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| 1     | - Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others  
- Exercise basic skills  
- Receive and pass on information  
- Use, under supervision or prompting, basic tools and materials.  
- Apply learnt responses to solve problems  
- Operate in familiar, personal and/or everyday contexts  
- Take some account, with prompting, of identified consequences of actions. | - Operate mainly in closely defined and highly structured contexts  
- Carry out processes that are repetitive and predictable  
- Undertake the performance of clearly defined tasks  
- Assume a strictly limited range of roles. | - The ability to perform tasks of routine and repetitive nature given clear direction  
- Carry out directed activity under close supervision  
- Rely entirely on external monitoring of output and quality | - Use very simple skills with assistance — for example:  
- Take some part in discussions about straightforward subjects  
- Read and identify the main points and ideas from documents about straightforward subjects  
- Produce and respond to a limited range of simple, written and oral communications, in familiar/routine contexts  
- Carry out a limited range of simple tasks to process data and access information  
- Use a limited range of very simple and familiar numerical and pictorial data  
- Carry out calculations, using whole numbers and simple decimals to given levels of accuracy. |
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<td>- Apply knowledge based on an underpinning comprehension in a selected number of areas&lt;br&gt;- Make comparisons with some evaluation and interpret available information&lt;br&gt;- Apply basic tools and materials and use rehearsed stages for solving problems.&lt;br&gt;- Operate in familiar, personal and/or everyday contexts&lt;br&gt;- Take account the identified consequences of actions.</td>
<td>- Choose from a range of procedures performed in a number of contexts, a few of which may be non-routine&lt;br&gt;- Co-ordinate with others to achieve common goals.</td>
<td>- The ability to perform a range of tasks in predictable and structured contexts&lt;br&gt;- Undertake directed activity with a degree of autonomy&lt;br&gt;- Achieve outcomes within time constraints&lt;br&gt;- Accept defined responsibility for quantity and quality of output subject to external quality checking.</td>
<td>- Use skills with some assistance — for example:&lt;br&gt;- Take active part in discussions about identified subjects&lt;br&gt;- Identify the main points and ideas from documents and reproduce them in other contexts&lt;br&gt;- Produce and respond to a specified range of written and oral communications, in familiar/routine contexts&lt;br&gt;- Carry out a defined range of tasks to process data and access information&lt;br&gt;- Use a limited range of familiar numerical and graphical data in everyday contexts&lt;br&gt;- Carry out calculations, using percentages and graphical data to given levels of accuracy.</td>
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| 3     | - Apply knowledge and skills in a range of activities, demonstrating comprehension of relevant theories  
- Access, organise and evaluate information independently and make reasoned judgements in relation to a subject or discipline  
- Employ a range of responses to well defined, but sometimes unfamiliar or unpredictable, problems  
- Make generalisations and predictions in familiar contexts. | - Operate in a variety of familiar and some unfamiliar contexts, using a known range of technical or learning skills  
- Select from a considerable choice of predetermined procedures  
- Give presentations to an audience | - The ability to perform tasks in a broad range of predictable and structured contexts which may also involve some non-routine activities requiring a degree of individual responsibility  
- Engage in self-directed activity with guidance/evaluation  
- Accept responsibility for quantity and quality of output  
- Accept well defined but limited responsibility for the quantity and quality of the output of others | - Use a wide range of largely routine and well practiced skills — for example:  
- Produce and respond to detailed and complex written and oral communication in familiar contexts, and use a suitable structure and style when writing extended documents.  
- Select and use standard applications to obtain, process and combine information  
- Use a wide range of numerical and graphical data in routine contexts, which may have some non-routine elements. |
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| 4     | - Develop a rigorous approach to the acquisition of a broad knowledge base, with some specialist knowledge in selected areas  
- Present and evaluate information, using it to plan and develop investigative strategies  
- Deal with well defined issues within largely familiar contexts, but extend this to some unfamiliar problems  
- Employ a range of specialised skills and approaches to generate a range of responses. | - Operate in a range of varied and specific contexts involving some creative and non-routine activities  
- Exercise appropriate judgement in planning, selecting or presenting information, methods or resources  
- Carry out routine lines of enquiry, development of investigation into professional level issues and problems. | - The ability to perform skilled tasks requiring some discretion and judgement, and undertake a supervisory role  
- Undertake self-directed and a some directive activity  
- Operate within broad general guidelines or functions  
- Take responsibility for the nature and quantity of own outputs  
- Meet specified quality standards  
- Accept some responsibility for the quantity and quality of the output of others. | - Use a wide range of routine skills and some advanced skills associated with the subject/discipline — for example:  
- Present using a range of techniques to engage the audience in both familiar and some new contexts  
- Read and synthesise extended information from subject documents; organise information coherently, convey complex ideas in well-structured form  
- Use a range of IT applications to support and enhance work  
- Plan approaches to obtaining and using information, choose appropriate methods and data to justify results & choices  
- Carry out multi-stage calculations. |
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<td>- Generate ideas through the analysis of abstract information and concepts</td>
<td>- Utilise diagnostic and creative skills in a range of technical, professional or management functions</td>
<td>- Perform tasks involving planning, design, and technical skills, and involving some management functions</td>
<td>- Use a range of routine skills and some advanced and specialized skills in support of established practices in a subject/discipline, for example:</td>
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<td>- Command wide ranging, specialised technical, creative and/or conceptual skills</td>
<td>- Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</td>
<td>- Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes</td>
<td>- Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences</td>
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<td>- Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses</td>
<td>- Analyse, reformat and evaluate a wide range of information</td>
<td>- Work under the mentoring of senior qualified practitioners</td>
<td>- Participate in group discussions about complex subjects; create opportunities for others to contribute</td>
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<td>- Analyse, reformat and evaluate a wide range of information</td>
<td>- Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues</td>
<td>- Deal with ethical issues, seeking guidance of others where appropriate.</td>
<td>- Use a range of IT applications to support and enhance work</td>
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<td>- Draw on a range of sources in making judgments.</td>
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<td>- Interpret, use and evaluate numerical and graphical data to achieve goals/targets.</td>
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| 6     | - Critically review, consolidate, and extend a systematic, coherent body of knowledge  
- Utilise highly specialised technical research or scholastic skills across an area of study  
- Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses  
- Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline  
- Deal with complex issues and make informed judgements in the absence of complete or consistent data/information. | - Transfer and apply diagnostic and creative skills in a range of situations  
- Exercise appropriate judgement in complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation  
- Conduct research, and/or advanced technical or professional activity  
- Design and apply appropriate research methodologies. | - Apply knowledge and skills in a broad range of professional work activities  
- Practice significant autonomy in determining and achieving personal and/or group outcomes  
- Accept accountability in related decision making including use of supervision  
- Demonstrate leadership and/or make an identifiable contribution to change and development. | - Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues, specialists  
- Use a wide range of software to support and enhance work; identify refinements to existing software to increase effectiveness or specify new software  
- Undertake critical evaluations of a wide range of numerical and graphical data, and use calculations at various stages of the work. |
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| 7     | - Demonstrate and work with a   | - Demonstrate command of research and methodological issues and engage in critical dialogue  
       | critical overview of a subject or discipline, including an evaluative understanding of principal theories and concepts, and of its broad relationships with other disciplines  
       | - Develop creative and original responses to problems and issues in the context of new circumstances.  
       | - Apply knowledge and skills in a broad range of complex and professional work activities, including new and unforeseen circumstances  
       | - Strategically use communication skills, adapting context and purpose to a range of audiences  
       | - Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information  
       | - Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information  
       | - Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships.  
       | - Demonstrate leadership and originality in tackling and solving problems  
       | - Accept accountability in related decision making  
       | - High degree of autonomy, with full responsibility for own work, and significant responsibility for others  
       | - Deal with complex ethical and professional issues.  
       | - Strategically use communication skills, adapting context and purpose to a range of audiences  
       | - Monitor, review and reflect on own work and skill development, and change and adapt in the light of new demands  
       | - Use a range of software and specify software requirements to enhance work, anticipating future requirements  
       | - Critically evaluate numerical and graphical data, and employ such data extensively.  