

Alberta Credential Framework (ACF)

Part 1A: Credential Descriptors: Characteristics and Criteria – Credentials under the *Post-Secondary Learning Act (PSLA)*

13 credentials are offered under the authority of the *Post-Secondary Learning Act*. The ACF fosters learner pathways, program quality, credential recognition, system coordination, accountability, and economic and social development. Credentials are described by: nomenclature, program design and outcomes emphasis, preparation for employment or further study, typical duration, standard credits, and typical entrance requirements.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
Certificate	Certificate 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, lab, or shop components.	Programs prepare individuals for entry into the labour market with an emphasis on employment or skill development. Programs can also prepare individuals for further study, and some certificates may ladder to diplomas.	1 year or less (1-2 semesters)	12-32	Admission normally requires, at minimum, specific high school courses or a high school diploma, and other specific requirements such as English language proficiency.
Diploma	Diploma programs provide a level of skills, knowledge, and attributes that allow individuals to work within a broad range of technical, administrative, and professionally oriented occupations. Graduates exercise professional responsibility in a field of practice. Some programs build on previously acquired knowledge and skills relevant to a field or occupation and programs typically involve a Work Integrated Learning component. Graduates gain a level of proficiency in academic and employability skills related to communications, problem-solving, information literacy, adaptability, and working effectively with people.	Diploma programs prepare individuals for careers by facilitating career development and entry into the labour market and prepare graduates for further study. Diplomas may ladder to a bachelor's degree or post-diploma certificate.	2-3 years	60 to 80	Admission normally requires, at minimum, specific high school courses for entry to Year 1 of the program or a prior certificate for entry to Year 2. There may be other program-specific requirements such as English language proficiency.
Post-Diploma Certificate	Post-diploma certificate programs deepen or broaden an individual's knowledge and skills, building on foundational knowledge acquired during their diploma and in an allied occupation or field. Post-diploma certificate programs are at an undergraduate level and are typically of an applied nature. They often include a Work Integrated Learning component or practicum placement.	Post-diploma certificate programs prepare individuals for employment in a specialized role, or for further study.	1 year or less (2 semesters)	18-30	Admission normally requires, at minimum, a 2-year diploma alongside program-specific requirements. In some cases, entrance may require active registration with a regulatory body.
Post-Bachelor's Certificate	Post-bachelor's certificate programs provide career-focused technical and theoretical knowledge and skill acquisition in an applied occupational area at an undergraduate level. Programs are of an applied nature and provide industry-specific skills or professional career preparation for bachelor graduates in unrelated fields. Graduates gain proficiency in relevant academic, personal management, critical thinking, and teamwork skills. Graduates may also earn professional or industry certifications.	Post-bachelor's certificate programs provide specialized career preparation to facilitate participation in the labour market beyond entry-level positions and allow graduates to transition into a specialized field.	8-15 months (2-3 semesters)	24-36	Admission normally requires, at minimum, a bachelor's degree (or equivalent) and other program-specific requirements such as English language proficiency or relevant work experience.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
<p>Bachelor's Degree, Including Honours</p>	<p>Bachelor's degree programs are designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline, or disciplines, that constitute the program of study. They provide some specialized knowledge and nurture the capacity for independent work in the discipline, or disciplines, and field of practice.</p> <p>Bachelor's programs are designed to provide graduates with knowledge and skills enabling 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 shows methodological competence and capacity for independent and ethical intellectual or creative work and, where relevant, the exercise of professional responsibility in the field of practice.</p> <p>Some bachelor's degree programs are intended to provide a wide exposure to several disciplines. Other bachelor's degree programs provide an in-depth education in one or more disciplines, often as preparation for graduate study. Still others 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 degree programs include:</p> <p>Programs designed to provide a broad education as an end in itself; they may also prepare graduates for employment in a variety of fields or for admission to second-entry professional programs. Examples are general Bachelor of Arts (BA) or Bachelor of Science (BSc) degrees.</p> <p>Programs designed to provide in-depth study in academic disciplines. They normally prepare students for graduate studies in a related discipline and for employment in a variety of fields.</p> <p>Programs with an applied focus which blend theory and practice with content selected to ensure mastery of the field of practice rather than to deepen knowledge in the discipline for its own sake or as specific preparation for further study in the discipline. Even so, these programs may prepare students for further study depending on the field and the length and depth of the program; graduates may require further preparatory studies prior to entering a graduate program. 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.</p> <p>Programs with a professional focus that prepare graduates to meet admission requirements and be competent practitioners in a profession. Some are first-entry programs, others are second-entry programs which require individuals to have undertaken prior degree-level study or completed a previous degree to be admitted. They normally require periods of practical experience, such as an internship, clinical placement, articling position, 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 bachelor's programs in terms of academic standing, some professional programs confer degrees with other nomenclature such as Doctor of Dental Surgery (DDS), Doctor of Medicine (MD), Bachelor of Laws (LLB), or Juris Doctor (JD) programs.</p>	<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 or second-entry entry professional degree programs, or employment in one or more fields.</p>	<p>Owing primarily to differences in pre-university studies among the provinces and territories, classroom instruction is typically six to eight semesters or more in duration and may be supplemented by required professional experience such as supervised practicums, internships, co-op placements, or work terms.</p>	<p>90-120</p>	<p>Admission normally requires, at minimum, a secondary school or CEGEP diploma. There may be other program-specific requirements such as university preparatory courses or a minimum grade point average, alongside other program-specific requirements.</p> <p>Students lacking these credentials may be admitted on a part-time or probationary basis, with continuation in the program subject to acceptable academic achievement.</p> <p>Second-entry programs normally require at least two or three years of previous degree-level studies or, in some cases, the prior or concurrent completion of another undergraduate degree.</p>

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
Graduate Certificate	Graduate certificate programs provide graduate-level study without requiring individuals to commit to a master's program. Programs either deepen knowledge and skills in a specific discipline or field or provide exposure to an interdisciplinary area of focus.	Graduate certificate programs may prepare individuals for a specialized role or career enhancement. They may also ladder into a master's degree program.	1 year or less	Minimum 12	Admission normally requires, at minimum, a completed bachelor's degree, and other program-specific requirements.
Graduate Diploma	Graduate diploma programs provide graduate-level study to deepen an individual's knowledge or skills in a particular discipline or field or may allow individuals to transition to an interdisciplinary area of focus. Programs convey a comprehensive understanding of techniques applicable to research or advanced scholarship in the field or contribute to scholarship in a particular profession.	A graduate diploma may prepare individuals for a specialized role in a field or enhance research skills in a discipline. They may also ladder into a master's program.	1-2 years	Minimum 18	Admission normally requires, at minimum, a completed bachelor's degree, alongside other program-specific requirements.
Master's Degree	<p>Master's degree programs build on knowledge and competencies acquired during related undergraduate study and require more specialized knowledge and intellectual autonomy than a bachelor's degree. 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 deal with complex issues both systematically and creatively and show independent capacity in addressing issues and problems.</p> <p>Program 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 for students who have taken bridging studies to equip them for graduate study in the field. The focus of research-oriented programs is developing the research, analytical, methodological, interpretive, and expository skills necessary for doctoral studies or for leadership in society.</p> <p>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, interpretive, methodological, and expository skills in course exercises. Some examples are Master of Arts (MA) programs in the humanities and social sciences, or Master of Science (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 or practitioners. An example of this kind of program is a Master's in Social Work (MSW).</p>	Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments.	Master's programs vary typically from two to six semesters in duration, depending on the field and the speed at which individuals progress through the program requirements.	Credit requirements vary between different programs.	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.
Post-Master's Certificate	Post-master's certificate programs provide graduate-level study to expand graduates' knowledge and skills within the discipline or to integrate graduates' research skills with professional skills.	<p>Graduates have enhanced academic skills or professional competencies for academic or professional careers.</p> <p>Post-master's certificate programs may ladder into a post-master's diploma or a doctoral degree.</p>	1 year or less	Minimum 12	Admission normally requires, at minimum, a master's degree and other program-specific requirements.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
Post-Master's Diploma	Post-master's diploma 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, and insights in the discipline and the research methodologies used to address them.	Graduates have professional and research skills that can be applied in the discipline. Post-master's diploma programs may also ladder toward a doctoral degree.	1-2 years	Minimum 18	Admission normally requires, at minimum, a master's degree or post-master's certificate and other program-specific requirements.
Doctoral Degree	<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 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 understanding, and an ability to create and interpret knowledge that extends to the forefront of the 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, which are thesis based. It may also involve written or 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 awarding of a Doctor of Philosophy degree (PhD).</p> <p>Practice-oriented doctoral programs are of a more applied nature, related 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 which reflects the field or discipline. Some examples of these programs are Doctorate of Education (EdD), Doctorate of Music (MusDoc), or Doctorate of Psychology (PsyD).</p>	Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.	A doctoral program is typically 3 to 6 years in length, depending on the field and the speed at which individual students progress through the degree requirements.	The credit requirements for doctorate degrees varies between programs.	Admission normally requires, at minimum, a master's degree with appropriate specialization or a master's degree with appropriate bridging studies.
Post-Doctoral Certificate	Post-doctoral certificate programs provide specialized study, usually to integrate the graduates' advanced research competencies with professional skills or knowledge in a specialized field of study.	Post-doctoral certificate programs provide expertise at a highly specialized level and may ladder into a post-doctoral diploma.	1 year or less	Minimum 12	Admission normally requires, at minimum, a doctoral degree.
Post-Doctoral Diploma	Post-doctoral diploma 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.	Post-doctoral diploma programs provide advanced expertise at a highly specialized level.	1 ½ years or less	Variable	Admission normally requires, at minimum, a doctoral degree or post-doctoral certificate.

Part 1B: Credential Descriptors: Characteristics and Criteria – Credentials under the *Skilled Trades and Apprenticeship Education Act (STAEA)*

3 credentials are offered under the authority of the *Skilled Trades and Apprenticeship Education Act*. The ACF fosters learner pathways, program quality, credential recognition, system coordination, accountability, and economic and social development. Credentials are described by: nomenclature, program design and outcomes emphasis, preparation for employment or further study, typical duration, standard credits, and typical entrance requirements.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
<p>Certificate (Apprenticeship)</p>	<p>Apprenticeship education programs provide individuals with a combination of classroom instruction and on-the-job instruction in a particular occupational field, with the majority of learning occurring through on-the-job mentorship.</p> <p>Programs provide the knowledge, skills, and abilities to perform tasks and activities associated with the program’s occupational field, which may include preparing individuals to become certified journeypersons in occupations that are designated trades.</p> <p>Core competencies and program requirements are developed by Advanced Education in consultation with industry.</p> <p>The integration of these learning components extends the length of apprenticeship education programs, with the ratio of on-the-job instruction to classroom instruction typically being at least 4:1.</p>	<p>Programs provide individuals with the core competencies required for successful employment in the program’s associated occupational fields.</p> <p>Apprentices are employed in the associated programs occupational field(s) or designated trade while under the mentorship of a qualified individual and while entered into an apprenticeship education agreement.</p> <p>Certificate programs may prepare individuals for further study or laddering to other post-secondary education programs.</p>	<p>Apprenticeship certificate programs typically last 2-3 years.</p> <p>Apprenticeship education programs have prescribed periods as outlined in the applicable program requirements, including requirements for classroom instruction and on-the-job instruction.</p>	<p>30-59 credits as standard, with the program requirements for each apprenticeship education program structured by periods and hours.</p> <p>Program credits are determined by the distribution of on-the-job hours and classroom hours required to achieve the knowledge, skills, and competencies associated with the program requirements.</p> <p>1 credit is assigned per 15 hours of classroom instruction or per 300 hours of on-the-job instruction toward the total credits achieved for an apprenticeship education program.</p>	<p>Admission requires that individuals have registered into an apprenticeship education program with Advanced Education.</p> <p>Progression requires individuals to obtain employment and enter into an apprenticeship education agreement with a sponsor.</p> <p>Entrance requirements vary by program and typically require, at minimum, particular high school courses or a high school diploma, and other program-specific requirements.</p>
<p>Diploma (Apprenticeship)</p>	<p>Apprenticeship education programs provide individuals with a combination of classroom instruction in a particular occupational field, or fields, with the majority of learning occurring through on-the-job mentorship.</p> <p>Programs provide the knowledge, skills, and abilities to perform tasks and activities associated with the program’s occupational field, which may include preparing individuals to become certified journeypersons in occupations that are designated trades.</p> <p>Core competencies and program requirements are developed by Advanced Education in consultation with industry.</p> <p>The integration of these learning components extends the length of apprenticeship education programs, with the ratio of on-the-job instruction to classroom instruction typically being at least 4:1.</p>	<p>Programs provide individuals with the core competencies required for successful employment in the program’s associated occupational field, or fields, which may span multiple industries or sectors.</p> <p>Apprentices are employed in the associated program’s occupational field(s) or designated skilled trade under the mentorship of a qualified individual and while entered into an apprenticeship education agreement.</p> <p>Diploma programs may prepare individuals for further study or laddering to other post-secondary education programs</p>	<p>Apprenticeship diploma programs typically last 3-4 years.</p> <p>Apprenticeship education programs have prescribed periods as outlined in the applicable program requirements, including requirements for classroom instruction and on-the-job instruction.</p>	<p>60-80 credits as standard, with the requirements for each apprenticeship education program structured by periods and hours.</p> <p>Program credits are determined by the distribution of on-the-job hours and classroom hours required to achieve the knowledge, skills, and competencies associated with the program requirements.</p> <p>1 credit is assigned per 15 hours of classroom instruction or per 300 hours of on-the-job instruction towards the total credits achieved for an apprenticeship education program.</p>	<p>Admission requires that individuals have registered into an apprenticeship education program with Advanced Education.</p> <p>Progression requires individuals to obtain employment and enter into an apprenticeship education agreement with a sponsor.</p> <p>Entrance requirements vary by program and typically require, at minimum, particular high school courses or a high school diploma, and other program-specific requirements.</p>

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
<p>Advanced Diploma (Apprenticeship)</p>	<p>Apprenticeship education programs provide individuals with a combination of classroom instruction in a particular occupational field, or fields, with the majority of learning occurring through on-the-job mentorship.</p> <p>Programs provide the knowledge, skills, and abilities to perform tasks and activities associated with the program's occupational field, which may include preparing individuals to become certified journeypersons in occupations that are designated trades.</p> <p>Core competencies and program requirements are developed by Advanced Education in consultation with industry.</p> <p>The integration of these learning components extends the length of apprenticeship education programs, with the ratio of on-the-job instruction to classroom instruction typically being at least 4:1.</p>	<p>Programs provide individuals with the core competencies required for successful employment in the program's associated occupational field, or fields, across multiple industries or sectors.</p> <p>Apprentices are employed in the associated program's occupational field(s), or designated trade while under the mentorship of a qualified individual and while entered into an apprenticeship education agreement.</p> <p>Advanced diploma programs may prepare individuals for further study or laddering to other post-secondary education programs.</p>	<p>Apprenticeship advanced diploma programs typically last 4 years.</p> <p>Apprenticeship education programs have prescribed periods as outlined in the applicable program requirements, including requirements for classroom instruction and on-the-job instruction.</p>	<p>More than 80 credits as standard, with the requirements for each apprenticeship education program structured by periods and hours.</p> <p>Program credits are determined by the distribution of on-the-job hours and classroom hours required to achieve the knowledge, skills, and competencies associated with the program requirements.</p> <p>1 credit is assigned per 15 hours of classroom instruction or per 300 hours of on-the-job instruction towards the total credits achieved for an apprenticeship education program.</p>	<p>Admission requires that individuals have registered into an apprenticeship education program with Advanced Education.</p> <p>Progression requires individuals to obtain employment and enter into an apprenticeship education agreement with a sponsor.</p> <p>Entrance requirements vary by program and typically require, at minimum, particular high school courses or a high school diploma, and other program-specific requirements.</p>

Part 2A: Credential Standards: Knowledge and Skills – Credentials under the *Post-Secondary Learning Act (PSLA)*

Undergraduate level credentials include certificates, diplomas, bachelor's degrees, post-diploma certificates, and post-bachelor's certificates.

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.

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

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
Certificate	Certificate programs provide basic skills and knowledge for entry-level employment in positions with clearly defined requirements, as well as awareness of the broader occupational sector in which the field is positioned. Employability skills are at the foundational level.	Graduates of certificate programs have knowledge of a prescribed range of occupational functions involving known routines or procedures.	Graduates of certificate programs have the ability to communicate clearly within the requirements of their job duties, use technology appropriately in business, professional, and industry environments, and to communicate accurately by responding to written, oral and visual message forms in order to meet the needs of the audience.	Graduates are able to perform a narrowly defined range of activities involving known routines and procedures. They can apply technical and occupation-specific knowledge and skills in a work setting and under supervision.	Graduates take on responsibility, individually or as part of a team, in order to perform job requirements. Graduates can identify learning and training opportunities they need to increase their skills. They demonstrate ethical conduct in the field.	Certificate holders understand the limits of their own knowledge and skill level and recognize the advanced methods and techniques in the field that they are not qualified to employ independently.
Diploma	Diploma programs provide the skills and knowledge required for successful performance in an occupation. Graduates have the capacity to engage in professional practice in a supervised context and the ability to apply learning, critical thinking, and analytical skills within the discipline. Some diploma programs specify general education requirements or may include electives for broader exposure to related fields and disciplines.	Graduates of diploma programs have a range of skills and associated knowledge that demonstrates substantial depth in some areas where judgment is required in the planning and selection of appropriate equipment, services or techniques for themselves and others. These skills may include understanding and applying concepts and reasoning to evaluate and solve problems using well established ideas and techniques – often mathematical. Graduates apply a variety of thinking skills as well as a systematic approach to anticipate and solve problems. They are able to analyze, evaluate, and apply relevant information from a variety of sources.	Graduates can communicate clearly, concisely, and correctly in written, spoken, and visual forms to fulfill the purpose of the communication and meet the needs of audiences. Graduates effectively respond to written, spoken, and visual communications, and use technology appropriately in business, professional, and industry communications.	Graduates can perform a range of complex or non-routine activities and engage in planning activities including alternative approaches to skill and knowledge application. They apply their knowledge and skills in substantial depth – particularly where judgement is required to plan and select appropriate equipment, services, and techniques for the individual and for others.	Graduates take on individual responsibility for planning strategic initiatives and managing their own professional development. Graduates demonstrate individual autonomy in performing complex technical operations or organizing others. They work effectively with others and demonstrate respect for ethical conduct within the profession and industry.	Diploma holders understand the limits of their own knowledge and skill level and have an appreciation of the methods and techniques that they are not qualified to employ.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
<p>Post-Diploma Certificate</p>	<p>Post-diploma certificate programs provide specialized knowledge at an undergraduate level that prepares individuals for successful performance in a particular occupational specialty, such as in an allied health field.</p> <p>Graduates have a level of knowledge and skill that enhances their ability to perform a more specialized range of complex and non-routine activities within the field or occupation.</p>	<p>Graduates of post-diploma certificate programs can perform a prescribed range of skilled operations which include evaluating and analyzing current practices, applying theory to practice, and selecting and using technology appropriate to the context.</p>	<p>Graduates have the ability to communicate clearly, concisely, and correctly in written, spoken, and visual forms to meet the needs of audiences. Graduates effectively respond to written, spoken, and visual communications, and use technology appropriately in business, professional, and industry communications.</p>	<p>Post-diploma certificate holders can perform a range of complex or non-routine activities. They demonstrate leadership, contribute to technical solutions, and apply their knowledge and skills to evaluate current practices and develop new criteria.</p>	<p>Graduates have the capacity to take on individual responsibility or autonomy and may also collaborate with others as part of a group or team. They have the ability to plan their own career and professional development and demonstrate respect for ethical conduct within the profession or industry.</p>	<p>Diploma holders understand the limits of their own knowledge and skill level, and have an appreciation of the methods and techniques that they are not qualified to employ independently.</p>
<p>Post-Bachelor's Certificate</p>	<p>Post-bachelor's certificate programs focus on acquisition of occupational competencies in a specific occupation to increase an individual's employability.</p> <p>Graduates have a level of knowledge and skill that enhances their ability to perform a range of complex and non-routine activities within a particular field, specialty, or profession.</p>	<p>Holders of post-bachelor's certificates can perform a prescribed range of skilled and complex operations that require analysis, sound judgement, planning, execution of actions, and evaluation.</p>	<p>Graduates have the ability to communicate clearly, concisely, and correctly within the requirements of job responsibilities in the written, oral, or visual form that fulfills the purpose of that communication and meets the needs of the audience. They can communicate effectively by responding to written, spoken, or visual messages.</p>	<p>Post-bachelor's certificate graduates have the ability to apply technical knowledge and skills appropriately in a professional setting. They have the capacity to propose solutions and develop action strategies.</p>	<p>Graduates are able to demonstrate ethical conduct within the profession or industry.</p>	<p>Post-bachelor's certificate holders have an understanding of the limits of their own knowledge and skill level.</p> <p>They have a recognition of advanced methods and techniques that they are not qualified to employ independently.</p>

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
Bachelor's Degree, Including Honours	<p>Bachelor's degree programs provide knowledge and critical understanding in a field of study that builds upon the student's secondary education and includes the key assumptions, methodologies, and applications of the discipline or field of practice. Graduates have a basic understanding of the range of fields within the discipline or field of practice and of how the discipline may intersect with fields in related disciplines.</p> <p>Degree holders have 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 related to one or more of the major fields in the discipline.</p> <p>Graduates have the capacity to engage in independent research or practice in a supervised context. They demonstrate critical thinking and analytical skills inside and outside the discipline and have the ability to apply learning from one or more areas outside of the discipline.</p>	<p>Bachelor's degree holders have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the individual to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques, devise and sustain arguments or solve problems using these methods, and 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.</p> <p>Graduates have the ability to review, present, and critically evaluate qualitative and quantitative information to develop lines of argument, make sound judgements in accordance with the major theories, concepts, and methods of the subject or subjects of study. They apply underlying concepts, principles, and techniques of analysis both within the discipline and outside of it, and where appropriate they use this knowledge in the creative process.</p>	<p>Holders of bachelor's degrees are able to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments that are, where appropriate, informed by key concepts and techniques of the discipline.</p>	<p>Graduates use a range of established techniques to initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information, frame appropriate questions for the purpose of solving a problem, propose solutions, or solve a problem or create a new work. They are also able to make critical use of scholarly reviews and primary sources.</p>	<p>Degree holders have the qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility, and accountability in both personal and group contexts. They work effectively with others and demonstrate behaviour consistent with academic integrity.</p>	<p>Bachelor's degree holders understand the limits of their own knowledge and ability alongside an appreciation of the uncertainty and ambiguity of, and limits to, knowledge and are aware of how this ambiguity might influence analyses and interpretations.</p>
Graduate Certificate	<p>Graduate certificate holders apply relevant methods and techniques to research projects or professional practice. They are able to address complex issues systematically and creatively.</p>	<p>Graduates are able to devise and sustain arguments and solve problems topical to the discipline. They are able to describe and comment on current scholarship and practice issues within the discipline or field.</p>	<p>Holders of graduate certificates can communicate information, ideas, problems, and solutions to specialist and non-specialist audiences.</p>	<p>Graduates demonstrate analysis and enquiry skills within a discipline or field.</p>	<p>Individuals are able to manage their own learning.</p>	<p>Graduates have an appreciation of the ambiguity and the limits of knowledge.</p>

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
Graduate Diploma	Graduate diploma holders can apply relevant methods and techniques to research projects or professional practice. They are able to address complex issues systematically and creatively and make sound judgements in the absence of complete data.	Graduates are able to devise and sustain arguments and solve problems topical to the discipline. They are able to explain and critique current scholarship and practice issues within the discipline or field.	Holders of graduate certificates can communicate information, ideas, problems, and solutions to specialist and non-specialist audiences.	Graduates demonstrate originality in application of knowledge and skills together with practical understanding of research concepts in the discipline.	Individuals are able to manage their own learning and continuing professional development.	Graduate diploma holders have an appreciation of the ambiguity and the limits of knowledge.
Master's Degree	Graduates have a systematic understanding of knowledge and a critical awareness of current problems and new insights at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	<p>Master's programs build conceptual understanding and methodological competence so that graduates have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline.</p> <p>Graduates have a capacity to critically evaluate current research and advanced research and scholarship in the discipline or area of professional competence.</p> <p>Individuals demonstrate competence through the development and support of a sustained argument in written form or originality in the application of knowledge.</p>	Holders of master's degrees are able to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.	Graduates have the capacity to address complex issues and make judgements based on established principles and techniques and apply an existing body of research and critical analysis to a new question or to a specific problem or issue in a new setting.	Graduates have many qualities and transferable skills necessary for employment, including exercising their initiative and taking personal responsibility and accountability, decision-making in complex situations, such as employment. They have the ability to appreciate the broader implications of applying knowledge to particular contexts, and the intellectual independence required for continuing professional development.	Master's degree holders have a cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.
Post-Master's Certificate	Graduates are able to apply and integrate knowledge in a discipline and can translate knowledge into research or practice settings.	Post-master's certificate holders are able to integrate research skills and professional skills when developing career paths.	Graduates are able to critically evaluate arguments, assumptions, concepts, and data. They network and collaborate effectively with professionals and academics.	Graduates are proficient in self-direction when problem solving. They demonstrate autonomy in planning and implementing tasks at the professional level.	Graduates have the ability to manage their own learning and to advance knowledge and understanding in their field.	Post-master's certificate holders have an appreciating of ambiguity and the limits of knowledge.
Post-Master's Diploma	Graduates are able to undertake pure or applied research at the advanced level, contributing to the development of new techniques, applications, or creative approaches in research and practice settings.	Post-master's diploma holders are able to evaluate methodologies and develop critiques. They can create knowledge or novel applications in labour practice settings.	Holders of post-master's diplomas are able to critically evaluate arguments, assumptions, concepts, and data. They have the capacity to make judgements, frame conclusions, and communicate conclusions for specialist and non-specialist audiences alike.	Graduates demonstrate originality and self-direction in problem solving. They show leadership and autonomy in planning and implementing tasks at the professional level.	Graduates have the ability to manage their own learning and to advance knowledge and understanding in their field.	Post-master's diploma holders have an appreciating of ambiguity and the limits of knowledge.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
Doctoral Degree	Graduates are able to independently undertake pure or applied research and professional skills at an advanced level and translate knowledge to research and practice settings. They possess 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>Doctorate holders have the conceptual understanding and methodological competence to envision, 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 light of unforeseen problems.</p> <p>They make informed judgements on complex issues in specialist fields, which sometimes requires new methods. They produce original research, or other advanced scholarship, of a quality to satisfy peer review and to merit publication.</p>	Holders of doctoral degrees can communicate complex or ambiguous ideas, issues, and conclusions clearly and effectively.	Graduates have the capacity to undertake pure or applied research at an advanced level and contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and materials.	Individuals with doctoral degrees have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations. They have the intellectual independence to be academically and professionally engaged and current, as well as the ability to evaluate the broader implications of applying their knowledge to particular contexts.	Doctorate holders have an appreciation of the limitations of their own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
Post-Doctoral Certificate	Graduates have advanced professional skills. They are able to independently undertake pure or applied research and translate knowledge to research or practice settings.	Post-doctoral certificate holders are able to conceptualize, design, and implement independent research, generate new knowledge, and translate knowledge to research or practice settings.	Holders of post-doctoral certificates have an advanced ability to communicate highly specialized, complex, or ambiguous ideas, issues, and conclusions clearly and effectively to both specialist and non-specialist audiences.	Graduates demonstrate proficiency, originality, and autonomy in professional settings. They have an advanced ability to conceptualize and communicate applications of research findings to both specialist and non-specialist audiences.	Graduates are able to independently undertake innovation in research and professional practice in a highly specialized field.	Post-doctoral certificate holders have a sophisticated understanding of the potential and limitations for applying knowledge in practical and professional settings.
Post-Doctoral Diploma	Post-doctoral diploma holders have advanced professional skills. They are able to independently undertake pure or applied research and translate knowledge to research or practice settings in a leadership capacity.	Graduates are able to conceptualize, design, and implement independent research, generate new knowledge, and translate knowledge to research or practice settings in a leadership capacity.	Holders of master's degrees have an advanced ability to lead and communicate highly specialized, complex, or ambiguous ideas, issues, and conclusions clearly and effectively to both specialist and non-specialist audiences.	Graduates demonstrate proficiency, originality, and autonomy in professional settings. They have an advanced ability to conceptualize and communicate applications of research findings to specialist and non-specialist audiences.	Graduates are able to lead innovation in research and professional practice in a highly specialized discipline.	Post-doctoral diploma holders have an advanced and sophisticated understanding of the potential and limitations for the application of knowledge in practical and professional settings in a highly specialized discipline.

Part 2B: Credential Standards: Knowledge and Skills

The ACF includes standards that advance quality assurance, credential recognition, credit transfer, learner pathways, and system coordination. The standards for each credential include information about the depth and breadth of knowledge, conceptual awareness and/or knowledge of research, communication skills, application of knowledge, professional capacity and autonomy, and awareness of limits of knowledge.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
<p>Certificate (Apprenticeship)</p>	<p>Graduates of apprenticeship certificate programs acquire the skills, knowledge, and abilities to competently perform the tasks associated with the program’s occupational field as set out under the program requirements.</p> <p>Programs require graduates to have a deep understanding of the practical application of knowledge in the associated occupational field, of which the scope of profession is typically clearly defined and focused to select industries or sectors.</p> <p>Curriculum guides, competency portfolios, and other program requirements are developed by Advanced Education in consultation with industry.</p>	<p>Graduates have a high degree of both practical and theoretical knowledge and specialized skills. They understand the application of legislative requirements for workplace safety and scope of practice for the occupational field.</p>	<p>Holders of apprenticeship certificates are able to use written, oral, and digital communication to organize, record, provide or obtain information, resolve conflicts, summarize or compare information, and educate and mentor future apprentices.</p>	<p>Graduates have the ability to find and evaluate information to make informed decisions and organize work, as well as to identify and resolve problems. They can apply their skills and knowledge across a distinct range of contexts with a high degree of complexity in the extent and choice of options available. They apply their technical skills to use a distinct range of equipment to complete tasks.</p>	<p>Apprenticeship certificate holders are able to work independently, or with a partner, helper, or team to complete tasks. They participate in an ongoing process of improving their skills and knowledge and provide appropriate mentorship to future apprentices in apprenticeship education programs.</p>	<p>Graduates understand applicable legislation and requirements for employment and practice in the scope of the profession. They are aware of the limits of their own knowledge and skill level.</p>
<p>Diploma (Apprenticeship)</p>	<p>Graduates of apprenticeship diploma programs acquire the skills, knowledge, and abilities to competently perform the tasks associated with the program’s occupational field as set out under the program requirements.</p> <p>Programs require graduates to have a deep understanding of the practical application of knowledge in the associated occupational field. the scope of profession is typically varied in breadth and spans multiple industries and sectors.</p> <p>Curriculum guides, competency portfolios, and other program requirements are developed by Advanced Education in consultation with industry.</p>	<p>Graduates have a high degree of both practical and theoretical knowledge and specialized skills. They understand the application of legislative requirements for workplace safety and scope of practice for the occupational field.</p>	<p>Holders of apprenticeship diplomas are able to use written, oral, and digital communication to organize, record, provide or obtain information, resolve conflicts, summarize or compare information, and educate and mentor future apprentices.</p>	<p>Graduates have the ability to find and evaluate information to make informed decisions and organize work, as well as to identify and resolve problems. They can apply their skills and knowledge across a distinct range of contexts with a high degree of complexity in the extent and choice of options available. They apply their technical skills to use a varied range of equipment to complete tasks.</p>	<p>Apprenticeship diploma holders are able to work independently, or with a partner, helper, or team to complete tasks. They participate in an ongoing process of improving their skills and knowledge and provide appropriate mentorship to future apprentices in apprenticeship education programs.</p>	<p>Graduates understand applicable legislation and requirements for employment and practice in the scope of the profession. They are aware of the limits of their own knowledge and skill level.</p>

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
<p>Advanced Diploma (Apprenticeship)</p>	<p>Graduates of apprenticeship advanced diploma programs acquire the skills, knowledge, and abilities to competently perform the tasks associated with the program's occupational field as set out under the program requirements.</p> <p>Programs require graduates to have a deep understanding of the practical application of knowledge in the associated occupational field. The scope of profession is typically wide in breadth and spans numerous industries or sectors.</p> <p>Curriculum guides, competency portfolios, and other program requirements are developed by Advanced Education in consultation with industry.</p>	<p>Graduates have a high degree of both practical and theoretical knowledge and specialized skills. They understand the application of legislative requirements for workplace safety and scope of practice for the occupational field.</p>	<p>Holders of apprenticeship advanced diplomas are able to use written, oral, and digital communication to organize, record, provide, or obtain information, resolve conflicts, summarize or compare information, and educate and mentor future apprentices.</p>	<p>Graduates are able to find and evaluate information to make informed decisions and organize work, as well as to identify and resolve problems. They can apply their skills and knowledge across a broad range of contexts with a high degree of complexity in the extent and choice of options available. They apply their technical skills to use a broad range of equipment to complete tasks.</p>	<p>Apprenticeship advanced diploma holders are able to work independently, or with a partner, helper, or team to complete tasks. They participate in an ongoing process of improving their skills and knowledge and provide appropriate mentorship to future apprentices in apprenticeship education programs.</p>	<p>Graduates understand applicable legislation and requirements for employment and practice in the scope of the profession. They are aware of the limits of their own knowledge and skill level.</p>

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