



كردتكم كلائقن بروني دارالسلام

Brunei Darussalam *Qualifications Framework*

MINISTRY OF EDUCATION
BRUNEI DARUSSALAM

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بروني دارالسلام

Brunei Darussalam
Qualifications Framework

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*Yang Berhormat
Pehin Orang Kaya Seri Kerna Dato Seri Setia
Haji Awang Abu Bakar bin Haji Apeng*
[CHAIRMAN, Brunei Darussalam National
Accreditation Council]

MESSAGE FROM THE MINISTER OF EDUCATION

With the advent of globalization, rapid advances and popularization in technologies and Brunei Darussalam further transformation into a knowledge-based economy, the local workforce should be better equipped to enhance its capabilities and competitiveness.

To ensure sustainable manpower development amidst the rapidly changing world, we need to facilitate articulation among academic, vocational and continuing education as well as higher education through the establishment of a comprehensive and voluntary network of learning pathways, namely, the Brunei Darussalam Qualifications Framework (BDQF). By encouraging and promoting lifelong learning, the framework will enable individuals to pursue their goals according to their own roadmaps.

In such regard, the Brunei Darussalam National Accreditation Council has endorsed the establishment of eight (8) levels cross-sectorial BDQF to clearly define the standards of different qualifications, ensure their quality and indicate the articulation ladders between different levels of qualifications.

The BDQF consists of a hierarchy that orders and supports qualifications of academic, vocational and continuing education as well as higher education. To ensure wide acceptance of the qualifications conferred by various educational institutions and training bodies under the BDQF, a quality assurance mechanism is also set up so all BDQF recognized qualifications are quality assured and recognized at the international arena.

Under the BDQF, qualifications are not confined to academic and training attainment only. A Recognition of Prior Learning (RPL) mechanism developed by individual industries is also in place to recognize existing workers' skills, knowledge and work experience. With qualifications so obtained, the employees may pursue further studies at different levels to obtain higher and wider qualifications.

On behalf of the Ministry of Education and the Brunei Darussalam National Accreditation Council, I wish to extend my sincere appreciation and gratitude to all those who have contributed towards the preparation of this BDQF Handbook. It is our hope that this BDQF will serve the purpose of our common endeavor to achieve school, technical and vocational including higher education of the highest quality.



*Yang Mulia
Dato Paduka Dr. Haji Zulkarnain
bin Haji Hanafi*
[MEMBER, Brunei Darussalam National
Accreditation Council]

FORWARD BY THE PERMANENT SECRETARY (HIGHER EDUCATION)

First and foremost, I would like to express my appreciation and sincere thanks to all those who have contributed towards the successfully engineered the coming about of this Handbook – “The Brunei Darussalam Qualification Framework (BDQF) Handbook”. I would also like to extend my sincere thanks and appreciation to the Brunei Darussalam National Accreditation Council’s Secretariat, who were responsible for the nitty-gritty matters such as researching, consulting various stakeholders, compiling and editing the various resources available in respect of the drafting and eventually the development and establishment of this Handbook.

The BDQF handbook provides detailed information about the architecture of qualifications system in the country and defines the requirements that will enable the qualifications to be compared with and valued alongside world best practices. This qualifications system will value every individual’s learning outcomes and it optimizes access, transfer, progression and recognition of qualifications, leading to a skilled and knowledgeable workforce for a globally competitive environment.

The framework also enables a coherent, consistent and robust approach to be taken to the design of qualifications for higher education, general education and technical, vocational and professional education and training. It sets out criteria for both the accreditation of qualifications and for those organisations in the public and private sectors which deliver the programmes in Brunei Darussalam. It also provides guidance and a reference tool for accreditation to the awarding bodies and qualifications designers as well as programmes developers. In addition, the BDQF acts as a facilitative tool that aims to promote the concept of lifelong learning as the means to enable individuals to plan and access learning in order to fulfill their potential and to contribute to the future growth and prosperity of the Negara Brunei Darussalam.

It is hoped that all relevant stakeholders would use this Handbook as a guideline and instruments for structuring the transformation of education at all levels that fits into SPN21 reform of education including training and qualifications systems in Brunei Darussalam in fulfillment of the requirements and challenges of socio-economic growth and development in the 21st century.

Lastly, I would like to express my special thanks to all stakeholders involved in the formation of this Handbook from the seed of a suggestion to its actual physical formation. Without their initiatives and collaborations, this Handbook would not have been possible.

DEFINITION OF TERMS

Accreditation

programme has been judged to be fit for purpose and the school or institution has been judged capable of delivering that programme.

Articulation

Ensuring that there are links among qualifications so that students can progress easily to further or higher learning.

Audit

See Quality Audit

Competency Standard

Nationally endorsed standards that form the basis for recognising and assessing people's skills. These are the benchmarks upon which all recognised training and assessment and all VET qualifications, are based.

Learning Outcomes

Statements of what the students should know, understand and be able to do upon completion of a period of learning.

Monitoring

The regular checking that a school or tertiary institution is maintaining or enhancing the standards promised when it was registered and (for tertiary institutions) has had its programmes accredited.

Programme

A coherent set of courses, units, modules or papers which are structured with a specific duration and learning volume to achieve the stated learning outcomes and leading to the award of a qualification.

Quality Assurance

A generic term for all activity which provides assurance that the educational services of an organisation are being delivered effectively and to the required standard, in line with published goals and objectives. Quality assurance can be conducted by an educational organisation which is ensuring it is delivering education services to a high standard, or by a national regulatory body, verifying that education services are meeting prescribed standards.

Quality Audit

A systematic and independent evaluation of an institution to determine whether it is achieving its mission and goals; to identify strengths and areas of concern; and to enhance quality for learners and stakeholders. An external quality audit will normally be preceded by an internal quality audit to generate a self-review portfolio to be used as the basis for the external audit.

Qualification

Formal certification, issued by a relevant approved body or institutions of higher learning, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry and community needs.

Quality Management

Coherent management activity within a school or institution that ensures quality policies and objectives are set, implemented and evaluated.

Quality Management System

An integrated set of clearly defined organisational structures, policies, procedures, responsibilities and resources, which are used to assure quality provision of education and training.

Recognition

The process through which the BDNAC determines the validity and status of a qualification in Brunei Darussalam.

Recognition of Prior Learning

The process of awarding credit for competencies achieved outside formally accredited education and training programmes, including structured training in the workplace.

Registration

Permission for a private school or tertiary educational institution to be established. For kindergartens, primary and secondary schools, the Ministry of Education includes in a single process of registration its approval of an international curriculum (if requested) and programmes delivering that curriculum; and the accreditation of private schools to offer that national or international curriculum.

Renewal process (of registration)

The structured process through which the Ministry of Education agrees to the continuation of registration of a school or private tertiary educational institution.

Wawasan Brunei Darussalam 2035

The national vision for Brunei Darussalam as authorised by His Majesty Sultan Haji Hassanal Bolkiah, Sultan and Yang Di-Pertuan of Brunei Darussalam.

SPN 21

SPN 21 stand for Sistem Pendidikan Negara Abad Ke-21 or The National Education System for the 21st Century which has been approved by the Ministry of Education. This system makes provision for several major educational changes.

Formal Learning

Learning typically provided by an education or training institution, structured (in terms of objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learners' perspective.

Non-Formal Learning

Learning outside the formal school / vocational training / university system, taking place through **planned activities** (e.g. with goals and timelines) involving some form of **learning support**, for example:

- programmes to impart work-skills, literacy and other basic skills for early school-leavers
- in-company training
- structured online learning
- courses organised by civil society organisations for their members, their target group of the general public.

Informal Learning

Learning that is **not organised or structured** in terms of goals, time or instruction. This covers skills acquired (sometimes unintentionally) through **life and work experience**, for example:

- project-management or IT skills acquired at work
- language and intercultural skills acquired during a stay abroad
- IT skills acquired outside work
- skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child).

LIST OF ACRONYMS

BCGCE	Brunei Cambridge General Certificate of Education
BCGCE A Level	Brunei Cambridge General Certificate of Education Advanced Level
BCGCE O Level	Brunei Cambridge General Certificate of Education Ordinary Level
BDNAC	Brunei Darussalam National Accreditation Council
BDQF	Brunei Darussalam Qualifications Framework
BDTVEC	Brunei Darussalam Technical dan Vocational Educational Council
COPIA	Code of Practices of Institution Accreditation
COPPA	Code of Practice of Programme Accreditation
IGCSE	International General Certificate of Secondary Education
HNTec	Higher National Technical Education Certificate
ISQ	Industrial Skill Qualifications
NTec	National Technical Education Certificate
PSC	Public Service Commission
PSD	Public Service Department
SPN21	National Education System for the 21st Century [Sistem Pendidikan Negara Abad ke-21]
SPU	Brunei Religious Education Certificate [Sijil Pelajaran Ugama Brunei]
STPU	Brunei Higher Religious Education Certificate [Sijil Tinggi Pelajaran Ugama Brunei]

A. INTRODUCTION

1. His Majesty the Sultan dan Yang Di-Pertuan of Negara Brunei Darussalam has consented to the establishment of the Brunei Darussalam Qualifications Framework (BDQF) by the Ministry of Education through the Brunei Darussalam National Accreditation Council (BDNAC).
2. The BDQF has been stipulated in the Brunei Darussalam National Accreditation Council Order 2011 (BDNAC Order 2011). With reference to the BDNAC Order 2011, the BDQF is used as a tool to develop guidelines that classify qualifications based on criteria agreed at the national level and benchmarked with international good practice.
3. The framework explains the level of learning, achieved learning outcomes of study areas, and a credit system based on student academic load. This criterion applies to all qualifications recognised in Brunei Darussalam, thereby integrating and linking all qualifications recognised within the country.



B OBJECTIVES

4. The objectives of the framework include the following-
 - a. To secure standards of qualifications and reinforce policies on quality assurance;
 - b. To promote accuracy or consistency of nomenclature of qualifications;
 - c. To provide mechanisms for the progression or inter-relation between qualifications, including non-degree and degree qualifications;
 - d. To encourage collaboration between public and private sector higher education providers and skills training providers;
 - e. To encourage parity of esteem among academic, professional, technical, vocational and skills qualifications;
 - f. To establish a credit system to facilitate credit accumulation and transfer which is acceptable within and outside Brunei;
 - g. To provide a clear and accessible public information on programmes or qualifications in higher education;
 - h. To promote where applicable, the presentation of qualifications in forms that facilitate their evaluation by person, including agencies of the Government, higher education providers, student bodies academic staff, quality assurance and accreditation bodies, professional bodies, examination bodies and employers;
 - i. To articulate links with qualifications from outside Brunei; and
 - j. To generally provide basic criteria, criteria on qualification / awards, criteria on institutions and criteria on professional bodies.

C VISION

5. The BDQF acts as an internationally-referenced qualifications framework to provide a platform to facilitate articulation or comparability with qualifications from other countries.
6. All local and foreign qualifications delivered in Brunei Darussalam will be accommodated within the BDQF, and be assigned to an appropriate level in accordance with the level descriptors.

D THE FOCUS OF BDQF

7. The BDQF is focused to:-
 - strengthen the existing education system by providing clear guidelines for programme design; systematic naming of qualifications, and elimination of any confusion on the meaning of each qualification.
 - promote understanding and enhance public confidence including various parties such as students, parents, employers, government and non-government agencies and education providers in standards and systems of awarding qualifications in Brunei Darussalam.



E FUNCTIONS OF BDQF

8. The BDQF has the following functions:
 - Performing as an instrument to develop criteria and guidelines that categorize qualifications based on a set of criteria agreed nationally and benchmarked with international best practice.
 - Explaining the levels of learning, achieved learning outcomes of study areas, and a credit system based on student academic load.
 - Integrating and linking all qualifications offered and recognised within Brunei Darussalam.
 - Providing educational pathways which enable individuals to progress to higher education through transfer of credits and recognition of prior learning, acquired from formal, non-formal and informal learning.
 - Simplifying the process of international recognition and student mobility for employability and further education accessibility, based on international best practice.
 - Supporting the existing system of education by providing clear guidelines for programme design, naming qualifications systematically and eliminating confusion as to the meaning of each qualification. Its strong relationship with the employment market promotes the development of relevant educational programmes.
 - Supporting open access to education and provides opportunity for 'second chance education' and supports multiple pathways to education for individuals who have missed higher education opportunities to progress through the diverse fields of education and training for life, within and outside Brunei Darussalam.

- Providing a foundation to realize lifelong learning policy, which is important in the development of a knowledge-based society and economy, to face competition and new technology as well as to enhance unity, justice and quality of life.

F BDQF QUALITY ASSURANCE

9. Quality Assurance (QA) mechanism is fundamental to all aspects of the BDQF. In particular this applies to the determination of the technical and vocational competency standards and qualifications as required by related stakeholders, industry and professional bodies; the teaching mode and delivery on and off the job; student or worker assessment, and the awarding of certificates.
10. As such, quality assurance model has been adopted based on institutional self-assessment and continuous improvement. Thus, as a sole accrediting agency responsible for quality assurance in the country, the BDNAC has outlined three clusters of activities to support the new national qualifications arrangements, where qualifications are delivered through education and training institutions, that is,
 - a. Establishing a quality management system at the time of registration;
 - b. Institutional and programme accreditation, and
 - c. On-going monitoring and institutional quality audit.
11. The BDNAC requires all training providers and higher education institutions to take responsibility for their excellent performance. They need to demonstrate to stakeholders that their quality management systems are robust and meet, or exceed the quality assurance requirements that have been set forth by the BDNAC.



12. All training providers or institutions of higher learning have to develop their own coherent internal quality assurance which include management system of organisational structure, its responsibilities, procedures and resources for setting and implementing quality policies.
13. The system will ensure that the training providers or institutions of higher learning have the capability and capacity resources to establish and maintain an environment fit for delivering quality education and training to meet or exceed the specified standards as stipulated in the Code of Practices of Programme Accreditation (COPPA) and the Code of Practices of Institution Accreditation (COPIA) that have been outlined by the BDNAC.
14. The BDQF thus helps to strengthen quality assurance in all institutions so as to promote continuous improvement based on the establishment of strong institutional quality management and external quality assurance including institutional registration, programme accreditation, and institutional quality audit.

G GOVERNANCE

15. The Brunei Darussalam National Accreditation Council (BDNAC), as a sole accrediting agency in the country through its established ten (10) sub-committees and its Secretariat shall be responsible for the implementation, maintenance, monitor, use, evaluation, up-date and review of the BDQF.
16. The BDNAC was established in 1990 by decree of His Majesty The Sultan of Brunei Darussalam.
17. Functions of the BDNAC are:-
 - to formulate plans and policies relating to the quality and standard of educational credentials to be complied with within Brunei Darussalam;
 - to provide policies and guidelines for the purpose of assessment and accreditation of higher education qualifications and credentials from within or outside Brunei Darussalam;
 - to act as an advisory body to all ministries or other interested parties in all matters related to assessment and accreditation of higher education qualifications and credentials;
 - to approve policies and guidelines relating to accreditation of programmes, qualifications or higher education providers or institutional audit

H IMPLEMENTATION OF BDQF

18. The BDQF is considered as a “living document” that would be continuously reviewed and updated in accordance with the latest education developments and changes.
19. The Minister of Education as Chairman of the BDNAC may make directions for any part of the Framework to be amended, as and when necessary. Thus, the BDNAC can make any updates and amendments to the BDQF and may collaborate, cooperate and coordinate with any person, including other government agencies, higher education providers, students, academic staff, quality assurance and accreditation bodies, examination or certification bodies and employers in consideration of such amendments.
20. The parts of the Framework amended shall not be implemented without the approval of the BDNAC.
21. The BDNAC Secretariat will continuously take necessary initiatives and actions to socialize, maintain, monitor, review and update the BDQF.

I COMPLIANCE WITH BDQF

22. All higher education providers conducting an accredited programme or awarding an accredited qualification or providing consultancy services on education shall comply with the BDQF.
23. No programme or qualification provided by higher education institution shall be accredited unless it complies with the BDQF.
24. The BDNAC may give exemption for professional programme or professional qualification awarded by higher education provider to be assessed by the relevant professional body, subject to such conditions as it considers fit.

J THE FRAMEWORK

THE BRUNEI DARUSSALAM QUALIFICATIONS FRAMEWORK (BDQF)

BDQF Levels	Schools Sector Qualifications	Technical and Vocational Education Sector Qualifications	Higher Education Sector Qualifications
8			Doctoral Degree
7			<ul style="list-style-type: none"> • Master’s Degree • Post Graduate Diploma • Post Graduate Certificate
6			Bachelor’s Degree
5		<ul style="list-style-type: none"> • Advanced Diploma • Higher National Diploma (HND) 	<ul style="list-style-type: none"> • Foundation Degree • Advanced Diploma • Higher National Diploma (HND)
4	<ul style="list-style-type: none"> • GCE “A” Level • IGCSE “A” Level • IB Diploma • STPU 	<ul style="list-style-type: none"> • Diploma • Higher National Technical Education Certificate (HNTec) 	
3	<ul style="list-style-type: none"> • GCE “O” Level (Grades A–C) • IGCSE and GCSE “O” Level (Grade A* - C) • SPU (Grades A-C) • BTEC level 2 Diploma 	<ul style="list-style-type: none"> • Skills Certificate 3 (SC3) • National Technical Education Certificate (NTec) 	
2	<ul style="list-style-type: none"> • GCE “O” Level (Grades D-E) • IGCSE “O” Level (Grade D-E) • SPU (grades D) • BTEC Level 2 Extended Certificate 	<ul style="list-style-type: none"> • Skills Certificate 2 (SC2) • Industrial Skills Qualifications (ISQ) 	
1	BTEC Level Introductory Certificate	Skills Certificate 1 (SC1)	

K DESCRIPTIONS OF QUALIFICATIONS LEVEL

25. There are eight (8) levels of qualifications under the framework, which are divided into three education sectors - schools, technical and vocational, and higher education.
26. The titles and definitions for qualifications at each level in all the three education sectors are derived from international best practice.
27. The qualifications titles should be considered to be common examples only, to encourage flexibility and the accurate assigning of qualifications to a level. For example, the learning outcomes of a highly specialized qualification may meet the descriptor for level 6, but not credit volume requirements for a degree.
28. **Certificates awarded at the schools sector are placed at Level 1 – 4**, that is, BTEC Edexcel Level 1 & 2 Certificates and Diploma, BCGCE ‘O’ Level, BCGCE ‘A’ Level, IGCSE ‘O’ & ‘A’ Level, IB Diploma, SPU and STPU which certify the completion of secondary education.
29. The **Skills Certificate (SC1, SC2 and SC3) awarded at Level 1 – 3** under the technical and vocational sector are used to prepare students for both employment and further education. The SC1 recognizes the acquisition of a core of entry-level skills for a new worker. SC2 and SC3, recognize increasing levels of capability and competence through to the fully qualified tradesperson.
30. A **Diploma awarded at Level 4** is a qualification that commonly has a wider theoretical based than a certificate and more specialized, technical, professional or managerial competencies. Diploma recognizes technician, technologist and semi-professional level skills and knowledge.

31. An **Advanced Diploma and Foundation Degree awarded at Level 5** consist of programmes designed to facilitate student successful progression to the full degree or directly to employment. These degrees focus on learning within a work context, underpinned by both vocational and academic understanding, and enables learners to demonstrate learning outcomes that are explicitly relevant to employment and professional requirements. An Advanced Diploma or Foundation Degree recognizes technician, technologist, managerial and professional level skills and knowledge.
32. A **Bachelor Degree awarded at Level 6** is a systematic, research-based, coherent, introduction to the knowledge, ideas, principles, concepts, basic research methods and to the analytical and problem-solving techniques of a recognized major subject or subjects. A programme leading to this qualification usually involves major studies in which significant knowledge is available. Programme content is taken to a significant depth and progressively developed to a high level, which can provide a basis for postgraduate study and professional careers.
33. A **Master Degree, Postgraduate Diploma and Postgraduate Certificate awarded at Level 7** are normally designed to extend the principal subject or subjects of the qualifying degree or may build on relevant knowledge and skills derived from advanced occupational experience. A Master Degree contains a significant element of supervised research, normally embodied in a thesis, dissertation or substantial research paper.



34. A **Doctoral Degree awarded at Level 8** is a research qualification that is at a level significantly higher than the Master Degree, reflecting scholarly independence, and is awarded in recognition of research which has made a substantial and original contribution to knowledge.

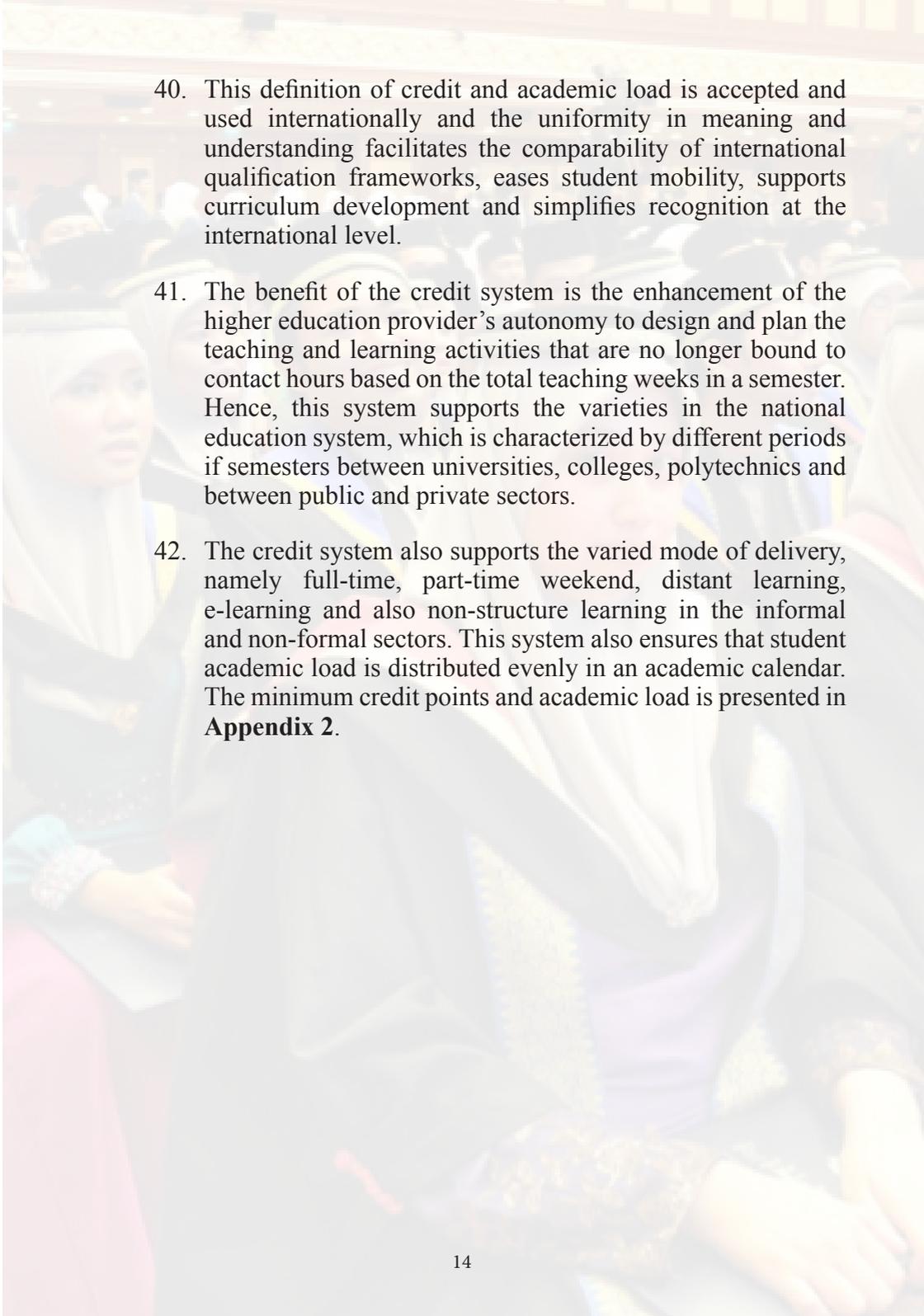
L DESCRIPTIONS OF LEVEL DESCRIPTORS

35. Level descriptors have been developed for all the eight (8) levels, defined by the nature of the characteristics outcomes of learning at each level in terms of five (5) domains, that is, (i) Knowledge and skills (the types of knowledge and skills involved); (ii) Practice: Applied Knowledge and Understanding (the context in which the knowledge and skills are applied); (iii) Generic Cognitive Skills; (iv) Communications, ICT and Numeracy Skills, and (v) Autonomy, Accountability and Working with others (the level of independence).
36. The level descriptors set out the characteristic generic outcomes of every level. They are intended to provide a general, shared understanding of every level. They are not intended to be totally prescriptive or comprehensive statements, and there is no expectation that every unit and qualification should have all the characteristics. The level descriptors are in **Appendix 1**.

M MINIMUM CREDIT POINTS AND ACADEMIC LOAD

37. Credit is the quantitative measure that represents the volume of learning or academic load to attain the set learning outcomes.
38. Academic load is a quantitative measure of all learning activities required to achieve a defined set of learning outcomes. These activities include lectures, tutorial, seminar, practical, self-study, retrieval of information, research, fieldwork, as well as preparing for and sitting of an examination.
39. In Brunei context, forty (40) hours of notional student learning time is valued as one credit for the Higher Education Sector qualification where as ten (10) hours of notional student learning of the Technical and Vocational Sector qualification is valued as one credit.



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40. This definition of credit and academic load is accepted and used internationally and the uniformity in meaning and understanding facilitates the comparability of international qualification frameworks, eases student mobility, supports curriculum development and simplifies recognition at the international level.
41. The benefit of the credit system is the enhancement of the higher education provider's autonomy to design and plan the teaching and learning activities that are no longer bound to contact hours based on the total teaching weeks in a semester. Hence, this system supports the varieties in the national education system, which is characterized by different periods if semesters between universities, colleges, polytechnics and between public and private sectors.
42. The credit system also supports the varied mode of delivery, namely full-time, part-time weekend, distant learning, e-learning and also non-structure learning in the informal and non-formal sectors. This system also ensures that student academic load is distributed evenly in an academic calendar. The minimum credit points and academic load is presented in **Appendix 2**.



APPENDICES

- APPENDIX 1: DESCRIPTIONS OF LEVEL DESCRIPTORS**
- APPENDIX 2: MINIMUM CREDIT POINTS AND ACADEMIC LOAD**

APPENDIX 1: DESCRIPTIONS OF EACH LEVEL DESCRIPTOR

LEVEL 1 (Skills Certificate 1 is an example of a qualification at this level)

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to:				
<p>Demonstrate and /or work with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic knowledge in a subject / discipline <input type="checkbox"/> Simple facts and ideas associated with a subject / discipline 	<ul style="list-style-type: none"> <input type="checkbox"/> Relate knowledge with some prompting to personal and /or everyday contexts. <input type="checkbox"/> Use a few basic, routine skills to undertake familiar and routine tasks. <input type="checkbox"/> Complete preplanned tasks. <input type="checkbox"/> Use with guidance, basic tools and materials safely and effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify, with some prompting, a process to deal with a situation or an issues. <input type="checkbox"/> Operate familiar context using given criteria. <input type="checkbox"/> Take account of some identified consequences of action. 	<p>Use simple skills For example:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce and respond to simple written and oral communication in familiar, routine contexts. <input type="checkbox"/> Carry out simple tasks to process data and access information. <input type="checkbox"/> Use simple numerical and graphical data in everyday contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> Work with others on simple tasks under frequent supervision. <input type="checkbox"/> Participate in the setting of goals, timelines etc. <input type="checkbox"/> Participate in the review of completed work and the identification of ways of improving practices and processes. <input type="checkbox"/> Identify, given simple criteria, own strengths and weaknesses relative to the work.

LEVEL 2 (Skills Certificate 2 is an example of a qualification at this level)

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic knowledge in a subject/ discipline which is mainly factual. <input type="checkbox"/> Some simple facts and ideas about and associated with a subject / discipline <input type="checkbox"/> Knowledge of basic processes, materials and terminology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Relate knowledge to personal and /or practical contexts. <input type="checkbox"/> Use a few skills to complete tasks with some non- routine elements. <input type="checkbox"/> Select and use, with guidance, appropriate tools and materials safely and effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use, with guidance, given stages of a problem solving approach to deal with a situation or issue. <input type="checkbox"/> Operate in first-hand information contexts. <input type="checkbox"/> Identify and/ or take account of some of the consequences of action /inaction 	<p>Use straight forward skills for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce and respond to simple written and oral communication in familiar contexts <input type="checkbox"/> Use the most straight forward features of familiar applications to process and obtain information. <input type="checkbox"/> Simple numerical and graphical data in familiar contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> Work alone or with others on simple tasks. <input type="checkbox"/> Contribute to the setting of goals time lines etc. <input type="checkbox"/> Contribute to the review of completed work and offer suggestions for improving practices and processes. <input type="checkbox"/> Identify own strengths and weaknesses relative to the work.

LEVEL 3 (Skills Certificate 3 is an example of a qualification at this level)

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic knowledge in a subject/discipline which is mainly factual but has some theoretical component. <input type="checkbox"/> A range simple facts and ideas about and associated with a subject / discipline. <input type="checkbox"/> Knowledge and understanding of basic processes, materials and terminology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Relate ideas and knowledge to personal and/or everyday contexts. <input type="checkbox"/> Complete some routine and non-routine tasks using knowledge associated with a subject / discipline <input type="checkbox"/> Plan and organise both familiar and new tasks. <input type="checkbox"/> Select appropriate tools and materials and use safely and effectively (eg without waste) <input type="checkbox"/> Adjust tools where necessary following safe practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a problem solving approach to deal with a situation or issue which is straight forward in relation to a subject/discipline. <input type="checkbox"/> Operate in familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical <input type="checkbox"/> Use some abstract constructs eg make generalizations and / or draw conclusions. 	<p>Use a range of routine skills for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce and respond to detailed written and oral communication in familiar contexts. <input type="checkbox"/> use standard applications to process, obtain and combine information <input type="checkbox"/> use a range of numerical and graphical data in straight forward context which have some complex features. 	<ul style="list-style-type: none"> <input type="checkbox"/> Work alone or with others on simple task. <input type="checkbox"/> Agree goals and responsibilities for self and /or work team with mangers and supervisors. <input type="checkbox"/> Take leadership responsibility for some tasks. <input type="checkbox"/> Show awareness, for others' roles, responsibilities and requirements in carrying work and make a contribution to the evaluation and improvement of practices and processes.

LEVEL 4 (Diploma is an example of a qualification at this level)

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to:				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate and/or work with: <input type="checkbox"/> A broad knowledge of the subject/discipline in general. <input type="checkbox"/> Knowledge that is embedded in the main theories, concepts and principles. <input type="checkbox"/> An awareness of the evolving/ changing nature of knowledge and understanding. <input type="checkbox"/> An understanding of the difference between explanations based in evidence and/ or research and other forms of explanations, and of the importance of this difference. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use some of the basic, routine professional skills, techniques, practices and/ or materials associated with a subject / discipline. <input type="checkbox"/> Practice these in both routine and non-routine contexts. <input type="checkbox"/> Aligned processes and task with baseline data / situational elements /current environments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Present and evaluate arguments, information and ideas which are routine to the subject /discipline. <input type="checkbox"/> Use a range of approaches to addressing defined and/or routine problems and issues within familiar contexts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a wide range of routine skills and some advanced skills associated with the subject/ discipline for example: <input type="checkbox"/> Convey complex ideas in well-structured and coherent form. <input type="checkbox"/> Use a range of forms of communication effectively in both familiar and new contexts. <input type="checkbox"/> Use standard applications to process and obtain a variety of information and data. <input type="checkbox"/> Use a range of numerical and graphical skills in combination. <input type="checkbox"/> Use numerical and graphical data to measure progress and achieve goals/ targets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise some initiative and independence in carrying out defined activities at a professional level. <input type="checkbox"/> Take supervision in less familiar areas of work. <input type="checkbox"/> Take some managerial responsibility for the work of others within a defined and supervised structure <input type="checkbox"/> Manage limited resources within defined areas of work. <input type="checkbox"/> Take the lead in implementing agreed plans in familiar or defined contexts. <input type="checkbox"/> Take account of own and others' roles and responsibilities in carrying out and evaluating tasks.

LEVEL 5 (Advance Diploma and Foundation Degree are examples of a qualification at this level)

<p>Knowledge and understanding</p>	<p>Practice: Applied knowledge and understanding</p>	<p>Generic cognitive skills</p>	<p>Communication, ICT and numeracy skills</p>	<p>Autonomy, accountability and working with others</p>
<p>Characteristic outcomes of learning at this level include the ability to:</p> <p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A broad knowledge of the scope, defining features, and main areas of a subject/ discipline. <input type="checkbox"/> Detailed knowledge in some areas. <input type="checkbox"/> Understanding of a limited range of core theories, principles and concepts. <input type="checkbox"/> Limited knowledge and understanding of some major current issues and specialisms. <input type="checkbox"/> An outline knowledge and understanding of research and equivalent scholarly/ academic processes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of routine skills, techniques, practices and/ or materials associated with a subject/ discipline, a few of which are advanced or complex. <input type="checkbox"/> Carry out routine lines of enquiry or development or investigation into professional level problems and issues. <input type="checkbox"/> Adapt routine practices within accepted standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Undertake critical analysis, evaluation and/ or synthesis of ideas, concepts, information and issues which are within the common understanding of the subject/ discipline. <input type="checkbox"/> Use a range of approaches to formulate evidence solutions/ responses to defined and/ or routine problems and issues. <input type="checkbox"/> Critically evaluate evidence-based solutions/ responses to defined and /or routine problems/ issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of routine of skills and some advanced and specialized skills associated with a subject/ discipline- for example: <ul style="list-style-type: none"> <input type="checkbox"/> Convey complex information to a range of audiences and for a range of purposes. <input type="checkbox"/> Use a range of standard applications to process and obtain data. <input type="checkbox"/> Use and evaluate numerical and graphical data to measure progress and achieve goals/ targets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise autonomy and initiative in some activities at a professional level. <input type="checkbox"/> Take significant managerial or supervisory responsibility for the work of others in defined areas of work. <input type="checkbox"/> Manage resources within defined areas of work. <input type="checkbox"/> Take the lead on planning in familiar or defined contexts. <input type="checkbox"/> Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

LEVEL 6 (Bachelor's Degree is an example of a qualification at this level)

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject / discipline. <input type="checkbox"/> A critical understanding of a selection of the principal theories, principles, concepts and terminology. <input type="checkbox"/> Knowledge that is detailed in some areas and /or knowledge of one or more specialisms that are informed by forefront developments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a selection of principal skills, techniques, practices and/ or materials associated with a subject/ discipline. <input type="checkbox"/> Use a few skills, techniques, practices and/ or materials that are specialised or advanced. <input type="checkbox"/> Practice routine methods of enquiry and/or research <input type="checkbox"/> Practice in a range of professional level contexts which include a degree of unpredictability. Apply analytical and situational and environmental aligning with baseline data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Undertake critical analysis, evaluation and/ or synthesis of ideas, concepts, information and issues. <input type="checkbox"/> Identify and analyse routine professional problems and issues. <input type="checkbox"/> Draw and a range of sources in making judgments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of routine of skills and some advanced and specialised skills in support of established practices in a subject/ discipline - for example: <ul style="list-style-type: none"> <input type="checkbox"/> Make formal and informal presentations on standard/ mainstream topics in the subject/discipline to a range of audiences. <input type="checkbox"/> Use a range of IT applications to support and enhance work. <input type="checkbox"/> Interpret, use and evaluate numerical and graphical data to achieve goals/ targets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise autonomy and initiative in some activities at a professional level. <input type="checkbox"/> Take some responsibility for the work of others and for a range of resources. <input type="checkbox"/> Practice in ways which take account of own and others' roles and responsibilities. <input type="checkbox"/> Work under guidance with qualified practitioners. <input type="checkbox"/> Deal with ethical and professional issues in accordance with current professional and/ or ethical codes or practices seeking guidance where appropriate.

LEVEL 7 (Master, Post-Graduate Certificate and Post-Graduate Diploma are examples of a qualification at this level)

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to:				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate and/or work with: <input type="checkbox"/> Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline including their features, boundaries, terminology and conventions <input type="checkbox"/> A critical understanding of the principal theories, concepts and principles, <input type="checkbox"/> A critical understanding of a range of specialized theories, principle and concepts. <input type="checkbox"/> Extensive detailed and critical knowledge and understanding in one or more specialisms, much of which is at or informed by developments at the forefront. <input type="checkbox"/> Critical awareness of current issues in a subject/ discipline and one or more specialism. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of principal skills, techniques practices and/or materials associated with a subject/ discipline. <input type="checkbox"/> Use a range of specialized skill techniques, practices and/or materials that are specialized or advanced or at forefront of a subject/ discipline <input type="checkbox"/> Plan and execute a significant project of research, development or investigation and identify and implement relevant outcomes. <input type="checkbox"/> Demonstrate originality or creativity in the application of knowledge understanding and / or practices. <input type="checkbox"/> Practice in a wide and often unpredictable variety of professional level contexts <input type="checkbox"/> Apply analytical with situational elements / environmental aligning with baseline data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed developments at the forefront of a subject/ discipline. <input type="checkbox"/> Identify, conceptualise and define new and abstract problems and issues. <input type="checkbox"/> Develop original and creative responses to problems and issues. <input type="checkbox"/> Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/ discipline. <input type="checkbox"/> Deal with complex issues and make informed judgments in situations in the absence of complete or consistent data/information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a wide range of routine and advanced specialized skills in support of established practices in a subject/ discipline - for example: <input type="checkbox"/> Communicate using appropriate methods, to a range of audiences with different level of knowledge/ expertise. <input type="checkbox"/> Communicate with professional level peers, senior colleagues and specialists. <input type="checkbox"/> Use a range of software to support and enhance work at this level and specify refinements/ improvements to software to increase effectiveness. <input type="checkbox"/> Undertake critical evaluation of a wide range of numerical and graphical data to set and achieved goals/target. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise substantial autonomy and initiative in professional and equivalent activities. <input type="checkbox"/> Take responsibility for own work and/ or significant responsibility for the work of others. <input type="checkbox"/> Take responsibility for a significant range of resources. <input type="checkbox"/> Demonstrate leadership and/ or initiative and make an identifiable contribution to change and development. <input type="checkbox"/> Practice in ways which draw on critical reflection on own and others' roles and responsibilities. <input type="checkbox"/> Deal with complex ethical and professional issues and <input type="checkbox"/> Make informed judgments on issues not addressed by current professional and/ or ethical codes or practices.

LEVEL 8 (Doctoral Degree are examples of a qualification at this level)

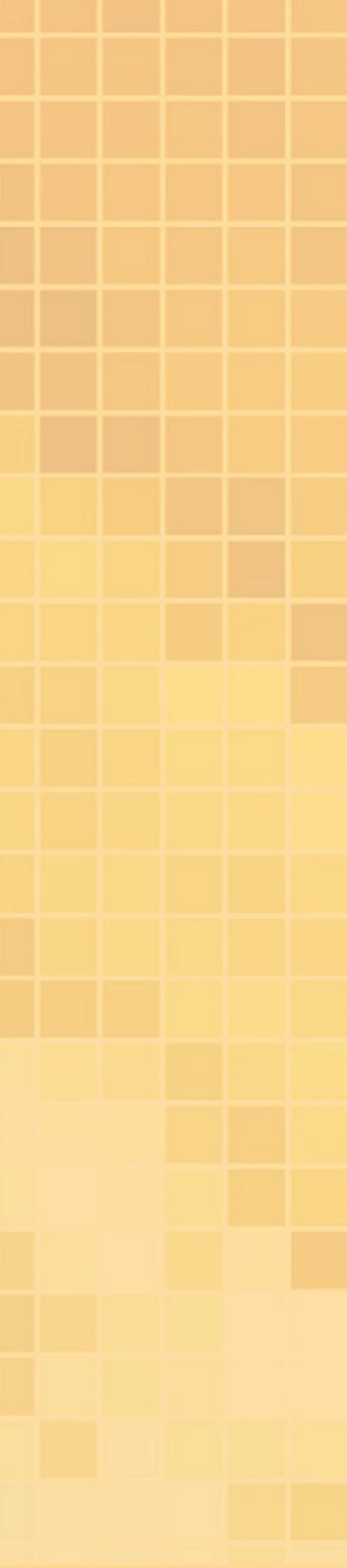
Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at this level include the ability to:				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate and/or work with: <input type="checkbox"/> A critical overview of a subject/ discipline including critical understanding of the principal theories, principles and concepts. <input type="checkbox"/> A critical, detailed and often leading knowledge and understanding of forefront of one or more specialisms. <input type="checkbox"/> Knowledge and understanding that is generated through personal research or equivalent work which makes a significant contribution to the development of the subject/ discipline. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a significant range of principal skills, techniques, practices and/or materials that are associated with a subject/ discipline. <input type="checkbox"/> Use and enhance range of complex skills, techniques, practices and materials at forefront of one or more specialisms. <input type="checkbox"/> Apply a range of standard and specialized research or equivalent instruments and techniques of enquiry. <input type="checkbox"/> Design and execute research, investigative projects to deal with new problems and issues. <input type="checkbox"/> Demonstrate originality or creativity in the development and application of new knowledge understanding and practices. <input type="checkbox"/> Practice in the contexts of new problems and circumstances. 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues. <input type="checkbox"/> Identify, conceptualize and offer original and creative insights into new and complex abstract ideas, information and issues. <input type="checkbox"/> Develop creative and original responses to problems and issues. <input type="checkbox"/> Deal with very complex and/or new issues and make informed judgments in situations in the absence of complete or consistent data/information. <input type="checkbox"/> Think and plans “holistically”, to be aligned to the processes with situational challenges and issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a significant range of advanced and specialist skills as appropriate to the subject/ discipline - For example: <input type="checkbox"/> Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose. <input type="checkbox"/> Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms. <input type="checkbox"/> Use a range of software to support and enhance work at this level and specify software requirements to enhance work. <input type="checkbox"/> Critically evaluate numerical and graphical data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise a high level of autonomy initiative in professional and equivalent activities. <input type="checkbox"/> Take full responsibility for own work and significant responsibility for the work of others. <input type="checkbox"/> Demonstrate leadership and/ or originality in tackling and solving problems and issues. <input type="checkbox"/> Work in ways which are reflective, self-critical and based on research/ evidence. <input type="checkbox"/> Deal with complex ethical and professional issues. <input type="checkbox"/> Make informed judgments on new and emerging issues not addressed by current professional and/or ethical codes or practices.

Appendix 2: Minimum Credit Points and Academic Load

Brunei Darussalam Qualification Framework - Minimum Credit Points and Academic Load

BDQF Level	Qualifications	Minimum Credit Points
8	Doctoral	No given credit value
7	Master (Taught)	45
	Postgraduate Diploma	40
	Postgraduate Certificate	30
6	Bachelor	120
5	Foundation Degree	60
	Advance Diploma	
4	Diploma	160
3	Skill Certificate 3 (SC3)	70
2	Skill Certificate 2 (SC2)	70
1	Skill Certificate 1 (SC1)	N/A

NOTE



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