

QUALIFICATION FILE

Revised Application Documentation: Version 3 /28 April, 2015

NSDA Reference

To be added by NSDA

CONTACT DETAILS OF SUBMITTING BODY

Name and address of submitting body:

Is the organisation which is submitting the Qualification File to the National Skill Qualification Committee for approval and registration.

Name and contact details of individual dealing with the submission

Name:

Position in the organisation

Address if different from above

Tel number(s)

E-mail address

List of documents submitted in support of the Qualifications File

There are opportunities to submit supporting documents throughout the Qualification File template. The titles of all these documents should be listed here.

1. x
2. x
3. x

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SUMMARY

Qualification Title:	<p>No formal decision on the use of particular titles in the NSQF has yet been made. Titles should be as clear and informative as possible.</p> <p>You should also indicate the nature of the qualification. For example, a Qualification Pack (QP), a Trade Certificate aligned to a QP, a Diploma which incorporates NOS, or a qualification which is not linked to any QP or NOS.</p> <p>Any identification number formally allocated to the qualification should be included.</p>
Body/bodies which will award the qualification:	<p>This is the body which ultimately decides who should be awarded a certificate/diploma/etc and ensures that no unjustified or fraudulent certificates are issued. If this body will delegate the issuing of certificates to candidates, this should be noted here. Detail can be given in Section 1.</p>
Body which will accredit providers to offer the qualification:	<p>Only a name/names required here. Further detail can be given in section 1 if appropriate.</p>
Body/bodies which will be responsible for assessment:	<p>The response here will vary depending on the qualification. It may be in two parts:</p> <ul style="list-style-type: none">(i) the body that is responsible for ensuring the quality of assessment for the qualification. This mean making sure that all assessment is valid, consistent/reliable, fair, etc.(ii) the kind of bodies which will actually carry out the assessment of candidates if this is delegated. <p>More detail about these is asked for in Section 1 below.</p>
Occupation(s) to which the qualification gives access:	<p>This may relate to a specific occupation or to a type of occupational role – eg “Health Care Assistant” or “support worker in health care services”.</p> <p>A brief description of the occupation should be included here: it should include the main responsibilities, the context and complexity of work and the level of autonomy. This description should relate to the NSQF level descriptors (Annex B) or level outlines (Annex C).</p>
Proposed level of the qualification in the NSQF:	<p>Each qualification can only be allocated to one level in the NSQF. Supporting detail is required in Section 2.</p>
Anticipated volume of training/learning required to complete the qualification:	<p>Ideally, this should be stated in learning hours (ie time spent in classrooms, workshops, studying, learning in enterprises, undertaking assessment, etc).</p>
Entry requirements / recommendations:	<p>These may relate to basic/core skills, previous experience, or specific qualifications which individuals should have if they are to be successful in the qualification.</p>
Progression from the qualification:	<p>This should refer to one or more of the following to which the qualification will give access:</p> <ul style="list-style-type: none">- other qualifications at the same NSQF level- related qualification(s) at the next NSQF level <p>The entries here should be based only on progression routes which are well known, or have been negotiated or built in to the design of the qualification. More detail is asked for in Section 4.</p>

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Planned arrangements for RPL:	Only a brief entry is required here. More detail should be given in section 1.		
International comparability where known:	<p>The information given here needs to be concrete. Reports setting out the evidence for comparability should be attached. The response may relate to:</p> <ul style="list-style-type: none"> (i) comparisons based on desk research (ii) comparisons based on work with international experts/consultants (iii) contacts with international sectoral or qualification bodies. <p>Where the comparability has been made formal, appropriate detail could be given in Section 4</p>		
Formal structure of the qualification:			
<p>Title of NOS/unit or other component (include any identification code used)</p> <p>The structure of the qualification is about the outcomes and assessment, so it relates to the structure of the expected training programme.</p> <p>A component is a block of learning (teaching) which leads to assessment of the outcomes.</p> <p>Components may be</p> <ul style="list-style-type: none"> (i) NOS/units (ie NOS + assessment) (ii) blocks of learning such as theory classes, projects or internships. 	<p>Mandatory/Optional</p> <p>Enter M or O for each unit/component</p>	<p>Estimated size (learning hours)</p> <p>The total should be the same as the entry under “anticipated volume” above</p>	<p>Level</p> <p>In the NSQF, individual units or components of qualifications can have outcomes which put them at levels which are higher or lower than the whole qualification.</p>
Add boxes as required for alignment.			

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum or Qualification Pack.

Give details of the document here:

SECTION 1

ASSESSMENT

Qualifications in the NSQF should be trusted by learners and employers. A lot of this trust will relate to assessment. On the one hand, employers will want to be sure that holders of a qualification have been tested to show that they can carry out the outcomes described to the standards set in the qualification; and on the other hand, learners will want to be sure that the assessment is fair and that the same pass/fail judgements are made for all candidates.

This section of the Qualification File asks you to show how these ends will be achieved.

Note that this will have to be in line with the national policy & guidelines on assessment once these are established.

Body/Bodies which will carry out assessment:

Give details of the **main bodies responsible for assessing candidates.** Please explain what kind of bodies will carry out the assessment and how these are selected/appointed.

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Give details of the **main body/bodies responsible for quality assuring the assessment and awarding the qualification**. An explanation of how assessment is standardised should be given below in the section on assessment strategy.

Will the assessment body be responsible for RPL assessment?

Only authorised assessment bodies should implement RPL.

Give details of how RPL assessment for the qualification will be carried out and quality assured.

Note that this will have to be in line with the national RPL Policy & Guidelines once these are approved.

The central issue here is about the degree of flexibility in the assessment of the qualification and how the arrangements for gathering and evaluating evidence of previously gained competence will ensure that holders of the qualification can demonstrate the outcomes in the qualification.

Any known barriers to RPL should be noted here.

There will also have to be arrangements to support individuals who can demonstrate some, but not all, of the outcomes in the qualification. Plans to deal with this should also be set out.

Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, consistent and fair and show that these are in line with the requirements of the NSQF:

An assessment strategy should ensure that the assessments used for the qualification are appropriate for the aims and outcomes of the qualification. This is especially important in relation to vocational qualifications which are designed to develop competence in learners.

The strategy should ensure that the assessment instruments which are used generate sufficient evidence for all the assessable outcomes of the qualification – these may include practical outcomes, knowledge and understanding, the ability to integrate skills and knowledge, and the capacity to adapt to circumstances. The strategy should include opportunities for assessments which cover/integrate different outcomes and ensure that that the amount of assessment to be undertaken is manageable.

Where the qualification uses a grid format to show how different assessment instruments match with the various outcomes of the qualification, this should be attached as well as or in place of the grid in the Qualification File.

Arrangements relating to the **quality assurance of assessment** should be entered here. For example:

- how will it be ensured that assessment judgements are always made on **valid and sufficient evidence**?
- what steps will be taken to ensure that **assessment judgements are consistent from assessor to assessor**?
- how will problems of **unreliable or unfair assessment, misconduct by assessors**, or other kinds of malfeasance be dealt with?

Finally, please explain any actions you will undertake to ensure that providers understand the standards in the qualification – capacity-building work, support materials, etc.

Please attach any documents giving further information about assessment and/or RPL.

Give details of the document(s) here:

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ASSESSMENT EVIDENCE

In this section, you are asked to show how the assessments you will use will cover all the outcomes and criteria in the qualification.

Complete a grid for each grouping of NOS, assessment unit or other component as listed in the entry on the structure of the qualification on page 1.

Title of NOS/Unit/Component: Enter the title of the NOS, assessment unit or other component as listed.

Assessable outcomes	Assessment criteria for the outcome
Enter the learning outcomes /elements of competence which will be assessed.	List all the criteria applying to this element/outcome.
Add boxes as required.	
Means of assessment 1 Describe the assessment instruments which will be used to generate evidence for success. The means of assessment will normally include performance evidence and knowledge evidence. Explain the nature of the evidence which will be generated (this might be something produced by the learner, an activity observed by an assessor, a record of work, or a paper and pencil test). Make clear which aspects of the NOS/Unit/Component will be covered by the assessment.	
Means of assessment 2 Add boxes as required.	
Pass/Fail To be NSQF compliant, this judgement should relate to competence – ie the ability to meet all the assessment criteria for each element/learning outcome. Although the terms “Pass/Fail” are used here, it is more common in an outcomes-based system to say “Competent/Not yet competent”. Evidence of competence can be based on performance evidence and/or knowledge, but for some criteria, only performance evidence will be acceptable and this should be clear in the Qualification Pack or other qualification document.	

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SECTION 2

SUMMARY EVIDENCE OF LEVEL

See annex A on levelling.

Level of qualification:

Summary of **Direct Evidence** (from learning outcomes):

This evidence comes from comparing learning outcomes with the **NSQF level descriptors (in Annex B)**.

Summary of **other evidence** (if used):

This evidence comes from comparing the qualification with the **NSQF level outlines (in Annex C)**.

SECTION 3

EVIDENCE OF NEED

What evidence is there that the qualification is needed?

This is an open question, but the answer might include information about:

- The **purpose** of the qualification - eg designed to get people into work, a qualification intended for people already in work, a qualification to allow people to add new skills based on technological change.
- The **starting point** for the creation of the qualification – eg request from sectoral stakeholders, evidence of a gap in the framework, link with government policy, evidence of an emerging need.
- **Research and consultation** – eg occupational mapping, stakeholder views, support from relevant stakeholders.

Details of the process (es) by which the qualification/QP/NOS was validated should also be attached in an appropriate form. This should include information about the organisations which participated in the validation, the feedback they offered and the steps taken to address issues raised by the validation.

What is the **estimated uptake of this qualification and what is the basis of this estimate?**

Which employers will use the qualification and why? Who is expected take the qualification?

What investigations were carried out to test the likely uptake of the qualification and what steps were taken to ensure that the investigations truly reflected this market and provided robust estimates of uptake?

What steps were taken to ensure that the qualification(s) does/do **not duplicate already existing or planned qualifications in the NSQF?**

The answer to this question should include information about:

steps taken to identify existing occupational standards which could be used in the qualification and reasons for adopting/not adopting these standards

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What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?

This might be answered by attaching an account of the standard monitoring and review processes of the submitting body or specific plans relating to this qualification.

This section should include an anticipated date for a review of the qualification.

Please attach any documents giving further information about any of the topics above.
Give details of the document(s) here:

SECTION 4

EVIDENCE OF RECOGNITION AND PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

This could refer to the link between this qualification and (i) a lower qualification; (ii) a related qualification at the same NSQF level; or (iii) a higher qualification. For example:

- Is any organisation guaranteeing to use this qualification for recruitment to work or to learning?
- Is this qualification used as an entry requirement for any jobs or for other qualification(s)?
- does the qualification represent a stage in a recognised career pathway – if so, (i) is this reflected in the entry recommendations? (ii) what an individual have to do to progress to the next stage?
- Is this qualification designed to build in the skills/knowledge acquired in a lower level qualification?
- Is this qualification designed to be a make basis for progression to any other qualification – eg by providing the necessary basis of skills/knowledge for success in a qualification at a higher level, or by including some skills/knowledge which overlap with another qualification at the same level?

Please attach any documents giving further information about any of the topics above.
Give details of the document(s) here:

LEVELLING METHODOLOGY

The allocation of the qualification to the correct level of the Framework will be done by matching the assessed outcomes of the qualification to the concepts in the NSQF level descriptors. The Outlines of NSQF Levels in Annex C of this document may be helpful in this task.

Each qualification in the NSQF should be matched to only **one** level. The strongest evidence for allocating a qualification to a level of the NSQF will be **direct evidence** of a match between the outcomes of the qualification and the concepts contained in the descriptor for one NSQF level. Submitting bodies should use the NSQF level descriptors for this exercise: however, a series of level outlines has been created to assist in the process and is attached at the end of this methodology section.

Where a qualification is made up of clearly distinguished parts or components (such as NOSs, modules, units or courses), each individual part of the qualification should be allocated to a level. Each part and each outcome can only be at one level, but the different parts could be at different levels from each other. In cases where this occurs, measures will be needed to allow the qualification to be allocated to a single NSQF level. These are use of **indirect evidence** and **weighting**.

Indirect evidence can take two forms

- (i) if there is no direct evidence that a qualification, or part of a qualification, matches the descriptor for the anticipated level of the qualification, but there is evidence that that it demands which are greater than the requirements of the level below and/or less than the requirements of the level above, this can be taken as evidence of a match to NSQF the anticipated level.

For example: Take the situation where it appears that a primary outcome of a qualification should be at level 3 of the NSQF, but there is no direct evidence of this. If there is evidence that the outcome requires skills which are more complex than the requirements of level 2 and less complex than the demands of level 4, this could be taken as evidence of a match to NSQF level 3.

- (ii) if the outcomes of the qualification do not give evidence of a clear match to a particular level, then other contextual indicators of level can be used to help to identify the level – eg input measures such as course materials and progression evidence such as the level of employment or further education or training to which the qualification is known to give access.

For example: If a learner will be using a computer with the latest configurations, an Internet connection, a standard operating system and standard word processor and worksheet software might indicate that the qualification requires skills which are at least at level 4 - “routine and repetitive in a narrow range of applications using appropriate rules” and possibly at level 5 - “a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods”.

There is no single formula for **weighting**, and what has to be applied is a form of “best fit”. The best fit will relate to factors such as the purpose or intention of the qualification and the structure of the qualification.

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For example, the weighting between knowledge and skills in a qualification for a skilled tradesman should favour skills. If such a qualification is shown to have practical skills at level 4 and knowledge at level 3, then the best fit with purpose would be level 4. And the same would be true if the qualification turned out to have practical skills at level 4 and knowledge at level 5. In both cases, however, the qualification designers should be able to explain and justify the low/high level of knowledge. In an academic qualification, the judgement of balance would be expected to be made in the opposite direction – ie in favour of knowledge. Where a qualification is made up of mandatory and optional components, more weight would normally be given to the mandatory components.

Recommended procedure for allocating a qualification to a level.

INITIAL ESTIMATE

1. The initial estimate should be based on the main purpose of the qualification. Use the Level Descriptors and Level Outlines in Annexes B and C to estimate the level of the qualification.

DIRECT COMPARISON

2. Check the assessed outcomes of the qualification against the estimated level and, where it is helpful, against the levels above and below the estimate. Note your findings - positive matches, clear mismatches, and significant disparities. You might want to use a scorecard such as the one in Annex D.
3. If the results for all or most of the assessed outcomes confirm the original estimate, allocate the qualification to that level.
4. If the results show that all or most of the components of the qualification are at a different level from the original estimate, allocate the qualification to the level indicated by the scorecard OR look at indirect evidence.

INDIRECT COMPARISON

5. Identify the main indicators available to you – eg input measures such as course materials, comparisons with qualifications which have already been successfully allocated to a level, progression evidence such as the level of employment or further education or training to which the qualification is known to give access; or comparable international qualifications which have been allocated to a level which can be compared with the NSQF. Note the most important of these on the second scorecard grid and look for matches with the level descriptors as in step 2.
6. Use the findings to reach a “best fit” allocation of the qualification and its components to NSQF levels.
7. When you have reached a decision regarding the level, note this and summarise the evidence which led to this conclusion in the spaces provided - ie:

Level of qualification:

Summary of Direct Evidence (from learning outcomes):

Summary of other evidence (if used):

NSQF LEVEL DESCRIPTORS

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
1	Prepares person to/carry out process that are repetitive on regular basis require no previous practice,	Familiar with common trade terminology, instructional words, meanings and understanding.	Routine and repetitive, takes safety and security measures.	Reading and writing; addition, subtraction; personal financing; familiarity with social and religious diversity, hygiene and environment.	No responsibility; always works under continuous instruction and close supervision.
2	Prepares person to/carry out processes that are repetitive, on a regular basis, with little application of understanding, more of practice.	Material, tools and applications in a limited context, understands context of work and quality.	Limited service skills used in limited context; select and apply tools; assist in professional works with no variables; differentiate good and bad quality.	Receive and transmit written and oral messages, basic arithmetic, personal financing, understanding of social, political, and religious diversity, hygiene and environment.	No responsibility; works under instruction and close supervision.
3	Person may carry out a job which may require limited range of activities routine and predictable.	Basic facts, process and principle applied in trade of employment.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.	Under close supervision. Some responsibility for own work within defined limit.
4	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.
5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study..	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.

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LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
6	Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	Responsibility for own work and learning and full responsibility for other's works and learning.
7	Requires a command of wide-ranging specialised theoretical and practical skills, involving variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
8	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
10	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

OUTLINES OF NSQF LEVELS

Level 1: This is the most basic level of employment in the framework.

Work at level 1 will be routine, repetitive, and focused on limited tasks carried out under close supervision. People carrying out these job roles may be described as “helpers”.

Individuals employed to carry out these job roles **may** be expected to be able to read, write, add and subtract, but will not normally be required to have any previous knowledge or skills relating to the work¹.

When employed, they will be instructed in their tasks and expected to learn and use the common terminology of the trade and acquire the basic skills necessary for the work.

Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers.

Level 2: Work at level 2 will also be routine and repetitive and tasks will be carried out under close supervision. The individuals will not be expected to deal independently with variables which affect the carrying out of the work. People carrying out these work roles may be described as “assistants” and the range of tasks they carry out will be limited.

Individuals employed to carry out these job roles will normally be expected to be able to read and write, add and subtract. Their work may involve taking and passing on messages.

They may also be expected to have some previous experience, knowledge and skills in the occupation. When employed, they will be instructed in their tasks and expected to acquire the practical skills necessary to assist skilled workers and/or give a limited service to customers. They will learn about, and use, the materials, tools and applications required to carry out basic tasks in an occupation. They may have to select the appropriate materials, tools and/or applications to carry out tasks.

They will be expected to understand what constitutes quality in their job role and distinguish between good and bad quality in the context of the tasks they are given. Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers and, where appropriate, customers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers, but their contribution to team work may be limited.

¹ In practice many workers at this level will have limited literacy and NOS and qualifications at this levels should reflect this – eg in relation to assessment.

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Level 3: Work at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require the completion of a number of related tasks. People carrying out these job roles may be described as “partly-skilled workers”.

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

Level 4: Work at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”.

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They will work hygienically and in ways which show an understanding of environmental issues.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.

Level 5: Work at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear.

Job holders will be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills

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to complete their work. They may also have some responsibility for others' work and learning. People carrying out these jobs may be described as "fully skilled workers" or "supervisors".

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

Level 6: Work at level 6 will require the use of both standard and non-standard practices. Job holders will carry out a broad range of work which will require a wide range of specialised technical skills backed by clear factual and theoretical knowledge.

Job holders will be responsible for the completion of their own work and expected to learn and improve their performance on the job. They are likely to have full responsibility for others' work and learning. People carrying out these jobs may be described as "master technicians" and "trainers".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and may be required to carry out mathematical calculations. They should also be able to collect data, organise information, and communicate logically about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have broad factual and theoretical knowledge applying to practice within the occupation, and a range of practical and cognitive skills. They will be able to generate solutions to problems which arise in their practice.

They will be expected to understand what constitutes quality in the occupation and to distinguish between good and bad quality in the context of all aspects of their work. They will be expected to work in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or manage.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

Level 7: Work at level 7 will take place in contexts which combine the routine and the non-routine and are subject to variations. Job holders will carry out a broad range of work which requires wide-ranging specialised theoretical and practical skills.

Job holders will be responsible for the output and development of a work group within and organisation. People carrying out these job roles are likely to be graduates. They may be described as "managers" or "senior technicians".

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Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and are likely to be required to carry out mathematical calculations as part of their work. They should also be skilful in collecting and organising information to communicate logically about the work.

They will be expected to have wide-ranging factual and theoretical knowledge of practice within the occupation, and a wide range of specialised practical and cognitive skills. They will be able to generate solutions to problems which arise in their work.

They will be expected to understand what constitutes quality in the occupation and distinguish between good and bad quality in all aspects of their work. They will be expected to work in ways which show a good understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out and manage.

In working with others, they will be expected to conduct themselves in ways which show a good understanding of the social and political environment.

Level 8: Job holders who are qualified at level 8 will normally be responsible for managing the work of a team and developing the team. The work will involve dealing with unpredictable circumstances affecting the work.

Their work will require the use of comprehensive knowledge and understanding of the occupational field and a commitment to self-development.

They will normally need an ability to develop creative solutions to problems requiring abstract thought. They will be required to show intellectual independence and a rigorous analytical ability. They will need to be good communicators.

Level 9: Job holders who are qualified at level 9 will normally be responsible for complex decision-making in unpredictable contexts.

They will have to exercise senior responsibility in an organisation and show mastery of the issues in the occupation and the ability to innovate.

Their work will require the use of advanced knowledge and skill. They may make contributions to knowledge in their field through research.

Level 10: Job holders who are qualified at level 10 will normally be responsible for strategic decision-making. The context of their work will be complex and unpredictable.

They are likely to be responsible for an organisation or a significant division of an organisation. They will have to provide leadership.

Their work will require highly specialised knowledge and problem-solving skills. They may make original contributions to knowledge in their field through research, scholarship or innovative practice.

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ANNEX D

EXAMPLE OF A LEVELLING SCORECARD

DIRECT EVIDENCE OF LEVEL

Primary outcome	Comment	Level 4	Level 5	Level 6
1. <i>Select and carry out tests and technical procedures to resolve routine issues.</i>	<i>“clear choice of procedures in familiar context” “solve problems by selecting and applying basic methods”</i>		✓	
2. <i>Prepare reports based on straightforward numerical analyses of results following clear guidelines.</i>	<i>Could be “desired mathematical skill” (level 5) or “reasonably good in mathematical calculation” (level 6)</i>		?	?
3. <i>Maintain records, typically following standard formats or templates or following daily work instructions.</i>	<i>Looks like “work in familiar, predictable, routine situations”</i>	✓		
4. <i>Assign standard or routine tasks to others and be responsible for making sure they are completed correctly and to schedule, to ensure service quality standards are maintained.</i>	<i>Somewhere between “some responsibility for other’s works” (level 5) and “full responsibility for other’s works” (level 6). The work allocated is “standard and routine”.</i>		?	?

Overall Judgement: *Some outcomes seem to be at level 4 and others at level 6, but overall this NOS is at level 5.*

QUALIFICATION FILE

OTHER EVIDENCE OF LEVEL [This need only be filled in where evidence other than primary outcomes was used to allocate a level]

Other evidence	Comment	Level 4	Level 5	Level 6
1. <i>Description of the occupation in the QP states that individuals in this occupation usually look after an entire process from start to finish, making operational decisions based on general principles common issues which arise.</i>	<i>This suggests some requirements of the work role are more demanding than level 4 where work in “predictable” and less demanding than level 6 which requires “a wide range of specialised technical skill”. Level 5 includes making choices.</i>		✓	
2. <i>The knowledge requirements list a range of practical knowledge of systems, principles, and processes.</i>	<i>“Principles” and “processes” first appear in the NSQF at level 5. Level 6 introduces knowledge of theory which is not referred to in the qualification.</i>		✓	
3. <i>Entry/Progression is from level 4 qualifications.</i>		?	?	

Overall Judgement: *Overall, this qualification seems to be preparation for work requiring level 5 skills and knowledge.*