

FIJI QUALIFICATIONS FRAMEWORK

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OVERVIEW

PURPOSE

The Fiji Qualifications Framework (FQF) is a vehicle for ensuring that education reforms at all levels can be strategically linked. The framework establishes a strategic platform for setting the direction of education and training in Fiji for the foreseeable future. It clarifies how competencies and qualifications relate to each other at different levels, and it establishes learning pathways that will enhance learner mobility and stimulate progression and career development.

The FQF, supported by policies and systems for ensuring that pathways for consistent, high quality, relevant learning are available and accessible for all Fijians, establishes a foundation for creating such an environment. A focus on the achievement of outcomes and creating value from learning, holds the key to development for Fiji.

The FQF establishes a base for encouraging lifelong learning, for recognising prior learning and it can be a vehicle for providing pathways for formal recognition of traditional knowledge and skills based on Fijian indigenous culture and history at different points on the framework.

STRUCTURE OF THE FRAMEWORK

The FQF provides a system for describing and classifying the nation's quality assured qualifications. The framework creates a platform for different learning pathways and promotes learner mobility by clarifying how qualifications relate to each other within the national education and training system.

The FQF is a ten-level framework, and includes qualification types from certificates to doctorates, encompassing all the education and training provided within Fiji at senior levels of secondary school, industry, vocational schools and all TVET providers (including technical training institutes), universities and specialist higher education providers.

The 'classification system' is defined by the levels of competency and achievement (outcomes) that can be expected at each of the ten levels of the framework. Descriptions for levels express increasing complexity, with level one being the simplest and level ten the most complex. Emphasis shifts from skills acquired to knowledge acquired at higher levels on the framework. The level to which a qualification is assigned depends on the complexity of the skills and the knowledge being recognised. The level descriptors are included in Appendix 1.

Each level has designated qualification types: certificates, diplomas or degrees. Each qualification type is defined by an agreed set of criteria which includes the qualification type title, the level at which the qualification type is listed and the number of credits required at each level. All quality assured qualifications recorded on the FQF must conform to a qualification type.

A summary of the qualification types and their levels is included in Table 1.

TABLE 1

Level	Qualification types
10	Doctoral Degree
9	Master's Degree
8	Postgraduate Diploma, Postgraduate Certificate, Bachelor's Degree with Honours
7	Graduate Diploma, Graduate Certificate, Bachelor's Degree
6	Diplomas
5	
4	Certificates
3	
2	
1	

The FQF includes a credit point system based on the equivalence of one credit point to 10 notional hours of learning. This results in 120 credits per year and 1200 notional hours of learning per year. 120 credits measure the workload of a full time higher education student in one academic year.

A credit point is a measure of how long it takes an average learner in notional hours to achieve stated outcomes of a qualification. Notional hours refer to the learning time that a student takes on the average to meet the outcomes and performance standards of a qualification. It includes hours of lecture, tutorials, practice, revision and assessment.

A credit on the FQF is the measure used to compare provider qualifications with levels on the FQF for the accreditation of qualifications. The credit point system is used for:

- Awarding credits after successful completion of a qualification.
- Defining qualification types at particular levels at particular levels on framework.
- Ensuring that qualifications on the framework adhere to the credit points assigned to that qualification type.

LINKS TO OTHER QUALITY ASSURANCE STRATEGIES

The FQF forms the basis of quality assured qualifications in Fiji. The FQF is linked to other quality assurance strategies deployed by the Fiji Higher Education Commission (FHEC), including quality standards for Higher Education Institutions and for qualifications provided in Fiji. These quality standards form the basis of Fiji Higher Education Commission's legislative powers and they define the criteria as mentioned in relevant legislation.

The FQF and its associated quality assurance strategies provide users with the assurance that an accredited FQF qualification has been designed to meet the requirements of the framework and the needs of industry, professional associations, regulator or community. The approval to provide FQF qualifications is part of quality assuring Higher Education Institutions through registration and review processes.

MANAGEMENT OF THE FRAMEWORK

The Fiji Qualifications Council (FQC) is responsible for the management of the Fiji Qualifications Framework.

The FQF was introduced in 2011 and to remain effective and suit the needs of the evolving education and training system in Fiji it will need to change and adapt overtime.

The Fiji Qualifications Framework will be periodically reviewed and may result in: qualification types being added or removed, or, other changes such as changes to definitions. The need for the addition or removal of qualification type or other changes will include evaluation of the merits of such a change and a consultation process with relevant stakeholders. Changes to the FQF structure or definitions will only be made where there is a demonstrable benefit to Fiji and its people.

All changes will be approved by the Fiji Qualifications Council (FQC). Transition arrangements will be put in place by the FQC.

ALIGNMENT WITH OTHER FRAMEWORKS

The Fiji Qualifications Council was established to administer and maintain the functions relating to the Fiji Qualifications Framework (FQF).

To strengthen Fiji qualifications across international qualifications systems, international comparability of qualifications and alignment with other framework has increasing importance. Such activities support international mobility of Fiji graduates and workers. To support this mobility, recognition of the relationship of qualifications in the national qualifications frameworks of other nations or regions with the FQF may be beneficial.

The overarching principles for any alignment activity include:

- Alignment of the FQF with other national or regional qualifications frameworks will only be undertaken where there is a demonstrable benefit to Fiji and its people.
- Alignment activities should enhance any existing relationships and arrangements between these nations or regions.
- Changes to the FQF structure or definitions will not be changed as a result of an alignment activity.
- Alignment between the FQF and another framework will not result in automatic recognition of national or regional qualifications.
- Alignment between key qualification types may occur through an evaluation of qualifications in the case of the nation's lack of a qualifications framework.

TERMINOLOGY

Below are the key terms used within this document.

Table 2: Definitions

TERM	DEFINITION
Fiji Qualifications Framework	It is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. Such a framework is used as a tool for standardising qualifications as well as a tool for regulating the use of titles for qualifications and standards.
Higher Education Institution (HEI)	A Higher Education Institution in or operating in Fiji that provides award-conferring post-secondary education.
Qualification	A qualification is formally accredited and specifies the required number and range of credits and such other requirements at specific levels of the Fiji Qualifications Framework.

DEFINITIONS OF FQF QUALIFICATION TYPES

The FQF includes three broad types of qualifications:

- Degrees;
- Diplomas; and
- Certificates.

The definitions of FQF qualification types are outlined below:

- Purpose of the qualification
- Entry requirements
- Credit requirements
- Relationship with other qualifications.

A summary of definitions for each FQF qualification type is included in Appendix 2.

CERTIFICATE

Specific Purpose of a Certificate

Certificates may be used in a wide range of contexts across all levels up to and including level 7, and are often used to prepare candidates for both employment and further education and training.

Distinguishing between Certificates at different awarding levels may be achieved by the inclusion of the Level in the title (refer to appendix 1 (b)). Certificates may be an integral component of a degree and/or diploma and/or may be a stand-alone qualification.

Qualifications carrying the name Certificate generally recognise ability or preparedness for both employment and further education and training. Such qualifications recognise proven ability in a coherent cluster of outcomes of learning pertinent to a work role or a recognisable and meaningful milestone on an education and training pathway.

‘National Certificates’ (certificates approved to use the term ‘National’) recognise skills and knowledge that meet nationally endorsed standards. National Certificates may be gained in a wide range of areas. Some National Certificates may automatically recognise credit from provider qualifications as outlined by the qualification regulations.

Where Certificates are awardable at a level in advance of the level of certification of a Bachelor degree Postgraduate Certificate – such qualifications often recognise on-going professional development or continuing professional development in the same subject as an earlier degree. Such qualifications broaden, extend and/or deepen currently recognised knowledge and skills.

REQUIREMENTS

A Certificate must comply with the following requirements:

Entry requirements

Entry requirements into Certificate level qualifications can vary depending on the level of the certificate and the degree of technical difficulty.

Credit Requirements

A Certificate must comprise a minimum of 40 credits at Levels 1-7 on the FQF. The level of a certificate is determined by beginning with the highest level credits and counting back until a total of 40 credits is reached. The level at which the total of 40 is reached determines the level of the Certificate.

RELATIONSHIP WITH OTHER QUALIFICATIONS

A person who holds a Certificate, depending on the level, may enrol for the next Certificate level or Diploma level although this is not necessarily a requirement.

DIPLOMA

Specific Purpose of a Diploma

Diplomas often prepare learners for self-directed application of skills and knowledge. These qualifications often build on prior qualifications or experience and recognise capacity for initiative and judgement:

- Across a broad range of educational and vocational areas
- In technical, professional, and/or management roles.

The knowledge, understanding and skills recognised in a diploma qualification are generally an extension of that recognised in prior qualifications or experience.

‘National Diplomas’ (diplomas approved to use the word ‘National’) recognise skills and knowledge meeting nationally set standards. Some National Diplomas may automatically recognise credit from provider qualifications as outlined by the qualification regulations.

Qualifications carrying the name Diploma recognise:

- Preparedness of learners for self-directed application of skills and knowledge

REQUIREMENTS

A Diploma must satisfy the following requirements:

Entry requirements

A Diploma often builds on prior qualifications or experience. The student may be required to have completed prerequisite certificate level qualifications.

Credit Requirements

A diploma must:

- Be registered at Level 5, 6, or 7, with the top 72 credits defining the level at which it can be registered.
- Diplomas at level 5 must have at least 120 of all credits contributing to the qualification at Level 4 or above.
- Diplomas at Levels 6 and 7 must have at least 120 at Level 5 or above.
- The level of a diploma is determined by beginning with the highest level credits and counting back until a total of 72 credits is reached. The level at which the total of 72 is reached determines the level of the diploma.

RELATIONSHIP WITH OTHER QUALIFICATIONS

A person who holds a Diploma may be permitted to enrol for the next Level or a Degree qualification although this is not necessarily a requirement.

Distinguishing between diplomas certificated at different levels may be achieved by the inclusion of the Level in the title. Diplomas may be an integral component of a degree and/or stand-alone from any other qualification.

The knowledge, understanding and skills recognised in a diploma qualification are generally an extension of that recognised in prior qualifications or experience.

BACHELOR'S DEGREE

Specific Purpose of a Bachelor's Degree

To provide individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.

Characteristics of the Bachelor's Degree

A Bachelor's degree is a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods, and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major). It requires meeting specified requirements, as set down in the relevant degree regulations, and involves at least one study sequence in which content is progressively developed to the point where a candidate is prepared for postgraduate study and supervised research. It prepares a candidate for advanced study as well as directed research and scholarship in the major subject(s) of the degree. The Bachelor's degree is taught mainly by people engaged in research; and emphasise general principles and basic knowledge as the basis for self-directed work and learning.

A graduate of a Bachelor's degree is able to:

- Demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods, and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major);
- Demonstrate the skills needed to acquire, understand, and assess information from a range of sources;
- Demonstrate intellectual independence, critical thinking, and analytic rigour;
- Engage in self-directed learning; and
- Demonstrate communication and collaborative skills.

REQUIREMENTS

A Bachelor's Degree must comply with the following requirements:

Entry requirements

A Bachelor's degree builds upon prior study, work, or experience and is open to those who have met any specified entrance requirements.

Credit Requirements

A Bachelor's Degree must comprise a minimum of 360 credits from Levels 5 to 7, including at least 72 credits at level 7.

Some Bachelor degrees, notably in professional fields such as engineering, the health sciences, and law, encompass additional credits and may require a longer period of study.

RELATIONSHIP WITH OTHER QUALIFICATIONS

A person who holds a Bachelor's degree may be permitted to enrol for the Postgraduate Diploma or the Master's degree.

GRADUATE CERTIFICATE

Specific Purpose of a Graduate Certificate

The purpose of Graduate Certificates is to act primarily as a vehicle for degree graduates to pursue further study at an advanced undergraduate level.

REQUIREMENTS

A Graduate Certificate must comply with the following requirements:

Entry requirements

Entry requirements into the Graduate Certificate is usually a Bachelor's Degree.

Credit Requirements

A Graduate Certificate must comprise a minimum of 60 credits, including at least 40 credits at Level 7 or above.

RELATIONSHIP WITH OTHER QUALIFICATIONS

A Graduate Certificate may provide the basis for postgraduate study.

GRADUATE DIPLOMA

Specific Purpose of a Graduate Diploma

The purpose of Graduate Diplomas is to act as a vehicle for degree graduates to pursue a significant body of study at an advanced undergraduate level.

REQUIREMENTS

A Graduate Diploma must comply with the following requirements:

Entry requirements

Entry requirements into the Graduate Diploma is usually a Bachelor's Degree.

Credit Requirements

A Graduate Diploma must comprise a minimum of 120 credits, including at least 72 credits at Level 7 or above.

RELATIONSHIP WITH OTHER QUALIFICATIONS

A Graduate Diploma may provide the basis for postgraduate study.

BACHELOR'S DEGREE WITH HONOURS

Specific Purpose of a Bachelor's Degree with Honours

A Bachelor Honours Degree recognises distinguished study at level 8. It may either be a degree in itself, or a discrete postgraduate degree following a Bachelor Degree. A Bachelor's degree may be awarded with honours to recognise advanced or distinguished study in advance of a level 7 Bachelor's degree. This may occur by:

- Recognising outstanding achievement in a 480 credit (or more) Bachelor's degree especially in relation to work of a research nature (typically at level 8); or
- Achieving 120 credits at Level 8 following a level 7 Bachelor's degree (either as part of an integrated honours degree or as a separate qualification).

REQUIREMENTS

A Bachelor's Degree with Honours must comply with the following requirements:

Entry requirements

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.

Credit Requirements

A Bachelor Honours Degree may be either a 480-credit degree, or a discrete 120-credit degree following a Bachelor Degree.

The degree has a minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level.

RELATIONSHIP WITH OTHER QUALIFICATIONS

Achieved to an appropriate standard, a Bachelor Honours Degree should prepare graduates for admission to further postgraduate study.

POSTGRADUATE CERTIFICATE

Specific Purpose of a Postgraduate Certificate

The Postgraduate Certificate is designed to extend and deepen an individual's knowledge and skills.

The Postgraduate Certificate involves credits from a specified subject and cognate areas. It recognises continuing professional development or academic achievement in advance of a Bachelor degree in the same area as the individual's original degree or Graduate Certificate or Diploma.

REQUIREMENTS

A Postgraduate Certificate must comply with the following requirements:

Entry requirements

Postgraduate Certificates require either a Bachelor's Degree or Graduate Certificate or Diploma in a cognate subject, or relevant skills and knowledge acquired through appropriate work or professional experience.

Credit Requirements

The Postgraduate Certificate requires a minimum of 60 credits at level 8.

RELATIONSHIP WITH OTHER QUALIFICATIONS

Postgraduate Certificate provides the basis for further postgraduate study.

POSTGRADUATE DIPLOMA

Specific Purpose of a Postgraduate Diploma

A Postgraduate Diploma is designed to extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, graduate diploma or graduate certificate. A Postgraduate Diploma prepares an individual for independent research and scholarship in the principal subject of the diploma. A Postgraduate Diploma may be awarded with distinction.

REQUIREMENTS

A Postgraduate Diploma must comply with the following requirements:

Entry requirements

An individual for the Postgraduate Diploma in a specified subject or, where appropriate, a related area will normally have completed all requirements of the relevant Bachelor's Degree or Graduate Certificate or Diploma, or who is deemed to have acquired the relevant skills and knowledge through appropriate work or professional experience, at an additional level.

Credit Requirements

The Postgraduate Diploma requires a minimum of 120 credits from Levels 7 and above, with a minimum of 72 credits from Level 8.

RELATIONSHIP WITH OTHER QUALIFICATIONS

A person who holds a Postgraduate Diploma may be eligible to enrol in a Master's Degree.

MASTER'S DEGREE

Specific Purpose of a Master's Degree

A Master's degree qualifies individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship.

Master's Degrees usually build on a Bachelor Degree, Graduate Diploma, Bachelor Honours Degree or a Postgraduate Diploma. It may also build on extensive professional experience of an appropriate kind. The outcomes are demonstrably in advance of undergraduate study, and require individuals to engage in research and/or advanced scholarship.

Master's Degrees are constituted in one discipline or coherent field of study. They may be undertaken by coursework or research, or by a combination of both.

REQUIREMENTS

Master's Degrees are structured in three principal ways:

By thesis or primarily by thesis.

Entry to a Master's Degree by thesis is normally based on a bachelor honours degree or a postgraduate diploma in the same field of study. The degree includes 120 credits of which at least 90 credits (at level 9) consists of a research project presented in the form of a thesis, dissertation, substantial research paper or scholarly creative work.

By coursework and thesis.

Entry to a Master's Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes 240 credits of which at least 90 credits (at level 9) are in the form of a thesis, dissertation, substantial research paper or scholarly creative work and of which up to 150 credits are from coursework.

By coursework.

Entry to a Master's 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. Master's Degrees that build on generic attributes and/or experience (often called "conversion Master's") are usually in professional fields and are recognised as appropriate professional preparation by the profession or industry concerned.

Entry requirements

Providers of Master's qualifications are responsible for establishing entry requirements. The minimum entry qualification for a 240-credit Master's Degree is a Bachelor Degree or equivalent. For a Master's Degree of fewer than 240 credits, normally the minimum entry qualification is a Bachelor Honours Degree or a Postgraduate Diploma or an undergraduate degree followed by relevant professional experience.

An applicant who holds either a Bachelor Honours Degree or a Postgraduate Certificate or Postgraduate Diploma may be exempt from all or some of the coursework, in a 240-credit degree.

Credit Requirements

The Master's Degree must comprise a minimum of 40 credits at Level 9 with the remainder at Level 8. It comprises at least 240 credits in total, except where it builds on 4 years of prior study at Bachelor Degree level or above, in which case it can be fewer than 240, but no fewer than 120, credits..

RELATIONSHIP WITH OTHER QUALIFICATIONS

A person who holds a Master's Degree achieved to an appropriate standard and including a research component of at least 90 credits may be considered for admission to a qualification of advanced study and/or original research leading to a Doctoral Degree.

DOCTORAL DEGREE

Specific Purpose of a Doctoral Degree

The Doctoral Degree is a research degree whereby the individual 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 master's. For the PhD/DPhil and the named doctorate (e.g. D Mus), the development takes place under the guidance of recognised experts in the field of study and under circumstances that allow the individual access to appropriate research resources.

The contribution to knowledge is judged by independent experts applying contemporary international standards of the discipline. The hallmark will be the individual's capacity for substantial independent research or scholarly creative activity as attested by his/her educational institution and/or as demonstrated by submitted work.

The major component of all doctorates is original research. The body of work that leads to the award of a doctorate will be one or more 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 creative work in the visual or performing arts (the named doctorate) with a thesis (the named doctorate).
- Published work.

REQUIREMENTS

A Doctoral Degree must comply with the following requirements:

Entry requirements

A candidate for the Doctoral degree will normally have completed the Master's degree, the Bachelor's degree with Honours, the Postgraduate Diploma or, in special circumstances, the Postgraduate Certificate. A provider may enrol a person at a Doctoral degree level or someone who is not a graduate but who is deemed to have acquired the relevant skills and knowledge through work and/or professional experience. Before being enrolled, a person must have attained through formal study, work, or other experience, a high order of knowledge about the principal subject(s) of the degree, and have demonstrated interest in, and an aptitude for, original research.

Credit Requirements

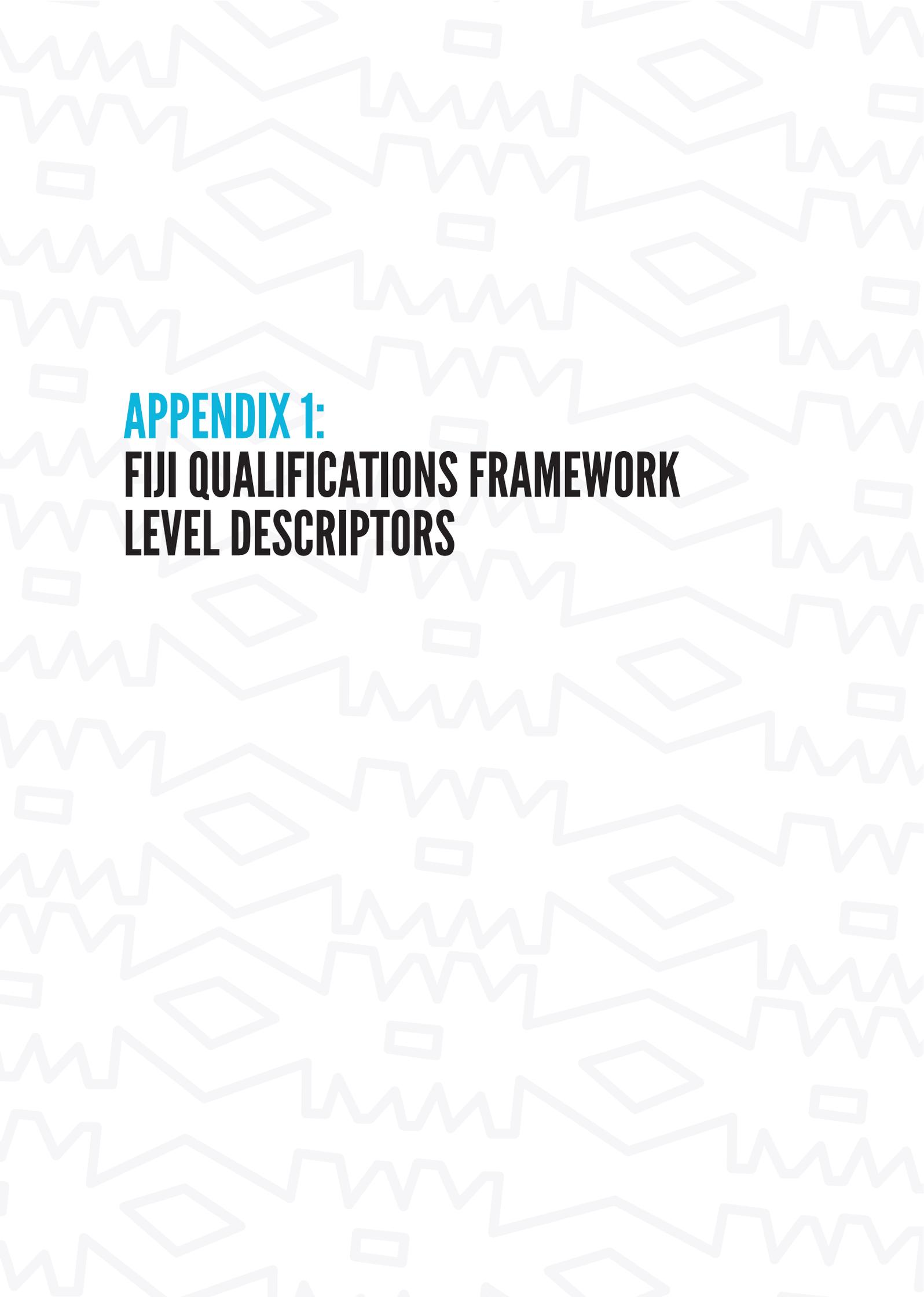
A Doctoral Degree requires at least 360 credits and is listed at Level 10. The following types of Doctoral Degree are recognised:

Doctor of Philosophy (PhD/DPhil)

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

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 degree credits, 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 master's paper, must be part of a coherent study with the research work, and should normally cover no more than one full-time academic year. An individual for a named doctorate must gain a passing grade in both the coursework and the thesis or its creative work equivalent.



APPENDIX 1:

**FIJI QUALIFICATIONS FRAMEWORK
LEVEL DESCRIPTORS**

LEVEL 1

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to:

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Basic knowledge in a subject/discipline. • Simple facts and ideas associated with a subject/discipline. 	<p>Relate knowledge with some prompting to personal and/or everyday contexts.</p> <p>Use a few basic, routine skills to undertake familiar and routine tasks.</p> <p>Complete pre-planned tasks.</p> <p>Use with guidance, basic tools and materials safely and effectively.</p>	<p>Identify, with some prompting, a process to deal with a situation or an issue.</p> <p>Operate familiar context using given criteria.</p> <p>Take account of some identified consequences of action.</p>	<p>Use simple skills, for example:</p> <ul style="list-style-type: none"> • Produce and respond to simple written and oral communication in familiar, routine contexts. • Carry out simple tasks to process data and access information. • Use simple numerical and graphical data in everyday 	<p>Work alone or with others on simple tasks under frequent supervision.</p> <p>Participate in the setting of goals, timelines, etc.</p> <p>Participate in the review of completed work and the identification of ways of improving practices and processes.</p> <p>Identify, given simple criteria, own strengths and weaknesses relative to the work.</p>
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LEVEL 2

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to:

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Basic knowledge in a subject/discipline which is mainly factual. • Some simple facts and ideas about and associated with a subject/discipline. • Knowledge of basic processes, materials and terminology. 	<p>Relate knowledge to personal and/or practical contexts.</p> <p>Use a few skills to complete straightforward tasks with some non-routine elements.</p> <p>Select and use, with guidance, appropriate tools and materials safely and effectively.</p>	<p>Use, with guidance, given stages of a problem solving approach to deal with a situation or issue.</p> <p>Operate in straightforward contexts.</p> <p>Identify and/ or take account of some of the consequences of action/inaction.</p>	<p>Use straightforward skills, for example:</p> <ul style="list-style-type: none"> • Produce and respond to simple written and oral communication in familiar contexts. • Use the most straightforward features of familiar applications to process and obtain information. • Use straightforward numerical and graphical data in straightforward and familiar. 	<p>Work alone or with others on straightforward tasks.</p> <p>Contribute to the setting of goals, timelines etc.</p> <p>Contribute to the review of completed work and offer suggestions for improving practices and processes.</p> <p>Identify own strengths and weaknesses relative to the work.</p>
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LEVEL 3

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to:

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Basic knowledge in a subject/discipline which is mainly factual but has some theoretical component. • A range of simple facts and ideas about and associated with a subject/discipline. • Knowledge and understanding of basic processes, materials and terminology. 	<p>Relate ideas and knowledge to personal and/or everyday contexts.</p> <p>Complete some routine and non-routine tasks using knowledge associated with a subject/discipline.</p> <p>Plan and organise both familiar and new tasks.</p> <p>Select appropriate tools and materials and use safely and effectively (e.g. without waste).</p> <p>Adjust tools where necessary following safe practices.</p>	<p>Use a problem solving approach to deal with a situation or issue which is straightforward in relation to a subject/discipline.</p> <p>Operate in familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical.</p> <p>Use some abstract constructs, e.g. make generalisations and/or draw conclusions.</p>	<p>Use routine skills, for example:</p> <ul style="list-style-type: none"> • Produce and respond to detailed written and oral communication in familiar contexts. • Use standard applications to process, obtain and combine information. • Use a range of numerical and graphical data in straightforward context which have some complex features. 	<p>Work alone or with others on tasks with minimum supervision.</p> <p>Agree to goals and responsibilities for self and/or work team with managers and supervisors.</p> <p>Take leadership responsibility for some tasks.</p> <p>Show an awareness for others' roles, responsibilities and requirements in carrying out work.</p> <p>Make contribution to the evaluation and improvement of practices and processes.</p>
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LEVEL 4

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to:

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Generalised knowledge of a subject/discipline. • Factual and theoretical knowledge. • A range of facts, ideas, properties, materials, terminology, practices, techniques about/associated with a subject/discipline. • Relate the subject/discipline to a range of practical and/or everyday application. 	<p>Apply knowledge and understanding in known, practical contexts.</p> <p>Use some of the basic, routine practices, techniques and/or materials associated with a subject/discipline in routine contexts which may have non-routine elements.</p> <p>Plan how skills will be used to address set situations and/or problems and adapt these as necessary.</p>	<p>Obtain, organize and use factual and theoretical information in problem solving.</p> <p>Make generalisations and predictions.</p> <p>Draw conclusions and suggest solutions.</p>	<p>Use a range of skills, for example:</p> <ul style="list-style-type: none"> • Produce and respond to detailed and relatively complex written and oral communication in familiar and unfamiliar contexts. • Select and use standard applications to process, obtain and combine information. • Use a range of numerical and graphical data in routine context which may have non-routine elements. 	<p>Take responsibility for the carrying out of a range of activities, where the overall goal is clear, under non-directive supervision.</p> <p>Take some supervisory responsibilities for the work of others and lead established teams in the implementation of routine work.</p> <p>Manage limited resources within defined and supervised areas of work.</p> <p>Take account of roles and responsibilities related to the tasks being carried out and play significant role in the evaluation of work and the improvement of practices and processes.</p>
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LEVEL 5

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to;

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • A broad knowledge of the subject/ discipline in general • Knowledge that is embedded in the main theories, concepts and principles • An awareness of the evolving/ changing nature of knowledge and understanding • An understanding of the difference between explanations based on evidence and/ or research and other forms of explanations, and of the importance of this difference. 	<p>Use some of the basic, routine professional skills, techniques, practices and/or materials associated with a subject/ discipline.</p> <p>Practice these in both routine and non-routine contexts.</p>	<p>Present and evaluate arguments, information and ideas which are routine to the subject/discipline</p> <p>Use a range of approaches to addressing defined and/or routine problems and issues within familiar contexts.</p>	<p>Use a wide range of routine skills and some advanced skills associated with the subject/discipline, for example:</p> <ul style="list-style-type: none"> • Convey complex ideas in well structured and coherent form • Use a range of forms of communication effectively in both familiar and new contexts • Use standard applications to process and obtain a variety of information and data • Use a range of numerical and graphical skills in combination • Use numerical and graphical data to measure progress and achieve goals/ targets. 	<p>Exercise some initiative and independence in carrying out defined activities at a professional level.</p> <p>Take supervision in less familiar areas of work.</p> <p>Take some managerial responsibility for the work of others within a defined and supervised structure.</p> <p>Manage limited resources within defined areas of work.</p> <p>Take the lead in implementing agreed plans in familiar or defined contexts.</p> <p>Take account of own and others' roles and responsibilities in carrying out and evaluating tasks.</p> <p>Work with others in support of current professional practice under guidance.</p>
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LEVEL 6

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to;

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • A broad knowledge of the scope, defining features, and main areas of a subject/discipline • Detailed knowledge in some areas • Understanding of limited range of core theories, principles and concepts • Limited knowledge and understanding of some major current issues and specialisms • An outline knowledge and understanding of research and equivalent scholarly/academic processes. 	<p>Use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex.</p> <p>Carry out routine lines of enquiry, development or investigation into professional level problems and issues.</p> <p>Adapt to routine practices within accepted standards.</p>	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understanding of the subject/discipline.</p> <p>Use a range of approaches to formulate evidence solutions/responses to defined and/or routine problems and issues.</p> <p>Critically evaluate evidence based solutions/responses to defined and/or routine problems/issues.</p>	<p>Use a wide range of routine of skills and some advanced and specialized skills associated with a subject/discipline, for example:</p> <ul style="list-style-type: none"> • Convey complex information to a range of audiences and for a range of purposes • Use a range of standard applications to process and obtain data • Use and evaluate numerical and graphical data to measure progress and achieve goals/targets. 	<p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Take managerial or supervisory responsibility for the work of others in defined areas of work.</p> <p>Manage resources within defined areas of work.</p> <p>Take the lead on planning in familiar or defined contexts.</p> <p>Take continuous account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.</p> <p>Work in support of current professional practice under guidance.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices under guidance.</p>
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LEVEL 7

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to;

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline • A critical understanding of a selection of the principal theories, principles, concepts and terminology • Knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments. 	<p>Use a selection of principal skills, techniques, practices and/or materials associated with a subject/discipline.</p> <p>Use a few skills, techniques, practices and/or materials that are specialised or advanced.</p> <p>Practice routine methods of enquiry and/or research.</p> <p>Practice in a range of professional level contexts which include a degree of unpredictability.</p>	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.</p> <p>Identify and analyse routine professional problems and issues.</p> <p>Draw from a range of sources in making judgements.</p>	<p>Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example:</p> <ul style="list-style-type: none"> • Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences • Use a range of IT applications to support and enhance work • Interpret, use and evaluate numerical and graphical data to achieve goals/targets. 	<p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Take significant responsibility for the work of others and for a range of resources.</p> <p>Practice in ways which take account of own and others' roles and responsibilities.</p> <p>Work under guidance with qualified practitioners.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices seeking guidance where appropriate.</p>
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LEVEL 8

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to;

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline • A critical understanding of the principal theories, concepts and principles • Detailed knowledge and understanding of one or specialisms, some of which is informed by or at the forefront of a subject/discipline • Knowledge and understanding of the ways in which the subject/ discipline is developed, including a range of established techniques of enquiry or research methodologies. 	<p>Use a range of principal skills, practices and/or materials associated with a subject/discipline.</p> <p>Use a few skills, techniques, practices and/or materials that are specialised or advanced or at forefront of a subject/discipline.</p> <p>Execute a defined project of research, development or investigation and identify and implement relevant outcomes.</p> <p>Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism.</p>	<p>Critically identify, define, conceptualise and analyse, complex/professional level problems and issues.</p> <p>Offer professional level insights, interpretations and solutions to problems and issues.</p> <p>Critically review and consolidate knowledge, skills, practices and thoughts in a subject/discipline.</p> <p>Demonstrate some originality and creativity in dealing with professional level issues.</p> <p>Make judgements where data/ information is limited or comes from a range of sources.</p>	<p>Use a wide range of routine skills and some advanced and specialized skills in support of established practices in a subject/discipline, for example:</p> <ul style="list-style-type: none"> • Make formal and informal presentations about specialised topics to informed audiences • Communicate with professional level peers, senior colleagues and specialists • Use a range of software to support and enhance work at this level and specify refinements improvements to software to increase effectiveness • Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets. 	<p>Exercise autonomy and initiative in professional/equivalent activities.</p> <p>Take significant responsibility for the work of others and a range of resources.</p> <p>Practice in ways which show a clear awareness of own and others' roles and responsibilities.</p> <p>Work effectively under guidance in peer relationship with qualified practitioners.</p> <p>Work with others to bring about change, development and/or new thinking.</p> <p>Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p> <p>Recognise the limits of these codes and seek guidance where appropriate.</p>
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LEVEL 9

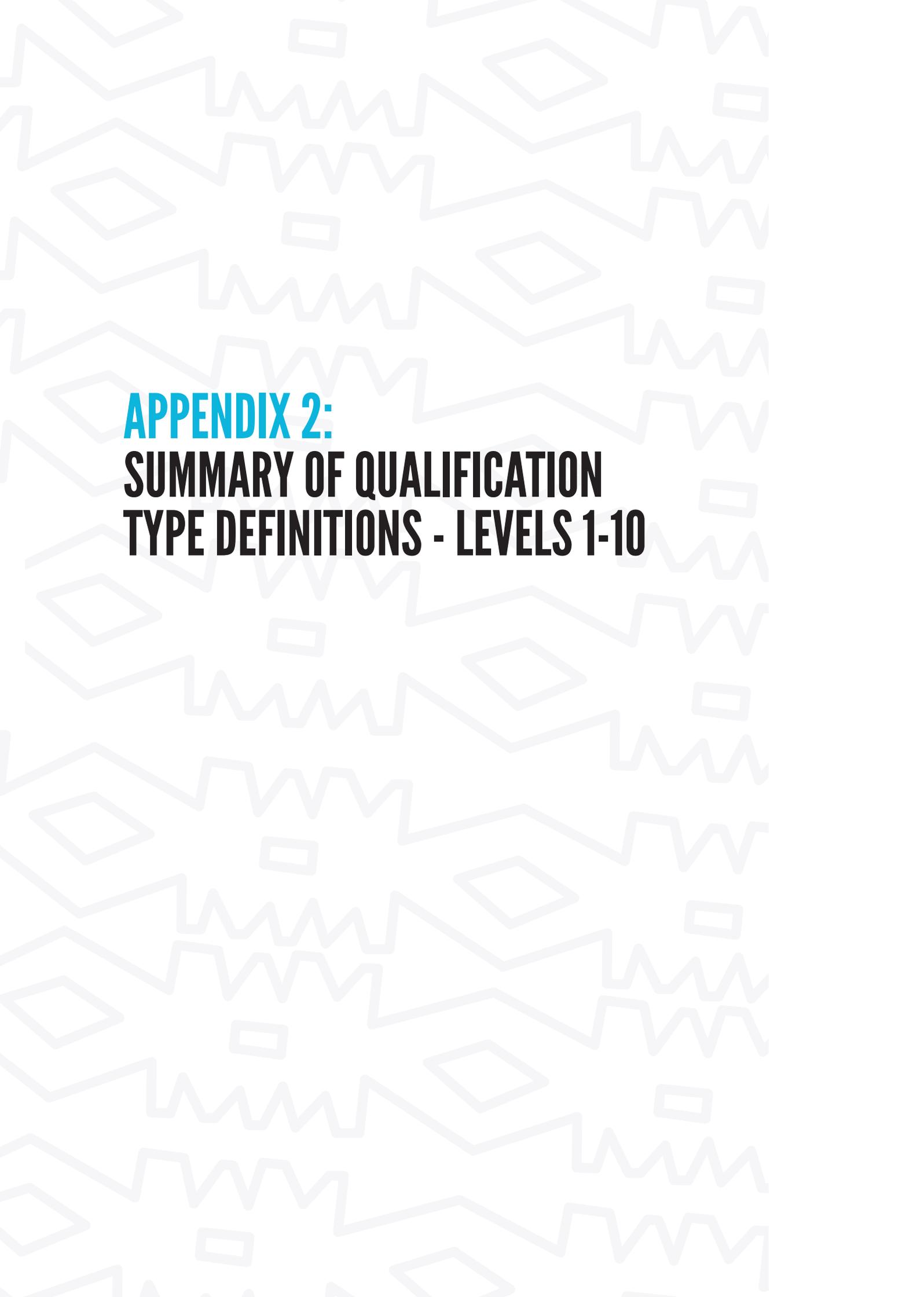
Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
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Characteristic outcomes of learning at this level include the ability to;

<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Knowledge that covers and integrates most, if not all, of the main areas, of a subject/discipline; including their features, boundaries, terminology and conventions • A critical understanding of the principal theories, principles and concepts • A critical understanding of a range of specialised theories, principles and concepts • Extensive detailed and critical knowledge and understanding in one or more specialisms, much of which is at or informed by developments at the forefront. • Critical awareness of current issues in a subject/discipline and one or more specialism. 	<p>Use a significant range of principal skills, techniques, practices and/or materials that are associated with a subject/discipline.</p> <p>Use a range of specialised skills, techniques, practices and/or materials which are at forefront or informed by the forefront developments.</p> <p>Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry.</p> <p>Plan and execute a significant project of research, investigation or development.</p> <p>Demonstrate originality or creativity in the application of knowledge understanding and/ or practices.</p> <p>Practice in a wide and often unpredictable variety of professional level contexts.</p>	<p>Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed developments at the forefront of a subject/discipline.</p> <p>Identify, conceptualise and define new and abstract problems and issues.</p> <p>Develop original and creative responses to problems and issues.</p> <p>Critically review, consolidate and extend knowledge, skills practices and thoughts in a subject/discipline.</p> <p>Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.</p>	<p>Use a range of advanced and specialized skills as appropriate to the subject/discipline, for example:</p> <ul style="list-style-type: none"> • Communicate using appropriate methods, to a range of audiences with different level of knowledge/expertise • Communicate with peers, more senior colleagues and specialists • Use a wide range of software to support and enhance work at this level and specify new software or refinements improvements to existing software to increase effectiveness. • Undertake critical evaluations of a wide range of numerical and graphical data. 	<p>Exercise substantial autonomy and initiative in professional and equivalent activities.</p> <p>Take responsibility for own work and/or significant responsibility for the work of others.</p> <p>Take responsibility for a significant range of resources.</p> <p>Demonstrate leadership and/ or initiative and make an identifiable contribution to change and development.</p> <p>Practise in ways which draw on critical reflection on own and others' roles and responsibilities.</p> <p>Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</p>
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LEVEL 10

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to;				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • A critical overview of a subject/discipline including critical understanding of the principal theories, principles and concepts. • A critical, detailed and often leading knowledge and understanding of forefront of one or more specialisms • Knowledge and understanding that is generated through personal research or equivalent work which makes a significant contribution to the development of the subject/discipline. 	<p>Use a significant range of principal skills, techniques, practices and/or materials that are associated with a subject/discipline.</p> <p>Use and enhance range of complex skills, techniques, practices and materials at forefront of one or more specialisms.</p> <p>Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry.</p> <p>Design and execute research, investigative or development projects to deal with new problems and issues.</p> <p>Demonstrate originality or creativity in the development and application of new knowledge understanding and practices.</p> <p>Practice in the contexts of new problems and circumstances.</p>	<p>Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.</p> <p>Identify, conceptualise and offer original and creative insights into new and complex abstract ideas, information and issues</p> <p>Develop creative and original responses to problems and issues.</p> <p>Deal with very complex and/or new issues and make informed judgements in situations in the absence of complete or consistent data/information.</p>	<p>Use a significant range of advanced and specialized skills as appropriate to the subject/discipline, for example</p> <ul style="list-style-type: none"> • Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose • Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms • Use a range of software to support and enhance work at this level and specify software requirements to enhance work • Critically evaluate numerical and graphical data. 	<p>Exercise a high level of autonomy initiative in professional and equivalent activities.</p> <p>Take full responsibility for own work and significant responsibility for the work of others.</p> <p>Demonstrate leadership and/or originality in tackling and solving problems and issues.</p> <p>Work in ways which are reflective, self-critical and based on research/evidence.</p> <p>Deal with complex ethical and professional issues.</p> <p>Make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices.</p>



APPENDIX 2:

**SUMMARY OF QUALIFICATION
TYPE DEFINITIONS - LEVELS 1-10**

Level	1	2	3	4	5
Types	Certificate	Certificate	Certificate	Certificate	Certificate
Purpose	To qualify individuals with basic knowledge and skills for work, further learning and/or community involvement.	To qualify individuals with introductory knowledge and skills for a field(s) areas of work or study.	To qualify individuals with knowledge and skills for a specific role(s) within fields/areas of work and /or preparations for further study.	To qualify individuals to work or study in broad or specialised fields(s)/ areas.	To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study.
Credits	A minimum of 40 credits at Level 1 or above.	A minimum of 40 credits at Level 2 or above.	A minimum of 40 credits at Level 3 or above.	A minimum of 40 credits at Level 4 or above.	A minimum of 40 credits at Level 5 or above.

Level	5	6	6	7	7
Types	Diploma	Certificate	Diploma	Certificate	Diploma
Purpose	To qualify individuals with theoretical and/or technical knowledge and skills within a specific field of work or study.	To qualify individuals with theoretical and/or technical knowledge and aspects(s) of a specialised/ strategic context.	To qualify individuals with theoretical and/or technical knowledge and skills in specialised/ strategic context.	To qualify individuals with specialised and technical knowledge and skills with in an aspects(s) of a professional context.	To qualify individuals with specialised and technical knowledge and skills within a professional context.
Credits	A minimum of 120 credits from Level 4 or above, including at least 72 credits at Level 5.	A minimum of 40 credits at Level 6 or above.	A minimum of 120 credits from Level 5 or above, including at least 72 credits at Level 6.	A minimum of 40 credits at Level 7 or above	A minimum of 120 credits from Level 5 or above, including at least 72 credits at Level 7.

Level	7	7	7	8	8
Types	Bachelor's	Graduate Certificate	Graduate Diploma	Bachelor Honours	Postgraduate Certificate
Purpose	To provide individuals with systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.	To act primarily as a vehicle for degree graduates to pursue further study at an advanced undergraduate level.	To act as a vehicle for degree graduates to pursue a significant body of study at an advanced undergraduate level.	To recognise distinguished study at Level 8.	To extend and deepen an individual's knowledge and skills.
Credits	A minimum of 360 credits at Level 4 to 7, including at least 72 credits at Level 7.	A minimum of 60 credits, including at least 40 credits at Level 7 or above.	A minimum of 120 credits, including at least 72 credits at Level 7 or above	A minimum of 120 credits at Level 8, with a research component that represents at least 30 credits at that level	A minimum of 60 credits at Level 8.

Level	8	9	10
Types	Postgraduate Diploma	Master's	Doctoral
Purpose	To extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree.	To qualify individuals who apply an advanced body of knowledge in a range of context for research, a pathway further learning, professional practise and/ or scholarship.	To become an increasingly independent scholar who makes a substantial and original contribution to knowledge.
Credits	A minimum of 120 credits from Level 4 or above, including at least 72 credits at Level 8.	At least 240 credits, except where it builds on 4 years prior study at Bachelor Degree Level of above, in which case it can be fewer than 240, but no fewer than 120 credits. The Master's Degree must comprise a minimum of 40 credits at Level 9 with the remainder at Level 8.	A minimum of 360 credits.

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