教育局
Education Bureau

資歷架構
Qualifications
Framework

Generic Level Descriptors

(2018 Revised Edition)

Content

Generic Level Descriptors

According to levels

According to domains

Explanatory Notes to the Generic Level Descriptors (GLD)

QF Level 1

Knowledge and Intellectual Skills

- Demonstrate and/or work with basic general and foundation knowledge in a narrow range of areas of a field of work or study
- Use basic intellectual skills in familiar, personal and/or everyday contexts
- Employ recall and demonstrate comprehension of facts with dependency on ideas of others
- Receive and pass on information

Processes

- Perform a limited range of tasks of a routine and repetitive nature in defined and highly structured contexts
- Use, under supervision or prompting, basic tools and materials
- Apply learnt responses to solve problems
- Take some account, with prompting, of identified consequences of actions

Autonomy and Accountability

- Carry out directed activity under close supervision
- Rely entirely on external monitoring of quantity and quality of own output
- Interact with others to complete tasks

Communication, ICT and Numeracy

- Use a limited range of simple skills with assistance in familiar, routine contexts
- Produce and respond to a limited range of simple, written and oral communications and take some part in discussions on straightforward subjects
- Carry out a limited range of simple tasks to process data and access information
- Use a limited range of simple and familiar numerical and graphical data

QF Level 2

Knowledge and Intellectual Skills

- Demonstrate and/or work with basic factual or operational knowledge in a selected number of areas of a field of work or study

- Use a range of intellectual skills in familiar, personal and/or everyday contexts

- Make comparisons with some evaluation and interpret available information

Processes

- Perform a range of tasks in predictable and structured contexts

- Apply basic tools and materials to complete routine processes

- Use rehearsed stages for solving problems

- Take account of the identified consequences of actions

Autonomy and Accountability

- Undertake directed activity with a degree of autonomy

- Accept defined responsibility for quantity and quality of own output subject to external quality checking

- Co-ordinate with others to achieve common goals

Communication, ICT and Numeracy

- Use a range of routine skills with some assistance in familiar, routine contexts

- Identify the main points and ideas from documents and reproduce them in other contexts

- Produce and respond to a specified range of written and oral communications and take an active part in discussions on identified topics

- Carry out a defined range of tasks to process data and access information

- Use a range of familiar numerical and graphical data

QF Level 3

Knowledge and Intellectual Skills

- Demonstrate and/or work with broad operational and theoretical knowledge of a field of work or study

- Use a broad range of intellectual skills in familiar but sometimes unfamiliar contexts

- Access, organise and evaluate information independently and draw reasoned conclusions

Processes

- Perform a broad range of tasks in a variety of familiar and some unfamiliar contexts using a known range of technical skills

- Employ a range of responses to well defined, but sometimes unfamiliar or unpredictable problems

- Make generalisations and predictions in familiar contexts

Autonomy and Accountability

- Carry out self-directed activity with guidance/ evaluation

- Accept responsibility for quantity and quality of own output and comply with prevailing practice

- Accept clearly defined but limited responsibility for the quantity and quality of the output of others

- Adapt own behaviour when working with others

Communication, ICT and Numeracy

- Use a wide range of largely routine and well-practiced skills in familiar and some unfamiliar contexts

- Produce and respond to detailed and complex written and oral communication and make presentations to an audience using suitable structure and style

- Use a wide range of standard ICT applications to obtain, process and combine information

- Use a wide range of numerical and graphical data to support work or study

QF Level 4

Knowledge and Intellectual Skills

- Demonstrate and/or work with a broad knowledge base with some specialised knowledge of a field of work or study

- Use a wide range of largely routine and some specialised intellectual skills related to a subject/discipline/sector

- Present and evaluate information, using it to inform future actions

Processes

- Perform skilled tasks requiring some discretion and creativity in a range of contexts

- Carry out routine lines of enquiry to address professional level issues and problems

- Exercise appropriate judgement in planning, selecting or presenting information, methods or resources

Autonomy and Accountability

- Undertake self-directed and some supervisory activity

- Operate within broad general guidelines and meet specified quality standards

- Take responsibility for the nature and quantity of own output

- Undertake a supervisory role, accepting some responsibility for the quantity and quality of the output of others including compliance with prevailing practice

- Contribute to group performance

Communication, ICT and Numeracy

- Use a wide range of routine and some advanced skills associated with a subject/discipline/sector in both familiar and some new contexts

- Synthesise, organise and present information coherently to convey complex ideas in well-structured form

- Use a wide range of standard ICT applications to support and enhance work

- Use and evaluate numerical and graphical data to measure progress and achieve goals and/or targets

QF Level 5

Knowledge and Intellectual Skills

- Demonstrate and/or work with in-depth specialised technical or theoretical knowledge of a field of work or study

- Use a wide range of specialised intellectual skills in support of established practices in a subject/discipline/ sector

- Critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas

Processes

- Apply knowledge and skills in a range of technical, professional or management activities

- Identify and analyse both routine and abstract technical/ professional problems and issues, and formulate evidence-based responses

- Exercise appropriate judgement in planning, design, technical and/or management functions related to products, services, operations or processes

Autonomy and Accountability

- Accept responsibility and accountability, within broad parameters, for determining and achieving personal and/or group outcomes

- Work under the mentoring of senior qualified practitioners

- Deal with ethical issues, seeking guidance of others where appropriate

Communication, ICT and Numeracy

- Use some advanced and specialised skills in support of established practices in a subject/discipline/ sector

- Participate constructively in group discussions and make formal and informal presentations to a range of audiences on standard/mainstream topics in a subject/ discipline/sector

- Use some advanced features of ICT applications to support and enhance work

- Interpret, use and evaluate numerical and graphical data to set and achieve goals/ targets

QF Level 6

Knowledge and Intellectual Skills

- Demonstrate command of a systematic, coherent body of knowledge, some of which is at the forefront of a field of study or professional practice

- Utilise highly specialised technical, research or scholastic skills across an area of study

- Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector

Processes

- Apply knowledge and skills in a broad range of specialised technical, professional or management activities

- Utilise diagnostic and creative skills to carry out complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation

- Design and apply appropriate methodologies to conduct research and/or advanced technical or professional activity

- Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues

- Deal with complex issues and make informed judgements in the absence of complete or consistent data/information

Autonomy and Accountability

- Exercise significant autonomy in determining and achieving personal and/or group outcomes

- Accept accountability in decision making relating to the achievement of outcomes

- Demonstrate leadership and make an identifiable contribution to change and development

- Deal with complex ethical and professional issues

Communication, ICT and Numeracy

- Use advanced and specialised skills to support academic and professional work in a subject/ discipline/sector

- Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues and specialists

- Use advanced features of ICT applications to support and enhance work and identify refinements and/or new requirements to increase effectiveness

- Undertake critical evaluations of numerical and graphical data in support of decision-making

QF Level 7

Knowledge and Intellectual Skills

- Demonstrate a critical overview of a substantial body of knowledge and its related theories and concepts at the forefront of a field of study or professional practice, including an evaluative understanding of its broad relationship with other disciplines

- Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships

- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information

Processes

- Apply knowledge and skills in a broad range of complex activities in highly specialised technical, professional or management contexts

- Demonstrate command of research and methodological issues and engage in critical dialogue

- Produce creative and original responses to problems and issues in the context of new circumstances

- Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information

Autonomy and Accountability

- Assume a high degree of autonomy, with full accountability for own work, and significant responsibility for others

- Demonstrate leadership and originality in responding to new and unforeseen circumstances and accept accountability in related decision making

- Deal with very complex ethical and professional issues

Communication, ICT and Numeracy

- Use advanced and specialised skills to support academic and professional work that is at the forefront of a subject/discipline/ sector

- Strategically use communication skills, at the standard of published academic work and/or critical dialogue, adapting content and purpose to a range of audiences and contexts

- Use advanced features of ICT applications and specify requirements in anticipation of future needs

- Undertake critical evaluations of numerical and graphical data and employ such data extensively in support of the creation of new knowledge and innovative practice

Domain 1: Knowledge and Intellectual Skills

QF Level 1	• Demonstrate and/or work with basic general and foundation knowledge in a narrow range of areas of a field of work or study • Use basic intellectual skills in familiar, personal and/or everyday contexts • Employ recall and demonstrate comprehension of facts with dependency on ideas of others • Receive and pass on information

QF Level 2	• Demonstrate and/or work with basic factual or operational knowledge in a selected number of areas of a field of work or study • Use a range of intellectual skills in familiar, personal and/or everyday contexts • Make comparisons with some evaluation and interpret available information

QF Level 3	• Demonstrate and/or work with broad operational and theoretical knowledge of a field of work or study • Use a broad range of intellectual skills in familiar but sometimes unfamiliar contexts • Access, organise and evaluate information independently and draw reasoned conclusions

QF Level 4	• Demonstrate and/or work with a broad knowledge base with some specialised knowledge of a field of work or study • Use a wide range of largely routine and some specialised intellectual skills related to a subject/discipline/sector • Present and evaluate information, using it to inform future actions

QF Level 5	• Demonstrate and/or work with in-depth specialised technical or theoretical knowledge of a field of work or study • Use a wide range of specialised intellectual skills in support of established practices in a subject/discipline/ sector • Critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas
QF Level 6	• Demonstrate command of a systematic, coherent body of knowledge, some of which is at the forefront of a field of study or professional practice • Utilise highly specialised technical, research or scholastic skills across an area of study • Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector
QF Level 7	• Demonstrate a critical overview of a substantial body of knowledge and its related theories and concepts at the forefront of a field of study or professional practice, including an evaluative understanding of its broad relationship with other disciplines • Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships • Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information

Domain 2: Processes

QF Level 1	• Perform a limited range of tasks of a routine and repetitive nature in defined and highly structured contexts • Use, under supervision or prompting, basic tools and materials • Apply learnt responses to solve problems • Take some account, with prompting, of identified consequences of actions

QF Level 2	• Perform a range of tasks in predictable and structured contexts • Apply basic tools and materials to complete routine processes • Use rehearsed stages for solving problems • Take account of the identified consequences of actions

QF Level 3	• Perform a broad range of tasks in a variety of familiar and some unfamiliar contexts using a known range of technical skills • Employ a range of responses to well defined, but sometimes unfamiliar or unpredictable problems • Make generalisations and predictions in familiar contexts

QF Level 4	• Perform skilled tasks requiring some discretion and creativity in a range of contexts • Carry out routine lines of enquiry to address professional level issues and problems • Exercise appropriate judgement in planning, selecting or presenting information, methods or resources

QF Level 5	• Apply knowledge and skills in a range of technical, professional or management activities • Identify and analyse both routine and abstract technical/ professional problems and issues, and formulate evidence-based responses • Exercise appropriate judgement in planning, design, technical and/or management functions related to products, services, operations or processes
QF Level 6	• Apply knowledge and skills in a broad range of specialised technical, professional or management activities • Utilise diagnostic and creative skills to carry out complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation • Design and apply appropriate methodologies to conduct research and/or advanced technical or professional activity • Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues • Deal with complex issues and make informed judgements in the absence of complete or consistent data/information
QF Level 7	• Apply knowledge and skills in a broad range of complex activities in highly specialised technical, professional or management contexts • Demonstrate command of research and methodological issues and engage in critical dialogue • Produce creative and original responses to problems and issues in the context of new circumstances • Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information

Domain 3: Autonomy and Accountability

QF Level 1
- Carry out directed activity under close supervision
- Rely entirely on external monitoring of quantity and quality of own output
- Interact with others to complete tasks

QF Level 2
- Undertake directed activity with a degree of autonomy
- Accept defined responsibility for quantity and quality of own output subject to external quality checking
- Co-ordinate with others to achieve common goals

QF Level 3
- Carry out self-directed activity with guidance/ evaluation
- Accept responsibility for quantity and quality of own output and comply with prevailing practice
- Accept clearly defined but limited responsibility for the quantity and quality of the output of others
- Adapt own behaviour when working with others

QF Level 4
- Undertake self-directed and some supervisory activity
- Operate within broad general guidelines and meet specified quality standards
- Take responsibility for the nature and quantity of own output
- Undertake a supervisory role, accepting some responsibility for the quantity and quality of the output of others including compliance with prevailing practice
- Contribute to group performance

QF Level 5	• Accept responsibility and accountability, within broad parameters, for determining and achieving personal and/or group outcomes • Work under the mentoring of senior qualified practitioners • Deal with ethical issues, seeking guidance of others where appropriate

QF Level 6	• Exercise significant autonomy in determining and achieving personal and/or group outcomes • Accept accountability in decision making relating to the achievement of outcomes • Demonstrate leadership and make an identifiable contribution to change and development • Deal with complex ethical and professional issues

QF Level 7	• Assume a high degree of autonomy, with full accountability for own work, and significant responsibility for others • Demonstrate leadership and originality in responding to new and unforeseen circumstances and accept accountability in related decision making • Deal with very complex ethical and professional issues

Domain 4: Communication, ICT and Numeracy

QF Level 1	• Use a limited range of simple skills with assistance in familiar, routine contexts • Produce and respond to a limited range of simple, written and oral communications and take some part in discussions on straightforward subjects • Carry out a limited range of simple tasks to process data and access information • Use a limited range of simple and familiar numerical and graphical data

QF Level 2	• Use a range of routine skills with some assistance in familiar, routine contexts • Identify the main points and ideas from documents and reproduce them in other contexts • Produce and respond to a specified range of written and oral communications and take an active part in discussions on identified topics • Carry out a defined range of tasks to process data and access information • Use a range of familiar numerical and graphical data

QF Level 3	• Use a wide range of largely routine and well-practiced skills in familiar and some unfamiliar contexts • Produce and respond to detailed and complex written and oral communication and make presentations to an audience using suitable structure and style • Use a wide range of standard ICT applications to obtain, process and combine information • Use a wide range of numerical and graphical data to support work or study

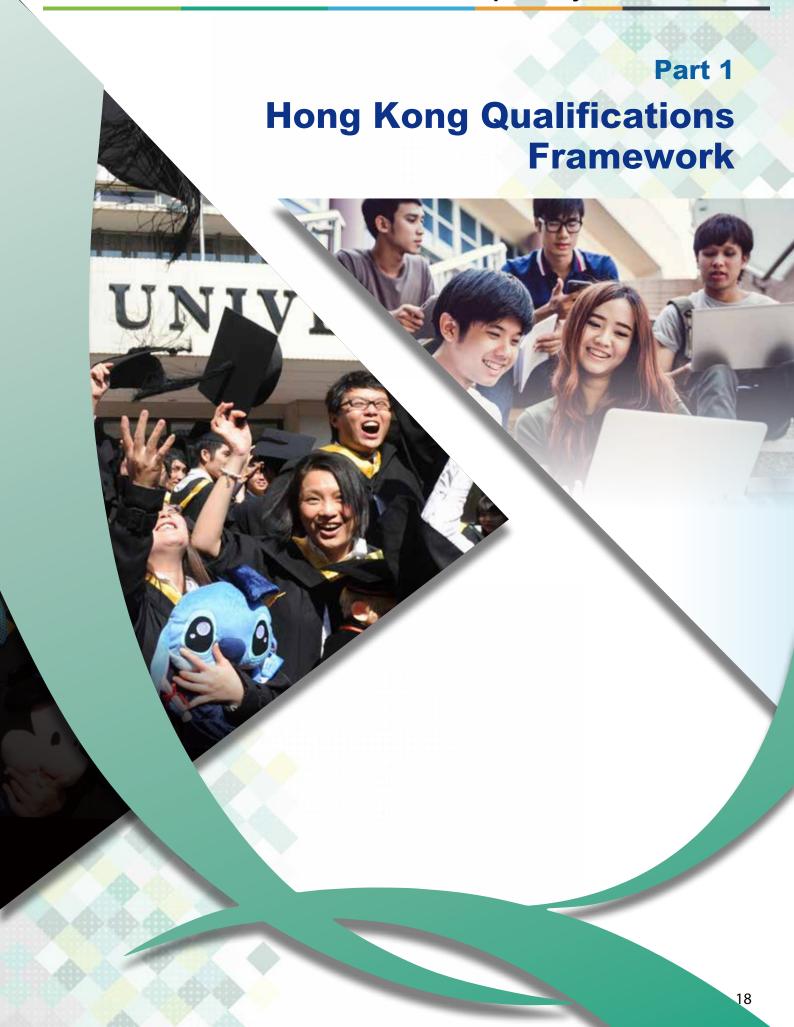| QF Level 4	• Use a wide range of routine and some advanced skills associated with a subject/discipline/sector in both familiar and some new contexts • Synthesise, organise and present information coherently to convey complex ideas in well-structured form • Use a wide range of standard ICT applications to support and enhance work • Use and evaluate numerical and graphical data to measure progress and achieve goals and/or targets

QF Level 5	• Use some advanced and specialised skills in support of established practices in a subject/discipline/ sector • Participate constructively in group discussions and make formal and informal presentations to a range of audiences on standard/mainstream topics in a subject/discipline/sector • Use some advanced features of ICT applications to support and enhance work • Interpret, use and evaluate numerical and graphical data to set and achieve goals/targets

QF Level 6	• Use advanced and specialised skills to support academic and professional work in a subject/ discipline/sector • Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues and specialists • Use advanced features of ICT applications to support and enhance work and identify refinements and/or new requirements to increase effectiveness • Undertake critical evaluations of numerical and graphical data in support of decision-making

QF Level 7	• Use advanced and specialised skills to support academic and professional work that is at the forefront of a subject/discipline/ sector • Strategically use communication skills, at the standard of published academic work and/or critical dialogue, adapting content and purpose to a range of audiences and contexts • Use advanced features of ICT applications and specify requirements in anticipation of future needs • Undertake critical evaluations of numerical and graphical data and employ such data extensively in support of the creation of new knowledge and innovative

Explanatory Notes to the Generic Level Descriptors (GLD)

Part 1
Hong Kong Qualifications Framework

Hong Kong Qualifications Framework

The HKQF is a seven-level hierarchy covering qualifications in the academic, vocational and professional as well as continuing education and training sectors. Qualifications recognised under the HKQF are quality assured and level-rated in accordance with objective and well-defined standards. Enacted by the Legislative Council in 2007, the Accreditation of Academic and Vocational Qualifications Ordinance (Chapter 592 of the Laws of Hong Kong) provides the legal framework for the establishment of the HKQF and its underpinning quality assurance mechanism. The HKQF was officially launched on 5 May 2008, when the said Ordinance came into full operation.

Each QF-recognised qualification is assigned a level to indicate its position in the hierarchy relative to others. The level of a qualification is determined in accordance with a set of GLD which specifies, in four domains, the outcome standards expected of the qualification at each level. The four domains are:

(1)   Knowledge and Intellectual Skills;

(2)   Processes;

(3)   Autonomy and Accountability; and

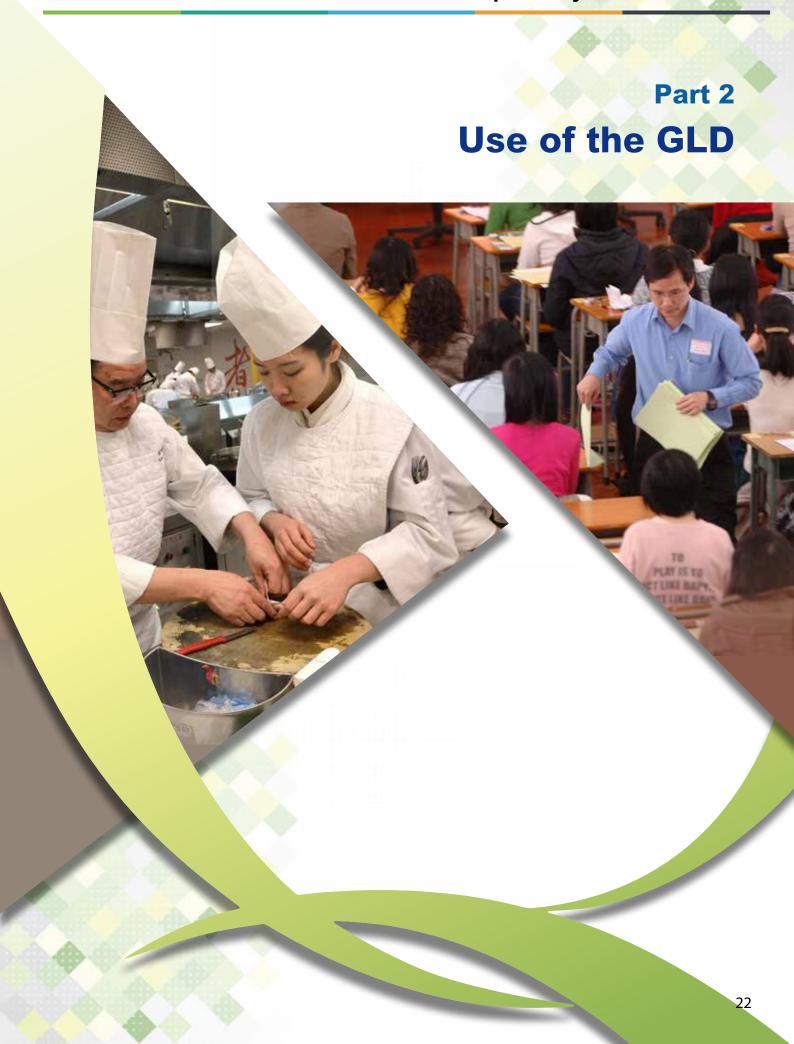(4)   Communication, ICT and Numeracy.

Qualifications recognised under the HKQF are characterised by their levels which reflect the depth and complexity of learning leading to a qualification. In October 2012, the Secretary for Education of the HKSAR Government announced the introduction of the **Award Titles Scheme (ATS)** and the use of credit under the HKQF. Award title reveals the nature and range of QF levels of a qualification, and credit indicates the volume or size of learning of the qualification. The ATS has been introduced to regulate the use of titles for qualifications recognised under the HKQF. The ATS standardises the use of titles and distinguishes learning programmes according to their levels and credit size as shown in the diagram below.

QF Level
資歷級別

Choice of Award Titles for Different Levels
各 級 別 可 選 用 的 資 歷 名 銜

QF Level						
7	Doctor 博士					
6	Master 碩士	Postgraduate Diploma 深造文憑 / Postgraduate Certificate 深造證書	↑	↑	↑	↑
5	Bachelor 學士		Professional Diploma 專業文憑 / Professional Certificate 專業證書	Advanced Diploma 高等文憑 / Advanced Certificate 高等證書	Diploma 文憑	
4	Associate 副學士	Higher Diploma 高級文憑 / Higher Certificate 高級證書	↓	↓		Certificate 證書
3					↓	
2						Foundation Certificate 基礎證書 ↑
1						↓ ↓

QF credit measures the volume or size of learning of a qualification. It provides a common currency in the HKQF which allows learners to understand the effort and the time expected of an average learner to complete the learning process successfully and attain the learning outcomes of the relevant qualification. QF credit is expressed in notional learning hours. It takes into account the total time likely to be spent by an average learner in all modes of learning including attendance in classes, tutorials, experiment in laboratories, practical learning at workshop, self-study in library or at home, and also the assessment or examinations. More details on the concept and principles of QF credit, and a practical guide to credit assignment and assessment are laid down in the document "Operational Guidelines on Use of Credit" available at the HKQF website.

In July 2014, the Education Bureau (EDB) promulgated the policy and principles for credit accumulation and transfer (CAT) under the HKQF to further strengthen the support for learning progression for learners. The policy and principles together with operational guidelines and suggested good practice for the implementation of CAT were published by the EDB in March 2016. According to the policy and principles for CAT under the HKQF "Decisions regarding credit transfer should be timely, academically defensible, equitable and based on learning outcomes"; and that "in determining the eligibility of credits for recognition and transfer towards a new qualification, receiving institutions should satisfy themselves that the learning outcomes attained are comparable to the required outcomes of the new programme".

While adoption of the CAT policy and principles by individual providers is voluntary, the aim is to provide a clear policy framework within which they may develop or refine their existing arrangements for credit transfer within and across sectors in line with HKQF principles, thereby minimising unnecessary duplication of learning by learners and achieving the ultimate objective of the HKQF in supporting lifelong learning. Operators can upload information on CAT arrangements at institutional level and for individual programmes to the Qualifications Register (QR) (www.hkqr.gov.hk).

Part 2
Use of the GLD

Uses of the GLD

The GLD are designed as a developmental continuum. A qualification at a higher level of the QF places a higher demand on the learners in respect of knowledge, cognitive abilities, applied skills and responsibility. The GLD are used to locate a qualification comparatively in the HKQF.

An important role of the GLD is to provide benchmarks for the design and implementation of qualifications. Programme learning outcomes mapped to the GLD are built into qualifications in the programme development process. In the case of Associate Degree and Higher Diploma programmes, developers must also ensure that their programmes meet the requirements of the "Common Descriptors for Associate Degree and Higher Diploma"[1] which are the only common qualifications descriptors in use in the tertiary education sector in Hong Kong.

The GLD are the primary reference tool for the Industry Training Advisory Committees (ITACs) or Cross-Industry Training Advisory Committee (CITAC) to draw up competency standards for the key functional areas of their respective industries (referred to as the Specification of Competency Standards (SCS)). Units of Competency (UoCs) contained in the SCS are mapped to the GLD and provide the basis for the development of a Recognition of Prior Learning (RPL) mechanism in related industries for recognition of the experience and competencies acquired by practitioners in the workplace.

The SCS and the Specifications of Generic (Foundation) Competencies (SGC) developed by the EDB under the HKQF, which cover the four strands of foundation skills, namely Chinese, English, Numeracy and Information Technology, form the basis of SCS-based and SGC-based courses, the learning outcome standards of which are also mapped to the GLD.

The GLD can also be used to set the competency and performance standards for the execution of tasks in the workplace so as to underpin recruitment and performance assessment. Individuals may make reference to the GLD to set lifelong learning and progression targets.

Review of the learning outcomes at the programme level forms an integral part of internal programme validation and external programme accreditation processes. Assessment of the achievement of the prescribed learning outcomes is an essential component of learning programme re-accreditation and qualifications assessment on an individual basis.

[1]http://www.cspe.edu.hk/GetFile.aspx?databaseimageid=635-0

Understanding the GLD

Understanding the GLD

The GLD provide a general overview of the transferable, non-discipline specific skills that have application in study, work and life contexts possessed by a typical holder of a qualification at a given level on the HKQF. They are expressed in terms of what that person can do.

The descriptors reflect the relative depth and complexity of learning to be attained from a qualification, and cover the academic, vocational and professional aspects of the learning. They do not reflect the mode of learning used to achieve them.

The descriptors in each domain progress in a linear manner from the simplest at QF level 1 to the most advanced at QF level 7. Skills appearing at lower levels are assumed to have been subsumed at higher levels even if they are not repeated.

The GLD are designed as a flexible tool, not as a straitjacket. For example, skills may be described in the GLD as 'simple', 'routine', 'advanced'. These descriptors will have different meanings depending on the discipline, profession or industry sector concerned. Users must exercise their judgement in interpreting the generic descriptors in their own context.

As the HKQF includes qualifications in both the academic and vocational sectors and of different credit sizes to meet the programme objectives for the target learners, it is not necessary for all descriptors at a given level of a domain to be included in an individual learning programme or qualification.

The Four Domains of the Revised GLD

Knowledge and Intellectual Skills

Domain : 1

Autonomy and Accountability

Domain : 3

Domain : 2

Processes

Domain : 4

Communication, ICT and Numeracy

The Four Domains of the Revised GLD

Domain 1: Knowledge and Intellectual Skills

- This domain refers to the breadth and depth of the knowledge content that learners are expected to demonstrate and/or work with and the intellectual skills required for learners to acquire, apply and extend knowledge at each level. In this context, "**intellectual skills**" are the brain-based skills and mental processes needed to carry out tasks related to learning.

- A new feature of the revised GLD is a substantive "**knowledge**" strand in this domain, an improvement making reference to other qualifications frameworks.

- "**Knowledge**" requirements progress from basic, general and foundation knowledge in a narrow range of areas to a critical overview of a substantial body of knowledge at the forefront of a field of study or professional practice.

- "**Intellectual skills**" descriptors progress from comprehension and recall of facts to the ability to make a significant and original contribution to a specialised field of enquiry.

- Domain 1: **Knowledge and Intellectual Skills covers** :

    (a)   Breadth and depth of knowledge at each level

    (b)   Intellectual skills for the acquisition, application and extension of knowledge expressed in terms of

        (i)   contextual statement

        (ii)   specific skills

- **Knowledge** refers to learners' ability to demonstrate and/or work with :

QF Level **1**	Basic general and foundation knowledge in a narrow range of areas of a field of work or study
QF Level **2**	Basic factual or operational knowledge in a selected number of areas of a field of work or study
QF Level **3**	Broad operational and theoretical knowledge of a field of work or study
QF Level **4**	Broad knowledge base with some specialised knowledge of a field of work or study
QF Level **5**	In-depth specialised technical or theoretical knowledge of a field of work or study
QF Level **6**	A systematic, coherent body of knowledge, some of which is at the forefront of a field of study or professional practice
QF Level **7**	A substantial body of knowledge and its related theories and concepts at the forefront of a field of study or professional practice

• **Intellectual Skills** refer to how a learner acquires, uses and extends knowledge:

(a) A contextual statement has been added to clarify the range of intellectual skills and the scope of their application at each level :

QF Level 1	Use basic intellectual skills in familiar, personal and/or everyday contexts
QF Level 2	Use a range of intellectual skills in familiar, personal and/or everyday contexts
QF Level 3	Use a broad range of intellectual skills in familiar but sometimes unfamiliar contexts
QF Level 4	Use a wide range of largely routine and some specialised intellectual skills related to a subject/discipline/sector
QF Level 5	Use a wide range of specialised intellectual skills in support of established practices in a subject/discipline/sector
QF Level 6	Utilise highly specialised technical, research or scholastic skills across an area of study
QF Level 7	Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships

(b) Specific intellectual skills at each level are described as follows :

QF Level 1	Employ recall and demonstrate elementary comprehension of facts with dependency on ideas of others; Receive and pass on information
QF Level 2	Make comparisons with some evaluation and interpret available information
QF Level 3	Access, organise and evaluate information independently and draw reasoned conclusions
QF Level 4	Present and evaluate information, using it to inform future actions
QF Level 5	Critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas
QF Level 6	Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector
QF Level 7	Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information

Domain 2: Processes

- This domain refers to the practical application of knowledge and skills to complete activities, tasks and processes in context at each level.

- The processes, tasks and activities and the context in which they are applied progress in scope and complexity throughout the levels of the HKQF. They range from carrying out routine and repetitive tasks in defined and highly structured contexts, to undertaking complex activities in highly specialised technical, professional or management contexts.

- Domain 2: **Processes** covers:

    (a)   Scope of operational context and nature of processes, tasks and activities

    (b)   Problem solving to complete tasks

    (c)   Application of judgement in completing processes, tasks and activities

- The range of tasks and scope of operational context progress as shown below :

QF Level **1**	Perform a limited range of tasks of a routine and repetitive nature in defined and highly structured contexts
QF Level **2**	Perform a range of tasks in predictable and structured contexts
QF Level **3**	Perform a broad range of tasks in a variety of familiar and some unfamiliar contexts using a known range of technical skills
QF Level **4**	Perform skilled tasks requiring some discretion and creativity in a range of contexts
QF Level **5**	Apply knowledge and skills in a range of technical, professional or management activities
QF Level **6**	Apply knowledge and skills in a broad range of specialised technical, professional or management activities
QF Level **7**	Apply knowledge and skills in a broad range of complex activities in highly specialised technical, professional or management contexts

- Another important aspect of Domain 2 is the process of problem solving through the application of appropriate knowledge and skills. In the former version of the GLD many of these skills are located in Domain 1 and in QF level 6 and QF level 7 of Domain 3. In the revised GLD they have been consolidated in Domain 2. The problem solving skills progress from level to level as shown below:

QF Level 1	Apply learnt responses to solve problems
QF Level 2	Use rehearsed stages for solving problems
QF Level 3	Employ a range of responses to well-defined but sometimes unfamiliar or unpredictable problems
QF Level 4	Carry out routine lines of enquiry to address professional level issues and problems
QF Level 5	Identify and analyse both routine and abstract technical/professional problems and issues, and formulate evidence-based responses
QF Level 6	Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues
QF Level 7	Produce creative and original responses to problems and issues in the context of new circumstances

- In completing tasks, the **application of judgement** progresses from level to level as shown below :

QF Level 1	Take some account, with prompting, of identified consequences of actions
QF Level 2	Take account of the identified consequences of actions
QF Level 3	Make generalisations and predictions in familiar contexts
QF Level 4	Exercise appropriate judgement in planning, selecting or presenting information, methods or resources
QF Level 5	Exercise appropriate judgement in planning, design, technical and/or management functions related to products, services, operations or processes
QF Level 6	Deal with complex issues and make informed judgements in the absence of complete or consistent data/information
QF Level 7	Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information

Domain 3: Autonomy and Accountability
(formerly known as Application, Autonomy and Accountability)

- This domain refers to the level of responsibility, autonomy and accountability for self and others assumed by a learner in completing processes at each level. Since Domain 2 refers to the application of knowledge and skills, Domain 3 has been retitled "Autonomy and Accountability" to avoid confusion among users.

- Domain 3: **Autonomy and Accountability** covers the following aspects:

    (a)   Responsibility for self (autonomy)

    (b)   Responsibility for quality of output of self and others

    (c)   Working interactively with others (at QF levels 1-4) and responsibility for others (supervision/leadership) (at QF levels 4-7)

    (d)   Dealing with ethical considerations (at QF levels 5-7)

- The level of responsibility for self and others progresses through the levels of the Framework as shown below:

QF Level **1**	Carry out directed activity under close supervision
QF Level **2**	Undertake directed activity with a degree of autonomy
QF Level **3**	Carry out self-directed activity with guidance/evaluation
QF Level **4**	Undertake self-directed and some supervisory activity
QF Level **5**	Accept responsibility and accountability, within broad parameters, for determining and achieving personal and/or group outcomes
QF Level **6**	Exercise significant autonomy in determining and achieving personal and/or group outcomes;
QF Level **7**	Assume a high degree of autonomy, with full accountability for own work, and significant responsibility for others

- The progression in the level of responsibility for the quality of output of self and others is expressed as follows :

QF Level **1**	Rely entirely on external monitoring of quantity and quality of own output
QF Level **2**	Accept defined responsibility for quantity and quality of own output subject to external quality checking
QF Level **3**	Accept responsibility for quantity and quality of own output and comply with prevailing practice; accept clearly-defined but limited responsibility for the quantity and quality of the output of others
QF Level **4**	Take responsibility for the nature and quantity of own output; undertake a supervisory role, accepting some responsibility for the quantity and quality of the output of others including compliance with prevailing practice
QF Level **5**	Work under the mentoring of senior qualified practitioners
QF Level **6**	Accept accountability in decision making relating to the achievement of outcomes; demonstrate leadership and make an identifiable contribution to change and development
QF Level **7**	Demonstrate leadership and originality in responding to new and unforeseen circumstances and accept accountability in related decision making

- At QF levels 1 — 4 Domain 3 also defines expectations in terms of working interactively with others to achieve common goals and contribute to group performance as shown below :

QF Level **1**	Interact with others to complete tasks
QF Level **2**	Co-ordinate with others to achieve common goals
QF Level **3**	Adapt own behaviour when working with others
QF Level **4**	Contribute to group performance

At QF levels 5 — 7 group interaction is expressed in terms of the level of responsibility for group outcomes (see the table on previous page).

- At QF levels 5 — 7 Domain 3 makes specific reference to the assumption of increased personal responsibility for and autonomy in dealing with ethical issues as shown below :

QF Level **5**	Deal with ethical issues, seeking guidance of others where appropriate
QF Level **6**	Deal with complex ethical and professional issues
QF Level **7**	Deal with very complex ethical and professional issues

Explanatory Notes to the GLD

Domain 4: Communication, ICT and Numeracy
(formerly known as Communication, IT and Numeracy)

- This domain refers to the range of oral and written communication and presentation skills and the use made by learners of ICT applications and numerical and graphical data to complete tasks, activities and processes in context at each level. An overarching statement is provided at each level defining the range of skills and the nature of the contexts in which the skills will be performed as follows :

QF Level **1**	Use a limited range of simple skills with assistance in familiar, routine contexts
QF Level **2**	Use a range of routine skills with some assistance in familiar, routine contexts
QF Level **3**	Use a wide range of largely routine and well-practiced skills in familiar and some unfamiliar contexts
QF Level **4**	Use a wide range of routine and some advanced skills associated with a subject/discipline/sector in both familiar and some new contexts
QF Level **5**	Use some advanced and specialised skills in support of established practices in a subject/discipline/sector
QF Level **6**	Use advanced and specialised skills to support academic and professional work in a subject/discipline/sector
QF Level **7**	Use advanced and specialised skills to support academic and professional work that is at the forefront of a subject/discipline/sector

- The number of descriptors in this *Domain* has been reduced wherever possible to one per strand (**Communication, ICT, and Numeracy**) by eliminating detailed examples to bring the domain into line with the other three. However, in the case of QF level 2, two descriptors have been retained in the **Communication** strand as both were considered essential and it was not possible to combine them into a single meaningful outcome statement.

- The progression of **communication skills** in this domain is expressed as follows :

QF Level **1**	Produce and respond to a limited range of simple written and oral communications and take some part in discussions on straightforward subjects
QF Level **2**	Identify the main points and ideas from documents and reproduce them in other contexts; produce and respond to a specified range of written and oral communications; and take an active part in discussions on identified topics
QF Level **3**	Produce and respond to detailed and complex written and oral communication and make presentations to an audience using suitable structure and style
QF Level **4**	Synthesise, organise and present information coherently to convey complex ideas in well-structured form
QF Level **5**	Participate constructively in group discussions and make formal and informal presentations to a range of audiences on standard/mainstream topics in a subject/discipline/sector
QF Level **6**	Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues and specialists
QF Level **7**	Strategically use communication skills, at the standard of published academic work and/or critical dialogue, adapting content and purpose to a range of audiences and contexts

● The progression of **ICT** skills in this domain is expressed as follows:

QF Level **1**	Carry out a limited range of simple tasks to process data and access information
QF Level **2**	Carry out a defined range of tasks to process data and access information
QF Level **3**	Use a wide range of standard ICT applications to obtain, process and combine information
QF Level **4**	Use a wide range of standard ICT applications to support and enhance work
QF Level **5**	Use some advanced features of ICT applications to support and enhance work
QF Level **6**	Use advanced features of ICT applications to support and enhance work and identify refinements and/or new requirements to increase effectiveness
QF Level **7**	Use advanced features of ICT applications and specify requirements in anticipation of future needs

● The progression of **numeracy** skills in this domain is expressed as follows:

QF Level **1**	Use a limited range of simple and familiar numerical and graphical data
QF Level **2**	Use a range of familiar numerical and graphical data
QF Level **3**	Use a wide range of numerical and graphical data to support work or study
QF Level **4**	Use and evaluate numerical and graphical data to measure progress and achieve goals and/or targets
QF Level **5**	Interpret, use and evaluate numerical and graphical data to set and achieve goals/ targets
QF Level **6**	Undertake critical evaluations of numerical and graphical data in support of decision-making
QF Level **7**	Undertake critical evaluations of numerical and graphical data and employ such data extensively in support of the creation of new knowledge and innovative practice