Table 1: AQF levels summaries and criteria

LEVELS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
LEVEL SUMMARIES Graduates at this level have….	Knowledge and skills for initial work, community involvement and for further learning	Knowledge and skills for work in a defined context and for further learning	Knowledge and skills for skilled work and for further learning	Theoretical and practical knowledge and skills for specialised and/or skilled work and for further learning	Specialised knowledge and skills for skilled/ paraprofessional work and for further learning
LEVEL CRITERA					
LEARNING OUTCOMES KNOWLEDGE	Foundational knowledge for life, further learning and preparation for work	Basic factual, technical and procedural knowledge relating to a defined area of work and learning	Factual, technical, procedural and some theoretical knowledge of an area of work and learning	Broad and integrated factual, technical and theoretical knowledge of a specialised area or a broad field of work and learning	A broad range of knowledge integrating theoretical concepts with depth in specialised areas of work and learning
LEARNING OUTCOMES SKILLS to demonstrate….	Foundational cognitive, technical and communication skills to: • undertake defined routine activities, and • identify and report issues and problems	Basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: • undertake defined routine activities, and • provide solutions to a limited range of predictable problems	A range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: • complete routine activities, and • provide and transmit solutions to predictable and unpredictable problems	A broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: • complete routine and non-routine activities, and • provide and transmit solutions to a variety of predictable and unpredictable problems	Wide range of cognitive, technical and communication skills to select and apply methods and technologies and synthesise information to: • complete a range of activities • provide and transmit solutions to unpredictable problems, and • transmit information and skills to others
LEARNING OUTCOMES APPLICATION - KNOWLEDGE AND SKILLS are applied to demonstrate….	Autonomy in structured and stable contexts and within established parameters	Autonomy and judgement in structured and stable contexts and within established parameters	Autonomy and judgement in known and stable contexts and within established parameters	Autonomy, judgement and limited responsibility in a known or changing contexts and within established parameters	Autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters

Table 1: AQF levels summaries and criteria

LEVELS	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10
LEVEL SUMMARIES Graduates at this level have….	Comprehensive knowledge and skills for paraprofessional/highly skilled work and for further learning	Systematic and coherent knowledge and skills for professional work and for further learning	Advanced specialised knowledge and skills for professional or highly skilled work and for further learning	Mastery of complex specialised knowledge and skills for research, professional practice and for further learning	Substantial original contribution to knowledge in a field of learning and research for professional practice and for further learning
LEVEL CRITERIA					
LEARNING OUTCOMES KNOWLEDGE	Comprehensive technical and theoretical knowledge of a specialised area or a broad field of work and learning	Integrated technical and theoretical knowledge of a comprehensive area of work and learning	Advanced technical and theoretical knowledge in a specialised area of work and/or learning	Systematic understanding of a complex body of knowledge in an area of work and/or learning	Systematic understanding of a substantial body of knowledge at the frontier of an area of work and/or learning
LEARNING OUTCOMES SKILLS to demonstrate….	Comprehensive range of cognitive, technical and communication skills to select and apply methods and technologies to: • analyse and reformat information to complete a range of activities • interpret, generate and transmit solutions to unpredictable and sometimes complex problems, and • transmit information and skills to others	Well developed cognitive, technical and communication skills to select and apply methods and technologies to: • analyse and evaluate information to complete a range of activities • analyse, generate and transmit solutions to unpredictable and increasingly complex problems, and • transmit knowledge and ideas to others	Specialised cognitive, technical and communication skills to select and apply methods and technologies to: • critically evaluate and transform information to complete a range of activities • analyse, generate and transmit solutions to complex, unpredictable problems, and • transmit knowledge and ideas to others	Expert, specialised cognitive and technical skills to: • critically analyse and interpret complex information, problems, concepts and theories • research and apply established theories to different bodies of knowledge or practice, and • disseminate perspectives to specialist and non-specialist audiences	Expert, specialised cognitive and technical skills in research and a discipline area to: • undertake independent critical reflection, synthesis and evaluation • develop concepts and research methodologies that extend and redefine existing knowledge or professional practice, and • disseminate results to peers and the community
LEARNING OUTCOMES APPLICATION - KNOWLEDGE AND SKILLS are applied to demonstrate….	Autonomy, judgement and defined responsibility in contexts that are subject to change and within broad parameters to provide specialist advice and functions	Autonomy, judgement and responsibility in contexts that are unpredictable and subject to change that require self-directed work and learning and within broad parameters to provide specialist advice and functions	Autonomy, judgement and responsibility in often complex and unpredictable contexts that require self-directed work and learning and within broad parameters to provide professional advice and functions	Autonomy, authoritative judgement and responsibility as an expert practitioner or scholar	Autonomy, authoritative judgement and responsibility as an leading practitioner or scholar

Table 2: AQF qualification type descriptors

QUALIFICATION	Senior Secondary Certificate of Education	Certificate I	Certificate II	Certificate III	Certificate IV
LEVELS	3	1	2	3	4
PURPOSE Graduates of the qualification type will have…	To qualify individuals with a solid foundation in knowledge, skills and values for further learning, work and participation in civic life	To qualify individuals with basic functional knowledge and skills for work, further learning and community involvement	To qualify individuals for mainly routine work and as a pathway to further learning	To qualify individuals who apply a broad range of knowledge and skills in varied contexts to enter skilled work and/or as a pathway for further learning	To qualify individuals who apply a broad range of specialised knowledge and skills in varied contexts to enter skilled work and/or as a pathway for further learning
KNOWLEDGE	A foundation in general knowledge and some specialist discipline knowledge that may include technical and/or theoretical knowledge	Basic fundamental knowledge and understanding in a narrow area of work and learning	Basic factual, technical and procedural knowledge in defined areas of work and learning	Factual, technical, procedural and theoretical knowledge in an area of work and learning	Broad and integrated factual, technical and theoretical knowledge in a specialised field of work and learning
SKILLS	General capabilities that underpin flexible and analytical thinking including literacy and numeracy, a capacity to work with others and an ability to move across subject disciplines to develop new expertise Cognitive skills to access, record and act on information from varied sources and literacy and numeracy appropriate to subject disciplines Cognitive, technical communication and creative skills for particular disciplines and to integrate disciplines and solve problems and work with others Literacy and communication skills including everyday reading, writing skills and using information communication technologies skills to present knowledge and ideas to others	Basic skills to participate in life and further learning Cognitive and communication skills to receive, pass on and recall information in a narrow range of areas Technical skills involving the use of tools appropriate to the activity and use of basic communication technologies	Cognitive skills to access, record and act on a defined range of information from varied sources Cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems Technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options	Cognitive, technical and communication skills to interpret and act on available information Cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforseen contingencies using known solutions Technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences Technical skills to undertake routine and non-routine tasks in a range of skilled operations	Cognitive skills to identify, analyse, compare and act on information from a variety of sources Cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems Specialist technical skills to complete routine and non-routine tasks and functions Communication skills to guide specialised activities and provide technical advice in the area of work and learning
APPLICATION - KNOWLEDGE AND SKILLS are applied to demonstrate…	Application of knowledge and skills: • with depth in some areas to tasks or functions in known or changing contexts • in particular contexts within civic life, work and lifelong learning as successful learners, confident individuals and team members and active and informed citizens • in contexts that include taking individual responsibility with some direction and some accountability for the quality of outcomes	Application of knowledge and skills: • with autonomy in particular contexts and within established parameters • in contexts that may include preparation for further learning, life opportunities and/or a variety of initial routine and predictable work-related activities including participation in a team or work group	Application of knowledge and skills: • with accountability for the quality of own outcomes and responsibility for own outputs in work and learning • with limited autonomy and judgement in the completion of own defined and routine tasks in known and stable contexts and the completion of less routine and more variable tasks in collaboration with others • in a team environment	Application of knowledge and skills: • with discretion and judgement in the selection of equipment, services or contingency measures • adapting and transferring skills and knowledge within known routines, methods, procedures and time constraints • in contexts that may include taking responsibility for own outputs in work and learning including participation in teams	Application of knowledge and skills: • to specialised tasks or functions in known or changing contexts • with responsibility for own functions and outputs, and can have limited organisation of others. • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters
Notional duration of student learning in fulltime equivalent years	2 years *NOTE: completion requirements may vary across states/territories	0.5 – 1 year Note: qualifications at this level will cater for the needs of diverse groups of students some of whom may take longer to complete the qualifications	0.5 - 1 year Note: qualifications at this level will cater for the needs of diverse groups of students some of whom may take longer to complete the qualifications	1 - 2 years Note: There may be variations at this level in duration based on full-time institutionally based study compared with trade training involving both on and off the job structured learning	0.5 – 2 years Note: there may be variations between short duration specialist qualifications that build on skills already acquired and longer duration qualifications that are designed as entry level requirements for work.

Table 2: AQF qualification type descriptors

QUALIFICATION TYPE LEARNING OUTCOMES	Diploma	Advanced Diploma	Associate Degree	Bachelor Degree
LEVELS	5	6	6	7
PURPOSE Graduates of the qualification type have....	To qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts to enter advanced skilled or paraprofessional work and/or as a pathway for further learning	To qualify individuals who apply specialised knowledge in a range of contexts to enter advanced skilled or paraprofessional work and/or as a pathway for further learning	To qualify individuals for paraprofessional work who apply underpinning technical and theoretical knowledge in a range of contexts to enter paraprofessional work and/or as a pathway for further learning	To qualify individuals who apply a body of knowledge in a range of contexts to enter professional work and/or as a pathway for further learning
KNOWLEDGE	Knowledge integrating technical and theoretical concepts, with depth in some areas within a field and a broad knowledge of related fields of work and learning	Specialised technical and theoretical knowledge with depth within a field of work and learning	Technical and theoretical knowledge that underpins one or more disciplines	A coherent body of knowledge, the underlying principles and concepts in one or more disciplines
SKILLS	Cognitive and communication skills to identify, analyse, synthesise and act on information from a variety of sources Cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements Technical and creative skills to express ideas and perspectives Communication skills to transmit knowledge and skills to others and demonstrate understanding of knowledge	Cognitive and communication skills to generate, communicate and implement ideas and actions through the identification, analysis and evaluation of information in a field of work and learning Cognitive and communication skills to transmit knowledge and skills to others and to demonstrate understanding of specialised knowledge with depth in some areas Cognitive and communication skills to formulate responses to complex problems Wide-ranging, highly specialised technical, creative or conceptual skills to express ideas and perspectives	Cognitive skills to identify, synthesise and evaluate information and concepts from a range of sources Cognitive, technical and creative skills that demonstrate understanding of knowledge and ideas of a discipline with depth in some areas Cognitive and communication skills to formulate responses to defined problems and generate and communicate ideas using intellectual independence	Cognitive skills to critically review, analyse, consolidate and synthesise knowledge Cognitive, technical and creative skills (where applicable) that demonstrate a comprehensive understanding of knowledge with depth in some areas Cognitive skills to identify and solve defined problems using intellectual independence Cognitive skills to exercise critical judgement and critical thinking in creating new understanding Communication skills to present a lucid and ordered exposition of knowledge and ideas
APPLICATION - KNOWLEDGE AND SKILLS are applied to demonstrate...	Application of knowledge and skills: • with depth in some areas, in known or changing contexts • to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations • with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality • by applying initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters	Application of knowledge and skills: • with depth in some areas, in contexts subject to change • to apply a range of fundamental principles and complex techniques to known and unknown situations • to apply initiative and judgment in planning, design, technical or management functions related to products, services, operations or procedures • across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters	Application of knowledge and skills: • to provide a basis for further learning • to adapt knowledge and skills in a range of contexts, taking responsibility and accountability for own learning and work and collaboration with others within broad parameters	Application of knowledge and skills: • using judgement and initiative in professional work and/or scholarship • to adapt knowledge and skills in a range of contexts, taking responsibility and accountability for own learning and work and collaboration with others within broad parameters
Notional duration of student learning in fulltime equivalent years	1.5 – 2 years Note: there may be variations between short duration specialist qualifications that build on skills already acquired and longer duration qualifications that are designed as entry level requirements for work. 1 year for HE Diploma	1.5 – 2 years Note: there may be variations between short duration specialist qualifications that build on skills already acquired and longer duration qualifications that are designed as entry level requirements for work.	2 years	3-4 years

Table 2: AQF qualification types descriptors

QUALIFICATION TYPE LEARNING OUTCOMES	Bachelor Honours Degree	Graduate Certificate Vocational Graduate Certificate	Graduate Diploma Vocational Graduate Diploma
LEVELS	8	8	8
PURPOSE Graduates of the qualification type will have….	To qualify individuals who apply a body of knowledge in a specific context to enter professional work and as a pathway for research and further learning	To qualify individuals who apply a body of knowledge in a range of contexts for professional or highly skilled work and/or as a pathway for further learning	To qualify individuals who apply a body of knowledge in a range of contexts for professional or highly skilled work and/or as a pathway for further learning
KNOWLEDGE	A systematic coherent body of knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods	Specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area	Advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area
SKILLS	Well developed cognitive skills to critically review, analyse, consolidate and synthesise knowledge Cognitive, technical and creative skills (where applicable) that demonstrate a comprehensive understanding of knowledge with depth in some areas Cognitive skills to identify, define and analyse problems and use processes to solve them using intellectual independence Cognitive skills to exercise critical judgement and critical thinking in creating new understanding Technical skills to design and use research in a project Communication skills to present a lucid and ordered exposition of knowledge and ideas	Cognitive skills to critically review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems Cognitive and communication skills to generate and evaluate complex ideas demonstrating an understanding of theoretical concepts using intellectual independence Specialised technical and creative skills where applicable to a field of highly skilled and/or professional practice Communication skills to present knowledge and ideas to a range of audiences	Cognitive skills to critically review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems Cognitive and communication skills to generate and evaluate complex ideas demonstrating an understanding of theoretical concepts using intellectual independence Specialised technical and creative skills where applicable to a field of highly skilled and/or professional practice Communication skills to present knowledge and ideas to a range of audiences
APPLICATION - KNOWLEDGE AND SKILLS are applied to demonstrate… Learning outcomes of typical graduates will include…	Application of knowledge and skills: • using judgement and initiative in professional work and/or scholarship • to adapt knowledge and skills in a range of contexts, taking responsibility and accountability for own learning and work and collaboration with others within broad parameters • to plan and execute project work and/or a piece of research and scholarship	Application of knowledge and skills: • to make high level, independent judgements in a range of technical or management functions in varied specialised contexts • to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts • to demonstrate responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters	Application of knowledge and skills: • to make high level, independent judgements in a range of technical or management functions in varied specialised contexts. • to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts • to demonstrate responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters
Notional duration of student learning in full time equivalent years	4 years (1 year following a 3 year Bachelor Degree)	0.5 - 1 year	1 - 2 years

Table 2: AQF qualification types descriptors

QUALIFICATION TYPE LEARNING OUTCOMES	Masters Degree (Research)	Masters Degree (Other)	Doctoral Degree (Research)	Doctoral Degree (Other)
LEVELS	9	9	10	10
PURPOSE Graduates of the qualification type will have....	To qualify individuals who apply an advanced body of knowledge in a range of contexts and/or as a pathway for further learning	To qualify individuals who apply an advanced body of knowledge in a range of contexts and/or as a pathway for further learning	To qualify individuals to research, investigate and develop new knowledge, with or without specific practical application	To qualify individuals to research, investigate and develop new knowledge, with or without specific practical application
KNOWLEDGE	A body of knowledge that includes the understanding of new perspectives of a field of knowledge and/or professional practices Advanced knowledge of research principles and methods applicable to the field of work or learning	A body of knowledge that includes the understanding of new perspectives of a field of knowledge and/or professional practices	A substantial body of knowledge at the frontier of a field of work or learning that makes an original contribution Substantial knowledge of research principles and methods applicable to the field of work or learning	A substantial body of knowledge at the frontier of a field of work or learning that makes an original contribution
SKILLS	Cognitive skills to demonstrate mastery of theoretical knowledge and to critically reflect on professional theory and practice Cognitive and technical skills to critically investigate, analyse and interpret complex information, problems, concepts and theories to apply established theories to different bodies of knowledge or practice Cognitive and technical skills to generate and evaluate complex ideas and concepts at an abstract level Specialised technical and creative skills (where applicable) to the field of work or learning Technical skills to design, use and evaluate research Communication skills to present a well ordered dissertation, non-print thesis or portfolio, for submission for external examination and to disseminate research results to specialist and non-specialist audiences	Cognitive skills to demonstrate mastery of theoretical knowledge and to critically reflect on professional theory and practice Cognitive and technical skills to critically investigate, analyse and interpret complex information, problems, concepts and theories to apply established theories to different bodies of knowledge or practice Cognitive and technical skills to generate and evaluate complex ideas and concepts at an abstract level Specialised technical and creative skills (where applicable) to the field of work or learning Communication and technical research skills to justify theoretical propositions, methodologies and conclusions to specialist and non-specialist audiences	Cognitive skills to demonstrate mastery of theoretical knowledge and to critically reflect on that theory and practice Cognitive skills and using intellectual independence, to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflection on professional theory and practice to generate new knowledge Specialised technical and creative skills (where applicable) to the field of work or learning Communication skills to justify theoretical propositions, methodologies and conclusions Communication skills to cogently present a well ordered complex investigation or original research for external examination against international standards and to communicate results to peers and the community Technical skills to design, implement, analyse, theorise and write research that makes a significant and original contribution to knowledge	Cognitive skills to demonstrate mastery of theoretical knowledge and to critically reflect on that theory and practice Cognitive skills and using intellectual independence, to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflection on professional theory and practice to generate new knowledge Specialised technical and creative skills (where applicable) to the field of work or learning Communication skills to justify theoretical propositions, methodologies and conclusions Communication skills to cogently present a well ordered complex investigation or original research for external examination against international standards and to communicate results to peers and the community
APPLICATION - KNOWLEDGE AND SKILLS are applied to demonstrate... Learning outcomes of typical graduates will include...	Application of knowledge and skills: • to demonstrate creativity and initiative in the application of knowledge and skills to new situations and/or for further learning • to demonstrate high level personal autonomy and accountability • to demonstrate the planning and execution of a substantial piece of scholarship and/or research	Application of knowledge and skills: • to demonstrate creativity and initiative in the application of knowledge and skills to new situations and/or for further learning • to demonstrate high level personal autonomy and accountability • to demonstrate the planning and execution of a substantial project work or capstone experience	Application of knowledge and skills: • to demonstrate initiative and creativity in new situations and/or for further learning • to demonstrate full responsibility and accountability for personal outputs • to demonstrate the planning and execution of original research	Application of knowledge and skills: • to demonstrate initiative and creativity in new situations and/or for further learning • to demonstrate full responsibility and accountability for personal outputs • to demonstrate the planning and execution of original project work or a piece of scholarship
Notional duration of student learning in full time equivalent years	1 - 2 years NOTE: 1 year with a 4 year undergraduate qualification; 1.5 to 2 years with a 3 year undergraduate qualification	1 - 2 years NOTE: 1 year with a 4 year undergraduate qualification; 1.5 to 2 years with a 3 year undergraduate qualification	3-5 years	3-5 years