



# Seychelles Qualifications Authority

## Guidelines For The Development Of Qualifications Using Learning Outcomes.

Standards Setting and Framework Development Unit

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Version 1

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## Glossary of Terms

“**Assessment criteria**” means the standards used to guide learning and assess learner achievement and/or to evaluate and certify competence.

“**Authority**” means the Seychelles Qualifications Authority established under section 3 of the Act.

“**Credit**” means a measure of the volume of learning required for a qualification or part qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification whereby 1 credit is equated to 10 notional hours of learning.

“**International Comparability**” means an analysis of how a qualification compares with and relates to similar international qualifications, best practices and standards.

“**Learner**” means a person who is acquiring or has acquired knowledge, skills, attitudes, personal attributes or competencies.

“**Learning**” means the acquisition of knowledge, skills, attitudes, personal attributes or competencies.

“**Learning outcomes**” means statements of what a learner knows, understands and is able to do upon completion of a learning process, which are defined in terms of knowledge, skills, and competence.

“**Level**” means one of the series of levels of learning achievement arranged in ascending order according to which a National Qualifications Framework is organised, and to which qualification types are linked.

“**National Qualifications Framework**” means a comprehensive system approved by the Minister for the development, classification, registration, publication, evaluation and articulation of quality-assured qualifications.

“**Notional hours of learning**” means the estimated learning time taken by the average learner to achieve the specified learning outcomes of the course or programme and includes teaching contact time, non-contact time, time spent in structured learning in the workplace, and time spent in assessment processes.

“**Part qualification**” means an assessed unit of learning that is registered by the Authority as part of a qualification, including a unit standard, and a micro-credential.

“**Performance criteria**” means the standards used to guide learning and assess learner achievement and/or to evaluate and certify competence.

“**Qualification**” means a registered national qualification.

“**qualification frameworks**” means systems for development, classification, registration, publication, evaluation and articulation of quality-assured qualifications.

“**Qualification type**” means the specified nomenclature for qualifications at particular levels set under the National Qualifications Framework Regulations.

“**Recognition of Prior Learning**” means principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

## 1.0 Introduction

Well-written learning outcomes communicate important messages about what students will be able to know, think, and do at the end of a course or program. The focus of this guide is how to write specific and assessable learning outcomes for qualifications and part qualifications.

For instructors, they are a tool for thoughtful and deliberate course planning; for students, they provide clarity and focus about what students are expected to learn and how they will be required to demonstrate it. This guide focuses on learning outcomes that are assessable, using the Knowledge, Skills and Attitudes (KSAs) framework and Bloom's Taxonomy. Making expectations explicit can help instructors, mentors, and students better understand the learning destination and thus plan and monitor strategies for getting there.

The development of learning outcomes is therefore a critical process in ensuring the quality, relevance, and consistency of qualifications within an education and training system. The learning outcomes with their assessment criteria define the level of performance required for specific areas of knowledge and skill. They form the basis for qualifications serving as a common reference point for learners, educators, assessors, and employers.

## 2.0 Scope

The purpose of this guide is to guide the development of learning outcomes for qualifications; with focus on the requirements for submission including the content and formatting to ensure compliance to the Seychelles National Qualifications Framework (SNQF) criteria.

This guide provides a structured approach to the development of learning outcomes, offering practical steps, key considerations, and best practices for stakeholders involved in the process. Whether you are a curriculum developer, subject matter expert, or quality assurance practitioner, this handbook is designed to support the creation of learning outcomes that are clear, outcomes-based, aligned with national qualification frameworks, and responsive to the needs of industry and society.

By following this guide, stakeholders can contribute to the creation of qualifications that not only uphold academic and professional integrity but also empower learners with meaningful and transferable competencies.

## 3.0 Relationship to the NQF

Qualifications provide the structural and social mobility, which the NQF objectives promote.

In this context, learning outcomes will be evaluated as building blocks for Qualifications as well as building blocks for which the NQF stands.

Level descriptors provide all interested parties, namely learners, awarding bodies, qualifications developers, employers and the public with a measure of the range of knowledge, skills and level of autonomy and responsibility expected for the achievement of that level.

Learning outcomes must align to the level descriptors.

## 4.0 What are learning outcomes?

The NQF Regulations 2025 defines learning outcomes as “statements of what a learner knows, understands and is able to do upon completion of a learning process, defined in terms of knowledge, skills, and competence.”

Learning outcomes are:

- Focus on the **results of learning**, not just the teaching process
- Descriptions of the specific knowledge, skills, or expertise that learners will gain from a learning activity.
- Concise statements of what learners will learn and how that learning will be assessed.
- Statements describing what a learner will learn in a qualification, course, unit, or class session.
- Described in measurable terms.

*Example:*

*Instead of: ‘Understand basic computer skills’*

*Use: ‘Use a word processor to create and format basic documents’*

Learning outcomes may be developed as short courses or for full qualifications

Learning outcomes may be developed at any level of the SNQF

Learning outcomes must have the minimum number of **3** credits specified by the SNQF

## 5.0 Why use learning outcomes in qualification development?

Learning outcomes are statements that describe what a learner is expected to know, understand, or be able to do after completing a learning experience. They are the knowledge, skills and attributes a learner is expected to have acquired. Learning outcomes should be learner-focused and should encapsulate the entire scope of the learning programme.

Learning outcomes help align curriculum and provide structure for student learning. The advantage of detailed learning outcomes specifications is to give a clear guidance to teachers, assessors, learners and future employers. However, too precise learning outcomes risk excluding opportunities for local and individual adaptation and development.

An effective set of learning outcomes statements informs and guides both teacher and learner.

For the teaching staff, it informs:

- ❖ the content of teaching
- ❖ the teaching strategies to be used
- ❖ the sorts of learning activities/tasks to set for the learners
- ❖ appropriate assessment tasks

For learners, the set of learning outcomes provides them with:

- ❖ a solid framework to guide their studies and assist them to prepare for assessment

- ❖ a point of articulation with other programmes and qualifications

## 6.0 Principles of learning outcomes

**Broad principles:** To be fit for addressing a qualification, learning outcomes must fit within the broad principles of the Seychelles National Qualifications Framework (SNQF) and any regulations made in relation to awards registered on the Framework.

**Relevance:** Learning outcomes must reflect outcomes of learning and/or work activities that are relevant and appropriate to the Seychelles context.

**Industry needs:** Learning outcomes must reflect consultation with the industry.

**International comparability:** learning outcomes on the SNQF must demonstrate internationally regarded characteristics of 'good' qualifications or awards and best practices.

**Fit for purpose:** learning outcomes must be fit for purpose. To ensure that this is so, all qualifications and part qualifications shall be reviewed within a period of at least five years from the date of registration on the SNQF

## 7.0 Uses of Learning Outcomes

### To inform learning programmes

Learning outcomes are not directly used in the delivery of learning or training programmes. Rather, by describing required performance, learning outcomes inform the design of learning and training programmes.

### As a basis of assessment decisions, RPL and credit transfer

Learning outcomes provide the basis for the design of assessment activities and the making of assessment decisions. They are also useful to:

- Clarify what learners must achieve
- Align teaching, learning, and assessment
- Ensure consistency and quality
- Support recognition of prior learning
- Support recognition and transfer of qualifications
- Make qualifications easier for employers and learners to understand

## 8.0 Benefits of learning outcomes

Learning outcomes encourage a more systematic approach to qualifications design and comparison

- Common language for describing and comparing qualifications and for defining level descriptors
- Provides understanding of what will be learned and how best to achieve it. Set expectations, guide teaching and learning, essential for assessment.
- Enable learner-centred approach: Enable learners to be clearer about learning expectations, encourage learners to take initiative and responsibility for own learning
- Promote personal achievement, mobility and recognition. Achievement (through formal, non-formal and informal pathways) of assessed learning outcomes signals that an individual has achieved certain learning outcomes, and usually culminate in a qualification award
- Supports credit systems to create flexible ways for individuals to gain access to qualifications
- Essential for transparency and quality of RPL
- Allow stakeholders to have a better understanding of what to expect from a qualification holder
- Allow evaluation/ comparison of the qualification for work or study purposes (local and international)

## 9.0 Format of qualifications based on learning outcomes

For a qualification that is based on learning outcomes to be registered on the Seychelles NQF, the qualification must contain the following:

- a) Title
- b) Qualification Type
- c) Qualification Code
- d) Level Number
- e) Number of Credits
- f) Field and Sub-field
- g) Date of Registration
- h) Date of Review
- i) Purpose of the qualification
- j) Entry Requirements
- k) Rules of Combination
- l) International Comparability
- m) Articulation Possibilities with Related Qualifications
- n) Recognition of Prior Learning (RPL)
- o) Employment Pathways
- p) Assessment Strategies
- q) Learning Outcomes and their Associated Assessment Criteria

## 10.0 Writing guidelines and style

Learning outcomes should be clearly written and easily understood by learners, staff and other stakeholders. Each set of outcomes should be comprehensive, coherent, and contextualized for a specific discipline.

Learning outcomes must be clearly stated indicating what the learner will know and be able to do as a result of completing the qualification.

There should be alignment between Learning Outcomes and the purpose of the qualification.

Learning Outcomes must be specific, achievable and assessable.

Learning outcomes relate directly to the purpose of the qualification and are framed against the Level Descriptors.

**Sixty (60)%** of the learning outcomes must be at the level of the qualification.

### ***Language of the learning outcome***

Learning Outcomes should:

- be written in the future tense.
- use clear language, easily understood by learners and other stakeholders (nonexperts).
- be achievable as a result of the learning activity.
- be assessable; and
- be manageable for a given qualification type and level

### ***Language of the Assessment Criteria***

Assessment criteria are written for each learning outcome of the qualification or part qualification indicating how the learning outcomes are performed in an integrated way.

The assessment criteria should:

- have a direct link to the learning outcome
- align with the level and type of learning provided by the qualification or part qualification

### ***The writing style of the learning outcomes***

A qualification may include learning outcomes demonstrating **knowledge** and learning outcomes demonstrating **application**. These are differentiated by their titles. Regardless of the type, the development of learning outcomes must show progression from:

1) Knowledge → 2) Understanding → 3) Application.

The content of the learning outcomes whether knowledge or application, must be in line with the qualification. This is shown by the use of different verbs both in the learning outcomes and assessment criteria.

Whenever the learning outcome statement says 'demonstrate knowledge'; the learner is being asked to provide a descriptive answer of their knowledge. The most common way (and often easier) to achieve this is through a written theory assessment.

When the learning outcome statement says for example 'Apply or Perform'; the learner is being asked to demonstrate practical skills or perform certain procedure to show that they have achieved the learning outcome through their demonstrations.

When the learning outcome statement says 'demonstrate knowledge' the common terms that assessment criteria will use include but are not limited to: list, identify, describe, explain.

When the learning outcome statement says 'Apply or Perform' the common terms that the assessment criteria will use include but are not limited to: apply, perform, develop, complete

## **The Do's and Don'ts of writing learning outcomes**

### **Do's**

- Use simple language and be specific, clear, and concise.
- Write in short simple sentences with few dependant clauses and in active voice.
- Use **one verb** per learning outcome
- Ensure that the learning outcomes are demonstrable, measurable and achievable.
- Learning outcomes must align with the SNQF requirements and level descriptors
- Avoid repetition and complex sentences
- Define specific and detailed learning outcomes that are fit to the specific qualification

### **Don'ts**

Do not use the same action verb for every learning outcome - refer to the substantial list of additional action verbs provided in Annex III.

Do not combine multiple ideas into one single outcome. This is referred to as "double-barrel" statements. One outcome should describe only one learning concept.

Do not use general statements: "He/she has key professional skills and competences and good general knowledge in his/her field."

Do not use general adjectives: "He/she provides good customer service."

- Do not use jargons.

## **11.0 The basic structure of learning outcomes statements**

Key components of a learning outcome:

- Measurable/ active/ competence verb which illustrate the use of the outcome  
E.g. analyse, apply, differentiate etc.
- Content; describes what graduates will know or do (knowledge, skills and Competence)
- Context of application; condition under which the graduate will demonstrate the knowledge, skills and competence

**Table1 shows the basic structure for writing learning outcomes**

Subject	Action verb (and adverb if relevant)	Object of the verb (and adjective if relevant)	Context (and adverb/adjective if relevant)
The learner...	is expected to present	in writing the results of the risk analysis	allowing others to follow the process and replicate the results.
The learner...	is expected to distinguish between...	the environmental effects...	of cooling gases used in refrigeration systems.
The learner...	is expected to coordinate	activities of the executive staff	on construction sites with <i>limited complexity</i>
The learner...	is expected to conduct	<i>advanced</i> financial projections	by using business planning tools and to support financial and business planning
Source: project group and Cedefop (2022). <i>Defining, writing and applying learning outcomes: a European handbook - second edition</i> . Luxembourg: Publications Office of the European Union.			

### Examples of learning outcomes

On successful completion the learner shall be able to apply basic conflict resolution practices in the workplace

On successful completion the learner shall be able to operate software and explain the functions that they are using.

On successful completion the learner shall be able to remove and replace electrical components in a refrigeration unit

On successful completion the learner shall be able to interpret marketing data and use it to create graphs

## 13.0 Stages for development of learning outcomes

***The process of writing learning outcomes shall take the following key points into account:***

There are six main stages in the development of qualifications using learning outcomes:

Stage 1: Identify need

Stage 2: Analysis of the occupational area or profession

Stage 3: Development of learning outcomes and qualifications

Stage 4: Verification by stakeholders

Stage 5: Submission of qualification to SQA

Stage 6: Endorsement of the qualification by professional body

### ***Stage 1: Identify need for the qualification***

The qualification must be responsive to the needs of learners, sectors and employers. This may include progression needs within and between educational and employment sectors or reflect other educational, economic, social and cultural needs of Seychelles. The anticipated demand and uptake for the qualification should be sustainable and provide a meaningful standard of achievement.

The need for a new qualification can be identified by the SQA, the Department of Employment, a provider, industry experts, an organization or other bodies.

The Department of Employment, providers and/or other organisations will need to formally request for the development of a qualification to the SQA.

*Identification of need can be done through survey and research.*

**Ask: What should a learner be able to do after completing this qualification**

### ***Stage 2: Analysis of the occupational area or profession***

Analysis of the occupation can be done either by using a “Job Analysis Questionnaire” or a “Job Analysis Workshop” or research through existing databases for existing qualifications. These processes will provide the information needed to develop the learning outcomes for the intended qualification.

#### **A) Job Analysis Questionnaire**

The job analysis questionnaire is designed to collect detailed information about the duties and responsibilities of the job as it currently exists. It should provide information about the job itself, and not about individual performance in the job.

The collected job data will be used to help develop or revise learning outcomes for a qualification. For the employer it will help to revise job descriptions and help evaluate the job for appropriate classification.

Answers to the questionnaire should be honest, complete, and accurate about the job responsibilities and duties that are regularly performed as part of the job. Include duties related to special projects or temporary assignments only if these duties are required as a regular part of the job. (See cover template)



## SEYCHELLES QUALIFICATIONS AUTHORITY

### JOB ANALYSIS QUESTIONNAIRE

#### **PURPOSE AND INSTRUCTIONS**

This job analysis questionnaire is designed to collect detailed information about the duties and responsibilities of the job as it currently exists. Please provide information about the job itself, and not about your performance in the job.

Answers to the questionnaire should be honest, complete, and accurate about the job responsibilities and duties that are regularly performed as part of your job. Please include duties related to special projects or temporary assignments *only if* these duties are required as a regular part of the job.

This questionnaire is designed to collect data about most jobs; however, some questions may not apply to the job being analyzed. If two answers seem to fit the situation, select the one that works best.

#### **B) Job Analysis Workshop (JAW)**

Definition: A job analysis is a systematic process of gathering, documenting, and analyzing information about a job to understand its duties, responsibilities, and required skills. It essentially provides a detailed picture of what a job entails and the qualifications needed to perform it effectively.

This method involves a group of experts coming together to do a detailed analysis of the functions (tasks and duties) of an occupational area. The key functions of the occupational area are broken down to produce competencies and their associated elements and performance criteria. Elements, together with performance criteria and range indicators, define the outcomes expected of a competent performer in the occupation.

Prior to the job analysis workshop (JAW), an initial research is conducted to identify existing national and international qualifications in the proposed area.

The job analysis will include a workshop that will bring together relevant stakeholders including:

- practitioners and professionals from the sector and specific field
- industry and professional bodies (e.g. associations, councils)
- current and former learners
- staff from the relevant education and training institution
- governing board members of the relevant education and training institution

A report is produced following the job analysis using the template shown below.  
(see annexes for tables)

<b>JAW REPORT – TABLE OF CONTENTS</b>	
<b>INTRODUCTION</b> (Situate the analysis exercise in the context of the development of a training program)	
<b>1. GENERAL DESCRIPTION OF THE OCCUPATION</b>	
1.1	Definition of the occupation
1.2	Working context
<b>2. WORK PROCESS</b>	
2.1	Tasks and duties table
2.2	Complementary information
<b>3. CONDITIONS FOR ACCOMPLISHING THE TASKS AND PERFORMANCE CRITERIA</b>	
<b>4. RELATIVE IMPORTANCE OF EACH TASK AND TIME ALLOCATION</b>	
<b>5. REQUIRED KNOWLEDGE FOR CARRYING OUT THE PROFESSION</b>	
5.1	Knowledge
5.2	Skills
5.3	Aptitudes
<b>6. SUGGESTIONS FOR THE TRAINING</b>	
<b>7. LIST OF COMPETENCIES</b>	

### **Step 1 of the JAW: General description of the occupation**

#### 1.1 Definition of the occupation

This is a summary of the job at hand and why it exists. It is done by asking the following questions: WHO; WHAT; HOW; WHY. The definition should contain the following elements. See example below:

**(WHO)** A drive-through specialist is one who **(WHAT)** listens to and coordinates customer orders by managing customer requests and **(HOW)** inputs that information into internal point of sale software to **(WHY)** ensure a smooth flow, data collection, and timely and accurate food preparation for guests.

(Each group should put down their ideas and come up with a common definition).

.....  
 .....  
 .....  
 .....  
 .....

**1.2: Working context**

This activity will provide information on such matters as physical working conditions, work schedule, incentives, the organisational and social working context; for example: the number of people with whom the employee would normally interact.

<b>Categories</b>	<b>Comments</b>
Workplace conditions	
Schedule	
Responsibilities -Individual or team work -Supervision -Responsibility with regard to the material and equipment - Responsibility with regard to individuals	
Recruiting conditions -Schooling - Exams or contests	
Motivation - Salary	
Promotion possibility	

**Step 2 of the JAW: Work process**

**2.1 Tasks and duties table**

This activity lists all the tasks and duties performed in a week for example:

Tasks performed by a teacher in one week/month:

- Conduct research
- Plan and prepare lessons
- Motivate and encourage student participation
- Develop new teaching materials

- Implement new teaching methods
- Mark student work
- Oversee examinations
- Set assessments
- Provide learners with one-to-one support
- Coordinate open days
- Communicate effectively with teachers and students
- Perform administrative duties/tasks

<b>TASK 1:</b>
Duties
-
-
-

**2.2: Complementary information on the occupation**

This activity sets out all the identified tasks according to their level of difficulty, order of importance and estimated time allocated to complete them.

Where possible, use descriptive terms that relate to the objectives or end results of the job being performed. (Example: *Prepares charts and diagrams to assist in problem analysis, and submits recommendations for solutions*)

TASK	Index of Difficulty (1 to 5) 5 Being The Most Difficult	Relative Importance (1 TO 5) 5 Being The Most Important	% Of The Time Dedicated

**Step 3 of the JAW: Conditions for accomplishing the tasks**

In this activity the conditions for accomplishing each task is elaborated in terms of the resources required; the environment under which the task is performed; the risks and health and safety factors involved and the link with other tasks.

Information obtained in this activity will contribute to the assessment criteria of each learning outcome.

<b>TASK 1:</b>				
Degree of autonomy Supervision	Material and equipment required References used	Environment conditions	Links with other tasks	Difficulties Risk for health and safety Stress factors

Individual or team work				

**Step 4 of the JAW: Required knowledge for carrying out the profession**

This activity identifies the knowledge, skills and attitudes required to successfully perform each task

**TASK 1:**

Knowledge	Skills	Attitude

**Step 5 of the JAW: Suggestions for the training**

Projection into the future will help to identify all future training needs, materials, resources about the occupation

- Future training needs
- Technology
- Equipment/Resources
- Qualifications/Entry requirements
- Languages
- Other Suggestions

**Step 6 of the JAW: List of competencies**

This final activity lists down all the learning outcomes identified in this job analysis

**C) Search for learning outcomes using the ESCO database**

One of the recommended database to consult is **E**uropean **S**kills, **C**ompetences and **O**ccupations (**ESCO**).

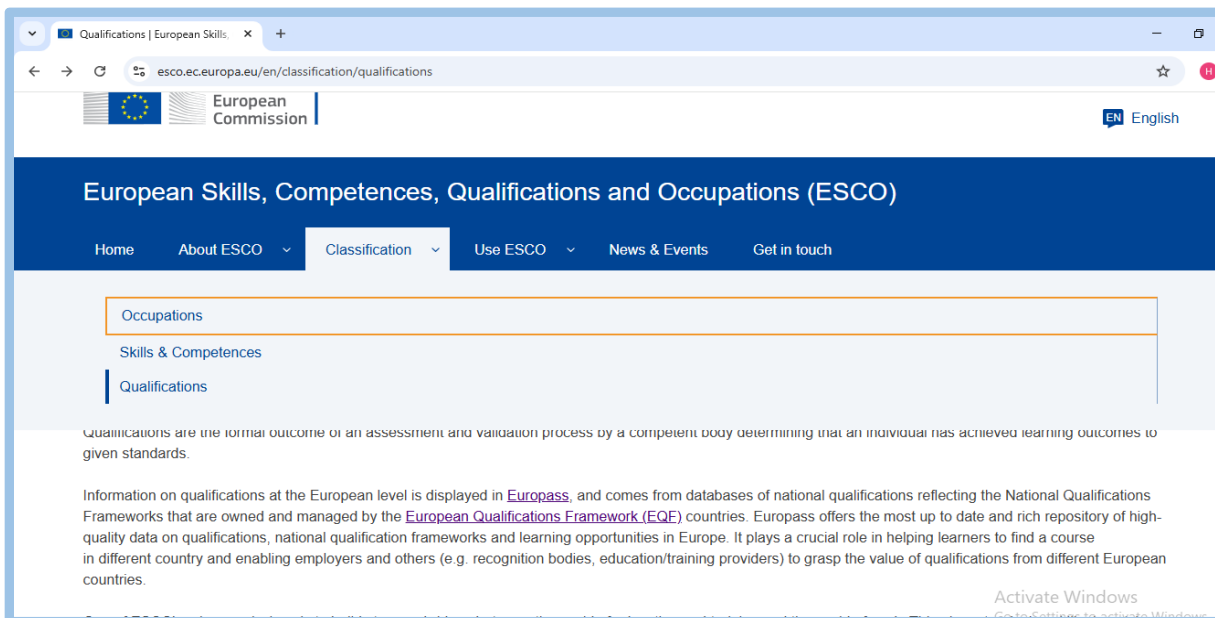
**ESCO** is a multilingual classification system that standardizes the description of occupations, skills, and qualifications across Europe. It acts as a dictionary, defining and linking these elements to facilitate communication and understanding within the European labour market and education systems. ESCO's

goal is to improve labour mobility and create a more integrated and efficient job market by providing a common language for skills and occupations.

**Step 1:** Go to the ESCO portal (<https://esco.ec.europa.eu/en/esco.ec.europa.eu+15esco.ec.europa.eu+15esco.ec.europa.eu+15>) and select “Classification”



**Step 2:** Under the option “Classification” select the option “Occupations”



**Step 3:** Under the option “Occupations” type an occupation.

Home About ESCO Classification Use ESCO News & Events Get in touch

Home > The ESCO Classification > Occupations

## Occupations

Search occupations

**Find** Show filters

- 0 - Armed forces occupations +
- 1 - Managers +
- 2 - Professionals +
- 3 - Technicians and associate +

3039

Occupations

The ESCO occupies serves as its h top four levels occupations at each occupati

All occupation

**Step 4:** The search result will present different types of Masons for selection

Search occupations

**Hierarchy view**

### Search result

- 7113.1 - stonemason
- 7123.2 - plasterer**
- 7114.1 - concrete finisher
- 3111.7 - material testing technician
- 8122.1 - abrasive blasting operator

**Step 5:** Select a specific type and the search will provide a “Description” for the occupation.

## plasterer

Download

Craft and related trades workers > Building and related trades workers, excluding electricians > Building finishers and related trades workers > Plasterers > plasterer

### Concept overview

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#### Code

7123.2

#### Description

Plasterers apply plaster made from gypsum, cement or other solutions to walls as a smooth finish. They mix dry plaster powder with water, then smear the resulting paste onto a wall. The plaster is then smoothed before it hardens and forms a solid coating on the wall.

**Step 6:** Below the description, find and select the required skills and competencies

## plasterer

### Skills & Competences

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#### Essential Skills and Competences

- apply adhesive wall coating
- apply proofing membranes
- cut wall chases
- follow health and safety procedures in construction
- follow safety procedures when working at heights
- inspect construction supplies
- install insulation material
- mix construction grouts
- place drywall
- plaster surfaces
- prepare surface for plastering
- transport construction supplies
- use measurement instruments
- work ergonomically
- work safely with chemicals

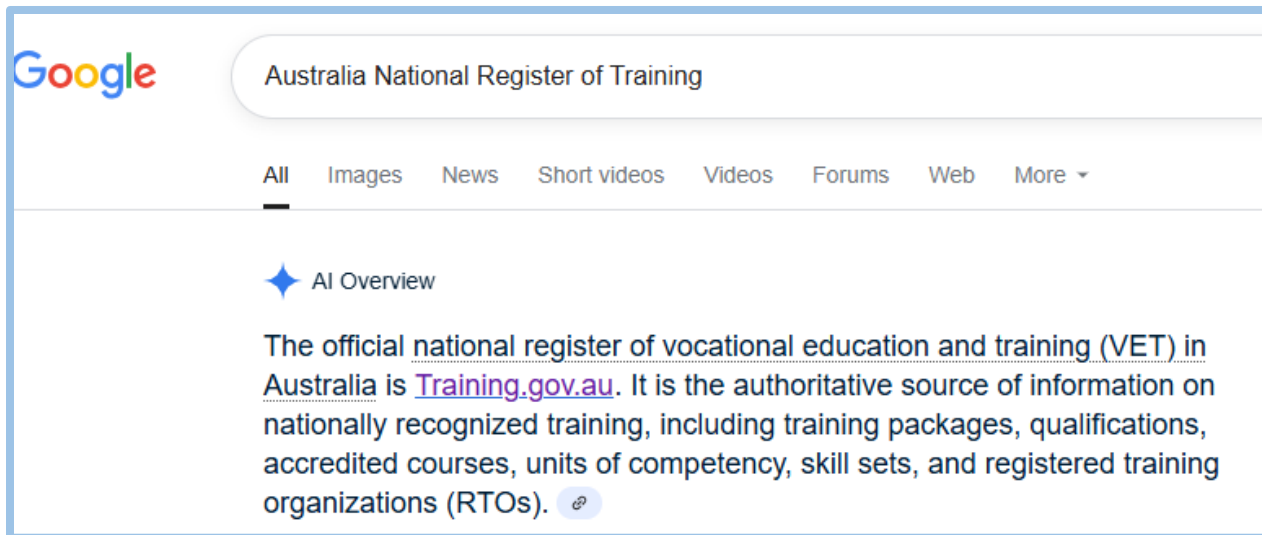
## D) Search for learning outcomes using the Australia National Training Register

The Australia Training Register is the national online database, known as [training.gov.au](https://training.gov.au), that provides authoritative information on all Nationally Recognised Training (NRT) and the Registered Training Organisations (RTOs) approved to deliver it. It contains details on training packages, qualifications, units of competency, skill sets, and accredited courses, as well as information on RTOs' registration status and their approved scope of operations. Information held on the register includes:

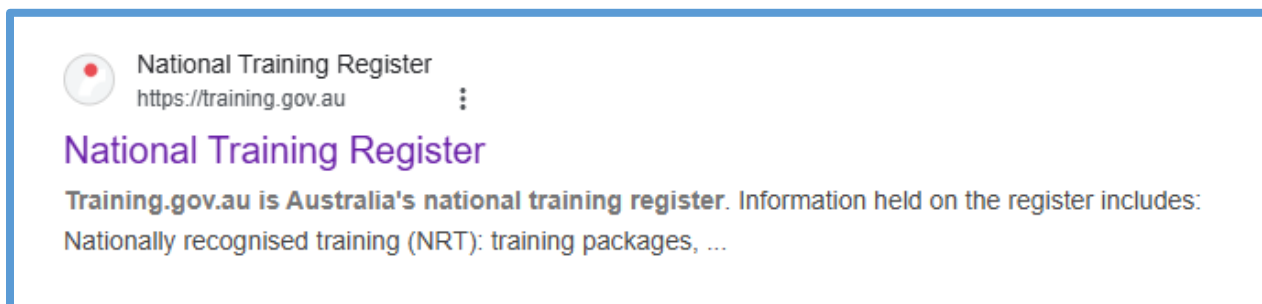
- a) Nationally recognised training (NRT): training packages, qualifications, units of competency, skill sets and accredited courses.
- b) Registered training organisations (RTOs) that are approved to deliver nationally recognised training

### **To search for a qualification:**

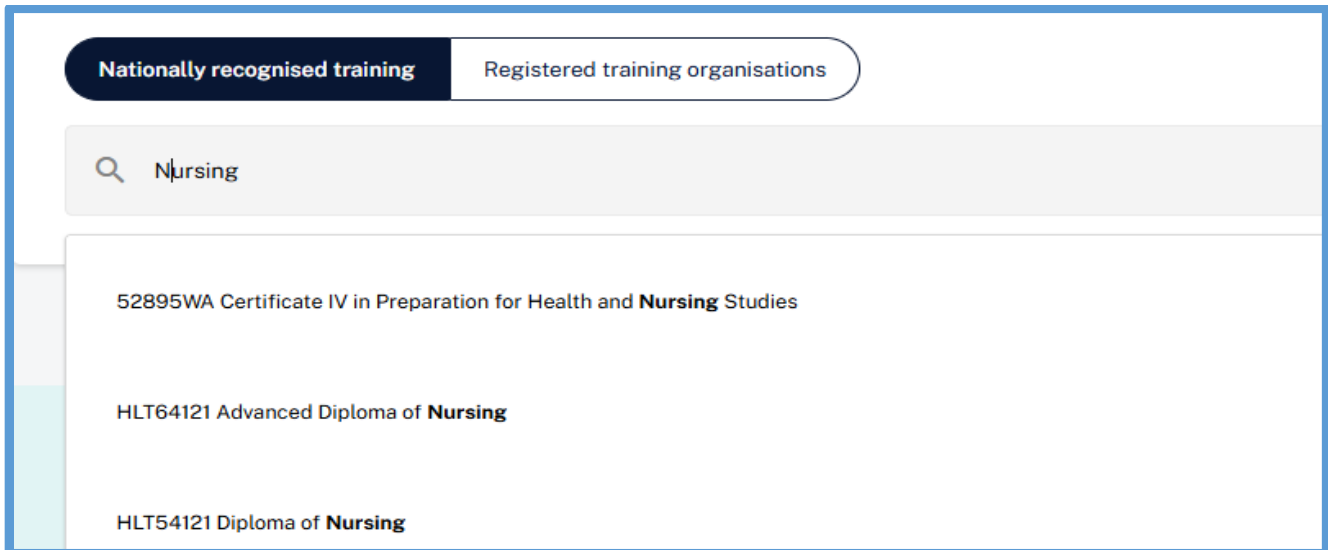
*STEP 1: Go to Australia National Register of Training*



*STEP 2: Select National Training Register*



**STEP 3:** Enter desired field in the search (for example: Diploma in Nursing)



**STEP 4:** The search will yield results for the desired qualification including the core units

**Qualification** |  no Show history

**HLT54121** Diploma of Nursing

Usage recommendation **Current** [30/Apr/2021](#) ⓘ

Release **5**  **Current** [01/Jul/2023](#)

**Qualification details** | Units of competency | Summary | Find RTOs

**Modification history**

Release	Comments
Release 5	Release 5. Supersedes and is equivalent to <a href="#">HLT54121</a> Diploma of Nursing release 4. Minor change to update Infection Control units of competency.
Release 4	Release 4. Supersedes and is equivalent to <a href="#">HLT54121</a> Diploma of Nursing release 3. Minor change to update Infection Control units of competency.

**Qualification description**

This qualification reflects the role of an enrolled nurse working under the direct or indirect supervision of a registered nurse.

Enrolled nurses provide nursing care for people across the health care continuum and at all stages of life.

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, individuals must complete a Diploma of Nursing program accredited Australian Nursing and Midwifery Accreditation Council (ANMAC) and approved as 'an approved program of study' by the Nursing and Midwifery Board of (NMBA) in accordance with the Enrolled Nurse Accreditation Standards. To confirm the education provider holds the necessary accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at [www.ahpra.gov.au](http://www.ahpra.gov.au).

The scope of practice for enrolled nurses is determined by legislative requirements and the policies and procedures of the employing organisation.

This qualification may contribute to the Nursing and Midwifery Board of Australia's (NMBA) registration requirements to practice as an enrolled nurse.

The information in the qualification description can be used to inform the purpose of the qualification

Other information provided will include Entry requirement, Packaging rules and Core units from which the desired learning outcomes can be selected and adapted to suit the national context for which the qualification is being developed.

Core units	
<a href="#">CHCDIV001</a>	Work with diverse people
<a href="#">CHCDIV002</a>	Promote Aboriginal and/or Torres Strait Islander cultural safety
<a href="#">CHCPRP003</a>	Reflect on and improve own professional practice
<a href="#">HLTAAP002</a>	Confirm physical health status
<a href="#">HLTAAP003</a>	Analyse and respond to client health information
<a href="#">HLTENN035</a>	Practise nursing within the Australian health care system
<a href="#">HLTENN036</a>	Apply communication skills in nursing practice
<a href="#">HLTENN037</a>	Perform clinical assessment and contribute to planning nursing care
<a href="#">HLTENN038</a>	Implement, monitor and evaluate nursing care
<a href="#">HLTENN039</a>	Apply principles of wound management
<a href="#">HLTENN040</a>	Administer and monitor medicines and intravenous therapy

### Stage 3: Development of qualification and learning outcomes

The SQA will form the teams to develop the qualification and its learning outcomes. The composition of the teams will vary, depending on the field of the qualification, the level of the qualification and area of speciality. It should include experienced practitioners and professionals from the sector in order to provide an informed view of the development. The SQA designated Principal Standards Setting Officer will lead the team to develop the qualification and co-ordinate development activities.

The part or full qualification shall be submitted in the designated format established by the SQA.

#### ➤ Identify the level

Determine the appropriate level of learning (e.g.: basic knowledge, application, analysis for the qualification)

#### ➤ Begin with an active verb

Use verbs that specify the knowledge that learners are expected to demonstrate OR action learners are expected to perform (bloom's taxonomy)

#### ➤ Group Competencies into learning outcomes

Break the qualification into **manageable units**.

Example:

- Unit 1: Workplace Communication
- Unit 2: Basic Computer Applications
- Unit 3: Customer Service Skills

#### ➤ Write Clear Learning Outcomes

Each learning outcome should contain:

**One Action verb + content + context**

Example verbs:

- Identify
- Explain
- Demonstrate
- Apply
- Analyse
- Create

Example learning outcome:

- “Demonstrate effective communication with customers in a workplace environment.”

Tips:

- Use **measurable verbs**
- Avoid vague words like *understand* or *learn*
- Keep outcomes **clear and specific**

➤ **Develop assessment criteria**

Assessment criteria must align to the learning outcome and explain how the learning outcome will be evaluated.

Example:

**Learning Outcome:**

- Demonstrate effective communication with customers.

**Assessment Criteria:**

- Use appropriate greeting and closing.
- Listen actively to customer needs.
- Provide clear and polite responses

#### Stage 4: Verification by stakeholders

Once the qualification and its learning outcomes have been drafted they are forwarded to the relevant industry stakeholders for verification to check and confirm that all relevant information have been included in the qualification. This will ensure that the qualification is fit for purpose and meet industry needs.

#### Stage 5: Submission of the qualification to the SQA

Once the qualification has been verified by the industry stakeholders they are submitted to the SQA for pre-screening and confirmation. The SQA Standard officer will pre-screen the qualification and ensure that they meet all NQF requirements

#### Stage 6: Endorsement of the qualification by professional body/ council

Prior to the final approval of the qualification, the SQA will submit the learning outcomes to the relevant regulatory body, professional body or Council for endorsement.

The relevant authority will produce a letter explaining the endorsement process and recommendations and forward the same to the SQA.

# Annex I

Template for qualifications based on learning outcomes (*Example*)



SEYCHELLES QUALIFICATIONS AUTHORITY

## QUALIFICATION:

..... in .....

<b>Qualification Title</b>	
<b>Qualification Type</b>	
<b>Qualification Code</b>	
<b>NQF Level number</b>	
<b>Number of Credits</b>	
<b>Field</b>	
<b>Sub-field</b>	
<b>Date of Registration</b>	
<b>Date of Review</b>	

### **Purpose of the qualification**

Why the qualification is being developed?  
What knowledge and skills learners will receive from it?  
What area or scope of work they will go into?

### **Entry requirements**

Includes knowledge, skills, grades or other criteria of achievements for a learner to be able to enrol on this qualification

### **Rules of Combination**

The total number of credits for the qualification is .....  
In this qualification ..... learning outcomes are Essential and ..... are Specific  
..... or .....% of learning outcomes are below the level of the qualification  
..... or 60% of learning outcomes are at the level of the qualification  
..... or .....% of learning outcomes are above the level of the qualification

### **International Comparability**

Provide comparisons from at least two international qualifications. Indicate the title of the qualification, the name of the institution, the website and the list of courses being compared to the national qualification. Provide a table for the comparison.

**Articulation Possibilities with Related Qualifications**

Explain the other qualifications the learner may proceed to upon successfully completing this qualification.

**Recognition of Prior Learning**

State whether it is possible for a learner to achieve this qualification through RPL

**Employment pathways**

State the possible employment positions the graduate may proceed to upon successful completion of the qualification

**Assessment Strategies**

Indicate the types of assessemnt and overall examination by which the learnes are assessed

**Learning outcomes and Associated Assessment criteria**

Learning outcomes matrix	SNQF Level	Credits
Use one verb only		

Qualification Specification	
Learning outcomes	Assessment criteria
On successful completion the learner shall be able to: .....	- - - - -
On successful completion the learner shall be able to: .....	- - - -
On successful completion the learner shall be able to: .....	- - - -

**Annex II**

List of verbs for writing unit standards and learning outcomes at different levels on the NQF

Verbs for writing Unit Standards and Learning Outcomes: cognitive

<b>Remember</b>		<b>Understand</b>		<b>Apply</b>	
arrange	quote	associate	generalize	apply	order
cite	read	classify	give example	calculate	practice
define	recite	compare	identify	change	predict
describe	recognize	compute	indicate infer	choose	prepare
draw	record	contrast	interpret	complete	produce
duplicate	relate	convert	locate	compute	relate
identify	recall	defend	paraphrase	demonstrate	report
indicate	repeat	describe	predict	discover	restate
label	reproduce	differentiate	report	dramatize	review
list	select	discuss	recognize	employ	schedule
match	state	distinguish	restate rewrite	examine	show
memorize	tabulate	estimate	review	illustrate	sketch
name	tell	explain express	select	interpolate	solve
point	trace	extend	summarize	interpret	translate
order	write	extrapolate	translate	manipulate	use
outline				modify	utilize
				operate	write
<b>Analyze</b>		<b>Evaluate</b>		<b>Create</b>	
analyze	identify	appraise	judge	arrange	organize
appraise	illustrate	argue	justify	assemble	plan
breakdown	infer	assess	interpret	categorical	prepare
calculate	inspect	attach	measure	collect	prescribe
categorize	inventory	choose	rank	combine	produce
compare	model	compare	relate	comply	propose
contrast	outline	conclude	predict	compose	rearrange
criticize	point out	contrast	rate	construct	reconstruct
debate	question	critique	recommend	create	relate
diagram	relate	defend	review	design	reorganize
differentiate	select	describe	revise	detect	revise
discriminate	separate	determine	score	develop	rewrite
distinguish	subdivide	diagnose	select	devise	set up
examine	summarize	discriminate	summarize	explain	specify
experiment	test	estimate	support	formulate	summarize
		evaluate	test	generate	synthesize
		explain	value	generalize	tell
		grade		integrate	write
				manage	

Verbs for writing unit standards and learning outcomes: Psychomotor and Affective

Simple				Complex		
add	expel	pipet	shake	build	incise	palpate
adjust	filter	place	smear	calibrate	inject	percuss
agitate	guide	plot	smell	construct	innoculate	perform
aspirate	handle	pour	stain	create	make	produce
cleanse	imitate	prepare	start	demonstrate	maintain	remove
collect	invert	prick	stop	exercise	manipulate	suture
combine	label	puncture	stopper	illustrate	operate	
copy	lyse	record	streak			
dilute	mark	repeat	tilt			
dispose	measure	rinse	titrate			
drain	mix	scrape	transfer			
draw	mount	seal	use			
duplicate	obtain	select	wash			
emulsify	pass	set up	wipe			

### Affective domain

Accept	Initiate	Read
Adopt	Investigate	Realize
Advocate	Join	Recommend
Annotate	Keep (preserve)	Reflect
Ask	Obey	Reject
Attempt	Object	Seek
Attend	Offer	Select
Challenge	Organize	Specify
Choose	Participate	Share
Consult	Persevere	Suggest
Delay	Propose	Support
Design	Promote	Test
Dispute	Qualify	Try
Evaluate	Query	Visit
Exemplify	Questions	Volunteer
		Weigh (judge)

## Annex III

### Revised Bloom's Taxonomy Action Verbs

I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> <li>• Examine</li> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List</li> <li>• Motive</li> <li>• Relationships</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Importance</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify</li> <li>• Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Rate</li> <li>• Recommend</li> <li>• Rule on</li> <li>• Select</li> <li>• Support</li> <li>• Value</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> <li>• Develop</li> <li>• Discuss</li> <li>• Elaborate</li> <li>• Estimate</li> <li>• Formulate</li> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Invent</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> <li>• Solve</li> <li>• Suppose</li> <li>• Test</li> <li>• Theory</li> </ul>



