

Proportion of Components of a Qualification at a Level: An Explanation

Proportion of components of a qualification defined

Components of a qualification are defined in the AQF as follows:

Components of a qualification include modules, subjects, units of competency or units, the completion of which leads to an AQF qualification.

Proportion of components of a qualification explained

The complexity of the qualification is defined by the breadth and depth of the knowledge, skills and application of the knowledge and skills and the volume of learning.

The *AQF Qualification Type Specifications* do not specify the proportion of components of a qualification that should be at the level of the qualification type.

Instead, the *AQF Qualification Type Specifications* require AQF qualifications to be designed so that graduates of the qualification type will achieve the learning outcomes specified for the level and the qualification type at the completion of the qualification.

The proportion of components of the qualification at the level of the qualification type may vary depending to the purpose of the qualification and whether the qualification is intended for deepening or broadening of students' existing knowledge and skills.

The proportion of components of the qualification should enable students to progress their understanding of the discipline, knowledge, skills and application of knowledge and skills throughout the program of learning to achieve the learning outcomes of the qualification.

Proportion of components of a qualification applied

It is the responsibility of organisations developing and/or accrediting qualifications to exercise professional judgment to ensure that design of programs of learning leading to qualifications enables students to achieve the learning outcomes for both the qualification type and the discipline. Decisions about design of qualifications must take into account students' likelihood of successfully achieving qualification outcomes and also must ensure that integrity of qualification outcomes is maintained. Those developing and/or accrediting qualifications should be able to provide a pedagogical rationale to justify a decision regarding the balance of the components of the program of learning at the level of the qualification type.

For qualifications designed for deepening of existing knowledge and skills, it is expected that a higher proportion of the components of the program of learning would be at the final level of the qualification. Conversely for qualifications designed to broaden students' knowledge and skills in a different discipline there may be a higher number of preparatory units of study at a lower level with a greater volume of learning.

For qualification types with a small volume of learning, such as the Graduate Certificate or the Certificate IV, the components of the program of learning should be predominately or entirely at the level of the qualification type.

See also

[AQF explanation on volume of learning](#)

[AQF explanation on discipline](#)