

# Alberta Credential Framework (ACF)

## Part 1: Credential Descriptors: Characteristics and Criteria

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
<b>Certificate</b>	<p>Programs provide introductory preparation to a discipline or occupation through essential workplace skills and knowledge development. Students are exposed to foundational concepts within a framework of academic, personal management and teamwork skills. Programs are typically applied and practical, and often include Work Integrated Learning and/or lab/shop components.</p>	<p>Programs prepare individuals for entry into the labour market with an emphasis on employment or skill development.</p> <p>Programs can also prepare individuals for further study.</p> <p>Programs may ladder to diplomas.</p>	<p>1 year or less (1–2 semesters)</p>	<p>12–32 credits</p>	<p>Admission normally requires, at a minimum, specific High School (HS) courses or HS diploma, and other program specific requirements such as English Language Proficiency</p>
<b>Journeyman Certificate</b>	<p>Apprenticeship programs for designated trades consist of technical training and on-the-job training. Apprenticeship programs prepare individuals to become certified journeypersons.</p> <p>Curriculum and assessment instruments are developed by the Apprenticeship and Industry Training Board and published by Advanced Education.</p>	<p>Programs prepare individuals for employment in specific designated trades and occupations.</p> <p>Apprentices are permitted to work in a designated trade under the supervision of a journeyperson in a designated trade.</p> <p>Individuals with journeyperson certification are able to work in the full scope in that trade.</p> <p>In specific trades individuals have opportunities to obtain Red Seal endorsement.</p>	<p>1–4 years</p> <p>Apprenticeship programs require prescribed periods as stipulated by the applicable trade regulation.</p> <p>The prescribed period includes requirements for technical training and on-the-job training.</p>	<p>Course outlines for each designated trade are structured by periods and hours.</p>	<p>Admission requires that individuals have obtained employment with a sponsor of apprenticeship and entered into a contract of apprenticeship with their employer and Apprenticeship and Industry Training.</p> <p>Entrance requirements vary by trade and typically require at minimum, English 10, 20 or 30 and Math 10 or 20.</p>
<b>Diploma</b>	<p>Programs provide a level of skills/knowledge /attitudes to allow individuals to work within a broad range of technical/ administrative /professionally-oriented occupations. Graduates exercise professional responsibility in a field of practice.</p> <p>Some programs build on previously acquired knowledge and skills relevant to a field/occupation. Programs typically include a Work Integrated Learning component.</p> <p>Graduates gain a level of proficiency in academic and employability skills related to communications, problem-solving, information literacy, adaptability and working effectively with people.</p>	<p>Programs prepare individuals for careers by:</p> <ul style="list-style-type: none"> <li>• facilitating career development and entry into labour market</li> <li>• preparing for further study,</li> <li>• programs may ladder to a bachelor's degree, or a post-diploma certificate.</li> </ul>	<p>2-3 years</p>	<p>60-80 credits</p>	<p>Admission normally requires a minimum, specific HS courses (for entry into Year 1) and Certificate (for entry into Year 2), and other program specific requirements such as English language proficiency.</p>

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
<b>Post-Diploma Certificate</b>	<p>Programs deepen or broaden knowledge and skills by building on foundational knowledge acquired in diploma an allied occupation or field.</p> <p>Programs are at an undergraduate level and typically applied in nature - often include a WIL component or clinical placement.</p>	<p>Programs prepare individuals for:</p> <ul style="list-style-type: none"> <li>• Employment in a specialized role</li> <li>• Further study</li> </ul>	<p>1 year or less (2 semesters)</p>	<p>18-30 credits</p>	<p>Admission normally requires, at minimum, a diploma (2 year) and other program-specific requirements. In some cases, entrance may require active registration with a regulatory body.</p>
<b>Post-Bachelor's Certificate</b>	<p>Programs provide career-focused technical and theoretical knowledge and skill acquisition in an applied occupational area, at an undergraduate level.</p> <p>Programs are applied in nature and provide industry-specific skills or professional career preparation for bachelor graduates in unrelated fields.</p> <p>Graduates gain proficiency in relevant skills related to academic, personal management, critical thinking and teamwork skills. Graduates may earn professional or industry-related certifications.</p>	<p>Programs provide specialized career preparation to facilitate:</p> <ul style="list-style-type: none"> <li>• participation in the labour market beyond entry-level</li> <li>• transition into a specialized field.</li> </ul>	<p>8–15 months (2–3 semesters)</p>	<p>24-36 credits</p>	<p>Admission normally requires, at minimum, a bachelor's degree (or equivalent) and other program specific requirements such as English Language proficiency or work experience.</p>
<b>Bachelor's Degree (including Honours)</b>	<p>The credential awarded for the bachelor's degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge and to nurture the capacity for independent work in the discipline/disciplines and field of practice.</p> <p>All bachelor's programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under supervision, of one or more essays, a terminal research paper, thesis, project, exhibition, or other research-based or performance based exercise that demonstrates methodological competence and capacity for independent and ethical intellectual/creative work and, where relevant, the exercise of professional responsibility in a field of practice.</p> <p>Some bachelor's-degree programs are intended to provide a wide exposure to several disciplines, others to provide an in-depth education in one or more disciplines (often as preparation for graduate study), and still others to provide a blend of theory and practice that equips students for entry into an occupation or profession. Despite that diversity, each bachelor's-degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor's-degree label. The range of bachelor's programs include:</p> <ul style="list-style-type: none"> <li>• Programs designed to provide a broad education as an end in itself. They may also prepare graduates for employment in a variety of fields and/or for admission to second-entry professional programs. Examples: BHum (Humanities), General BA and General BSc degrees.</li> <li>• Programs designed to provide in-depth study in academic disciplines. They normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields.</li> </ul>	<p>In addition to providing personal and intellectual growth, bachelor's programs, in varying degrees, may prepare students for entry into graduate study in the field, second-entry professional degree programs, or employment in one or more fields.</p>	<p>Owing primarily to variations in pre-university studies among the provinces/territories, classroom instruction is typically six to eight semesters or more in duration and may be supplemented by required professional experience. (e.g., supervised practical, internships, and work terms)</p>	<p>90-120 credits</p>	<p>Admission normally requires, at a minimum, a secondary school or CEGEP diploma and/or university preparatory courses, a minimum grade point average, and other program-specific requirements.</p> <p>Students lacking these credentials may be admitted on a part-time or probationary basis, with continuation subject to acceptable academic achievement. Second-entry programs normally require at least two or three years of completed degree-level studies or in some cases the prior or concurrent completion of another undergraduate degree.</p>

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<p><b>Bachelor's Degree (including Honours - con't)</b></p>	<ul style="list-style-type: none"> <li>• Programs with an applied focus. They blend theory and practice, with content selected to ensure mastery of the field of practice rather than to deepen knowledge in the discipline/disciplines for their own sake or as preparation for further study in the discipline. Even so, they may prepare students for further study depending upon the field and length and depth of the program; graduates may or may not require preparatory studies before entering graduate programs. While professional associations or accrediting bodies may set entry to practice standards for such programs, those standards are not normally obligatory for the institution offering the program.</li> <li>• Programs with a professional focus. They are designed to prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first-entry programs, others are second-entry programs (that they require some prior degree-level study or even a degree). They normally require periods of practical experience (apprenticeship, internship, articling, clinical, etc.). The capacity for independent professional work is demonstrated by academic and practical exercises, under supervision, followed by admission tests to the profession. Though considered to be bachelor's programs in academic standing, some professional programs yield degrees with other nomenclature. Examples: DDS (Dental Surgery), MD (Medicine), LLB, or JD (Juris Doctor).</li> </ul>				
<p><b>Graduate Certificate</b></p>	<p>Programs provide graduate-level study without requiring individuals to commit to a master's program.</p> <p>Programs either:</p> <ul style="list-style-type: none"> <li>• Deepen knowledge and skills in a discipline or field.</li> <li>• Provide exposure to an interdisciplinary area of focus.</li> </ul>	<p>May prepare graduates for a specialized role, or career enhancement.</p> <p>May provide laddering into Master's program.</p>	<p>1 year or less</p>	<p>Minimum 12 credits</p>	<p>Admission normally requires, at minimum, bachelor's degree and other program specific requirements.</p>
<p><b>Graduate Diploma</b></p>	<p>Programs provide graduate level study to:</p> <ul style="list-style-type: none"> <li>• Deepen knowledge/skills in a discipline/field, or</li> <li>• Transition individuals to an interdisciplinary area of focus.</li> </ul> <p>Programs convey comprehensive understanding of techniques applicable to research or advanced scholarship in learner's field, or contribute to scholarship in a particular profession.</p>	<p>May prepare graduates for a specialized role in a field or enhance research skills in a discipline.</p> <p>May provide laddering into a Master's program.</p>	<p>1-2 years</p>	<p>Minimum 18 credits</p>	<p>Admission normally requires, at minimum, a bachelor's degree and other program specific requirements.</p>
<p><b>Master's Degree</b></p>	<p>A master's degree program builds on knowledge and competencies acquired during related undergraduate study and requires more specialized knowledge and intellectual autonomy than a bachelor's-degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.</p>	<p>Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments.</p>	<p>Master's programs vary typically from two to six semesters in duration, depending on the field and speed at which individuals progress through requirements.</p>	<p>Credit requirements are variable.</p>	<p>Admission normally requires an undergraduate degree with an appropriate specialization or an undergraduate degree with relevant bridging studies, as well as a minimum grade point average, and other program-specific requirements.</p>

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<b>Master's Degree - con't</b>	<p>Program orientations can be profession-oriented, research-oriented or course-based. Research-oriented master's programs are typically for graduates of related undergraduate or professional programs in the field or students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive, and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Others are course-based and require students to demonstrate the necessary research, analytical, interpretative, methodological, and expository skills in course exercises <b>Examples:</b> MA programs in the humanities and social sciences, MSc programs</p> <p>Profession-oriented master's programs normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners. <b>Example:</b> MSW (Social Work)</p>				
<b>Post-Master's Certificate</b>	<p>Programs provide graduate level study to expand graduates' knowledge/skills within discipline and/or to integrate graduates' research skills with professional skills.</p>	<p>Enhancement of academic skills or professional competencies for academic or professional careers. May ladder into a Post-Master's diploma or a doctoral degree.</p>	<p>1 year or less</p>	<p>Minimum 12 credits</p>	<p>Admission normally requires, at a minimum, a master's degree and other program specific requirements.</p>
<b>Post-Master's Diploma</b>	<p>Programs provide graduate-level study that deepens systematic knowledge in a discipline as well as fostering professional development. Graduates are expected to acquire a critical awareness of current issues/problems/insights in discipline and the research methodologies used to address them.</p>	<p>Professional and research skills that can be applied in discipline. May ladder to doctoral degree.</p>	<p>1-2 years</p>	<p>Minimum of 18 credits</p>	<p>Admission normally requires, at a minimum, a master's degree or post-master's certificate and other program specific requirements.</p>
<b>Doctoral Degree</b>	<p>A doctoral program builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline.</p> <p>Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity.</p> <p>Preparation for doctoral work may involve course work of varying lengths aimed at cultivating further conceptual depth or breadth, and are thesis based. It may also involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation.</p> <p>Research-oriented doctoral programs focus on the development of the conceptual and methodological knowledge and skills required to do original research and to make an original contribution to knowledge in the form of a dissertation. In some fields an internship or exhibition component may be required, but without diluting the significance of the dissertation as the primary demonstration of mastery. Such programs lead to the award of the PhD. Examples: PhD (Psychology), PhD (Education) PhD (Music).</p> <p>Practice-oriented doctoral programs are of a more applied nature, relate to a professional or creative activity and, where there is an internship or exhibition requirement may also require a dissertation. Doctoral programs with an orientation to practice typically involve more course work than doctoral programs with a more theoretical or disciplinary focus. Such programs lead to the award of a degree designation reflecting the field or discipline. Examples: EdD (Education), MusDoc (Music), PsyD (Psychology).</p>	<p>Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgments on complex issues in specialist fields, and innovation in tackling and solving problems.</p>	<p>A doctoral program is typically three to six years in length, depending on the field and the speed at which individual students progress through requirements.</p>	<p>Credit requirements are variable.</p>	<p>Admission normally requires at a minimum, a master's degree with an appropriate specialization or a master's degree with appropriate bridging studies.</p>

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
<b>Post-Doctoral Certificate</b>	Programs provide specialized post-doctoral study, usually to integrate graduates' advanced research competencies with professional skills or knowledge in a specialized field of study.	Programs provide expertise at a highly specialized level. May ladder into a Post-Doctoral Diploma.	1 year or less	Minimum 12 credits	Admission normally requires, at a minimum, a doctoral degree.
<b>Post-Doctoral Diploma</b>	Programs provide specialized post-doctoral study, usually to integrate graduates' advanced research competencies with professional skills in a leadership capacity or enhance knowledge in a specialized field of study.	Programs provide advanced expertise at a highly specialized level.	1.5 years or less	Variable	Admission normally requires at a minimum, a doctoral degree or post-doctoral certificate.

14 credentials (certificates, diplomas, degrees) are offered under the auspices of the Government of Alberta. The ACF fosters learner pathways; program quality, credential recognition; system coordination, accountability, economic, and social development.

**Credential Descriptors** - Credentials are described under headings related to: nomenclature, program design/outcomes emphasis, preparation for employment/further study, typical duration, standard credits, typical entrance.

# Alberta Credential Framework (ACF)

## Part 2: Credential Standards: Knowledge and Skills

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
<b>Certificate</b>	<p>Basic skills and knowledge for entry-level employment in positions with clearly defined requirements.</p> <p>Awareness of broader occupational sector in which field is positioned. Employability skills at foundational level.</p>	<p>Knowledge of prescribed range of occupational functions involving known routines or procedures.</p>	<p>The ability to</p> <ul style="list-style-type: none"> <li>• Communicate clearly within requirements of job duties</li> <li>• Communicate accurately by responding to written, oral and visual message forms that meet needs of audience.</li> <li>• Use technology appropriately in business/professional/industry environments.</li> </ul>	<p>The ability to perform a narrowly defined range of activities involving known routines and procedures.</p> <p>The ability to apply technical and occupational specific knowledge and skills in a work setting under supervision.</p>	<p>Individual responsibility or responsibility as a part of team to perform job responsibilities.</p> <p>The ability to identify learning and training needs to increase skills.</p> <p>Ability to demonstrate ethical conduct.</p>	<p>An understanding of the limits one's own knowledge and skill level.</p> <p>Recognition of the advanced methods and techniques in the field that one is not qualified to employ independently.</p>
<b>Journeyman Certificate</b>	<p>Acquisition of the knowledge and skills to competently perform the tasks, activities and functions in a designated trade as set out under the applicable trade regulation.</p> <p>Training and certification standards are established by the Apprenticeship and Industry Training Board.</p>	<ul style="list-style-type: none"> <li>• A high degree of both practical and theoretical knowledge and specialized skills.</li> <li>• An understanding and application of applicable legislative requirements for workplace safety and scope of practice for compulsory and optional certification trades.</li> </ul>	<p>The ability to use written, oral and digital communication to:</p> <ul style="list-style-type: none"> <li>• Organize, record, provide or obtain information</li> <li>• Resolve conflicts.</li> <li>• Summarize or compare information.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Find and evaluate information to make informed decisions and organize work.</li> <li>• Identify and resolve problems.</li> <li>• Apply skills and knowledge across a variety of contexts with some complexity in the extent and choice of options available.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Work independently, with a partner, helper or team to complete tasks.</li> <li>• Participate in ongoing process of improving skills and knowledge.</li> </ul>	<p>An understanding of applicable legislation and requirements for employment and practice in the scope of a designated trade.</p> <p>An understanding of the limits of one's own knowledge and skill level.</p>
<b>Diploma</b>	<p>The skills and knowledge required for successful performance in an occupation.</p>	<p>a) A range of skills, with associated knowledge, showing substantial depth in some areas where judgment is required in the</p>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Communicate clearly, concisely, correctly in written, spoken and</li> </ul>	<p>The ability to perform:</p> <ul style="list-style-type: none"> <li>• A range of complex or non-routine activities.</li> </ul>	<p>Individual responsibility for</p> <ul style="list-style-type: none"> <li>• Planning strategic initiatives.</li> </ul>	<p>An understanding of the limits of one's own knowledge and skill level.</p>

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
<b>Diploma - con't</b>	<p>The capacity to engage in professional practice in a supervised context.</p> <p>Critical thinking and analytical skills inside the discipline. The ability to apply learning.</p> <p>Sometimes specifies general education requirements. Sometimes includes electives for broader exposure to related fields/disciplines.</p>	<p>planning and selection of appropriate equipment, services or techniques for self or others.</p> <ul style="list-style-type: none"> <li>• Understanding and application of concepts and reasoning to evaluate and solve problems using well established ideas and techniques (often mathematical).</li> <li>• Application of a variety of thinking skills and a systematic approach to anticipate and solve problems.</li> <li>• Ability to analyze, evaluate and apply relevant information from a variety of sources.</li> </ul>	<p>visual forms that fulfills purpose and meets audience needs.</p> <ul style="list-style-type: none"> <li>• Communicate effectively by responding to written, spoken, visual messages.</li> <li>• Use technology appropriately in business/ professional/ industry communications.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning activities that include alternative approaches to skill and knowledge application.</li> <li>• Activities involving the application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self or others.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual autonomy in performing complex technical operations or organizing others.</li> <li>• Working effectively with others.</li> <li>• Managing one's own professional development.</li> <li>• Demonstrat respect for ethical conduct within profession/industry.</li> </ul>	<p>An appreciation of the methods and techniques that they are not <b>qualified to employ.</b></p>
<b>Post-Diploma Certicate</b>	<p>Specialized knowledge at an undergraduate level for successful performance in a particular occupational specialty (such as in an allied health field).</p> <p>A level of knowledge and skill that enhances one's ability to perform a more specialized range of complex and non-routine activities within the field/occupation.</p>	<p>A prescribed range of skilled operations that include requirement to:</p> <ul style="list-style-type: none"> <li>• Evaluate and analyze current practices.</li> <li>• Apply theory to practice.</li> <li>• Select and use technology appropriate to context.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Communicate clearly, concisely, correctly in written, spoken and visual forms that fulfills purpose and meets audience needs.</li> <li>• Communicate effectively by responding to written, spoken, visual messages.</li> <li>• Use technology appropriately.</li> </ul>	<p>The ability to perform:</p> <ul style="list-style-type: none"> <li>• Complex or non-routine activities.</li> <li>• Apply knowledge and skills in order to evaluate current practices and develop new criteria.</li> <li>• Demonstrate leadership.</li> <li>• Contribute to technical solutions.</li> </ul>	<p>Individual responsibility or autonomy and/or collaboration with others as part of group or team.</p> <p>The ability to plan one's own career/professional development.</p> <p>Demonstrated respect for ethical conduct within profession/industry.</p>	<p>An understanding of the limits of one's own knowledge and skill level.</p> <p>An appreciation of the methods and techniques that one is not qualified to employ independently.</p>

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
<p><b>Post-Bachelor's Certificate</b></p>	<p>Focuses on acquisition of employability and occupational competencies in a specific occupation.</p> <p>A level of knowledge and skill that enhances one's ability to perform a range of complex and non-routine activities within a field/specialty/profession.</p> <p>Exposure to future trends and issues impacting the field.</p>	<p>A prescribed range of skilled and complex operations that require analysis, sound judgment, planning, execution of actions and evaluation.</p>	<p>the purpose and meets needs of audience.</p> <ul style="list-style-type: none"> <li>Communicate effectively by responding to written, spoken or visual message.</li> <li>Use technology appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Propose solutions and develop action strategies.</li> </ul> <p>The ability to apply technical knowledge/ skills appropriately in a professional setting.</p>	<p>Ability to demonstrate ethical conduct within profession/ industry.</p>	
<p><b>Bachelor's Degree</b></p>	<ul style="list-style-type: none"> <li>Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies, and applications of the discipline and/or field of practice.</li> <li>Basic understanding of the range of fields within the discipline/ field of practice and of how the discipline may intersect with fields in related disciplines.</li> <li>The ability to gather, review, evaluate, and interpret information, including new information relevant to the discipline, and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline.</li> <li>The capacity to engage in independent research or practice in a supervised context.</li> <li>Critical thinking and analytical skills inside and outside the discipline.</li> <li>The ability to apply learning from one or more areas outside the discipline.</li> </ul>	<p>a) An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques,</li> <li>devise and sustain arguments or solve problems using these methods, and</li> <li>describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and on their relevance to the evolution of the discipline.</li> </ul> <p>b) The ability to review, present, and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> <li>develop lines of argument</li> <li>make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study</li> <li>apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and</li> <li>where appropriate, use this knowledge in the creative process.</li> </ul>	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.</p>	<p>a) The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> <li>initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information,</li> <li>propose solutions,</li> <li>frame appropriate questions for the purpose of solving a problem,</li> <li>solve a problem or create a new work.</li> </ul> <p>b) The ability to make critical use of scholarly reviews and primary sources.</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>The exercise of initiative, personal responsibility and accountability in both personal and group contexts,</li> <li>working effectively with others,</li> <li>behaviour consistent with academic integrity.</li> </ul>	<p>An understanding of the limits to their own knowledge and ability; an appreciation of the uncertainty and ambiguity of and limits to knowledge, and an appreciation of how this might influence analyses and interpretations.</p>



Credential	Depth and Breadth of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
<b>Graduate Certificate</b>	<p>Able to apply relevant methods/ techniques to research projects or professional practice.</p> <p>Able to address complex issues systematically and creatively.</p>	<p>Able to devise and sustain arguments, solve problems topical to discipline.</p> <p>Able to describe and comment on current scholarship/practice issues in the discipline/field.</p>	<p>Communicate information, ideas, problems and solutions to non-specialist audiences.</p>	<p>Demonstrate analysis and enquiry skills within a discipline/field.</p>	<p>Ability to manage own learning.</p>	<p>An appreciation of ambiguity and limits of knowledge.</p>
<b>Graduate Diploma</b>	<p>Able to apply relevant methods/ techniques to research projects or professional practice.</p> <p>Able to address complex issues systematically and creatively and to make sound judgements in absence of complete data.</p>	<p>Able to devise and sustain arguments, solve problems topical to discipline.</p> <p>Able to explain and critique current scholarship/practice issues in the discipline.</p>	<p>Communicate information, ideas, problems and solutions to specialist and non-specialist audiences.</p>	<p>Demonstrate originality in application of knowledge/ skills together with practical understanding of research concepts in the discipline.</p>	<p>Ability to manage own learning and to manage continuing professional development.</p>	<p>An appreciation of ambiguity and limits of knowledge.</p>
<b>Master's Degree</b>	<p>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	<p>A conceptual understanding and methodological competence that enables the graduate to:</p> <p>a) Have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline.</p> <p>b) Have a capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence, and on the basis of that competence, have shown at least one of the following:</p> <ul style="list-style-type: none"> <li>• the development and support of a sustained argument in written form, or</li> <li>• originality in the application of knowledge.</li> </ul>	<p>The ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.</p>	<p>The capacity to:</p> <ul style="list-style-type: none"> <li>• Address complex issues and judgments based on established principles and techniques and</li> <li>• Apply an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting.</li> </ul>	<p>The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> <li>• the exercise of initiative and of personal responsibility and accountability, and</li> <li>• decision making in complex situations, such as employment.</li> <li>• the intellectual independence required for continuing professional development.</li> <li>• the ability to appreciate the broader implications of applying knowledge to particular contexts.</li> </ul>	<p>A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.</p>
<b>Post-Master's Certificate</b>	<p>Able to apply and integrate knowledge in discipline.</p> <p>Able to translate knowledge to research or practice settings.</p>	<p>Able to integrate research skills and professional skills when developing career paths.</p>	<p>Critically evaluate arguments/ assumptions/ concepts/data.</p> <p>Network and collaborate effectively with professionals and academics.</p>	<p>Demonstrate self-direction in problem-solving.</p> <p>Demonstrate autonomy in planning and implementing tasks at professional level.</p>	<p>Ability to manage own learning and to advance knowledge and understanding in field.</p>	<p>An appreciation of ambiguity and limits of knowledge.</p>

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/Autonomy	Awareness of Limits of Knowledge
<p><b>Post-Master's Diploma</b></p>	<p>Able to undertake pure or applied research at advanced level, contributing to development of new techniques/ applications or creative approaches in research or practice settings.</p>	<p>Able to evaluate methodologies and develop critiques.</p> <p>Able to create knowledge or novel applications in labour practice settings.</p>	<p>Critically evaluate arguments/ assumptions/ concepts/data.</p> <p>Able to make judgments and frame questions, communicate conclusions for specialist, and non specialist audiences.</p>	<p>Demonstrate originality and self-direction in problem-solving.</p> <p>Demonstrate leadership and autonomy in planning/ implementing tasks at professional level.</p>	<p>Ability to manage own learning and advance knowledge and understanding in the field.</p>	<p>An appreciation of ambiguity and limits of knowledge.</p>
<p><b>Doctoral Degree</b></p>	<p>Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. A thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice.</p>	<p>A conceptual understanding and methodological competence that provides the graduate with the ability to:</p> <ul style="list-style-type: none"> <li>• Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems.</li> <li>• Make informed judgments on complex issues in specialist fields, sometimes requiring new methods.</li> <li>• Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ul>	<p>The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.</p>	<p>The capacity to:</p> <ul style="list-style-type: none"> <li>• undertake pure and/or applied research at an advanced level, and</li> <li>• contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>	<ul style="list-style-type: none"> <li>• The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations.</li> <li>• The intellectual independence to be academically and professionally engaged and current.</li> <li>• The ability to evaluate the broader implications of applying knowledge to particular contexts.</li> </ul>	<p>An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</p>
<p><b>Post-Doctoral Certificate</b></p>	<p>Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings.</p>	<p>Able to conceptualize, design and implement independent research, generate new knowledge and translate knowledge to research or practice settings.</p>	<p>The advanced ability to communicate highly specialized, complex and/ or ambiguous ideas, issues, and conclusions clearly and effectively to both specialist and non-specialist audiences.</p>	<p>Demonstrate proficiency, originality and autonomy in professional settings. Demonstrate an advanced ability to conceptualize and communicate applications of research findings to specialist and non-specialist audiences</p>	<p>Ability to independently undertake innovation in research and professional practice in a highly specialized field.</p>	<p>A sophisticated understanding of the potential and limitations for application of knowledge in practical and professional settings.</p>

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/Autonomy	Awareness of Limits of Knowledge
<b>Post-Doctoral Diploma</b>	Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings in a leadership capacity.	Able to conceptualize, design and implement independent research, generate new knowledge and translate knowledge to research or practice settings in a leadership capacity.	The advanced ability to lead and communicate highly specialized, complex and/or ambiguous ideas, issues and conclusions clearly and effectively to both specialist and non-specialist audiences.	Demonstrate proficiency, originality, and autonomy in professional settings.  Demonstrate an advanced ability to conceptualize and communicate applications of research findings to specialist and non-specialist audiences.	Ability to lead innovation in research and professional practice in a highly specialized discipline.	An advanced and sophisticated understanding of the potential and limitations for application of knowledge in practical and professional settings in a highly specialized discipline.

- **Graduate level credentials include:** master's and doctoral degrees, graduate certificates and diplomas, post-master's certificates and diplomas, and post-doctoral certificates and diplomas.
- **Apprenticeship level credentials include:** Journeyman certificates.
- **Undergraduate level credentials include:** certificates, diplomas, bachelor's degrees, post-diploma certificates and post-bachelor's certificates.

The Alberta Credentials Framework (ACF) includes standards that advance: quality assurance, credential recognition, credit transfer, learner pathways, and system coordination. (Degree standards are drawn from the Canadian Degree Qualifications Framework.).

**Credential Standards** - The standards for each credential include information about: depth/breadth of knowledge, conceptual awareness and/or knowledge of research, communication skills, application of knowledge, professional capacity/autonomy, and awareness of limits of knowledge.

**Updated May 7, 2018**