



*Oman Academic Accreditation Authority*

*Oman Qualifications Framework*  
**Level Descriptors**





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## QQF Level Descriptors

The QQF Level Descriptors are fundamental to the QQF as they provide a reference point to assist with consistency and transparency of qualifications across all the Educational Pathways and to allow broad comparisons between qualifications. They were developed in 2016/2017 through a series of consultations with stakeholders in Oman and tested in the QQF Listing Pilot, carried out in 2019.

The QQF Level Descriptors are not precise or comprehensive statements of required learning at each level, nor are they a `check-list`. Their application for specific fields of study/disciplines or occupational areas is the responsibility of specialists who are best qualified, by their experience, to make appropriate judgments.

The QQF Level Descriptors:

- Contribute to the development of new programmes;
- Ensure consistency of the Qualification Types at a given level on the QQF across all Awarding Bodies and Education/Training Providers;
- Ensure that the QQF Level allocated to a programme leading to a qualification meets the QQF quality assurance requirements;
- Contribute to CAT and RPL.

Used by all sectors of education and training in Oman, the QQF Level Descriptors help to provide a shared, common understanding of the general outcomes at each QQF Level, as they set out the expected outcomes in relation to their six characteristics, which are:

- Knowledge;
- Skills;
- Communication, Numeracy, Information and Communication Technology Skills;
- Autonomy and Responsibility;
- Employability and Values;
- Learning to Learn.

It is not expected that every unit/module/course of a programme would have all six of the characteristics, it will depend on the nature of the programme.

To help all stakeholders understand the QQF terminology, this Section sets out an explanation of the meaning of the terms as they relate to the QQF Level Descriptors.

# 1. Explanation of Terms in the OQF Level Descriptors

**Table 1: Explanation of Terms use in the OQF Level Descriptors**

Term	Explanation
Abstract	Existing in thought or as an idea but not having a physical or concrete existence <sup>1</sup> .
Advanced Knowledge	A high level of knowledge and understanding; more than basic level of understanding
Advanced Scholarship	The creation of new knowledge or the critical reinterpretation, application and transfer of existing knowledge.
Autonomous	Ability to act independently rather than being directed or supervised by others.
Basic	Forming an essential foundation in order to learn; starting point of learning
Broad Range	Covering a large number and wide scope of subject. Extensive, not limited or narrow; great breadth <sup>2</sup> .
Carry out a Task	To do or complete something, especially that you said you would do or that you have been told to do <sup>3</sup> .
Close Supervision	Attentive and thorough supervision but not necessarily in direct contact all of the time.
Cognitive Skills	The skills required to think, read, learn, remember, reason and pay attention <sup>4</sup> .
Collaboratively	Produced by or involving two or more parties working together <sup>5</sup> . Work jointly with others or together especially in an intellectual and occupational endeavor <sup>6</sup> .
Complex	Consisting of many and connected parts; complicated and intricate <sup>7</sup> .
Comprehensive Knowledge	Including, or dealing with, all or nearly all elements or aspect of something <sup>8</sup> .
Conceptual	An abstract, or general idea, inferred or derived from specific instances <sup>9</sup> .
Critical Awareness	Well informed attentiveness in a particular area or issue in subject discipline; ability to form opinions and judgments based on consideration.

<sup>1</sup> <https://en.oxforddictionaries.com/definition/abstract> (accessed 07.10.2017).

<sup>2</sup> <http://www.dictionary.com/browse/broad?s=ts> (accessed 07.10.17).

<sup>3</sup> <https://dictionary.cambridge.org/dictionary/english/carry-sth-out> accessed on 05112019

<sup>4</sup> <http://www.learningrx.com/brain-training-101/what-are-cognitive-skills/> (accessed 07.10.2017).

<sup>5</sup> <https://en.oxforddictionaries.com/definition/collaborative> (accessed 07.10.2017).

<sup>6</sup> <https://www.merriam-webster.com/dictionary/collaboratively> (accessed 07.10.2017).

<sup>7</sup> <https://en.oxforddictionaries.com/definition/complex> (accessed 07.10.2017).

<sup>8</sup> <https://en.oxforddictionaries.com/definition/comprehensive> (accessed 07.10.2017).

<sup>9</sup> <https://www.vocabulary.com/dictionary/concept> (accessed 07.10.2017).



Term	Explanation
Critically Analyse	Detailed examination of situations and developments relating to the subject area or occupation, leading to opinions or judgements.
Direct Supervision	Supervised at all times. Tasks are overseen and learner needs constant attention, constructive feedback and guidance <sup>10</sup> .
Elementary	Relating to, or involving, the fundamental or simplest aspect of a subject.
Entrepreneurial Skills	Commercial or business venture for own profit.
Familiar	Often encountered or experienced.
Field	A particular branch of study or sphere of activity or interest <sup>11</sup> .
General Knowledge	Not specialised knowledge in a discipline, field or occupation.
Good Practice	A practice that has been proven to work well and produce good results <sup>12</sup> .
Initiative	Act or take charge before others do, without being directed to do so.
Knowledge Exchange	Sharing of learning, research and scholarship among colleagues and/or peers.
Limited	Narrow, constraining; small amount
Limited Autonomy	A small amount of self-directing freedom <sup>13</sup> .
Manage a Task	Activity in which an individual, or team leader, tracks a task throughout its life cycle and makes decisions based on the progress <sup>14</sup> .
Managed Learning Environment	Planned, structured and directed learning.
Mastery	Authoritative knowledge or skill.
Media	Ways of, or channels for, communicating: Media includes: Print Media; Digital Media; Electronic Media; Mass Media (radio, television, magazines, newspapers); and Social Media.
Routine	Commonplace tasks, carried out regularly, or at specified intervals <sup>15</sup> .
Scope	The extent of the area, or subject matter, that something deals with or to which it is relevant <sup>16</sup> .

<sup>10</sup> <http://www.wisegeek.com/what-is-direct-supervision.htm> (accessed 07.10.2017).

<sup>11</sup> <https://en.oxforddictionaries.com/definition/field> (accessed 07.10.2017).

<sup>12</sup> [http://www.fao.org/inaction/kore/good%20practices/en/?page=2&ipp=5&tx\\_dynalist\\_pi1%5Bpar%5D=YToxOntzOjE6IkwiO3M6MToiMCI7fQ%3D%3D](http://www.fao.org/inaction/kore/good%20practices/en/?page=2&ipp=5&tx_dynalist_pi1%5Bpar%5D=YToxOntzOjE6IkwiO3M6MToiMCI7fQ%3D%3D) (accessed 7.10.2017).

<sup>13</sup> Adapted from <https://www.merriam-webster.com/dictionary/autonomy> (accessed 07.10.2017).

<sup>14</sup> <https://www.assignmentpoint.com/business/management/task-management.html> accessed on 05112019

<sup>15</sup> <http://www.dictionary.com/browse/routine?s=t> (accessed 07.10.2017).

<sup>16</sup> <https://en.oxforddictionaries.com/definition/scope> (accessed 07.10.2017).

Term	Explanation
Significant	Having a particular meaning; Indicative of something <sup>17</sup> . Substantial; far reaching; important; consequential.
Simple [Knowledge]	Easily understood or carried out; uncomplicated; not complex; and cognitively undemanding <sup>18</sup> .
Social Competence	Able to apply social and emotional behaviours needed to participate as a member of society.
Specialised Knowledge	Extensive knowledge in a specific area of a field or discipline.
Structured Learning	Arranged in a definite or fixed order, with a clear beginning, middle, and end.
Supervision	The act of monitoring a person or activity and making certain that everything is done correctly or safely <sup>19</sup> .
Theoretical Knowledge	Knowledge that requires comprehension or synthesis of a number of interrelated ideas that explain something and is based on a set of principles.
Well-defined	Unambiguous, with clearly set boundaries.

<sup>17</sup> <https://en.oxforddictionaries.com/definition/significant> (accessed 07.10.2017).

<sup>18</sup> <https://en.oxforddictionaries.com/definition/simple> (accessed 07.10.2017).

<sup>19</sup> <http://dictionary.cambridge.org/dictionary/english/supervision> (accessed 07.10.2017).



## 2. Complexity of Learning in the OQF

The OQF Level Descriptors set out, in brief, generic terms the outcomes associated with each of the ten levels of the Framework. They are the national reference points for qualifications, which should be used by all Awarding Bodies or Education/Training Providers in the Listing Process to determine the level of the learning outcomes, thus aiming to provide a shared understanding of each level. They are also useful reference points to aid the development of new qualifications. The following points should be noted:

About the OQF Level Descriptors:

- The Level Descriptors for the OQF are generic in nature. They do not include subject specific outcomes: these should be defined in the programme specification and the associated unit/module/course specifications.
- Not all of the characteristics need to be reflected in every unit/module/course comprising the programme.
- Listing the units/modules/courses to the statements and characteristics of the OQF Level Descriptors should use a `best fit` approach.
- Collective professional judgement is used to make decisions on the OQF Level and Credit Value of units/modules/courses and ultimately the programme leading to a qualification.

The following tables set out the terms used to describe the progression in the complexity of learning. These distinguish between the different descriptive words used in the OQF Level Descriptors, like `simple` and `basic`. Tables 2 to 4 are provided as guidance.



**Table 2: Knowledge**

Description	Explanation
Elementary	Very early stage of knowledge; not developed. Relating to, or involving, the simplest aspect of a subject.
Simple	Uncomplicated, not complex, undemanding. Easily understood or done; presenting no difficulty <sup>20</sup> .
Basic	Forming an essential foundation for knowledge Starting point of learning.
General	Commonplace, not specialised knowledge.
Broad	Breadth of understanding.
Significant / Substantial	Consequential; far reaching.
Specialised / Advanced / Extensive	Extensive scope of knowledge, including some specialised knowledge; thorough.
Advanced Specialised / Highly Advanced	Particular knowledge in a particular area, field or discipline.
Highly Specialised	Intensive understanding in a particular field Breadth and depth of understanding.
Deep and Comprehensive	Authority; complete control of the knowledge; expert knowledge.

<sup>20</sup> <https://en.oxforddictionaries.com/definition/simple> (accessed 07.10.2017).



**Table 3: Learning Environments**

Description	Explanation
Controlled	Most highly prescriptive.
Structured	Less prescriptive; well defined.
Managed	Loosely prescriptive.

**Table 4: Supervision and Autonomy**

Description	Explanation
Direct supervision No responsibility	Attentive, intense supervision at all times.
Close supervision No responsibility	Thorough supervision, not necessary in direct contact all the time.
Regular supervision Limited autonomy Some responsibility	Balance of independent work and supervision.
Some autonomy / limited supervision/ some accountability	Mostly independent work. Some answerability for performance.
Independence / autonomy / accountability	Mostly completely independent, with guidance only when required.
Independence in professional role tasks / some accountability	Mostly independent, with some accountable in professional role task.
High levels of autonomy and accountability	Completely independent, with no guidance whatsoever.
Fully accountable and autonomous	Answerable for independent work.



### 3. Oman Qualifications Framework Level Descriptors (By Level)

Level 1	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate elementary knowledge and skills that can form the basis of learning with strong support for the performance of simple tasks in controlled environments. The learner has an elementary awareness of skills that are appropriate to employment and for progress to further studies.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• Elementary factual and technical knowledge, concepts and principles.</li> </ul>
<b>Skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Carry out elementary activities in personal, community and/or learning contexts.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use simple communication skills.</li> <li>• Use elementary, limited numeracy skills.</li> <li>• Use elementary information and communication technology applications with assistance.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Work individually, or with others, under direct supervision.</li> <li>• Undertake structured defined tasks, in controlled environments, under direct supervision.</li> </ul>
<b>Employability and Values</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Manage personal, occupational and study time for basic, routine activities.</li> <li>• Apply an elementary understanding of appropriate values and ethics.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• With strong support, undertake structured learning.</li> </ul>



<b>Level 2</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate simple knowledge and skills that can support learning under guidance or the performance of roles that involve carrying out routine, structured work under close supervision. The learner has simple, routine skills, which are appropriate for employment or study.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• Simple factual and technical knowledge, concepts and principles.</li> </ul>
<b>Skills</b>	In a subject discipline or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use simple cognitive and technical skills.</li> <li>• Under direct supervision, undertake defined, routine activities.</li> <li>• Carry out processes that are limited in range, repetitive and familiar.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use basic communication skills.</li> <li>• Use simple, limited numeracy skills.</li> <li>• Use a limited range of simple information and communication technology applications.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Under close supervision, work individually, or as part of a team.</li> <li>• Under close supervision, perform routine, structured work.</li> </ul>
<b>Employability and Values</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Apply simple time management skills in a working environment.</li> <li>• Apply a simple understanding of the values and ethics required for employment.</li> <li>• Apply related values in carrying out basic tasks.</li> <li>• Use elementary entrepreneurial and/or creative skills.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Undertake learning with support and/or under direct supervision.</li> </ul>



<b>Level 3</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate basic knowledge and skills, relevant to basic social competence and/or for entry-level occupational roles requiring limited skills, in routine activities. The learner has a basic level of skills, which are appropriate for employment or for progress to further studies.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge.</li> </ul>
<b>Skills</b>	In a subject discipline or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use basic and well-practiced processes and appropriate tools to carry out routine activities.</li> <li>• Solve basic, predictable problems related to specialised area or field within the discipline.</li> <li>• Apply known solutions to familiar problems.</li> <li>• Use basic cognitive and technical skills to perform selected tasks.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use general communication skills, which are familiar and routine.</li> <li>• Use basic numeracy skills to solve predictable, numerical problems.</li> <li>• Use basic information and communication technology for familiar and routine activities.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• With limited autonomy and regular supervision, work and/or study alone, or as part of a team.</li> <li>• Assume some responsibility for quantity and quality of output.</li> </ul>
<b>Employability and Values</b>	In employment and/or study, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Manage and schedule time according to work schedules and/or personal timetables.</li> <li>• Apply basic understanding of the values and ethics in a subject field or discipline to carry out selected tasks.</li> <li>• Use simple entrepreneurial and/or creative skills.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Undertake learning processes in a managed, supervised environment.</li> <li>• Recognise the need for self-development in the acquisition of knowledge and skills.</li> </ul>



<b>Level 4</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate general factual knowledge and practical skills appropriate as the basis of progress to further learning and/or to skilled occupations. The learner has a range of general interpersonal skills that are appropriate for employment or study.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• General factual, conceptual and technical knowledge, with some theoretical and abstract elements.</li> </ul>
<b>Skills</b>	In a subject discipline or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Apply general cognitive and technical skills to perform a range of tasks requiring theoretical, conceptual and abstract elements.</li> <li>• Use general tools and techniques.</li> <li>• Analyse general information to make informed judgements.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use appropriate communication skills for defined purposes.</li> <li>• Apply general numeracy skills to solve predictable and unpredictable problems.</li> <li>• Use a range of information and communication technology for defined purposes.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• With some autonomy and/or limited supervision, work individually, or as part of a team.</li> <li>• Assume accountability for the completion of defined tasks.</li> </ul>
<b>Employability and Values</b>	In employment and/or study, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Apply a general understanding of the values and ethics required in a subject field or discipline and display these to others.</li> <li>• Manage time independently to achieve personal, study and/or occupational goals.</li> <li>• Apply basic entrepreneurial and/or creative skills.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Identify learning pathways for selected study or occupation.</li> <li>• With minimum supervision, take responsibility for their own learning.</li> </ul>



<b>Level 5</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate a broad range of knowledge and skills with some theoretical elements required to undertake skilled roles or as the basis for further learning. They will demonstrate a broad range of skills appropriate to employment or study and is able to apply these in appropriate situations.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline or occupation, the learner: <ul style="list-style-type: none"> <li>• Demonstrates and/or works with a broad range of factual, procedural and technical knowledge, with some theoretical and conceptual elements.</li> <li>• Interprets important information with informed awareness.</li> <li>• Demonstrates informed awareness of different perspectives and/or approaches within the area of study or work.</li> <li>• Uses information to construct a coherent argument.</li> </ul>
<b>Skills</b>	In a subject discipline, occupation or profession, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use a broad range of cognitive and technical skills.</li> <li>• Complete tasks that are usually well-defined.</li> <li>• Analyse issues to solve problems that are usually well defined, but sometimes non-routine.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use appropriate communication skills, at a significant level, in work and/or study contexts.</li> <li>• Solve complex numeracy problems, most of which are predictable.</li> <li>• Use a broad range of information and communication technology in work and/or study contexts.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Perform individually and collaboratively in teams, with some responsibility for task management.</li> <li>• Independently manage tasks within activities, which are generally predictable, but where there may be some elements of unpredictability.</li> </ul> <p>Assume advanced levels of accountability for tasks performed.</p>
<b>Employability and Values</b>	In employment and/or study, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Manage time appropriately to obtain a broad understanding of their occupation and/or study.</li> <li>• Show a broad understanding of the values and ethics associated with their occupation and/or study and display these values to others.</li> <li>• Use general entrepreneurial and/or creative skills.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Learn independently.</li> </ul>





<b>Level 6</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate a substantial range of knowledge, skills and understanding of general principles in a subject area or discipline with some specialisation. They are able to fulfil generally autonomous roles in craft, technical and supervisory activities. The learner demonstrates some specialist skills required for their occupation and/or study
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline, occupation or profession, the learner: <ul style="list-style-type: none"> <li>• Demonstrates and/or works with significant knowledge of important bodies of information, which include some areas of specialisation and conceptualisation.</li> <li>• Understands the scope and nature of the discipline or occupation and the principles that underpin it.</li> <li>• Demonstrates basic knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field.</li> </ul>
<b>Skills</b>	In a subject discipline, occupation or profession, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use a significant range of cognitive and technical skills.</li> <li>• Identify and apply the main methodologies, and appropriate tools, to complete well-defined tasks, some of which may be complex.</li> <li>• Develop solutions to solve problems.</li> <li>• Formulate responses to well-defined and abstract problems.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use appropriate communication skills to report information to diverse audiences.</li> <li>• Solve complex problems, using numeracy skills and calculations, some of which may be abstract.</li> <li>• Use and analyse a substantial range of information using information and communication technology.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Undertake and manage tasks independently.</li> <li>• Work individually or collaborate within teams to take the lead in completing tasks.</li> <li>• Take responsibility for managing individuals and groups.</li> <li>• Under guidance, fulfil professional role tasks, adhering to professional regulations or standards.</li> <li>• Assume some accountability for the management of tasks and their output.</li> </ul>
<b>Employability and Values</b>	In employment and/or study, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Manage time appropriately to allow for personal development and/or the development of others.</li> <li>• Use their significant understanding of the values and ethics associated with their occupation and/or study and introduce these values to others.</li> <li>• Use substantial entrepreneurial and/or creative skills.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Identify and initiate responses to their own learning needs.</li> </ul>





<b>Level 7</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate knowledge of the significant principles in a field of study and the technical and cognitive skills to apply those principles in occupational roles and/or other contexts. The learner demonstrates significant skills appropriate to the level of their occupation or study and encourages their use by others.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline, occupation or profession, the learner: <ul style="list-style-type: none"> <li>• Demonstrates and/ or works with specialised knowledge of important factual, conceptual, technical and theoretical aspects, to synthesise information.</li> <li>• Demonstrates a command of the concepts and principles that underpin knowledge.</li> <li>• Demonstrates an understanding of the way in which new knowledge is developed.</li> <li>• Demonstrates an understanding of the relationship between the subject discipline or occupation, and related areas of knowledge.</li> <li>• Demonstrates knowledge of the main research methods used in the subject discipline or occupation.</li> </ul>
<b>Skills</b>	In a subject discipline, occupation or profession, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Apply an analytical and extensive understanding of the principal tools, methods, instruments and investigative techniques, relevant to the field.</li> <li>• Apply specialised problem-solving skills in complex and variable contexts.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Communicate information, in a variety of modes, appropriate to different topics, issues and audiences.</li> <li>• Use a broad range of cognitive and technical skills to solve problems that include advanced numeracy calculations.</li> <li>• Use advanced information and communication technology in a variety of different topics and issues.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Manage tasks individually or collaboratively within teams.</li> <li>• With limited guidance, fulfil professional role tasks, adhering to professional regulations or standards.</li> <li>• Assume high levels of accountability for the management of tasks and their output.</li> </ul>
<b>Employability and Values</b>	In employment and/or study, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Promote good work or study practices among study/work colleagues.</li> <li>• Manage time to allow for the future mastery of their subject, occupation or profession.</li> <li>• Apply advanced knowledge of the associated values and ethics and encourage the use of these values and ethics in others.</li> <li>• Use advanced entrepreneurial and/or creative skills.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use own initiative to undertake further learning to develop new skills.</li> </ul>



<b>Level 8</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate advanced knowledge and understanding, and the appropriate cognitive and technical skills and can apply these in appropriate occupational roles or in study. The learner demonstrates an advanced level of skills and promotes good work and study practices.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	<p>In a subject discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> <li>• Demonstrates and/or works with advanced specialised knowledge.</li> <li>• Demonstrates an extensive understanding of the theories, principles and methodologies, and understands how new knowledge is developed and applied.</li> <li>• Demonstrates a general understanding of its relationship to knowledge in other fields and professional areas.</li> <li>• Demonstrates general knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field.</li> <li>• Demonstrates an awareness of current research and literature in the subject discipline.</li> </ul>
<b>Skills</b>	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply established concepts, theories and modes of inquiry to synthesise and interpret information to evaluate possible conclusions.</li> <li>• Select and apply appropriate research methods and techniques.</li> <li>• Conduct independent evaluations of information.</li> <li>• Show commitment to the development of new ideas and/or processes in the occupation, study context or research.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Interpret and communicate information and adapt it for the audience, as appropriate.</li> <li>• Use advanced cognitive and technical skills, including numeracy calculations, to independently analyse complex problems and devise appropriate solutions.</li> <li>• From a wide range, select and use the most appropriate information and communication technology to gather and interpret information.</li> </ul>
<b>Autonomy and Responsibility</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Undertake advanced autonomous professional activities and/or adopt leadership roles.</li> <li>• Take responsibility for the management of resources.</li> <li>• Operate within occupational, organisational or disciplinary guidelines and/or strategic plans.</li> <li>• Assume full accountability for the management of tasks and their output.</li> </ul>
<b>Employability and Values</b>	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply advanced levels of time management associated with advanced levels of responsibility.</li> </ul>



	<ul style="list-style-type: none"><li>• Promote good time management practices when working in teams.</li><li>• Apply highly advanced levels of understanding of the values and ethics of their discipline and promote these values to others.</li><li>• Apply highly specialised entrepreneurial and/or creative skills.</li></ul>
<b>Learning to Learn</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Manage learning tasks independently, with an awareness of how new knowledge is developed and applied.</li></ul>



<b>Level 9</b>	
<b>General Overview</b>	The learner who achieves this level of performance will demonstrate specialist knowledge in a field and the skills required for research or other advanced professional practice in order to fulfil senior professional and leadership roles in specialised fields. The learner demonstrates a composite level of skills appropriate to senior levels in their occupation and/ or discipline.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	<p>In a subject discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> <li>• Demonstrates and/or works with a highly specialised body of knowledge in their own field.</li> <li>• Demonstrates knowledge of other related fields and/or professional areas.</li> <li>• Demonstrates a critical awareness of current problems, theories and developments, and new issues emerging as a result of discoveries in recent research.</li> <li>• Demonstrates knowledge and understanding of new insights at the forefront of the discipline area.</li> <li>• Demonstrates an understanding of current research and literature in the subject discipline, occupation or profession.</li> </ul>
<b>Skills</b>	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems.</li> <li>• Conduct rigorous analysis of information.</li> <li>• Address complex or controversial issues.</li> <li>• Think independently and make personal judgements related to the subject discipline based on knowledge and evidence.</li> <li>• Apply knowledge in original situations or contexts.</li> <li>• Identify and solve problems using disciplinary knowledge in innovative and creative ways.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Select and use the most appropriate communication method from a variety of media.</li> <li>• Use communication skills to appropriately report on complex issues and situations.</li> <li>• Use numeracy calculations in creative ways to solve problems.</li> <li>• Select and use the most appropriate information and communication technology to incorporate media.</li> </ul>
<b>Autonomy and Responsibility</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Work independently and/or lead teams to manage their own and group outcomes in complex and unpredictable situations.</li> <li>• Assume accountability for generating new knowledge in the subject discipline or occupation.</li> </ul>
<b>Employability and Values</b>	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Manage time appropriately and efficiently to show dedication in their field.</li> <li>• Strategically evaluate the operational effectiveness of others.</li> </ul>
<b>Learning to Learn</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Accept responsibility for their own learning and professional development.</li> </ul>



<b>Level 10</b>	
<b>General Overview</b>	The learner who achieves this level of performance will be able to discover, develop and communicate new knowledge, skills and fulfil research leadership roles in a climate of change. The learner demonstrates a comprehensive level of skills that are appropriate to the forefront of their subject discipline, occupation or profession. They are able to contribute to the scholarship of their field. They show the ability to encourage autonomy and manage good practice of others.
<b>Characteristics</b>	<b>Indicators</b>
<b>Knowledge</b>	In a subject discipline, occupation or profession, the learner: <ul style="list-style-type: none"> <li>• Demonstrates and/or works with a deep and comprehensive body of knowledge at the forefront of the subject discipline, occupation or profession.</li> <li>• Demonstrates a comprehensive knowledge and understanding of its relationship to other relevant fields or professional areas.</li> <li>• Demonstrates a comprehensive understanding of current research and literature in the subject discipline and can use these to generate new knowledge and insights.</li> </ul>
<b>Skills</b>	In a subject discipline, occupation or profession, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Apply relevant research techniques to significant new developments in professional practice.</li> <li>• Apply relevant research to solve problems using disciplinary knowledge in innovative and creative ways.</li> <li>• Refine and extend existing research techniques to conduct original research that is evaluated by independent experts against international standards.</li> </ul>
<b>Communication, Numeracy, Information and Communication Technology skills</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Communicate and explain the results and significance of original research, or of advanced scholarship, to peers and community.</li> <li>• Identify and analyse problems including numeracy calculations, the resolution of which will result in new knowledge or significant developments in professional practice.</li> <li>• Select and use a range of appropriate information and communication technology to incorporate media.</li> </ul>
<b>Autonomy and Responsibility</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Act with full autonomy to strategically lead and manage teams.</li> <li>• Act with responsibility and full accountability in all aspects of work or research-based study.</li> </ul>
<b>Employability and Values</b>	In employment and/or study, the learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Encourage the autonomy of colleagues in work and/or study contexts.</li> <li>• Manage the time required for complex and prolonged tasks, to ensure that they remain at the forefront of their field.</li> <li>• Promote knowledge exchange.</li> <li>• Demonstrate a deep and comprehensive understanding of values and ethics through leadership and promote these values to others.</li> </ul>
<b>Learning to Learn</b>	The learner demonstrates the ability to: <ul style="list-style-type: none"> <li>• Contribute to the advancement of the state of learning and/or scholarship in a field.</li> </ul>



#### 4. Oman Qualifications Framework Level Descriptors (By Characteristic)

Knowledge	
1	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• Elementary factual and technical knowledge, concepts and principles.</li> </ul>
2	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• Simple factual and technical knowledge, concepts and principles.</li> </ul>
3	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge.</li> </ul>
4	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> <li>• General factual, conceptual and technical knowledge, with some theoretical and abstract elements.</li> </ul>
5	In a subject discipline or occupation, the learner: <ul style="list-style-type: none"> <li>• Demonstrates and/or works with a broad range of factual, procedural and technical knowledge, with some theoretical and conceptual elements.</li> <li>• Interprets important information with informed awareness.</li> <li>• Demonstrates informed awareness of different perspectives and/or approaches within the area of study or work.</li> <li>• Uses information to construct a coherent argument.</li> </ul>
6	In a subject discipline, occupation or profession, the learner: <ul style="list-style-type: none"> <li>• Demonstrates and/or works with significant knowledge of important bodies of information, which include some areas of specialisation and conceptualisation.</li> <li>• Understands the scope and nature of the discipline or occupation and the principles that underpin it.</li> <li>• Demonstrates basic knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field.</li> </ul>
7	In a subject discipline, occupation or profession, the learner: <ul style="list-style-type: none"> <li>• Demonstrates and/ or works with specialised knowledge of important factual, conceptual, technical and theoretical aspects, to synthesise information.</li> <li>• Demonstrates a command of the concepts and principles that underpin knowledge.</li> <li>• Demonstrates an understanding of the way in which new knowledge is developed.</li> <li>• Demonstrates an understanding of the relationship between the subject discipline or occupation, and related areas of knowledge.</li> <li>• Demonstrates knowledge of the main research methods used in the subject discipline or occupation.</li> </ul>



8	<p>In a subject discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> <li>• Demonstrates and/or works with advanced specialised knowledge.</li> <li>• Demonstrates an extensive understanding of the theories, principles and methodologies, and understands how new knowledge is developed and applied.</li> <li>• Demonstrates a general understanding of its relationship to knowledge in other fields and professional areas.</li> <li>• Demonstrates general knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field.</li> <li>• Demonstrates an awareness of current research and literature in the subject discipline.</li> </ul>
9	<p>In a subject discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> <li>• Demonstrates and/or works with a highly specialised body of knowledge in their own field.</li> <li>• Demonstrates knowledge of other related fields and/or professional areas.</li> <li>• Demonstrates a critical awareness of current problems, theories and developments, and new issues emerging as a result of discoveries in recent research.</li> <li>• Demonstrates knowledge and understanding of new insights at the forefront of the discipline area.</li> <li>• Demonstrates an understanding of current research and literature in the subject discipline, occupation or profession.</li> </ul>
10	<p>In a subject discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> <li>• Demonstrates and/or works with a deep and comprehensive body of knowledge, at the forefront of the subject discipline, occupation or profession.</li> <li>• Demonstrates a comprehensive knowledge and understanding of its relationship to other relevant fields or professional areas.</li> <li>• Demonstrates a comprehensive understanding of current research and literature in the subject discipline and can use these to generate new knowledge and insights.</li> </ul>





Skills	
1	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Carry out elementary activities in personal, community and/or learning contexts.</li> </ul>
2	<p>In a subject discipline or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use simple cognitive and technical skills.</li> <li>• Under direct supervision, undertake defined, routine activities.</li> <li>• Carry out processes that are limited in range, repetitive and familiar.</li> </ul>
3	<p>In a subject discipline or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use basic and well-practiced processes and appropriate tools to carry out routine activities.</li> <li>• Solve basic, predictable problems related to specialised area or field within the discipline.</li> <li>• Apply known solutions to familiar problems.</li> <li>• Use basic cognitive and technical skills to perform selected tasks.</li> </ul>
4	<p>In a subject discipline or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply general cognitive and technical skills to perform a range of tasks requiring theoretical, conceptual and abstract elements.</li> <li>• Use general tools and techniques.</li> <li>• Analyse general information to make informed judgements.</li> </ul>
5	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use a broad range of cognitive and technical skills.</li> <li>• Complete tasks that are usually well defined.</li> <li>• Analyse issues to solve problems that are usually well defined, but sometimes non-routine.</li> </ul>
6	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use a significant range of cognitive and technical skills.</li> <li>• Identify and apply the main methodologies, and appropriate tools, to complete well-defined tasks, some of which may be complex.</li> <li>• Develop solutions to solve problems.</li> <li>• Formulate responses to well-defined and abstract problems.</li> </ul>
7	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply an analytical and extensive understanding of the principal tools, methods, instruments and investigative techniques, relevant to the field.</li> <li>• Apply specialised problem-solving skills in complex and variable contexts.</li> </ul>





8	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply established concepts, theories and modes of inquiry to synthesise and interpret information to evaluate possible conclusions.</li> <li>• Select and apply appropriate research methods and techniques.</li> <li>• Conduct independent evaluations of information.</li> <li>• Show commitment to the development of new ideas and/or processes in the occupation, study context or research.</li> </ul>
9	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems.</li> <li>• Conduct rigorous analysis of information.</li> <li>• Address complex or controversial issues.</li> <li>• Think independently and make personal judgements related to the subject discipline based on knowledge and evidence.</li> <li>• Apply knowledge in original situations or contexts.</li> <li>• Identify and solve problems using disciplinary knowledge in innovative and creative ways.</li> </ul>
10	<p>In a subject discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Apply relevant research techniques to significant new developments in professional practice.</li> <li>• Apply relevant research to solve problems using disciplinary knowledge in innovative and creative ways.</li> <li>• Refine and extend existing research techniques to conduct original research that is evaluated by independent experts against international standards.</li> </ul>



## Communication, Numeracy and Information and Communication Technology Skills

1	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Use simple communication skills.</li><li>• Use elementary, limited numeracy skills.</li><li>• Use elementary information and communication technology applications with assistance.</li></ul>
2	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Use basic communication skills.</li><li>• Use simple, limited numeracy skills.</li><li>• Use a limited range of simple information and communication technology applications.</li></ul>
3	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Use general communication skills, which are familiar and routine.</li><li>• Use basic numeracy skills to solve predictable, numerical problems.</li><li>• Use basic information and communication technology for familiar and routine activities.</li></ul>
4	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Use appropriate communication skills for defined purposes.</li><li>• Apply general numeracy skills to solve predictable and unpredictable problems.</li><li>• Use a range of information and communication technology for defined purposes.</li></ul>
5	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Use appropriate communication skills, at a significant level, in work and/or study contexts.</li><li>• Solve complex numeracy problems, most of which are predictable.</li><li>• Use a broad range of information and communication technology in work and/or study contexts.</li></ul>
6	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Use appropriate communication skills to report information to diverse audiences.</li><li>• Solve complex problems, using numeracy skills and calculations, some of which may be abstract.</li><li>• Use and analyse a substantial range of information using information and communication technology.</li></ul>
7	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Communicate information, in a variety of modes, appropriate to different topics, issues and audiences.</li><li>• Use a broad range of cognitive and technical skills to solve problems that include advanced numeracy calculations.</li><li>• Use advanced information and communication technology in a variety of different topics and issues.</li></ul>
8	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Interpret and communicate information and adapt it for the audience, as appropriate.</li><li>• Use advanced cognitive and technical skills, including numeracy calculations, to independently analyse complex problems and devise appropriate solutions.</li></ul>

	<ul style="list-style-type: none"> <li>• From a wide range, select and use the most appropriate information and communication technology to gather and interpret information.</li> </ul>
<b>9</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Select and use the most appropriate communication method from a variety of media.</li> <li>• Use communication skills to appropriately report on complex issues and situations.</li> <li>• Use numeracy calculations in creative ways to solve problems.</li> <li>• Select and use the most appropriate information and communication technology to incorporate media.</li> </ul>
<b>10</b>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Communicate and explain the results and significance of original research, or of advanced scholarship, to peers and community.</li> <li>• Identify and analyse problems including numeracy calculations, the resolution of which will result in new knowledge or significant developments in professional practice.</li> <li>• Select and use a range of appropriate information and communication technology to incorporate media.</li> </ul>



## Autonomy and Responsibility

1	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Work individually, or with others, under direct supervision.</li><li>• Undertake structured defined tasks, in controlled environments, under direct supervision.</li></ul>
2	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Under close supervision, work individually, or as part of a team.</li><li>• Under close supervision, perform routine, structured work.</li></ul>
3	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• With limited autonomy and regular supervision, work and/or study alone, or as part of a team.</li><li>• Assume some responsibility for quantity and quality of output.</li></ul>
4	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• With some autonomy and/or limited supervision, work individually, or as part of a team.</li><li>• Assume accountability for the completion of defined tasks.</li></ul>
5	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Perform individually and collaboratively in teams, with some responsibility for task management.</li><li>• Independently manage tasks within activities, which are generally predictable, but where there may be some elements of unpredictability.</li><li>• Assume advanced levels of accountability for tasks performed.</li></ul>
6	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Undertake and manage tasks independently.</li><li>• Work individually, or collaborate within teams, to take the lead in completing tasks.</li><li>• Take responsibility for managing individuals and groups.</li><li>• Under guidance, fulfil professional role tasks, adhering to professional regulations or standards.</li><li>• Assume some accountability for the management of tasks and their output.</li></ul>
7	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Manage tasks individually or collaboratively within teams.</li><li>• With limited guidance, fulfil professional role tasks, adhering to professional regulations or standards.</li><li>• Assume high levels of accountability for the management of tasks and their output.</li></ul>
8	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Undertake advanced autonomous professional activities and/or adopt leadership roles.</li><li>• Take responsibility for the management of resources.</li><li>• Operate within occupational, organisational or disciplinary guidelines and/or strategic plans.</li><li>• Assume full accountability for the management of tasks and their output.</li></ul>



9	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Work independently and/or lead teams to manage their own and group outcomes in complex and unpredictable situations.</li><li>• Assume accountability for generating new knowledge in the subject discipline or occupation.</li></ul>
10	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Act with full autonomy to strategically lead and manage teams.</li><li>• Act with responsibility and full accountability in all aspects of work or research-based study.</li></ul>



## Employability and Values

1	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Manage personal, occupational and study time for basic, routine activities.</li><li>• Apply an elementary understanding of appropriate values and ethics.</li></ul>
2	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Apply simple time management skills in a working environment.</li><li>• Apply a simple understanding of the values and ethics required for employment.</li><li>• Apply related values in carrying out basic tasks.</li><li>• Use elementary entrepreneurial and/or creative skills.</li></ul>
3	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Manage and schedule time according to work schedules and/or personal timetables.</li><li>• Apply basic understanding of the values and ethics in a subject field or discipline to carry out selected tasks.</li><li>• Use simple entrepreneurial and/or creative skills.</li></ul>
4	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Apply a general understanding of the values and ethics required in a subject field or discipline and display these to others.</li><li>• Manage time independently to achieve personal, study and/or occupational goals.</li><li>• Apply basic entrepreneurial and/or creative skills.</li></ul>
5	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Manage time appropriately to obtain a broad understanding of their occupation and/or study.</li><li>• Show a broad understanding of the values and ethics associated with their occupation and/or study and display these values to others.</li><li>• Use general entrepreneurial and/or creative skills.</li></ul>
6	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Manage time appropriately to allow for personal development and/or the development of others.</li><li>• Use their significant understanding of the values and ethics associated with their occupation and/or study and introduce these values to others.</li><li>• Use substantial entrepreneurial and/or creative skills.</li></ul>
7	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Promote good work or study practices among study/work colleagues.</li><li>• Manage time to allow for the future mastery of their subject, occupation or profession.</li><li>• Apply advanced knowledge of the associated values and ethics and encourage the use of these values and ethics in others.</li><li>• Use advanced entrepreneurial and/or creative skills.</li></ul>

8	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Apply advanced levels of time management associated with advanced levels of responsibility.</li><li>• Promote good time management practices when working in teams.</li><li>• Apply highly advanced levels of understanding of the values and ethics of their discipline and promote these values to others.</li><li>• Apply highly specialised entrepreneurial and/or creative skills.</li></ul>
9	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Manage time appropriately and efficiently to show dedication in their field.</li><li>• Strategically evaluate the operational effectiveness of others.</li></ul>
10	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• Encourage the autonomy of colleagues in work and/or study contexts.</li><li>• Manage time required for complex and prolonged tasks, to ensure that they remain at the forefront of their field.</li><li>• Promote knowledge exchange.</li><li>• Demonstrate a deep and comprehensive understanding of values and ethics through leadership and promote these values to others.</li></ul>



## Learning to Learn

1	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• With strong support, undertake structured learning.</li></ul>
2	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Undertake learning with support and/or under direct supervision.</li></ul>
3	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Undertake learning processes in a managed, supervised environment.</li><li>• Recognise the need for self-development in the acquisition of knowledge and skills.</li></ul>
4	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Identify learning pathways for selected study or occupation.</li><li>• With minimum supervision, take responsibility for their own learning.</li></ul>
5	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Learn independently.</li></ul>
6	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Identify and initiate responses to their own learning needs.</li></ul>
7	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Use own initiative to undertake further learning to develop new skills.</li></ul>
8	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Manage learning tasks independently, with an awareness of how new knowledge is developed and applied.</li></ul>
9	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Accept responsibility for their own learning and professional development.</li></ul>
10	The learner demonstrates the ability to: <ul style="list-style-type: none"><li>• Contribute to the advancement of the state of learning and/or scholarship in a field.</li></ul>













*Oman Academic Accreditation Authority*

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