

Level Descriptors for Programme Development

New Zealand has a National Qualifications Framework with 10 levels representing a progression in the complexity of learning demand from entry to postgraduate study. They do not equate to 'years spent learning' but reflect the content of the qualification.

	Knowledge	Skills	Application	Suggested verbs for use in Learning Outcomes
1	The student has basic general and/or foundation knowledge and applies ...	<ul style="list-style-type: none"> basic solutions to simple problems, basic skills required to carry out simple tasks ... 	<ul style="list-style-type: none"> in highly structured contexts, requiring some responsibility for own learning, interacting with others. 	Describe Define State List Recall Identify Recognise Name Label
2	The student has basic factual and/or operational knowledge of a field of work or study and applies ...	<ul style="list-style-type: none"> known solutions to familiar problems, standard processes relevant to the field of work or study ... 	<ul style="list-style-type: none"> under general supervision requiring some, responsibility for own learning and performance, collaborating with others. 	Describe Define Classify Demonstrate Explain Summarise Outline Prepare Categorise
3	The student has some operational and theoretical knowledge in a field of work or study and ...	<ul style="list-style-type: none"> selects and applies from a range of known solutions to familiar problems, applies a range of standard processes relevant to the field of work or study ... 	<ul style="list-style-type: none"> under limited supervision requiring major responsibility for own learning and performance, adapting own behavior when interacting with others, contributing to group performance. 	Match Apply Use Determine Calculate Cite Compare
4	The student has broad operational and theoretical knowledge in a field of work or study and selects and applies ...	<ul style="list-style-type: none"> solutions to familiar and sometimes unfamiliar problems, a range of standard and non-standard processes relevant to the field of work or study with ... 	<ul style="list-style-type: none"> self-management of learning and performance under broad guidance, some responsibility for performance of others. 	Interpret Relate Develop Discuss Solve Detect Correct Illustrate
5	The student has broad operational or technical and theoretical knowledge within a specific field of work or study and selects and applies ...	<ul style="list-style-type: none"> a range of solutions to familiar and sometimes unfamiliar problems, a range of standard and non-standard processes relevant to the field of work or study with ... 	<ul style="list-style-type: none"> complete self-management of learning and performance within defined contexts, some responsibility for the management of learning and performance of others 	Describe Discuss Interpret Analyse Identify Discriminate Distinguish Monitor Review Explore
6	The student has specialised technical or theoretical knowledge	<ul style="list-style-type: none"> analyses and generates solutions to familiar and unfamiliar problems, 	<ul style="list-style-type: none"> complete self-management of learning and performance within 	Integrate Estimate Compare

	with depth in a field of work or study and ...	<ul style="list-style-type: none"> selects and applies a range of standard and non-standard processes relevant to the field of work or study with ... 	dynamic contexts, <ul style="list-style-type: none"> responsibility for leadership within dynamic contexts. 	Contrast Differentiate
7	The student has specialised technical or theoretical knowledge with depth in one or more fields of work or study and ...	<ul style="list-style-type: none"> analyses and generates solutions to unfamiliar and sometimes complex problems, selects, adapts and applies a range of processes relevant to the field of work or study with ... 	<ul style="list-style-type: none"> advanced generic skills and/or specialist knowledge and skills in a professional context or field of study. 	Critically examine Evaluate Derive Design Predict Anticipate Decide Recognise
8	The student has advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles and ...	<ul style="list-style-type: none"> analyses and generates solutions to complex and sometimes unpredictable problems, evaluates and applies a range of processes relevant to the field of work or study. 	<ul style="list-style-type: none"> Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills some responsibility for integrity of profession or discipline. 	
9	The student has highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice and ...	<ul style="list-style-type: none"> develops and applies new skills and techniques to existing or emerging problems, has a mastery of the field of study or practice to an advanced level. 	<ul style="list-style-type: none"> Independent application of highly specialised knowledge and skills within a discipline or professional practice some responsibility for leadership within the profession or discipline. 	
10	The student has knowledge at the most advanced frontier of a field of study or professional practice	<ul style="list-style-type: none"> engages in critical reflection on existing knowledge or practice and the creation of new knowledge. 	<ul style="list-style-type: none"> Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice. 	