



# THE SCQF: A GUIDE FOR EMPLOYERS

**scqf**<sup>®</sup>

scottish credit and  
qualifications framework



## INTRODUCTION

The Scottish Credit and Qualifications Framework (SCQF) provides a national vocabulary for describing learning programmes and qualifications so making the relationships between them clearer. One aim of the SCQF is to enable employers to understand the full range of Scottish qualifications, how the qualifications relate to one another and how different types of qualification can contribute to improving the skills of the workforce. In particular the SCQF can be used as a tool to help employers to:

- increase the effectiveness of recruitment;
- improve workforce development.

## BENEFITS TO EMPLOYERS

There are many ways in which the SCQF can be used by employers large or small to support effective workforce planning and development which ultimately saves money and helps boost productivity. The table below summarises these and the following pages explain each of the benefits in more detail.

For further information and practical support in using the SCQF please contact the SCQF Partnership team on 0845 270 7371 [info@scqf.org.uk](mailto:info@scqf.org.uk)

<b>All employers</b>	<ul style="list-style-type: none"><li>• Gain a clearer understanding of Scottish qualifications and how they relate to one another</li></ul>
<b>Some small employers, medium and large employers</b>	<ul style="list-style-type: none"><li>• Write effective job descriptions and person specifications for roles</li><li>• Help to recruit the right person for the job</li><li>• Undertake an employee skills audit</li><li>• Create a workforce development plan for your organisation</li><li>• Assign the right people to jobs, tasks and teams</li></ul>
<b>Large employers</b>	<ul style="list-style-type: none"><li>• Have your internal CPD recognised</li><li>• Develop a competency framework for your organisation</li></ul>

## THE SCQF LEVELS AND RECRUITMENT

The SCQF has 12 levels reflecting the current Scottish system of education and training. Levels indicate how demanding a qualification or learning programme is. Level 1 is the least demanding while level 12 relates to outcomes associated with doctoral level studies. Scotland has many types of qualifications with specific purposes and content to meet the variety of needs. Most of this rich variety of mainstream qualifications in Scotland has been subject to valid, reliable and quality assured assessment and has a known level within the SCQF. The SCQF provides a common language for describing and understanding different types of qualifications and learning programmes, whether primarily knowledge based or concerned with the development of occupational competence or any combination in between. Qualifications within the SCQF are described in terms of their level and by their size, or volume, in numbers of ‘credit points’.

### SO WHAT DOES THIS MEAN?

Here’s an example: Highers are at level 6 on the SCQF. So also are SVQ3s. They both sit at level 6 in the SCQF because, although they differ in their purpose, content and style of assessment, they make a broadly comparable level of demand of the learners. Being at the same SCQF level means that while the qualifications might differ in subject content and the amount of learning required, they are dealing with broadly the same overall ‘level’ of skills, abilities and knowledge. Full details of the range of Scottish qualifications can be found on the SQA website [www.sqa.org.uk/sqa/14094.1924.html](http://www.sqa.org.uk/sqa/14094.1924.html) and for Higher Education at [www.agcasscotland.org.uk/resources/HE\\_guide.pdf](http://www.agcasscotland.org.uk/resources/HE_guide.pdf).

When recruiting staff, how you specify the level of skill or competence that you need applicants to have is important. Depending on how you put it, you can decrease or increase the pool of potential talent from which to select.

Another important point to remember is that the SCQF doesn’t just recognise qualifications it also recognises skills and experience. Therefore by using the SCQF level rather than a specific qualification, you may also attract candidates with no formal qualifications at that level but with the relevant experience you need.

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## SO HOW DOES THIS WORK IN PRACTICE FOR EMPLOYERS?

Suppose you want to recruit someone for an office job. You might need someone who will be able to pick the work up fairly quickly and be competent over a range of general activities from reception type work to filing, maybe even producing some simple reports. In the distant past you may have accepted a school leaver with 'O' grades. More recently, perhaps you would have taken on a candidate with Standard Grades at Credit level or with Intermediate 2, or maybe a more experienced person with SVQ2 in an administration or customer service

area. Standard Grades at Credit level, Intermediate 2 and SVQ2 sit at SCQF level 5. So do other qualifications. For example, there are National Certificates and National Progression Awards in relevant topics that also sit at SCQF level 5. A job advert that only asks for Standard Grades or an SVQ2 will attract fewer applications than one that calls for qualifications, skills or experience at SCQF level 5. And having more applicants offers you a wider choice from which to find the ideal candidate.

## WHAT ABOUT HIGHER LEVEL JOBS?

In many cases you may be seeking someone with a specific type of qualification. Equally, you may feel that what the job needs is someone who is broadly of graduate calibre but not necessarily holding a degree. Bachelors and Honours degrees sit at levels 9 and 10 in the SCQF. If your advert states simply that you need someone with a degree, you immediately narrow the field to university graduates only. If your advert states that you expect to recruit someone qualified to SCQF level 9 or 10, however, you immediately broaden the pool. Now people who have relevant experience or who have undergone other learning that is recognised at SCQF levels 9 and 10, such as SVQ4, Professional Development Awards

or other Higher Education programmes may be attracted, giving you a greater selection from which to pick the best candidates. Of course the subject matter and the breadth of the learning are often important and will need to be taken into account: a short course at Level 9 is not the same as a two or three year programme. An understanding of the meaning of the SCQF levels, however, can now help you tell whether applicants with different awards in the same subject area have undertaken learning at comparable levels of difficulty or not. In addition, it will also help you to assess the skills of those who have no formal qualifications but may have the relevant experience that you need.

## USING THE SCQF TO DEMONSTRATE PRIOR EXPERIENTIAL LEARNING

Whilst the SCQF can help an employer to understand the various qualifications and how they relate to one another, the Level Descriptors which support the Framework can also be used as a guide in judging a person's skills and prior learning experiences. By reflecting on their own knowledge and skills, and mapping these against the SCQF Level Descriptors, individuals can begin to explore how and perhaps demonstrate how their learning from experience can be seen as 'comparable to' a particular level on the Framework. Similarly, employers can use the Level Descriptors in the recruitment process, helping them to assess if the knowledge and skills that an individual has gained from informal learning is the 'equivalent' they are seeking or if an existing employee's skills are being utilised effectively. This then creates the basis for a workforce development audit and strategy. The SCQF Partnership has produced a toolkit for sectors and specific organisations to use to help recognise employees' prior learning. To download the toolkit and for more information on the Recognition of Prior Learning go to [www.scqf.org.uk](http://www.scqf.org.uk)

## WRITING EFFECTIVE JOB DESCRIPTIONS AND JOB DESIGN

It is vital to any organisation that jobs are designed to both attract individuals with the right skills and to enable people to use their skills effectively. Making better use of people's skills can increase an organisation's performance and productivity as well as improving employees' job satisfaction and well-being. More information about effective

skills use can be found at [www.scotland.gov.uk/skillsuse](http://www.scotland.gov.uk/skillsuse)

By using the SCQF Level Descriptors, employers can ensure that a job description and accompanying person specification is correctly pitched at the right level thus encouraging candidates with the skills you need to apply for new posts.

## WHAT ABOUT APPLICANTS FROM OTHER COUNTRIES?

The SCQF now relates to U.K. and European frameworks via the European Qualifications Framework (EQF), helping you to decide if, for example, an English, Welsh, Polish or Norwegian applicant's qualifications are at the right level for the job. This can be important in some sectors such as

construction, the oil and gas industries, or travel and tourism. A summary table of qualification types and their location in the SCQF is shown on the opposite page. More details on EQF levels can be found on the SCQF website, [www.scqf.org.uk](http://www.scqf.org.uk).

# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

scottish credit and  
qualifications framework



SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12			
11		DOCTORAL DEGREE	
10		INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
9		HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
8		BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
7	ADVANCED HIGHER SCOTTISH BACCALAUREATE	DIPLOMA OF HIGHER EDUCATION	
6	HIGHER	CERTIFICATE OF HIGHER EDUCATION	SVQ3
5	INTERMEDIATE 2 CREDIT STANDARD GRADE		
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	HIGHER NATIONAL DIPLOMA	
3	ACCESS 3 FOUNDATION STANDARD GRADE	HIGHER NATIONAL CERTIFICATE	
2	ACCESS 2	NATIONAL CERTIFICATE	
1	ACCESS 1	NATIONAL PROGRESSION AWARD	SVQ1

This Framework diagram has been produced to show the main Scottish credit and qualifications already noted in the SQA and Higher Education institutions, however, there may be other Scottish credit and qualifications not included in this diagram. For more information on the SQA and Higher Education institutions, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the database.

## THE SCQF LEVELS AND WORKFORCE DEVELOPMENT

A key aim of the SCQF is to help people of all ages and circumstances access appropriate education and training over their lifetime and so fulfil their personal, social, and economic potential.

All employers can use knowledge of the SCQF to help make sure that job roles take full account of individual skills and to help them assign the right people to jobs, tasks and teams. The SCQF can also be used to ensure that any training and development opportunities provided for staff are at the right level to support their effectiveness in their current role or future development. For employers, knowledge of the SCQF levels and what they mean can help avoid costly training mistakes, made when staff are sent on courses that are too demanding or too basic for their skill set.

## SO HOW DOES THIS WORK IN PRACTICE FOR EMPLOYERS?

The first stage for any employer when assessing workforce development needs is to undertake a skills audit. This involves using the SCQF level descriptors to allocate an SCQF level to each job in the organisation and using this as the basis to assess gaps in terms of skills which then allows you to develop a skills and learning strategy for future staff development.

Suppose your staff need more detailed knowledge of some aspect of your business, perhaps because they are taking on work that is more complex, requiring them to adapt routine practices or carry out investigations. Maybe you now need some employees to start exercising autonomy and initiative as they take on significant managerial or supervisory responsibility. When you look at the range of learning opportunities available and assess your exact requirements, the SCQF indicates that the best match for all these outcomes may be a qualification or course at SCQF level 8. It could be an SVQ4, an HND, a Professional Development Award or a Diploma of Higher Education. The important thing is

that you know it needs to be at SCQF 8, and not SCQF level 6 or 10, if it is going to provide your employees with the right sort of learning experience and challenge. Not only that, but when you describe your requirements to the training providers in terms of SCQF levels, you will be talking a shared language, thereby reducing the possibility of costly misunderstandings.

Learning that takes place in different locations, including in the workplace or in an education or training establishment, has to be subject to a robust, quality assured assessment before it is placed into the SCQF. This means that, whatever the type of course, or sort of organisation providing it, if it has a declared SCQF level you will know its broad level of difficulty. This frees you up from traditional views about what sort or location of learning is best – in-house, college, e-learning, distance, private provider, academic or practice based delivery etc. – meaning that you can choose the options that are most relevant and cost-effective for you and your employees' needs.

## WHAT ARE THE BENEFITS?

Having a workforce that is trained to the right level can not only boost productivity but can also improve job satisfaction and the retention of skilled staff. Employers who understand the SCQF can also use it to develop in-house career pathways that support these goals.

### Example:

Many organisations describe employee roles in terms of the skills, knowledge, performance qualities and attributes needed. To be really effective, there needs to be learning and development to help individuals move up or across the rungs of these 'competence frameworks' and to provide recognition of achievement as an individual progresses. By mapping the learning requirements of given roles against the SCQF levels, you can produce a career pathway described in SCQF levels. For example, in a professional business services office, a pathway might look something like this:

- Customer Service Manager (SCQF level 7)
- Professional Assistant (SCQF level 9)
- Professional Service Manager (SCQF level 10)
- Senior Partner (SCQF level 12)

Using the SCQF levels as a guide, it is then possible to select qualifications and learning programmes that will help individuals to develop their competence and understanding as they progress from one level to the next. It is to be stressed that the above job titles and allocated SCQF levels are a guideline only and these may vary depending on the individual requirements of an employer.

It is generally acknowledged that the recognition of employees' achievements can support the retention of skilled staff. Use of the SCQF Level Descriptors to identify and engage employees in relevant learning that is aligned with your systems can support this process.

Knowing the SCQF level that new recruits have already reached through previous learning means you can build from that baseline to either extend their learning and competence at the same level or help them progress to the next. So, for example, the next step for catering staff who already hold the SVQ2 in Food Preparation and Cooking at SCQF level 5 might be to progress onto a Scottish Group Award in Hospitality: Professional Cookery at SCQF level 6.

Using the SCQF to plot a learning and career progression route from new entrant all the way up to senior manager or specialist now means using a simple vocabulary to describe the journey.

## UNDERSTANDING THE SCQF LEVELS

Two tables have been produced to assist you in understanding and using the SCQF Level Descriptors within recruitment and CPD. Table 1 relates the SCQF levels to different sorts of qualifications and the kind of terms that might be used within job descriptions, and person-specifications. Table 2 describes the sort of occupational capabilities an individual qualified to different levels in the SCQF might be expected to have. Both Tables are provided at the end of this leaflet. The full SCQF Level Descriptors can be accessed via the website, [www.scqf.org.uk](http://www.scqf.org.uk), or in booklet form from the SCQF Partnership and can be used as a tool to help you write detailed job descriptions and person specifications.

To summarise, use of the SCQF can help you as an employer:

- attract more applicants with the right level of skills and learning for your vacancies;
- decide if an applicant's qualifications and capabilities are at the right level for the job;
- decide how to frame job adverts and person specifications to match the expertise needed for a given job;
- plan and/or develop training and development programmes that support the development of your workforce and make good use of the variety of learning opportunities available;
- consolidate employee performance reviews;
- develop talent management strategies; and
- avoid time and money being wasted on training and development courses that are simply not at the right level for the job.

## TABLE 1: RELATING SCQF LEVELS TO THE TERMS AND EXPRESSIONS FOUND WITHIN JOB DESCRIPTIONS AND PERSON-SPECIFICATIONS

This table gives indications of the sorts of language used within job descriptions and person specifications for roles requiring learning to a given level of the SCQF. The table only sets out to give a flavour of the relationships between SCQF levels of learning and jobs. It is not exact but should help employers clarify which levels of learning match up to which sorts of jobs. The full SCQF Level Descriptors are available from the SCQF Partnership.

SCQF Level	Jobs that require qualifications or learning at this level might use the following terms and expressions within job descriptions and person specifications		
1	Access 1	<ul style="list-style-type: none"> <li>Very few basic skills</li> </ul>	<ul style="list-style-type: none"> <li>Carry out very few basic tasks with a high level of support</li> </ul>
2	Access 2	<ul style="list-style-type: none"> <li>A few, very simple skills</li> <li>Knowledge of simple facts</li> </ul>	<ul style="list-style-type: none"> <li>Carry out familiar, routine tasks</li> <li>Work under frequent and directive supervision and guidance and ideas</li> </ul>
3	Foundation Standard Grade, Access 3	<ul style="list-style-type: none"> <li>Basic, routine skills</li> <li>Basic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Carry out familiar, routine and pre-planned tasks</li> <li>Work under frequent supervision</li> </ul>
4	Intermediate 1, General Standard Grade, SVQ1, National Certificate, National Progression Award	<ul style="list-style-type: none"> <li>A few, straightforward skills</li> <li>Basic, mainly factual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Carry out straightforward tasks</li> <li>Work under guidance</li> </ul>
5	Intermediate 2, Credit Standard Grade, SVQ2, National Certificate, National Progression Award	<ul style="list-style-type: none"> <li>A range of routine skills</li> <li>Basic, mainly factual knowledge with some theoretical components</li> </ul>	<ul style="list-style-type: none"> <li>Carry out routine and non-routine/new tasks</li> <li>Work with minimum supervision</li> <li>Take on leadership responsibility for some tasks</li> </ul>

SCQF Level	Jobs that require qualifications or learning at this level might use the following terms and expressions within job descriptions and person specifications		
6	Higher, Professional Development Award, SVQ3, National Certificate, National Progression Award	<ul style="list-style-type: none"> <li>■ Basic, routine practices, techniques, and/or materials</li> <li>■ The ability to adapt skills to address situations and/or problems</li> <li>■ Generalised knowledge of the subject, applied in known, practical contexts</li> </ul>	<ul style="list-style-type: none"> <li>■ Carry out a range of activities that have clear goals</li> <li>■ Work under non-directive supervision</li> <li>■ Take on some supervisory responsibility or lead a team</li> <li>■ Manage limited resources</li> </ul>
7	Advanced Higher, Higher National Certificate, Professional Development Award, SVQ3, Certificate of HE, Scottish Baccalaureate	<ul style="list-style-type: none"> <li>■ Basic and routine professional skills, techniques, practices, and/or materials</li> <li>■ Broad knowledge of main theories, concepts, and principles</li> </ul>	<ul style="list-style-type: none"> <li>■ Deal with routine and non-routine contexts</li> <li>■ Show some initiative and independence at a professional level</li> <li>■ Take on managerial responsibility within a defined and supervised structure</li> </ul>
8	Higher National Diploma, Professional Development Award, SVQ4, Diploma of HE	<ul style="list-style-type: none"> <li>■ Some advanced/complex skills, techniques, practices and/or materials</li> <li>■ The ability to adapt routine practices within accepted standards</li> <li>■ Broad knowledge of a subject with detailed knowledge of some areas</li> </ul>	<ul style="list-style-type: none"> <li>■ Deal with professional level and ethical problems and issues</li> <li>■ Show autonomy and initiative in some activities</li> <li>■ Take on significant managerial or supervisory responsibility in defined areas of work</li> </ul>
9	Ordinary degree, Professional Development Award, SVQ4, Graduate Diploma/Certificate	<ul style="list-style-type: none"> <li>■ The ability to apply a selection of the principal skills, techniques, practices, and/or materials in the area</li> <li>■ Broad and integrated knowledge that is detailed in some aspects</li> <li>■ A critical understanding of the subject area</li> </ul>	<ul style="list-style-type: none"> <li>■ Deal with professional level contexts, which include a degree of unpredictability</li> <li>■ Address routine professional problems and issues</li> <li>■ Make judgements</li> <li>■ Work under guidance with qualified practitioners</li> <li>■ Take some responsibility for the work of others and a range of resources</li> </ul>

SCQF Level	Jobs that require qualifications or learning at this level might use the following terms and expressions within job descriptions and person specifications		
10	Honours Degree, Professional Development Award, Graduate Diploma/ Certificate	<ul style="list-style-type: none"> <li>■ A few specialised, advanced skills, practices and/or materials</li> <li>■ Knowledge that covers and/or integrates most of the principal area, features, boundaries and terminology and conventions</li> </ul>	<ul style="list-style-type: none"> <li>■ Deal with a range of professional level contexts, which include a degree of unpredictability and/or specialism</li> <li>■ Provide professional level insights, interpretations, and solutions to issues</li> <li>■ Show originality and creativity in dealing with professional level issues</li> <li>■ Work with others to bring about change, development and/or new thinking</li> <li>■ Deal with complex ethical and professional issues</li> </ul>
11	Masters Degree, Integrated Masters Degree, SVQ5, Post Graduate Diploma/Certificate	<ul style="list-style-type: none"> <li>■ A range of specialised skills, techniques, practices, and/or materials</li> <li>■ Extensive, detailed and critical knowledge and understanding of specialised theories, principles, and concepts</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrate an original and creative response to problems and issues</li> <li>■ Show substantial autonomy and initiative in professional and equivalent activities</li> <li>■ Take on significant responsibility, leadership and/or initiative</li> <li>■ Make informed judgements in the absence of complete or consistent data and/or on issues not addressed by current ethical and/or professional codes of practice</li> </ul>
12	Doctoral Degree	<ul style="list-style-type: none"> <li>■ A significant range of the principal skills, techniques, practices, and/or materials</li> <li>■ A range of complex skills, techniques, practices and materials at the forefront of one or more specialisms</li> <li>■ A critical overview of a subject</li> <li>■ The ability to undertake critical analysis, evaluation and synthesis of new and complex ideas, information and issues</li> </ul>	<ul style="list-style-type: none"> <li>■ Deal with very complex and/or new issues, problems and circumstances</li> <li>■ Demonstrate a high level of autonomy and initiative in professional and equivalent activities</li> <li>■ Take full responsibility for own work</li> <li>■ Provide leadership to others</li> <li>■ Make informed judgements on new and emerging issues not addressed by current ethical and/or professional codes of practice</li> </ul>



## SCQF Levels 3 and 4

The individual qualified to these levels may have had some work experience or may be a school leaver and should be able to:

- Work alone or with others under frequent supervision and the guidance of others
- Use standard tools and materials safely
- Complete routine, straightforward and pre-planned tasks that demand knowledge and understanding of a limited range of facts about the occupational area or workplace
- Recognise problems and be able to say what the process is to deal with a situation or issue that arises at work
- Use simple communication, numeracy and ICT skills to share information about work
- Participate in the setting of goals and timelines
- Identify their own strengths and weaknesses in relation to work

## SCQF Levels 5 and 6

The individual qualified to these levels may either be a new entrant to the workforce as a school leaver or they may have had a few years work experience as a team member in roles at the same or lower levels. They should be able to:

- Work alone or with others with only limited supervision that may mean they have to work autonomously at times
- Potentially undertake some first line supervision of others, particularly in relation to established teams performing routine activities
- Apply a good grasp of the skills and knowledge needed in their area of work
- Take responsibility for solving day-to-day problems that arise
- Use a range of standard communication, ICT and numeracy skills to handle information, some of which may be quite detailed or complex
- Take on some limited management of the resources associated with work that has been allocated to them
- Show awareness of the roles, responsibilities and requirements involved in carrying out work
- Make a real contribution to the evaluation and improvement of work practices and processes

## SCQF Levels 7 and 8

The individual qualified to these levels will have had some education or training beyond the statutory school provision. If this is a first post, they will be coming straight from college. If not, they will probably have had several years experience, possibly but not necessarily in a supervisory role, and will have developed a range of skills in their occupational area. They should be able to quickly become effective in a work role and will be able to:

- Work autonomously and exercise some initiative and independence
- Take on the supervision and/or management of others within defined areas of work
- Manage resources relating to their area of work
- Implement and plan work within familiar contexts, including using a range of approaches to address the sort of problems that routinely arise
- Use routine professional skills, techniques and practices associated with their occupational area
- Take on work that calls for a broad knowledge and understanding of the theoretical basis for practice in their occupational area and the ability to apply that and advise others
- Use a wide range of skills to communicate complex ideas and information, to process and obtain information and to measure progress and achieve goals
- Use guidance to work within a framework of professional and/or ethical codes of practice
- Evaluate work that has been carried out, including taking account of their own and others' roles and responsibilities

## SCQF Levels 9 and 10

The individual qualified to these levels will either be entering a first level professional role after a period in higher education, or will be an experienced practitioner who is starting to take on an increased workload with more responsibility. They will be able to:

- Exercise autonomy and initiative when working independently on professional level activities
- Deal with unpredictability and complexity
- Demonstrate some originality, creativity and insight
- Analyse, evaluate and interpret situations and present solutions that draw on a range of information sources and where judgements may be needed, even though information is limited
- Draw on a broad, detailed and integrated knowledge and understanding of the theories, principles and scope of their occupational area
- Carry out investigations and research into topics or situations that arise within their field
- Take responsibility for the work of others and for a range of resources
- Practise in a way that demonstrates awareness of their own and others' roles and responsibilities
- Use a wide range of communication, ICT and numeracy skills, some of which are advanced or specialist, to support and enhance their work
- Deal with ethical and professional issues in accordance with current professional and/or ethical codes of practice

## SCQF Levels 11 and 12

The individual qualified to these levels will have undertaken significant, advanced learning within a field of study. The sorts of roles to which this level of qualification is appropriate will be senior or professional positions within an occupational area, calling for experience and expertise in the practice of a given occupation. The individual qualified to these levels will be able to:

- Exercise substantial autonomy and initiative in their professional field
- Be comfortable working with unpredictability and complexity across a range of professional contexts
- Conceptualise and work on abstract problems and issues
- Undertake critical evaluation of situations and issues, developing creative, innovative and original responses and solutions that may be at, or informed by, the forefront of thinking in their occupational area
- Draw on an extensive, detailed and critical understanding of both underpinning and specialist theories, principles, concepts and issues within their subject/discipline
- Plan and execute research and development activities, applying skill, knowledge and understanding creatively and adaptively
- Demonstrate leadership and make informed judgements in situations where information may be absent or inconsistent
- Take substantial responsibility for their own and others' work and for significant resources
- Use routine, advanced and specialist communication, ICT and numeracy skills to enhance work and communicate with peers and experts
- Practise in ways that are reflective and critical of their own work and the work of others
- Deal with complex ethical and professional issues that may be at the forefront, or even outside the boundaries, of current professional and/or ethical codes of practice

**Free help and support in using the SCQF is available for employers. Please contact the SCQF Partnership team on 0845 270 7371 or [info@scqf.org.uk](mailto:info@scqf.org.uk)**



