

QCF level descriptions

QCF General Level Descriptions

Summary	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.</p>			
<p>Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.</p>	<p>Use knowledge or understanding to carry out simple, familiar activities. Know the steps needed to complete simple activities</p>	<p>Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities</p>	<p>With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities</p>
<p>Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.</p>	<p>Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts</p>	<p>Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others</p>	<p>With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts</p>
<p>Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.</p>	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work</p>	<p>Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective</p>	<p>Take responsibility for completing tasks and procedures subject to direction or guidance as needed</p>
<p>Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks</p>	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been</p>	<p>Take responsibility for completing tasks and procedures. Exercise autonomy and judgement subject to overall direction or guidance</p>

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Summary	Knowledge and understanding	Application and action	Autonomy and accountability
and procedures and exercising autonomy and judgement subject to overall direction or guidance.	study or work		
Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine. Interpret and evaluate relevant information and ideas. Be aware of the nature of the area of study or work. Have awareness of different perspectives or approaches within the area of study or work	Address problems that, while well defined, may be complex and non-routine. Identify, select and use appropriate skills, methods and procedures. Use appropriate investigation to inform actions. Review how effective methods and actions have been	Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others. Exercise autonomy and judgement within limited parameters

There are 5 further levels in the QCF providing 8 levels in all. Entry level and levels 1-3 are the most relevant to schools and non-professional adults. The QCF levels have been mapped to the EQF levels as follows:

QCF	EQF
Entry 1 and 2	No equivalent level
Entry 3	Level 1
Level 1	Level 2
Level 2	Level 3
Level 3	Level 4

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[1] <http://theingots.org/community/OpenITQ>