

# Appendix F: Scottish Credit and Qualifications Framework level descriptors

## SCQF level 4 (National 4)

The following descriptions are for guidance only. It is not expected that every point will necessarily be covered.

Knowledge and understanding	Practice: applied knowledge, skills and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◆ basic knowledge</li> <li>◆ some simple facts and ideas in, about, and associated with, a subject/discipline/sector</li> <li>◆ knowledge of basic processes, materials and terminology</li> </ul>	<p>Relate knowledge to personal and/or practical contexts.</p> <p>Use a few skills to complete straightforward tasks with some non-routine elements.</p> <p>Prepare for familiar and routine tasks.</p> <p>Select and use, with guidance, appropriate tools and materials safely and effectively.</p>	<p>Use, with guidance, given stages of a process to deal with a problem, situation or issue.</p> <p>Operate in straightforward contexts.</p> <p>Identify and/or take account of some of the consequences of action/inaction.</p>	<p>Use some routine skills, for example:</p> <ul style="list-style-type: none"> <li>◆ Produce and respond to simple but detailed written and oral communication in familiar contexts.</li> <li>◆ Use the basic features of familiar ICT applications to process and obtain information.</li> <li>◆ Use basic numerical and graphical data in straightforward and familiar contexts.</li> </ul>	<p>Work alone or with others on tasks with regular, directive supervision.</p> <p>Contribute to the setting of goals, timelines, etc.</p> <p>Contribute to the review of completed work and offer suggestions for improving practices and processes.</p> <p>Identify own strengths and weaknesses relative to the work.</p>

# Scottish Credit and Qualifications Framework level descriptors

## SCQF level 5 (National 5)

The following descriptions are for guidance only. It is not expected that every point will necessarily be covered.

Knowledge and understanding	Practice: applied knowledge, skills and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
<p><i>Demonstrate and/or work with:</i></p> <ul style="list-style-type: none"> <li>◆ basic knowledge</li> <li>◆ a range of simple facts, ideas and theories in, about, and associated with, a subject/ discipline/sector</li> <li>◆ knowledge and understanding of basic processes, materials and terminology</li> </ul>	<p><i>Relate knowledge and ideas to personal and/or practical contexts.</i></p> <p><i>Use a range of skills associated with the subject/discipline/sector to complete some routine and non-routine tasks.</i></p> <p><i>Plan and organise both familiar and unfamiliar tasks.</i></p> <p><i>Select appropriate tools and materials and use them safely and effectively.</i></p> <p><i>Adjust tools where necessary following safe practices.</i></p>	<p><i>Use a process to deal with a problem, situation or issue that is straightforward.</i></p> <p><i>Operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical.</i></p>	<p><i>Use a range of routine skills, for example:</i></p> <ul style="list-style-type: none"> <li>◆ Produce and respond to detailed written and oral communication in familiar contexts.</li> <li>◆ Use standard ICT applications to process, obtain and combine information.</li> <li>◆ Use a range of numerical and graphical data in routine contexts that may have some non-routine elements.</li> </ul>	<p><i>Work alone or with others on tasks with minimum directive supervision.</i></p> <p><i>Agree goals and responsibilities for self and/or work team.</i></p> <p><i>Take lead responsibility for some tasks.</i></p> <p><i>Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes.</i></p>

# Scottish Credit and Qualifications Framework level descriptors

## SCQF level 6 (Higher)

The following descriptions are for guidance only. It is not expected that every point will necessarily be covered.

Knowledge and understanding	Practice: applied knowledge, skills and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
<p><i>Demonstrate and/or work with:</i></p> <ul style="list-style-type: none"> <li>◆ an appreciation of the body of knowledge that constitutes a subject/discipline/sector</li> <li>◆ a range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector</li> </ul> <p><i>Relate the subject/discipline to a range of practical and/or commonplace applications.</i></p>	<p><i>Apply knowledge, skills and understanding:</i></p> <ul style="list-style-type: none"> <li>◆ in known, practical contexts</li> <li>◆ in using some of the basic, routine practices, techniques and/or materials associated with the subject/ discipline/ sector</li> <li>◆ in exercising these in routine contexts that may have non-routine elements</li> <li>◆ in planning how skills will be used to address set situations and/or problems and adapt these as necessary</li> </ul>	<p><i>Obtain, organise and use factual, theoretical and/or hypothetical information in problem solving.</i></p> <p><i>Make generalisations and predictions.</i></p> <p><i>Draw conclusions and suggest solutions.</i></p>	<p><i>Use a wide range of skills, for example:</i></p> <ul style="list-style-type: none"> <li>◆ Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts.</li> <li>◆ Select and use standard ICT applications to process, obtain and combine information.</li> <li>◆ Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements.</li> </ul>	<p><i>Take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision.</i></p> <p><i>Exercise some supervisory responsibility for the work of others and lead established teams in the implementation of routine work within a defined and supervised structure.</i></p> <p><i>Manage limited resources within defined and supervised areas of work.</i></p> <p><i>Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes.</i></p>

# Scottish Credit and Qualifications Framework level descriptors

## SCQF level 7 (Advanced Higher)

The following descriptions are for guidance only. It is not expected that every point will necessarily be covered.

Knowledge and understanding	Practice: applied knowledge, skills and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
<p><i>Demonstrate and/or work with:</i></p> <ul style="list-style-type: none"> <li>◆ an overall appreciation of the body of knowledge that constitutes a subject/ discipline/ sector</li> <li>◆ knowledge that is embedded in the main theories, concepts and principles of the subject/ discipline/ sector</li> <li>◆ an awareness of the dynamic nature of knowledge and understanding</li> </ul>	<p><i>Apply knowledge, skills and understanding:</i></p> <ul style="list-style-type: none"> <li>◆ in practical contexts</li> <li>◆ in using some of the basic and routine professional skills, techniques, practices and/or materials associated with the subject/ discipline/ sector</li> </ul> <p><i>To practise these in both routine and non-routine contexts.</i></p>	<p><i>Present and evaluate arguments, information and ideas that are routine to a subject/ discipline/ sector.</i></p> <p><i>Use a range of approaches to address defined and/or routine problems and issues within familiar contexts.</i></p>	<p><i>Use a wide range of routine skills and some advanced skills associated with a subject/ discipline/ sector, for example:</i></p> <ul style="list-style-type: none"> <li>◆ Convey complex ideas in well-structured and coherent form.</li> <li>◆ Use a range of forms of communication effectively in both familiar and unfamiliar contexts.</li> <li>◆ Select and use standard ICT applications to process and obtain a variety of information and data.</li> </ul>	<p><i>Exercise some initiative and independence in carrying out defined activities at a professional level in practice or in a subject/ discipline/ sector.</i></p> <p><i>Accept supervision in less familiar areas of work.</i></p> <p><i>Exercise some managerial or supervisory responsibility for the work of others within a defined and supervised structure.</i></p> <p><i>Manage limited resources within defined areas of work.</i></p> <p><i>Take the lead in implementing agreed plans in familiar or defined contexts.</i></p>

<b>Knowledge and understanding</b>	<b>Practice: applied knowledge, skills and understanding</b>	<b>Generic cognitive skills</b>	<b>Communication, ICT and numeracy skills</b>	<b>Autonomy, accountability and working with others</b>
<ul style="list-style-type: none"> <li>◆ an understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this difference</li> </ul>			<ul style="list-style-type: none"> <li>◆ Use a range of numerical and graphical skills in combination.</li> <li>◆ Use numerical and graphical data to measure progress and achieve goals/targets.</li> </ul>	<p><i>Take account of own and others' roles and responsibilities when carrying out and evaluating tasks.</i></p> <p><i>Work, under guidance, with others to acquire an understanding of current professional practice.</i></p>