

NEW BRUNSWICK COMMUNITY COLLEGE  
QUALIFICATIONS  
FRAMEWORK



## Contents

|   |    |
|---|----|
| SECTION 1 .....   | 4  |
| NBCC QUALIFICATIONS FRAMEWORK.....                            | 4  |
| [PURPOSE] .....   | 4  |
| [PRINCIPLES] .....  | 5  |
| [LIFELONG LEARNING] .....                                     | 6  |
| SECTION 2 .....   | 7  |
| QUALIFICATIONS FRAMEWORK DESIGN FEATURES.....                 | 7  |
| [NBCC QUALIFICATION DEFINITIONS] .....                        | 7  |
| [LEVEL DESCRIPTORS].....                                      | 7  |
| SECTION 3 .....   | 9  |
| QUALIFICATION TYPE DEFINITIONS .....                          | 9  |
| [LEVEL 1   CERTIFICATE 1] .....                               | 9  |
| [LEVEL 2   CERTIFICATE 2] .....                               | 10 |
| [LEVEL 3   CERTIFICATE 3] .....                               | 11 |
| [LEVEL 3   APPRENTICESHIP BLOCK ONE].....                     | 12 |
| [LEVEL 4   DIPLOMA] .....                                     | 13 |
| [LEVEL 4   APPRENTICESHIP BLOCK TWO].....                     | 14 |
| [LEVEL 5   DIPLOMA OF ADVANCED STUDIES] .....                 | 15 |
| [LEVEL 5   APPRENTICESHIP BLOCK THREE-FOUR].....              | 16 |
| [LEVEL6   GRADUATE CERTIFICATE / POST-GRADUATE DIPLOMA] ..... | 17 |

|   |    |
|---|----|
| [LEVEL 7   APPRENTICESHIP RED SEAL] .....     | 19 |
| [LEVEL 8   BACHELOR DEGREE – MAJOR] .....     | 21 |
| [LEVEL 8   BACHELOR DEGREE – HONOURS] .....   | 23 |
| [LEVEL 8   BACHELOR DEGREE–PROFESSIONAL]..... | 25 |
| [LEVEL 8   BACHELOR DEGREE –APPLIED] .....    | 27 |
| [LEVEL 9   MASTERS].....                      | 29 |
| [LEVEL 10   DOCTORATE] .....                  | 31 |

# SECTION 1

## NBCC QUALIFICATIONS FRAMEWORK

### [PURPOSE]

Over the past five years, New Brunswick Community College (NBCC) has undergone transformational change, driven by the vision outlined in *Together We Rise*, NBCC's 2017-2022 Strategic Plan. This vision is to *transform lives and communities by **welcoming more learners** who experience an **enriched NBCC Advantage** supported by our **increased capacity for growth**.*

To reach and welcome more learners, we have been adopting new and flexible modes of program and course delivery in ways that consider diverse and individual needs. A new focus on diversified recruitment strategies, flexible delivery, and increased life-long learning opportunities is enabling NBCC to meet learners where they are today and support them in turning their aspirations into reality.

We have also implemented a continuous improvement approach to further our strategic goals. This has resulted in a move to a new academic year format, a change in our credit model, and the development of a new Academic Quality Assurance Framework.

In Canada, Ontario and Alberta have Qualifications Frameworks that act as standards for mapping credentials against learning requirements. The province of New Brunswick does not yet have a similar framework, and college credentials in the province are not controlled, leading to concerns about how colleges accurately determine the learning expectations for credentials. It became clear that a Qualifications Framework would be an essential tool for quality programming.

The college therefore researched Qualifications Frameworks from 150 countries and from Alberta and Ontario to propose a Qualifications Framework that can be used to guide NBCC program design.

The Qualifications Framework will become an integral part of NBCC's Academic Quality Assurance policies. It provides a wide range of benefits:

- Ensures that programs are designed to the correct level of learning
- Enables the standardization of program design
- Enhances confidence in the quality of NBCC qualifications
- Enables all stakeholders to understand the entire range of qualifications NBCC offers
- Assists learners with accessing appropriate education and training
- Enhances transparency and transferability
- Maximizes opportunities for credit transfer and credential recognition

While developed as a standard to support NBCC program development, the hope is that this can become the basis for a province-wide Qualifications Framework, encompassing credentials offered by all post-secondary educational institutions in the province.

## [PRINCIPLES]

The levels in the NBCC Qualifications Framework are designed to identify the skills, knowledge and abilities graduates need to perform a range of roles across a broad spectrum of employment or further study.

NBCC based the framework on learning outcomes, while considering accessibility and inclusion, flexibility, transparency, and support of lifelong learning.

### Learning Outcomes Approach

A learning outcomes approach supports a match between the skills required in the labour market and education and training provision, while also facilitating the validation of all learning.

Learning outcomes emphasize “the results of learning rather than focusing on inputs such as length of study” (EC 2008), and support the transfer of qualifications, including credit transfer and recognition of non-formal and informal learning.

Learning outcomes are statements that describe the three major domains: knowledge (learning to know), skills (learning to do) and abilities (learning to be). Focusing on what a learner knows, can do and can be opens qualifications to a wider variety of learning pathways and experiences. This leads to greater transparency for students and stakeholders.

### Access and Inclusion

Educational institutions are committed to reducing inequalities to access and supporting learners, regardless of intellectual abilities. The report *Creating Opportunities for Students with Intellectual or Multiple Disabilities*<sup>1</sup> states that “Inclusion is about membership and belonging to a community. It is to be an integral part of; to be embraced. Inclusion implies the existence of a unified education system encompassing all members equitably. It is a value system that supports membership and belonging in regular education settings for all students.” The NBCC Qualifications Framework supports inclusion and the creation of opportunities for those with learning disabilities by increasing the scope of recognition for prior learning and by facilitating a more tailored approach to the development of individual training paths.

### Flexibility

Programs of study and industry training that lead to a qualification allow learners to achieve learning in ways most suited to their educational, work or cultural needs and aspirations. This may include learning obtained formally or informally being applied towards the qualification.

<sup>1</sup> McGuire, Larry 2001. *Creating Opportunities for Students with Intellectual or Multiple Disabilities* Saskatchewan. Special Education Unit Saskatchewan Education.

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## Transparency

Qualifications Frameworks demonstrate how qualifications are related to one another. They also remove some of the major obstacles to transferability, between levels of education and training, between different learning contexts, between jobs and sectors, and between provinces and countries. The greater the transparency the better everyone understands the qualification.

## [LIFELONG LEARNING]

The value of recognizing Lifelong Learning (recognition of skills) includes outcomes to:

- Enable people to fast track through formal education by utilizing their non formal and informal learning
- Improve understanding of qualifications and how they relate to one another
- Facilitate a more tailored approach to the development of individual training paths
- Improve access to education and training opportunities
- Make progression routes easier and clear
- Increase and improve credit transfer between qualifications
- Increase the scope of recognition for prior learning
- Reduce costs of formal learning to both the learner, and to the system
- Meet needs arising from technological and economic development and changing career paths
- Reduce the study time required to gain a recognized formal qualification

# SECTION 2

## QUALIFICATIONS FRAMEWORK DESIGN FEATURES

### [NBCC QUALIFICATION DEFINITIONS]

Definitions of qualifications awarded by NBCC are found in [Policy 1312: Certification](#).

New Brunswick Community College (NBCC) recognizes the success of its students by issuing official Certification documents. Official recognition of successful completion of a program of studies is in the form of a diploma, a diploma of advanced studies, a graduate certificate or post-graduate diploma, a certificate, microcredential, or a certificate of achievement in combination with a job skills profile depending on the requirements, duration and content of the training.

Official recognition of successful completion of a training session of less duration than a full program of studies is in the form of a certificate of achievement or a certificate of participation.

### [LEVEL DESCRIPTORS]

NBCC's research indicated that the majority of provincial, regional, and national Qualifications Frameworks contain between eight and ten levels. NBCC has developed its framework with ten levels, based on the key qualifications offered and their relationship to each other. The levels chosen align with other post-secondary educational institutions across Canada.

Levels are based on complexity, with level one the least complex and level ten the most complex. NBCC offers qualifications only up to level 6 in this framework: descriptions for higher qualification levels were based on information from the Maritime Provinces Higher Education Commission.

The level descriptors are broadly defined in terms of what a graduate is expected to know, understand and be able to do as a result of learning. The ten levels also reflect labour market requirements and national and international benchmarks.

### QF DOMAINS AND SUB-DOMAINS

In developing this Qualifications Framework, NBCC researched the taxonomy tools most widely used in the development of similar frameworks, and determined which taxonomy would be most suitable for demonstrating each of the following domains:

- Knowledge
- Skills
- Competence

The **knowledge** domain describes acquired facts and information, and a person's ability to use this. Learning outcomes are used to describe the knowledge domain, although there is some overlap where knowledge is seen as a cognitive competence or an intellectual skill. Using the revised Bloom's taxonomy (*Anderson and Krathwohl's Taxonomy*<sup>3</sup> in 2001), the domain will progress from factual knowledge to metacognitive knowledge, and the cognitive process domain will progress from simple recall to the more complex activities of understand, apply, analyze, evaluate and create.

The **skills** domain covers the ability to apply knowledge in relation to a job or specific task. This domain is also widely used and reasonably well understood. *Structure of the Observed Learning Outcome (SOLO)*<sup>4</sup> allows progression within the SOLO taxonomy.

SOLO taxonomy is based on levels of understanding ranging from unistructural (one relevant aspect), to multistructural (several relevant independent aspects), to relational (integration into a structure) and to extended abstract (generalization to a new domain). (*Keevy and Chakroun, 2015*<sup>5</sup>). The SOLO taxonomy focuses on the progression of learning from incompetent to competent.

The third domain is **competence** – the application of knowledge and skills. Progression in this domain is about specialization, as compared to levels of understanding (SOLO taxonomy) or the classification of thinking behaviours (Bloom's taxonomy). For the competency domain, the most widely used taxonomy by other Qualifications Frameworks is the *Dreyfus Model of Skills Acquisition*<sup>6</sup> (Dreyfus and Dreyfus 1986). The Dreyfus model differs from Bloom's and SOLO as it focuses on six levels of progression ranging from novice to expert. This model assesses the level of experience of an individual.

2 A Model of Learning Objectives. Iowa State University Center for Excellence in Learning and Teaching 4 SOLO Taxonomy web page

5 Keevy, James; Chakroun, Borhene (2015). Level-setting and recognition of learning outcomes: The use of level descriptors in the twenty-first century (PDF). Paris, UNESCO

6 Dreyfus, H & Dreyfus S. (2004). The ethical implications of the Five-Stage Skill-Acquisition Model. Bulletin of Science, Technology & Society.



# SECTION 3

## QUALIFICATION TYPE

### DEFINITIONS

#### [LEVEL 1 | CERTIFICATE 1]

##### PURPOSE

Level 1 (Certificate 1, often a Certificate of Achievement) is designed to meet the needs of a variety of learners, including individuals returning to training, learners with little or no previous qualifications, learners with disabilities, and those currently in the workforce. Learners can sometimes complete this training at their own pace.

This qualification provides learners with foundational knowledge and essential skills for work and/or community involvement.

Learners may choose to progress to higher levels after obtaining this level.

##### LEARNING OUTCOMES

A graduate at Level 1 will have the ability to:

- Demonstrate basic foundational or operational knowledge of a narrow area of work or study.
- Demonstrate foundational knowledge and skills under close supervision.
- Perform standard solutions to familiar and basic problems of work or study.
- Demonstrate basic repetitive skills and sequence learning tasks.
- Participate in teams to learn or work with others, obtaining and exchanging information verbally and in writing.
- Produce and respond to a limited range of simple written and oral communications in familiar/routine contexts.
- Explain the significance of working in a business.
- Apply basic essential skills (literacy, numeracy, etc.) for everyday life and work.
- Demonstrate some responsibility for personal performance and learning.
- Recognize limitations in the field.

##### CREDIT REQUIREMENTS

Certificates at Level 1 will be under 30 credits in length under the new NBCC credit model. Formal evaluation is required.

## [LEVEL 2 | CERTIFICATE 2]

### PURPOSE

Level 2 (Certificate 2) is designed for learners returning to training, learners with few or no previous qualifications, learners with disabilities, and those currently in the workforce.

Certificate 2 provides certification for a variety of progression options related directly to career or further study. It qualifies learners with the knowledge and skills for employment at an introductory level.

### LEARNING OUTCOMES

A graduate at Level 2 will have the ability to:

- Demonstrate broad operational and theoretical knowledge in a specific field of work or study.
- Demonstrate knowledge and skills under general supervision.
- Use a variety of problem-solving techniques for known problems and challenges.
- Utilize prior knowledge to demonstrate a range of procedures or processes.
- Adapt personal behaviour when participating in a team or work group.
- Interpret multiple pieces of information to perform basic paraphrasing and make low-level inferences.
- Explain the importance of entrepreneurship to individuals and society.
- Describe processes and resources related to business.
- Apply relevant essential skills (literacy, numeracy, etc.) for everyday life and work.
- Demonstrate enhanced responsibility for own learning and performance.
- Recognize limitations in the field.

### CREDIT REQUIREMENTS

Certificates at Level 2 must comprise a minimum of 30 credits under the new NBCC credit model.

## [LEVEL 3 | CERTIFICATE 3]

### PURPOSE

Level 3 (Certificate 3) certification qualifies learners with a broad range of knowledge and skills, often for first-time employment in a broad or specialized field. This level is designed to relate directly to a specific career or lead into further study. Learners can enhance skills and knowledge by incorporating prior learning.

### LEARNING OUTCOMES

A graduate at Level 3 will have the ability to:

- Demonstrate broad technical and theoretical knowledge within a specific area of work or study.
- Work independently, requiring minimal supervision.
- Apply a variety of standard and non-standard skills relevant to field of work or study.
- Apply a range of skills to problem solve familiar and unfamiliar challenges.
- Analyze and evaluate different approaches to processes and procedures.
- Communicate effectively in diverse team situations.
- Communicate and respond in detail, orally and in writing, effectively and efficiently.
- Examine business processes and resources related to developing a business plan.
- Apply a range of knowledge and skills, essential and specialized, to familiar and unfamiliar processes and procedures.
- Demonstrate accountability for own output.
- Demonstrate minimal responsibility for the performance of others.
- Recognize limitations in the field.

### CREDIT REQUIREMENTS

Certificates at Level 3 must comprise a minimum of 30 credits under the new NBCC credit model.

## [LEVEL 3 | APPRENTICESHIP BLOCK ONE]

### PURPOSE

Apprenticeship Block One at Level 3 is designed for learners to gain skills and knowledge by incorporating prior learning and achievements.

Block One provides certification for a variety of progression options related directly to a trade or occupation. To progress, apprentices are required to successfully complete the technical training period and the industry examination(s), in addition to completing the hours and months of on-the-job training required for each period of the apprenticeship program. Depending on the trade, an apprenticeship program can take from 1-4 years to complete. The required hours of training for each occupation are defined by regulation under the Apprenticeship and Occupational Certification Act.

This qualification enables learners to progress to Block Two while continuing to be employed in a specific designated trade or occupation. It also serves as a foundation for completing further education.

### LEARNING OUTCOMES

A graduate at Level 3 will have the ability to:

- Demonstrate a high degree of specialized technical and theoretical knowledge within a specific trade.
- Work independently, requiring minimal supervision.
- Apply a variety of standard and non-standard skills relevant to a specific trade or occupation.
- Apply a range of skills to problem solve familiar and unfamiliar challenges.
- Analyze and evaluate different approaches to processes and procedures.
- Communicate effectively in diverse team or work group situations.

- Communicate and respond in detail, orally and in writing, effectively and efficiently.
- Examine business planning processes to maximize resources.
- Apply a range of knowledge and skills, essential and specialized, to familiar and unfamiliar processes and procedures.
- Adhere to applicable legislation and requirements for workplace safety, employment and scope of practice.
- Demonstrate accountability for own output.
- Demonstrate minimal responsibility for the performance of others.
- Recognize one's own limitations regarding knowledge and skill level.

### CREDIT REQUIREMENTS

Apprenticeship Block One at Level 3 must meet the required hours of training for the specialized trade or occupation as defined by regulation under the Apprenticeship and Occupational Certification Act.

Link to Occupational Standards designated for each trade:

[http://www.red-seal.ca/trades/tr.1d.2s\\_l.3st-eng.html](http://www.red-seal.ca/trades/tr.1d.2s_l.3st-eng.html)

Designated Trades In New Brunswick:

[https://www2.gnb.ca/content/gnb/en/departments/post-secondary\\_education\\_training\\_and\\_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html](https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html)

## [LEVEL 4 | DIPLOMA]

### PURPOSE

A Diploma at Level 4 is designed for learners to undertake advanced skills for work. It qualifies learners with a comprehensive range of knowledge and skills for entry to mid-level employment or self-employment.

The Diploma provides certification for a variety of progression options related directly to career or further study.

### LEARNING OUTCOMES

A graduate at Level 4 will have the ability to:

- Demonstrate specialized operational/technical and theoretical knowledge within a specialized field or area of study.
- Work independently and self-manage.
- Apply a variety of standard and non-standard skills relevant to field of work or study.
- Interpret and present data relevant to area of study.
- Analyze and solve familiar and unfamiliar problems and challenges using relevant scientific, technological and mathematical knowledge and skills.
- Analyze and adapt to a variety of processes and procedures.
- Communicate effectively in diverse team or work group situations.
- Synthesize information in written and oral routine and non-routine formats, making use of complex inferences.
- Communicate orally, visually and in writing, using relevant knowledge to explain or clarify ideas to ensure effective communication.
- Develop a business plan.
- Apply skills to routine and non-routine tasks, as required, to adjust practices, techniques and materials.
- Adapt to new ideas and initiatives relevant to own area of work.
- Exercise some responsibility for the performance of others.
- Demonstrate awareness of limitations in the field.

### CREDIT REQUIREMENTS

Diplomas at Level 4 must comprise a minimum of 80 credits under the new NBCC credit model.

## [LEVEL 4 | APPRENTICESHIP BLOCK TWO]

### PURPOSE

Apprenticeship Block Two at Level 4 is designed for learners to undertake advanced skills for a specialized trade or occupation. Learners must have successfully completed Block One in the same specialized trade.

Block Two provides certification for a variety of progression options related directly to a trade or occupation. To progress, apprentices are required to successfully complete the technical training period and industry examination(s), in addition to completing the hours and months of on-the-job training required for each period of the apprenticeship program. Depending on the trade, an apprenticeship program can take from 1-4 years to complete. The required hours of training for each occupation are defined by regulation under the Apprenticeship and Occupational Certification Act.

Block Two qualifies learners to progress to Block Three while continuing to be employed in a specific designated trade or occupation. It also serves as a foundation for completing further education.

### LEARNING OUTCOMES

A graduate at Level 4 will have the ability to:

- Demonstrate specialized operational/technical and theoretical knowledge within a specialized trade or occupation.
- Work independently and self-manage.
- Apply a variety of standard and non-standard skills relevant to a specialized trade or occupation.
- Interpret and present data relevant to specialized trade or occupation.
- Analyze and solve familiar and unfamiliar problems and challenges using relevant scientific, technological and mathematical knowledge and skills.

- Analyze and adapt to a variety of processes and procedures.
- Synthesize information in written and oral routine and non-routine formats, making use of complex inferences.
- Communicate orally, visually and in writing, using relevant knowledge to explain or clarify ideas to ensure effective communication.
- Develop business planning processes to maximize resources.
- Apply skills to routine and non-routine tasks, as required, to adjust practices, techniques and materials.
- Adapt to new ideas and initiatives relevant to own area of work.
- Adhere to applicable legislation and requirements for workplace safety, employment and scope of practice.
- Exercise some responsibility for the performance of others.
- Demonstrate awareness of one's own limitations regarding knowledge and skill level.

### CREDIT REQUIREMENTS

Apprenticeship Block Two at Level 4 must meet the required hours of training for the specialized trade or occupation as defined by regulation under the Apprenticeship and Occupational Certification Act.

Link to Occupational Standards designated for each trade:

[http://www.red-seal.ca/trades/tr.1d.2s\\_l.3st-eng.html](http://www.red-seal.ca/trades/tr.1d.2s_l.3st-eng.html)

Designated Trades In New Brunswick:

[https://www2.gnb.ca/content/gnb/en/departments/post-secondary\\_education\\_training\\_and\\_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html](https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html)

## [LEVEL 5 | DIPLOMA OF ADVANCED STUDIES]

### PURPOSE

A Diploma of Advanced Studies at Level 5 is designed for learners to further deepen the knowledge and skills related to a specific occupational area. Learners must have a Diploma or Degree in the same field of study to enter a program at this level. It qualifies learners with the specialized knowledge and skills in an area of study for employment and/or advancement in employment or self-employment.

The Diploma provides a variety of progression options related directly to career or further study.

### LEARNING OUTCOMES

A graduate at Level 5 will have the ability to:

- Demonstrate an enhanced level of operational/technical and theoretical knowledge within a more specialized field or area of study.
- Work independently and self-manage.
- Apply a variety of standard and non-standard skills relevant to field of work or study.
- Interpret and present data relevant to area of study.
- Analyze and evaluate relevant scientific, technological and mathematical knowledge and skills to generate solutions to familiar and unfamiliar problems and challenges.
- Analyze and adapt procedures, operating models or problem-solving methodologies to address problems or situations.
- Communicate accurate information orally, visually and in writing, using structured and refined arguments to ensure effective communication.
- Synthesize complex ideas, issues and observations into a clear understanding.
- Develop a business plan.
- Apply methods and techniques related to the discipline, as required, to adjust practices, techniques and materials to enhance competence.
- Manage own learning utilizing principles of lifelong learning.
- Account for personal and team performance outcomes.
- Demonstrate awareness of limitations in the field.

### CREDIT REQUIREMENTS

Diplomas at Level 5 must comprise a minimum of 80 credits under the new NBCC credit model.

## [LEVEL 5 | APPRENTICESHIP BLOCK THREE-FOUR]

### PURPOSE

Apprenticeship Block Three-Four at Level 5 is designed for learners to deepen their knowledge and skills related to a specialized trade or occupation. Learners must have successfully completed Block Two in the same specialized trade.

Apprenticeship Block Three-Four provides certification for a variety of progression options related directly to career or further study. To progress, apprentices are required to successfully complete the technical training period and the industry examination(s), in addition to completing the hours and months of on-the-job training required for each period of the apprenticeship program. Depending on the trade, an apprenticeship program can take from 1-4 years to complete. The required hours of training for each occupation are defined by regulation under the Apprenticeship and Occupational Certification Act.

This level qualifies learners with a Journeypersons certification for continued employment in a specific designated trade or occupation. It also serves as a foundation for completing further education.

### LEARNING OUTCOMES

A graduate at Level 5 will have the ability to:

- Demonstrate an enhanced level of operational/technical and theoretical knowledge in a specialized trade or occupation.
- Work independently and self-manage.
- Apply a variety of standard and non-standard skills relevant in a specialized trade or occupation.
- Interpret and present data relevant to a specialized trade or occupation.

- Analyze and evaluate relevant scientific, technological and mathematical knowledge and skills to generate solutions to familiar and unfamiliar problems and challenges.
- Analyze and adapt procedures, operating models or problem-solving methodologies to address problems or situations.
- Communicate accurate information orally, visually and in writing, using structured and refined arguments to ensure effective communication.
- Synthesize complex ideas, issues and observations into a clear understanding.
- Develop business planning processes to maximize resources.
- Apply methods and techniques related to the specialized trade or occupation, as required, to adjust practices, techniques and materials to enhance competence.
- Adhere to applicable legislation and requirements for workplace safety, employment and scope of practice.
- Manage own learning utilizing principles of lifelong learning.
- Account for personal and team performance outcomes.
- Demonstrate awareness of one's own limitations regarding knowledge and skill level.

### CREDIT REQUIREMENTS

Apprenticeship Block Three-Four at Level 5 must meet the required hours of training for the specialized trade or occupation as defined by regulation under the Apprenticeship and Occupational Certification Act.

Link to Occupational Standards designated for each trade:  
[http://www.red-seal.ca/trades/tr.1d.2s\\_l.3st-eng.html](http://www.red-seal.ca/trades/tr.1d.2s_l.3st-eng.html)

Designated Trades In New Brunswick:  
[https://www2.gnb.ca/content/gnb/en/departments/post-secondary\\_education\\_training\\_and\\_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html](https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html)



## [LEVEL 6 | GRADUATE CERTIFICATE / POST-GRADUATE DIPLOMA]

### PURPOSE

Graduate Certificates and Post-Graduate Diplomas at Level 6 are designed for learners to broaden levels of knowledge and skills related to an area of work or study. This level qualifies learners with a comprehensive range of knowledge and skills in an area of study for employment and/or advancement in employment or self-employment.

This level provides a variety of progression options related directly to career or further study.

### LEARNING OUTCOMES

A graduate at Level 6 will have the ability to:

- Demonstrate a broad level of operational/technical and theoretical knowledge within a field, profession or area of study.
- Work independently and self-manage.
- Apply a variety of standard and non-standard skills relevant to field of work or study.
- Interpret and present data relevant to area of study.
- Analyze and evaluate relevant scientific, technological and mathematical knowledge and skills to generate solutions to familiar and unfamiliar problems and challenges.
- Analyze and adapt procedures, operating models or problem-solving methodologies to address problems or situations.
- Communicate accurate information orally, visually and in writing, using structured and refined arguments to ensure effective communication.
- Synthesize complex ideas, issues and observations into a clear understanding.
- Develop a business plan.
- Apply methods and techniques related to the discipline, as required, to adjust practices, techniques and materials to enhance competence.
- Manage own learning utilizing principles of lifelong learning.
- Account for personal and team performance outcomes.
- Demonstrate awareness of limitations in the field.

### CREDIT REQUIREMENTS

Graduate Certificates at Level 6 must comprise a minimum of 30 credits under the new NBCC credit model.

Post-Graduate Diplomas at Level 6 must comprise a minimum of 80 credits under the new NBCC credit model.

**THE SOURCE FOR THE INFORMATION CONTAINED ON PAGES 18 TO 32 HAS BEEN RETRIEVED FROM THE MARITIME PROVINCES HIGHER EDUCATION COMMISSION**

**[LEVEL 7 | BACHELOR DEGREE]**

**PURPOSE**

Bachelor Degrees are designed to require some conceptual sophistication, and specialized knowledge in at least one discipline or field.

**LEARNING OUTCOMES**

A graduate at Level 7 will have the general knowledge and understanding of:

- the principal assumptions, methodologies and applications of the discipline.
- the main fields within the discipline.
- the discipline's relationship with other disciplines.
- the ability to evaluate and interpret new material relevant to the discipline's well-established framework of knowledge.
- some detailed knowledge in specialized areas.
- introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.

The ability to review, present, and interpret quantitative and qualitative data (as appropriate to the area of study):

- to develop lines of argument.
- to make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study.

A knowledge of the main methods of enquiry in their subject(s) that enables the student to:

- evaluate the appropriateness of different approaches to solving problems using well-established techniques and ideas in the field

of study.

- devise and sustain arguments and/or to solve problems using these methods.

The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments.

Qualities and transferable skills necessary to:

- obtain employment requiring the exercise of personal responsibility and decision-making in defined areas of accountability.
- Act effectively with peers and under guidance of qualified practitioners.

The ability to identify and address their own learning needs in changing circumstances, and to select an appropriate program of further study.

The ability to use a basic range of established techniques to analyze information evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work and propose solutions to problems arising from that analysis.

The ability to make limited use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline.

The ability to develop an appreciation for ethical considerations; and The ability to develop a capacity and life-long desire for learning.

An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.

**CREDIT REQUIREMENTS**

Typically, six to eight semesters in duration (normally 90 to 120 credits, or the equivalent).

## [LEVEL 7 | APPRENTICESHIP RED SEAL]

### PURPOSE

Apprenticeship Red Seal at Level 7 is designed to require highly specialized knowledge, at a national standard, in a specific trade. Learners must have successfully completed Block Four in the same specialized trade.

Apprenticeship Red Seal provides certification for a variety of progression options related directly to trade, occupation or further study. To progress, apprentices are required to successfully complete the technical training period and the industry examination(s), in addition to completing the hours and months of on-the-job training required for each period of the apprenticeship program. Depending on the trade, an apprenticeship program can take from 1-4 years to complete. The required hours of training for each occupation are defined by regulation under the Apprenticeship and Occupational Certification Act.

This level qualifies learners with a Journeypersons certification with a Red Seal for employment in a specific designated trade or occupation anywhere in Canada. As well, serves as a foundation for completing further education.

### LEARNING OUTCOMES

A graduate at Level 7 will have the general knowledge and understanding of:

- Principal assumptions, methodologies and applications in a specific trade or occupation.
- The main areas within the trade or occupation.
- The trade's relationship with other trades or occupations.
- The ability to evaluate and interpret new standards/material relevant to the trade or occupation's well-established framework of knowledge.
- Some detailed knowledge in specialized areas.

- Introductory knowledge of the distinctive assumptions and modes of analysis of a trade or occupation outside their main area of study and of the society and culture in which they live and work.

The ability to review, present, and interpret quantitative and qualitative data (as appropriate to the trade):

- to develop lines of argument.
- to make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study.

A knowledge of the main methods of enquiry in their trade(s) that enables the student to: evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques in the trade, and devise and sustain arguments and/or to solve problems using these methods.

The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments.

Qualities and transferable skills necessary to: obtain employment requiring the exercise of personal responsibility and decision-making in defined areas of accountability; and acting effectively with peers and under guidance of a Journey person.

The ability to identify and address their own learning needs in changing circumstances, and to select an appropriate program of further study.

The ability to use a basic range of established techniques to analyze information evaluate the appropriateness of different approaches to solving problems related to their trade and propose solutions to problems arising from that analysis;

The ability to make limited use of reviews and primary sources (e.g., legislation, standard operating procedures and/or original materials) appropriate to their trade;

The ability to develop an appreciation for ethical considerations; and the ability to develop a capacity and life-long desire for learning.

An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.

## **CREDIT REQUIREMENTS**

Apprenticeship Red Seal at Level 7 must meet the required hours of training for the specialized trade or occupation as defined by regulation under the Apprenticeship and Occupational Certification Act.

Link to Occupational Standards designated for Red Seal trade:  
[http://www.red-seal.ca/trades/tr.1d.2s\\_l.3st-eng.html](http://www.red-seal.ca/trades/tr.1d.2s_l.3st-eng.html)

Designated Trades In New Brunswick:  
[https://www2.gnb.ca/content/gnb/en/departments/post-secondary\\_education\\_training\\_and\\_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html](https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/ApprenticeshipAndTrades/DesignatedOccupations.html)

## [LEVEL 8 | BACHELOR DEGREE – MAJOR]

### PURPOSE

Bachelor Degrees – Major at Level 8 are designed to require more conceptual sophistication, specialized knowledge, and intellectual autonomy than a general degree program, and a disciplinary knowledge. This is the case in both applied and non-applied areas of study.

### LEARNING OUTCOMES

A graduate at Level 8 will have a specialized knowledge and a foundational level of critical understanding of:

- the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;
- the main fields within the discipline; and
- the discipline's relationship and interaction with other disciplines; primarily but not only as these relate to a limited mastery of the discipline, at least some of which is informed by developments made and or established in the discipline; and

An ability to interpret, critically evaluate, and apply, existing material relevant to the discipline.

A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.

The ability to review, present, and to conduct a limited evaluation of qualitative and quantitative data (as appropriate to the area of study) to:

- develop lines of argument;
- make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and
- apply underlying concepts, principles, and techniques of analysis, mostly within the context in which they were first studied and implemented.

A conceptual understanding that enables the student to:

- evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques in the field of study;
- devise and sustain arguments using established ideas and techniques, and
- describe and comment upon particular aspects of current research in the discipline.

The ability to communicate information, arguments, and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments.

Qualities and transferable skills necessary for:

- employment requiring the exercise of initiative, responsibility and accountability in a personal context in defined areas of accountability;
- acting effectively with peers and under guidance of qualified practitioners;
- some appreciation of leadership and management skills required directly related to employed position; and
- decision-making in straight forward and somewhat unpredictable contexts.

The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program for further study or for profession development.

The ability to use a range of established techniques and bodies of knowledge to initiate and undertake a critical analysis of arguments, assumptions, abstract concepts and data;

The ability to apply the methods and techniques of the discipline to extend their disciplinary understanding and knowledge;

The ability to form questions to achieve a solution - or to identify a range of solutions - to a problem or clearly defined research project;

The ability to carry out clearly defined discipline related projects;

The ability to make critical use of scholarly reviews appropriate to their discipline; The ability to develop an appreciation for ethical considerations; and

The ability to develop a capacity and life-long desire for learning.

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

## **CREDIT REQUIREMENTS**

Typically six to eight semesters in duration (normally 90 to 120 credits, or the equivalent with at least 6 - 8 courses (four of which are beyond the second year of study) designated in a subject area/discipline in the case of a Major within a three-year degree program or 8 - 10 courses (six of which are beyond the second year of study) designated in a subject area/discipline in the case of a major and/or advanced major in a four-year degree program.

## [LEVEL 8 | BACHELOR DEGREE – HONOURS]

### PURPOSE

Bachelor Degrees – Honours at Level 8 are designed to require more conceptual sophistication, specialized knowledge, and intellectual autonomy than a general degree program, and a deeper and broader disciplinary knowledge.

### LEARNING OUTCOMES

A graduate at Level 8 will have a specialized knowledge and critical understanding of:

- the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;
- the main fields within the discipline; and
- the discipline's relationship and interaction with other disciplines; primarily but not only as these relate to mastery of the discipline, at least some of which is informed by developments at the forefront of the discipline; and
- An ability to interpret, critically evaluate, and apply, new material relevant to the discipline.
- A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.

The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:

- develop lines of argument;
- make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and
- apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and implemented.

A conceptual understanding that enables the student to:

- devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
- describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline.

Qualities and transferable skills necessary for:

- employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts;
- developing leadership and management skills; and
- decision-making in complex and unpredictable contexts;

The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study.

The ability to use a range of established techniques and bodies of knowledge to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;

The ability to apply the methods and techniques of the discipline to extend their disciplinary competence;

The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem or research question;

The ability to initiate and carry out discipline related projects;

The ability to make critical use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline;

The ability to develop appreciation for ethical consideration; and  
The ability to develop a capacity and life-long desire for learning.

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

### **CREDIT REQUIREMENTS**

Typically, eight semesters in duration (normally 120 credits, or the equivalent).



## [LEVEL 8 | BACHELOR DEGREE–PROFESSIONAL]

### PURPOSE

Bachelor Degrees – Professional at Level 8 are designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an honours or specialization degree program but with the disciplinary content oriented to a professional field of practice.

### LEARNING OUTCOMES

A graduate at Level 8 will have a specialized knowledge and critical understanding of:

- the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;
- the main fields within the discipline; and
- the discipline’s relationship and interaction with other disciplines; primarily but not only as these relate to mastery of the field of professional practice, at least some of which is informed by developments in or needs of the field of practice and/or trends in the discipline; and
- An ability to interpret and to critically evaluate and apply new material relevant to the field of professional practice.
- A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.

The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:

- develop lines of argument;
- make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and

- apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and practiced, particularly within a professional field of practice.

A conceptual understanding that enables the student to:

- devise and sustain arguments, and/or to solve practice-related problems, using ideas and techniques, some of which are at the forefront of a discipline or field of practice; and
- describe and comment upon particular aspects of current research
- or equivalent advanced scholarship in the discipline and/or profession and how these are relevant to the field of professional practice.

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to employers, team members, clients, consumers, and others, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline and/or field of practice.

Qualities and transferable skills necessary for:

- employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts;
- developing leadership and management skills; and
- decision-making in complex and unpredictable contexts.

The ability to manage their own learning in changing circumstances, both within and outside the discipline and profession, and to select an appropriate program of further study.

The ability to use a range of established techniques and bodies of knowledge to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;

The ability to apply the methods and techniques of the discipline and practice related experience to extend their professional competence;

The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem in a professional context;

The ability to initiate and carry out professional projects;

The ability to make critical use of scholarly and professional reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline and field of practice;

The ability to develop an appreciation for ethical considerations; and  
The ability to develop a capacity and life-long desire for learning.

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

## **CREDIT REQUIREMENTS**

Classroom instruction is typically eight semesters or more in duration (normally 120 credits, or the equivalent, and may be supplemented by required professional experience (e.g., supervised practice or internships).

This includes second Level bachelor's programs such as post baccalaureate B.Ed. Programs, and first professional degrees (such as LLB, etc.); normally 30- 90 credits.

## [LEVEL 8 | BACHELOR DEGREE –APPLIED]

### PURPOSE

Bachelor Degrees – Applied at Level 8 are designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an honours or specialization degree program but with the disciplinary content oriented to an occupational field of practice.

### LEARNING OUTCOMES

A graduate at Level 8 will have a specialized knowledge and critical understanding of:

- the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;
- the main fields within the discipline; and
- the discipline’s relationship and interaction with other disciplines; primarily but not only as these relate to mastery of the field of occupational practice, at least some of which is informed by developments in or needs of the field of practice and/or trends in the discipline; and
- An ability to interpret and to critically evaluate and apply new material relevant to the field of occupational practice.
- A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.

The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to: to:

- develop lines of argument;
- make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and

- apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and practiced, particularly within an occupational field of practice.

A conceptual understanding that enables the student to:

- devise and sustain arguments, and/or to solve practice-related problems, using ideas and techniques, some of which are at the forefront of a discipline or field of practice; and
- describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and/or profession and how these are relevant to the field of occupational practice.

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to employers, team members, clients, consumers, and others, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline and/or field of practice.

Qualities and transferable skills necessary for:

- employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts;
- developing leadership and management skills; and
- decision-making in complex and unpredictable contexts.

The ability to manage their own learning in changing circumstances, both within and outside the discipline

The ability to use a range of established techniques and bodies of knowledge ( to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;

The ability to apply the methods and techniques of the discipline and practice related experience to extend their occupational competence;

The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem in an occupational context;

The ability to initiate and carry out occupational projects;

The ability to make critical use of scholarly and professional reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline and field of practice;

The ability to develop an appreciation for ethical considerations; and  
The ability to develop a capacity and life-long desire for learning.

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

## **CREDIT REQUIREMENTS**

Classroom instruction is typically eight semesters in duration (normally 120 credits, or the equivalent) and may be supplemented by required workplace experience (e.g., two to four supervised co-operative work terms).

## [LEVEL 9 | MASTERS]

### PURPOSE

Master's Degrees at Level 9 are designed to build on knowledge and competencies acquired during related undergraduate study and requires more specialized knowledge and intellectual autonomy than a bachelor's degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline.

### PROFESSIONAL

Profession-oriented master's programs normally draw on students holding bachelor's degrees or first professional degrees from varied academic backgrounds and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners.

### RESEARCH

Research-oriented master's programs are typically offered to graduates of related undergraduate or professional programs in the field or to students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive and expository skills necessary for doctoral studies or for leadership in society.

### LEARNING OUTCOMES

A graduate at Level 9 will have a specialized knowledge and critical understanding of:

A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

A sufficient breadth and depth of knowledge outside the field and/or discipline, as appropriate, for research projects or solutions to professional problems.

A comprehensive understanding and creative application of concepts, principles and techniques in their own research, advanced

The ability to deal with complex issues and make judgements based on established principles and techniques.

Originality in the application of knowledge, together with a practical understanding of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;

Competence in a range of standard and specialized research or equivalent A conceptual understanding that enables:

- a critical evaluation of current research and advanced scholarship in the discipline; and
- a critical evaluation of methodologies and, where appropriate, proposal of new hypotheses and/or interpretations.

The ability to communicate issues and conclusions clearly to specialist and non-specialist audiences.

The ability to self-evaluate and take responsibility to continue to advance their knowledge and understanding, and to develop new skills to a high level; and

The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and accountability, decision-making in complex and unpredictable situations, and the independent learning required for continuing professional development.

Self-direction and originality in tackling and solving problems; and

The ability to act autonomously in planning and implementing tasks at a professional or equivalent level.

An appreciation of the complexity of knowledge and understanding and of the potential contributions made by diverse interpretations, methods, and disciplines.

### **CREDIT REQUIREMENTS**

A master's program is typically three to five semesters in duration.

## [LEVEL 10 | DOCTORATE]

### PURPOSE

Doctoral Degrees at Level 10 are designed to build on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level.

Study at the doctoral level is at the forefront of an academic or professional discipline.

### LEARNING OUTCOMES

A graduate at Level 10 will have a specialized knowledge and critical understanding of:

A thorough understanding of a substantial body of knowledge which is at the forefront of their academic discipline or area of professional practice.

A sufficient breadth and depth of knowledge outside the field and/or discipline, as appropriate, for research projects or solutions to professional problems.

The ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data and sometimes requiring new methods or hypotheses; and

The ability to create and interpret new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and to merit publication.

The ability to conceptualize, design, and implement projects for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

A significant range of skills, techniques, tools, practices and/or materials which are associated with the field of learning;

The ability to develop new skills, techniques, tools, practices, and/or materials; and

A detailed conceptual and practical understanding of applicable techniques for research and advanced academic inquiry.

The ability to communicate complex and/or ambiguous ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

The independence to remain academically and professionally engaged and current, including the ability to evaluate the broader implications of applying knowledge to particular contexts; and

The qualities and transferable skills necessary to obtain employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

The capacity to:

- undertake pure and/or applied research and development at an advanced level; and
- contribute to the development of academic or professional skills, techniques, tools, practices, ideas, approaches, and/or materials.

A full appreciation of the complexity of knowledge and understanding and of the potential contributions made by diverse interpretations, methods, and disciplines.

## **CREDIT REQUIREMENTS**

A doctoral program is typically three to five years in length, depending on the field and the speed at which individuals progress through requirements. It may involve course work of varying lengths aimed at cultivating further conceptual depth or breadth.



## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 1–6 ]

|                                  | [ LEVEL 1 ]<br>CERTIFICATE 1   | [ LEVEL 2 ]<br>CERTIFICATE 2  | [ LEVEL 3 ]<br>CERTIFICATE 3  | [ LEVEL 3 ]<br>APPRENTICESHIP<br>BLOCK ONE  | [ LEVEL 4 ]<br>DIPLOMA  | [ LEVEL 4 ]<br>APPRENTICESHIP<br>BLOCK TWO   | [ LEVEL 5 ]<br>DIPLOMA OF<br>ADVANCED STUDIES   | [ LEVEL 5 ]<br>APPRENTICESHIP<br>BLOCK THREE- FOUR   | [ LEVEL 6 ]<br>GRADUATE<br>CERTIFICATE / POST-<br>GRADUATE DIPLOMA  |
|----------------------------------|--|---|---|---|---|--|---|--|---|
| <b>CREDIT VOLUME OF LEARNING</b> | 1-29   | Minimum 30  | Minimum 30  | Defined by regulation   | Minimum 80  | Defined by regulation  | Minimum 80  | Defined by regulation  | Minimum 30 (Graduate Certificate) / Minimum 80 (Post-Graduate Diploma)  |
| <b>KNOWLEDGE</b>                 |  |   |   |   |   |  |   |  |   |
| <b>DEPTH AND BREADTH</b>         | Demonstrate basic foundational or operational knowledge of a narrow area of work or study. | Demonstrate broad operational and theoretical knowledge in a specific field of work or study. | Demonstrate broad technical and theoretical knowledge within a specific area of work or study.  | Demonstrate a high degree of specialized technical and theoretical knowledge within a specific trade.   | Demonstrate specialized operational/technical and theoretical knowledge within a specialized field or area of study.  | Demonstrate specialized operational/technical and theoretical knowledge within a specialized trade or occupation.  | Demonstrate an enhanced level of operational/technical and theoretical knowledge within a more specialized field or area of study.  | Demonstrate an enhanced level of operational/technical and theoretical knowledge in a specialized trade or occupation.   | Demonstrate a broad level of operational/ technical and theoretical knowledge within a field, profession or area of study.  |
| <b>SKILLS</b>                    |  |   |   |   |   |  |   |  |   |
| <b>LEVEL OF ANALYTICS SKILL</b>  | Demonstrate foundational knowledge and skills under close supervision.                     | Demonstrate knowledge and skills under general supervision.                                   | <ul style="list-style-type: none"> <li>• Work independently, requiring minimal supervision.</li> <li>• Apply a variety of standard and non-standard skills relevant to field of work or study.</li> </ul> | <ul style="list-style-type: none"> <li>• Work independently, requiring minimal supervision.</li> <li>• Apply a variety of standard and non-standard skills relevant to a specific trade or occupation.</li> </ul> | <ul style="list-style-type: none"> <li>• Work independently and self-manage.</li> <li>• Apply a variety of standard and non-standard skills relevant to field of work or study.</li> <li>• Interpret and present data relevant to area of study.</li> </ul> | <ul style="list-style-type: none"> <li>• Work independently and self-manage.</li> <li>• Apply a variety of standard and non-standard skills relevant to a specialized trade or occupation.</li> <li>• Interpret and present data relevant to specialized trade or occupation.</li> </ul> | <ul style="list-style-type: none"> <li>• Work independently and self-manage.</li> <li>• Apply a variety of standard and non-standard skills relevant to field of work or study.</li> <li>• Interpret and present data relevant to area of study.</li> </ul> | <ul style="list-style-type: none"> <li>• Work independently and self-manage.</li> <li>• Apply a variety of standard and non-standard skills relevant in a specialized trade or occupation.</li> <li>• Interpret and present data relevant to specialized trade or occupation.</li> </ul> | <ul style="list-style-type: none"> <li>• Work independently and self-manage.</li> <li>• Apply a variety of standard and non-standard skills relevant to field of work or study.</li> <li>• Interpret and present data relevant to area of study.</li> </ul> |

## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 1–6 ]

|  | [ LEVEL 1 ]<br>CERTIFICATE 1   | [ LEVEL 2 ]<br>CERTIFICATE 2  | [ LEVEL 3 ]<br>CERTIFICATE 3   | [ LEVEL 3 ]<br>APPRENTICESHIP<br>BLOCK ONE  | [ LEVEL 4 ]<br>DIPLOMA   | [ LEVEL 4 ]<br>APPRENTICESHIP<br>BLOCK TWO  | [ LEVEL 5 ]<br>DIPLOMA OF<br>ADVANCED STUDIES   | [ LEVEL 5 ]<br>APPRENTICESHIP<br>BLOCK THREE- FOUR  | [ LEVEL 6 ]<br>GRADUATE<br>CERTIFICATE /<br>POST-GRADUATE<br>DIPLOMA  |
|--|--|---|--|---|--|---|---|---|---|
| <b>SKILLS</b>  |  |   |  |   |  |   |   |   |   |
| <b>CONCEPTUAL AND<br/>METHODOLOGICAL<br/>AWARENESS</b> | <ul style="list-style-type: none"> <li>Perform standard solutions to familiar and basic problems of work or study.</li> <li>Demonstrate basic repetitive skills and sequence learning tasks.</li> </ul>  | <ul style="list-style-type: none"> <li>Use a variety of problem-solving techniques for known problems and challenges.</li> <li>Utilize prior knowledge to demonstrate a range of procedures or processes.</li> </ul>                  | <ul style="list-style-type: none"> <li>Apply a range of skills to problem solve familiar and unfamiliar challenges.</li> <li>Analyze and evaluate different approaches to processes and procedures.</li> </ul> | <ul style="list-style-type: none"> <li>Apply a range of skills to problem solve familiar and unfamiliar challenges.</li> <li>Analyze and evaluate different approaches to processes and procedures.</li> </ul>      | <ul style="list-style-type: none"> <li>Analyze and solve familiar and unfamiliar problems and challenges using relevant scientific, technological and mathematical knowledge and skills.</li> <li>Analyze and adapt to a variety of processes and procedures.</li> </ul>   | <ul style="list-style-type: none"> <li>Analyze and solve familiar and unfamiliar problems and challenges using relevant scientific, technological and mathematical knowledge and skills.</li> <li>Analyze and adapt to a variety of processes and procedures.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Analyze and evaluate relevant scientific, technological and mathematical knowledge and skills to generate solutions to familiar and unfamiliar problems and challenges.</li> <li>Analyze and adapt procedures, operating models or problem-solving methodologies to address problems or situations.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze and evaluate relevant scientific, technological and mathematical knowledge and skills to generate solutions to familiar and unfamiliar problems and challenges.</li> <li>Analyze and adapt procedures, operating models or problem-solving methodologies to address problems or situations.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze and evaluate relevant scientific, technological and mathematical knowledge and skills to generate solutions to familiar and unfamiliar problems and challenges.</li> <li>Analyze and adapt procedures, operating models or problem-solving methodologies to address problems or situations.</li> </ul> |
| <b>COMMUNICATION</b>                                   | <ul style="list-style-type: none"> <li>Participate in teams to learn or work with others, obtaining and exchanging information verbally and in writing.</li> <li>Produce and respond to a limited range of simple written and oral communications in familiar/routine contexts.</li> </ul> | <ul style="list-style-type: none"> <li>Adapt personal behaviour when participating in a team or work group.</li> <li>Interpret multiple pieces of information to perform basic paraphrasing and make low-level inferences.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate effectively in diverse team situations.</li> <li>Communicate and respond in detail, orally and in writing, effectively and efficiently.</li> </ul>          | <ul style="list-style-type: none"> <li>Communicate effectively in diverse team or work group situations.</li> <li>Communicate and respond in detail, orally and in writing, effectively and efficiently.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate effectively in diverse team or work group situations.</li> <li>Synthesize information in written and oral routine and non-routine formats, making use of complex inferences.</li> <li>Communicate orally, visually and in writing, using relevant knowledge to explain or clarify ideas to ensure effective communication.</li> </ul> | <ul style="list-style-type: none"> <li>Synthesize information in written and oral routine and non-routine formats, making use of complex inferences.</li> <li>Communicate orally, visually and in writing, using relevant knowledge to explain or clarify ideas to ensure effective communication.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate accurate information orally, visually and in writing, using structured and refined arguments to ensure effective communication.</li> <li>Synthesize complex ideas, issues and observations into a clear understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>Communicate accurate information orally, visually and in writing, using structured and refined arguments to ensure effective communication.</li> <li>Synthesize complex ideas, issues and observations into a clear understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>Communicate accurate information orally, visually and in writing, using structured and refined arguments to ensure effective communication.</li> <li>Synthesize complex ideas, issues and observations into a clear understanding.</li> </ul>  |

## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 1–6 ]

|   | [ LEVEL 1 ]<br>CERTIFICATE 1  | [ LEVEL 2 ]<br>CERTIFICATE 2   | [ LEVEL 3 ]<br>CERTIFICATE 3   | [ LEVEL 3 ]<br>APPRENTICESHIP<br>BLOCK ONE   | [ LEVEL 4 ]<br>DIPLOMA  | [ LEVEL 4 ]<br>APPRENTICESHIP<br>BLOCK TWO   | [ LEVEL 5 ]<br>DIPLOMA OF<br>ADVANCED STUDIES  | [ LEVEL 5 ]<br>APPRENTICESHIP<br>BLOCK THREE- FOUR   | [ LEVEL 6 ]<br>GRADUATE<br>CERTIFICATE / POST-<br>GRADUATE DIPLOMA   |
|---|---|--|--|--|---|--|--|--|--|
| <b>PROFESSIONAL<br/>CAPACITY &amp;<br/>AUTONOMY</b> |   |  |  |  |   |  |  |  |  |
| <b>LEVEL OF<br/>APPLICATION OF<br/>KNOWLEDGE</b>    | <ul style="list-style-type: none"> <li>Apply basic essential skills (literacy, numeracy, etc.) for everyday life and work.</li> <li>Demonstrate some responsibility for personal performance and learning.</li> <li>Explain the significance of working in a business.</li> </ul> | <ul style="list-style-type: none"> <li>Apply relevant essential skills (literacy, numeracy, etc.) for everyday life and work.</li> <li>Demonstrate enhanced responsibility for own learning and performance.</li> <li>Explain the importance of entrepreneurship to individuals and society.</li> <li>Describe processes and resources related to business.</li> </ul> | <ul style="list-style-type: none"> <li>Apply a range of knowledge and skills, essential and specialized, to familiar and unfamiliar processes and procedures.</li> <li>Demonstrate accountability for own output.</li> <li>Demonstrate minimal responsibility for the performance of others.</li> <li>Examine business processes and resources related to developing a business plan.</li> </ul> | <ul style="list-style-type: none"> <li>Examine business planning processes to maximize resources.</li> <li>Apply a range of knowledge and skills, essential and specialized, to familiar and unfamiliar processes and procedures.</li> <li>Demonstrate accountability for own output.</li> <li>Demonstrate minimal responsibility for the performance of others.</li> <li>Adhere to applicable legislation and requirements for workplace safety, employment and scope of practice.</li> </ul> | <ul style="list-style-type: none"> <li>Apply skills to routine and non-routine tasks, as required, to adjust practices, techniques and materials.</li> <li>Adapt to new ideas and initiatives relevant to own area of work.</li> <li>Exercise some responsibility for the performance of others.</li> <li>Develop a business plan.</li> </ul> | <ul style="list-style-type: none"> <li>Develop business planning processes to maximize resources.</li> <li>Apply skills to routine and non-routine tasks, as required, to adjust practices, techniques and materials.</li> <li>Adapt to new ideas and initiatives relevant to own area of work.</li> <li>Exercise some responsibility for the performance of others.</li> <li>Adhere to applicable legislation and requirements for workplace safety, employment and scope of practice.</li> </ul> | <ul style="list-style-type: none"> <li>Apply methods and techniques related to the discipline, as required, to adjust practices, techniques and materials to enhance competence.</li> <li>Manage own learning utilizing principles of lifelong learning.</li> <li>Account for personal and team performance outcomes.</li> <li>Develop a business plan.</li> </ul> | <ul style="list-style-type: none"> <li>Develop business planning processes to maximize resources.</li> <li>Apply methods and techniques related to the specialized trade or occupation, as required, to adjust practices, techniques and materials to enhance competence.</li> <li>Manage own learning utilizing principles of lifelong learning.</li> <li>Account for personal and team performance outcomes.</li> <li>Adhere to applicable legislation and requirements for workplace safety, employment and scope of practice.</li> </ul> | <ul style="list-style-type: none"> <li>Apply methods and techniques related to the discipline, as required, to adjust practices, techniques and materials to enhance competence.</li> <li>Manage own learning utilizing principles of lifelong learning.</li> <li>Account for personal and team performance outcomes.</li> <li>Develop a business plan.</li> </ul> |
| <b>AWARENESS<br/>OF LIMITS OF<br/>KNOWLEDGE</b>     | Recognize limitations in the field.   | Recognize limitations in the field.  | Recognize limitations in the field.  | Recognize one's own limitations regarding knowledge and skill level.   | Demonstrate awareness of limitations in the field.  | Demonstrate awareness of one's own limitations regarding knowledge and skill level.  | Demonstrate awareness of limitations in the field.   | Demonstrate awareness of one's own limitations regarding knowledge and skill level.  | Demonstrate awareness of limitations in the field.   |

## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 7–10 ]

|                          | [ LEVEL 7 ]<br>BACHELOR DEGREE   | [ LEVEL 7 ]<br>APPRENTICESHIP<br>RED SEAL  | [ LEVEL 8 ]<br>BACHELOR-MAJOR   | [ LEVEL 8 ]<br>BACHELOR-<br>HONOURS  | [ LEVEL 8 ]<br>BACHELOR -<br>PROFESSIONAL  | [ LEVEL 8 ]<br>BACHELOR -<br>APPLIED   | [ LEVEL 9 ]<br>MASTERS   | [ LEVEL 10 ]<br>DOCTORATE   |
|--------------------------|--|--|---|--|--|--|--|---|
| <b>KNOWLEDGE</b>         |  |  |   |  |  |  |  |   |
| <b>DEPTH AND BREADTH</b> | Demonstrate basic foundational or operational knowledge of a narrow area of work or study. | <p>A general knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>the principal assumptions, methodologies and applications in a specific trade or occupation;</li> <li>the main fields within the trade or occupation; and the trades relationship with other trades or occupations;</li> <li>An ability to evaluate and interpret new standards/material relevant to the trade or occupation well-established framework of knowledge; and some detailed knowledge in specialized areas;</li> </ul> | <p>A specialized knowledge and a foundational level of critical understanding of:</p> <ul style="list-style-type: none"> <li>the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;</li> <li>the main fields within the discipline; and</li> <li>the discipline's relationship and interaction with other disciplines; primarily but not only as these relate to mastery of the discipline, at least some of which is informed by developments made and or established in the discipline; and</li> </ul> | <p>A specialized knowledge and critical understanding of:</p> <ul style="list-style-type: none"> <li>the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;</li> <li>the main fields within the discipline; and</li> <li>the discipline's relationship and interaction with other disciplines; primarily but not only as these relate to mastery of the discipline, at least some of which is informed by developments at the forefront of the discipline; and</li> </ul> | <p>A specialized knowledge and critical understanding of:</p> <ul style="list-style-type: none"> <li>the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;</li> <li>the main fields within the discipline; and</li> <li>the discipline's relationship and interaction with other disciplines; primarily but not only as these relate to mastery of the field of professional practice, at least some of which is informed by developments in or needs of the field of practice and/or trends in the discipline; and</li> </ul> | <p>A specialized knowledge and critical understanding of:</p> <ul style="list-style-type: none"> <li>the principal assumptions, methodologies and applications of the discipline and the field of practice and of the way in which these have developed;</li> <li>the main fields within the discipline; and</li> <li>the discipline's relationship and interaction with other disciplines; primarily but not only as these relate to mastery of the field of occupational practice, at least some of which is informed by developments in or needs of the field of practice and/or trends in the discipline; and</li> </ul> | <ul style="list-style-type: none"> <li>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</li> <li>A sufficient breadth and depth of knowledge outside the field and/or discipline, as appropriate, for research projects or solutions to professional problems.</li> </ul> | <ul style="list-style-type: none"> <li>A thorough understanding of a substantial body of knowledge which is at the forefront of their academic discipline or area of professional practice.</li> <li>A sufficient breadth and depth of knowledge outside the field and/or discipline, as appropriate, for research projects or solutions to professional problems.</li> </ul> |

## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 7-10 ]

|                                      | [ LEVEL 7 ]<br>BACHELOR DEGREE   | [ LEVEL 7 ]<br>APPRENTICESHIP<br>RED SEAL   | [ LEVEL 8 ]<br>BACHELOR-MAJOR  | [ LEVEL 8 ]<br>BACHELOR-<br>HONOURS   | [ LEVEL 8 ]<br>BACHELOR -<br>PROFESSIONAL   | [ LEVEL 8 ]<br>BACHELOR -<br>APPLIED   | [ LEVEL 9 ]<br>MASTERS  | [ LEVEL 10 ]<br>DOCTORATE   |
|--------------------------------------|--|---|--|---|---|--|---|---|
| <b>DEPTH AND BREADTH (CONTINUED)</b> |  |   | <ul style="list-style-type: none"> <li>An ability to interpret, critically evaluate, and apply, new material relevant to the discipline.</li> <li>A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</li> </ul>   | <ul style="list-style-type: none"> <li>An ability to interpret and to critically evaluate and apply new material relevant to the field of professional practice.</li> <li>A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</li> </ul>  | <ul style="list-style-type: none"> <li>An ability to interpret and to critically evaluate and apply new material relevant to the field of professional practice.</li> <li>A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</li> </ul>  | <ul style="list-style-type: none"> <li>An ability to interpret and to critically evaluate and apply new material relevant to the field of occupational practice.</li> <li>A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside their main field of study and of the society and culture in which they live and work.</li> </ul>   |   |   |
| <b>SKILLS</b>                        |  |   |  |   |   |  |   |   |
| <b>LEVEL OF ANALYTICS SKILL</b>      | <p>The ability to review, present, and interpret quantitative and qualitative data (as appropriate to the area of study):</p> <ul style="list-style-type: none"> <li>develop lines of argument; and</li> <li>to make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study.</li> </ul> | <p>The ability to review, present, and interpret quantitative and qualitative data (as appropriate to the trade):</p> <ul style="list-style-type: none"> <li>develop lines of argument; and to make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study.</li> </ul> | <p>The ability to review, present, and to conduct a limited evaluation of qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> <li>develop lines of argument;</li> <li>make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and</li> <li>apply underlying concepts, principles, and techniques of analysis, mostly within the context in which they were first studied and implemented.</li> </ul> | <p>The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> <li>develop lines of argument;</li> <li>make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and</li> <li>apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and implemented.</li> </ul> | <p>The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> <li>develop lines of argument;</li> <li>make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and</li> <li>apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and practiced, particularly within a professional field of practice.</li> </ul> | <p>The ability to review, present, and critically evaluate qualitative and quantitative data (as appropriate to the area of study) to:</p> <ul style="list-style-type: none"> <li>develop lines of argument;</li> <li>make sound judgements in accordance with the major theories, concepts and methods of the subject of study; and</li> <li>apply underlying concepts, principles, and techniques of analysis, both within and outside the context in which they were first studied and practiced, particularly within an occupational field of practice.</li> </ul> | <ul style="list-style-type: none"> <li>A comprehensive understanding and creative application of concepts, principles and techniques in their own research, advanced.</li> <li>The ability to deal with complex issues and make judgements based on established principles and techniques.</li> </ul> | <ul style="list-style-type: none"> <li>The ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data and sometimes requiring new methods or hypotheses; and</li> <li>The ability to create and interpret new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and to merit publication.</li> </ul> |

## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 7–10 ]

|  | [ LEVEL 7 ]<br>BACHELOR DEGREE   | [ LEVEL 7 ]<br>APPRENTICESHIP<br>RED SEAL   | [ LEVEL 8 ]<br>BACHELOR-MAJOR   | [ LEVEL 8 ]<br>BACHELOR-<br>HONOURS  | [ LEVEL 8 ]<br>BACHELOR -<br>PROFESSIONAL   | [ LEVEL 8 ]<br>BACHELOR -<br>APPLIED  | [ LEVEL 9 ]<br>MASTERS  | [ LEVEL 10 ]<br>DOCTORATE   |
|--|--|---|---|--|---|---|---|---|
| <b>SKILLS</b>                                  |  |   |   |  |   |   |   |   |
| <b>CONCEPTUAL AND METHODOLOGICAL AWARENESS</b> | <p>A knowledge of the main methods of enquiry in their subject(s) that enables the student to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques in the field of study, and</li> <li>• devise and sustain arguments and/or to solve problems using these methods.</li> </ul> | <p>A knowledge of the main methods of enquiry in their trade(s) that enables the student to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques in the trade.</li> <li>• devise and sustain arguments and/or to solve problems using these methods, and</li> <li>• understand and apply the applicable legislative requirements for workplace safety and scope of practice.</li> </ul> | <p>A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques in the field of study;</li> <li>• devise and sustain arguments using established ideas and techniques, and</li> <li>• describe and comment upon particular aspects of current research in the discipline.</li> </ul> | <p>A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> <li>• devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and</li> <li>• describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.</li> </ul> | <p>A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> <li>• devise and sustain arguments, and/or to solve practice-related problems, using ideas and techniques, some of which are at the forefront of a discipline or field of practice; and</li> <li>• describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and/or profession and how these are relevant to the field of occupational practice.</li> </ul> | <p>A conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> <li>• devise and sustain arguments, and/or to solve practice-related problems, using ideas and techniques, some of which are at the forefront of a discipline or field of practice; and</li> <li>• describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and/or profession and how these are relevant to the field of occupational practice.</li> </ul> | <p>Originality in the application of knowledge, together with a practical understanding of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <ul style="list-style-type: none"> <li>• Competence in a range of standard and specialized research or equivalent.</li> <li>• A conceptual understanding that enables: <ul style="list-style-type: none"> <li>• a critical evaluation of current research and advanced scholarship in the discipline; and</li> <li>• a critical evaluation of methodologies and, where appropriate, proposal of new hypotheses and/or interpretations.</li> </ul> </li> </ul> | <p>The ability to conceptualize, design, and implement projects for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;</p> <ul style="list-style-type: none"> <li>• A significant range of skills, techniques, tools, practices and/or materials which are associated with the field of learning;</li> <li>• The ability to develop new skills, techniques, tools, practices, and/or materials; and</li> <li>• A detailed conceptual and practical understanding of applicable techniques for research and advanced academic inquiry.</li> </ul> |
| <b>COMMUNICATION</b>                           | <p>The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments.</p>   | <p>The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments.</p>  | <p>The ability to communicate information, arguments, and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments.</p>   | <p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline.</p>   | <p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to employers, team members, clients, consumers, and others, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline and/or field of practice.</p>   | <p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to employers, team members, clients, consumers, and others, using structured and coherent arguments, and where appropriate informed by key concepts and techniques of the discipline and/or field of practice.</p>   | <p>The ability to communicate issues and conclusions clearly to specialist and non-specialist audiences.</p>  | <p>The ability to communicate complex and/or ambiguous ideas and conclusions clearly and effectively to specialist and non-specialist audiences.</p>  |

## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 7–10 ]

|   | [ LEVEL 7 ]<br>BACHELOR DEGREE  | [ LEVEL 7 ]<br>APPRENTICESHIP<br>RED SEAL | [ LEVEL 8 ]<br>BACHELOR-MAJOR  | [ LEVEL 8 ]<br>BACHELOR-<br>HONOURS   | [ LEVEL 8 ]<br>BACHELOR -<br>PROFESSIONAL  | [ LEVEL 8 ]<br>BACHELOR -<br>APPLIED   | [ LEVEL 9 ]<br>MASTERS   | [ LEVEL 10 ]<br>DOCTORATE   |
|---|---|---|--|---|--|--|--|---|
| <b>PROFESSIONAL<br/>CAPACITY &amp;<br/>AUTONOMY</b> |   |   |  |   |  |  |  |   |
| <b>LEVEL OF<br/>APPLICATION OF<br/>KNOWLEDGE</b>    | <p>Qualities and transferable skills necessary to:</p> <ul style="list-style-type: none"> <li>• employment requiring the exercise of personal responsibility and decision-making in defined areas of accountability; and</li> <li>• acting effectively with peers and under guidance of qualified practitioners.</li> <li>• The ability to identify and address their own learning needs in changing circumstances, and to select an appropriate program of further study.</li> </ul> |   | <p>Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> <li>• employment requiring the exercise of initiative, responsibility and accountability in a personal context in defined areas of accountability;</li> <li>• acting effectively with peers and under guidance of qualified practitioners;</li> <li>• some appreciation of leadership and management skills required directly related to employed position; and</li> <li>• decision-making in straightforward and somewhat unpredictable contexts. The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program for further study or for profession development.</li> </ul> | <p>Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> <li>• employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts;</li> <li>• developing leadership and management skills; and</li> <li>• decision-making in complex and unpredictable contexts;</li> <li>• The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study.</li> </ul> | <p>Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> <li>• employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts;</li> <li>• developing leadership and management skills; and</li> <li>• decision-making in complex and unpredictable contexts.</li> <li>• The ability to manage their own learning in changing circumstances, both within and outside the discipline and profession, and to select an appropriate program of further study.</li> </ul> | <p>Qualities and transferable skills necessary for:</p> <ul style="list-style-type: none"> <li>• employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts;</li> <li>• developing leadership and management skills; and</li> <li>• decision-making in complex and unpredictable contexts.</li> <li>• The ability to manage their own learning in changing circumstances, both within and outside the discipline.</li> </ul> | <ul style="list-style-type: none"> <li>• The ability to self-evaluate and take responsibility to continue to advance their knowledge and understanding, and to develop new skills to a high level; and</li> <li>• The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and accountability, decision-making in complex and unpredictable situations, and the independent learning required for continuing professional development.</li> </ul> | <ul style="list-style-type: none"> <li>• The independence to remain academically and professionally engaged and current, including the ability to evaluate the broader implications of applying knowledge to particular contexts; and</li> <li>• The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.</li> </ul> |



## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 7–10 ]

|  | [ LEVEL 7 ]<br>BACHELOR DEGREE   | [ LEVEL 7 ]<br>APPRENTICESHIP<br>RED SEAL   | [ LEVEL 8 ]<br>BACHELOR-MAJOR   | [ LEVEL 8 ]<br>BACHELOR-<br>HONOURS  | [ LEVEL 8 ]<br>BACHELOR -<br>PROFESSIONAL   | [ LEVEL 8 ]<br>BACHELOR -<br>APPLIED  | [ LEVEL 9 ]<br>MASTERS   | [ LEVEL 10 ]<br>DOCTORATE  |
|--|--|---|---|--|---|---|--|--|
| <b>LEVEL OF APPLICATION OF KNOWLEDGE (CONTINUED)</b> | <ul style="list-style-type: none"> <li>The ability to use a basic range of established techniques to analyze information evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work and propose solutions to problems arising from that analysis;</li> <li>The ability to make limited use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline;</li> <li>The ability to develop an appreciation for ethical considerations; and</li> <li>The ability to develop a capacity and life-long desire for learning.</li> </ul> | <p>Qualities and transferable skills necessary to:</p> <ul style="list-style-type: none"> <li>employment requiring the exercise of personal responsibility and decision-making in defined areas of accountability; and</li> <li>acting effectively with peers and under guidance of a Journey person.</li> </ul> <p>The ability to identify and address their own learning needs in changing circumstances, and to select an appropriate program of further study.</p> <p>The ability to use a basic range of established techniques to analyze information evaluate the appropriateness of different approaches to solving problems related to their trade and propose solutions to problems arising from that analysis;</p> <p>The ability to make limited use of reviews and primary sources (e.g., legislation, standard operating procedures and/or original materials) appropriate to their trade;</p> <p>The ability to develop an appreciation for ethical considerations; and the ability to develop a capacity and life-long desire for learning.</p> <p>The ability to develop a capacity and life-long desire for learning.</p> | <ul style="list-style-type: none"> <li>The ability to use a range of established techniques and bodies of knowledge to initiate and undertake a critical analysis of arguments, assumptions, abstract concepts and data;</li> <li>The ability to apply the methods and techniques of the discipline to extend their disciplinary understanding and knowledge;</li> <li>The ability to form questions to achieve a solution - or to identify a range of solutions - to a problem or clearly defined research project;</li> <li>The ability to carry out clearly defined discipline related projects;</li> <li>The ability to make critical use of scholarly reviews appropriate to their discipline; The ability to develop an appreciation for ethical considerations; and</li> <li>The ability to develop a capacity and life-long desire for learning.</li> </ul> | <ul style="list-style-type: none"> <li>The ability to use a range of established techniques and bodies of knowledge to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;</li> <li>The ability to apply the methods and techniques of the discipline to extend their disciplinary competence;</li> <li>The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem or research question;</li> <li>The ability to initiate and carry out discipline related projects;</li> <li>The ability to make critical use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline;</li> <li>The ability to develop an appreciation for ethical consideration; and</li> <li>The ability to develop a capacity and life-long desire for learning.</li> </ul> | <ul style="list-style-type: none"> <li>The ability to use a range of established techniques and bodies of knowledge to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;</li> <li>The ability to apply the methods and techniques of the discipline and practice related experience to extend their professional competence;</li> <li>The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem in a professional context;</li> <li>The ability to initiate and carry out professional projects;</li> <li>The ability to make critical use of scholarly and professional reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline and field of practice;</li> <li>The ability to develop an appreciation for ethical considerations; and</li> <li>The ability to develop a capacity and life-long desire for learning.</li> </ul> | <ul style="list-style-type: none"> <li>The ability to use a range of established techniques and bodies of knowledge ( to initiate and undertake critical analysis of arguments, assumptions, abstract concepts and data;</li> <li>The ability to apply the methods and techniques of the discipline and practice related experience to extend their occupational competence;</li> <li>The ability to frame appropriate questions to achieve a solution – or to identify a range of solutions – to a problem in an occupational context;</li> <li>The ability to initiate and carry out occupational projects;</li> <li>The ability to make critical use of scholarly and professional reviews and primary sources (e.g., refereed research articles and/or original materials) appropriate to their discipline and field of practice;</li> <li>The ability to develop an appreciation for ethical considerations; and</li> <li>The ability to develop a capacity and life-long desire.</li> </ul> | <p>Self-direction and originality in tackling and solving problems; and</p> <p>The ability to act autonomously in planning and implementing tasks at a professional or equivalent level.</p> | <p>The capacity to:</p> <ul style="list-style-type: none"> <li>undertake pure and/or applied research and development at an advanced level; and</li> <li>contribute to the development of academic or professional skills, techniques, tools, practices, ideas, approaches, and/or materials.</li> </ul> |



## SECTION 5 • QUALIFICATIONS CHART • [ SUMMARY OF QUALIFICATION LEVELS 7-10 ]

|   | [ LEVEL 7 ]<br>BACHELOR DEGREE   | [ LEVEL 7 ]<br>APPRENTICESHIP<br>RED SEAL  | [ LEVEL 8 ]<br>BACHELOR-MAJOR   | [ LEVEL 8 ]<br>BACHELOR-<br>HONOURS   | [ LEVEL 8 ]<br>BACHELOR -<br>PROFESSIONAL   | [ LEVEL 8 ]<br>BACHELOR -<br>APPLIED  | [ LEVEL 9 ]<br>MASTERS   | [ LEVEL 10 ]<br>DOCTORATE  |
|---|--|--|---|---|---|---|--|--|
| <b>AWARENESS<br/>OF LIMITS OF<br/>KNOWLEDGE</b> | An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations. | An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations. | An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. | An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. | An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. | An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. | An appreciation of the complexity of knowledge and understanding and of the potential contributions made by diverse interpretations, methods, and disciplines. | A full appreciation of the complexity of knowledge and understanding and of the potential contributions made by diverse interpretations, methods, and disciplines. |