

NQF Level Descriptors

NQF Level	Knowledge: Theoretical Understanding	Knowledge: Applied Knowledge	Skills: Generic Problem Solving & Analytical skills	Skills: Communication, ICT, and Numeracy	Competence: Autonomy, Responsibility & Context
1	In a subject/discipline, demonstrate elementary knowledge of: <ul style="list-style-type: none"> • some simple facts. 	With encouragement and support, use simple skills to: <ul style="list-style-type: none"> • complete every day simple tasks; • recognise and use safely and under supervision, the most common basic tools and materials. 	With encouragement and support, use well-defined stages to: <ul style="list-style-type: none"> • solve very simple problems; • recognise some identified consequences of actions or inaction. 	With support, use simple skills to: <ul style="list-style-type: none"> • develop and respond to very simple written and/or oral communication; • carry out very simple tasks with information and data; • interpret a narrow range of very simple and familiar data. 	Operate under supervision: <ul style="list-style-type: none"> • in everyday contexts; • in highly organised and well-defined contexts.
2	In a subject/discipline, demonstrate elementary knowledge and understanding of:	With support, use simple skills to: <ul style="list-style-type: none"> • complete familiar, simple, pre-planned tasks; 	With support, use well-defined stages to: <ul style="list-style-type: none"> • identify a process to deal with simple, 	Use elementary skills to: <ul style="list-style-type: none"> • develop and respond to simple written and oral communication; 	Operate under supervision: <ul style="list-style-type: none"> • in simple, familiar and routine contexts; • in pre-planned and defined contexts.

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	<ul style="list-style-type: none"> some simple facts and ideas. 	<ul style="list-style-type: none"> use safely and under supervision, common basic tools and materials effectively. 	<ul style="list-style-type: none"> familiar situations or issues; recognise identified consequences of actions or inaction. 	<ul style="list-style-type: none"> carry out simple tasks to access information and process data; interpret a limited range of simple and familiar numerical and graphical data 	
3	<p>In and associated with a subject/discipline, demonstrate basic, mainly factual knowledge and understanding of:</p> <ul style="list-style-type: none"> simple facts and ideas; some basic processes, materials and/or terminology. 	<p>Use simple skills and some basic skills to:</p> <ul style="list-style-type: none"> complete familiar, simple tasks that are routine; select and use safely, with little supervision, basic tools and materials effectively. 	<p>With little support, use known stages of a problem-solving approach to:</p> <ul style="list-style-type: none"> deal with simple situations, issues and/or problems; identify the consequences of actions or inaction. 	<p>Use simple skills to:</p> <ul style="list-style-type: none"> develop and respond to simple but detailed written and oral communication; access features of familiar applications to obtain information and process data; interpret familiar, uncomplicated numerical and graphical data. 	<p>Operate under little supervision:</p> <ul style="list-style-type: none"> in, familiar and routine contexts; with little independence and limited responsibility.
4	<p>Associated with a subject/discipline, demonstrate basic knowledge and understanding of:</p>	<p>Use basic skills to:</p> <ul style="list-style-type: none"> plan and organise familiar tasks; 	<p>With minimal support, use problem-solving approaches to:</p>	<p>Use basic skills to:</p> <ul style="list-style-type: none"> produce and respond to familiar detailed written and oral communication; 	<p>Operate with minimal supervision:</p> <ul style="list-style-type: none"> in familiar and some unfamiliar contexts;

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	<ul style="list-style-type: none"> a range of facts and ideas; basic processes, materials and/or terminology; some of the main theories and concepts. 	<ul style="list-style-type: none"> relate to some of the main theories and concepts; complete familiar and unfamiliar tasks that have some non-routine elements; select and use tools and materials safely and effectively with minimal supervision, making adjustments where necessary. 	<ul style="list-style-type: none"> deal with familiar and unfamiliar situations, issues and/or problems; make generalisations and draw conclusions in defined situations. 	<ul style="list-style-type: none"> access features of standard applications to obtain and combine information and process data; interpret and use routine, numerical and graphical data that has a little complexity. 	<ul style="list-style-type: none"> with some independence and responsibility.
5	<p>Associated with a subject/discipline, demonstrate generalised knowledge and understanding of:</p> <ul style="list-style-type: none"> a wide range of facts and ideas; processes, materials, properties, practices, techniques and/or terminology; 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> plan and organise familiar and new tasks; relate to the main theories and concepts; complete routine and non-routine tasks; adapt, as necessary, processes, practices, techniques tools and/or materials to deal with defined routine 	<p>With some guidance, obtain, organise and use information:</p> <ul style="list-style-type: none"> deal with defined routine situations, issues and/or problems; make generalisations and predictions to draw conclusions and suggest solutions in defined situations. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> produce and respond to familiar and unfamiliar written and oral communication some of which is detailed; select and use standard applications to obtain and combine information and process data; 	<p>Operate with some guidance:</p> <ul style="list-style-type: none"> in familiar and unfamiliar contexts; in carrying out routine and non-routine tasks; with independence taking responsibility for the nature and quality of output.

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	<ul style="list-style-type: none"> the main theories and concepts. 	situations, issues and/or problems.		<ul style="list-style-type: none"> interpret and use routine and non-routine numerical and graphical data that has some complexity. 	
6	Associated with a subject/discipline, demonstrate detailed knowledge and understanding, which is embedded in the main theories, principles and concepts and includes: <ul style="list-style-type: none"> facts and ideas; processes, materials, properties, practices, techniques and/or terminology; the dynamic nature of the subject/discipline; the difference between explanations based on evidence and/or research and other forms of explanations. 	Use basic skills and some advanced skills to: <ul style="list-style-type: none"> plan and organise familiar and new tasks, some of which are at an advanced level; relate to the main theories and concepts; complete routine, non-routine and some advanced level tasks; adapt, as necessary, processes, practices, techniques, tools and/or materials to deal with defined and some undefined situations, issues and/or problems. 	Use and organise information to: <ul style="list-style-type: none"> deal with defined and some undefined situations, issues and/or problems; present and evaluate arguments, information and ideas. 	Use basic and some advanced skills to: <ul style="list-style-type: none"> communicate clearly in a well-structured manner to convey complex information and ideas; select and use standard applications to obtain and combine a variety of information and process data; combine numerical and graphical data to measure progress against targets/goals. 	Operate: <ul style="list-style-type: none"> in familiar and unfamiliar contexts; in defined and some undefined areas of work and/or application of resources; with independence taking responsibility for the nature and quality of output with accountability for determining and achieving personal outcomes.

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7	<ul style="list-style-type: none"> ▪ Associated with a subject/discipline, demonstrate advanced knowledge and understanding of: <ul style="list-style-type: none"> • processes, materials, properties, practices, techniques, conventions and/or terminology; • the core theories, principles and concepts; • its specialisations, scope and defining features; • some major current issues. ▪ Demonstrate general knowledge and understanding of: <ul style="list-style-type: none"> • some research methods and/or 	<p>Use advanced-level and some specialist-level skills to:</p> <ul style="list-style-type: none"> • plan and organise advanced-level tasks; • relate to the core theories and concepts; • adapt, as necessary, processes, practices, techniques, tools and/or materials to deal with defined and undefined situations, issues and/or problems; • apply some research or investigation elements to deal with advanced level situations, issues and/or problems. 	<p>Use a range of approaches to:</p> <ul style="list-style-type: none"> • undertake analysis, evaluation and/or synthesise information and concepts, within the common understanding of the subject/discipline; • critically evaluate evidence; • formulate evidence-based solutions. 	<p>Use advanced-level skills to:</p> <ul style="list-style-type: none"> • communicate clearly in a well-structured manner to convey complex information and ideas, adapting the message to the requirements and level of the target audience; • select and use standard applications, and some specialised applications, to obtain and combine a variety of information and process data; • interpret and evaluate numerical and graphical data to measure progress against targets/goals. 	<p>Operate at an advanced-level:</p> <ul style="list-style-type: none"> • in variable contexts; • in defined and undefined areas of work; • with some responsibility for the work of others; • with accountability for determining and achieving personal and group outcomes.

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	other investigative techniques.				
8	<ul style="list-style-type: none"> ▪ Associated with a subject/discipline, demonstrate critical knowledge and understanding of: <ul style="list-style-type: none"> • processes, materials, properties, practices techniques, features, conventions and/or terminology; • some specialised theories, principles and concepts; • of major current issues; • that integrates the core theories, principles, and concepts. 	<p>Use specialised-level skills to:</p> <ul style="list-style-type: none"> • deal with advanced and some complex situations and/or problems that have an element of unpredictability; • relate to and adapt some specialised theories and concepts; • apply standard research or investigative methods; • plan and undertake defined projects of development, research or investigation into special situations, issues and/or problems. • demonstrate creativity in the application of 	<p>Use a range of approaches to:</p> <ul style="list-style-type: none"> • critically analyse, evaluate /or synthesise information, concepts, skills and practices in a subject/discipline to identify and define situations, issues and/or problems; • demonstrate insight, interpretation and creativity to complex situations, issues and/or problems; • identify and implement relevant solutions; • make informed judgments in situations where data/information is limited and/or comes from a variety of sources. 	<p>Use specialised-level skills to:</p> <ul style="list-style-type: none"> • communicate with peers, senior colleagues and specialists; • make formal presentations about specialised topics, adapting the message to the audience as appropriate; • select and use standard and specialised applications; • specify refinements and/or improvements to applications as required; • interpret and evaluate numerical and graphical data to 	<p>Operate at a specialised-level level:</p> <ul style="list-style-type: none"> • in variable contexts that have some unpredictability; • in some complex areas of work; • with significant responsibility for the work of others; • lead multiple groups and projects with decision-making responsibilities.

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	<ul style="list-style-type: none"> ▪ Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • one or more specialisations in the subject/discipline; • the established research methods and/or investigative techniques. 	<p>knowledge, understanding and/or practices.</p>		<p>establish targets and measure progress.</p>	
9	<ul style="list-style-type: none"> ▪ Associated with a subject/discipline, demonstrate critical knowledge and understanding of: <ul style="list-style-type: none"> • processes, materials, properties, practices, techniques, features, conventions and terminology; 	<p>Use professional-level skills which are at, or informed by, developments at the forefront of the subject/discipline to:</p> <ul style="list-style-type: none"> • deal with complex, unpredictable situations, issues and/or problems; • relate to and adapt specialised theories and concepts; • apply standard and specialised research 	<p>Use a combination of approaches to:</p> <ul style="list-style-type: none"> • critically analyse, evaluate and/or synthesise information that extends existing knowledge and concepts of the subject/discipline; • identify, conceptualise and define new and abstract problems; • demonstrate professional levels of insight, interpretation, 	<p>Use professional-level skills to:</p> <ul style="list-style-type: none"> • select appropriate means to communicate with a range of audiences with different levels of knowledge/expertise; • communicate with peers, more senior colleagues and specialists; • have in-depth knowledge of 	<p>Operate at a professional level:</p> <ul style="list-style-type: none"> • in variable contexts that are often complex, unpredictable and not clearly defined; • with substantial responsibility for the work of individuals and groups. • initiate and lead activities/projects/work. • taking part in strategic decision making.

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	<ul style="list-style-type: none"> • specialised theories, principles and concepts; • major current issues in the subject/discipline and its specialisations; • that integrates the core theories, some specialised theories, principles and concepts; ▪ Demonstrates extensive detailed knowledge and understanding of: <ul style="list-style-type: none"> • one or more specialisations in the subject/discipline which is informed by developments at the forefront; • the established and specialised research 	<p>methods and/or investigative techniques;</p> <ul style="list-style-type: none"> • plan and undertake significant projects of development, research or investigation into new situations, issues and/or problems. • demonstrate creativity or originality in the application of knowledge understanding and/or practices. 	<p>creativity and originality to complex situations, issues and/or problems;</p> <ul style="list-style-type: none"> • make informed judgments in situations where data/information is limited and/or inconsistent. 	<p>appropriate applications to support and enhance work at this level;</p> <ul style="list-style-type: none"> • specify refinements and/or improvements to applications to increase effectiveness; • undertake a critical evaluation of a wide variety of numerical and graphical data. 	

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	methods and/or investigative techniques.				
10	<ul style="list-style-type: none"> ▪ At the forefront of a subject/discipline, demonstrate detailed critical knowledge and understanding of: <ul style="list-style-type: none"> • processes, materials, properties, practices, techniques, features, conventions and terminology; • leading principal and specialised theories, principles and concepts. ▪ Demonstrate extensive detailed and often leading knowledge and understanding of: 	<p>Use highly specialised and expert skills which are at, or informed by developments at the forefront of the subject/discipline to:</p> <ul style="list-style-type: none"> • deal with new and unfamiliar, complex situations and/or issues that are unpredictable; • apply standard and specialised research methods and/or investigative techniques; • relate to and adapt leading principal and specialised theories and concepts; • plan and undertake an extensive project of development, research or investigations into new and leading 	<p>Improvise and use a combination of approaches to:</p> <ul style="list-style-type: none"> • critically analyse, evaluate and/or synthesise very complex ideas and information to develop creative and original responses to very complex and/or new situations, issues and/or problems; • make informed judgments in situations where data/information is very limited and/or inconsistent. 	<p>Use a significant range of professional-level skills:</p> <ul style="list-style-type: none"> • communicate at an appropriate level to a range of audiences and adapt communication to context and purpose; • communicate results of research and innovation to peers and others; • engage in critical dialogue; • use a range of applications to support and enhance work; • critically evaluate numerical and graphical data. 	<p>Operate at an expert-level:</p> <ul style="list-style-type: none"> • in variable contexts that are complex, unpredictable and not clearly defined; • with sole responsibility and accountability for the outcome of individuals, groups and projects. • originate and lead complex activities/projects/work. • taking strategic decisions.

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	<ul style="list-style-type: none"> one or more specialisations generated through personal research or investigative work that makes a significant contribution to existing knowledge and practice. 	<p>situations, issues and problems.</p> <ul style="list-style-type: none"> demonstrate creativity and originality in the development and application of new knowledge understanding and/or practices. 			