QUALITY ASSURANCE IN HIGHER EDUCATION AND TRAINING IN PACIFIC ISLAND COUNTRIES AND TERRITORIES

GUIDELINES FOR THE DEVELOPMENT AND ACCREDITATION OF UNITS OF LEARNING

Educational Quality and Assessment Programme:
Pacific Community

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Educational Quality and Assessment Programme: Pacific Community

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List of Abbreviations

EQAP	Educational Quality and Assessment Programme
IPAC	Industry Programme Advisory Committee
ISAC	Industry Standards Advisory Committee
PQAF	Pacific Quality Assurance Framework
PQF	Pacific Qualifications Framework

Introduction

This document has been developed to assist organisations that are intending to develop units of learning and seek their accreditation on the Pacific Register for Qualifications and Standards (PRQS) by the Educational Quality and Assessment Programme (EQAP). The document provides guidelines on writing the purpose statement, constructing learning outcomes, determining the credit value, and identifying the entry, assessment and completion rules for a unit of learning. The document describes the features and requirements of a unit of learning, and the criteria for its accreditation. Examples of how certain questions in the application form could be answered are also contained in the document.

This document should be read in conjunction with:

↗ the *Pacific Qualifications Framework* (PQF); and
↗ the *Pacific Quality Assurance Framework* (PQAF). The PQAF contains standards and guidelines on the quality assurance of qualifications and units of learning.

SECTION 1:
What is a Unit of Learning/ Micro-qualification?

A Unit of Learning is a major block or identifiable part of a qualification. Units of learning are also referred to as modules, units of competencies/components and micro-qualifications. In this document we will refer to these as unit of learning.

Example: For the qualification in Certificate IV in English Language, the four units of learning could be **Listening**, **Speaking**, **Reading** and **Writing**.

SECTION 2:
Design and Approval of a Unit of Learning

The development and approval of units of learning refers to how they are created and approved. Units of learning are created by developing and packaging the learning outcomes. For a unit of learning to be appropriate for and relevant to the needs of the industry, the industry must be engaged in the development of standards or learning outcomes. The industry experts constitute what is generally referred to as the Industry Standards Advisory Committee (ISAC). The ISAC provides professional input in the development of standards or learning outcomes that constitute a unit of learning.

The members of the ISAC must be appropriate, credible, representative, and recognised by their industry or community as able to speak with authority on behalf of the sector that they represent. Examples of organisations that may have an interest and could contribute to ISAC membership are:

↗ Government agencies.
↗ Non-governmental agencies.
↗ Education and training authorities.
↗ Industry experts.
↗ Training providers.
↗ Quality assurance agencies.
↗ Industry organisations.
↗ Professional associations.
↗ Community representatives.

The following process may be followed in the development and approval of a unit of learning:

a. Establish the need for the unit of learning.
b. Establish the ISAC.
c. Develop the draft unit of learning by designing learning outcomes and packaging them.
d. Circulate the draft unit of learning to stakeholders for feedback.
e. Collate feedback and revise the draft accordingly.
f. Convene a meeting with stakeholders and ISAC to seek formal endorsement of the unit of learning.

The evidence of stakeholder participation in the development and approval of units of learning could be in the form of attendance lists, minutes of meetings, letters of support, etc.

SECTION 3:
Features and Accreditation Requirements for a Unit of Learning

This section discusses the various features of a Unit of Learning and the requirements that need to be met for the accreditation of a unit of learning.

3.1
Title

The title of the Unit of Learning refers to the name of the Unit of Learning. The title of a Unit of Learning provides information on its content and difficulty level. The title of a Unit of Learning must be short, precise and provide information on the field and sub-field of study and the depth and complexity of the field and sub-field.

3.2
Purpose Statement

The purpose statement identifies the need for the Unit of Learning. The purpose statement must state why the Unit of Learning was designed, the needs of learners and other stakeholders that it will address, and the target group of learners.

3.3
Learning Outcomes

Learning outcomes are statements that specify what students will have to know, be able to do, or be able to demonstrate when they have completed or participated in a programme/ activity/course/project. These are usually expressed as knowledge, skills, attitudes or values. Learning outcomes specify an action by the student that must be observable, measurable and able to be demonstrated.

Learning outcomes consist of a noun, verb and condition/context.

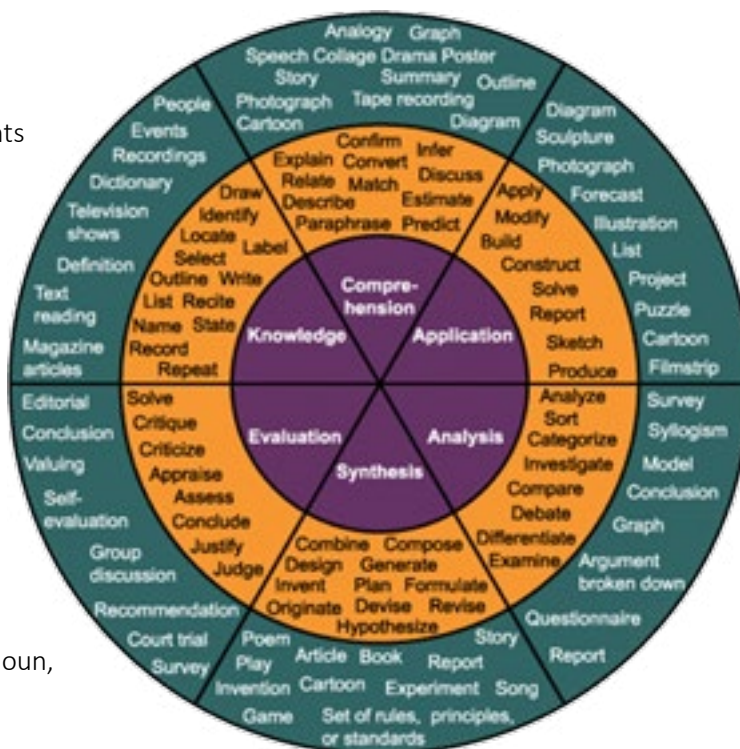**Examples of learning outcomes are as follows:**

Figure 1. Bloom's taxonomy verb wheel.

Source: https://sites.goggle.com/site/bloomstaxonomy2/ verb-wheel

- To provide room service in accordance with hotel procedures.
- To integrate single variable mathematical expressions using the techniques of integration.
- To repair a puncture tyre of a car in a tyre repair centre.

Learning outcomes must use action verbs. Examples of action verbs that could be used in the development of learning outcomes are: analyse, apply, argue, arrange, assemble, assess, calculate, categorise, choose, classify, compare, compile, compute, create, criticise, critique, defend, define, demonstrate, describe, design, develop, differentiate, discuss, distinguish, estimate, examine, explain, formulate, identify, illustrate, indicate, interpret, label, list, locate, manage, memorise, order, operate, organise, plan, practice, predict, prepare, propose, question, rate, recognise, repeat, report, reproduce, review, revise, schedule, select, solve, state, translate, use, utilise, and write. The verb wheel in figure 1, which is based on Bloom's taxonomy, shows the arrangement of the verbs at various levels.

Certain verbs are unclear and call for covert, internal behaviour which cannot be observed or measured. These types of verbs should be avoided. Examples of such verbs are appreciate, become aware of, become familiar with, know, learn and understand.

Examples of learning outcomes that are difficult to measure are as follows:

- 'Know' the benefits of physical exercise on personal health.
- 'Understand' how to carry out a titration.

To ensure compliance with the standards for accreditation of Units of Learning, learning outcomes must be:

a. clearly stated;
b. measurable and achievable;
c. presented in a logical, progressive way that demonstrates learners' development of knowledge, skills and attitudes; and
d. related to the respective framework level and complexity of the field of study.

3.4
Credit Value

3.4.1 Credit
Credit provides a means of quantifying learning outcomes that are achievable in notional learning hours at a given level. On the PQF, one credit is equivalent to approximately 10 notional learning hours of successful learning activity. Credit is awarded for the achievement of specified learning outcomes. No additional credit can be awarded for achievement above the threshold level.

3.4.2 Notional learning hours
'Notional learning hours' refers to the estimated learning time taken by the 'average' student to achieve the specified learning outcome. This is therefore not a precise measure but provides students with an indication of the amount of study and degree of commitment that is expected. Notional learning time includes teaching contact time (lectures, seminars, tutorials, laboratory practical classes, workshops, fieldwork etc.), time spent on preparing and carrying out formative and summative assessments (written coursework, oral presentations, exams, etc.) and time spent on private study, whether in term-time or during vacation times.

3.4.3 Determining credit points of a Unit of Learning

To determine the credit points and the level of a component, one must consider the learning outcomes that it comprises of.

The credit value of a learning outcome is the volume of learning, in time, required by an average learner to achieve the learning outcome. *Thus, if an average learner requires 30 hours to achieve a learning outcome, the credit associated with the learning outcome is 3. A learner who takes more time to achieve the outcome does not earn any extra credit.*

The **PQF Level Descriptors** define the level of complexity of learning, in terms of the knowledge, skills and application acquired by the learner at each level. The level descriptors are shown in **Appendix 1**. To determine the level of a learning outcome, one must compare the learning outcome with the level descriptors. The level of a learning outcome is the PQF level at which the descriptors match the learning outcome.

The determination of credit points and level of learning outcomes is technical in nature, and requires the involvement of subject experts.

After the **levels** and **credits** of all learning outcomes have been determined, they must be aggregated and a credit profile, shown in the table below, must be formulated:

Level	No. of Credits
4	Xx
3	Xx
2	Xx
1	Xx
Total	**xxx**

The **credit points for the component** are the total amount of credit points of all learning outcomes at all levels in a whole number only.

> It must be noted that the levels of learning outcomes are not restricted to levels 1 to 4.
> The levels of learning outcomes range from 1 to 10.
> The table above is only a condensed structure.

The procedure for determining the credit profile is illustrated in the example below.

Name of Unit of Learning: Basic Algebra

The unit of learning – Basic Algebra contains 15 learning outcomes. The learning outcomes, their credits and levels are shown in the table below.

Learning Outcome	Level	No. of Credits
1	1	1
2	1	2
3	2	2
4	2	2
5	2	2
6	3	1
7	3	3
8	3	2
9	3	2

Learning Outcome	Level	No. of Credits
10	4	2
11	4	3
12	4	2
13	4	1
14	5	2
15	5	3

Collating all the learning outcomes at the same level and totalling their credits results in the table below.

Learning Outcome	Level	No. of Credits
5	2	5
4	4	8
3	4	8
2	3	6
1	2	3
Total	**15**	**30**

This table is referred to as the Credit Profile and shows that the credit value of the unit of learning is 30. Thus, an average learner would need approximately 300 hours to achieve all the learning outcomes of the Unit of learning on Basic Algebra.

To ensure compliance with the standards for accreditation of units of learning, the credit value must:

↗ be clearly stated and correctly estimated, noting the interplay between the time, learner ability and the learning outcome;
↗ provide information on the number of lectures, tutorials and any practical requirements per week;
↗ account for the credit values of the learning outcomes of the component; and
↗ be calculated using the ratio where one credit is approximately equivalent to 10 notional hours of learning.

3.5
Entry Requirements

Entry requirements refer to the minimum level of education that must be completed to be considered for selection into a study programme/ Unit of Learning. Some institutions also have pre-requisites, co-requisites and restrictions on age as part of the entry requirements.

A **pre-requisite** is a unit/module that a learner must study before he/she can enrol in the next, associated unit. The pre-requisite unit gives the knowledge that is needed to take the next unit.

A **co-requisite** is a unit/module that a learner must study before or at the same time as another associated unit. The co-requisite unit gives the complementary knowledge that is needed to succeed in both units.

Mature age entry is when a prospective learner does not have a formal educational qualification, but may still be eligible for entry into a unit of study on account of the work experience that he/she has accumulated. This learner is most likely to be of an age higher than the other learners for the same unit/module. Institutions of learning recognise that valuable intellectual skills and development can be gained through a wide range of experiences and informal study.

To fulfil the requirements for accreditation, the entry requirements – including any co-requisite, pre-requisite and mature age entry requirements – must be clearly stated.

3.6
Assessment Requirements

3.6.1 Assessment
Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of learners.

Generally, there are two kinds of assessments. These are *formative* and *summative*.

Formative assessments are in-process evaluations of student learning that are typically administered multiple times during a unit, course or academic programme. The general purpose of formative assessment is to give educators feedback about what students are learning or not learning so that instructional approaches, teaching materials and academic support can be modified accordingly.

Summative assessments are used to evaluate student learning at the conclusion of a specific instructional period – typically at the end of a unit, course, semester, programme or school year. Summative assessments are typically scored and graded tests, assignments or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

Formative assessments are commonly said to be *for* learning because educators use the results to modify and improve teaching techniques during an instructional period, while summative assessments are said to be *of* learning because they evaluate academic achievement at the conclusion of an instructional period.

3.6.2 Principles of good assessment
There are eight principles of good assessment. These are listed as follows:

a. **Fair:** fair assessment provides equal opportunity for all students to demonstrate the extent of their learning.
b. **Appropriate:** appropriate assessment is when it is suitable for the type (fit-for-purpose) and the level of learning being assessed.
c. **Valid:** valid assessment is a measure of student learning and the extent of that learning. There must be a genuine relationship between the task and the learning required to complete the task.
d. **Reliable:** the reliability of assessment refers to the accuracy and precision of measurement, and therefore also its reproducibility. When an assessment provides an accurate and precise measurement of student learning, it will yield the same, consistent result regardless of when the assessment occurs or who does the marking.
e. **Transparent:** the transparency of assessment refers to the how clear the assessment expectations are for students, with students understanding what is required of them to succeed in the task that is set for them. Transparency of assessment can be enhanced by having:
    ↗ task descriptions so that students know what they are expected to do;
    ↗ a set of criteria and standards so students know what they will be assessed against; and
    ↗ a model of exemplars so students know the level of performance expected and what that 'looks like'.
f. **Authentic:** authentic assessment tasks are those that are relevant and reflect what occurs in the work-place beyond the institutional learning environment.
g. **Manageable:** manageable assessment balances the anticipated time an assessment task will take to complete with the time students have available, and considers other concurrent assessments that are due.

h. **Engaging:** time spent on a task is critically important, where more effective learning is expected with greater time spent on a task. Students will spend more time on an assessment task if it is something with which they can actively engage.

3.6.3 Assessment methods and tasks

There are a many different assessment methods and tasks to choose from. Choosing an assessment method and task is not about choosing something one 'likes' or thinks may be 'easier' to mark. The decision should be fundamentally based on what is most appropriate for the purpose of the assessment and the learning outcomes that are to be assessed.

Examples of assessment methods are individual, group assessment, peer and self-assessment and online assessment. There are four categories of assessment tasks, which are shown below:

a. **Real work/real time activities, including direct observation and third party reports:** this is where a learner is engaged in real work, evidence is collected and performance is assessed.
b. **Structured activities, including simulation and demonstrations:** these activities provide means for collecting evidences for situations in which it is not possible to get real work/real time evidence.
c. **Questions:** questions may be oral or written. Answers to questions provide evidence of underpinning knowledge, application of skills and the capacity of the candidate to transfer knowledge and skills into different contexts.

> ↗ **Oral questions:** oral questioning complements real time/real work observations and structured activities as it provides a means of probing the candidate's understanding of the work.
> ↗ **Written questions:** these are useful for assessing the underpinning knowledge and supplementing evidence gathered through real time/real work and structured activities. Written questions can be asked under test situations or as part of a structured activity. There are many types of written questions. These questions can be:
>
> > ↘ true or false;
> > ↘ multiple choice;
> > ↘ matching;
> > ↘ fill in the blanks;
> > ↘ short answer;
> > ↘ extended response/essay questions; and
> > ↘ written project.

d. **Portfolio:** a portfolio contains individual pieces of evidence demonstrating work outputs that have been collected by the learner. This includes a wide variety of evidence, and items are usually produced over a period of time and come from different sources. This may include work samples produced by the candidate, and performance evidence such as photographs, videos and reports that describe what the candidate has been observed doing in the past. Examples of portfolio contents are:

> ↗ product descriptions or specifications;
> ↗ work samples – for example reports, letters, designs;
> ↗ work journals;
> ↗ job descriptions;
> ↗ assessment feedback or completed checklists;
> ↗ written statements or references;
> ↗ finished products, for example tools completed; and
> ↗ Official transcripts, qualifications, Statements of Attainment, certificates.

3.6.4 Assessment weighting

Assessment weighting refers to the number of marks or percentage value attributed to a particular assessment item. The weighting should reflect the relative importance of that learning outcome.

3.6.5 Requirements on assessment

For the delivery of a unit of learning, there must be evidence that the assessment methodology is fair, valid, consistent and appropriate to the learning outcomes and delivery modes. The evidence would be considered appropriate and sufficient if:

a.   there is an assessment plan that contains assessment strategies and tools, which cover all learning outcomes, are appropriate and scheduled sporadically;
b.   the policies on assessment have provisions for:

- promptly providing feedback to learners;
- conducting pre- and post-assessment meetings with learners;
- re-assessments and special assessments; and
- dealing with impaired performance, where learners cannot complete an assessment because of circumstances beyond their control;

c.   the assessment strategy for each component states:

- the assessment tasks, requirements and activities to be completed;
- opportunities for re-assessment and appeals;
- an assessment moderation arrangement;
- the integration of work-based assessment tasks; and
- a grading system for recognition of various levels of performance.

3.7
Completion Rules

Completion rules refer to the requirements that need to be met by a learner before he/she could be declared to have satisfactorily completed the unit of learning. Completion rules are requirements on:

- core competencies/learning outcomes;
- elective competencies/learning outcomes;
- formative and summative assessment; and
- attendance to lessons.

To ensure the requirements on completion rules are met, the completion rules of a unit of learning must clearly provide information on the core competencies that must be completed, assessment and attendance requirements that must be met, and how the results of the various assessment types are recorded and combined.

3.8
Review Date

Qualifications and units of learning exist to meet the needs of learners, society, industry and the economy. They need to be reviewed periodically to ensure they remain useful, relevant and fit for purpose. Reviews provide an opportunity for developers of qualifications and units of learning to work together in order to strategically look at their sector's workforce and skill needs to ensure the range of learning packages meet those needs. Reviews will also assist in reducing duplication and proliferation of qualifications and units of learning. Stakeholders, including those who participated in the development of the units of learning, must be consulted during the review process.

The review date of a unit of learning must be appropriate and clearly stated.

3.9
Resource Requirements for Delivery of the Unit of Learning

Once a unit of learning has been accredited, organisations could seek approval for its delivery. Before approval is granted, organisations will have to demonstrate that they have the capacity to sustain a quality delivery of the unit of learning. This implies that a provider must have an adequate number of appropriately qualified and trained staff members, the required physical resources and the required support services for the efficient delivery of training.

To assist in ascertaining if a prospective deliverer meets the criteria on resource requirements, information on *qualifications and experience of trainers/teachers, teacher to learner ratio' and physical resources* needs to be clearly spelt out. This information will facilitate comparison between what a proposed deliverer has against what is required, and will assist in making decisions on granting approvals.

3.10
Supporting Documents

The following documents must accompany the application for accreditation.

a. **Legal registration certificate**
The Legal registration certificate is a document from an authority or organisation certifying that the entity has been appropriately established and complies with the legislation and by-laws.

Examples of legal registration certificates are as follows:

- ↗ An Act of Parliament.
- ↗ Certificate of Registration (In case of Fiji- under the Companies Act, Charitable Trust Act, etc.).
- ↗ Constitution (in case of religious and non-profit organisations).
- ↗ Memorandum of Understanding and Agreements.

b. **Documentation on stakeholder involvement and support**
This refers to documents that show that stakeholders were involved in the development of the unit of learning. The documents could be in the form of attendance lists, minutes of meetings, letters of support, etc.

c. **Documentation on approval of the unit of learning**
This refers to a document that clearly spells out that the unit of learning was formally endorsed by the group responsible for its development. This could be in the form of meeting minutes or discussion notes with signatures of all the people in the development team.

d. **Unit of Learning/ Micro-qualification document**
This is similar to a qualification document which contains essential features of a Unit of learning/ micro-qualification.

SECTION 4:
Application for Accreditation of a unit of Learning

An application for the accreditation of a unit of learning must be made on the form entitled Application Form for Accreditation of a Unit of Learning, which is shown in the document on 'Policies and Procedures on QA Processes'. The application must be accompanied with the prescribed accreditation application fees and the following documents:

↗ Legal registration certificate
↗ Documentation on stakeholder involvement and support
↗ Documentation on approval of component
↗ Self-assessment report

SECTION 5:
Criteria and Outcomes for Accreditation of a Unit of Learning

There are nine criteria for the accreditation of a unit of learning. These criteria are as follows:

Criterion 1
The organisation is well established and its contact details are clearly stated.

Criterion 2
The details about the unit of learning are appropriate and sufficient.

Criterion 3
The purpose and outcome statements appropriately reflect the need for the unit of learning and the type of knowledge, skills, understanding and attitudes acquired by learners.

Criterion 4
The learning outcomes collectively constitute a coherent and logical unit of learning.

Criterion 5
The delivery methods and assessment requirements are appropriate and reasonable.

Criterion 6
The organisation has a quality strategy on the development, approval and review of the unit of learning.

Criterion 7
The Information on the resources required for the delivery of the unit of learning is relevant and sufficient.

Criterion 8
The requirements for successful completion are appropriate, reasonable and clearly documented.

Criterion 9
The plan on the development of other components and their bundling into an appropriate qualification is reasonable.

↗ The nine criteria are further broken into 40 outcomes, on the basis of which applications will be evaluated. The outcomes are shown in the document on "Policies and Procedures on QA Processes".

↗ The outcomes under a criterion further explain the criterion and provide a basis for determining if it has been met by the responses in the accreditation application and the supporting attachments. The outcome of an application for accreditation would be determined against these sets of outcomes.

↗ Upon the development of a component, and prior to the submission of the application for its accreditation, the developer is advised to carry out a self-assessment of the application against the outcomes. The self-assessment report must be attached to the accreditation application form.

SECTION 6:
Outcomes of an Application for Accreditation of Unit of Learning

There are two possible outcomes of an application for accreditation of a unit of learning. The outcomes, their descriptions and conditions are shown below.

No.	Outcome	Description	Condition(s)
1	Accredited	A learning package that is deemed fit for its purpose as implied by the outcomes for accreditation of a unit of learning. An accredited unit of learning is one that has met all the outcomes for its accreditation.	The accreditation will be for a period of five years, after which it has to be renewed. The unit of learning will subsequently be registered on the PRQS.
2	Non-accredited	A learning package that is deemed unfit for its purpose as implied by the outcomes for its accreditation. A non-accredited unit of learning is one that has not met one or more outcomes for accreditation.	

APPENDICES
Appendix 1: The PQF Level Descriptors

As shown below, the level descriptions are in the domains: Knowledge and skills, Application and Autonomy. The Application domain can be deconstructed to type and problem-solving, while the Autonomy domain can be deconstructed to level of support and degree of judgement.

Level	Knowledge and skills	Application	Autonomy
10	Demonstrated knowledge and skills that: ↗ involve critical understanding of a substantial and complex body of knowledge at the forefront of a discipline or area ↗ involve high level critical analyses, reflection of independent and original thinking ↗ involve the creation and interpretation of new knowledge or practice, through original advanced research that satisfies formal academic review	Applied in contexts that: ↗ are highly complex and specialised, involving new or evolving aspects ↗ involve the formulation and testing of theories and processes to resolve significant highly complex, abstract and emergent issues	In conditions where there is: ↗ minimal guidance and a high level of autonomy, initiative, adaptability and self-direction ↗ a requirement for authoritative judgement, and high planning, management and innovation
9	Demonstrated knowledge and skills that: ↗ involve mastery and integrated understanding of a complex body of knowledge – some of which is at the forefront in one or more disciplines or areas ↗ involve high level critical analyses, evaluation, reflection and independent thinking ↗ involve research as the basis for extending or redefining knowledge or practices in one or more disciplines or areas	Applied in contexts that: ↗ are complex and specialised, and generally involving some new or evolving aspects ↗ involve the formulation and testing of theories and processes to resolve highly complex, abstract and emergent issues	In conditions where there is: ↗ minimal guidance and substantial autonomy, initiative, adaptability and self- direction ↗ a requirement for expert judgement, and considerable planning and management
8	Demonstrated knowledge and skills that: ↗ are highly advanced, theoretical and technical, within one or more disciplines or areas ↗ involve critical, analytical and independent thinking	Applied in contexts that: ↗ are complex with some specialisation ↗ involve the formulation of processes to resolve highly complex and abstract issues	In conditions where there is: ↗ minimal guidance and demonstrated self-direction or autonomy ↗ a requirement for significant judgement, planning. coordination and organisation

Level	Knowledge and skills	Application	Autonomy
7	Demonstrated knowledge and skills that: ↗ are highly theoretical and/or technical with significant underpinning knowledge, within one or more disciplines or areas ↗ involve critical and analytical thinking	Applied in contexts that: ↗ are subject to complex change ↗ involve the formulation of or substantial adaptation of processes to resolve complex and abstract issues	In conditions where there is: ↗ broad guidance and demonstrated self-direction ↗ a requirement for significant judgement, planning and coordination
6	Demonstrated knowledge and skills that: ↗ are highly theoretical and/or abstract, or technical within a broad field or in-depth within one area	Applied in contexts that: ↗ are subject to change with some complexity ↗ involve the formulation of or adaptation to processes to resolve complex and sometimes abstract issues	In conditions where there is: ↗ broad guidance or direction ↗ a requirement for well-developed judgement and planning
5	Demonstrated knowledge and skills that: ↗ are mainly technical and theoretical, within a broad field or in-depth within one area	Applied in contexts that: ↗ are both known and changing ↗ involve unfamiliar issues that are addressed using a range of processes that require some adaptation	In conditions where there is: ↗ general guidance or direction ↗ a requirement for both judgement and planning
4	Demonstrated knowledge and skills that: ↗ are broadly factual, with technical and theoretical aspects	Applied in contexts that: ↗ are stable but sometimes unpredictable ↗ involve familiar and unfamiliar issues that are addressed by interpreting or varying processes	In conditions where there is: ↗ routine direction or guidance ↗ a requirement for judgement and some planning
3	Demonstrated knowledge and skills that: ↗ are factual, procedural, technical, with some theoretical aspects	Applied in contexts that: ↗ are stable and predictable ↗ involve familiar issues that are addressed by selecting from known solutions	In conditions where there is: ↗ routine supervision and direction or guidance ↗ a requirement for some judgement and discretion
2	Demonstrated knowledge and skills that: ↗ are factual or manual, or operational	Applied in contexts that: ↗ are structured and stable ↗ involve straightforward issues that are addressed by set, known solutions	In conditions where there is: ↗ close support and direction ↗ minimal guidance, judgement or discretion required
1	Demonstrated knowledge and skills that: ↗ are basic, foundational and explicit	Applied in contexts that: ↗ are highly structured, defined and repetitive ↗ involve straightforward and everyday issues that are addressed by simple and rehearsed procedures	In conditions where there is: ↗ immediate support and clear direction ↗ almost no judgment or discretion required

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