

Australian Qualifications *Framework*

AQF COUNCIL

STRENGTHENING THE AQF:
A Framework for Australia's
Qualifications

Draft AQF Qualification Type
Specifications

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*Australian Qualifications Framework Council
A Committee of the Ministerial Council for Tertiary
Education and Employment*

www.aqf.edu.au

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Preface

Comprehensive specifications have been developed to ensure the consistent application of the strengthened AQF in the development, accreditation and quality provision of Australian qualifications. A specification for each current AQF qualification type provides the level of the qualification type and detail about the level criteria, qualification type descriptor, the notional duration of student learning, qualification nomenclature, pathways and linkages and issuance. Each specification also includes responsibilities for accreditation and the relationship to other AQF policies.

The specifications have been developed with the assistance of representatives from each of the sectors. They have been built on and will replace the qualification guidelines in the existing *AQF Implementation Handbook*.

This document contains the draft specification for each AQF qualification type. It is a supplement to the *Strengthening the AQF: A Framework for Australia's Qualifications*, Consultation Paper, July 2010. The consultation paper contains specifications for five selected qualification types only: Senior Secondary Certificate of Education, Certificate III, Certificate IV, Bachelor Degree, Masters Degree.

If you wish to comment on these draft specifications please send responses by Wednesday 4 August 2010 to aqfc@sa.gov.au

AQF specifications for the Senior Secondary Certificate of Education

1. Introduction

The purpose of the Senior Secondary Certificate of Education qualification type is to qualify individuals with a solid foundation in knowledge, skills and values for further learning, work and participation in civic life. It marks completion of the equivalent of a two year full-time program of studies in senior secondary education.

Senior Secondary Certificate of Education qualifications are located as a qualification type at level 3 of the Australian Qualifications Framework.

In the development and accreditation of a Senior Secondary Certificate of Education qualification accrediting authorities must ensure that overall the majority of learning outcomes are at AQF level 3.

However, the program of studies that a student has actually completed to meet the requirements of the Senior Secondary Certificate of Education may be a program with the majority of outcomes at AQF levels 2, 3 or above.

When reporting on the achievements of individual students, the state and territory statutory bodies responsible for the accreditation and issuance of a Senior Secondary Certificate of Education will identify the AQF levels of the student's learning outcomes.

The specifications for AQF level 3 and the Senior Secondary Certificate of Education qualification type are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.¹

2. AQF level 3 criteria

<i>Summary</i>	A graduate at this level will have knowledge and skills for skilled work and further learning
<i>Knowledge</i>	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning
<i>Skills</i>	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: <ul style="list-style-type: none">• complete routine activities• provide and transmit solutions to predictable and sometimes unpredictable problems
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement in known and stable contexts and within established parameters

¹ Definitions of the words used in the levels criteria, the qualification type descriptors and other AQF policy documents can be found in the *AQF Glossary of Terminology*

3. Senior Secondary Certificate of Education qualification type descriptor

<i>Purpose</i>	To qualify individuals with a solid foundation in knowledge, skills and values for further learning, work and participation in civic life. It is a qualification that marks completion of the equivalent of a two year full-time program of studies in senior secondary education
<i>Knowledge</i>	Graduates of a Senior Secondary Certificate of Education will have a foundation in general knowledge and some specialist discipline knowledge that may include technical and/or theoretical knowledge
<i>Skills</i>	Graduates of a Senior Secondary Certificate of Education will have <ul style="list-style-type: none"> • general capabilities that underpin flexible and analytical thinking including literacy and numeracy, a capacity to work with others and an ability to move across subject disciplines to develop new expertise • cognitive skills to access, record and act on information from varied sources and literacy and numeracy appropriate to subject disciplines • cognitive, technical communication and creative skills for particular disciplines and to integrate disciplines and solve problems and work with others • literacy and communication skills including everyday reading, writing skills and using information communication technologies skills to present knowledge and ideas to others
<i>Application of knowledge and skills</i>	Graduates of a Senior Secondary Certificate of Education will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • 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

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Senior Secondary Certificate of Education qualifications are typically 1 to 2 years in duration.

6. Qualification nomenclature

The qualification title is determined by the senior secondary education statutory authority in each state or territory. Information is available from <http://acaca.bos.nsw.edu.au/go/about-acaca/>

7. Responsibility for accreditation

Each state and territory has a statutory authority that is responsible for the accreditation of the Senior Secondary Certificate of Education in its jurisdiction.

Accrediting authorities must adhere to these AQF specifications for this qualification type and any government accreditation standards for the schooling sector.

Government accreditation standards will explicitly reference the AQF levels criteria and qualification type learning outcomes descriptors and any relevant AQF policies.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Senior Secondary Certificate of Education Degree is generally based on completion of 10 years of schooling and entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Senior Secondary Certificate of Education is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and an entrant's qualifications and experience.

Each qualification accredited as a Senior Secondary Certificate of Education must contain documented negotiated arrangements for articulation and credit transfer to a higher level qualification. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering a Senior Secondary Certificate of Education qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Senior Secondary Certificate of Education in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

All the learning outcomes (knowledge, skills and application) of the Senior Secondary Certificate of Education qualification type and the level 3 criteria must be evident in each qualification accredited as this type. Some may have more emphasis than others in different Senior Secondary Certificate of Education qualifications.

In the construction and accreditation of a Senior Secondary Certificate of Education qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 3.

However, the program of studies that a student has actually completed to meet the requirements of the Senior Secondary Certificate of Education may be a program with the majority of outcomes at AQF levels 2, 3 or above.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

The Senior Secondary Certificate of Education is issued in each state and territory by a statutory authority.

Responsibility for assessment leading to the awarding of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under the any government regulatory or quality assurance arrangements for senior secondary schooling.

When reporting on the achievements of individual students, the state and territory statutory bodies responsible for the accreditation and issuance of a Senior Secondary Certificate of Education will identify the AQF levels of the student's learning outcomes.

Individuals who complete some of the requirements of a Senior Secondary Certificate of Education will receive a record of their achievements identifying the AQF levels of their learning outcomes.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Certificate I

1. Introduction

The purpose of the Certificate I qualification type is to qualify individuals with basic functional knowledge and skills for work, further learning and community involvement.

Certificate I qualifications are located at level 1 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 1 criteria and the Certificate I qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 1 criteria

<i>Summary</i>	A graduate at this level will have knowledge and skills for initial work, community involvement and for further learning
<i>Knowledge</i>	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work
<i>Skills</i>	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> • undertake defined routine activities • identify and report simple issues and problems
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters

3. Certificate I qualification type descriptor

<i>Purpose</i>	The Certificate I qualification type qualifies individuals with basic functional knowledge and skills for work, further learning and community involvement
<i>Knowledge</i>	Graduates of the Certificate I will have basic fundamental knowledge and understanding in a narrow area of work and learning
<i>Skills</i>	Graduates of the Certificate I will have: <ul style="list-style-type: none"> • 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 the use of basic communication technologies
<i>Application of knowledge and skills</i>	Graduates of the Certificate I will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • with 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

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Certificate I qualifications are typically 0.5 to 1 year in duration.

6. Qualification nomenclature

The full title of the qualification is Certificate I in ... (field of study)
The abbreviated form is CertI(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Certificate I qualifications are set out in the government accreditation standards for the vocational education and training sector.

Accrediting authorities must adhere to these AQF specifications for this qualification type, any other AQF policies and any government accreditation standards for vocational education and training when accrediting a Certificate I qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Any entry specifications to a Certificate I will be documented in the accreditation documentation of the qualification.

Admission to a Certificate I is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Certificate I must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering an AQF Certificate I qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Certificate I in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Certificate I qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 1.

All the learning outcomes (knowledge, skills and application) of the Certificate I qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Certificate I qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for vocational education and training.

An AQF Certificate I may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Certificate II

1. Introduction

The purpose of the Certificate II qualification type is to qualify individuals for mainly routine work and as a pathway for further learning.

Certificate II qualifications are located at level 2 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 2 criteria and the Certificate II qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

1. AQF level 2 criteria

<i>Summary</i>	A graduate at this level will have knowledge and skills for work in a defined context and for further learning
<i>Knowledge</i>	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning
<i>Skills</i>	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> • undertake defined activities • provide solutions to a limited range of predictable problems
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters

2. Certificate II qualification type descriptor

<i>Purpose</i>	The Certificate II qualification type qualifies individuals for mainly routine work and as a pathway for further learning
<i>Knowledge</i>	Graduate of the Certificate II will have basic factual, technical and procedural knowledge in defined areas of work and learning
<i>Skills</i>	Graduates of the Certificate II will have: <ul style="list-style-type: none"> • 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
<i>Application of knowledge and skills</i>	Graduates of the Certificate II will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • 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

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Certificate II qualifications are typically 0.5 to 1 year in duration.

6. Qualification nomenclature

The full title of the qualification is Certificate II in ... (field of study)
The abbreviated form is CertII(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Certificate II qualifications are set out in the government accreditation standards for the vocational education and training sector.

Accrediting authorities must adhere to these AQF specifications for this qualification type, any other AQF policies and any government accreditation standards for vocational education and training when accrediting a Certificate II qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Any entry specifications to a Certificate II will be documented in the accreditation documentation of the qualification.

Admission to a Certificate II is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Certificate II must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering an AQF Certificate II qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Certificate II in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Certificate II qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 2.

All the learning outcomes (knowledge, skills and application) of the Certificate II qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Certificate II qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for vocational education and training.

An AQF Certificate II may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Certificate III

1. Introduction

The purpose of the Certificate III qualification type is to qualify individuals who apply a broad range of knowledge and skills in varied contexts to enter skilled work and/or to provide a pathway for further learning.

Certificate III qualifications are located at level 3 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 3 criteria and the Certificate III qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

3. AQF level 3 criteria

<i>Summary</i>	A graduate at this level will have knowledge and skills for skilled work and further learning
<i>Knowledge</i>	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of an area of work and learning
<i>Skills</i>	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 <ul style="list-style-type: none"> • complete routine activities • provide and transmit solutions to predictable and sometimes unpredictable problems
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement in known and stable contexts and within established parameters

4. Certificate III qualification type descriptor

<i>Purpose</i>	The Certificate III qualification type qualifies individuals who apply a broad range of knowledge and skills in varied contexts to enter skilled work and or provide a pathway for further learning
<i>Knowledge</i>	Graduates of a Certificate III will have factual, technical, procedural and theoretical knowledge in an area of work and learning
<i>Skills</i>	Graduates of a Certificate III will have: <ul style="list-style-type: none"> • 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 deal with unforeseen 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 non-routine tasks in a range of skilled operations
<i>Application of knowledge and skills</i>	Graduates of a Certificate III will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • with discretion and judgement in the selection of equipment, services or contingency measures

	<ul style="list-style-type: none"> • by adapting and transferring skills and knowledge within known routines, methods, procedures and time constraints • in contexts that may include by taking responsibility for their own outputs in work and learning including participation in teams
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4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Certificate III qualifications are typically 1 to 3 years in duration. There may be variations in duration based on full-time institutionally based study compared with training involving both on and off the job structured learning.

6. Qualification nomenclature

The full title of the qualification is Certificate III in ... (field of study)

The abbreviated form is CertIII(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Certificate III qualifications are set out in the government accreditation standards for the vocational education and training sector.

Accrediting authorities must adhere to these AQF specifications for this qualification type, any other AQF policies and any government accreditation standards for vocational education and training when accrediting a Certificate III qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Certificate III is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Certificate III is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Certificate III must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These

are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering an AQF Certificate III qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Certificate III in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Certificate III qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 3.

All the learning outcomes (knowledge, skills and application) of the Certificate III qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Certificate III qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for vocational education and training.

An AQF Certificate III may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Certificate IV

1. Introduction

The purpose of the Certificate IV qualification type is to qualify individuals who apply a broad range of specialised knowledge and skills in varied contexts to enter skilled work and/or to provide a pathway for further learning.

Certificate IV qualifications are located at level 4 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 4 criteria and the Certificate IV qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 4 criteria

<i>Summary</i>	A graduate at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and for further learning
<i>Knowledge</i>	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
<i>Skills</i>	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: <ul style="list-style-type: none"> • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems
<i>Application of knowledge and skills</i>	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

3. Certificate IV qualification type descriptor

<i>Purpose</i>	The purpose of the Certificate IV qualification type is to qualify individuals who apply a broad range of specialised knowledge and skills in varied contexts to enter skilled work and/or to provide a pathway for further learning
<i>Knowledge</i>	Graduates of a Certificate IV will have broad and integrated factual, technical and theoretical knowledge in a specialised field of work and learning
<i>Skills</i>	Graduates of a Certificate IV will have: <ul style="list-style-type: none"> • cognitive skills to identify, analyse, compare and act on information from a variety 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
<i>Application of knowledge and skills</i>	Graduates of a Certificate IV will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • to specialised tasks or functions in known or changing contexts • with responsibility for own functions and outputs, and can have limited organisation

	<ul style="list-style-type: none"> with limited responsibility for the quantity and quality of the output of others in a team within limited parameters
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4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Certificate IV qualifications are typically 0.5 to 2 years in duration. There may be variations between short duration specialist qualifications that build on skills already acquired and longer duration qualifications that are designed as entry level requirements for work.

6. Qualification nomenclature

The full title of the qualification is Certificate IV in ... (field of study)
The abbreviated form is CertIV(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Certificate IV qualifications are set out in the government accreditation standards for the vocational education and training sector.

Accrediting authorities must adhere to these AQF specifications for this qualification type, any other AQF policies and any government accreditation standards for vocational education and training when accrediting a Certificate IV qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Certificate IV is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Certificate IV is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Certificate IV must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These

are detailed in the *AQF Qualifications Pathways and Linkages Policy*. Section 2.2 identifies base levels of credit transfer for completed AQF qualifications and Section 2.3 requires identification and documentation of articulation pathways and credit.

Authorised organisations offering an AQF Certificate IV qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Certificate IV in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Certificate IV qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 4.

All the learning outcomes (knowledge, skills and application) of the Certificate IV qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Certificate IV qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for vocational education and training or higher education.

An AQF Certificate IV may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Diploma

1. Introduction

The purpose of the Diploma qualification type is to qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts to enter advanced skilled or paraprofessional work and/or as a pathway for further learning.

Responsibilities for the accreditation of Diploma qualifications are set out in the government accreditation standards for both the vocational education and training sector and the higher education sector.

Diploma qualifications are located at level 5 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 5 criteria and the Diploma qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 5 criteria

Summary	A graduate at this level will have specialised knowledge and skills for skilled/paraprofessional work and for further learning
Knowledge	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work or learning
Skills	Graduates of this qualification type will have a wide range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • synthesise information to complete a range of activities • provide and transmit solutions to unpredictable problems • transmit information and skills to others
Application of knowledge and skills	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

3. Diploma qualification type descriptor

Purpose	The purpose of the Diploma qualification type is to qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts to enter advanced skilled or paraprofessional work and/or as a pathway for further learning.
Knowledge	Graduates of this qualification type will have knowledge integrating technical and theoretical concepts, with depth in some areas within a field and a broad knowledge of related fields of work and learning
Skills	Graduates of this qualification type will have : <ul style="list-style-type: none"> • cognitive and communication skills to identify, analyse, synthesise and act on information from a variety 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 skills to others and

<i>Application of knowledge and skills</i>	<p>Graduates of this qualification type will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • 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 within to broad parameters for quantity and quality • by applying initiative and judgement in organising the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Diploma qualifications are typically 1 to 2 years in duration.

6. Qualification nomenclature

The full title of the qualification is Diploma of ... (field of study)
The abbreviated form is Dip(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Diploma qualifications are set out in the government accreditation standards for both the vocational education and training sector and the higher education sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for this qualification type, any other AQF policies and any government accreditation standards for vocational education and training or higher education sector when accrediting a Diploma qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Diploma is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Diploma is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Diploma must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*. Section 2.2 identifies base levels of credit transfer for completed AQF qualifications and Section 2.3 requires identification and documentation of articulation pathways and credit.

Authorised organisations offering an AQF Diploma qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Diploma in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Diploma qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 5.

All the learning outcomes (knowledge, skills and application) of the Diploma qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Diploma qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for vocational education and training or higher education.

An AQF Diploma may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Advanced Diploma

1. Introduction

The purpose of the Advanced Diploma qualification type is to qualify individuals who apply specialised knowledge in a range of contexts to enter advanced skilled or paraprofessional work and/or as a pathway for further learning.

Responsibilities for the accreditation of Advanced Diploma qualifications are set out in the government accreditation standards for both the vocational education and training sector and the higher education sector.

Advanced Diploma qualifications are located at level 6 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 6 criteria and the Advanced Diploma qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 6 criteria

Summary	A graduate at this level will have broad knowledge and skills for paraprofessional/highly skilled work and for further learning
Knowledge	Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> analyse information to complete a range of activities interpret and transmit solutions to unpredictable and sometimes complex problems transfer information and skills to others
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility: <ul style="list-style-type: none"> in contexts that are subject to change within broad parameters to provide specialist advice and functions

3. Advanced Diploma qualification type descriptor

Purpose	The purpose of the Advanced Diploma qualification type is to qualify individuals who apply specialised knowledge in a range of contexts to enter advanced skilled or paraprofessional work and/or as a pathway for further learning
Knowledge	Graduates of the Advanced Diploma will have specialised technical and theoretical knowledge with depth within one or more fields of work and learning
Skills	Graduates of the Advanced Diploma will have: <ul style="list-style-type: none"> cognitive and communication skills to generate, communicate and implement ideas and actions through the identification, analysis and evaluation of information in a field of work and learning cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialised knowledge with depth in some areas

	<ul style="list-style-type: none"> • 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	<p>Graduates of the Advanced Diploma will have knowledge and skills to demonstrate :</p> <ul style="list-style-type: none"> • with depth in areas of specialisation, in contexts subject to change • to apply a range of fundamental principles and complex techniques to known and unknown situations • to apply initiative and judgment in planning, design, technical or management functions with some direction • across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Advanced Diploma qualifications are typically 1.5 to 2 years in duration.

6. Qualification nomenclature

The full title of the qualification is Advanced Diploma of ... (field of study)
The abbreviated form is AdvDip (field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Advanced Diploma qualifications are set out in the government accreditation standards for both the vocational education and training sector and the higher education sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for this qualification type, any other AQF policies and any government accreditation standards for vocational education and training or higher education sector when accrediting an Advanced Diploma qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to an Advanced Diploma is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to an Advanced Diploma is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as an Advanced Diploma must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*. Section 2.2 identifies base levels of credit transfer for completed AQF qualifications and Section 2.3 requires identification and documentation of articulation pathways and credit.

Authorised organisations offering an AQF Advanced Diploma qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for an Advanced Diploma in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of an Advanced Diploma qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 6.

All the learning outcomes (knowledge, skills and application) of the Advanced Diploma qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Advanced Diploma qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for vocational education and training or higher education.

An AQF Advanced Diploma may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Associate Degree

1. Introduction

The purpose of the Associate Degree qualification type is to qualify individuals who apply underpinning technical and theoretical knowledge in a range of contexts to enter paraprofessional work and/or as a pathway for further learning.

Associate Degree qualifications are located at level 6 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 6 criteria and the Associate Degree qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 6 criteria

Summary	A graduate at this level will have broad knowledge and skills for paraprofessional/highly skilled work and for further learning
Knowledge	Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse information to complete a range of activities • interpret and transmit solutions to unpredictable and sometimes complex problems • transfer information and skills to others
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility: <ul style="list-style-type: none"> • in contexts that are subject to change • within broad parameters to provide specialist advice and functions

3. Associate Degree qualification type descriptor

Purpose	The purpose of the Associate Degree qualification type is to qualify individuals who apply underpinning technical and theoretical knowledge in a range of contexts to enter paraprofessional work and/or as a pathway for further learning
Knowledge	Graduates of a Associate Degree will have a broad theoretical and technical knowledge with some depth in the underlying principles and concepts in one or more disciplines
Skills	Graduates of a Associate Degree will have: <ul style="list-style-type: none"> • cognitive skills to identify, analyse and evaluate information and concepts from a range of sources • cognitive, technical and creative thinking skills to demonstrate a broad understanding of knowledge and ideas with some depth in a discipline • cognitive, communication and critical thinking skills to interpret and transmit responses to sometimes complex problems • communication skills to make a clear and coherent presentation of knowledge and ideas with some intellectual independence

<i>Application of knowledge and skills</i>	<p>Graduates of an Associate Degree will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • by applying initiative and judgement in planning, problem solving and decision making in paraprofessional practice • to adapt knowledge and skills in a defined range of contexts and/or for further studies in a discipline • by applying fundamental principles, concepts and techniques to known and unknown situations with some direction • with responsibility and accountability for own learning and work and collaboration with others within broad parameters
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4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Associate Degree qualifications are typically 2 years in duration.

6. Qualification nomenclature

The full title of the qualification is Associate Degree of ... (field of study)
The abbreviated form is AssocD(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Associate Degree qualifications are set out in government accreditation standards for the higher education sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for this qualification type, other AQF policies and any government accreditation standards for higher education when accrediting an Associate Degree qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to an Associate Degree is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to an Associate Degree is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the

applicant's qualifications and experience.

Each qualification accredited as an Associate Degree must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*. Section 2.2 identifies base levels of credit transfer for completed AQF qualifications and Section 2.3 requires identification and documentation of articulation pathways and credit.

Authorised organisations offering an AQF Associate Degree qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for an Associate Degree in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of an Associate Degree qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 6.

All the learning outcomes (knowledge, skills and application) of the Associate Degree qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Associate Degree qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for higher education.

AQF Associate Degrees may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Bachelor Degree

1. Introduction

The purpose of the Bachelor Degree qualification type is to qualify individuals who apply a broad and coherent body of knowledge in a range of contexts to enter professional work and/or as a pathway for further learning.

Bachelor Degree qualifications are located at level 7 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 7 criteria and the Bachelor Degree qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 7 criteria

<i>Summary</i>	A graduate at this level will have broad and coherent knowledge and skills for professional work and for further learning
<i>Knowledge</i>	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more fields of study or practice
<i>Skills</i>	Graduates at this level will have well developed cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse and evaluate information to complete a range of activities • analyse, generate and transmit solutions to unpredictable and sometimes complex problems • transfer knowledge, skills and ideas to others
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well developed judgement and responsibility: <ul style="list-style-type: none"> • in contexts that require self-directed work and learning • within broad parameters to provide specialist advice and functions

3. Bachelor Degree qualification type descriptor

<i>Purpose</i>	The purpose of the Bachelors Degree is to qualify individuals who apply a broad and coherent body of knowledge in a range of contexts to enter professional work and/or as a pathway for further learning
<i>Knowledge</i>	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
<i>Skills</i>	Graduates of a Bachelor Degree will have: <ul style="list-style-type: none"> • cognitive skills to critically review, 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 and coherent exposition of knowledge and ideas

<i>Application of knowledge and skills</i>	<p>Graduates of a Bachelor Degree will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • using judgement and initiative in professional practice and/or scholarship • to adapt knowledge and skills in diverse contexts • to take responsibility and accountability for own learning and professional practice and collaboration with others within broad parameters
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4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Bachelor Degree qualifications are typically 3 to 4 years in duration.

6. Qualification nomenclature

The full title of the qualification is Bachelor of ... (field of study)
The abbreviated form is B(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Bachelor Degree qualifications are set out in government accreditation standards for the higher education sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for this qualification type, other AQF policies and any government accreditation standards for higher education when accrediting a Bachelor Degree qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Bachelor Degree is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Bachelor Degree is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Bachelor Degree must include documented

negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*. Section 2.2 identifies base levels of credit transfer for completed AQF qualifications and Section 2.3 requires identification and documentation of articulation pathways and credit.

Authorised organisations offering an AQF Bachelor Degree qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Bachelor Degree in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Bachelor Degree qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 7.

All the learning outcomes (knowledge, skills and application) of the Bachelor Degree qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Bachelor Degree qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for higher education.

AQF Bachelor Degrees may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Bachelor Honours Degree

1. Introduction

The purpose of the Bachelor Honours Degree qualification type is to qualify individuals who apply a body of knowledge in a specific context to enter professional work and as a pathway for research and further learning.

Bachelor Degree qualifications are located at level 8 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 8 criteria and the Bachelor Degree qualification type descriptor are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 8 criteria

<i>Summary</i>	A graduate at this level will have advanced knowledge and skills for professional or highly skilled work and for further learning
<i>Knowledge</i>	Graduates at this level will have advanced theoretical and technical knowledge in one or more fields of study or practice
<i>Skills</i>	Graduates at this level will have Advanced cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> critically evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems transfer knowledge, skills and ideas to others
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner

3. Bachelor Honours Degree qualification type descriptor

<i>Purpose</i>	The purpose of the Bachelor Honours Degree is to qualify individuals who apply a body of knowledge in a specific context to enter professional work and as a pathway for research and further learning
<i>Knowledge</i>	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
<i>Skills</i>	Graduates of a Bachelor Honours Degree will have: <ul style="list-style-type: none"> cognitive skills to critically 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

<i>Application of knowledge and skills</i>	<p>Graduates of a Bachelor Honours Degree will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • exercising judgement and using initiative in professional practice and/or scholarship • to apply and adapt knowledge and skills in a range of contexts, taking responsibility and accountability for own learning and practice and collaboration with others within broad parameters • to plan and execute project work and/or a piece of research and scholarship with some independence
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4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Bachelor Honours Degree qualifications are typically 4 years in duration (1 year following a 3 year Bachelor Degree).

6. Qualification nomenclature

The full title of the qualification is Bachelor of ... (field of study) (Honours)
The abbreviated form is B(field of study abbreviated)(Hons).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Bachelor Honours Degree qualifications are set out in government accreditation standards for the higher education sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for this qualification type, other AQF policies and any government accreditation standards for higher education when accrediting a Bachelor Honours Degree qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Bachelor Honours Degree is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Bachelor Honours Degree is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages*

Policy and the applicant's qualifications and experience.

Each qualification accredited as a Bachelor Honours Degree must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering an AQF Bachelor Honours Degree qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Bachelor Honours Degree in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Bachelor Honours Degree qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 8.

All the learning outcomes (knowledge, skills and application) of the Bachelor Honours Degree qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Bachelor Honours Degree qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for higher education.

AQF Bachelor Honours Degrees may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any

standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Graduate Certificate and Vocational Graduate Certificate, and the Graduate Diploma and Vocational Graduate Diploma

1. Introduction

The purpose of the Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma and Vocational Graduate Diploma qualification types is to qualify individuals who apply a specialised body of knowledge in a specific context to enter professional work and as a pathway for research and further learning. They provide advanced specialisation within a graduate's existing body of knowledge or provide for the acquisition of knowledge and skill in a new discipline or professional area following completion of a lower level qualification.

Responsibilities for the accreditation of Graduate Certificate and Graduate Diploma qualifications are set out in government accreditation standards for the higher education sector.

Responsibilities for the accreditation of Vocational Graduate Certificate and Vocational Graduate Diploma qualifications are set out in government accreditation standards for the vocational education and training sector.

Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma and Vocational Graduate Diploma qualifications are located at level 8 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 8 criteria and the Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma and Vocational Graduate Diploma qualification type descriptors are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 8 criteria

<i>Summary</i>	A graduate at this level will have advanced knowledge and skills for professional or highly skilled work and for further learning
<i>Knowledge</i>	Graduates at this level will have advanced theoretical and technical knowledge in one or more fields of study or practice
<i>Skills</i>	Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • critically evaluate and transform information to complete a range of activities • analyse, generate and transmit solutions to complex problems • transfer knowledge, skills and ideas to others
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner

3. Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma and Vocational Graduate Diploma qualification type descriptors

	Graduate Certificate and Vocational Graduate Certificate	Graduate Diploma and Vocational Graduate Diploma
<i>Purpose</i>	The purpose of the Graduate Certificate, the Vocational Graduate Certificate, the Diploma and the Vocational Graduate Diploma is to qualify individuals who apply a body of knowledge in a range of contexts for professional work and as a pathway for further learning	
<i>Knowledge</i>	Graduates of a Graduate Certificate or a Vocational 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	Graduates of a Graduate Diploma or a Vocational 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
<i>Skills</i>	Graduates of a Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or a Vocational Graduate Diploma will have: <ul style="list-style-type: none"> • cognitive skills to critically review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems • cognitive and communication skills to generate and evaluate complex ideas demonstrating an understanding of theoretical concepts • specialised technical and creative skills to a field of highly skilled and/or professional practice • communication skills to transfer complex knowledge and ideas to a variety of audiences • 	
<i>Application of knowledge and skills</i>	Graduates of a Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or a Vocational Graduate Diploma will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • 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 • to demonstrate responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters 	

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

The Graduate Certificate and the Vocational Graduate Certificate are typically 0.5 to 1 year in duration, following a level 6 or a level 7 qualification.

The Graduate Diploma and the Vocational Graduate Diploma qualifications are typically 1 to 2 years in duration following a level 6 or a level 7 qualification.

6. Qualification nomenclature

The full title of the Graduate Certificate qualification is Graduate Certificate in ... (field of study). The abbreviated form is GradCert(field of study abbreviated).

The full title of the Vocational Graduate Certificate qualification is Vocational Graduate Certificate in ... (field of study). The abbreviated form is VocGradCert(field of study abbreviated).

The full title of the Graduate Diploma qualification is Graduate Diploma of ... (field of study). The abbreviated form is GradDip(field of study abbreviated).

The full title of the Vocational Graduate Diploma qualification is Vocational Graduate Diploma in ... (field of study). The abbreviated form is VocGradDip(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Graduate Certificate and Graduate Diploma qualifications are set out in government accreditation standards for the higher education sector.

Responsibilities for the accreditation of Vocational Graduate Certificate and Vocational Graduate Diploma qualifications are set out in government accreditation standards for the vocational education and training sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for the Graduate Certificate or Vocational Graduate Certificate or the Graduate Diploma or Vocational Graduate Diploma, as well as other AQF policies. They must also adhere to any relevant government accreditation standards for higher education when accrediting a Graduate Certificate or a Graduate Diploma or standards for vocational education and training when accrediting a Vocational Graduate Certificate or a Vocational Graduate Diploma qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or Vocational Graduate Diploma is generally based on completion of a lower level AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or Vocational Graduate Diploma is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or Vocational Graduate Diploma must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering an AQF Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or Vocational Graduate Diploma qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Graduate Certificate, a Vocational Graduate Certificate, a Graduate Diploma and a Vocational Graduate Diploma in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

In the development and accreditation of a Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or a Vocational Graduate Diploma qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 8.

All the learning outcomes (knowledge, skills and application) of a Graduate Certificate, a Vocational Graduate Certificate, a Graduate Diploma or a Vocational Graduate Diploma qualification type must be evident in each qualification accredited as this type. However, some learning outcomes may have more emphasis than others in different Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma or Vocational Graduate Diploma qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for higher education or for vocational education and training.

AQF Graduate Certificate, Vocational Graduate Certificate, Graduate Diploma and Vocational Graduate Diploma qualifications may only be issued by organisations that are authorised by an accrediting or registering authority to do so, and have met any standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised qualification issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Masters Degree

1. Introduction

There are two main forms of Masters Degrees within the Masters Degree qualification type: the Masters Degree (Research) and the Masters Degree (Coursework).

The purpose of the Masters Degree (Research) is to qualify individuals who apply an advanced body of knowledge in a range of contexts for research and/or as a pathway for further learning.

The purpose of the Masters Degree (Coursework) is to qualify individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and/or as a pathway for further learning.

Masters Degree qualifications are located at level 9 of the Australian Qualifications Framework and document pathways to higher level qualifications.

AQF level 9 criteria and both the Masters Degree qualification type descriptors are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 9 criteria

<i>Summary</i>	A graduate at this level will have specialised knowledge and skills for research and/or professional practice and for further learning
<i>Knowledge</i>	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
<i>Skills</i>	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: <ul style="list-style-type: none"> critically analyse, reflect on and interpret complex information, problems, concepts and theories research and apply established theories to a body of knowledge or practice interpret and transfer knowledge, skills and ideas to specialist and non-specialist audiences
<i>Application of knowledge and skills</i>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner

3. Masters Degree qualification type descriptors

	Masters Degree (Research)	Masters Degree (Coursework)
<i>Purpose</i>	The purpose of the Masters Degree (Research) is to qualify individuals who apply an advanced body of knowledge in a range of contexts for research and/or as a pathway for further learning	The purpose of the Masters Degree (Coursework) is to qualify individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and/or as a pathway for further learning
<i>Knowledge</i>	Graduates of a Masters Degree (Research) will have: <ul style="list-style-type: none"> a body of knowledge that includes the understanding of recent developments in a 	Graduates of a Masters Degree (Coursework) will have a body of knowledge that includes the understanding of recent developments in a field of knowledge and/or area of professional practice

	<ul style="list-style-type: none"> advanced knowledge of research principles and methods applicable to the field of work or learning 	
Skills	<p>Graduates of a Masters Degree (Research) will have:</p> <ul style="list-style-type: none"> cognitive skills to demonstrate mastery of theoretical knowledge and to critically reflect on theory and professional practice cognitive, technical and creative skills to critically investigate, analyse and interpret 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 	<p>Graduates of a Masters Degree (Coursework) will have:</p> <ul style="list-style-type: none"> cognitive skills to demonstrate mastery of theoretical knowledge and to critically reflect on theory and professional practice cognitive, technical and creative skills to critically investigate, analyse and interpret 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 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	<p>Graduates of a Masters Degree (Research) will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to demonstrate creativity and initiative in the application of knowledge and skills to new situations and/or for further learning to demonstrate high level personal autonomy and accountability to demonstrate the planning and execution of a substantial piece of research 	<p>Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to demonstrate creativity and initiative in the application of knowledge and skills to new situations in professional practice and/or for further learning to demonstrate high level personal autonomy and accountability to demonstrate the planning and execution of a substantial research-based project / capstone experience or piece of scholarship

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Masters Degree (Research) qualifications are typically 1-2 years in duration: 1 year following a 4 year level 7 or 8 qualification; 2 years following a 3 year level 7 or 8 qualification.

Masters Degree (Coursework) qualifications are typically 1-2 years in duration: 1 year following a 4 year level 7 or 8 qualification; 2 years following a 3 year level 7 or 8 qualification. Duration may extend for up to 4 years, following a level 7 or 8 qualification, to prepare graduates for entry to a regulated profession.

6. Qualification nomenclature

Masters Degree (Research): The full title of the qualification is Master of Philosophy or Master of ... (field of study)

The abbreviated form is MPhil or M(field of study abbreviated).

Masters Degree (Coursework): The full title of the qualification is Master of ... (field of study)

The abbreviated form is M(field of study abbreviated).

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Masters Degree qualifications are set out in the government accreditation standards for the higher education sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for this qualification type, other AQF policies and any government accreditation standards higher education when accrediting a Masters Degree qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Masters Degree is generally based on completion of a level 7 or 8 AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Masters Degree is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience.

Each qualification accredited as a Masters Degree must include documented negotiated arrangements for articulation and credit transfer to higher level qualifications. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering an AQF Masters Degree qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Masters Degree (Research) or a Masters Degree (Coursework) in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

Masters Degrees in Australia generally take one of two forms, depending on the purpose, predominant mode of learning and delivery. Whether a Masters Degree is described as *research* or *coursework* depends on the relative proportions of structured learning, independent study, professional practice and research training making up the qualification.

In the Masters Degree (Research) the purpose is to qualify individuals for research. The predominant mode is generally independent supervised study and research. Two thirds of a Masters Degree (Research) must be devoted to research, research training and independent study.

In the Masters Degree (Coursework) the purpose is to qualify individuals for professional practice or scholarship. The predominant mode is generally a program of structured learning with some research and/or project work and/or practice integrated learning.

A Masters Degree (Coursework) may be designed for entry to a 'regulated' profession and may include a significant component of structured work-integrated, or practice related learning developed in collaboration with a relevant professional, statutory or regulatory body.

In the development and accreditation of a Masters Degree qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 9.

All the learning outcomes (knowledge, skills and application) of the Masters Degree qualification type, either a Masters Degree (Research) or a Masters Degree (Coursework), must be evident in each qualification accredited. However, some learning outcomes may have more emphasis than others in different Masters Degree qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.

- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type, the form of the Masters Degree and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for higher education.

AQF Masters Degrees may only be issued by organisations that are authorised by legislation or an accrediting or registering authority to do so, and have met any government standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.

AQF specifications for the Doctoral Degree

1. Introduction

There are two main forms of Doctoral Degrees within the Doctoral Degree qualification type: the Doctoral Degree (Research) and the Doctoral Degree (Professional).

The purpose of the Doctoral Degree (Research) is to qualify individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation

The purpose of the Doctoral Degree (Professional) is to qualify individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of professional practice.

Doctoral Degree qualifications are located at level 10 of the Australian Qualifications Framework.

AQF level 10 criteria and both the Doctoral Degree qualification type descriptors are expressed as learning outcomes in terms of what graduates are expected to know, understand and be able to do as a result of learning.

2. AQF level 10 criteria

<i>Summary</i>	A graduate 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
<i>Knowledge</i>	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
<i>Skills</i>	Graduates at this level will have expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically: <ul style="list-style-type: none"> • engage in critical reflection, synthesis and evaluation • develop and adapt research methodologies to extend and redefine existing knowledge or professional practice • disseminate and promote new insights to peers and the community • generate new knowledge and understanding to make a substantial contribution to a discipline or area of professional practice
<i>Application of knowledge and skills</i>	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

3. Doctoral Degree qualification type descriptors

	Doctoral Degree (Research)	Doctoral Degree (Professional)
<i>Purpose</i>	The purpose of the Doctoral Degree (Research) is to qualify individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation	The purpose of the Doctoral Degree (Coursework) is to qualify individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of professional practice.

Knowledge	<p>Graduates of a Doctoral Degree (Research) will have:</p> <ul style="list-style-type: none"> • 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 	<p>Graduates of a Doctoral Degree (Professional) will have:</p> <ul style="list-style-type: none"> • 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	<p>Graduates of a Doctoral Degree (Research) will have:</p> <ul style="list-style-type: none"> • cognitive skills to demonstrate expert understanding of theoretical knowledge and to critically reflect on that theory and practice • cognitive skills and using intellectual independence, to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflection on theory and practice to generate new 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 cogently present a complex investigation 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 	<p>Graduates of a Doctoral Degree (Professional) will have:</p> <ul style="list-style-type: none"> • cognitive skills to demonstrate expert understanding of theoretical knowledge and to critically reflect on that theory and practice • cognitive skills and using intellectual independence, to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflection on theory and practice to generate new 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 cogently present a complex investigation 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 developments that make a significant and original contribution to knowledge, policy or professional practice
Application of knowledge and skills	<p>Graduates of a Doctoral Degree (Research) will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • to demonstrate initiative and creativity in new situations and/or for further learning • to demonstrate full responsibility and accountability for personal outputs • to demonstrate the planning and execution of original research • to demonstrate the ongoing capacity to generate new knowledge 	<p>Graduates of a Doctoral Degree (Professional) will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • to demonstrate initiative and creativity in new situations and/or for further learning • to demonstrate full responsibility and accountability for personal outputs • to demonstrate the planning and execution of an original research-based project or a piece of scholarship • to demonstrate the ongoing capacity to generate new knowledge, policy or practices

4. Generic learning outcomes

Generic learning outcomes are embedded in the levels criteria and qualification type descriptors.

Further information is available in the *AQF Generic Skills Policy*.

5. Notional duration of student learning

The notional duration of student learning is the time it takes a student, on average, to complete all learning and assessment activities required for the achievement of a qualification. It is expressed in equivalent full-time years.

Doctoral Degree qualifications are typically 3 to 4 years in duration:

6. Qualification nomenclature

Doctoral Degree (Research): The full title of the qualification is Doctor of Philosophy or Doctor of ... (field of study)
The abbreviated form is PhD.

Doctoral Degree (Professional): The full title of the qualification is Doctor of ... (field of study)
The abbreviated form is D(field of study abbreviated) or (field abbreviated)D.

Further information is available in the *AQF Qualifications Issuance Policy*.

7. Responsibility for accreditation

Responsibilities for the accreditation of Doctoral Degree qualifications are set out in the government accreditation standards for the higher education sector.

Accrediting authorities (and institutions authorised to self-accredit qualifications) must adhere to these AQF specifications for this qualification type, other AQF policies and any government accreditation standards higher education when accrediting a Doctoral Degree qualification.

Once a qualification is accredited it must be placed on the AQF Register of accredited qualifications in a form consistent with the *AQF Register Policy*.

8. Pathways and linkages

Entry to a Doctoral Degree is generally based on completion of a level 8 or 9 AQF qualification and any entry specifications will be documented in the accreditation documentation of the qualification.

Admission to a Doctoral Degree is the responsibility of the admitting institution and must take into account the *AQF Qualifications Pathways and Linkages Policy* and the applicant's qualifications and experience. These are detailed in the *AQF Qualifications Pathways and Linkages Policy*.

Authorised organisations offering an AQF Doctoral Degree qualification must develop publically available policies and procedures on admission, credit and articulation arrangements informed by the *AQF Qualifications Pathways and Linkages Policy*.

9. Applying the specifications

The qualification type descriptor identifies the outcomes for a Doctoral Degree (Research) or a Doctoral Degree (Professional) in terms of what graduates are expected to know, understand and be able to do as a result of learning at this level and in this qualification type.

Doctoral Degrees in Australia generally take one of two forms, depending on the purpose, predominant mode of learning and delivery. Whether a Doctoral Degree is described as *research* or *professional* depends on the relative proportions of structured learning, independent study, professional practice and research training making up the qualification.

In the Doctoral Degree (Research) the purpose is to qualify individuals for research. The predominant mode is generally independent supervised study and research. Two thirds of a Doctoral Degree (Research) must be devoted to research, research training and independent study.

In the Doctoral Degree (Professional) the purpose is to qualify individuals for professional practice or scholarship. The predominant mode is generally a program of structured learning with some research and/or project work and/or practice integrated learning.

A Doctoral Degree (Professional) may be designed for entry to a 'regulated' profession and may include a significant component of structured work-integrated, or practice related learning developed in collaboration with a relevant professional, statutory or regulatory body.

In the development and accreditation of a Doctoral Degree qualification developers and accrediting authorities must ensure that, overall, the majority of learning outcomes of the qualification are at AQF level 10.

All the learning outcomes (knowledge, skills and application) of the Doctoral Degree qualification type, either a Doctoral Degree (Research) or a Doctoral Degree (Professional), must be evident in each qualification accredited. However, some learning outcomes may have more emphasis than others in different Doctoral Degree qualifications.

In the development and accreditation of AQF qualifications the following points should be considered:

- The relationship between the level criteria and qualification type descriptor, and the field of study.
- Whether there is sufficient time allowed for completion of the qualification so students can demonstrate that the learning outcomes are achieved and that there is a correlation with the notional duration of student learning specified for this qualification type.
- Whether the design of the components of learning and assessment will provide coherent outcomes for the level and qualification type and enable students to demonstrate them.
- Whether generic skills are explicitly identified in the qualification and are commensurate with the level of the qualification type, the form of the Doctoral Degree and the field of study.

10. Authority to issue the qualification

Responsibility for assessment leading to the award of the qualification lies with the organisation that is authorised to issue it. The organisation is responsible for ensuring the quality of the assessment outcomes under any government regulatory and quality assurance arrangements for higher education.

AQF Doctoral Degrees may only be issued by organisations that are authorised by legislation or an accrediting or registering authority to do so, and have met any government standards for registration.

Accrediting and registering authorities are responsible for monitoring the quality of the organisations issuing the qualification against any government regulatory and quality assurance arrangements.

The issuance arrangements for AQF qualifications are provided in the *AQF Qualifications Issuance Policy*.

All authorised issuing organisations will maintain an auditable quality register of the AQF qualifications they have issued. Further information is available in the *AQF Register Policy*.



Level 4, 11 Waymouth Street
Adelaide SA 5001

GPO Box 320
Adelaide SA 5001
Australia

Tel: +61 8 8226 2775

Email: aqfc@saugov.sa.gov.au
www.aqf.edu.au