised provider,

**or**

➤ a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience,

**or**

➤ the recognition of prior learning which provides evidence of the achievement of the learning outcomes for the qualification.

The time taken to gain the qualification varies according to the pathway taken and factors related to the particular industry or work area. Notional duration statements are to be included in accreditation submissions for planning purposes but will not be used to determine the level of a qualification. An Advanced Diploma could be part of a set of nested programs, for example a Diploma and an Advanced Diploma. An individual may complete the requirements for a Diploma only or may continue on to gain an Advanced Diploma.

5.2 **Access** to the qualification in the **higher education sector** follows:

➤ satisfactory completion of the requirements set by a university or other recognised higher education provider,

**and**

➤ recognition of prior learning, including credit transfer.

Because candidates hold a range of relevant skills and knowledge the duration of programs varies.

5.3 **Examples** of possible pathways include:

➤ Work-Based Training

➤ Institution-Based Education and Training

➤ Part Institution-Based Education and Training/Part Work-Based Training



- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Education and Training as required
- Accumulation of a Variety of Short Training Programs

- NOTES:**
- i. An example of Institution-Based Education and Training could involve full time study at a university or vocational education and training provider. This could be expected to involve the equivalent of three years of full time study after the completion of a Senior Secondary Certificate of Education. In the vocational education and training sector, work-based training may be necessary to achieve some learning outcomes.
  - ii. These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification.

## 6. Authority to Issue a Qualification

In the **vocational education and training sector**, each State/Territory has legislative responsibility for authorising the issue of the relevant vocational education and training qualification. This responsibility is carried out by a State/Territory Statutory Authority or delegated to others. Additionally, NFROT provides nationally agreed principles and processes for providers to issue qualifications.

In the **higher education sector**, universities are empowered by Governments to accredit their own courses and issue qualifications. Additionally, some States and Territories have established processes to facilitate the accreditation of courses and issuance of qualifications conducted by other recognised higher education providers.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

In the **vocational education and training sector**, individuals issued with the qualification, i.e. Advanced Diploma, will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

In **both sectors**, individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. In the vocational education and training sector, they will also receive documentation which identifies the units of competency which have been achieved when training is based on nationally endorsed competency standards.

The issuing body will be responsible for providing and maintaining records in relation to the above.

# Bachelor Degree Guideline

## 1. Purpose

To assist employers, professional associations, curriculum developers, accrediting bodies and the wider public, including students, parents and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

## 3. Learning Outcomes

### 3.1 Authority

Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include:

- the acquisition of a systematic and coherent body of knowledge, the underlying principles and concepts, and the associated problem-solving techniques,
- development of the academic skills and attitudes necessary to comprehend and evaluate new information, concepts and evidence from a range of sources, and
- development of the ability to review, consolidate, extend and apply the knowledge and techniques learnt.

A course leading to this qualification also usually involves major studies in which significant literature is available. Course content is taken to a significant depth and progressively developed to a high level which provides a basis for postgraduate study.

#### **4. Responsibility for Assessment**

Responsibility for assessment lies with the institution which issues the Degree.

#### **5. Pathways to the Qualification**

Candidates on entry typically hold the equivalent of satisfactory completion of Year 12 in an Australian school system and are expected to demonstrate potential to undertake work at this level. In some circumstances relevant prior work can be recognised, particularly where appropriate work of an advanced nature has been undertaken.

Because candidates hold a range of relevant skills and knowledge, the duration of programs varies. A typical Bachelor Degree program would be expected to require the equivalent of three years of full time study. Many degree courses equip students with the practical skills and techniques necessary to apply their knowledge effectively in a professional context, and such courses may be longer in duration.

In the case of the award of an Honours Degree, additional work is undertaken by students who demonstrate outstanding achievement from an early stage in the degree program. The length of the basic degree course is a determining factor in the duration of the Honours Degree. In the case of degree courses of three years duration, the award of an honours degree normally requires the completion of an additional year of full time study, or its equivalent. For degree courses of four or more years, an honours degree may be awarded to students who have recorded outstanding achievement in the program.

An individual who enters a course at this level with some prior related experience or a qualification at the same or higher level may be assessed for recognition of prior learning and credit transfer and expect to gain the qualification in a shorter time.

#### **6. Authority to Issue a Qualification**

Universities are empowered by governments to accredit their own courses and issue qualifications. Additionally, some States and Territories have established processes to facilitate the accreditation of courses and issuance of qualifications by other recognised higher education providers.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Individuals will be able to obtain a Statement of Attainment where they have partially completed the requirements of the qualification.

The issuing body will be responsible for providing and maintaining records in relation to the above.





# Graduate Certificate Guideline

## 1. Purpose

To assist employers, professional associations, curriculum developers, accrediting bodies and the wider public, including students, parents and education and training bodies to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

## 3. Learning Outcomes

### 3.1 Authority

Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include the broadening of skills already gained in an undergraduate program, or developing vocational knowledge and skills in a new professional area.

## 4. Responsibility for Assessment

Responsibility for assessment lies with the body which issues the Graduate Certificate.

It is responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

It is also responsible for providing and maintaining records of achievement.

## 5. Pathways to the Qualification

Candidates typically hold the equivalent of a Bachelor Degree or a Diploma and are expected to demonstrate potential to undertake work at this level. In some circumstances relevant prior work can be recognised, particularly where relevant professional practice has been undertaken. Although the duration of programs may vary, courses at this level typically require six months of full time study.

Issuance of the qualification follows satisfactory completion of the requirements set by the university or other recognised provider.

## 6. Authority to Issue a Qualification

Universities are empowered by Governments to accredit their own courses and issue qualifications. As such they are responsible for decisions relevant to the certification of their own Graduate Certificate programs. Additionally some States and Territories have established processes to facilitate the accreditation of courses and issuance of qualifications by other recognised providers.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Issuance of the qualification follows satisfactory completion of the requirements set by a university or other recognised provider.

Individuals will be able to obtain a Statement of Attainment where they have partially completed the requirements of the qualification.

# Graduate Diploma Guideline

## 1. Purpose

To assist employers, professional associations, curriculum developers, accrediting bodies and the wider public, including students, parents and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

## 3. Learning Outcomes

### 3.1 Authority

Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.

### 3.2 Characteristics

Characteristics of learning outcomes at this level including the broadening of skills already gained in an undergraduate program, further specialisation within a systematic and coherent body of knowledge, or developing vocational knowledge and skills in a new professional area.

## 4. Responsibility for Assessment

Responsibility for assessment lies with the body which issues the Graduate Diploma.

It is responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

It is also responsible for providing and maintaining records of achievement.

## 5. Pathways to the Qualification

Candidates typically hold the equivalent of a Bachelor Degree or a Diploma and are expected to demonstrate potential to undertake work at this level. In some circumstances relevant prior work can be recognised, particularly where relevant professional practice has been undertaken. Although the duration of programs vary, courses at this level typically require one year of full time study.

Issuance of the qualification follows satisfactory completion of the requirements set by the university or other recognised provider.

## 6. Authority to Issue a Qualification

Universities are empowered by Governments to accredit their own courses and issue qualifications. As such they are responsible for decisions relevant to the certification of their own Graduate Certificate programs. Additionally some States and Territories have established processes to facilitate the accreditation of courses and issuance of qualifications by other recognised providers.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Issuance of the qualification follows satisfactory completion of the requirements set by a university or other recognised provider.

Individuals will be able to obtain a Statement of Attainment where they have partially completed the requirements of the qualification.



# Masters Degree Guideline

## 1. Purpose

To assist employers, professional associations, curriculum developers, accrediting bodies and the wider public, including students, parents and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

## 3. Learning Outcomes

### 3.1 Authority

Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.

### 3.2 Characteristics

Characteristics of learning outcomes at this level include the enhancement of specific professional or vocational skills which may be undertaken by directed coursework and/or research, and the acquisition of in-depth understanding in a specific area of knowledge which is usually undertaken through research.

## 4. Responsibility for Assessment

Responsibility for assessment lies with the body which issues the Masters Degree.

It is responsible for ensuring the quality of the assessment strategies, i.e. that they are flexible, valid, reliable and provide for the recognition of prior learning.

It is also responsible for providing and maintaining records of achievement.

## 5. Pathways to the Qualification

Candidates typically hold an honours Bachelor Degree, a qualifying year of study or equivalent and are expected to demonstrate potential to undertake work at this level. In some circumstances relevant prior work can be recognised, particularly where high level performance in graduate studies or relevant professional practice has been undertaken. The Masters Degree by coursework is normally entered into after a period of employment and has a professional orientation, allowing entry from a pass Bachelor Degree.

Because candidates hold a range of relevant skills and knowledge, the duration of programs varies. A typical Masters Degree by research program would be expected to require the equivalent of one year of full time work, while a typical Masters Degree by coursework would be expected to require the equivalent of two years of full time work.

## 6. Authority to Issue a Qualification

Universities are empowered by Governments to accredit their own courses and issue qualifications. As such they are responsible for decisions relevant to the certification of their own Masters Degree programs.

## 7. Certification Issued

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Issuance of the qualification follows satisfactory completion of the requirements set by a university.

If it is the view of the assessors and examiners that the work undertaken does not satisfy the requirements for a Masters Degree, it may be, in some circumstances, that the work undertaken will satisfy requirements for a Graduate Certificate or a Graduate Diploma which may be awarded in place of the Masters Degree.

Statements of Attainment relating to any coursework components of a Masters Degree program can be provided.

# Doctoral Degree Guideline

## 1. Purpose

To assist employers, professional associations, curriculum developers, accrediting bodies and the wider public, including students, parents and education and training bodies, to understand factors determining the level of the qualification.

## 2. Context

These Guidelines replace the RATE Descriptions which have previously been used to provide guidance on qualification levels.

## 3. Learning Outcomes

### 3.1 Authority

Objectives and academic requirements of courses are set by universities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from other institutions to facilitate ongoing review of content and relevance.

### 3.2 Characteristics

At this level, undertaking of a research project will include:

- a searching review of the literature, experimentation or other systematic approach to the relevant body of knowledge,
- the undertaking of an original research project resulting in a significant contribution to knowledge and understanding and/or the application of knowledge within a discipline or field of study, and
- the preparation of a substantial and well ordered thesis, demonstrating the relationship of the research to the broader framework of the discipline or field of study.

#### **4. Responsibility for Assessment**

Responsibility for assessment lies with the university which issues the Doctoral Degree.

The body responsible for the issuance of the qualification is also responsible for ensuring the quality of the assessment strategies. The provider of the program will also be responsible for providing and maintaining records of achievement where applicable.

#### **5. Pathways to the Qualification**

Candidates typically hold a Masters Degree or a first degree with honours or equivalent and are expected to demonstrate potential to undertake work at this level. In some circumstances relevant prior work, particularly work undertaken for a Masters Degree by research, can be recognised as forming part of the requirement for the qualification.

Because candidates hold a range of relevant skills and knowledge, the duration of programs varies. A typical Doctoral program, however, would be expected to require the equivalent of three years of full time work.

#### **6. Authority to Issue a Qualification**

Universities are empowered by Governments to accredit their own courses. As such they are responsible for decisions relevant to the certification of their own Doctoral Degree programs.

#### **7. Certification Issued**

A qualification is:

*“formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs”.*

Issuance of the qualification follows satisfactory completion of the requirements set by a university.

If it is the view of the assessors and examiners that the work undertaken does not satisfy the requirements for a Doctoral Degree, it may be, in some circumstances, that the work undertaken does satisfy requirements for a Masters Degree which may be awarded in place of the Doctoral Degree. If there are coursework components to the Doctoral Degree program, Statements of Attainment relating to those components can be provided.



# Transition Arrangements



# Transition Arrangements

## 1. Introduction

A set of principles and a process for converting courses from the existing qualifications structure to the Australian Qualifications Framework are outlined in this section. In the schools sector no conversion mechanisms for individual courses are necessary as, under the Framework, Senior Secondary Certificates of Education maintain their current titles and characteristics.

The principles set out below underlie the conversion process, setting parameters and assigning responsibility. The processes described allow course owners to decide whether to propose conversion of an existing course to a new qualification under the Framework. The processes provide for all courses accredited or reaccredited from 1 January 1995 to meet the requirements of the Framework. A conversion process is provided for existing courses. As a result of these arrangements all accredited courses should be consistent with the Framework by 31 December 1999.

The process also provides for graduates and currently enrolled students to receive a qualification from the Framework, as appropriate.

## 2. Principles

### Principle One

Courses accredited or reaccredited from 1 January 1995 will meet the requirements of the Australian Qualifications Framework. In the vocational education and training sector existing courses accredited prior to NFROT must be reaccredited in order to issue qualifications under the Framework.

### Principle Two

From 1 January 1995, owners of existing accredited courses (in the vocational education and training sector those accredited under NFROT) can convert to the Australian Qualifications Framework. This process of conversion must be completed in all sectors by 31 December 1999.

### Principle Three

The qualifications eligible for conversion are those covered under:

- the Register of Australian Tertiary Education (RATE) – those from Certificate to Diploma,

and

- Trade and Traineeship Certificates issued under separate industrial training legislation

whether they are offered by schools, vocational education and training (VET) or higher education providers. These programs can be converted to Certificate I to Advanced Diploma.

#### **Principle Four**

The conversion process will address the needs of graduates, continuing students, industry and the community.

#### **Principle Five**

The conversion process will be the responsibility of the body which accredited the course.

#### **Principle Six**

The conversion process will adhere to principles of equity, fairness and natural justice.

### **3. Process**

The following process focuses on the intent of the principles.

It should be noted that in the schools sector no conversion mechanisms are necessary as, under the Framework, Senior Secondary Certificates of Education maintain their current titles and characteristics.

#### **3.1 Scope of Eligible Courses**

Only courses which are currently accredited will be eligible for conversion to the Framework.

Most of the programs eligible for conversion are those conducted in the vocational education and training sector. This includes the qualifications issued for Apprenticeships and Traineeships. Additionally, Associate Diploma and Diploma courses conducted in the higher education sector can be converted. The criteria for converting qualifications which are offered in both the vocational education and training and higher education sectors will need to be applied consistently under the Framework.

### 3.2 Responsibility

- a. Each accrediting body will be responsible for the operation of the conversion process in its jurisdiction for courses which they originally accredited. This will ensure that each course is converted by only one accrediting body. They will also be responsible for informing course owners of the conversion process and outlining the benefits and options available.

**NOTE:** In the vocational education and training sector the accrediting body will also be responsible for notifying the National Training Board of the changes in titles of courses on the National Register.

- b. The organisation which originally sought accreditation for the course will be responsible for evaluating the course against the agreed criteria (Step 2 below) and recommending a qualification level under the Framework to the accrediting body.

Course owners/providers will determine if and when they will conduct the conversion analysis, in line with resource and marketing requirements. Some owners may choose not to convert their courses but either wait until their accreditation expires or bring forward their reaccreditation timeline and submit their restructured or retitled courses through the accreditation process.

Course owners or their agents would be responsible for notifying:

- i. other providers of the course, and
- ii. those providers where credit transfer and articulation arrangements may be in place

of changes resulting from the conversion process.

Special conditions apply in the case of reciprocal accreditation in the vocational education and training sector. In the State/Territory where it is intended to apply for reciprocal accreditation for a course which is not converted, and where the conversion process has not been initiated, the local proponent may propose an AQF level as part of their reciprocal submission. This would need to be endorsed by the original accrediting body who would also adopt the AQF level.

### 3.3 Mechanism

Course owners should apply the following steps:

#### Step One: Broad Band

Applying a broad banding template, as set out in the table below, allows each course accredited under RATE Descriptions to be located within a range in the Australian Qualifications Framework. It should be stressed that this will only give an approximate idea of the new qualification level. It does not guarantee any particular outcome. Application of the Guidelines under Step Two below is the only way to complete the conversion accurately.

Existing Qualification Title			
Certificate	Advanced Certificate	Associate Diploma	Diploma
Australian Qualifications Framework Title			
Certificate I Certificate II Certificate III Certificate IV	Certificate III Certificate IV Diploma	Certificate IV Diploma Advanced Diploma	Diploma Advanced Diploma

#### Step Two: Criteria

The Guidelines provide criteria in terms of Authority for Learning Outcomes, Characteristics of Learning Outcomes and Distinguishing Features. The course owner needs to provide evidence that the course meets the criteria in the Guideline for the appropriate qualification level. Where there is reasonable doubt the course should not be submitted for conversion but be submitted for accreditation.

#### Step Three: Accrediting Body Decision

Each accrediting body will be responsible for deciding for a particular course whether to approve the conversion to a qualification under the Framework or to determine that a reaccredited accreditation process is necessary.

### **3.4 Provision for Graduates and Currently Enrolled Students**

Graduates who received qualifications under the existing qualifications system will maintain that qualification. If individuals wish to convert that qualification to one under the Framework they may apply to do so through Recognition of Prior Learning. The body responsible for issuing a qualification may make available to graduates who completed a course prior to its conversion to the Framework a statement of equivalence between their qualification and the qualification under the Framework, on a fee-for-service basis as appropriate.

Individuals enrolled in an existing course when it converts to a qualification under the Framework will receive the qualification from the Framework upon satisfactorily completing the requirements for the qualification.

### **3.5 Resource Implications**

There are resource implications for course owners and the accrediting bodies in carrying out the conversion process. Course owners will be able to make a market decision about when to change their courses to the Framework. Accrediting bodies have the right to charge a fee to cover costs of carrying out the conversion process.

### **3.6 Appeal Mechanism**

As each accrediting body operates under separate legislation and other regulatory requirements, it would be difficult to have a single appeal process. However, accrediting bodies are encouraged to use established grievance or appeal mechanisms to give course owners a means to have decisions on the conversion of their courses reconsidered if they felt aggrieved in the conversion process.

## **4. Summary of Conversion Arrangements**

### **4.1 Schools Sector**

No conversion mechanisms are required as, under the Framework, Senior Secondary Certificates of Education maintain their current nomenclature and characteristics.

### **4.2 Vocational Education and Training Sector**

All **new** courses will be accredited under the AQF from 1 January 1995.

**Existing** courses can be converted or reaccredited.

Conversion applies only to courses previously accredited under NFROT which are on the National Register of Courses.

The outcome of **conversion** is that the qualification has a new title in line with the Australian Qualifications Framework. No course details are changed. The period for which the qualifications are accredited remains unchanged.

The outcome of **reaccreditation** is that there will be a new qualification in line with the Australian Qualifications Framework. Course details may be significantly different. The course will then be accredited for five years from the date of the reaccreditation.

The choice of whether to apply for conversion or reaccreditation is with the course owner. Existing courses and their titles may continue to exist for the length of their current accreditation. There is no requirement to convert courses or to reaccredit them prior to the end of their current accreditation period.

#### 4.3 Higher Education Sector

All **new** courses will be accredited under the AQF from 1 January 1995.

**Existing** courses can be converted or reaccredited under mechanisms set up by individual higher education institutions.



# Articulation Arrangements

# Articulation Arrangements

## 1. Introduction

Some general principles and operational advice to assist in the establishment of articulation arrangements between the qualifications in the Australian Qualifications Framework (the Framework) are set out in this section.

The focus of articulation is to establish connections between the qualifications in the Framework. These connections should maximise the opportunities for persons to undertake further education and training. Connections need to be established both within and across relevant fields of specialisation or sectors of post-compulsory education and training. The establishment of articulation arrangements which connect a variety of education and training pathways is crucial to a workable and useful qualifications framework.

General principles and operational advice are outlined below to guide further discussion in and between the sectors of post-compulsory education and training. Sectors and institutions are encouraged to consider the following advice when determining articulation arrangements between the qualifications.

## 2. General Principles

- 2.1 Opportunities for articulation should be maximised.
- 2.2 Articulation is an integral part of the Framework as it provides pathways for an individual to achieve the goal of a qualification.
- 2.3 An individual wishing to move towards the goal of a qualification should be provided with access to efficient education and training pathways in order to achieve that goal. These pathways should include identified articulation linkages between qualifications.
- 2.4 Qualifications bearing the same title, and with broadly comparable learning outcomes, should, for the purposes of articulation, be regarded as equivalent, irrespective of the provider of the education/training.
- 2.5 Information about articulation arrangements should be widely disseminated to students so that they can plan their further education and training.

### 3. Operational Advice

The following statements are offered as operational advice for the determination of articulation arrangements.

- 3.1 To the maximum extent possible qualifications in the Framework should either provide or allow for the development of linkages which connect one qualification with another.
- 3.2 Linkages between qualifications should be formally endorsed by the authorities which determine required outcomes for the qualifications,

While linkages will typically be negotiated between two or more providers/authorities, the formal endorsement of a linkage should be given by the provider/authority responsible for the course in which recognition is being sought.

- 3.3 Where feasible and appropriate, linkages between qualifications should allow for credit to be granted (whether for prior formal or informal learning or both) in order to minimise the time taken and costs incurred in attaining the subsequent qualifications.
- 3.4 Credit should be granted for learning outcomes achieved in attaining a qualification, where these outcomes also form part of the requirement for another qualification. If it is necessary for an applicant to demonstrate that the knowledge/skills learned have remained relevant and/or current, this opportunity should be made available through appropriate means which result in a saving of time, cost, or effort for the applicant and the providers.
- 3.5 Credit should be given in a form which most effectively reduces the time and cost of negotiating credit transfer and subsequently attaining a qualification. Credit should not be conditional on students meeting other substituted requirements in order to make up a "normal load".

Where possible, "block" credit (e.g. involving credit for a group of modules/semester/year) of a qualification is preferred. Where "block" credit is not possible, other forms of credit, such as specified credit (identifying specific subjects/modules/course components which the student is not required to undertake) or unspecified credit (in the form of course credit points, or some other similar measure) should be used.

- 3.6 Information on linkages should clearly indicate, where appropriate, whether the meeting of additional requirements (such as bridging courses) designed to provide pre-requisite knowledge or skills not included in the original qualification is a condition of the pathway/linkage.
- 3.7 Linkages should be developed not only between qualifications involving the same or similar specialisations, but also to allow students to change specialisation, or to move from a more general to a more specialised qualification, or vice versa.
- 3.8 The development and review of courses, and the accreditation and reaccreditation of courses, should ensure that articulation within and/or among sectors is maximised, while at the same time ensuring that the integrity of each qualification is maintained.
- 3.9 Where the relevant learning outcomes have been met in a previous but incomplete qualification, appropriate credit should be granted towards a subsequent qualification.

Where feasible, collaborative course development may assist the achievement of this goal.

- 3.10 Agreements about articulation practices should be on a systemic basis rather than through local arrangements, where possible.
- 3.11 Information about articulation possibilities and arrangements should include advice that the existence of a pathway/linkage between qualifications does not imply that any applicant will automatically be granted a place in any course or training program. However, if the granting of a place is automatic following successful course outcomes, then this should be clearly stated.
- 3.12 Providers of education/training leading to a qualification should ensure that an effective means of appeal is established against credit transfer decisions made under articulation arrangements.
- 3.13 Information about articulation possibilities and arrangements which involve the applicant in incurring costs (such as for the assessment of prior learning) should indicate whether, and in what form, such costs will be recovered from applicants.

#### 4. Summary

The Australian Qualifications Framework recognises that the schools sector, vocational education and training sector and higher education sector each have different industry and institutional linkages. It connects these in a coherent single Framework incorporating a statement of qualification levels, titles and descriptors.

This single set of qualifications will enable further development of linkages through specific course articulation and more general credit transfer arrangements.



## Issuing a Qualification



# Issuing a Qualification

## 1. Introduction

This section sets out:

- mechanisms for the protection of the titles of the qualifications in the Australian Qualifications Framework (the Framework),
- guidelines relating to responsibility for, and conditions under which, the qualifications may be issued, and
- a protocol defining the form of the qualification to be issued.

The Framework is based on a set of principles and specific objectives. The first principle is expressed as follows:

“Should provide nationally consistent recognition of outcomes achieved in post-compulsory education and training”.

State/Territory legislation provides some form of protection for the titles in the Framework and it does assign responsibility for issuance of the qualifications.

However, the most significant contribution to nationally consistent recognition of outcomes achieved will come from accreditation and issuance of qualifications in a consistent form. Accordingly, elements for inclusion in the format of qualifications issued under the Framework are outlined below.

## 2. Protection of Titles

The most significant protection of titles of the qualifications in the Framework will come from formal accreditation, issuance of the qualifications in a consistent format, and an effective and continuing publicity campaign.

Accreditation is important, as evidence of quality and credibility. Publicity and any other means to encourage providers in the vocational education and training and higher education sectors to seek accreditation is therefore also important.

The protocol for the form of qualifications to be issued under the Framework will assist in the protection of the titles.

### 3. Issuance of the Qualifications

#### 3.1 Responsibility

##### **Schools Sector**

Each State/Territory has legislative responsibility for authorising the issue of the relevant Senior Secondary Certificate of Education. These qualifications are issued by Statutory Boards.

##### **Vocational Education and Training Sector**

Each State/Territory has legislative responsibility for authorising the issue of the qualification. This responsibility is carried out by a State/Territory Authority or delegated to others (including schools). Additionally, the National Framework for the Recognition of Training (NFROT) provides nationally agreed principles and processes for providers to issue qualifications.

##### **Higher Education Sector**

In the higher education sector, universities are empowered by legislation to accredit their own courses and issue qualifications. Additionally, some States/Territories have established processes to facilitate the accreditation of courses and issuance of qualifications conducted by other recognised higher education providers.

#### 3.2 Principles

The Framework provides for a range of pathways to the qualifications, particularly in the vocational education and training sector. For example, in that sector a qualification may be gained as a result of work-based training, work and institution-based training, recognition of prior learning and further training as necessary. Recognition of prior learning arrangements should provide for the accumulation of the outcomes of short courses to lead to the issuance of a qualification.

In all circumstances:

- a **single** qualification should be issued (this does not preclude dual certification in certain circumstances [e.g. schools and vocational education and training] in agreement with the Australian Qualifications Framework Advisory Board),

- a Statement of Attainment should be issued to provide evidence of partial completion of a qualification, and
- the body responsible for issuing the qualification or Statement of Attainment will be determined by the relevant State/Territory Authority.

#### **4. Protocol Defining the Form of the Qualifications**

All qualifications issued under the Framework should include the following elements:

- name of issuing body,
- name of person receiving the qualification,
- nomenclature as in the Framework, e.g. Certificate I, Diploma,
- date issued, and
- authorised signatory.

Additionally, in the vocational education and training sector the following elements should also be included:

- industry descriptor, e.g. Engineering,
- occupational stream, e.g. Metal Fabrication,
- NFROT logo,
- the words, “the qualification certified herein is recognised within the Australian Qualifications Framework”, and
- where appropriate, include the words, “meeting the requirements of the Australian Vocational Training System”.

An example of the form of the qualification can be found on page 83.

## **Summary – Issuing the Qualification**

A single qualification, except in special circumstances (see page 80).

A Statement of Attainment for partial completion.

Relevant State/Territory Authority determines who issues the qualification and/or Statement of Attainment.

A standard protocol for the form of the qualification itself.

# Suggested Form

**NAME AND LOGO OF ISSUING BODY**

**This is to certify that**

**JANE SMITH**

**has fulfilled the requirements for**

**CERTIFICATE IV**

**in**

**INDUSTRY DESCRIPTOR**  
**e.g. METALS AND ENGINEERING**

**(OCCUPATION STREAM)**  
**(e.g. METAL FABRICATION)**

**Dated 30 September 1996**

**Authorised Signatory**  
**Issuing Body**

**The qualification certified herein is recognised within the**  
**Australian Qualifications Framework**







# Monitoring the Framework

# Monitoring the Framework

## 1. Introduction

An Australian Qualifications Framework Advisory Board (AQFAB) which reports to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) is being established. This Board replaces the Register of Australian Tertiary Education (RATE) and is the means of facilitating and monitoring the Australian Qualifications Framework. The nature of the Board's membership and its functions are outlined below.

## 2. Proposed Australian Qualifications Advisory Board

### 2.1 Role

The new national body, referred to as the AQFAB, will complement the operations of school sector accreditation agencies, university authorities, State recognition authorities and the Australian National Training Authority (ANTA) which is responsible for advising the ANTA Ministerial Council on resource allocation and other national policy matters and undertaking national strategic planning for vocational education and training.

AQFAB will report direct to MCEETYA. Through a small staff it will provide "hands on" input into the implementation and monitoring of the Framework.

### 2.2 Membership

The Board will be small, reflect the range of stakeholders, and bring the necessary expertise to advise on the implementation and monitoring of the Framework. Accordingly, the Board will include:

- two representatives of each of the education and training sectors (schools, vocational education and training, higher education),
- three community representatives (one industry, one union and one representing equity groups),
- a representative of the Commonwealth Government, and
- an independent Chair.

## 2.3 Reporting Relationships

AQFAB will liaise closely with the universities, the schools sector and the vocational education and training sector and, especially, accrediting bodies. In order to monitor implementation and the general progress of the development of the Framework effectively, a system of reporting by all such bodies will be put in place on a regular basis and as requested. The AQFAB will have an evaluation role and be an agent of change, in particular recommending action to achieve the goals of the Framework..

The AQFAB will report publicly and to MCEETYA annually, or more frequently as required. It will be reviewed after two years.

## 2.4 Functions

AQFAB will have the following functions:

- to facilitate the implementation and monitor the operation of the Framework and give priority to:
  - facilitating the registration of the title “Australian Qualifications Framework”,
  - the establishment of a “mapping exercise” to collate examples of courses accredited against the Framework and notional duration statements matched against qualification levels,
  - establishing a register of all bodies with authority to issue qualifications (so that, for example, members of the public can check the bona fides of qualifications through one source),
- to encourage and promote consistency and quality, on a national basis, in the standards of courses leading to qualifications in post-compulsory education and training,
- to provide, especially during the transition phase, an advisory service for curriculum developers and accrediting bodies in determining appropriate qualification levels and their articulation and to provide information and guidance to other interested parties,
- to monitor recognition of prior learning arrangements, including in relation to the issuance of qualifications on the basis of the accumulation of short courses,
- to establish and maintain liaison with school education accrediting bodies, higher

education accrediting bodies, State recognition bodies, training bodies and providers as well as industry, enterprises, the community and professional organisations,

- to keep a national register of authorities empowered to accredit post-compulsory education and training courses, and
- to advise MCEETYA on the operation of the AQF, including compliance, and, in particular, recommend any appropriate changes to the Framework and its operations.





# Appendix



# Appendix:

## Acronyms

### **ACTRAC**

Australian Committee for Training Curriculum

### **ANTA**

Australian National Training Authority

### **ASF**

Australian Standards Framework

### **AQF**

Australian Qualifications Framework

### **AQFAB**

Australian Qualifications Framework Advisory Board

### **AST**

Australian Scaling Test

### **MCEETYA**

Ministerial Council on Education, Employment, Training and Youth Affairs

### **NFROT**

National Framework for the Recognition of Training

### **NTB**

National Training Board

### **RATE**

Register of Australian Tertiary Education

### **RPL**

Recognition of Prior Learning

### **SSCE**

Senior Secondary Certificates of Education

### **TAFE**

Technical and Further Education

### **VET**

Vocational Education and Training



**Australian**

# **Qualifications *Framework***

***SUPPLEMENTARY PROTOCOLS  
TO SUPPORT IMPLEMENTATION  
OF THE AQF IN THE VET SECTOR***

*(to be inserted in the AQF Implementation Handbook)*

# **VET PROTOCOLS TO SUPPORT IMPLEMENTATION OF THE AQF**

## **INTRODUCTION**

These Protocols were developed by the former ANTA Standards and Curriculum Council (replaced by the ANTA National Training Framework Committee) and supported by the AQF Advisory Board in response to the demand within the VET sector for additional specific guidance to support the assignment of qualifications under the AQF. The objective of the Protocols is to achieve greater consistency in AQF outcomes by providing clearer guidance on certain aspects of the Framework to the bodies responsible for determining qualification structures and levels.

The Protocols provide guidance on :

- the relationship between nationally endorsed industry competency standards; qualifications and courses/programmes;
- nationally consistent titling;
- the definition of a recognised 'short course' and 'Statement of Attainment';
- entry requirements for the Graduate Certificate and the Graduate Diploma.

## **NOTE**

*These Protocols form interim advice to support the operation of the AQF within VET, pending any necessary amendments to the AQF Implementation Handbook to ensure consistency with the current Ministerial review of national recognition arrangements in VET.*

## **PROTOCOL ONE**

- **an agreed definition of what is required for a course to meet the competency standards**

The accreditation of a course or competency standards product at a particular level within the AQF is an endorsement by the accreditation authority and the relevant industry, enterprise, community or professional group that outcomes lead to the achievement of a package of competencies.

The body responsible for the issuance of the qualification (State/Territory recognition authorities or their delegates and/or recognised providers) is responsible for the assessment of individuals relevant to the achievement of the qualification. That responsibility includes ensuring that an individual issued with the resultant qualification has achieved competency in all competencies identified.

Qualifications issued in the VET sector certify competence.

## **PROTOCOL TWO**

- **nationally consistent titling**

That the titling proposed in the AQF Implementation Handbook, of *Industry Descriptor (occupational stream)* be followed, wherever possible.

That the level of consistency in the format required nationally be restricted to *the name of the qualification being indicated first*, followed by the word 'in' ( for Certificates I-IV) or 'of' (for Diploma and Advanced Diploma) followed by the title. In the case of a general category and more specific category the title should be written as the example below :

Certificate III in General Category (specific if required)



### **PROTOCOL THREE**

- **short courses**

**‘Course in’** - if a short course meets NFROT principles 1,3,9 and 10

**‘Statement of Attainment’** - issued after partial completion of a qualification

## **PROTOCOL FOUR**

- **entry requirements for the Graduate Certificate and the Graduate Diploma**
- i. Curriculum documentation for courses leading to the Graduate Certificate or Graduate Diploma under the AQF will :
  - a) specify the normal requirements for entry as a Bachelor Degree or Advanced Diploma
  - b) document any specific variations to this general rule that have been agreed with stakeholders as part of the curriculum development process, including Diplomas issued under the AQF and/or relevant work experience;
  - c) describe any arrangements for assessing the aptitude of intending students, if required, who do not meet the prerequisites under a) or b).
- ii. Bodies that are responsible for assessing courses for accreditation at the Graduate Certificate or the Graduate Diploma levels will include appropriate representation from the University sector

### **NOTE**

*It is advised that the reference to curriculum documentation may need to be amended in the future should the accreditation process be substantially changed.*