

SUBSIDIARY LEGISLATION 327.431

MALTA QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING REGULATIONS

24th September, 2012

LEGAL NOTICE 294 of 2012.

1. (1) The title of these regulations is the Malta Qualifications Framework for Lifelong Learning Regulations. Citation and scope.

(2) The purpose of these regulations is to determine the regulatory framework for the classification of qualifications and awards which can be provided through formal, non-formal and informal learning, based on the Malta Qualifications Framework level descriptors.

2. For the purposes of these regulations, unless the context otherwise requires - Interpretation.

"the Act" means the Education Act; Cap. 327.

"award" means a document issued by an awarding body, providing official evidence of an individual's vocational, educational and training achievements. An award may also include the following types:

- (a) a "customised award" which means a qualification built on specific occupational areas and applied by employers and training organisations to upgrade the knowledge, skills and competences of the workforce;
- (b) a "legacy award" which means a qualification awarded to an individual prior to 1st July 2007 but which the competent authorities establish as still relevant in today's labour market requirements;
- (c) a "work-based award" which means a qualification obtained as a result of an apprenticeship scheme in which learning takes place in controlled work environments and which may take into account prior learning;

"the Commission" means the National Commission for Further and Higher Education established by article 64 of the Act;

"credit" has the meaning as assigned to it by the Act or any regulation made thereunder for the purpose of quality assurance, accreditation and licensing of further and higher education providers;

"European Qualifications Framework" means the European Qualifications Framework for Lifelong Learning as adopted by the European Union from time to time;

"learning outcome" means a statement defining what a learner knows, understands and is able to do upon completion of a learning process;

"level descriptors" means an expression of the level of knowledge, skills and competences within the Malta Qualifications Framework in relation to higher or lower levels of achievement by an individual;

"formal learning" has the same meaning assigned to it by article 63 of the Act;

"further education" has the same meaning assigned to it by article 63 of the Act;

"higher education" has the same meaning assigned to it by article 63 of the Act;

"informal learning" has the same meaning assigned to it by article 63 of the Act;

"learning" has the same meaning assigned to it by article 63 of the Act;

"lifelong learning" has the same meaning assigned to it by article 63 of the Act;

"Malta Qualifications Framework" means the Malta Qualifications Framework for Lifelong Learning and has the same meaning assigned to it by article 63 of the Act;

"the Minister" means the Minister responsible for education;

"non-formal learning" has the same meaning assigned to it by article 63 of the Act;

"programme" has the same meaning assigned to it by article 63 of the Act;

"provider" has the same meaning assigned to it by article 63 of the Act;

"qualification" has the same meaning as is assigned to it by article 63 of the Act;

"Qualifications Framework of the European Higher Education Area" means the qualifications framework adopted by European Ministers responsible for higher education, in the framework of the Bologna Process, from time to time;

"referencing" is a process of comparative analysis of knowledge, skills and competences of levels of qualifications between one or more qualifications frameworks;

"school" has the same meaning as is assigned to it by article 2 of the Act;

"sectoral qualification" means an award confined to a specified sector, which may exist at national and international levels;

"transcript" means an official report issued by a licensed and accredited provider about the learning record of an individual, listing courses, grades received and information about education and qualifications systems;

"validation of non-formal and informal learning" has the same meaning assigned to it by the Act or any regulations made thereunder for the purpose of validating non-formal and informal

learning.

3. (1) There shall be a Malta Qualifications Framework which shall be a framework of eight levels as reproduced in the First Schedule, with Level 1 being the lowest and Level 8 being the highest level of a qualification.

The Malta
Qualifications
Framework.

(2) The Malta Qualifications Framework shall include all national qualifications as approved by the Commission:

Provided that qualifications awarded upon completion of a programme of formal learning shall not form part of the Malta Qualifications Framework unless they satisfy the following conditions:

- (a) they shall be awarded by a school or licensed provider of further or higher education in accordance with the Act or any regulation made thereunder;
- (b) they shall be internally and externally quality-assured in accordance with the Act or any regulations made thereunder;
- (c) they shall be based on a workload composed of identified credit value;
- (d) they shall be awarded on the successful completion of a formal assessment process;
- (e) they shall be expressed through a transcript and an award supplement based on European and international standards; and
- (f) they shall be identified in a transcript through a level-rating with the Malta Qualifications Framework and the European Qualifications Framework.

(3) The Malta Qualifications Framework shall include the following:

- (a) qualifications awarded after the successful completion of formal learning; and
- (b) qualifications awarded after the completion of non-formal and informal learning validated in accordance with the Act or any regulations made thereunder:

Provided that the Malta Qualifications Framework may also include customised, legacy and work-based awards:

Provided further that for the purpose of determining access to a profession by means of one or more qualifications in the Malta Qualifications Framework and the validation of any learning or work experience related thereto, the Mutual Recognition of Professional Qualifications Act, and any regulations made thereunder, shall apply.

Cap. 451.

(4) Qualifications which form part of the Malta Qualifications Framework shall be based on learning outcomes, and as such shall be expressed in terms of knowledge, skills and competences corresponding to the respective level descriptors as reproduced in the Second Schedule.

(5) The Malta Qualifications Framework is executed by means

of exit points and promotes permeability of qualifications from one level of the Malta Qualifications Framework to another and across different learning pathways.

(6) The Malta Qualifications Framework shall be referenced to the European Qualifications Framework and the Qualifications Framework of the European Higher Education Area.

Functions and powers of the Commission.

4. (1) In accordance with its functions under article 65(g) of the Act to promote and maintain the Malta Qualifications Framework and establish the policies and criteria on which the Malta Qualifications Framework shall be based, and in accordance with its functions under article 66(g) of the Act to maintain and publish a register of qualifications classified within the Malta Qualifications Framework, the Commission shall be the competent authority responsible for all aspects of the Malta Qualifications Framework and shall have such functions and powers as assigned to it by these regulations. Without prejudice to the powers of the Minister as provided by the Act, the Commission shall also have such functions and powers as may be required for the proper performance of any and all of its functions.

(2) Without prejudice to the generality of sub-regulation (1), the Commission shall have the following functions:

- (a) to establish and maintain the criteria and mechanisms for classifying national qualifications within the Malta Qualifications Framework;
 - (b) to establish the minimum amount of credits required for a national qualification to be classified within the Malta Qualifications Framework;
 - (c) to ensure that national qualifications classified within the Malta Qualifications Framework are well-documented and include learning outcomes and information about assessment procedures;
 - (d) to adopt the Malta Qualifications Framework in such a way as to change, add or delete qualifications or level descriptors to reflect the principles of the European Qualifications Framework and of the Qualifications Framework of the European Higher Education Area;
 - (e) to maintain and classify sectoral qualifications within the Malta Qualifications Framework;
 - (f) to provide guidance and support to persons, schools and further and higher education providers operating with the Malta Qualifications Framework;
 - (g) to establish and maintain a register of persons awarded partial or full qualifications classified at one of the eight levels of the Malta Qualifications Framework; and
 - (h) to advise the Minister about the state, operation, needs and prospects of the Malta Qualifications Framework.
- (3) Following a submission by schools or providers to have the

national qualifications awarded by them classified within the Malta Qualifications Framework, the Commission may assign other recognised public or private entities to undertake the exercise of referencing of qualifications to the Malta Qualifications Framework:

Provided that the level-rating process, requirements, conditions, limitations and exclusions carried out by entities other than the Commission shall be the same as those established by the Commission:

Provided further that the decision regarding the referencing of such qualifications shall in every case lie with the Commission.

5. (1) There shall be appointed by the Commission a coordinator who shall be responsible for the day-to-day management of the Malta Qualifications Framework, hereinafter referred to as "the Coordinator".

The Malta
Qualifications
Framework
Coordinator.

(2) Without prejudice to the generality of sub-regulation (1), the Coordinator shall have the following responsibilities:

- (a) to advise the Commission regarding any changes, additions or deletions to the Malta Qualifications Framework that may be required;
- (b) to monitor developments related to qualifications frameworks at European and international levels and advise the Commission regarding any action that may be required in view of such developments;
- (c) to coordinate discussions with stakeholders regarding all aspects of the Malta Qualifications Framework;
- (d) to convene, on a yearly basis, a national colloquium for all public and private stakeholders about the developments of the Malta Qualifications Framework, including in particular European and international developments related to the Malta Qualifications Framework.

6. (1) All schools and providers shall comply with the criteria, requirements, conditions, limitations and exclusions established by the Commission from time to time under these regulations in accordance with its functions and powers under regulation 4.

Obligations of
schools and
providers and
penalties.

(2) Any school or provider that fails to comply with these regulations shall be liable to an administrative fine not exceeding two thousand and three hundred euro (€ 2,300). The Commission shall be responsible for the imposition of such fines and for their enforcement upon any person contravening these regulations, taking into account the gravity of the non-compliance and any payments made to that school or provider for the undertaking of any learning or research process that was reasonably expected to lead to an award classified within the Malta Qualifications Framework:

Provided that prior to imposing such fine, the Commission shall allow for a due period of time for the school or provider to

comply with sub-regulation (1).

The Malta
Qualifications
Framework
Appeals Board.

7. (1) There shall be a Malta Qualifications Framework Appeals Board, hereinafter referred to as "the Appeals Board", to which any person, school or further or higher education provider may appeal if aggrieved by a decision taken by the Commission with respect to the referencing of a qualification to the Malta Qualifications Framework in terms of these regulations.

(2) Appeals provided for in sub-regulation (1) have to be filed in the Registry of the Appeals Board within ten days from the date when the decision taken by the Commission is communicated to the person, school or further or higher education provider so aggrieved.

(3) The Appeals Board shall consist of an independent Chairman and two independent Members who shall be appointed by the Minister from among persons of known integrity who appear to him to be qualified by reason of experience of, and capacity in, matters deemed appropriate for such purpose:

Provided that one of the members of the Appeals Board shall also act as Secretary to the Appeals Board, with the right to vote.

Cap. 12.

(4) A member of the Appeals Board shall abstain and may be challenged in such circumstances as would disqualify a judge in terms of Sub-Title II of Title II of Book Third of the Code of Organization and Civil Procedure; and in any such case the member shall be substituted by another person appointed for such purpose by the Minister.

(5) The members of the Appeals Board shall hold office for a period of three years, and shall be eligible for re-appointment.

(6) A member of the Appeals Board may be removed from office by the Minister on grounds of gross negligence, conflict of interest, incompetence, or acts or omissions unbecoming a member of the Appeals Board.

Cap. 12.

(7) The decisions of the Appeals Board shall be final except with respect to points of law decided by the Appeals Board, from which an appeal shall lie within twenty days to the Court of Appeal (Inferior Jurisdiction); the judge shall have the right to decide *in camera* that such appeal is frivolous or vexatious following the closing of the stage of written submissions; such appeal shall also be regulated by rules of court made under article 29 of the Code of Organization and Civil Procedure.

FIRST SCHEDULE
MALTA QUALIFICATIONS FRAMEWORK
[(Regulation 3(1))]

1. The Malta Qualifications Framework shall be represented as follows:

Representation of the Malta Qualifications Framework.

8	DOCTORAL DEGREE		8
7	MASTER'S DEGREE POSTGRADUATE DIPLOMA POSTGRADUATE CERTIFICATE		7
6	BACHELOR'S DEGREE		6
5	UNDERGRADUATE DIPLOMA UNDERGRADUATE CERTIFICATE	FOUNDATION DEGREE HIGHER VOCATIONAL EDUCATION AND TRAINING DIPLOMA	5
4	MATRICULATION LEVEL ADVANCED LEVEL INTERMEDIATE LEVEL	VOCATIONAL EDUCATION AND TRAINING DIPLOMA	4(d)
3	GENERAL EDUCATION LEVEL 3 SEC Grade 1-5	VOCATIONAL EDUCATION AND TRAINING LEVEL 3	3(c)
2	GENERAL EDUCATION LEVEL 2 SEC Grade 6-7	VOCATIONAL EDUCATION AND TRAINING LEVEL 2	2(b)
1	GENERAL EDUCATION LEVEL 1 SCHOOL LEAVING CERTIFICATE	VOCATIONAL EDUCATION AND TRAINING LEVEL 1	1(a)

2. The National Qualifications Framework is designed in such a way as to be able to include diverse forms of qualifications not as yet covered by this Framework.

Design of the Malta Qualifications Framework.

3. The following applies to vocational education and training qualifications at levels 1 to 4 of the Malta Qualifications Framework:

Vocational Education and Training Qualifications Levels 1 to 4.

- (a) a full Vocational Education and Training Level 1 qualification should enjoy the same parity of esteem as a Full School Leaving Certificate;
- (b) a full Vocational Education and Training Level 2 qualification should enjoy the same parity of esteem as four General Education Level 2 subjects;
- (c) a full Vocational Education and Training Level 3 qualification should enjoy the same parity of esteem as six General Education Level 3 subjects;
- (d) a full Vocational Education and Training Diploma should enjoy the same parity of esteem as three Advanced Level subjects

SECOND SCHEDULE

THE LEVEL-DESCRIPTORS OF MALTA QUALIFICATIONS FRAMEWORK

[(Regulation 3(3)]

The level descriptors for each of the eight levels of the Malta Qualifications Framework shall be represented as follows:

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
LEVEL 1	KNOWLEDGE	<ol style="list-style-type: none"> 1. acquires basic general knowledge related to the immediate environment and expressed through a variety of simple tools and contexts as an entry point to lifelong learning; 2. knows and understands the steps needed to complete simple tasks and activities in familiar environments; 3. is aware and understands basic tasks and instructions; 4. understands basic textbooks.
	SKILLS	<ol style="list-style-type: none"> 1. has the ability to apply basic knowledge and carry out a limited range of simple tasks; 2. has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 3. follows instructions and be aware of consequences of basic actions for self and others.
	COMPETENCES	<ol style="list-style-type: none"> 1. applies basic knowledge and skills to do simple repetitive and familiar tasks; 2. participates in and takes basic responsibility for the action of simple tasks; 3. carries out activities under guidance and within simple defined timeframes; 4. acquires and applies basic key competences at this level.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding; 2. Applying Knowledge and Understanding; 3. Communication Skills; 4. Judgmental Skills; 5. Learning Skills; and 6. Autonomy and Responsibility 	<ol style="list-style-type: none"> 1. has basic knowledge and understanding of textbooks and simple tasks while relating to the immediate environment; 2. follows instructions and completes repetitive simple tasks in familiar contexts and under a quality controlled system; 3. communicates basic information in familiar repetitive contexts; 4. assesses and ensures that assigned tasks have been completed effectively; 5. acquires and applies key competences to defined actions; 6. takes some responsibility for completing simple tasks and exercises limited autonomy.
LEVEL 2	KNOWLEDGE	<ol style="list-style-type: none"> 1. possesses good knowledge of a field of work or study; 2. is aware of and interprets types of information and ideas; 3. understands facts and procedures in the application of basic tasks and instructions; 4. selects and uses relevant knowledge to accomplish specific actions for self and others.
	SKILLS	<ol style="list-style-type: none"> 1. has the ability to demonstrate a range of skills by carrying out a range of complex tasks within a specified field of work or study; 2. communicates basic information; 3. ensures tasks are carried out effectively.
	COMPETENCES	<ol style="list-style-type: none"> 1. applies factual knowledge and practical skills to do some structured tasks; 2. ensures one acts pro-actively; 3. carries out activities under limited supervision and with limited responsibility in a quality controlled context; 4. acquires and applies basic key competences at this level.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	LEARNING OUTCOMES 1. Knowledge and Understanding; 2. Applying Knowledge and Understanding; 3. Communication Skills; 4. Judgmental Skills; 5. Learning Skills; and 6. Autonomy and Responsibility	1. understands and uses good knowledge for tasks, procedures or a field of work or study; 2. follows instructions and completes a range of well-defined tasks; 3. communicates basic information in unfamiliar contexts; 4. selects and uses information for specified tasks and be pro-active; 5. acquires and applies key competences to a range of actions; 6. takes responsibility and exercises autonomy in well-defined tasks under a quality controlled system.
LEVEL 3	KNOWLEDGE	1. understands the relevancy of theoretical knowledge and information related to one field of work or study; 2. assesses, evaluates and interprets facts establishing basic principles and concepts in a particular field of work or study; 3. understands facts and procedures in the application of more complex tasks and instructions; 4. selects and uses relevant knowledge acquired on one's own initiative to accomplish specific actions for self and others.
	SKILLS	1. demonstrates a range of developed skills to carry out more than one complex task effectively and in unfamiliar and unpredictable contexts; 2. communicates more complex information; 3. solves basic problems by applying basic methods, tools, materials and information given in a restricted learning environment.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	<p>COMPETENCES</p>	<ol style="list-style-type: none"> 1. applies knowledge and skills to do some tasks systematically; 2. adapts own behaviour to circumstances in solving problems by participating proactively in structured learning environments; 3. uses own initiative with established responsibility and autonomy, but supervised in quality controlled learning environments normally within a craftsmanship context; 4. acquires key competences at this level as a basis for lifelong learning.
	<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding; 2. Applying Knowledge and Understanding; 3. Communication Skills; 4. Judgmental Skills; 5. Learning Skills; and 6. Autonomy and Responsibility 	<ol style="list-style-type: none"> 1. understands theoretical knowledge and information related to complex procedures in a field of work or study; 2. follows instructions and carries out complex tasks systematically and in unfamiliar and unpredictable contexts; 3. communicates complex information in unfamiliar and unpredictable contexts; 4. assesses, evaluates and interprets facts related to a field of work or study and applies basic problem solving techniques; 5. acquires and applies key competences as a basis for lifelong learning; 6. takes agreed responsibility for completing complex tasks, and interacts with the immediate environment and in defined actions at one's own initiative.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
LEVEL 4	KNOWLEDGE	<ol style="list-style-type: none"> 1. understands broad theoretical knowledge and analyses of information related to a field of work or study; 2. understands facts and establishes basic principles in broad contexts within a field of work or study; 3. applies facts and procedures in broad contexts within a defined field of work or study; 4. selects and analyses theoretical knowledge in broad contexts within a specific field of work or study.
	SKILLS	<ol style="list-style-type: none"> 1. demonstrates acquired knowledge and the ability to apply a range of technical or academic skills to carry out multiple complex tasks; 2. communicates theoretical and technical information in a work or learning environment; 3. generates solutions to specific problems within a field of work or study.
	COMPETENCES	<ol style="list-style-type: none"> 1. applies knowledge and skills to perform qualitative and quantitative tasks that require technical capacity normally associated with a technician's competence; 2. supervises the quality and quantity of work of self and others' under quality assured structures, with responsibility and autonomy; 3. demonstrates an advanced level of key competences at this level as a basis for higher education.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding; 2. Applying Knowledge and Understanding; 3. Communication Skills; 4. Judgmental Skills; 5. Learning Skills; and 6. Autonomy and Responsibility 	<ol style="list-style-type: none"> 1. understands and analyses broad theoretical, practical and technical knowledge related to a field of work or study; 2. follows instructions and carries out defined theoretical, complex and technical tasks; 3. communicates theoretical and technical information in a work or learning context; 4. interacts with and generates solutions to problems within the immediate environment of a given field of work or study; 5. applies key competences to defined actions and to a technical or academic field of work or learning context; 6. exercises autonomy and takes responsibility for defined qualitative and quantitative tasks of self and others by completing complex tasks in a broad context under quality assured mechanisms.
LEVEL 5	KNOWLEDGE	<ol style="list-style-type: none"> 1. understands knowledge in a field of study that builds upon general further education and is typically at a level supported by high-level textbooks leading to continued studies to complete a Level 6 qualification; 2. develops strategic and creative responses in researching solutions to well defined concrete and abstract problems; 3. makes judgements based on knowledge of relevant social and ethical issues.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	SKILLS	<ol style="list-style-type: none"> 1. demonstrates transfer of theoretical and practical knowledge, in creating solutions to problems; 2. conveys ideas in a well structured and coherent way to peers, supervisors and clients using qualitative and quantitative information; 3. has the ability to identify and use data to formulate responses to well-defined concrete and abstract problems; 4. evaluates own learning and identifies learning needs necessary to undertake further learning.
	COMPETENCES	<ol style="list-style-type: none"> 1. manages projects independently that require problem solving techniques where there are many factors, some of which interact and lead to unpredictable outcomes; 2. shows creativity in managing projects, manages people and reviews performance of self and others; train others and develop team performance; 3. expresses a comprehensive internalized personal world view reflecting engagement of solidarity with others; 4. has the learning skills to undertake further studies with some autonomy.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding; 2. Applying Knowledge and Understanding; 3. Communication Skills; 4. Judgmental Skills; 5. Learning Skills; and 6. Autonomy and Responsibility 	<ol style="list-style-type: none"> 1. understands advanced textbooks which may lead to further academic or vocational learning and researches solutions to abstract problems; 2. demonstrates operational capacity and management skills using creativity; 3. interacts with others to convey abstract and concrete solutions to problems in a field of work or study; 4. formulates practical and theoretical responses to abstract and concrete problems and makes judgements on social and ethical issues; 5. evaluates own learning and can improve key competences for further learning, and promotes team training; 6. is responsible for the effective and efficient management of projects and people within agreed timeframes.
LEVEL 6	KNOWLEDGE	<ol style="list-style-type: none"> 1. understands knowledge that builds upon general further education and typically includes some aspects that will be informed by knowledge at the forefront of a field of study; 2. uses detailed theoretical and practical knowledge which is at the forefront of a field of study and involves critical understanding of theories and principles; 3. understands methods and tools in a complex and specialised field of work or study and innovation in terms of methods used; 4. makes judgements based on relevant social and ethical issues that arise in a field of work or study.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	SKILLS	<ol style="list-style-type: none"> 1. applies knowledge and understanding in a manner that indicates a professional approach to work or study; 2. communicates ideas, problems, and solutions to both specialist and non-specialist audiences using a range of techniques involving qualitative and quantitative information; 3. has the ability to gather and interpret relevant data (usually within the field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues; 4. devises and sustains arguments to solve problems; 5. consistently evaluates own learning and identifies learning needs.
	COMPETENCES	<ol style="list-style-type: none"> 1. demonstrates administrative design, resource and team management and is responsible for work or study contexts that are unpredictable and require that complex problems are solved; 2. shows creativity and initiative in developing projects in management processes, manage and train people to develop team performance; 3. has developed those learning skills that are necessary to continue to undertake further studies with a high degree of autonomy.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding; 2. Applying Knowledge and Understanding; 3. Communication Skills; 4. Judgmental Skills; 5. Learning Skills; and 6. Autonomy and Responsibility 	<ol style="list-style-type: none"> 1. understands professional theoretical and practical knowledge in a specialised field of work or study; 2. demonstrates innovative theoretical and practical responses to work or study contexts; 3. communicates ideas, problems, and solutions to both specialist and non-specialist audiences using a range of techniques involving qualitative and quantitative information to sustain arguments; 4. makes professional judgements on social and ethical issues within the area of specialisation, masters' problem solving skills, and evaluates the management of projects and people; 5. assesses own learning and can specialise in one or more key competences for further learning; 6. is responsible for the management of creative and innovative projects and the team's performance.
LEVEL 7	KNOWLEDGE	<ol style="list-style-type: none"> 1. has comprehensive knowledge and understanding that is founded upon and extends and, or enhances that knowledge typically associated with Bachelor's level; 2. uses specialised or multi-disciplinary theoretical and practical knowledge some of which is at the forefront of a field of study. This knowledge forms the basis of originality in developing and, or applying ideas.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	SKILLS	<ol style="list-style-type: none"> 1. demonstrates specialised or multi-disciplinary knowledge that include reflecting on social and ethical responsibilities linked to the application of one's knowledge and judgements; 2. can communicate to specialist and non-specialist audiences clearly and unambiguously work or study related conclusions and knowledge which may be the outcome of research, self-study or experience; 3. performs critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar environments, and to produce original research; 4. develops new skills in response to emerging knowledge and techniques and demonstrates leadership skills and innovation in complex and unpredictable work and study contexts.
	COMPETENCES	<ol style="list-style-type: none"> 1. creates a research-based diagnosis to problems by integrating knowledge from new or interdisciplinary fields and makes judgements with incomplete or limited information; 2. manages people and projects and demonstrates the ability to respond to the dynamic changes in the business environment; 3. demonstrates autonomy in the direction of learning and a high level of understanding of learning processes; 4. has the learning skills to allow continuation to study in a manner that may be largely self-directed or autonomous.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding; 2. Applying Knowledge and Understanding; 3. Communication Skills; 4. Judgmental Skills; 5. Learning Skills; and 6. Autonomy and Responsibility 	<ol style="list-style-type: none"> 1. has comprehensive specialised or multi-disciplinary theoretical and practical knowledge which forms the basis of original research, which may contribute to social and ethical issues; 2. demonstrates capability in using knowledge and skills, to adapt to the dynamic changes in the business environment and to manage people and projects efficiently; 3. communicates with specialist and non-specialist audiences clearly and unambiguously conclusions and knowledge which may be the outcome of original research, self-study or experience; 4. performs critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar contexts, and to produce original research; 5. makes assessments of personal continuous professional development, takes initiative to undertake self-directed study and may proceed to further specialisation; 6. is accountable and responsible for the original research within a personal social responsibility and, or business context, for one's operations and for adapting the management of people and projects reflecting the dynamic nature of the environment in which one operates.
LEVEL 8	KNOWLEDGE	<ol style="list-style-type: none"> 1. has a systematic understanding of a highly specialised field of study which builds upon a specialised or multi-disciplinary knowledge and understanding; 2. extends or redefines existing knowledge and, or professional practice.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	SKILLS	<ol style="list-style-type: none"> 1. demonstrates mastery in skills such as the selection and analysis of research, writing, design, development and sustainability of the argument manifested in innovative scholarly research; 2. responds to technological, social and cultural issues and addresses the needs of a knowledge-based society; 3. communicates expertise to a wide audience including peers and the general public using different methods including national and international publications, and participates in specialist fora; 4. demonstrates expertise in critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar environments, and to produce original research.
	COMPETENCES	<ol style="list-style-type: none"> 1. demonstrates authority in a specialised field of work or study and makes judgements involving a multitude of interacting factors; 2. promotes social, scientific and ethical advancement through actions; 3. has a sustained commitment in the development of new ideas.

LEVEL	LEARNING OUTCOMES	LEVEL DESCRIPTORS
	LEARNING OUTCOMES	
	1. Knowledge and Understanding;	1. has theoretical and practical expertise in a specialised field of knowledge which may contribute to social and ethical issues in a national and international dimension;
	2. Applying Knowledge and Understanding;	2. demonstrates leadership and innovation in mastering research in work and study contexts;
	3. Communication Skills;	3. communicates expertise to a wide audience including peers and the general public using different methods including national and international publications, and participates in specialist fora;
	4. Judgmental Skills;	4. demonstrates expertise in critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar environments, and to produce original research;
	5. Learning Skills; and	5. has a sustained commitment to generate new ideas and innovative projects related to technological, cultural and social development;
	6. Autonomy and Responsibility	6. is responsible for the leadership of a number of specialised projects and an authority in a specialised field of work or study.