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Associate Degrees and the VET Sector

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1. ASSOCIATE DEGREE: A NEW QUALIFICATION IN THE AQF

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has endorsed an Associate Degree as a new qualification in the Australian Qualifications Framework (AQF), accredited through higher education processes in accordance with MCEETYA's *National Protocols for Higher Education Approval Processes*.

The new Associate Degree will be offered from 2004 onwards.

The new qualification will be offered by universities, other self-accrediting higher education providers, and other providers, including TAFEs and private VET providers meeting the higher education requirements. All approved providers will be listed on the *AQF Register of Recognised Education Institutions and Authorised Accreditation Authorities in Australia*.

TAFE and private VET providers who have met the higher education requirements will become approved higher education providers for the purposes of this qualification, and will be listed on the *AQF Register*. (AQFAB 2003)

2. THE MAIN FEATURES OF THE ASSOCIATE DEGREE

The Associate Degree is proposed as a new sub-Degree qualification accredited against higher education requirements. It is intended to be of two years in duration following year 12 or equivalent, or Certificate III or IV and is positioned alongside the Advanced Diploma.

AQF Table of Qualifications (by sector of accreditation)

Schools Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary Certificate of Education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Master Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree, Advanced Diploma Diploma

Source: AQFAB 2003

The **outcomes**, distinctive to the Associate Degree, include emphasis on the foundational, research-based knowledge of an academic discipline, broadly based in conceptual and theoretical content, often multi-disciplinary and generic employment-related skills as appropriate to the discipline(s).

It is intended to add to the AQF **expanded learning pathways**, outcomes oriented to the newer evolving knowledge-based occupations, and programs responsive to the diverse international market and the globalisation of knowledge.

The Associate Degree differs from other qualifications in that it is more focussed on the foundations of an academic discipline than the Advanced Diploma, with less emphasis on industry-specific workplace competency. It contains a shorter-cycle higher education qualification offering an **exit point at the sub-Degree level**, or a **fully articulated pathway** into the Bachelor Degree for further in-depth study and professional preparation, or articulation into an Advanced Diploma for specialist industry competencies.

The Associate Degree typically articulates with full credit into Bachelor Degree in the same field, and may also articulate with an Advanced Diploma for applied skills development.

Students **eligible** to undertake an Associate Degree must meet the same requirements as for the Bachelor Degree—school leavers, mature age students, those with bridging or foundation qualifications, holders of appropriate VET Certificates. Employment experience is not a requirement.

Associate Degrees may be **offered** by:

- Universities and other self-accrediting institutions.
- Non self-accrediting higher education providers, including TAFEs and private RTOs which become approved higher education providers for the purposes of this award.

(See Appendix One for a full proposed descriptor of the Associate Degree)

3. THE CURRENT SITUATION

In the past, Associate Degrees have been offered by nine universities in Australia, under self-accrediting arrangements. In 2001, these universities offered a total of 65 different Associate Degree courses. At present Associate Degrees are offered on a very limited scale in comparison with other awards at comparable levels. During 2001 there were only 2,124 students enrolled in Associate Degrees.

Higher Education Student Enrolment – 2001

	Non-Overseas	Overseas	Total
Associate Degree	2,074	50	2,124
Advanced Diploma	2,788	125	2,913
Diploma	6,579	22	6,601
TOTAL – All programs	614,076	112,342	726,418

Source: DEST Higher Education Student Statistics, 2001

Note: Figures do not include higher education private providers. No Associate Degree programmes are offered by private providers at this time.

While only a relatively small number of students undertake Diplomas and Advanced Diplomas in the higher education sector, a much more substantial number do so in the Vocational Education and Training Sector (VET) sector.

Vocational Education and Training Student Enrolment – 2001

	Total
Associate Degree	-
Advanced Diploma	51,300
Diploma	173,500
TOTAL – All programs	2,119,200

Source: NCVET, 2001

Note: Breakdown into non-overseas and overseas not available.

During 2001, there were 2,913 students enrolled in Advanced Diplomas in institutions of higher education in 2001 and 51,300 enrolled in Advanced Diplomas in institutions of vocational education and training.

6,601 students were enrolled in Diploma studies in higher education and 173,500 students were undertaking Diploma studies at vocational education and training institutes.

Over 156 Training Package Diploma and 104 Advanced Diploma qualifications have been developed by industry. This represents a significant investment in Diploma and Advanced Diploma pathways, at a time when Australian employers are pointing to skills shortages in high skill areas. It also represents a significant commitment by industry to these pathways (Allen & Gientzotis 2002).

5. CHALLENGES

Developing clear outcomes between academic or higher education courses of study and those of VET that complement each of the sectors strengths, and do not duplicate resources and outcomes from dual sector and other qualifications.

The learning outcomes of the Associate Degree shift from the technical and applied focus of the Diploma and Advanced Diploma to a greater emphasis on foundational knowledge and academic skills and attributes. At the same time learning outcomes require the development of generic employment related skills relevant to a range of employment contexts.

“An academic education tends to mean that study is theoretical, learning related, (implying that the purpose of an academic course is to proceed to further study), liberal (implying an open ended purpose), norm referenced implying competition with others rather than achievement of specific objectives and general.”(Ball in Phillips 34: 2003).

Vocational outcomes are defined as competency based, with qualifications which are grounded in work related outcomes and industry skill requirements, implying definite objectives with specific outcomes usually defined by a set of competency standards within a Training Package.

However, increasingly academic courses are being determined by vocational outcomes, shaping their content and determining the range of courses being offered by higher education institutions. In VET the generic and foundational skills base of competency at all levels are focusing increasingly and transferability of skills, innovation and the application of a range of knowledge based skills. The importance of general cognitive abilities and behavioural dispositions rather than technical expertise is recognised as contributing to the development of innovation and responsiveness in the workplace.

Developing collaborative pathways between the higher education sector and VET Registered Training Organisations, between the public sector and the private sector.

The Associate Degree provides opportunities for development between universities, colleges and employers, not just in terms of higher education but also in terms of the domestic market. The foundation Degree in the UK is supported by collaborative development between universities, colleges and employers and programs are encouraged to incorporate education and training resources appropriate to the community and industry concerned. In Australia we have many examples of collaborative partnerships between universities and VET.

VET Organisations have two opportunities or pathways for participating in the provision of Associate Degree education. One is by becoming quality assured under higher education requirements (that is by becoming an approved non-self accrediting higher education provider), and the second is by entering into contractual arrangements with higher education institutions to deliver part or a whole of an Associate Degree on their behalf.

Monitoring the impact of the Associate Degree upon dual sector awards

Diplomas and Advanced Diplomas are dual sector awards in the AQF, able to be accredited and quality assured under the same award title in both VET and higher education. Although the accreditation systems of the two sectors are different and the programs are developed on a different basis, the AQF uses the same broad statement of characteristics of learning outcomes for programs in both sectors.

The existence of these dual sector awards is highly valued by a number of participants in education and training, who see them as providing an important bridge between the sectors, assisting with processes of program articulation and student mobility, and contributing to parity of esteem. The view that dual sector awards are not only desirable but are widely recognised and well regarded is supported by the existence of the common statement of characteristics of learning outcomes. Under current arrangements these statements should be used as a guide for both sectors in the development of programs with these titles.

The Associate Degree is a higher education sector award and may diminish even further the number of Diplomas offered in institutions of higher education. The critical issue here will be the role of credit transfer in the new system.

Strengthening credit transfer arrangements across the two sectors.

The Government Review of Higher Education at the Crossroads acknowledged in the issues paper, *Varieties of Learning: the Interface between Higher Education and Vocational Education and Training* (DEST 2002) that the interface between the sectors has developed by and large in the absence of major policies or incentives at a national level to strengthen collaboration and cooperation, although there has been some initiatives to foster credit transfer and joint capital developments.

National Guidelines on Cross Sectoral Qualifications Linkages have been jointly developed by the Vice Chancellors Committee and the Australian National Training Authority in February 2002, and they may be found within the *Australian Qualifications Framework Implementation Handbook* (2002) but they essentially require separate negotiation with each institution of higher education. The creation of an Associate Degree in the higher education sector in addition to the Advanced Diploma, may exacerbate rather than assist credit transfer, reducing the necessity for higher education institutions to award credit to VET qualifications.

The challenge will be to ensure a program designed to provide the first two years of a higher education study with a new title, will open to the door to further initiatives between VET sector provision and higher education. The Associate Degree must contribute to the progress that has been made in developing articulated programs across sectors.

Meeting the demands of the international education market

While Australia has been a successful player in the overseas student market over the last fifteen years, any one country's share of that market cannot be taken for granted. Australia's main international competitors are the US, the UK, Canada and New Zealand, and new competitors are emerging, including, Malaysia, Singapore, France Germany, Ireland and the Netherlands. The General Agreement on Trades in Services (GATS) negotiations provide scope to open the overseas market, Australian education providers will face increased competition from overseas institutions. Although, as IDP studies have shown, the growth in demand for trans national education will continue to grow at a rate where it will be difficult to meet demand.

The VET sector has traditionally had a much smaller share of this market. VET educational export focuses upon three areas:

- industry demand for vocational models,
- individual demand for qualifications, and
- the export of quality assurance models and advice, such as the Australian Quality Training Framework and Industry Training Packages.

It is generally accepted that many overseas students studying in Australia who for various reasons cannot obtain a university place enrol in a VET course as a conduit to a Degree. The Associate Degree was supported by the Australian Council for Private Education and Training and some TAFE Directors in part as a means of growing their share of the overseas training market. They agree that an Associate Degree will make a significant difference to their capacity to attract overseas students.

ACPET has also argued that as training packages are developed for the Australian context, to meet the requirements of Australian industry they are not always appropriate frameworks for the international market. Industry training that occurs off shore is customised to meet requirements. Sometimes this can occur within training package requirements, in other cases this may not be possible.

During 2000, growth in Australia's on-shore higher education sector was at 19.4%, stronger than that experienced by both the United States and the United Kingdom, which grew by 4.3% and 2.3% respectively. Growth in VET in Australia was 3.9%. Very rapid growth has been experienced over the last fifteen years and has accelerated over the past three years. On a per capita basis, Australian involvement in international higher education far exceeds both the UK and the USA. This growth is expected to continue. (Allen & Gientzotis 2002)

While the lack of inclusion of an Associate Degree does not therefore appear to have been a significant barrier to expansion, it is certainly possible that the introduction of an Associate Degree could offer marketing advantages in some sectors of the market, particularly that sector that cannot gain immediate entry into a Degree. The challenge is to ensure that the Degree pathway required by these overseas students is a genuine pathway.

Meeting the demand for the approval of VET Registered Training Organisations as non-self accrediting providers of higher education

In the **vocational education and training sector** each State or Territory has legislative responsibility for authorising the issue of qualifications. This responsibility is carried out by a State or Territory authority or delegated to others. The Australian Quality Training Framework provides nationally agreed principles and processes for Registered Training Organisations to issue qualifications. Successive reforms have resulted in a substantial increase in co-ordinated action by the Commonwealth, States and Territories.

The Australian Quality Training Framework is the set of nationally agreed quality arrangements for the vocational education and training system agreed to by the ANTA Ministerial Council, comprising Commonwealth, State and Territory Ministers responsible for vocational education and training. The documents in the Framework include *Standards for Registered Training Organisations*, *Standards for State and Territory Registering and/or Course accrediting Bodies*, and an *Evidence Guide for Registered Training Organisations and Auditors*.

Nationally endorsed training packages are an integrated set of endorsed competency packages, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise. There are now over 74 nationally endorsed training packages in Australia, of which seven are enterprise training packages.

In the **higher education sector** universities are empowered by their establishment Acts to accredit their own courses and to issue qualifications. Additionally, States and Territories have established processes to accredit courses of other recognised higher education providers. Most have legislation that prohibits Degree programs being offered without accreditation and approval by a State or Territory accrediting body or a Minister.

In March 2000, the Ministerial Council of Employment, Education, Training and Youth Affairs endorsed national protocols setting out common principles, criteria and processes for the quality assurance of higher education. Both State and Territory bodies and self accrediting institutions will be subject to an external audit on a five year cycle, by the Australian Universities Quality Agency (AUQA), a body established by MCEETYA but operating at an arms length from Government.

There are variations in the way in which State and territory legislation deals with responsibility for accreditation of higher education and VET awards, and with Ministerial approval for VET institutes to offer higher education programs. Associate Degrees are included in legislation as higher education programs in some States, but in others the term is not used. Consequently a decision to include Associate Degrees, either as higher education or dual sector awards could require some legislative amendments.

In several States approval has been given for Degree studies to be offered by VET institutes in their own right, but the programs are accredited externally by the State higher education accreditation authorities on the basis of criteria that require consistency with higher education programs in universities.

In Victoria, TAFE Institutes are able to seek approval to deliver Degrees and Associate Degrees in niche areas on a fee for service basis, under the same approval processes that currently apply to non-self accrediting providers of Victorian courses under Victorian legislation.

There are additional requirements placed upon educational institutions that enrol international students. Institutions must be registered with the Commonwealth to enable them to deliver courses to international students. The recently revised *Education Services for Overseas Students Act 2000* and its accompanying National Code of Conduct provides nationally consistent and legally enforceable registration of these education and training providers.

Education and Training organisations seeking to offer an Associated Degree will need to be registered and accredited under quality assurance arrangements for higher education. This may present challenges for those State and Territory Authorities responsible, and for AUQA if numbers significantly increase.

Developing international recognition of the Associate Degree

Associate Degrees are offered in the United States and in Hong Kong. Recently, the United Kingdom has introduced a foundation degree. Each of these qualifications has developed from unique policy agendas and requirements specific to their country of origin. International recognition has not so much to do with the title of a qualification but with the perceived quality of the system in which it is embedded.

The Foundation Degree in the United Kingdom

The recent introduction of the foundation degree in the United Kingdom by government was aimed at extending higher education to more people as part of a continuum of learning involving the vocational sector and the higher education sector. It is part of a strategy to achieve a target of 50% of young people having the opportunity to enter higher education by the age of 30. (DFEE:2000) The foundation degree has some distinct characteristics:

- Foundation degrees are required to be developed through collaboration between universities, colleges and employers including leaders in the field.

- Many foundation degrees are being developed together with National Training Organisations (NTOs) to meet national occupational standards where these exist. Employers are involved so that the qualifications reflect their needs.
- Courses are required to be skills based and to contain both key skills, (similar to Mayer key competencies) and a mixture of work related specialist skills and academic learning. They require active links between a students work experience and academic study as well as an emphasis on work experience and employer involvement.
- They are also intended to address keys segments of the evolving knowledge based economy, including information and communication technology, multimedia design, digital broadcasting and e-business.

Foundation degrees are designed as two year programs which, though recognised as worthwhile qualifications in their own right, provide opportunities to proceed to further study with credit to a greater extent than other programs offered by the vocational and training sector, and the higher national diplomas. The programs are intended to assist in improving access, and typically might be offered by a university or higher education college, in collaboration with further education colleges in a consortium. The university or college with degree awarding powers issues the award, but programs are taught by all members of the consortium.

The foundation degree is not recognised under the arrangements of the Bologna declaration as a degree.

The Associate Degree in the United States

The United States does not have a national qualifications framework. However, the conventional structure of programs is widely understood and consistently applied and supported by extensive quality assurance and processes involving peer reviews. The awarding of Associate Degrees is common in the US where they have been widely used for many years. The programs are offered by community colleges, junior colleges, and by universities. They are of two broad types, described as “terminal”, with the term “applied” in the title, and “transfer” which do not normally include that term.

The **transfer** courses are more academically oriented, often in the liberal arts or sciences, and are regarded as equivalent to the first two years of a four year bachelor Degree program. They may receive full credit towards such programs in a similar field at their own or another institution. The awards are widely recognised as legitimate exit points and are regarded as qualifications in their own right and normally qualify a graduate for employment in the occupation or field for which the programs are designed. The academic transfer programs are more likely to involve the study of academic disciplines and applications of theoretical knowledge, and normally lead to the award of a Degree called Associate of Arts or Associate of Science.

The **“applied”** courses also provide an exit qualification after two years. They are usually geared to provide specific, often competency based, training for occupations for which two years of initial training is regarded as an appropriate complete qualification. However, graduates can and are encouraged to undertake further study which may be immediate or at a later time, and can receive credit towards bachelor Degree studies at their own or another institution.

In the absence of the apprenticeship pathway common to Europe and Australia, the vocationally oriented Associate Degrees have grown as important elements in the USA school to work, and worker training and retraining systems.

The Associate Degree in Hong Kong

The Hong Kong education system still has close ties with the British system. However, Hong Kong has introduced Associate Degrees, based on the US approach, as a new policy initiative to expand access to higher education from a present transition rate of 18 % to 60% by 2010. The programs involve two years of study after A levels (based on the British system) or three years after form five. It is intended the two year local award will provide an

initial qualification which can be extended by further study overseas. Two further years of study are normally required to complete an honours Degree.

There are two types of program, comparable to the American system, described as “broad based” and “vocation-oriented”. The broad based program develops a breadth of knowledge but includes the theoretical base of disciplines relevant to the students’ field of study and prepares them for further study at a higher level. The vocation-oriented programs relate to specific types of jobs at technical, or para-professional levels, though they also provide a base of theoretical concepts as preparation for higher levels of study. The exit point for the Associate Degree is comparable to Hong Kong’s higher Diploma, but the new programs are intended to have clearer articulation paths and greater capacity for continuing study with credit for work that has been successfully completed.

Concluding comments

The introduction of an Associate Degree in Australia appears to respond to a demand by training providers for the creation of a pathway into a Degree for the international student market. It does not appear, to be based upon demand from domestic students (with some exceptions, notably in engineering where the Training Package developers have been slow to progress agreement on the nature of a Diploma or Advanced Diploma in the Training package; and in some equity areas, where it is seen as creating achievable pathways into higher education eg. for Indigenous students).

However, the integrity of the Associate Degree, and therefore its attractiveness to the overseas student market, will in the large part, be determined by how successfully it is integrated into the VET and higher education systems here.

The creation of consistent pathways between the two sectors will be a significant achievement for all students. The challenge will be for the Associate Degree to contribute to this goal.

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Associate Degree

Guideline

1. Purpose

To assist employers, professional associations, curriculum developers, accrediting bodies and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification.

2. Context

These Guidelines are intended to support the inclusion in the Australian Qualifications Framework of the new award of Associate Degree, as endorsed by MCEETYA in July 2003.

3. Learning Outcomes

3.1 Authority

Objectives and academic requirements of courses are set by universities and authorised accreditation authorities having regard for requirements set by peer review and the requirements of relevant professional bodies and employer groups. Universities and authorised accreditation authorities may establish course advisory committees comprising a range of interested parties including practitioners, employers, community representatives and academic staff from a number of institutions to facilitate ongoing review of content and relevance.

3.2 Characteristics

Characteristics of learning outcomes include:

- acquisition of the foundational underpinnings of one or more disciplines, including understanding and interpretation of key concepts and theories and how they are evolving within the relevant scientific, technical, social and cultural contexts;
- development of the academic skills and attributes necessary to access, comprehend and evaluate information from a range of sources;
- development of generic employment-related skills relevant to a range of employment contexts;
- a capacity for self-directed and lifelong learning.

A course leading to the Associate Degree is generally but not exclusively articulated with relevant Bachelor Degree programs. A course leading to an Associate Degree will vary in breadth and depth according to whether it is a single or multi-disciplinary program but will be taken to sufficient depth to provide a basis for full articulation with relevant Bachelor Degree programs.

An Associate Degree qualification provides a broad-based point of entry to employment, in particular in a range of associate professional occupations, and an introduction to the foundations of a discipline or across several disciplines.

4. Responsibility for Assessment

Responsibility for assessment lies with the institution that issues the Associate Degree.

5. Pathways to, through and from the Qualification

Candidates on entry typically hold the Senior Secondary Certificate of Education or its equivalent, including mature age or other special provisions for entry or bridging or foundation programs, or an appropriate vocational education and training qualification including

Certificate III or IV. Entry to an Associate Degree would not normally presume significant work experience or employment prior to or concurrent with study.

The Associate Degree is a qualification of two years duration post-year 12. An Associate Degree program may be developed around a single discipline or may be multi-disciplinary in scope, and integrate generic employment-related skills as appropriate to its particular orientation. Specialist vocational preparation to meet the practitioner requirements of the professional associations or industry would be expected to occur through subsequent completion of a professional Bachelor Degree or a vocational Advanced Diploma.

There are a number of different pathways from an Associate Degree into other qualifications.

The primary pathway is through a fully articulated arrangement into a Bachelor Degree program in a directly related area of study, with a maximum of two years advanced standing, with specified credit. There is also scope for an articulated arrangement with a Bachelor Degree in an adjacent or different discipline, with correspondingly less credit where appropriate. An articulated pathway to an Advanced Diploma* is another alternative, subject to requirements for employment or work experience. With additional relevant employment experience to satisfy 'graduate equivalence', an Associate Degree pathway into a Graduate Certificate is a further option.

** For example, a generalist Associate Degree program may be structured to articulate with an Advanced Diploma program delivering specialist industry competencies, to enhance employment opportunities or credit into a specialist Bachelor Degree. The reverse pathway is also encouraged, where a program delivering an Advanced Diploma is articulated with a generalist Associate Degree program to enhance credit into a Bachelor Degree or broaden employment opportunities.*

6. Authority to Issue the Qualification

Universities are empowered by governments to accredit their own courses and issue qualifications. Additionally, States and Territories have established processes to facilitate the accreditation of courses and issuance of qualifications by other recognised higher education providers.

7. Certification Issued

A qualification is:

formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs.

Individuals will be able to obtain a Statement of Attainment where they have partially completed the requirements of the qualification.

The issuing body will be responsible for providing and maintaining records in relation to the above.

DISTINGUISHING FEATURES OF A DIPLOMA AND ADVANCED DIPLOMA

Diploma	Advanced Diploma
<p>Do the competencies or learning outcomes enable an individual with this qualification to:</p> <p>Demonstrate understanding of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas</p> <p>Analyse and plan approaches to technical problems or management requirements</p> <p>Evaluate information using it to forecast for planning or research purposes</p> <p><i>Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</i></p> <p>Take responsibility for own outputs in relation to broad quantity parameters</p> <p>Take limited responsibility for the achievement of a group of outcomes.</p>	<p>Do the competencies or learning outcomes enable an individual with this qualification to:</p> <p>Demonstrate understanding of specialised knowledge with depth in some areas</p> <p><i>Analyse, diagnose, design and execute judgements across a broad range of technical or management functions</i></p> <p>Generate ideas through the <i>analysis of information and concepts at an abstract level</i></p> <p>Demonstrate a command of <i>wide ranging, highly specialised technical, creative or conceptual skills</i></p> <p>Demonstrate <i>accountability for personal outputs within broad parameters</i></p> <p>Demonstrate <i>accountability</i> for group outcomes with broad parameters.</p>

Source: AQF Implementation Handbook 2002

DISTINGUISHING FEATURES OF AN ASSOCIATE DEGREE AND A BACHELOR DEGREE

Associate Degree	Bachelor Degree
<p>Characteristics of learning outcomes at this level Include;</p> <p>The acquisition of the foundational underpinnings of one or more disciplines, including understanding and interpretation of key concepts and theories and how they are evolving with the relevant scientific, technical, social and cultural contexts.</p> <p>development of the academic skills and attributes necessary to access, comprehend and evaluate information from a range of sources</p> <p>development of generic employment related skills relevant to a range of employment contexts</p> <p>A capacity for self directed and lifelong learning</p>	<p>Characteristics of learning outcomes at this level Include;</p> <p>The acquisition of a systematic and coherent body of knowledge, the underlying principles and concepts, and associated communication and problem solving skills</p> <p>development of the academic skills and attributes necessary to undertake research, comprehend and evaluate new information concepts and evidence from a range of sources</p> <p>Development of the ability to review, consolidate, extend and apply the knowledge and techniques learnt, including in a professional context.</p> <p>A foundation for self directed and lifelong learning: and</p> <p>Interpersonal and teamwork skills appropriate to employment and/or further study.</p>

Sources: AQFAB 2003 and AQF Implementation Handbook 2002