SOLOMON ISLANDS NATIONAL UNIVERSITY
Vice Chancellor's Office

MOTION TO SENATE

Meeting Reference: Senate: 26 Sept 2019		***Date:***	17 September 2019	***Paper No:***	SINU Qualifications Framework
SUBJECT:	Qualifications Framework				
MOTION:	That the senate approve the recommendation to get formal feedback from each Faculty on the proposed SQF.				
PURPOSE:	SINU is a dual sector University. The range of levels in SINU's programmes requires clear definitions on what each level of a programme is, how it is different from another level, and what the pathways from each level are. These are normally provided by a Qualifications Framework.				
BACKGROUND:	SINU developed a QF in 2013. This paper proposes a re-examination of the same. In doing this, this paper provides 3 frameworks: (a) the current level descriptors (Appendix 1); (b) a hybrid framework developed from the Fiji Institute of Technology/Fiji National University framework (Appendix 2), and (c) the Australian Qualifications Framework (2013) (Appendix 3). SINU has permission to utilize / adopt (b) above. Were the Senate to opt for a variant of option (c), then SINU would need to seek official permission from the AQF for the same.				
ACADEMIC ISSUES:	The adoption of a good QF is critical for ensuring academic integrity of the University. It will prevent duplication of content across levels of qualifications, and provide a framework for review and monitoring of the academic standards.				
FINANCIAL ISSUES:	There is no direct financial impact on the adoption of A good QF. Teaching and Training staff are already engaged to tailor their programmes according to the framework. However it is in compliance monitoring that additional resources would be required. A QF is only effective if it is strictly complied with. A new Quality and QF Office needs to be established at SINU, reporting to the PVCA. This will incur costs, estimated to be include: (a) Salaries of a Manager, and 2 Quality Officers, and (b) operational costs (office, supplies, etc).				
CONTEXTUAL ISSUES:	SINU operates in a global academic environment. SINU qualifications would increasingly come under scrutiny. Given this, is would be a prudent move to adopt a QF which is comparable to an internationally recognized one. For this reason, it is important to critically examine the 3 options.				
RECOMMENDATIONS:	Senate is requested to endorse the recommendation that each Faculty discuss the 3 options, and provide feedback to VCOs for a revised paper to be brought to Senate for adoption.				

I beg to move,

Ganesh Chand
Vice Chancellor

APPENDIX I
DRAFT SOLOMON ISLAND QUALIFICATION FRAMEWORK

1.1 QUALIFICATIONS TYPE AND DEFINITIONS

1.1.1 INTRODUCTION

a) These regulations define each type of qualification offered in the SINU.

b) The definitions in these regulations are based on the draft Statement on the Solomon Islands Qualifications Framework

c) Specific qualifications are further defined by the individual programme regulations.

1.1.2 CERTIFICATE LEVEL 1

a) Purpose

Certificate Level 1 qualifies individuals with basic and foundational knowledge and is an enabling qualification that will prepare graduates for entry into the workforce and / or further study.

a) Outcomes

A graduate at this level is able to:

- demonstrate basic foundational knowledge in a narrow area of work or learning;
- use basic skills to undertake simple tasks, solve simple problems and use basic communication technologies; and
- apply knowledge and skills in highly structured contexts within defined boundaries with some autonomy.

1.1.3 CERTIFICATE LEVEL 2

a) Purpose

Certificate Level 2 qualifies individuals with basics facts, techniques and procedures for entry into a field of work and / or further study.

b) Outcomes

A graduate at this level is able to:

- demonstrate knowledge of basic facts, techniques and procedures in defined field of work or learning;
- apply information, select and apply known processes and known solutions to familiar problems; and
- apply standard processes relevant to work or study.

1.1.4 CERTIFICATE LEVEL 3

a) Purpose

Certificate Level 3 qualifies individuals to carry out defined roles using practical, procedural and technical knowledge in specific field of work or study.

b) Outcomes

A graduate at this level is able to:

- demonstrate some technical, theoretical and procedural knowledge in a field of work or study;

- apply technical skills in routine and non-routine contexts;
- select and apply solutions to familiar problems;
- deal with unforeseen contingencies using known solutions;
- demonstrate knowledge and skills in problem solving; and
- attend to tasks with some discretion, autonomy and under limited supervision.

1.1.5 CERTIFICATE LEVEL 4

a) Purpose

Certificate Level 4 qualifies individuals with broad knowledge and skills to work or study in a specialised field. Graduates will demonstrate use of broad knowledge of facts, theoretical and practical knowledge.

b) Outcomes

A graduate at this level is able to:

- demonstrate broad knowledge of facts, theoretical and technical knowledge with specialisation in a field of work or study;
- apply and act on information;
- select, apply and communicate solutions to routine problems;
- undertake routine tasks;
- use a range of methods, tools and materials;
- exercise judgement with autonomy in known and unknown contexts; and
- demonstrate limited responsibility for the work and learning of others.

1.1.6 DIPLOMA LEVEL 5

a) Purpose

Diploma Level 5 qualifies individuals with technical and theoretical knowledge with depth in some areas within a field of work or learning.

b) Outcomes

A graduate at this level is able to

- demonstrate broad technical and theoretical knowledge with depth in some areas within a field of work or study;
- apply knowledge and skills with autonomy and judgement in some specialist areas;
- act on information;
- analyse, select and apply solutions to unpredictable problems and requirements;
- utilise specialist skills to communicate ideas and concepts;
- transfer knowledge to others;
- demonstrate autonomy and judgement in some specialist areas;
- demonstrate responsibility for own work within defined contexts; and
- demonstrate responsibility for the work and learning of others.

1.1.7 DIPLOMA LEVEL 6

a) Purpose

A diploma at level 6 qualifies individuals with technical and theoretical knowledge and skills within specialised contexts with depth in a field of work or learning.

b) **Outcomes**

A graduate of diploma at this level is able to:

- demonstrate specialised technical and theoretical knowledge with depth in one or more fields of work or learning;
- demonstrate broad range of skills to act on information, transfer knowledge and skills to others;
- formulate solutions to complex and unpredictable problems;
- apply specialised skills to communicate ideas and perspectives;
- demonstrate autonomy and judgement in changing contexts; and
- demonstrate responsibility for management of work and outcomes as well as for team outcomes.

1.1.8 BACHELOR DEGREE

a) Purpose

A Bachelor Degree provides individuals with a systematic and coherent introduction to a body of knowledge of a major subject or subjects applied in a range of contexts to undertake professional work and as a basis for further learning. Typically, in a Bachelor Degree programme, the content is progressively developed to form the basis for further learning or professional practice and is offered as one sequential study programme.

b) Outcomes

A graduate at this level is able to:

- demonstrate specialised technical and theoretical knowledge with depth in one or more fields of work or study that will lead to lifelong learning;
- demonstrate ability to analyse, evaluate, adapt and apply information;
- utilise intellectual independence to address problems;
- communicate knowledge and ideas to others;
- demonstrate initiative and judgement in professional practice or scholarship; and
- demonstrate autonomy, adaptability and responsibility in diverse contexts.

c) Entry

A programme of study leading to a Bachelor Degree builds upon prior study, work or experience and is open to those who have met the specified entrance requirements.

d) Relationship to other qualifications

A person who holds a Bachelor Degree may be permitted to enrol in a post-graduate qualification.

1.1.9 GRADUATE CERTIFICATE

a) Purpose

A graduate certificate is designed as a vehicle for degree graduates to pursue further studies at an advanced undergraduate level. The graduate certificate is typically designed as a bridging qualification to post-graduate study for candidates developing educational, professional or vocational

knowledge in a new discipline, professional or subject area and/or as a broadening or deepening of skills or knowledge already gained in an undergraduate qualification.

b) Outcomes

A graduate at this level is able to:

- demonstrate specialised knowledge and skills for professional or highly skilled work and/or further learning;
- demonstrate specialised theoretical and technical knowledge in one or more disciplines or areas of practice;
- critically analyse, evaluate and transform information;
- demonstrate specialised technical and creative skills;
- analyse, generate and transmit solutions to complex problems; and
- demonstrate autonomy, judgement, adaptability and responsibility in a professional or learning environment.

c) Entry

Entry is usually open to degree graduates or those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate level.

d) Relationship with other qualifications

The graduate certificate may provide the basis for post-graduate study.

1.1.10 GRADUATE DIPLOMA

a) Purpose

The Graduate Diploma is designed for degree graduates to pursue a significant body of study at an advanced undergraduate level. The Graduate Diploma is typically designed as a bridging qualification to post-graduate study as well as broadening knowledge and skills in a familiar subject or discipline, or developing knowledge in a new area.

b) Outcomes

A graduate at this level is able to:

- demonstrate advanced knowledge and skills to undertake professional or highly skilled work and/or further learning;
- demonstrate specialised theoretical and technical knowledge in one or more disciplines or areas of practice;
- critically analyse, evaluate and transform information;
- analyse, generate and transmit solutions to complex problems;
- demonstrate specialised technical and creative skills; and
- demonstrate autonomy, judgement, adaptability and responsibility in a professional or learning environment.

c) Entry

Entry is usually open to Bachelor Degree graduates or maybe to those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate level.

d) Relationship to other qualifications

A graduate diploma may provide the basis for post-graduate study.

1.1.11 BACHELOR HONOURS

a) Purpose

A Bachelor Honours recognises distinguished study at level 8. It may either be a degree in itself, or a discrete post-graduate degree following a Bachelor Degree. A Bachelor Degree with Honours may recognise:

- a particular level of achievement in a Bachelor Degree especially in relation to admission to further post-graduate study; or
- achievement of level 8 following a level 7 bachelor degree.

b) Outcomes

A graduate of Bachelor Degree with Honours is able to:

- demonstrate advanced knowledge in the underlying principles and concepts in one or more disciplines;
- demonstrate knowledge of and application of research principles, methods and skills;
- review, analyse and synthesise knowledge with intellectual independence;
- demonstrate critical thinking and judgement in developing new understanding;
- communicate clear and coherent exposition of knowledge and ideas; and
- demonstrate judgement and initiative in professional practice.

c) Entry

Entry to Honours study is normally based on achievement of above average performance in the credits within the Bachelor Degree that are relevant to the proposed Honours study.

d) Relationship to other qualifications

A Bachelor Honours should prepare graduates for admission to further post-graduate study.

1.1.12 POST-GRADUATE CERTIFICATE

a) Purpose

The Post-graduate Certificate is designed to extend and deepen a candidate's knowledge and skills. A Post-graduate Certificate involves credits from a specified subject and its associated areas. It recognises continuing professional development or academic achievement in advance of the candidate's original Bachelor Degree or Graduate Certificate or Diploma.

b) Outcomes

A graduate of a Post-graduate Certificate is able to show evidence of advanced knowledge about a specialist field of enquiry or professional experience.

c) Entry

Post-graduate Certificates require either a Bachelor Degree or Graduate Certificate or Diploma in a cognate subject, or relevant skills and knowledge acquired through appropriate work of professional practice.

d) Relationship to other qualifications

A Post-graduate Certificate provides the basis for further post-graduate study.

1.1.13 POST-GRADUATE DIPLOMA

a) Purpose

The Post-graduate Diploma is designed to extend and deepen a candidate's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, graduate diploma or graduate certificate. It prepares a candidate for independent research and scholarship in the principal subject of the diploma.

b) Outcomes

A graduate of a Post-graduate Diploma is able to:

- demonstrate advanced knowledge in a specialised field of study or professional practice; and
- engage in intellectual analysis, criticism and problem solving.

c) Entry

A candidate for the Post-graduate Diploma in a specified subject or, where appropriate, a related area will normally have completed all requirements of the relevant Bachelor Degree or Graduate Certificate or Diploma, or has the relevant skills and knowledge acquired through appropriate work or professional experience at an additional level.

d) Relationship to other qualifications

A person who holds a Post-graduate Diploma may be eligible to be enrolled in a Masters Degree.

1.1.14 MASTERS DEGREE

a) Purpose

A Masters Degree qualifies candidates who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship. Masters Degree usually builds on a Bachelor Degree, Graduate Diploma, Bachelor Degree with Honours or a Post-graduate Diploma. They usually build on extensive professional experience of an appropriate level. Their outcomes are demonstrably in advance of undergraduate study, and require candidates to engage in research and/or advanced scholarship.

b) Outcomes

A graduate of a Masters Degree is able to:

- demonstrate evidence of advanced knowledge and understanding about a specialist field of study or professional practice;
- demonstrate mastery of and expertise in sophisticated theoretical subject matter;
- carry out critical evaluation of findings and discussions of their subject matter in literature;

- research, analyse and argue from evidence;
- apply knowledge to new situations and work independently; and
- engage in rigorous intellectual analysis, criticism and problem solving.

If a Masters Degree includes a component of supervised research of not fewer than 90 credits at level 9, the graduate is also able to:

- demonstrate a high order of skills in the planning , execution and completion of a piece of original research or creative scholarly work;
- apply such skills learned during the study programme to new situations; and
- complete the research to internationally recognised standards and demonstrate a capacity for independent thinking.

Masters Degrees are constituted in one discipline or a coherent programme of study. They may be undertaken by coursework or research or by a combination of both.

i) By coursework only

Entry to a Masters Degree by coursework worth 120 to 240 credits is normally based on an undergraduate degree. The degree is achieved through coursework consisting of courses, project work and research in varying combinations. It may build on undergraduate study in the same academic field, or it may build on the more generic graduate attributes of an undergraduate degree in other fields, or in some cases on relevant professional experience. Masters Degrees that build on generic attributes and/or experience (often called 'conversion Masters') are usually in professional fields and are recognised as appropriate professional preparation by the profession or industry concerned.

ii) By thesis or primarily by thesis

Entry to a Masters Degree by thesis is normally based on a Bachelor Degree with Honours or a Post-graduate Diploma in the same field of study. The degree consists of a research project that is presented in the form of a thesis, dissertation, substantial research paper or creative work, worth at least 90 credits (at level 9).

iii) By coursework and thesis

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Entry to a Masters Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes a thesis, dissertation, substantial research paper or creative work worth at least 90 credits and may include up to 150 credits of coursework.

c) Relationship to other qualifications

A person, who holds the Masters Degree achieved to an appropriate standard, and including a research component of at least 90 credits, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral degree.

1.1.15 DOCTORAL DEGREE

The doctorate degree is a research-based degree whereby the candidate becomes an increasingly independent scholar who makes a substantial and original contribution to knowledge. It is normally the culmination of study which begins at the bachelor level and reaches a stage beyond the Masters Degree.

a) Outcomes

A graduate of a Doctor of Philosophy Degree is able to:

- demonstrate substantial understanding of a complex body of knowledge that constitutes original work;
- apply expert research skills to carry out and communicate advanced research that makes significant contribution to knowledge or professional practice;
- demonstrate expert technical and creative skills with intellectual independence;
- engage in critical reflection, synthesis and evaluation;
- generate, apply and communicate new knowledge that contributes to a discipline or professional practice; and
- demonstrate significant authoritative judgement, autonomy and responsibility as an expert in the application of skills and knowledge.

The major component of all doctorate degrees is original research. The body of work that leads to the award of a doctorate will be one of the following:

- a thesis (the PhD/DPhil);
- creative work in the visual or performing arts (the PhD/DPhil);
- a thesis or equivalent creative work in combination with coursework (the named doctorate);
- a thesis in combination with a creative work in the visual or performing arts (the named doctorate); or
- published work (the higher doctorate).

1.1.16 DOCTORATE OF PHILOSOPHY (PHD/DPHIL)

The thesis constitutes the entire body of work upon which the award of the qualification will be judged. Coursework may also be prescribed, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Where appropriate, candidates may present a creative work as part of the thesis requirement.

1. 1.17 DOCTORATE IN A SPECIFIED FIELD OR DISCIPLINE – THE NAMED *DOCTORATE (E.G. EDD OR THE DMUS)*

For a Doctorate in a specified field, coursework may contribute to the assessed programme of study but research or the scholarly creative activity and the associated thesis must occupy at least two full-time academic years and contribute not less than two thirds of the overall credit for the degree. The coursework, which is to be at a standard in advance of that expected for a Masters paper, must be part of a coherent programme with the research work, and should normally cover no more than one full- time academic year. A Doctorate must constitute a passing grade in both the coursework and the thesis or its creative work equivalent.

1.1.18 HIGHER DOCTORATE (E.G. THE DSC OR THE DLITT)

Higher Doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enrol for the degree. Candidates will normally be expected to have completed at least ten years of independent work and to have published extensively. Publication will normally be in scholarly books and/or in reputable international journals. Doctorates in the visual or performing arts will constitute equally outstanding contributions in creative work.

1.1.19 HONORARY DOCTORATE

Honorary Doctorates are awarded for recognition of exceptional contributions made by the recipient to the institution awarding the degree, to a profession, or to society at large whether at the local, the national or the international level. An institution awarding an honorary doctorate must be accredited to award 'earned doctorates'.

Hybrid QF

Appendix 1: Qualifications Framework – Level Descriptors					
Level	**Knowledge**	**Skills**	**Application & Practices**	**Accountability**	**Purpose**
1	• Recall basic knowledge in a subject/discipline or in a narrow range of areas; • Identify simple facts and ideas associated with a subject/discipline; • demonstrate basic foundational knowledge in a narrow area of work or learning • For UPrep Certificate, subject knowledge at year 10 level.	• Use a few basic, routine skills to undertake familiar and routine tasks. Complete pre-planned tasks; • Work under guidance, using basic tools and materials safely and effectively; • Produce and respond to simple written and oral communication in familiar, routine contexts; • Use basic numerical and graphical data in everyday contexts; • Solve simple problems • Use of basic communication technologies	• Recall knowledge with some prompting; • Record processes that are familiar, repetitive and predictable; • Complete a range of pre-planned tasks. • Apply knowledge and skills in highly structured contexts within defined boundaries with some autonomy.	• Carry out simple, routine, familiar tasks under close guidance; • Identify within certain criteria, best options for successful work outcomes; • Subject to monitoring of output and quality;	Provides qualification that will prepare graduates for entry into the workforce and / or further study. • *Entry to:* Year 11/UPrep Certificate 2 in the school system, or entry into a secondary school trade training programme at Certificate 2 • *Award of:* Qualification as a progression to year 11 in secondary school, or to Certificate 2, or as a process worker or entry-level service worker
2	• Express basic factual knowledge in a subject/ discipline; • Describe basic processes, materials and terminologies; • Identify known solutions to familiar problems; • Locate information from readily available sources;	• Make use of a few skills to complete straightforward tasks with some non-routine elements; • Produce and respond to written and/or oral communication in familiar contexts; • Use simple features of basic computer applications to process and obtain data;	• Restate knowledge required for everyday tasks; • Utilize a few skills to complete familiar, repetitive and predictable tasks with some routine procedures; • Select and utilize with guidance, appropriate tools and materials safely and effectively;	• Work on directed activity with minimum supervision; • Carry some responsibility for completed work and offer suggestions for improving practices and processes; • Identify own strengths and weaknesses relative to the work.	• *Entry to:* Year 12 level of secondary schools (for UPrep Certificate 2) • *Entry to:* trade/TVET programmes in secondary schools • *Award of:* Qualification as progression to year 12 in secondary school, or to Certificate 3, or as a process worker, or as a semi-skilled worker

	• For UPrep Certificate, subject knowledge at year 11 level.	• Use intermediate level numerical and graphical data in straightforward work procedures;	• Apply standard processes relevant to work or study.		
3	• Explain a range of simple facts and ideas about a subject/discipline; • Describe knowledge and understanding of basic processes, materials and terminologies; • Explain understanding of a subject/discipline; • For UPrep Certificate, subject knowledge at year 12 level.	• Complete some routine and non-routine tasks using skills associated with a subject/discipline; • Produce and respond with detailed written and oral communication in familiar contexts; • Use standard applications to process, obtain and combine data; • Use a range of intermediate level numerical and graphical data with some complex features; • demonstrate some technical, theoretical and procedural knowledge in a field of work or study.	• Relate ideas and knowledge to everyday contexts; • Plan and organize routine and non-routine tasks using skills and knowledge associated with a subject/discipline, for both familiar and new tasks; • Explain the understanding of usages of tools and apparatus and their safe and appropriate use; • Apply technical skills in routine and non-routine contexts; • Select and apply solutions to familiar problems.	• Exercise some discretion and judgment with regards to possible action and take leadership responsibility for some tasks; • Demonstrate knowledge and skills in problem solving; • Attend to tasks with some discretion, autonomy and under limited supervision. • Carry out work and make a contribution to the evaluation and improvement of practices and processes; • Agree goals and responsibilities for self and/or work team with manager/supervisor and show an awareness of others' roles, responsibilities; • Carry out defined roles using practical, procedural and technical knowledge in specific field of work or study • Deal with unforeseen contingencies using known solutions.	• *Entry to:* Year 13 level of secondary schools (for UPrep Certificate 3) • *Entry to: T*rade Diploma level tertiary study level of trade training/TVET programmes • *Award of:* Certificate related to a specific trade or technical occupation or qualifying for entry at year 13 of the qualification ladders.
4	• Gains knowledge and skills to work or study in a specialised field.	• Can produce and respond to detailed and relatively complex written and oral communication in	• Apply a range of technical or learning skills in practical contexts; • Specify practices, techniques associated	• Take responsibility for carrying out a range of activities where the overall goal is clear, under guidance and evaluation;	Provides qualification that will allow graduates entry into the skilled sector of the workforce and / or further study at Level 5.

	• Gets knowledge of a subject/discipline with factual and theoretical concepts; • Relates the knowledge of a subject/discipline to a range of practical applications and make informed judgments; • Learns to apply a range of innovative responses to unfamiliar or unpredictable problems; • Gains sufficient knowledge to advance to the next level of qualification.	both familiar and unfamiliar contexts. • Can select, apply and communicate solutions to routine problems • Use a range of methods, tools and materials; • Utilize standard computer applications to process data and obtain a variety of information. • Utilize a wide range of numerical and graphical data in routine contexts, which may have non-routine elements. • Can apply and act on information.	with the subject or discipline in routine and non-routine tasks; • Apply routine practices, techniques and/or materials, associated with a subject/discipline; • Apply a range of competencies, practices and techniques about a subject/discipline;	• Demonstrate some supervisory responsibility for the work of others and lead teams in the course of routine work; • Manage limited resources within defined and supervised areas of work; • Take account of own and others' roles and responsibilities in carrying out tasks; • Exercise judgement with autonomy in known and unknown contexts.	• *Entry to: D*egree level tertiary study; • *Award* of: Certificate 4 related to a specific trade or technical occupation, or UniPrep Certificate 4 (for higher education).
5	• Track evolving/ changing nature of knowledge and understanding in a subject/discipline; • Distinguish between theories/concepts in a subject/discipline based on evidence, research and other forms of explanation; • Analyze information, using it to	• Routine professional skills, techniques, practices and/or materials associated with a subject/discipline; • Convey complex ideas in well-structured and coherent form; • Select and utilize standard computer applications to process, obtain and combine data; • Utilize numerical and graphical data to measure	• Transfer and practice routine professional skills, techniques and/or materials associated with a subject discipline to a range of situations; • Exercise judgment in planning and selecting equipment techniques and work processes; • demonstrate technical and theoretical knowledge with depth in	• Exercise some initiative and independence in carrying out defined activities; • Demonstrate some supervisory responsibility for the work of others and lead teams in the course of routine work, with some non-routine elements; • demonstrate responsibility for the work and learning of others. • Manage limited resources and lead in implementing agreed plans or defined contexts;	• *Entry to*: Second stage of Degree level tertiary study (where accredited) • *Award of*: Higher education tertiary certificate; trade diploma.

	forecast planning and research strategies; • Design solutions to wide range of unpredictable problems and provide a range of innovative responses to unfamiliar problems.	progress and achieve goals/targets; • Limited basic modelling.	some areas within a field of work or study; • apply knowledge and skills with autonomy and judgement in some specialist areas; • act on information; • analyse, select and apply solutions to unpredictable problems and requirements; • utilise specialist skills to communicate ideas and concepts; • transfer knowledge to others; • demonstrate autonomy and judgement in some specialist areas; • demonstrate responsibility for own work within defined contexts.	• Take account of roles and responsibilities related to the tasks being carried out and play a significant role in the evaluation of outcomes; • Work with others in support of current professional practice under guidance;	
6	• Generate and evaluate ideas through the analysis of information and concepts at an abstract level; • Demonstrate understanding of a limited range of core theories, principles and concepts;	• Utilize a range of routine skills, practices and/or materials associated with a subject/discipline; • Utilize a range of standard computer applications to bring efficiency and timeliness in producing meaningful outcomes;	• Design and apply professional skills, techniques to work processes; • Exercise significant judgment in planning, design, ethical and/or supervisory functions related to products, services, operations or process.	• Exercise autonomy and initiative in some activities at a professional level of work; • Manage resources within defined areas of work and lead planning to achieve desired outcome/s; • Take continuing account of own and others' roles, responsibilities and contributions in carrying	• *Entry to:* Third year of Degree-level tertiary study in all subjects where the award is at Higher Education qualification level; second year of degree level if in engineering. • *Award of:* Advanced Diploma related to a specific trade or technical

	• Compare and evaluate outcomes based on the understanding of research methods and academic processes; • Demonstrate specialised technical and theoretical knowledge with depth in one or more fields of work or learning;	• Utilize and evaluate numerical and graphical data to measure progress and achieve goals/targets; • Demonstrate broad range of skills to act on information, transfer knowledge and skills to others; • formulate solutions to complex and unpredictable problems; • apply specialised skills to communicate ideas and perspectives;' • Carry out limited range of modelling.		out/evaluating tasks and improving practices and processes; • Work in support of current professional practice under guidance; deal with ethical and professional issues;	occupation; Higher education Diploma if in HE stream; Graduate Diploma if in Higher Education stream.
7	• Integrated knowledge / understanding of the concepts and principles in a subject/disciple; • Understanding of key theories, concepts and principles; • Processes/ concepts/theories that involve the full range of procedures in a major discipline.	• Utilize a range of skills, practices, materials associated with a subject/ discipline; • Practice routine methods of enquiry and/or research in a range of contexts; • Make formal presentations on topics in the subject/ discipline to a range of audiences; • Utilize a range of IT applications to support and enhance work; • Utilize, evaluate and interpret numerical and	• Investigate complex issues to achieve desired outcomes using enquiry and research methods; • Analyze, synthesize, transform and evaluate abstract data and concepts; • Demonstrate specialised technical and theoretical knowledge with depth in one or more fields of work or study that will lead to lifelong learning;	• Provide leadership in planning, resourcing and managing processes within a defined area of work; • Accept complete accountability for determining, achieving and evaluating personal and/or group outcomes; • Work under guidance with qualified practitioners to deal with ethical and professional issues;	• *Entry to:* Honours, postgraduate or equivalent tertiary education or Research-based occupations; • *Award of:* degrees, and/or certification for professional or middle managerial occupations.

		graphical data to achieve goals and targets;	• demonstrate ability to analyse, evaluate, adapt and apply information; • utilise intellectual independence to address problems; • communicate knowledge and ideas to others; • demonstrate initiative and judgement in professional practice or scholarship; and • demonstrate autonomy, adaptability and responsibility in diverse contexts.		
8	• Knowledge that covers and integrates the principal areas, features, boundaries, terminologies and conventions of a subject/discipline; • Key theories, concepts and principles in the area under study; • Development of the the subject/discipline, including a range of established procedures, techniques of enquiry	• Utilize selected skills, practices and/or materials which are specialized, advanced, or at the forefront of a subject/discipline; • Execute a project involving research, development or investigation; • Communicate with peers, senior colleagues and specialists; • Utilize a range of software to support and enhance research work;	• Generate, evaluate and synthesize information and concepts using data from investigation of complex issues; • Provide originality or creativity in the application of knowledge understanding and/or practices; • Apply relevant processes in highly specialized, complex and unpredictable context. • Carry out detailed original research, and	• Provide leadership in planning, resourcing, managing and optimizing all aspects of the processes engaged in; • Practice ways which show a clear awareness of own and others' roles and responsibilities; • Perform effectively in a peer relationship with qualified practitioners to bring about change, development and/or new thinking; • Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices;	• *Entry to: A*cademia, research or senior managerial occupations, or/and to Level 9. • *Award of:* Post graduate Diploma; Certification for professional and top management occupations

	or research methodologies.	• Generate a wide range of numerical and graphical data to set and achieve goals/target; • Produce a paper of acceptable quality in a peer-reviewed journal.	write papers of academic standards.	• Recognize the limits of these codes and seek guidance where appropriate.	
9	• Knowledge that covers and integrates most of the main areas of a subject/discipline; • Key theories, principles and concepts demonstrating mastery of a subject area; • Extensive and detailed understanding in one or more specialisms, informed by cutting edge developments; • Awareness of current issues in a subject/discipline and one or more specialisms to roduce original scholarship and research papers;	• Utilize a range of specialized skills, techniques, practices and/or materials which are at the forefront of a subject/discipline or informed by forefront developments; • Demonstrate use of standard and specialized research methods or equivalent techniques of enquiry; • Practice in a wide and often unpredictable variety of professional level contexts; • Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise; • Utilize a range of software to support and enhance research work and	• Demonstrate a range of standard application and specialized research or equivalent instruments and techniques of enquiry at internationally recognized standards; • Plan and execute a significant project of research, investigation or development; • Demonstrate originality or creativity in the application of knowledge, understanding and/or practices;	• Demonstrate leadership and/or initiative and make identifiable contribution to change and development; • Demonstrate critical reflection on own and others' roles & responsibilities; • Demonstrate a high order of skill in analytical, critical evaluation and/or professional application through the planning and execution of project work or a piece of scholarship and research; • Demonstrate creativity in the application of knowledge to solve complex problems and think rigorously and independently; • Deal with complex ethical and professional issues and make informed judgments on issues not addressed by current professional and/or ethical codes or practices;	• *Entry to:* Academia, Advanced research • *Qualification:* Masters degree

		specify improvements to software;			
10	• Provide a critical overview of a subject/discipline, including a critical understanding of the principal theories, principles and concepts; • Provide an original contribution to knowledge through research or scholarship at par with international standards that makes a significant contribution to the development of the subject /discipline;	• Utilize the principal skills, techniques, practices and materials associated with a subject/discipline. • Use and enhance a range of complex skills, techniques, practices and materials at the forefront of one or more specialisms. • Apply a range of standards and specialized research/equivalent instruments and techniques of enquiry. • Design, execute research, investigative or development projects to deal with new problems and issues; • Practice in the context of a new problem and circumstance; • Communicate at an appropriate level to a range of audiences and adapt communication to the context and purposes. • Communicate at the standard of published academic work and/or critical dialogue and review	• Demonstrate originality or creativity in the application of knowledge, understanding, and/or practices to be judged by independent experts as applied to international standards; • Carry out an original research project (s) addressing a matter of substance concerning practice in a profession at a high level or originality and quality;	• Take full responsibility for own work and/or significant responsibility for the work of others; • Demonstrate leadership and/or originality in tackling, solving problems and issues; • Make informed judgments on new and emerging issues not addressed by current professional and/or ethical codes or practices;	• *Entry to:* Academia, Advanced research. • *Qualificaiton:* Doctoral degree

		with peers and experts in other specialisms; • Utilize a range of software to support and enhance work at this level, specify software and critically evaluate numerical and graphical data;			

Appendix 3: AQF levels summaries and learning outcomes criteria

	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Knowledge	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning
Skills	Graduates at this level will have foundational cognitive, technical and communication skills to: • undertake defined routine activities • identify and report simple issues and problems	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: • undertake defined activities • provide solutions to a limited range of predictable problems	Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: • complete routine activities • provide and transmit solutions to predictable and sometimes unpredictable problems	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: • analyse information to complete a range of activities • provide and transmit solutions to sometimes complex problems • transmit information and skills to others
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters

	Level 6	Level 7	Level 8	**Level 9**	**Level 10**
Summary	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional/highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice
Knowledge	Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice	Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice	Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice	Graduates at this level will have systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: • analyse information to complete a range of activities • interpret and transmit solutions to unpredictable and sometimes complex problems • transmit information and skills to others	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to: • analyse and evaluate information to complete a range of activities • analyse, generate and transmit solutions to unpredictable and sometimes complex problems • transmit knowledge, skills and ideas to others	Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to: • analyse critically, evaluate and transform information to complete a range of activities • analyse, generate and transmit solutions to complex problems • transmit knowledge, skills and ideas to others	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-	Graduates at this level will have expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically: • engage in critical reflection, synthesis and evaluation • develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice • disseminate and promote new insights to peers and the community • generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice

Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility: • in contexts that are subject to change • within broad parameters to provide specialist advice and functions	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well- developed judgement and responsibility: • in contexts that require self-directed work and learning • within broad parameters to provide specialist advice and functions	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well- developed judgement, adaptability and responsibility as a practitioner or learner	Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner	Graduates at this level will apply knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar

AQF qualification type learning outcomes descriptors

	Senior Secondary Certificate			
Purpose	The Senior Secondary Certificate of Education qualifies individuals with knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life			
Knowledge	Graduates of a Senior Secondary Certificate of Education will have foundational knowledge across a range of learning areas and some specialist discipline or technical knowledge			
Skills	Graduates of a Senior Secondary Certificate of Education will have: • literacy, numeracy and communication skills and use information communication technologies skills to present knowledge and ideas to others • cognitive skills to access, record and act on information from varied sources appropriate to subject disciplines and to move across subject disciplines to develop new expertise cognitive, technical, communication and creative skills for particular disciplines and to integrate disciplines to solve problems, to underpin flexible and • analytical thinking and to work with others			
Application of knowledge and skills	Graduates of a Senior Secondary Certificate of Education will demonstrate the application of knowledge and skills: • with depth in some areas to tasks or functions in known or changing contexts • in particular contexts within civic life, work and lifelong learning as successful learners, confident individuals and team members and active and informed citizens • in contexts that include taking individual responsibility with some direction and some accountability for the quality of outcomes			
Volume of Learning	The volume of learning of a Senior Secondary Certificate of Education is typically 2 years			

	Level 1	Level 2	Level 3
	Certificate I	**Certificate II**	**Certificate III**
Purpose	The Certificate I qualifies individuals with basic functional knowledge and skills to undertake work, further learning and community involvement	The Certificate II qualifies individuals to undertake mainly routine work and as a pathway to further learning	The Certificate III qualifies individuals who apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning
Knowledge	Graduates of a Certificate I will have basic fundamental knowledge and understanding in a narrow area of work and learning	Graduates of a Certificate II will have basic factual, technical and procedural knowledge in a defined area of work and learning	Graduates of a Certificate III will have factual, technical, procedural and theoretical knowledge in an area of work and learning
Skills	Graduates of a Certificate I will have: • basic skills to participate in everyday life and further learning • cognitive and communication skills to receive, pass on and recall information in a narrow range of areas • technical skills involving the use of tools appropriate to the activity and use of basic communication technologies	Graduates of a Certificate II will have: • cognitive skills to access, record and act on a defined range of information from a range of sources • cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems • technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options	Graduates of a Certificate III will have: • cognitive, technical and communication skills to interpret and act on available information • cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforseen contingencies using known solutions • technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences • technical skills to undertake routine and some non-routine tasks in a range of skilled operations
Application of knowledge and skills	Graduates of a Certificate I will demonstrate the application of knowledge and skills: • with some autonomy in defined contexts and within established parameters • in contexts that may include preparation for further learning, life activities and/or a variety of initial routine and predictable work-related activities including participation in a team or work group	Graduates of a Certificate II will demonstrate the application of knowledge and skills: • with some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning • with limited autonomy and judgement in the completion of own defined and routine tasks in known and stable contexts • with limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment	Graduates of a Certificate III will demonstrate the application of knowledge and skills: • with discretion and judgement in the selection of equipment, services or contingency measures • to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints • in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters
Volume of Learning	The volume of learning of a Certificate I is typically 0.5 – 1 year	The volume of learning of a Certificate II is typically 0.5 – 1 year	The volume of learning of a Certificate III is typically 1 - 2 years. Up to 4 years may be required to achieve the learning outcomes through a program of indentured training/employment

	Level 4 / Cert 4	Level 5/ Diploma	Level 6 / Advanced Diploma
Purpose	The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning	The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning	The Advanced Diploma qualifies individuals who apply specialised knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning
Knowledge	Graduates of a Certificate IV will have broad factual, technical and theoretical knowledge in a specialised field of work and learning	Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning	Graduates of an Advanced Diploma will have specialised and integrated technical and theoretical knowledge with depth within one or more fields of work and learning
Skills	Graduates of a Certificate IV will have: • cognitive skills to identify, analyse, compare and act on information from a range of sources • cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems • specialist technical skills to complete routine and non-routine tasks and functions • communication skills to guide activities and provide technical advice in the area of work and learning	Graduates of a Diploma will have: • cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources • cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements • specialist technical and creative skills to express ideas and perspectives • communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge	Graduates of an Advanced Diploma will have: • cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources • cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialised knowledge with depth in some areas • cognitive and communication skills to formulate responses to complex problems • wide-ranging specialised technical, creative or conceptual skills to express ideas and perspectives
Application of knowledge and skills	Graduates of a Certificate IV will demonstrate the application of knowledge and skills: • to specialised tasks or functions in known or changing contexts • with responsibility for own functions and outputs, and may have limited responsibility for organisation of others • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters	Graduates of a Diploma will demonstrate the application of knowledge and skills: • with depth in some areas of specialisation, in known or changing contexts • to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations • with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality • with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters	Graduates of an Advanced Diploma will demonstrate the application of knowledge and skills: • with depth in areas of specialisation, in contexts subject to change • with initiative and judgment in planning, design, technical or management functions with some direction • to adapt a range of fundamental principles and complex techniques to known and unknown situations • across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters

Volume of Learning	The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work	The volume of learning of a Diploma is typically 1 – 2 years	The volume of learning of an Advanced Diploma is typically 1.5 – 2 years

	Level 7 / Bachelor Degree	**Level 8 / Bachelor Degree (Hon)**	**Level 8/Graduate Certificate**
Purpose	The Bachelor Degree qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning	The Bachelor Honours Degree qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning	The Graduate Certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional/highly skilled work and as a pathway for further learning
Knowledge	Graduates of a Bachelor Degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning	Graduates of a Bachelor Honours Degree will have coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods	Graduates of a Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area
Skills	Graduates of a Bachelor Degree will have: • cognitive skills to review critically, analyse, consolidate and synthesise knowledge • cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas • cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence • communication skills to present a clear, coherent and independent exposition of knowledge and ideas	Graduates of a Bachelor Honours Degree will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge to identify and provide solutions to complex problems with intellectual independence • cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas • cognitive skills to exercise critical thinking and judgement in developing new understanding • technical skills to design and use research in a project • communication skills to present a clear and coherent exposition of knowledge and ideas to a variety of audiences	Graduates of a Graduate Certificate will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems • cognitive skills to think critically and to generate and evaluate complex ideas • specialised technical and creative skills in a field of highly skilled and/or professional practice • communication skills to demonstrate an understanding of theoretical concepts • communication skills to transfer complex knowledge and ideas to a variety of audiences.
Application of knowledge and skills	Graduates of a Bachelor Degree will demonstrate the application of knowledge and skills: • with initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship • to adapt knowledge and skills in diverse contexts • with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters	Graduates of a Bachelor Honours Degree will demonstrate the application of knowledge and skills: • with initiative and judgement in professional practice and/or scholarship • to adapt knowledge and skills in diverse contexts • with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters • to plan and execute project work and/or a piece of research and scholarship with some independence	Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills: • to make high level, independent judgements in a range of technical or management functions in varied specialised contexts • to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts • with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters

Volume of learning	The volume of learning of a Bachelor Degree is typically 3 – 4 years	The volume of learning of a Bachelor Honours Degree is typically 1 year following a Bachelor Degree. A Bachelor Honours Degree may also be embedded in a Bachelor Degree, typically as an additional year.	The volume of learning of a Graduate Certificate is typically 0.5 – 1 year

	Level 8	**Level 9**	**Level 9**
	Graduate Diploma	**Masters Degree (Research)**	**Masters Degree (Coursework)**
Purpose	The Graduate Diploma qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional/ highly skilled work and as a pathway for further learning	The Masters Degree (Research) qualifies individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning	The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning
Knowledge	Graduates of a Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area	Graduates of a Masters Degree (Research) will have: • a body of knowledge that includes the understanding of recent developments in one or more disciplines • advanced knowledge of research principles and methods applicable to the field of work or learning	Graduates of a Masters Degree (Coursework) will have: • a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice • knowledge of research principles and methods applicable to a field of work and/or learning

Skills	Graduates of a Graduate Diploma will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems • cognitive skills to think critically and to generate and evaluate complex ideas • specialised technical and creative skills in a field of highly skilled and/or professional practice • communication skills to demonstrate an understanding of theoretical concepts • communication skills to transfer complex knowledge and ideas to a variety of audiences	Graduates of a Masters Degree (Research) will have: • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • cognitive and technical skills to design, use and evaluate research and research methods • communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audiences • technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge	Graduates of a Masters Degree (Coursework) will have: • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences • technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship
Application of knowledge and skills	Graduates of a Graduate Diploma will demonstrate the application of knowledge and skills: • to make high level, independent judgements in a range of technical or management functions in varied specialised contexts • to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts • with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters	Graduates of a Masters Degree (Research) will demonstrate the application of knowledge & skills: • with creativity and initiative to new situations and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial piece of research	Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge & skills: • with creativity and initiative to new situations in professional practice and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship
Volume of learning	The volume of learning of a Graduate Diploma is typically 1 – 2 years	The volume of learning of a Masters Degree (Research) is typically 1 – 2 years; in the same discipline 1.5 years following a level 7 qualification or 1 year following a level 8 qualification; in a different discipline 2 years following a level 7 qualification or 1.5 years following a level 8 qualification	The volume of learning of a Masters Degree (Coursework) is typically 1 – 2 years; in the same discipline 1.5 years following a level 7 qualification or 1 year following a level 8 qualification; in a different discipline 2 years following a level 7 qualification or 1.5 years following a level 8 qualification

	Masters Degree (Extended)	Doctoral Degree
	Level 9	**Level 10**
Purpose	The Masters Degree (Extended) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning	The Doctoral Degree qualifies individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation, scholarship or professional practice
Knowledge	Graduates of a Masters Degree (Extended) will have: • a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice • knowledge of research principles and methods applicable to the discipline and its professional practice	Graduates of a Doctoral Degree will have: • a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution • substantial knowledge of research principles and methods applicable to the field of work or learning
Skills	Graduates of a Masters Degree (Extended) will have: • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences • technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice	Graduates of a Doctoral Degree will have: • cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and practice • cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge • expert technical and creative skills applicable to the field of work or learning • communication skills to explain and critique theoretical propositions, methodologies and conclusions • communication skills to present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community • expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and/or professional practice
Application of knowledge and skills	Graduates of a Masters Degree (Extended) will demonstrate the application of knowledge and skills: • with creativity and initiative to new situations in professional practice and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial research-based project, capstone experience and/or professionally focused project	Graduates of a Doctoral Degree will demonstrate the application of knowledge and skills: • with intellectual independence • with initiative and creativity in new situations &/or for further learning • with full responsibility and accountability for personal outputs • to plan and execute original research • with the ongoing capacity to generate new knowledge, including in the context of professional practice
Volume of Learning	The volume of learning of a Masters Degree (Extended) is typically 3 – 4 years following completion of a minimum of a 3 year level 7 qualification	The volume of learning of a Doctoral Degree is typically 3 – 4 years