



**CARIBBEAN COMMUNITY (CARICOM) SECRETARIAT**

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**Directorate of Human and Social Development**

**A REPORT ON  
THE CARICOM QUALIFICATIONS  
FRAMEWORK:  
A MODEL FOR ENABLING REGIONAL  
SEAMLESS HUMAN RESOURCE  
DEVELOPMENT**

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In addition several regional agencies were represented in recent consultations and receiving official feedback such as the Caribbean Area Network for Quality Assurance in Tertiary Education, Caribbean Association of National Training Agencies, the Caribbean Employers Confederation, the Caribbean Congress of Labour, the Caribbean Examinations Council and The University of the West Indies.

## 1. The Human Resource Development 2030 Strategy: Focus on Seamlessness in Human Resource Development

The Conference of Heads of Government of CARICOM mandated in 2014 that a Human Resource Development 2030 ‘Strategy’ which would facilitate the development of all people in the Region be produced by the CARICOM Commission on Human Resource Development (HRD). It should be explained that *HRD is being conceived as all education and training from early childhood to tertiary education and the workplace offered to citizens and all other people of the CARICOM Region*. The objective is to develop their knowledge, skills and competencies in pursuit of workforce development and better citizenship in civil society. HRD refers to the provisions made by formal education and training institutions and providers of non-formal and informal learning through traditional, open, flexible, distance and online modalities.

Within the context of a main strategic mandate of the CARICOM Strategic Plan (2015-2018) to advance human capital development, the Commission was subsequently established by the Council of Human and Social Development (COHSOD) in 2015. It considered all the parameters for design and development of the ‘Strategy’. The ‘Strategy’ is principally concerned with the design, development and implementation of a globally competitive seamless system for human resource development, one which serves to eliminate wastage of resources in the planning, management and delivery of education and training and seeks to aspire to development a Region where its people acquire 21 Century skills and competencies and the attributes of the Ideal Caribbean Person by 2030. The Seamless System is an open framework which rationalizes, articulates, harmonizes and develops three priority sectors (basic education, lifelong learning and tertiary education) within the HRD system. It is organized through a single unified and coordinated governance model for effectiveness and efficiency in education and training within the three sectors. There are ten (10) principles within a seamless HRD system. They are:

- i. **Access:** it has equitable access and provision of HRD for all persons;
- ii. **Articulation:** it has qualifications which are articulated from level to level (across all three sectors) so that several vertical, horizontal and diagonal learning pathways exist for access towards completion;

- iii. **Co-operation:** it ensures that all actors (governing bodies, regulatory agencies, institutions and employers operating within the three sectors) have established collaborative partnerships that facilitate effective co-operation towards effectiveness and efficiency;
- iv. **Emphasis:** it emphasizes learner-centredness in the design of curricula, in teaching and learning support so that learners achieve what they were promised;
- v. **Flexibility:** it facilitates operational flexibility to ensure that learners achieve desired results for example creates mechanisms for decentralization of authority to competent bodies to support effective planning, management, implementation and quality assurance and offers diverse pathways and channels for delivery of learning opportunities to learners;
- vi. **Integration:** it integrates all three sectors within a single unified framework;
- vii. **Non-duplication:** it eliminates or avoids duplication of resource usage or learning experience. For example, in recognition of prior learning, an assessment of the learners' prior experience is credited towards another qualification he/she may take;
- viii. **Progress:** it cultivates a continuous well tracked flow of information about the learner's access, progress and performance across the system;
- ix. **Quality:** it is based on having clearly defined quality standards which are articulated across the system;
- x. **Success:** it ensures that the student achieves optimal success from the learning experience and that throughout his/her experience effort is made for retention.

## 2. Rationale for Qualifications Frameworks

The internationalisation of higher education has expanded opportunities for the movement of students across national boundaries. Increased opportunities for further study and career advancement have also resulted in greater mobility of skilled persons seeking employment. National Qualifications Frameworks have been established in many countries to improve access to higher and different levels of education and training and to facilitate educational and labour market mobility. Australia, New Zealand, Scotland, England, Wales and Northern Ireland and South Africa have all maintained national frameworks that have increased the transparency of

their qualifications. A Qualifications Framework serves as an instrument for classifying qualifications according to a set of criteria for different levels of learning outcomes.

More recently, regional and international frameworks have emerged. The European Qualifications Framework (EQF) was established by the European Commission and is described as a framework for lifelong learning which provides a common reference framework which assists in comparing national qualifications systems across Europe, their frameworks and their levels. The EQF was agreed to in 2008 and, since 2012, all new qualifications issued in Europe carry a reference to the appropriate EQF level. The Pacific Qualifications Framework (PCF) is being developed on a phased basis and the Commonwealth of Learning (COL) has been instrumental in the development of a Transnational Qualifications Framework (TQF) which was developed for the Virtual University for Small States of the Commonwealth (VUSSC) in 2010. In the Caribbean Community (CARICOM), some of the major initiatives have been the development of the Sangster-Bethel Framework (see Appendix 1) for tertiary level qualifications which was endorsed by the Association of Caribbean Tertiary Institutions (ACTI) over a decade ago. The framework was subsequently modified to include technical and vocational education and training (TVET) qualifications and adopted by COHSOD as a Regional Qualifications Framework in 2001 (Appendix 2).

Guided by Articles 35.1-2 and 46 of the Revised Treaty of Chaguaramas, the Caribbean Community (CARICOM) is expected to establish the appropriate legislative, administrative and procedural arrangements to give effect to the free movement of labour and recognition of qualifications. A significant development in this regard was the decision taken by the Council for Human and Social Development (COHSOD) in 2002 to give priority to the establishment of autonomous national accreditation bodies in furtherance of the objectives of the Caribbean Single Market and Economy (CSME). These National Accreditation Bodies (NABs) are responsible *inter alia* for quality assurance of postsecondary education and training by local and foreign providers; recognition of qualifications; and the development of a unified credit system. NABs currently operate in ten Member States and the legislation has already been passed in one other country. There is also an inter-governmental agreement for the establishment of the Caribbean Accreditation Authority for Education and Training which would have oversight over the operations of NABs, work towards the harmonisation of standards across the region and

establish memoranda of understanding for the international recognition of tertiary level qualifications awarded by institutions in the region.

The groundwork has already been laid for systems that facilitate the movement of labour and students within the Community. CARICOM Nationals desirous of seeking employment in other Member States can apply for, and obtain, a CARICOM Skills Certificate from the designated Ministry or Agency in either the home country or the host country. What is required now are mechanisms at both the regional and national levels that increase transparency and reliability of information about qualifications across the region; improve access of individuals to higher levels of education and training and a wider range of employment opportunities; and secure appropriate regional and international recognition for skills acquired at different achievement levels.

At the regional level, the CARICOM Secretariat hosted a series of workshops which brought together educators and quality assurance professionals with the aim of developing a CARICOM Qualifications Framework (CQF). The first workshop, held in St Lucia in July 2012, produced a draft framework which was considered and accepted by COHSOD. The second workshop, held in St Lucia in October 2013, reviewed the draft framework and related documents including regional and national implementation plans. The workshop was hosted with financial assistance and technical cooperation from the Commonwealth of Learning and the report contained the Proposed CQF; draft CARICOM Qualifications Statement; regional and national implementation plans; and a Communique directed to CARICOM Member States. It also presented a comparison of the Proposed CQF, the TQF and the EQF since linking frameworks internationally has many benefits such as increasing the potential for international recognition of national qualifications and aiding in the liberalisation of trade in education and training. A third and final workshop was held in at the CARICOM Secretariat in Guyana in October 2016 to discuss and finalise the CQF. This report presents the revised version of the document that was agreed to at that workshop.



### **3. Defining the CARICOM Qualifications Framework (CQF)**

The following definition of the term ‘qualification’ was accepted in the development of the framework:

A qualification is formal certification, issued by an official agency, in recognition that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title, usually a type of certificate, diploma or degree. Learning and assessment for a qualification can take place through workplace experience and/or a program of study. A qualification confers official recognition of value in the labour market and in further education and training (OECD, 2006).

The CQF will serve as a common reference framework that will enable individuals, education and training providers, employers and other stakeholders to better understand and compare the qualifications awarded at different levels in countries across the region. It will act as a translation device that facilitates educational and labour market mobility and supports career progression and lifelong learning. The CQF will make qualifications more understandable and portable throughout CARICOM. Each Member State will be required to develop a National Qualifications Framework (NQF) that establishes national standards for the award of qualifications at different levels. The NQF serves as a communication tool and a regulatory mechanism for the development and classification of qualifications according to a set of criteria or learning outcomes specified for each level of achievement. An effective NQF facilitates a better match between the needs of the labour market (including key intellectual attributes, skills and practical experience) and education and training provision (through a programme of study and/or workplace experience). It also promotes a shared understanding among education and training providers of the expectations associated with specific qualifications by facilitating consistent application of qualification titles across the sector.

Member States are encouraged to align their NQFs to the CQF. To be effective, the NQF must be supported by a rigorous system of quality assurance to ensure that providers comply with regulations and guidelines for the development of qualifications, the assessment of student learning outcomes and the award of qualifications. There is a critical role to be played by National Accreditation Bodies in this regard.

At this stage of development, the CQF has been referenced against recognised frameworks such as the Transnational Qualifications Framework (TQF) and the European Qualifications Framework (EQF) to demonstrate the comparability of qualifications across different countries and education and training systems globally.

#### **4. Philosophical Underpinnings**

The CQF describes levels of qualifications in terms of learning outcomes or what a person holding a particular qualification should be expected to know and able to do. It encompasses all levels of education from basic to advanced and includes technical and vocational education and training (TVET) and work-based or experiential learning. Learning outcomes at all levels of the framework are informed by the vision of the Ideal Caribbean Person which was adopted by CARICOM Heads of Government as follows:

*The Ideal Caribbean Person should be someone who among other things :*  
*is imbued with a respect for human life since it is the foundation on which all the other desired values must rest;*  
*is emotionally secure with a high level of self confidence and self esteem;*  
*sees ethnic, religious and other diversity as a source of potential strength and richness;*  
*is aware of the importance of living in harmony with the environment;*  
*has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community;*  
*has an informed respect for the cultural heritage;*  
*demonstrates multiple literacies independent and critical thinking, questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problems solving;*  
*demonstrates a positive work ethic;*  
*values and displays the creative imagination in its various manifestations and nurture its development in the economic and entrepreneurial spheres in all other areas of life;*

- *has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country*
- *nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength*

(Source: [www.caricom.org](http://www.caricom.org) accessed 28 October, 2013)

The CQF seeks to provide a broad framework within which these characteristics will inform the development of learning outcomes and assessment strategies at all levels of the education and training system throughout the Community. Principal users of the CQF will be accrediting bodies or quality assurance agencies; ministries of education; national education councils or other similar bodies; authorised awarding bodies (e.g. Caribbean Examination Council, tertiary level institutions), professional regulatory/licensing bodies, employers, graduates and learners.

## **5. Benefits of the CQF**

The CQF will enable individuals and employers to better understand and compare the qualification levels of different Member States. Increased mobility of individuals for work and study will promote lifelong and life-wide learning and stimulate increased employment opportunities for CARICOM citizens. The objectives of the CQF are to provide an enabling and flexible framework that serves to:

1. Establish a continuum of learning outcomes for education and training at all levels.
2. Create and support opportunities for engaging in lifelong learning.
3. Facilitate the recognition of informal and non-formal learning.
4. Improve access and clearly define progression routes to all levels of education and training.
5. Facilitate comparison of qualifications between countries in the region.
6. Promote intra-regional mobility of labour and students in the furtherance of the objectives of the CSME.
7. Enhance transparency of national qualifications systems aligned to the regional framework.
8. Create greater potential for international recognition of national qualifications aligned to the regional framework.
9. Support a better match between the needs of the labour market and education and training providers.
10. Improve quality, portability and articulation of national and regional qualifications.

## **6. Structure of the CARICOM Qualifications Framework (CQF)**

The Proposed CQF comprises ten reference levels which describe learning outcomes based on a taxonomy of what graduates are expected to know, understand and be able to do as a result of learning. These domains are expressed in terms of dimensions of knowledge and understanding; application and practice; communication, numeracy and Information and Communications Technology (ICT) skills; life skills; and autonomy, accountability and working with others. The levels are progressive - from the least demanding to the most demanding. Level descriptors allow broad comparisons to be made between learning outcomes and levels of qualifications awarded. Thus, the level descriptors are generic reference statements that describe the characteristics, context and expected level of demand at each level of the framework.

The framework supports the design and development of qualifications and learning programmes, assessment and recognition of prior learning, and provides guidance and information on opportunities for learner progression. Consequently, the CQF clarifies the relationship between qualifications and learning outcomes; identifies entry and exit points, and routes for progression; maximises the opportunities for credit transfer; assists learners in planning their progress; and minimises duplication of learning. National qualifications in CARICOM Member States should be referenced against CQF levels to enable easier and more reliable comparison and facilitate the assessment of equivalency and intra-regional mobility. The development of a recognition tool that would assist in explaining each national qualification is recommended and, to achieve this objective, a draft CARICOM Qualification Statement (CQS) is presented in Section 7 (pp. 22-24).

### **Level Descriptors:**

In the context of the CQF, the generic level descriptors identify the relative demand, complexity, depth and breadth of achievement, and autonomy of the learner in demonstrating the achievement at each level.

**a. Knowledge and Understanding**

Knowledge and understanding are described as theoretical and/or factual; they relate to the individual possessing the ability to recall and present information - including the demonstration of knowledge and understanding of specific facts, concepts, principles, procedures and theories.

**b. Application and Practice**

Application and practice are described as the cognitive (logical, intuitive, and creative thinking) and practical competencies (manual dexterity and the use of methods, materials, tools and instruments) to achieve results.

**c. Communication, Numeracy and ICT skills**

Literacy in verbal and non-verbal communication, in numerical and graphical tasks and in information and communications technology applications is demonstrated through the ability to use a range of skills in context, to access, process, produce and respond appropriately to information.

**d. Life Skills**

"Life skills" are defined by UNICEF as “psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.” (Source: [http://www.unicef.org/lifeskills/index\\_7308.html](http://www.unicef.org/lifeskills/index_7308.html) accessed 1 November, 2016). Life skills promote mental well-being and social competence.

**e. Autonomy, Accountability and Working with Others**

Autonomy, accountability and working with others are understood to include the nature of working relationships, levels of responsibility for self and others and managing

change. Also included is the way in which individuals collaborate and the impact of this on their job role and those of other individuals. CQF levels progress from working alone on simple and routine tasks under direct supervision, to becoming increasingly autonomous and accountable for outcomes within a work role. At the higher levels the focus is on becoming either more independent or more focused on management and leadership as well as becoming more self-critical and being able to reflect on ethical and professional issues.

The following table (pp.9-20) presents the proposed CARICOM Qualifications Framework (CQF) which was developed and refined with input from a broad-based group of key stakeholders, which is widely representative of Member States in the Community. These include experienced educators and professionals in quality assurance and accreditation.

## Draft CARICOM Qualifications Framework (CQF)

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
Level 1	Achievement at <b>Level 1</b> reflects the ability to use elementary skills, knowledge and understanding to carry out simple tasks and activities with support and close guidance.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the steps needed to complete simple activities.</li> <li>• Demonstrate knowledge and understanding of the purpose for simple, familiar activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate knowledge to a few simple, everyday or personal contexts when prompted.</li> <li>• Use, under supervision, basic tools and materials.</li> <li>• Use a limited range of very simple skills to carry out a few familiar tasks with guidance.</li> <li>• Follow rehearsed stages in solving problems.</li> <li>• Respond appropriately, when prompted, to identify consequences of action.</li> </ul>	<p>Use very simple skills with guidance to:</p> <ul style="list-style-type: none"> <li>• Respond to and produce basic written and oral communication in familiar and/or routine contexts.</li> <li>• Use a limited range of basic numerical and graphical data in everyday contexts.</li> <li>• Carry out a limited range of very simple tasks to process data and access information.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Follow simple instructions</li> <li>• Communicate the decision to say no effectively</li> <li>• Be self-aware</li> <li>• Recognise non-verbal signals of other persons' emotional states</li> <li>• Make simple choices with guidance</li> <li>• Differentiate between/among options</li> <li>• Solve routine problems with supervision</li> <li>• Express self effectively, verbally and non-verbally</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Relate positively with others</li> <li>• Have a sense of identity and display socially appropriate behaviour</li> <li>• Demonstrate temperance and tolerance when interacting with others</li> <li>• Make healthy lifestyle choices</li> <li>• Negotiate positions while maintaining personal integrity</li> </ul>	Work alone or collaborate with others, with appropriate guidance, to take some responsibility for the outcomes of simple, routine and familiar tasks with varying levels of support.
Level 2	Achievement at <b>Level 2</b> reflects the ability to use skills, knowledge and	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Relate knowledge to personal and everyday contexts after some</li> </ul>	<p>Use simple skills to:</p> <ul style="list-style-type: none"> <li>• Respond to and produce basic written</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Work alone, or with others, to take</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
	understanding to carry out structured tasks and activities with appropriate support and guidance when required.	<p>of the steps needed to complete structured tasks and activities in familiar contexts</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the purpose for carrying out structured tasks and activities.</li> </ul>	<p>prompting.</p> <ul style="list-style-type: none"> <li>• Use, with guidance, basic tools and materials safely and effectively.</li> <li>• Use a few basic, routine skills to undertake familiar and repetitive tasks.</li> <li>• Use relevant skills and procedures, with guidance, to complete pre-planned tasks.</li> <li>• Identify, with some prompting, appropriate methods for addressing simple, emerging challenges.</li> <li>• Recognise and respond appropriately to the consequences of actions for self and others.</li> </ul>	<p>and oral communication in familiar and/or routine contexts.</p> <ul style="list-style-type: none"> <li>• Use a limited range of basic numerical and graphical data in everyday contexts.</li> <li>• Carry out a limited range of very simple tasks to process data and access information.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate the decision to say no effectively</li> <li>• Be self-aware</li> <li>• Recognise non-verbal signals of emotional states</li> <li>• Make simple choices with guidance</li> <li>• Differentiate between/among options</li> <li>• Solve routine problems with supervision</li> <li>• Express self effectively, verbally and non-verbally</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Relate positively to others</li> <li>• Have a sense of identity and display socially appropriate behaviour</li> <li>• Demonstrate temperance and tolerance when interacting with others</li> <li>• Make and promote healthy lifestyle choices</li> <li>• Negotiate positions while maintaining personal integrity</li> </ul>	<p>responsibility for the outcomes of structured activities, under frequent and direct supervision.</p> <ul style="list-style-type: none"> <li>• Identify, given simple criteria, some successes or failures of the work.</li> </ul>
<b>Level 3</b>	Achievement at <b>Level 3</b> recognises the ability to use relevant knowledge, skills and procedures, to complete basic and routine tasks with direct supervision and support. It includes the ability to communicate simple information using appropriate communication tools. Collaboration	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of facts, procedures and ideas to complete well-defined tasks.</li> <li>• Demonstrate awareness of information relevant to the area of study or work including basic processes, materials and</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of facts, procedures and ideas to complete well-defined, tasks in predictable and structured contexts.</li> <li>• Use tools and resources with guidance when necessary.</li> <li>• Use relevant skills and procedures.</li> <li>• Determine whether or not actions have been</li> </ul>	<p>Demonstrate a range of skills to:</p> <ul style="list-style-type: none"> <li>• Produce and respond to detailed written and oral communication.</li> <li>• Select and use appropriate applications and media to process and obtain information.</li> <li>• Use a range of numerical and graphical data in contexts that have</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Follow instructions</li> <li>• Make simple choices with guidance</li> <li>• Differentiate between/among options</li> <li>• Solve routine problems with supervision</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Demonstrate temperance and tolerance when interacting with others</li> <li>• Negotiate positions and build consensus while maintaining personal integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Work alone or with others on straightforward tasks requiring minimal supervision.</li> <li>• Contribute to the setting of goals, and timelines, and offering suggestions for improving practices and</li> </ul>



LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
	with others, through work groups or teams, may often be a requirement.	terminology.	effective. <ul style="list-style-type: none"> <li>Review completed tasks to ensure that specified standards have been met and negative consequences are minimised.</li> </ul>	some complex features.	<ul style="list-style-type: none"> <li>Make and promote healthy lifestyle choices</li> <li>Express self effectively, verbally and non-verbally</li> <li>Have a sense of identity and display positive social behaviour</li> <li>Express emotions appropriately</li> <li>Make morally appropriate choices</li> </ul>	<p>processes.</p> <ul style="list-style-type: none"> <li>Take responsibility for completing tasks and procedures subject to direction or guidance as needed.</li> <li>Identify, given simple criteria, own strengths and weaknesses relative to the work.</li> </ul>
<b>Level 4</b>	Achievement at <b>Level 4</b> recognises the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks in a range of contexts, some of which are complex and non-routine. It includes the ability to communicate ideas and information, using appropriate communication tools and representation. It also includes taking responsibility for completing tasks	<ul style="list-style-type: none"> <li>Demonstrate understanding of facts, procedures and ideas to complete well-defined tasks and address simple problems.</li> <li>Demonstrate awareness of the type of information that is relevant to the area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use relevant skills and procedures in familiar contexts.</li> <li>Apply knowledge and understanding in familiar, practical contexts.</li> <li>Use simple tools, techniques and/or resources associated with a subject/discipline in routine contexts, which may have non-routine elements.</li> <li>Develop, adapt and implement plans to use tools and techniques to address set situations and/or problems.</li> </ul>	<p>Use a wide range of skills to:</p> <ul style="list-style-type: none"> <li>Produce and respond to well-defined written and oral communication in routine and non-routine contexts.</li> <li>Select and use appropriate applications and media to obtain, process, combine and communicate information.</li> <li>Utilise a wide range of numerical and graphical data in routine and non-routine contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Respect self, others and the environment</li> <li>Make simple choices</li> <li>Justify/defend choices</li> <li>Differentiate/among between options</li> <li>Anticipate consequences as related to choices and problems</li> <li>Solve routine problems with minimal supervision</li> <li>Use communication technology in a socially appropriate manner</li> <li>Relate positively with others</li> <li>Demonstrate temperance and tolerance when interacting with others</li> <li>Negotiate positions and build consensus while maintaining personal integrity</li> <li>Make and promote healthy lifestyle choices</li> <li>Have a sense of identity and display socially</li> </ul>	<ul style="list-style-type: none"> <li>Work alone or with others on tasks with minimum supervision.</li> <li>Take responsibility for completing assigned tasks, exercising autonomy and judgement, subject to overall direction and guidance.</li> <li>Show an awareness of roles and responsibilities of others.</li> <li>Contribute to the evaluation</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
	and procedures and involves some level of autonomy, teamwork and guidance.				<p>appropriate behaviour</p> <ul style="list-style-type: none"> <li>• Make morally appropriate choices</li> <li>• Express self effectively, verbally and non-verbally</li> <li>• Follow instructions</li> <li>• Use emotional awareness in decision-making.</li> </ul>	and improvement of practices and processes.
<b>Level 5</b>	Achievement at <b>Level 5</b> reflects the ability to identify, select and use relevant and appropriate knowledge, skills and technology to complete tasks and address problems with a measure of complexity with autonomy and judgment. Within these parameters, it includes the ability to demonstrate leadership, teamwork and critical thinking skills.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of factual procedural and theoretical understanding to complete tasks and address problems which may be complex and non-routine. Interpret and evaluate relevant information and ideas.</li> <li>• Demonstrate an awareness of facts, ideas, properties, materials, terminology, practices and techniques associated with an area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge and understanding in contexts that may be complex and non-routine.</li> <li>• Select and use relevant skills, resources, methods and procedures in non-routine contexts that may have complex elements.</li> <li>• Be aware of consequences of actions on self, others and the environment and take action to limit any negative impact.</li> <li>• Use skills and adapt specified procedures to resolve challenges in simple non-routine contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and respond to detailed and relatively complex written and oral communication.</li> <li>• Select and use appropriate applications and media to obtain, process, combine and communicate a variety of information and data.</li> <li>• Integrate a range of numerical and graphical skills in routine and non-routine contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Make informed decisions</li> <li>• Make independent choices</li> <li>• Solve routine problems independently</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Demonstrate tolerance and temperance when interacting with others</li> <li>• Negotiate positions and build consensus while maintaining personal integrity</li> <li>• Make and promote healthy lifestyle choices</li> <li>• Express self effectively, verbally and non-verbally</li> <li>• Justify/defend choices</li> <li>• Anticipate consequences as related to choices made</li> <li>• Differentiate between/among options.</li> <li>• Make morally appropriate choices.</li> <li>• Identify emotional states of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Interact with the immediate work or study environment at one's own initiative and lead teams established in the implementation of initiatives.</li> <li>• Take substantial responsibility for initiating and completing tasks and procedures where the overall goal is clear.</li> <li>• Exercise responsibility for supervising or guiding others.</li> <li>• Manage assigned resources within defined and supervised areas of work or</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
						<p>study.</p> <ul style="list-style-type: none"> <li>• Play a significant role in the evaluation of work and the improvement of practices and processes.</li> </ul>
<b>Level 6</b>	<p>Achievement at <b>Level 6</b> reflects the ability to identify, select and use relevant and appropriate knowledge, skills and technology to complete tasks and procedures and to address problems that are complex and non-routine. Within these parameters, it includes the ability to demonstrate leadership, to engage in teamwork and apply critical thinking skills, and to exercise autonomy and judgment while appreciating different perspectives and approaches in an area of study or work.</p>	<ul style="list-style-type: none"> <li>• Demonstrate practical theoretical or technical knowledge and understanding to address problems that are well defined, but complex and non-routine in broad context within a field of study or work.</li> <li>• Analyse, interpret and evaluate relevant information and ideas.</li> <li>• Demonstrate an awareness of the theories and principles in the area of study or work.</li> <li>• Demonstrate an informed awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Select, adapt and use appropriate professional methods, resources, procedures and skills in non-routine and complex contexts.</li> <li>• Review the effectiveness and appropriateness of methods, actions, and results.</li> <li>• Initiate and use appropriate investigation to inform actions.</li> <li>• Recognise and acknowledge the consequences of actions on self, others and the environment and take action to limit negative impact.</li> </ul>	<p>Use a wide range of skills and competencies associated with work/study to :</p> <ul style="list-style-type: none"> <li>• Convey complex ideas in a well-structured and coherent form.</li> <li>• Use a range of communications in both familiar and new contexts.</li> <li>• Select and use a range of applications and media to obtain a variety of information and data.</li> <li>• Apply a range of numerical and graphical skills to assigned tasks in routine and non-routine contexts.</li> <li>• Use numerical graphical data to measure progress and achieve goals and targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Make informed decisions</li> <li>• Guide and support others in making decisions</li> <li>• Analyse the outcome of decisions made to inform future actions</li> <li>• Use evidence-based decision making</li> <li>• Accept responsibility for decisions made</li> <li>• Identify and solve problems in collaboration with others</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Express self effectively, verbally and non-verbally, recognising individual and cultural differences</li> <li>• Demonstrate temperance and tolerance when interacting with others</li> <li>• Promote and build consensus/diffuse conflict</li> <li>• Make and promote healthy lifestyle choices</li> <li>• Make and defend morally appropriate choices</li> <li>• Interpret cause and effect of emotional responses.</li> <li>• Recognise and manage emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Take some managerial responsibility for the work of others within a defined and supervised structure.</li> <li>• Take some responsibility for implementing courses of action, exercising some initiative and independence in carrying out defined activities at a professional or equivalent level.</li> <li>• Manage resources within defined areas of work or study.</li> <li>• Take account of roles and responsibilities of self and</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
		different perspectives or approaches within the area of study or work.				others in carrying out, completing and evaluating tasks.
<b>Level 7</b>	Achievement at <b>Level 7</b> recognises the application of relevant knowledge, methods and skills for the workplace and for further learning; planning, assessing, developing courses of action in response to a broad range of situations; exercising judgment and autonomy; communicating to varied audiences; reflecting understanding of different perspectives and schools of thoughts and the reasoning behind them.	<ul style="list-style-type: none"> <li>• Demonstrate comprehensive specialised, practical, theoretical or technological knowledge and understanding to inform practice in broadly defined complex contexts.</li> <li>• Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work.</li> <li>• Demonstrate knowledge and understanding of the difference between explanations based on evidence and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Determine, adapt and use appropriate methods, resources, tools, procedures and skills to solve complex non-routine problems.</li> <li>• Carry out lines of enquiry, development, or investigation into professional level problems and issues.</li> <li>• Use relevant research or development to inform actions.</li> <li>• Evaluate actions, methods and results and take responsibility for consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of advanced and specialised skills and competencies associated with the discipline or field of work or study to convey complex information to a range of audiences for a range of purposes.</li> <li>• Use a range of applications and media to process and to obtain a variety of information and data.</li> <li>• Use and evaluate numerical and graphical data to measure progress and achieve goals and targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Guide and support others in making decisions</li> <li>• Analyse the outcomes of decisions made to inform future actions</li> <li>• Practise evidence-based decision making</li> <li>• Make decisions that reflect sensitivity to issues of diversity</li> <li>• Accept responsibility for decisions made</li> <li>• Diagnose and solve problems in collaboration with others</li> <li>• Anticipate problems and initiate preventative action</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Express self effectively verbally and non-verbally, recognising individual and cultural differences</li> <li>• Create an environment conducive to free interaction and expression.</li> <li>• Demonstrate tolerance and temperance when interacting with others</li> <li>• Negotiate positions and build consensus while maintaining personal integrity</li> <li>• Make and promote healthy lifestyle choices</li> <li>• Make and defend morally appropriate choices</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise initiative, autonomy and judgement in some activities at the professional or equivalent level.</li> <li>• Take significant responsibility for planning and developing courses of action in familiar or defined contexts, and for the work of others where relevant.</li> <li>• Take some account of roles, responsibilities and the contribution of others in carrying out, completing and evaluating tasks.</li> <li>• Exercise initiative, autonomy and judgement at</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
		research and other forms of explanation and the importance of this difference within the area of study or work.			<ul style="list-style-type: none"> <li>• Recognise and reward good performances</li> <li>• Diffuse conflict</li> </ul>	<p>some activities at the professional or equivalent level.</p> <ul style="list-style-type: none"> <li>• Manage a range of resources within defined parameters of work.</li> <li>• Work in a manner that is consistent with current professional practice.</li> </ul>
<b>Level 8</b>	Achievement at <b>Level 8</b> demonstrates the ability to take responsibility to refine, integrate and apply advanced knowledge and skills to solve complex problems with limited data; initiate and develop courses of action for change and improvement utilising applicable theories; continue to advance knowledge and understanding and develop new skills to a high level.	<ul style="list-style-type: none"> <li>• Modify and use practical conceptual or technological knowledge and understanding to sustain or improve contexts where there are many interacting factors.</li> <li>• Critically analyse, interpret and evaluate complex information concepts and ideas.</li> <li>• Demonstrate critical</li> </ul>	<ul style="list-style-type: none"> <li>• Determine, refine, adapt and use appropriate methods, skills, techniques, practices and or resources associated with a subject, discipline or profession</li> <li>• Practice methods of enquiry and/or research</li> <li>• Use some specialised or advanced skills, techniques, practices, and resources in a range of complex contexts.</li> <li>• Demonstrate appropriate practice in a range of professional level contexts that include a degree of unpredictability.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of advanced and specialised skills and competencies in support of established practices in the discipline or field of work to make formal and informal presentations on a variety of topics in the subject or discipline to a range of audiences</li> <li>• Use a range of IT applications to support and enhance work.</li> <li>• Interpret, use and evaluate numerical and graphical data to measure progress and achieve goals and targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Guide and support others in making decisions</li> <li>• Accept responsibility for decisions made</li> <li>• Diagnose and solve problems in collaboration with others</li> <li>• Anticipate problems and initiate preventative action</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Express self effectively, verbally and non-verbally, recognising individual and cultural differences</li> <li>• Create an environment conducive to free interaction and expression.</li> <li>• Demonstrate tolerance and temperance when interacting with others</li> <li>• Recognise and reward good performance</li> <li>• Promote and build consensus while maintaining</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise significant initiative, autonomy and judgement at the professional or equivalent level.</li> <li>• Take significant responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments.</li> <li>• Consult with professional experts to</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
		<p>knowledge and understanding of theories and principles within the context in which the area of study is located.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the ways in which the subject or discipline is developed including a range of established techniques of enquiry or research methodologies.</li> <li>• Demonstrate an understanding of different perspectives and approaches and the theories that underpin them and demonstrate awareness of current developments in the area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate and evaluate actions, methods and results and their consequences and propose and implement mitigation strategies.</li> </ul>		<p>personal integrity</p> <ul style="list-style-type: none"> <li>• Make and promote healthy lifestyle choices</li> <li>• Make decisions using experience and empirical data.</li> <li>• Use emotional awareness to inform decisions in multicultural situations</li> <li>• Assign responsibilities and tasks based on decisions made</li> <li>• Engage in stress reducing activity</li> </ul>	<p>obtain advice and guidance.</p> <ul style="list-style-type: none"> <li>• Work in a manner that is consistent with current professional practices and deal with complex professional issues in accordance with current professional codes or practices.</li> <li>• Take significant responsibility for the performance of others and a range of resources.</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
Level 9	<p>Achievement at <b>Level 9</b> demonstrates the ability to apply knowledge and understanding to real life situations.</p> <p>It reflects the responsibility for planning and developing courses of action that impact organisational change within the working environment. It reflects broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological area of study or work.</p>	<ul style="list-style-type: none"> <li>• Reformulate and use practical, conceptual or technological knowledge and understanding to sustain or improve contexts where there are many interacting factors.</li> <li>• Critically analyse, interpret and evaluate complex information concepts and theories to produce original and creative modifications to conceptions, their features, boundaries terminology and conventions.</li> <li>• Demonstrate understanding of the wider context in which the area of study or work is located.</li> <li>• Demonstrate originality or creativity in</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate originality and creativity in the application of knowledge, understanding and or professional practice.</li> <li>• Apply skills, practices, procedures and methods which are specialised, advanced, or at the forefront of a subject, discipline or profession.</li> <li>• Practice in a range of professional level contexts which include a degree of unpredictability.</li> <li>• Design and undertake research, and develop strategic activities to inform the area of work or study, or produce organisational or professional change.</li> <li>• Critically evaluate actions, methods and consequences and their short- and long-term implications.</li> <li>• Plan and implement mitigation strategies where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Make use a broad range of advanced and specialised skills and competencies in support of established practices in the discipline or field of work to: <ul style="list-style-type: none"> <li>- make formal, specialised presentations to informed audiences.</li> <li>- make formal and informal presentations on a variety of topics in the subject or discipline to a range of audiences</li> <li>- communicate to peers, senior colleagues, specialists and practitioners.</li> </ul> </li> <li>• Use and adapt a range of software and media to support and enhance work to increase effectiveness.</li> <li>• Interpret, use and evaluate a wide range of qualitative and quantitative data to set and achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Assign responsibilities and tasks based on decisions made</li> <li>• Accept responsibility for decisions made</li> <li>• Diagnose and solve problems in collaboration with others</li> <li>• Develop creative solutions and original responses to solve problems and issues</li> <li>• Deal with very complex and or new issues and make informed judgements in the absence of complete or consistent data</li> <li>• Use communication technology in a socially appropriate manner</li> <li>• Express self effectively, verbally and non-verbally, recognising individual and cultural differences</li> <li>• Create an environment conducive to free interaction and expression.</li> <li>• Demonstrate tolerance and temperance when interacting with others</li> <li>• Recognise and reward good performance</li> <li>• Promote and build consensus while maintaining personal integrity</li> <li>• Make and promote healthy lifestyle choices</li> <li>• Guide and support others in making decisions</li> <li>• Make decisions that will positively impact organisations and others</li> <li>• Make decisions using knowledge of relevant laws and conventions, experience and related empirical data.</li> <li>• Use emotional awareness to inform decisions in</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise substantial initiative, autonomy and judgement at the professional or equivalent level.</li> <li>• Work effectively with peers and professionals.</li> <li>• Take substantial responsibility for leading and developing courses of action that initiate or underpin substantial changes or development.</li> <li>• Take responsibility for a significant range of resources.</li> <li>• Initiate and lead complex tasks and processes.</li> <li>• Take substantial responsibility, where relevant, for the work and roles of others.</li> <li>• Engage in critical reflection for</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
		<p>understanding and/or practice working with knowledge that covers and integrates most, if not all, of the main areas of a subject discipline.</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of different theoretical and methodological perspectives and how they affect the area of study or work.</li> </ul>			<p>multicultural situations</p> <ul style="list-style-type: none"> <li>• Resolve conflicts positively and confidently</li> </ul>	<p>improved decision making.</p> <ul style="list-style-type: none"> <li>• Deal with complex professional issues and make informed judgements on issues not addressed by current professional practice.</li> <li>• Be accountable and responsible for original research and performance on projects.</li> <li>• Demonstrate personal and social responsibility for making identifiable change or impacting the environment.</li> </ul>
Level 10	<p>Achievement at <b>Level 10</b> demonstrates the ability to generate new ideas/ knowledge and understanding and expand on an area of knowledge and professional</p>	<ul style="list-style-type: none"> <li>• Develop innovative practical, conceptual or technological understanding to create ways forward in contexts that lack definition</li> </ul>	<ul style="list-style-type: none"> <li>• Use a comprehensive range of the principal skills, techniques, practices and resources associated with a subject, discipline or profession.</li> <li>• Formulate, use and add to a range of complex</li> </ul>	<ul style="list-style-type: none"> <li>• Use a significant range of advanced and specialised skills and competencies as appropriate in the work/study to communicate appropriately to a range of audiences and adapt</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self, others and the environment</li> <li>• Use experiences and data to make decisions</li> <li>• Guide and support others in making decisions</li> <li>• Assign responsibilities and tasks based on decisions made</li> <li>• Accept responsibility for outcomes of decisions made</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise a high-level of initiative, autonomy and judgement at the professional or equivalent level.</li> <li>• Take</li> </ul>



LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
	<p>practice.</p> <p>It demonstrates the ability to address complex issues through initiating and designing research, development and strategic activities.</p> <p>It reflects a profound understanding of complex theoretical and methodological principles and analysis to bring about change in the profession and/or workplace.</p> <p>It indicates an ability to exercise autonomy, judgement and leadership in taking/sharing responsibility in the development of an area of work or study or in influencing substantial change in a profession, organisation or society.</p>	<p>and where there are many complex interacting factors.</p> <ul style="list-style-type: none"> <li>Critically analyse, interpret and evaluate complex information concepts and theories to produce new knowledge and theories.</li> <li>Reconceptualise the wider contexts in which the field of knowledge is located.</li> <li>Extend the field of knowledge or work by contributing original and creative insights.</li> <li>Significantly contribute to the body of existing knowledge in the subject area or discipline through personal research or</li> </ul>	<p>skills, techniques, practices and materials at the forefront of one or more specialities.</p> <ul style="list-style-type: none"> <li>Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry.</li> <li>Conceptualise and address problematic situations that involve many complex interacting factors.</li> <li>Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices.</li> <li>Critically evaluate actions, methods and their results and long- and short-term consequences for society, the environment and the field of work or study their wider context.</li> <li>Demonstrate the ability to address intended and unintended consequences of one's professional practice.</li> </ul>	<p>communication to the context and purpose</p> <ul style="list-style-type: none"> <li>Communicate through scholarly presentations and publications and engage in critical dialogue and review with peers, experts and practitioners within the field.</li> <li>Develop, use and specify a range of software to support and enhance work at this level.</li> <li>Critically evaluate qualitative and quantitative data.</li> <li>Devise new communication methods and techniques to enhance work and study environments.</li> </ul>	<ul style="list-style-type: none"> <li>Develop creative and original responses to problems and issues</li> <li>Use communication technology in a socially appropriate manner</li> <li>Express self effectively, verbally and non-verbally, recognising individual and cultural differences</li> <li>Deal with very complex and or new issues and make informed judgements in the absence of complete or consistent data</li> <li>Create an environment conducive to free interaction and expression.</li> <li>Demonstrate tolerance and temperance when interacting with others</li> <li>Recognise and reward good performance</li> <li>Promote and build consensus while maintaining personal integrity</li> <li>Make and promote healthy lifestyle choices</li> <li>Make and defend morally appropriate choices</li> <li>Guide and support others in making decisions</li> <li>Make decisions using knowledge of relevant laws and conventions, experience and related empirical data.</li> <li>Use emotional awareness to inform decisions in multicultural situations</li> <li>Resolve conflicts positively and confidently</li> </ul>	<p>responsibility for leading, developing and planning courses of action that have a significant impact on a field of work or knowledge or result in a substantial organisational or professional change.</p> <ul style="list-style-type: none"> <li>Demonstrate originality in tackling and solving problems and issues.</li> <li>Engage in critical reflection for enhanced decision making.</li> <li>Work in ways which are reflective, self-critical and based on research/ evidence.</li> <li>Take full responsibility for own work and/or significant responsibility for the work of</li> </ul>

LEVEL	LEVEL SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND PRACTICE	COMMUNICATION, NUMERACY AND ICT	LIFE SKILLS	AUTONOMY, ACCOUNTABILITY, WORKING WITH OTHERS
		<p>equivalent work.</p> <ul style="list-style-type: none"> <li>• Exercise critical understanding of different theoretical and methodological perspectives and how they affect the field of knowledge and work.</li> </ul>				<p>others.</p> <ul style="list-style-type: none"> <li>• Be accountable and responsible for original research and high-level performance on several specialised projects.</li> <li>• Lead with authority in a specialised field or work/study.</li> <li>• Take responsibility for the advancement of professional practice/field of expertise.</li> <li>• Demonstrate personal social responsibility to making identifiable change or impact on their environment.</li> </ul>

## 7. Comparison of the CARICOM Qualifications Framework (CQF); Transnational Qualifications Framework (TQF) and European Qualifications Framework (EQF)

The diagram below illustrates where comparable qualifications lie across the CQF, the TQF and the EQF.

CARICOM Qualifications Framework	Transnational Qualifications Framework	European Qualifications Framework
<b>Level 10</b> Doctoral Degree	<b>Level 10</b> Doctoral Degree	<b>Level 8</b> Doctorate City and Guilds Senior Awards - Fellowship
<b>Level 9</b> Master's Degree	<b>Level 9</b> Masters Degree	<b>Level 7</b> Masters, vocational university (Fachhochschule) Masters, City and Guilds (MCGI)
<b>Level 8</b> Postgraduate Certificate and Diploma	<b>Level 8</b> Postgraduate Certificate and Diploma Bachelor Degree with Honours	<b>Level 6</b> Honours Bachelor Degree, vocational university German State-certified Engineer, Business Manager and Designer (Fachhochschule) Bachelor, German Fachwirt, German Operative Professional, City and Guilds Graduate ship (GCGI)
<b>Level 7</b> Bachelor's Degree	<b>Level 7</b> Bachelor Degree Graduate Certificate and Diploma	<b>Level 5</b> Higher National Diploma (HND)
<b>Level 6</b> Associate Degree/Higher Diploma <i>Caribbean Advanced Proficiency Examination (CAPE) Diploma</i>	<b>Level 6</b> Advanced/Higher Diploma Associate Degree/Foundation Degree	
<b>Level 5</b> Diploma <i>Caribbean Advanced Proficiency Examination (CAPE) Certificate</i>	<b>Level 5</b> Diploma	<b>Level 4</b> Abitur, vocational school
<b>Level 4</b> Advanced Certificate <i>Caribbean Secondary Education Certificate (CSEC) Grades 1 - 3</i>	<b>Level 4</b> Advanced Certificate	<b>Level 3</b> General Certificate of Secondary Education (GCSE) Grades A* - C UK
<b>Level 3</b> Certificate III	<b>Level 3</b> Certificate III	<b>Level 2</b> Lower secondary school (FI)
<b>Level 2</b> Certificate II <i>Caribbean Primary Exit Assessment (CPEA)</i>	<b>Level 2</b> Certificate II	<b>Level 1</b>
<b>Level 1</b> Certificate I	<b>Level 1</b> Certificate I	

## 8. Draft CARICOM Qualification Statement

Some developed countries in which National Qualifications Frameworks are well-established have developed ‘recognition tools’ which serve to make the meaning or value of qualifications more explicit for the users. These tools are of particular significance to employers and educational institutions into which students are seeking admission. Commonly known examples of recognition tools are the *Diploma Supplement* in Europe and the *Australian Higher Education Graduation Statement*. The *Europass Certificate Supplement* is another initiative specifically for holders of a TVET certificate. The introduction of a *CARICOM Qualification Statement* is recommended. The statement would be issued by education and training providers and awarding bodies and serve to make each qualification more understandable in the context of the education and training system within which it has been awarded. Each qualification statement would make reference to the appropriate CQF level to which the qualification is comparable.

### **Purpose of the Statement**

The purpose of the CARICOM Qualification Statement is to provide sufficient independent data to improve the regional and international transparency of vocational, academic and professional qualifications (certificates, diplomas, degrees etc). It is designed to provide a description of the nature, level, context, content and status of the studies and experiential learning that were pursued and successfully completed by the individual named on the original qualification to which this statement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all six compulsory sections should be provided. Where information is not provided, an explanation should be given. The appendices will ensure that the information in the statement is appropriately interpreted and understood.

## **Draft CARICOM Qualification Statement**

### **Information on Holder of Qualification**

Family name(s)

Given name(s)

Date of birth

Student identification number

National registration number/social security number/passport number

### **Information identifying the Qualification**

Name of qualification

Main field(s) of study for the qualification

Name and status of awarding institution

Accrediting body/ body responsible for registration or recognition (in the absence of accreditation)

Language of instruction/examination

### **Information on the level of the Qualification**

Level of the qualification

Official length of the programme (full-time/part-time)

Typical entry requirements

Summary statement of level of qualification (NQF)

Reference to the appropriate CQF level

### **Information on the programme content and results gained**

Programme description

Accreditation status

Overall classification of the qualification (Honours, Merit, Distinction etc)

### **Information on the achievement of the Qualification**

Access to further study

Professional status (if applicable)

### **Additional information (optional)**

Additional information: (e.g. internships completed, major practicum or professional/industry placement, workplace learning etc)

Any special recognition, achievements, prizes earned

### **Certification of the Statement**

Date:

Signature:

Position:

Official stamp or seal:

### **Appendix I - Explanation of Terms**

### **Appendix II – Description of the Tertiary Education System in the country**

## 9. APPENDIX I – Sangster-Bethel Framework

TYPE OF PROGRAMME	ORIENTATION AND PURPOSE	DURATION	NUMBER OF CREDITS	ENTRY QUALIFICATIONS	PROGRAMME REQUIREMENTS
Junior Certificate	A preliminary qualification marking satisfaction completion of a preparatory programme leading to further study in a given academic or vocational field.	1 Year	Normally nil (0 - 10)	High school completion, demonstrated minimum competence in English Language and Mathematics.	English Mathematics Specialist Courses Language
Certificate	A first level qualification, usually vocational in nature emphasising job entry level skill development.	1 Year	Approx. 30	High school completion with demonstrated competence in English, Mathematics and subjects related to specialist area (measured by agreed external examination passes).	English Mathematics Specialist Courses Language
Higher Certificate	A qualification denoting the acquisition of professional competence in a specialised field of study (i.e. education) usually following a previous academic course of study.	1 Year	Approx. 30	Diploma, Associate Degree or Degree in relevant discipline Certificate	Advanced programming
Diploma	A post-secondary qualification, usually vocational in nature, denoting the successful acquisition of acceptable levels of theoretical and practical competence in a specialised field of study. The holder is deemed qualified to perform competently as a technician in the relevant technical, vocational or professional field.	2 - 3 Years	60+ Credits	4 CXC 'O' levels or equivalent, demonstrated competence in English Language, Mathematics and subjects related to the proposed field of study or successful completion of a relevant Certificate programme.	Special courses Supporting disciplines General electives
Associate of Arts Degree	A broadly-based post-secondary qualification, generally academic in nature, designed to lead to the completion of a full Bachelor's degree in the relevant field of study. Normally considered to be of a level equivalent to the first two years of a four-year Bachelor's degree.	2+ Years	60+ Credits	4 or 5 CXC 'O' levels or equivalent in English Language, Mathematics, and subjects related to the proposed field of study; completion of relevant certificate programme; diploma (for advanced standing).	General Education Courses Specialist Courses Elective Courses
Associate of Science (Applied) Science Degree	A post-secondary qualification combining academic and vocational emphasis designed to equip the holder to enter the vocational field as a technician. Programme may also lead to higher levels of study in the related field. Normally considered to be a level equivalent to the first two years of a four-year Bachelor's degree.	2 - 3 Years	60+ Credits	4 or 5 CXC 'O' levels or equivalent in English Language, Mathematics, and subjects related to the proposed field of study; completion of relevant certificate programme; diploma (for advanced standing).	General Education Significant emphasis in specialist courses Limited electives.
Bachelor's Degree	A qualification denoting the successful completion of a minimum of four years of post 'O' or CXC level study in a specific academic vocational or professional field.	Minimum of 3 - 4 Years (depending on the initial level of entry)	Minimum 120 credits	2 - 3 'A' levels and 2 - 3 'O' or CXC levels passes in appropriate subjects; successful completion of relevant Diploma Or Associate Degree programme (for advanced standing).	Major - Specialist Courses Core - General Education Courses Supporting Disciplines Elective Courses

Sangster-Bethel Framework

APPENDIX G

## 10. APPENDIX II – Regional Qualifications Framework

Type/Level Of Programme	Orientation And Purpose	Credits	Entry Requirements	Occupational Competence	Academic Competence
Level 1/ Certificate	Completion of a preparatory programme leading to further study in a given academic or vocational area or entry qualification for a particular occupation	Minimum 10 Credits	To be determined by the local training Institution	Semi-skilled, entry level.  Supervised worker	Grade 10
Level 2/ Certificate	To prepare a skilled independent worker who is capable of study at the next level (post-secondary)	Minimum 20 Credits	Grade 10 or Equivalent	Skilled Worker Unsupervised Worker	Grade 11
Level 3/ Diploma and Associate Degree	A post-secondary qualification emphasizing the acquisition of knowledge, skills and attitudes (behavioral competencies) to function at the technician/supervisory level and pursue studies at a higher level.	Diploma: Minimum 50 Credits  Associate Degree: Minimum 60 Credits	4 CXC's, Level 2 Certification or Equivalent	Technician, Supervisory	Associate Degree  Entry to Bachelor's Degree programme with or without advanced standing
Level 4/ Bachelor's Degree	Denoting the acquisition of an academic, vocational, professional qualification, who can create, design and maintain systems based on professional expertise	Minimum 120 Credits	5 CXC's , Level 3 Certification or Equivalent	Competence which involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a wide range of contexts. This includes Master Craftsman, Technologists, Advanced Instructor, Manager, entrepreneur	
Level 5/ Post Graduate/ Advanced Professional	Denoting the acquisition of advanced professional post-graduate Competence in specialized field of study or occupation.		Level 4 Certification or Equivalent	Competence which involves the application of a range of fundamental principles at the level of chartered, advanced professional and senior management occupations.	