



# QUALIFICATIONS FRAMEWORK



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## Introduction

The University of Belize Qualifications Framework (UBQF) represents a significant milestone in the development of higher education in Belize. As the country's premier institution of higher learning, the University of Belize recognizes the need for a comprehensive, coherent, and internationally comparable system of qualifications that meets the evolving needs of our students, employers, and society at large.

This framework is designed to provide a clear and consistent structure for all qualifications offered by the University of Belize. It aims to enhance the quality, transparency, and recognition of our educational programs, facilitating student mobility, lifelong learning, and professional development. The UBQF aligns with international best practices while reflecting the unique context and aspirations of Belize's education system and labor market.

The UBQF encompasses seven levels of qualifications, from certificates to doctoral degrees, each characterized by a distinct set of learning outcomes. These outcomes are articulated in terms of knowledge, skills, and competencies that graduates are expected to demonstrate upon completion of their studies. By clearly defining these expectations, the framework serves as a valuable tool for students, educators, employers, and policymakers alike.

This document outlines the structure, objectives, and implementation of the UBQF. It provides detailed descriptions of each qualification level, including the expected learning outcomes, volume of learning, and pathways for progression. Additionally, it addresses the framework's alignment with national educational policies and international standards, ensuring that qualifications from the University of Belize are recognized and valued both within Belize and internationally.

As we present this framework, we invite all stakeholders - students, faculty, administrators, employers, and community leaders - to engage with its content and contribute to its ongoing development. The UBQF is designed to be a living document, responsive to the changing needs of our society and the global knowledge economy. Through its implementation, we aim to enhance the quality and relevance of higher education in Belize, fostering a culture of excellence and innovation that will drive our nation's growth and development in the 21st century.

## Background and Rationale

The University of Belize (UB), established in August 2000, emerged from the merger of five distinct institutions, each with its own mandate, curriculum focus, and operational structure. This consolidation, while beneficial, presented challenges in aligning qualifications with national and international standards.

Initially, UB relied on the collective expertise of its faculty and support from international partnerships to guide its academic programs. However, the absence of a comprehensive national qualifications framework highlighted the need for a more structured approach to ensure consistency, quality, and relevance across all programs.

The development of a university-specific qualifications framework is crucial for several reasons:

1. **Academic Coherence:** It provides a systematic structure for designing and evaluating programs, ensuring consistency across different faculties and departments.
2. **Quality Assurance:** A framework sets clear standards and expectations for each level of qualification, facilitating internal and external quality assurance processes.
3. **Student Progression:** It clarifies pathways for student advancement, both within the university and for further education or employment opportunities.
4. **Employer Recognition:** A well-defined framework helps employers understand the skills and knowledge graduates possess at each qualification level.
5. **International Comparability:** It enables easier comparison of UB qualifications with those from other institutions globally, enhancing graduate mobility and recognition.
6. **Curriculum Development:** The framework guides faculty in designing curricula that build progressively more advanced knowledge and skills.

Recognizing these imperatives, UB undertook extensive research, faculty participation in international seminars, and broad stakeholder consultations to develop the University of Belize Qualifications Framework (UBQF). This framework draws upon best practices from regional and international models, including the CARICOM Qualifications Framework, the Australian Qualifications Framework, and the Degree Qualifications Profile from the Lumina Foundation.

## Purpose and Audience

**Primary audience:** Deans, faculty members, and administrative staff of the University of Belize.  
**Secondary audiences:** Tertiary level institutions in Belize, potential employers, and other education sector stakeholders.

The UBQF guides the development and evaluation of academic programs, ensuring quality standards and clear student progression pathways. It also serves as a tool for comparing

qualifications nationally, regionally, and internationally, aligning with the CARICOM Qualifications Framework to promote educational quality and intra-regional mobility.

## Objectives of the Framework

1. Enhance the quality of education and training.
2. Facilitate access to, and mobility and progression within, education and training career paths.
3. Ensure purposeful collaboration among tertiary and higher education institutions.
4. Contribute to the holistic development of each learner and Belize's developmental needs.

## Structure of Framework

The UBQF is organized into seven levels, outlining requirements for various degrees, certificates, and diplomas:

### Level 1: Certificate

- **Purpose:** Prepare graduates with broad technical and theoretical knowledge for entry-level specialized work or further learning.

### Level 2: Associate's Degree

- **Purpose:** Provide graduates with technical and theoretical knowledge in specific or broad areas, for work or to further learning.

### Level 3: Bachelor's Degree

- **Purpose:** Prepare graduates with theoretical and technical knowledge with depth in one or more disciplines for professional or academic advancement.

### Level 4: Bachelor Honors Degree, Graduate Certificate, Graduate Diploma, Post-Bachelor Diploma

- **Purpose:** Provide depth of advanced knowledge beyond the Bachelor's degree, preparing graduates for highly skilled or professional work or further study.

### Level 5: Master's Degree

- **Purpose:** Provide extended and in-depth understanding of developments in an area of study, with advanced knowledge of research principles and methods preparing graduates for advanced professional roles.

## Level 6: Specialist Degree

- **Purpose:** Provide in-depth practical expertise positioned between a master's and a doctoral degree without the extensive research requirements of a doctorate degree

## Level 7: Doctoral Degree Programs

- **Purpose:** Equip graduates with the ability to conduct advanced research and generate new knowledge.

## Definitions

**Associate** **Degree:**  
A qualification indicating technical and theoretical knowledge in specific or broad areas for work or further learning.

**Bachelor's** **Degree:**  
A qualification indicating that graduates are equipped with theoretical and technical knowledge with depth in one or more disciplines for professional or academic advancement.

**Certificate:**  
A formal award that indicates the satisfactory completion of a credit or non-credit short-term program.

**Certification:**  
Formal recognition of a learner's successful completion of a qualification.

**Credit** **Rating** **System:**  
The total number of credits required for a qualification, independent of delivery mode.

**Diploma:**  
An official document issued by an educational institution certifying that the recipient has successfully completed a specific program of study or met the requirements for a degree or certificate.

**Doctoral** **Degree:**  
An academic and professional qualification, focusing on advanced original research, scholarship, and/or professional practice in a specialized field.

**Master's** **Degree:**  
An advanced qualification that indicates an extended and in-depth understanding of specialized knowledge and skills in a field of study, including practical research and application for advanced professional roles.

**Program:**

A structured sequence of courses, training sessions, or activities designed to achieve specific learning outcomes or qualifications in a particular field of study.

**Qualification:**

A formal recognition of knowledge, skills, and competencies gained through education, training, or experience, often certified by an official body or institution.

**Specialist**

A qualification with in-depth practical expertise positioned between a master's and a doctoral degree, without the extensive research requirements of a doctorate.

**Degree:****Volume****of****Learning:**

The total amount of time required for a learner to achieve the competencies, skills, and knowledge necessary to complete a qualification or course.

## Volume of Learning and Credit Rating System

The credit rating system is based on the Carnegie unit:

- 1 lecture hour = 1 Carnegie unit
- 2 lab hours = 1 Carnegie unit
- 3 field hours = 1 Carnegie unit
- One lecture hour is defined as fifty (50) minutes.

## Level Descriptors and Learning Outcomes

The UBQF levels define the varying complexity, level of proficiency and autonomy required of graduates to demonstrate that achievement. In the UBQF, there are seven (7) levels, with level 1 having the lowest complexity and UBQF level 7 having the highest complexity. The levels are defined by criteria articulated as learning outcomes.

The learning outcomes are constructed as a classification of what graduates are expected to know, understand and be able to do as a result of learning.

Each level descriptor informs the development of learning outcomes relevant to qualifications at that level. Outcomes are expressed in terms of dimensions of:

- Knowledge is what a graduate knows and understands. It is described in terms of depth, breadth, kinds of knowledge and complexity. (broad and integrative, specialized, and applied)
- Skills are what a graduate can do, which is cognitive and practical. (research, analytic inquiry, and life skills)

- Fluency refers to the degree of proficiency and competence a learner demonstrates in applying knowledge, skills, and abilities within a specific context. (communicative, quantitative, and technological)
- Values refer to the principles, ethics, and attitudes a learner is expected to demonstrate upon achieving a particular qualification. (accountability, civic learning, and teamwork)

### **Level 1: Certificate**

- **Knowledge:** Broad and integrative knowledge aligned to the program of study.
- **Skills:** Ability to analyze, evaluate, and interpret data relevant to the field of study.
- **Fluency:** Effective communication skills for the workplace.
- **Values:** Ethical understanding and application in professional settings.

### **Level 2: Associate Degrees**

- **Knowledge:** Depth of knowledge in one or more disciplines.
- **Skills:** Application of knowledge to real-world problems.
- **Fluency:** Advanced communication and teamwork skills.
- **Values:** Commitment to lifelong learning and professional development.

### **Level 3: Bachelor's Degree**

- **Knowledge:** Advanced understanding of theories and principles in the field of study.
- **Skills:** Independent problem-solving and decision-making.
- **Fluency:** Uses cognitive and creative skills to present a clear, coherent, and independent exposition of knowledge and ideas.
- **Values:** Responsibility and accountability in professional and academic contexts.

### **Level 4: Bachelor Honors Degree, Post-Bachelor Diploma, Graduate Certificate, Graduate Diploma**

- **Knowledge:** Demonstrates comprehensive specialized, practical, theoretical, or technological knowledge and understanding to inform practice in a range of contexts.
- **Skills:** Applies knowledge to demonstrate autonomy, well-developed judgment, and responsibility in contexts that require self-directed work and learning.
- **Fluency:** Uses cognitive and creative skills to present a clear, coherent, and independent exposition of knowledge and ideas.
- **Values:** Demonstrates accountability for individual learning and professional practice in collaboration with others.

### **Level 5: Master's Degree**

- **Knowledge:** Possesses a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice.
- **Skills:** Uses cognitive, technical, and creative skills to investigate, analyze, and synthesize complex information, problems, concepts, and theories.

- **Fluency:** Communicates complex ideas and solutions to specialist and non-specialist audiences.
- **Values:** Demonstrates creativity, initiative, and originality in professional practice or scholarship.

### Level 6: Specialist Degree

- **Knowledge:** Possesses a body of specialized knowledge that includes an understanding of recent developments in a discipline and its professional practice.
- **Skills:** Uses advanced cognitive and technical skills to design, use, and evaluate research and research methods.
- **Fluency:** Communicates complex professional decisions to specialist and non-specialist audiences.
- **Values:** Demonstrates high autonomy and judgment in professional practice or scholarship.

### Level 7: Doctoral Degree

- **Knowledge:** Demonstrates a systematic and critical understanding of a complex field of learning and specialized research skills for the advancement of learning and/or professional practice.
- **Skills:** Generates original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice.
- **Fluency:** Communicates complex research findings with authority and adapts to different audiences.
- **Values:** Demonstrates authoritative, innovative, autonomous, and scholarly integrity in the context of advancing a field of study or professional practice.

## Implementation and Quality Assurance

The successful implementation of the University of Belize Qualifications Framework (UBQF) requires a comprehensive strategy, collaborative effort within the university, and robust quality assurance processes. This section outlines the implementation plan, quality assurance mechanisms, and procedures for ongoing review and updates.

### Implementation Strategy

The implementation of the UBQF at the University of Belize will be phased over two years:

#### Phase 1 (Year 1): Awareness and Preparation

- Conduct awareness workshops for all faculties and departments within the University of Belize.

- Establish a UBQF Implementation Task Force with representatives from each Faculty.
- Develop detailed guidelines for aligning existing programs with the UBQF.
- Create tools and templates for departments to map their qualifications to the framework.

#### Phase 2 (Year 2): Full Implementation

- Roll out the UBQF across all programs at the University of Belize.
- Conduct training sessions for faculty and administrators.
- Establish a support team to assist departments in the implementation process.
- Begin the process of aligning all qualifications with the UBQF.

### Quality Assurance Processes

To ensure the integrity and effectiveness of the UBQF, the following quality assurance processes will be implemented:

#### Departmental Self-Assessment

- Standardized assessment methods and the gathering of student feedback to measure performance against learning outcomes.
- Annual self-assessment reports from all departments on their alignment with the UBQF
- Internal audits of program learning outcomes against UBQF-level descriptors
  - Aligning program learning outcomes and student learning outcomes with the qualifications framework to ensure that each qualification reflects the required levels of knowledge, skills, and competencies.

### Review and Update Procedures

To ensure the UBQF remains relevant and effective, a systematic review process will be implemented:

#### a) Annual Review

- The UBQF Implementation Task Force will conduct an annual review of the framework's implementation within the University.
- Adjustments to the implementation processes or guidelines may be made based on this review.

#### b) Comprehensive Review (Every 3 Years)

- A thorough review of the entire framework, including level descriptors, qualification types, and credit systems.
- Consultation with faculty, students, alumni, and industry partners.
- Consideration of national and international trends in qualifications frameworks and higher education.

#### c) Update Procedure

- Proposed changes to the UBQF will be subjected to a rigorous consultation process within the University.
- Major updates will require approval from the Academic Council, Corporate Management and Board of Trustees.
- Once approved, changes will be communicated to all faculties and departments, with appropriate transition periods established.

### Capacity Building

To support the ongoing implementation and quality assurance of the UBQF:

- Regular training programs will be offered to faculty and staff on framework implementation and quality assurance processes.
- A community of practice will be established within the University for sharing best practices in UBQF implementation.
- Partnerships with other universities and national qualifications authority will be developed to enhance expertise and share experiences.

### Stakeholder Engagement

While the UBQF is primarily implemented within the University of Belize, engagement with external stakeholders is crucial:

- Regular updates will be provided to the Ministry of Education on the implementation progress.
- Annual meetings with key employers and industry representatives will be held to ensure the UBQF aligns with workforce needs.
- There will be collaboration with other higher education institutions in Belize to promote understanding and potential adoption of the framework.

## University of Belize Qualifications Framework (UBQF)

| Certificate<br>Level 1                 |   |
|--|---|
| <b>Purpose</b>                         | A certificate at this level equips individuals with a broad range of specialized skills and knowledge. These skills and knowledge allow for work and further learning.              |
| <b>Broad and Integrative Knowledge</b> | Understand and integrate main theories aligned to the program of study<br>Acquires broad, factual, technical, and theoretical knowledge in a specialized field of work and learning |
| <b>Specialized Knowledge</b>           | Acquires and applies specific factual, technical, and theoretical knowledge in a specialized field of work and learning<br>Applies knowledge relevant to the field of study         |
| <b>Applied Knowledge</b>               | Demonstrates the application of skills and knowledge to solve specific problems/tasks in the field of study or work   |
| <b>Research Skills</b>                 | Acquires the skills and knowledge necessary to analyse, evaluate, and interpret evidence appropriate to the discipline.   |
| <b>Analytic Inquiry</b>                | Acquires the technical and theoretical knowledge needed to carry out analysis, interpretation, and evaluation of data gathered in the field of work or study;                       |
| <b>Life Skills</b>                     | Respect self, persons in authority, and the environment<br>Adapts own behavior to circumstances in solving problems.  |

| Certificate<br>Level 1                          |  |
|---|--|
|   | Demonstrates responsibility, accountability, and productivity as a citizen of Belize and the global community.   |
| <b>Communicative Fluency</b>                    | Demonstrates competency in oral, written, and visual communications tailored to a variety of audiences or general and professional audiences<br>Communicates effectively within the specialized field of work or study   |
| <b>Quantitative and Technological Fluency</b>   | Uses knowledge of information and technology applications to obtain relevant data<br>Integrates existing and new information to engage in professional and social contexts.<br>Demonstrates competency in creating new information using a variety of technological skills<br>Presents information to a variety of audiences by selecting appropriate media forms.<br>Uses current technology and the associated tools needed to analyse, interpret, and evaluate data gathered in the field of work or study. |
| <b>Accountability, Civic learning, Teamwork</b> | Takes responsibility for initiating and completing tasks.<br>Describes his or her own civic and cultural background.<br>Works alone or cooperatively under minimum supervision and with some autonomy  |
| <b>Volume of Learning</b>                       | The volume of learning in a Certificate program at Level 1 typically requires one year of full-time study.   |

|  | Associate Degree<br>General<br>Level 2   | Associate Degree<br>Professional/Technical<br>Level 2   | Bachelor Degree<br>Level 3   |
|--|--|---|--|
| <b>Purpose</b>                         | An Associate's Degree provides individuals with theoretical knowledge in a range of contexts in preparation for further studies or employment.   | An Associate Degree Professional/Technical focuses on basic competencies in professional or technical fields that can lead to the completion of a full degree in the relevant field of study in preparation for further studies or employment.  | A Bachelor's Degree qualifies individuals who apply general and specific knowledge and competence in preparation for further studies or employment.  |
| <b>Broad and Integrative Knowledge</b> | <p>Demonstrates foundational knowledge of factual, procedural, and theoretical understanding of multiple disciplines to complete tasks and address problems that may be complex and non-routine.</p> <p>Describes and examines a range of perspectives on key debates and their significance both within the field and in society.</p> <p>Illustrates basic concepts of the multiple fields while executing, practical, and creative tasks.</p> <p>Describes ways in which at least two disciplines define, address, and interpret the importance of a contemporary challenge or problem in science, the arts,</p> | <p>Demonstrates foundational knowledge of factual, procedural, and theoretical understanding of a specific field to complete tasks and address problems that may be complex and non-routine.</p> <p>Describes and examines a range of perspectives on key debates and their significance both within the field and in society.</p> <p>Illustrates core concepts of the specific disciplines while executing analytical, practical, and creative tasks.</p> <p>Describes ways in which at least two disciplines define, address, and interpret the importance of a contemporary challenge or</p> | <p>Demonstrates depth in understanding the underlying principles in one or more disciplines as the basis for individual lifelong learning.</p> <p>Understand a range of theories and principles and their application in areas relevant to their field of study.</p> <p>Interprets a range of information to develop holistic applications across and/ or within one or more areas of study.</p> |

|                              | Associate Degree<br>General<br>Level 2   | Associate Degree<br>Professional/Technical<br>Level 2   | Bachelor Degree<br>Level 3  |
|------------------------------|--|---|---|
|                              | society, human services, economic life, or technology.   | problem in science, the arts, society, human services, economic life, or technology.  | Demonstrates in-depth application of knowledge in their field of study.   |
| <b>Specialized Knowledge</b> | Describe the scope and principal features of various fields of study, citing at least some of its core theories and practices, and a similar explication of at least one related field.<br><br>Illustrates contemporary terminology used in multiple fields.<br><br>Assembles evidence to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in the analysis of these problems. | Describe the scope and principal features of a professional/technical area, citing at least some of its core theories and practices, and a similar explication of at least one related field.<br><br>Illustrates contemporary terminology used in the field.<br><br>Assembles evidence to characteristic problems in the field describes the significance of the evidence, and uses the evidence in the analysis of these problems. | Uses a critical and theoretically grounded systematic approach in their scholarly endeavors to produce outcomes that inform and address societal needs.<br><br>Understands and applies information from specific disciplines to identify solutions to complex problems. |
| <b>Applied Knowledge</b>     | Describe in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting.  | Describe in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting.   | Applies knowledge to demonstrate autonomy, interdependency, and a well-developed sense of   |

|                        | Associate Degree<br>General<br>Level 2  | Associate Degree<br>Professional/Technical<br>Level 2   | Bachelor Degree<br>Level 3   |
|------------------------|---|---|--|
|                        | <p>Evaluates, using evidence and examples, the learning gained from the application.</p> <p>Applies that learning to the question; and analyzes one significant concept or method related to his or her course of study in light of learning outside the classroom.</p> | <p>Evaluates, using evidence and examples, the learning gained from the application.</p> <p>Applies that learning to the question; and analyzes one significant concept or method related to his or her course of study in light of learning outside the classroom.</p> | <p>accountability in a context that requires self-directed work.</p> <p>Applies knowledge to produce and disseminate tangible and intangible deliverables as well as outputs.</p> <p>Applies knowledge with initiative and judgment in planning, problem-solving, and decision-making in professional practice or scholarship.</p> |
| <b>Research Skills</b> | <p>Formulates research proposal relevant to the field of study.</p> <p>Explains common research methodologies and their usage.</p> <p>Critically appraises research articles relevant discipline or field of study.</p>   | <p>Formulates research proposal relevant to a professional/technical field of study.</p> <p>Explains common research methodologies and their usage.</p> <p>Critically appraises research articles relevant to the discipline or field of study.</p>                     | <p>Designs analyzes, and synthesizes information to solve problems that answer questions, including critical analysis of theoretical and cultural texts that generate new knowledge.</p> <p>Exercises critical thinking, autonomy, and judgment to identify and solve problems.</p>  |

|                         | Associate Degree<br>General<br>Level 2  | Associate Degree<br>Professional/Technical<br>Level 2   | Bachelor Degree<br>Level 3  |
|-------------------------|---|---|---|
|                         | Locates, gathers, and organizes evidence on an assigned research topic addressing a course-related question of practice in a work or community setting; offers and examines competing hypotheses in answering the question. | Locates, gathers, and organizes evidence on an assigned research topic addressing a course-related question of practice in a work or community setting; offers and examines competing hypotheses in answering the question. | Understands the principles and procedures of research; including research design, data gathering, management, analysis, and interpretation<br><br>Applies research procedures to investigate basic questions/hypotheses in a field of study.<br><br>Conducts critical analysis of theoretical and cultural texts. |
| <b>Analytic Inquiry</b> | Identifies, categorizes, and distinguishes among elements of ideas, examples, theories, and or practical approaches to standard problems.   | Identifies, categorizes, and distinguishes among elements of ideas, examples, theories, and or practical approaches to standard problems.   | Applies numerical ability that articulates and solves complex problems to make accurate and reliable decisions based on the availability of information.  |
| <b>Life Skills</b>      | Demonstrates awareness of consequences of actions on self, others, and the environment and takes action to limit any negative impacts.  | Demonstrates awareness of consequences of actions on self, others, and the environment and takes action to limit any negative impact.   | Demonstrates adaptive and positive behavior that enables individuals to respond effectively to demands to improve the quality of lifestyle.   |

|                              | Associate Degree<br>General<br>Level 2  | Associate Degree<br>Professional/Technical<br>Level 2   | Bachelor Degree<br>Level 3  |
|------------------------------|---|---|---|
|                              | Diagnoses and solves problems in collaboration with others, accepting responsibility for his/her actions.               | Diagnoses and solves problems in collaboration with others, accepting responsibility for individual actions.            | Analyzes and evaluates information to complete a range of activities and contexts that require self-directed work and learning. |
|                              | Uses communication technology in a socially appropriate manner.   | Uses communication technology in a socially appropriate manner.   |   |
|                              | Expresses self effectively both verbally and non-verbally and recognizes individual and cultural differences.           | Expresses self effectively both verbally and non-verbally and recognizes individual and cultural differences.           |   |
|                              | Creates an environment conducive to free interaction and expression.  | Creates an environment conducive to free interaction and expression.  |   |
|                              | Makes morally appropriate choices and promotes a healthy lifestyle.   | Makes morally appropriate choices and promotes a healthy lifestyle.   |   |
|                              | Diffuses conflict effectively and appropriately   | Diffuses conflict effectively and appropriately   |   |
| <b>Communicative Fluency</b> | Presents substantially error-free prose on both argumentative and narrative forms to general and specialized audiences. | Presents substantially error-free prose on both argumentative and narrative forms to general and specialized audiences. | Uses cognitive and creative skills to present a clear, coherent, and independent exposition of knowledge and ideas.             |

|   | Associate Degree<br>General<br>Level 2  | Associate Degree<br>Professional/Technical<br>Level 2   | Bachelor Degree<br>Level 3  |
|---|---|---|---|
|   | <p>Produces and responds to detailed and relatively complex written and oral communication.</p> <p>Selects and uses appropriate applications and media to obtain, process, combine, and communicate a variety of information and data.</p> <p>Makes a clear and coherent presentation of knowledge and ideas with some intellectual independence.</p> | <p>Produces and responds to detailed and relatively complex written and oral communication.</p> <p>Selects and uses appropriate applications and media to obtain, process, combine, and communicate a variety of information and data.</p> <p>Makes a clear and coherent presentation of knowledge and ideas with some intellectual independence.</p> | <p>Analyzes, generates, and transmits to others solutions to unpredictable and sometimes complex problems.</p>  |
| <b>Quantitative and Technological Fluency</b>   | <p>Presents accurate calculations and symbolic operations and explains how such calculations and operations are used in multiple fields of study or in interpreting social and economic trends.</p>   | <p>Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in a selected major field of study or in interpreting social and economic trends.</p>   | <p>Demonstrates broad and coherent theoretical and technical knowledge in several areas of study.</p> <p>Uses well-developed cognitive, technical, and communication skills to select and apply methods and technologies in diverse contexts.</p> |
| <b>Accountability, Civic learning, Teamwork</b> | <p>Takes an active role in community work or service.</p>   | <p>Takes an active role in community work or service.</p>   | <p>Demonstrates accountability for individual learning and professional practice in collaboration with others.</p>  |

|                           | Associate Degree<br>General<br>Level 2   | Associate Degree<br>Professional/Technical<br>Level 2  | Bachelor Degree<br>Level 3   |
|---------------------------|--|--|--|
|                           | <p>Exercises initiative, autonomy, and judgment in some activities at the professional/equivalent activities.</p> <p>Takes significant responsibility for planning and developing courses of action in familiar or defined contexts, and the work of others where relevant.</p> <p>Manages a range of resources within defined parameters of work.</p> <p>Works in support of current professional practices</p> | <p>Exercises initiative, autonomy, and judgment in some activities at the professional/equivalent activities.</p> <p>Takes significant responsibility for planning and developing courses of action in familiar or defined contexts, and the work of others where relevant.</p> <p>Manages a range of resources within defined parameters of work.</p> <p>Works in support of current professional practices</p> | <p>Adapts knowledge and skills in diverse contexts.</p>                                      |
| <b>Volume of Learning</b> | The volume of learning in a general Associate Degree typically requires 2 years of full-time study.  | The volume of learning in a professional/technical n Associate Degree typically requires 3 years of full-time study.   | The volume of learning in a bachelor's degree typically requires 4 years of full-time study. |

|  | <b>Bachelor's Degree-Honors<br/>Level 4</b>   | <b>Graduate Certificate<br/>Level 4</b>  | <b>Graduate Diploma<br/>Level 4</b>   | <b>Post-Bachelor Diploma<br/>Level 4</b>   |
|--|---|--|---|--|
| <b>Purpose</b>                         | The Bachelor's Honors Degree qualifies individuals who apply a body of knowledge and competencies in a specific context to undertake professional work, research, and further learning. | The Graduate Certificate qualifies individuals who apply advanced knowledge and skills in a short-term specialized program for professional work, research and further learning.   | The Graduate Diploma qualifies individuals who apply extensive specialized knowledge and competencies in a specific field to undertake professional work, research and further learning.                                | The Post-Bachelor Diploma qualifies individuals who apply professional knowledge and competencies in a current or new area to undertake specialized work, research and further learning.   |
| <b>Broad and Integrative Knowledge</b> | <p>Possesses coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines.</p> <p>Demonstrate the acquisition and application of broad</p>      | <p>Possesses coherent knowledge and skills of the underlying principles and concepts in a new or existing discipline or professional area.</p> <p>Demonstrate integrated knowledge in a new or existing discipline or professional area.</p> | <p>Possesses coherent and advanced knowledge and skills of the underlying principles and concepts in a professional area.</p> <p>Demonstrate the acquisition and application of broad and integrated knowledge in a</p> | <p>Demonstrates a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.</p> |

| Bachelor's Degree-Honors<br>Level 4  | Graduate Certificate<br>Level 4  | Graduate Diploma<br>Level 4  | Post-Bachelor Diploma<br>Level 4   |
|--|--|--|--|
| <p>knowledge in a new or existing discipline or professional area.</p> <p>Demonstrate integrated theoretical professional knowledge within a field of study.</p> | <p>Demonstrate a critical understanding of specific theories and methods within a field of work and learning.</p> <p>Uses knowledge, understanding, and skills of a wide range of concepts, theories, and ideas to solve problems.</p> | <p>new or existing discipline or professional area.</p> <p>Demonstrate a critical understanding of key important theories and methods within a professional area.</p> <p>Uses knowledge, understanding, and skills of various concepts, theories, and ideas to solve problems.</p> | <p>Show a critical understanding of the well-established principles in the professional area(s) of study and the way in which those principles have developed.</p> <p>Demonstrates the ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>Exhibits knowledge of the main methods of enquiry in the subject(s) relevant to the named award.</p> <p>Shows an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> |

|                              | Bachelor's Degree-Honors<br>Level 4  | Graduate Certificate<br>Level 4  | Graduate Diploma<br>Level 4   | Post-Bachelor Diploma<br>Level 4   |
|------------------------------|--|--|---|--|
| <b>Specialized Knowledge</b> | Uses specialized or multi-disciplinary theoretical and practical knowledge in developing and/or applying new knowledge or ideas to inform practice in a range of contexts. | Uses specialized or multi-disciplinary theoretical and practical knowledge in developing and/or applying new knowledge or ideas to inform practice in a range of contexts. | Uses specialized or multi-disciplinary theoretical and practical knowledge in developing and/or applying new knowledge or ideas to inform practice in a range of context. | Demonstrates a systematic and critical understanding of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or professional area.            |
|                              | Applies complex specialized skills, linked to research results within one or more fields of work and learning.   | Applies specialized knowledge and skills in a new or existing discipline or professional area.   | Initiates, plans, implements, and evaluates broad functions within varied specialized technical and/or creative contexts.   | Demonstrates a comprehensive understanding of techniques applicable to their own research or advanced scholarship.   |
|                              | Critically evaluates and combines knowledge and insights from a specific area.   | Critically evaluates and combines knowledge and insights from a specific area.   | Critically evaluates and combines knowledge and insights from a specific area.  | Exhibits originality in the application of knowledge, along with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. |

|                          | Bachelor's Degree-Honors<br>Level 4  | Graduate Certificate<br>Level 4  | Graduate Diploma<br>Level 4  | Post-Bachelor Diploma<br>Level 4  |
|--------------------------|--|--|--|---|
| <b>Applied Knowledge</b> | Applies knowledge and understanding in a manner that indicates a professional approach to work or study.   | Applies the transfer of theoretical, cognitive, and practical knowledge in creating solutions to problems within a specific area.                              | Transfers and applies theoretical concepts and competencies within a specific context for further specialization.  | Applies underlying concepts and principles outside the study context including, where appropriate, those principles in an employment context                        |
|                          | Gathers and interprets relevant data within their field of study to inform judgments that include reflection on relevant social, scientific or ethical issues. | Gathers and interprets relevant data within their field of study to inform judgments that include reflection on relevant social, scientific or ethical issues. | Gathers and interprets relevant data within their field of study to inform judgments that include reflection on relevant social, scientific or ethical issues. | Uses a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. |
|                          | Plans and executes project work and/or a piece of research and scholarship with some independence.   | Plans and executes project work and/or a piece of research and scholarship with some independence.   | Plans and executes project work and/or a piece of research and scholarship with some independence.   | Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences  |
| <b>Research Skills</b>   | Design, analyze and synthesize information to solve problems and   | Design, analyze and synthesize information to solve problems and   | Design, analyze, and synthesize information to solve problems critically   | Designs and undertakes substantial investigations to address significant  |

| Bachelor's Degree-Honors<br>Level 4  | Graduate Certificate<br>Level 4   | Graduate Diploma<br>Level 4  | Post-Bachelor Diploma<br>Level 4  |
|--|---|--|---|
| critically evaluate texts to generate new knowledge.   | critically evaluate texts to generate new knowledge.  | and evaluate texts to generate new knowledge in a professional field.  | areas of theory and/or practice.  |
| Exercises critical thinking, autonomy, and judgment to identify and solve problems.  | Exercises critical thinking, autonomy, and judgment to identify and solve problems.   | Exercises critical thinking, autonomy, and judgment to identify and solve problems.  | Demonstrates the ability to accurately deploy established techniques of analysis and enquiry within a discipline.   |
| Understands the principles and procedures of research; including research design, data gathering, management, analysis, and interpretation.                | Understands the principles and procedures of research; including research design, data gathering, management, analysis, and interpretation. | Understands the principles and procedures of research; including research design, data gathering, management, analysis, and interpretation.        | Critically evaluates arguments, assumptions, abstract concepts and data to make judgments and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem. |
| Applies cognitive skills to critically analyze, synthesize, and evaluate knowledge to develop new understanding and provide solutions to complex problems. | Applies cognitive skills to review, analyze, and synthesize knowledge and provide solutions to complex problems.                            | Applies cognitive and technical skills to analyze, plan, design, and evaluate approaches to unpredictable problems and/or management requirements. |   |

|                         | Bachelor's Degree-Honors<br>Level 4   | Graduate Certificate<br>Level 4   | Graduate Diploma<br>Level 4   | Post-Bachelor Diploma<br>Level 4   |
|-------------------------|---|---|---|--|
| <b>Analytic Inquiry</b> | <p>Applies cognitive skills to think critically, analyze, synthesize, and evaluate complex ideas to complete a range of activities.</p> <p>Applies knowledge and skills to interpret and develop new understanding.</p> | <p>Applies cognitive skills to think critically, analyze, synthesize, and evaluate complex ideas to complete a range of activities.</p> <p>Applies knowledge and skills to interpret and develop new understanding.</p> | <p>Applies cognitive skills to think critically, analyze, synthesize, and evaluate complex ideas to complete a range of activities.</p> <p>Applies knowledge and skills to interpret and develop new understanding.</p> | <p>Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline.</p> <p>Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.</p> <p>Shows an appreciation of the uncertainty, ambiguity and limits of knowledge.</p> |
| <b>Life Skills</b>      | Makes judgments based on relevant social and ethical issues that arise in a field of work or study.   | Diagnoses and solves problems in collaboration with others.   | Diagnose and solve problems in collaboration with others.   | Demonstrates the ability to manage own learning, and to make use of  |

|                              | <b>Bachelor's Degree-Honors<br/>Level 4</b>   | <b>Graduate Certificate<br/>Level 4</b>  | <b>Graduate Diploma<br/>Level 4</b>  | <b>Post-Bachelor Diploma<br/>Level 4</b>  |
|------------------------------|---|--|--|---|
|                              | <p>Demonstrates adaptive positive behavior that enables individuals to respond effectively to demands to improve the quality of lifestyle.</p> <p>Analyzes and evaluates information to complete a range of activities and contexts that require self-directed work and learning.</p> | <p>Uses communication technology in a socially appropriate manner.</p> <p>Evaluates own learning and can improve key competencies for further learning.</p> <p>Analyzes and evaluates information to complete a range of activities and contexts that require self-directed work and learning.</p> | <p>Uses communication technology in a socially appropriate manner.</p> <p>Evaluates own learning and can improve key competencies for further learning.</p> <p>Analyzes and evaluates information to complete a range of activities and contexts that require self-directed work and learning.</p> | <p>scholarly reviews and primary sources.</p> <p>Demonstrate transferable skills such as: initiative temperance and tolerance when interacting with others</p> <p>Demonstrate evidence-based decision-making</p>  |
| <b>Communicative Fluency</b> | <p>Communicates ideas, problems, and solutions within a wide context and to a range of audiences.</p> <p>Coherently and unambiguously conveys work or study-related conclusions, which may be the outcome of research, self-study, or experience to diverse audiences.</p>            | <p>Communicates ideas, problems, and solutions within a wide context and to a range of audiences.</p> <p>Coherently and unambiguously conveys work or study-related conclusions, which may be the outcome of research, self-study, or experience to diverse audiences.</p>                         | <p>Communicates ideas, problems, and solutions within a wide context and to a range of audiences.</p> <p>Coherently and unambiguously conveys work or study-related conclusions, which may be the outcome of research, self-study, or experience to diverse audiences.</p>                         | <p>Communicates information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> <p>Demonstrates the ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p> |

|   | <b>Bachelor's Degree-Honors<br/>Level 4</b>  | <b>Graduate Certificate<br/>Level 4</b>  | <b>Graduate Diploma<br/>Level 4</b>  | <b>Post-Bachelor Diploma<br/>Level 4</b>  |
|---|--|--|--|---|
|   | Conveys information and ideas in a well-structured and coherent way to a wide range of audiences using qualitative and quantitative information.   | Conveys information and ideas in a well-structured and coherent way to a wide range of audiences using qualitative and quantitative information.<br><br>Demonstrates wide-ranging skill in diffusing conflicts   | Conveys information and ideas in a well-structured and coherent way to a wide range of audiences using qualitative and quantitative information.<br><br>Demonstrates wide-ranging skill in diffusing conflicts   |   |
| <b>Quantitative and Technological Fluency</b> | Utilize appropriate tools and media to gather, process, integrate, and share information effectively.<br><br>Gathers and interprets relevant data and makes innovative use of selected methods and resources to solve non-familiar complex problems.<br><br>Identifies and uses data to formulate responses to well-defined concrete and abstract mathematical | Uses a range of applications and media to process and obtain information and data.<br><br>Uses and evaluates numerical and graphical data to measure progress and achieve goals and targets.<br><br>Identifies and uses data to formulate responses to well-defined concrete and abstract mathematical | Uses a range of applications and media to process and obtain information and data.<br><br>Uses and evaluates numerical and graphical data to measure progress and achieve goals and targets.<br><br>Identifies and uses data to formulate responses to well-defined concrete and abstract mathematical | Demonstrates competence in the use of ICT and digital technologies appropriate to the academic level and discipline.<br><br>Shows ability to use and evaluate numerical and graphical data to measure progress and achieve goals/targets. |

|   | Bachelor's Degree-Honors<br>Level 4   | Graduate Certificate<br>Level 4  | Graduate Diploma<br>Level 4   | Post-Bachelor Diploma<br>Level 4  |
|---|---|--|---|---|
|   | Problems.<br><br>Uses cognitive and technical skills to select and apply technologies to analyze information and provide solutions to complex problems.   | Problems.<br><br>Uses cognitive and technical skills to select and apply technologies to analyze information and provide solutions to complex problems.  | Problems.<br><br>Uses cognitive and technical skills to select and apply technologies to analyze information and solutions to complex problems.   |   |
| <b>Accountability, Civic learning, Teamwork</b> | Demonstrates leadership skills and innovation in complex and unpredictable work and study contexts.<br><br>Collaboratively plans, organizes, coordinates, and evaluates teamwork within defined parameters, including in diverse groups | Shows responsibility and autonomy in performing complex operations with responsibility for own outputs in relation to broad parameters for quantity and quality.<br><br>Collaboratively plans, organizes, coordinates, and evaluates teamwork within defined parameters, including in diverse groups | Shows responsibility and autonomy in performing complex operations with responsibility for own outputs in relation to broad parameters for quantity and quality<br><br>Collaboratively plans, organizes, coordinates, and evaluates teamwork within defined parameters, including in diverse groups | Demonstrates the learning ability needed to undertake appropriate further training of a professional or equivalent nature.<br><br>Shows ability to work effectively with others and display leadership qualities in managerial and supervisory roles. |

|                           | <b>Bachelor's Degree-Honors<br/>Level 4</b>  | <b>Graduate Certificate<br/>Level 4</b>   | <b>Graduate Diploma<br/>Level 4</b>   | <b>Post-Bachelor Diploma<br/>Level 4</b>  |
|---------------------------|--|---|---|---|
|                           | <p>Demonstrates autonomy in the direction of learning and a high level of understanding of learning processes.</p> <p>Takes responsibility for decision-making in complex work or study environments.</p>              | <p>Demonstrates autonomy in the direction of learning and a high level of understanding of learning processes.</p> <p>Takes responsibility for managing the professional development of individuals and groups to develop team performance.</p> | <p>Demonstrates autonomy in the direction of learning and a high level of understanding of learning processes.</p> <p>Takes responsibility for managing the professional development of individuals and groups to develop team performance.</p> | <p>Takes responsibility for own work and can critically evaluate and improve performance.</p>         |
| <b>Volume of Learning</b> | <p>The volume of learning for a Bachelor Honors Degree is typically 1 year following a Bachelor's Degree. A Bachelor's Honors Degree may also be embedded in a Bachelor's Degree, typically as an additional year.</p> | <p>The volume of learning in a Graduate Certificate is typically 0.5 - 1 year of full-time study.</p>   | <p>The volume of learning in a Graduate Diploma is typically 1- 2 years of full-time study.</p>   | <p>The volume of learning in a Post-Bachelor Diploma is typically 1 - 2 years of full-time study.</p> |

|  | <b>Masters<br/>Level 5</b>   | <b>Specialist<br/>Level 6</b>   | <b>Doctoral Degree<br/>Level 7</b>   |
|--|--|---|--|
| <b>Purpose</b>                         | The Master's Degree qualifies individuals who apply an advanced body of knowledge and competencies in a field of study for research, scholarship, and professional practice and as a pathway for further learning.   | The Specialist Degree qualifies individuals who apply an advanced body of specialized knowledge and competencies in a range of contexts for research, scholarship, and professional practice seeking deeper expertise without full doctoral research requirements.  | The Doctoral Degree qualifies individuals who apply a substantial body of knowledge to original research and who investigate and develop new knowledge in specialized fields of scholarship or professional practice.  |
| <b>Broad and Integrative Knowledge</b> | <p>Utilizes a body of knowledge that includes an understanding of recent developments in a discipline and/or professional practice.</p> <p>Demonstrates originality and creativity in the application of knowledge, understanding, and or professional practice.</p> <p>Exercises critical understanding of different theoretical and methodological perspectives and how they affect the field of knowledge and work.</p> | <p>Utilizes a body of specialized knowledge that includes an understanding of recent developments in a discipline and its professional practice.</p> <p>Demonstrates originality and creativity in the application of knowledge, understanding, and or professional practice.</p> <p>Exercises critical understanding of different theoretical and methodological perspectives and how they affect the field of knowledge and work.</p> | <p>Acquires and utilizes a systematic understanding of a substantial body of knowledge in a particular discipline.</p> <p>Demonstrates the ability to generate new ideas/knowledge and understanding and expand on an area of knowledge and professional practice.</p> <p>Exercises critical understanding of different theoretical and methodological perspectives and how they affect the field of knowledge and work.</p> |

|                              | Masters<br>Level 5   | Specialist<br>Level 6  | Doctoral Degree<br>Level 7  |
|------------------------------|--|--|---|
| <b>Specialized Knowledge</b> | <p>Uses specialized or multi-disciplinary theoretical and practical knowledge in developing and/or applying new knowledge or ideas.</p> <p>Demonstrates comprehensive specialized, practical, theoretical, or technological knowledge and understanding to inform practice in a range of contexts.</p>                     | <p>Uses a broad range of advanced and specialized skills and competencies in support of established practices in the discipline or field of work.</p> <p>Demonstrates specialized technical and theoretical knowledge in depth within one or more fields of work and learning.</p>   | <p>Uses advanced and specialized skills and techniques to conceptualize, design, and implement a project for the generation of new knowledge, solve critical problems, or refute or redefine existing knowledge.</p> <p>Demonstrates specialized technical and theoretical knowledge in depth within one or more fields of work and learning.</p> |
| <b>Applied Knowledge</b>     | <p>Uses cognitive, technical, and creative skills to investigate, analyze, and synthesize complex information, problems, concepts, and theories.</p> <p>Demonstrates the application of knowledge to plan and execute a substantial piece of research-based project, capstone experience, and/or piece of scholarship.</p> | <p>Uses cognitive, technical, and creative skills to investigate, analyze, and synthesize complex information, problems, concepts, and theories.</p> <p>Demonstrates the application of knowledge to plan and execute a substantial piece of research-based project, capstone experience, and/or piece of scholarship.</p> | <p>Uses cognitive, technical, and creative skills to investigate, analyze, and synthesize complex information, problems, concepts, and theories.</p> <p>Demonstrates the creative application of knowledge to plan and execute substantial research-based projects, capstone experiences, scholarship or professional practice.</p>               |

|                         | Masters<br>Level 5   | Specialist<br>Level 6   | Doctoral Degree<br>Level 7   |
|-------------------------|--|---|--|
| <b>Research Skills</b>  | <p>Applies knowledge of research principles and methods applicable to a field of work and/or learning.</p> <p>Uses cognitive and technical skills to design, interpret, and evaluate research and research methods.</p> <p>Designs and undertakes research and develop strategic activities to inform the area of work or study, or produce organizational or professional change.</p> | <p>Demonstrates advanced knowledge of research principles and methods applicable to the discipline and its professional practice.</p> <p>Uses research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to a wide range of audiences.</p> <p>Significantly contributes to the body of existing knowledge in the subject area or discipline through personal research or equivalent work.</p> | <p>Demonstrates substantial research skills to design, implement, analyze, theorize, and communicate research that makes a significant contribution to knowledge and/or professional practice.</p> <p>Applies a range of standard and specialized research or equivalent instruments and techniques of inquiry.</p> <p>Significantly contributes to the body of existing knowledge in the subject area or discipline through personal research or equivalent work.</p> |
| <b>Analytic Inquiry</b> | <p>Demonstrates theoretical knowledge and uses cognitive skills to reflect critically on theory and its application to professional practice.</p> <p>Critically analyses, interprets and evaluates complex information</p>   | <p>Uses cognitive, technical, and creative skills to investigate, analyze, and synthesize complex information, problems, concepts, and theories and apply established theories to different bodies of knowledge or practice.</p> <p>Critically analyses, interprets and evaluates complex information</p>   | <p>Uses cognitive, technical, and creative skills to investigate, analyze, and synthesize complex information, problems, concepts, and theories and apply established theories to different bodies of knowledge or practice.</p> <p>Critically analyses, interprets and evaluates complex information concepts and</p>   |

|                              | <b>Masters<br/>Level 5</b>   | <b>Specialist<br/>Level 6</b>   | <b>Doctoral Degree<br/>Level 7</b>  |
|------------------------------|--|---|---|
|                              | <p>concepts and theories to produce new knowledge and theories.</p> <p>Uses intellectual independence to think critically and evaluate existing knowledge and ideas.</p>   | <p>concepts and theories to produce new knowledge and theories.</p> <p>Uses intellectual independence to think critically and evaluate existing knowledge and ideas.</p>  | <p>theories to produce new knowledge and theories.</p> <p>Uses intellectual independence to think critically and evaluate existing knowledge and ideas.</p>   |
| <b>Life Skills</b>           | <p>Influences substantial change in a profession, organization, or society.</p> <p>Accepts responsibility for outcomes of decisions made.</p> <p>Uses communication technology in a socially appropriate manner.</p> <p>Makes decisions using knowledge of relevant laws and conventions, experience, and related empirical data.</p> <p>Deals with very complex or new issues and makes informed judgments without complete or consistent data.</p> | <p>Influences substantial change in a profession, organization or society.</p> <p>Accepts responsibility for outcomes of decisions made.</p> <p>Uses communication technology in a socially appropriate manner.</p> <p>Makes decisions using knowledge of relevant laws and conventions, experience, and related empirical data.</p> <p>Deals with very complex or new issues and makes informed judgments without complete or consistent data.</p> | <p>Influences substantial change in a profession, organization or society.</p> <p>Accepts responsibility for outcomes of decisions made.</p> <p>Uses communication technology in a socially appropriate manner.</p> <p>Makes decisions using knowledge of relevant laws and conventions, experience, and related empirical data.</p> <p>Deals with very complex or new issues and makes informed judgments without complete or consistent data.</p> |
| <b>Communicative Fluency</b> | Uses communication and technical skills to present a   | Uses communication and technical research skills to justify   | Uses communication and technical research skills to   |

| Masters<br>Level 5   | Specialist<br>Level 6   | Doctoral Degree<br>Level 7  |
|--|---|---|
| coherent and sustained argument and disseminate research results to various audiences.   | and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.     | justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. |
| Uses a range of skills to evaluate, implement, analyze, theorize and disseminate research that contributes knowledge to scholarship and professional practice. | Uses a significant range of advanced and specialized skills and competencies to communicate through scholarly presentations and publications. | Uses a significant range of advanced and specialized skills and competencies to communicate through scholarly presentations and publications.     |
| Uses technical and communication skills to theorize about developments that contribute to professional practice and scholarship.                               | Uses technical and communication skills to theorize about developments that contribute to professional practice and scholarship.              | Uses technical and communication skills to theorize about developments that contribute to professional practice and scholarship.                  |
| Engages in critical dialogue and review with peers, experts, and practitioners within the field  | Engages in critical dialogue and review with peers, experts, and practitioners within the field   | Engages in critical dialogue and review with peers, experts, and practitioners within the field   |

|   | <b>Masters<br/>Level 5</b>   | <b>Specialist<br/>Level 6</b>  | <b>Doctoral Degree<br/>Level 7</b>   |
|---|--|--|--|
| <b>Quantitative and Technological Fluency</b>   | <p>Develops, uses, and adapts a range of software and media to support and enhance work.</p> <p>Interpret, use, and evaluate a wide range of qualitative and quantitative data.</p> <p>Employs and applies mathematical, formal logic, and/or statistical tools to solve and analyze problems appropriate to their field of study.</p> | <p>Develops, uses, and adapts a range of software and media to support and enhance work.</p> <p>Interpret, use, and evaluate a wide range of qualitative and quantitative data.</p> <p>Employs and applies mathematical, formal logic, and/or statistical tools to solve and analyze problems appropriate to their field of study.</p> | <p>Develops, uses, and adapts a range of software and media to support and enhance work.</p> <p>Interprets, uses, and evaluates a wide range of qualitative and quantitative data</p> <p>Employs and applies mathematical, formal logic, and/or statistical tools to solve and analyze problems appropriate to their field of study.</p> |
| <b>Accountability, Civic learning, Teamwork</b> | <p>Collaborates with others to diagnose and solve problems.</p> <p>Examines core issues through alternative perspectives, highlighting insights that challenge current norms or assumptions.</p> <p>Make decisions using knowledge of relevant laws and conventions, experience and related empirical data.</p>                        | <p>Collaborates with others to diagnose and solve problems.</p> <p>Examines core issues through alternative perspectives, highlighting insights that challenge current norms or assumptions.</p> <p>Make decisions using knowledge of relevant laws and conventions, experience and related empirical data.</p>                        | <p>Collaborates with others to diagnose and solve problems.</p> <p>Examines core issues through alternative perspectives, highlighting insights that challenge current norms or assumption</p> <p>Make decisions using knowledge of relevant laws and conventions, experience and related empirical data.</p>                            |

|                           | <b>Masters<br/>Level 5</b>   | <b>Specialist<br/>Level 6</b>  | <b>Doctoral Degree<br/>Level 7</b>   |
|---------------------------|--|--|--|
|                           | Demonstrates authority, innovation, autonomy, integrity, and personal responsibility for the development of innovative ideas in the context of a field of study. | Demonstrates authority, innovation, autonomy, integrity, and personal responsibility for the development of innovative ideas in the context of a field of study. | Demonstrates authority, innovation, autonomy, integrity, and personal responsibility for the development of innovative ideas in the context of a field of study. |
| <b>Volume of Learning</b> | The volume of learning for a Master's Degree is typically 1 - 2 years of full-time study.  | The volume of learning for a Specialist Degree is typically 3 - 4 years of full-time study.  | The volume of learning of a Doctoral Degree is typically 4 - 5 years of full-time study.   |

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