

# OUTCOME LEVEL DESCRIPTORS



Qualification	Level	Distinguishing Features of Learning Outcomes and Competencies			
Doctorates	X	<b>Involves knowledge and skill that enable a learner to:</b> - Provide an original contribution to knowledge through research or scholarship, as judged by independent experts, applying international standards			
MASTERS	IX	<b>Involves knowledge and skills that enable a learner to:</b> - Demonstrate mastery of a subject area; and - Plan and carry out – to internationally recognised standards – an original scholarship or research project - Demonstrated by the completion of a substantial research paper, dissertation or in some cases a series of papers			
Postgraduate Diplomas and Certificates, B(HONS)	VIII	<b>Involves skills and knowledge that enable a learner to:</b> - Provide a systematic and coherent account of the key principles of a subject area; and - Undertake self-directed study, research and scholarship in a subject area, demonstrating intellectual independence, analytic rigor and sound communication			
BACHELORS, GRADUATE DIPLOMAS, GRADUATE CERTIFICATES	VII	<b>Carry out processes that:</b> - Require a command of highly specialised technical or scholastic and basic research skills across a major discipline - Involve the full range of procedures in a major discipline - Are applied in complex, variable and specialised contexts	<b>Requiring:</b> - Knowledge of a major discipline with areas of specialisation in depth - The analysis, transformation and evaluation of abstract data and concepts - The creation of appropriate responses to resolve given or contextual abstract problems	<b>Applied:</b> - In planning, resourcing and managing processes - Within broad parameters and functions - With complete accountability for determining, achieving and evaluating personal and/or group outcomes	
Qualification	Level	Distinguishing Features of Learning Outcomes and Competencies			
		Knowledge and Understanding	Specific competencies that:	General Skills	Responsibilities
DIPLOMAS	VI	- Specialised knowledge and understanding of subject/ discipline with depth in more than one study/work area - Outline knowledge and understanding of research and scholarly/ academic processes	- Require wide-ranging highly specialised technical or scholastic skills - Involve a wide choice of standard and non-standard procedures, often in non-standard combinations - Are employed in highly variable routine and non-routine contexts	- Use a range of routine, advanced and specialised skills in support of established practices in a subject/discipline - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues - Identify and analyse routine professional problems and issues	- Manage processes - Within broad parameters for defined activities - With complete accountability for determining and achieving personal and/or group outcomes
	V	- Broad knowledge and understanding of a subject/ discipline with depth in at least one study/work area	- Require a wide range of specialised technical or scholastic skills - Involve a choice of standard and non-standard procedures - Are employed in a variety of routine and non-routine contexts	- Use a range of routine skills and some specialised skills associated with a subject/ discipline - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues - Analyse and interpret a wide range of data	- Work in self-directed and sometimes directive activity - Within broad general guidelines or functions - With full responsibility for the nature, quantity and quality of outcomes - With possible responsibility for the achievement of group outcomes
CERTIFICATES	IV	- Good knowledge and understanding of a subject/discipline - Knowledge and understanding of processes, materials and terminology	- Enable the performance of a wide range of technical or scholarly tasks where considerable choice between options is required	- Use a range of communication, IT and numeracy skills - Obtain, organise and use factual and theoretical information in problem solving	- Work in self-directed activity under broad guidance - With complete responsibility for quantity and quality of output - With some responsibility for quantity and quality of the output of others
	III	- General knowledge in a subject/ discipline - Knowledge of basic processes, materials and terminology	- Enable the performance of a range of tasks where some discretion and judgement is required	- Use a range of straight-forward communication, IT & numeracy skills - Use a problem solving approach to deal with a situation or issue	- Work in directed activity with some autonomy under general supervision - With significant responsibility for quantity and quality of output - With possible responsibility for the output of others
	II	- Basic knowledge in a subject/ discipline - Knowledge of solutions to familiar problems	- Enable the performance of a range of tasks where choice between a limited range of options is required	- Use simple communication & numeracy skills - Use a problem solving approach, with guidance, to deal with a situation or issue	- Work in directed activity under general supervision - With limited responsibility for quantity & quality - No responsibility for guiding others
	I	- Knowledge of simple facts and ideas in a subject/ discipline	- Enable the performance of a routine tasks given clear direction	- Use very simple communication & numeracy skills with assistance	- Work in directed activity under close supervision - No responsibility for the work and learning of others