## Levels Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>(SCQF)</th>
<th>Demonstrate and/or work with:</th>
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| 1     | 7      | - A broad knowledge of the subject/discipline in general.  
|       |        | - Knowledge that is embedded in the main theories, concepts and principles.  
|       |        | - An awareness of the evolving/changing nature of knowledge and understanding.  
|       |        | - An understanding of the difference between explanations based on evidence and/or research and other forms of explanation and of the importance of this difference.  
|       |        | - Present and evaluate arguments, information and ideas which are routine to the subject/discipline.  
|       |        | - Use a range of approaches to address defined and/or routine problems and issues within familiar contexts.  
|       |        | - Convey complex ideas in well-structured and coherent form. |
| 2     | 8      | - A broad knowledge of the scope, defining features, and main areas of a subject/discipline.  
|       |        | - Detailed knowledge in some areas.  
|       |        | - Understanding of a limited range of core theories, principles and concepts.  
|       |        | - Limited knowledge and understanding of some major current issues and specialisms.  
|       |        | - An outline knowledge and understanding of research and equivalent scholarly/academic processes.  
|       |        | - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of the subject/discipline. |
| 3     | 9      | - A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline.  
|       |        | - A critical understanding of a selection of the principal theories, principles, concepts and terminology.  
|       |        | - Knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments.  
|       |        | - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. |
| 4     | 10     | - Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject discipline.  
|       |        | - A critical understanding of the principal theories, concepts and principles.  
|       |        | - Detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline.  
|       |        | - Knowledge and understanding of the ways in which the subject/discipline is developed, including a range of established techniques of enquiry or research methodologies.  
|       |        | - Critically identify, define, conceptualise, and analyse complex problems and issues.  
|       |        | - Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline. |
| 5     | 11     | - Knowledge that covers and integrates most, if not all, of the main areas of a subject/discipline – including their features, boundaries, terminology and conventions.  
|       |        | - A critical understanding of the principal theories, principles and concepts.  
|       |        | - A critical understanding of a range of specialised theories, principles and concepts.  
|       |        | - Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.  
|       |        | - A critical awareness of current issues in a subject/discipline and one or more specialisms.  
|       |        | - Develop original and creative responses to problems and issues.  
|       |        | - Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments at the forefront of a subject/discipline.  
|       |        | - Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline. |