



*Sultanate of Oman
Oman Authority for
Academic Accreditation and
Quality Assurance of Education*



Oman Qualifications Framework Level Descriptors



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OQF Level

OQF Level is defined as 'an indicator of relative demand, complexity, depth of knowledge and learner autonomy as described by the OQF Level Descriptors'.¹ The OQF has ten levels, derived from the range of formal qualifications in Oman.

OQF Levels reflect the progression in learning as each level increases in demand; OQF Level 1 is for elementary education and training and OQF Level 10 is for the most complex, at the forefront in the development of new knowledge and skills. The OQF Level of a qualification is determined through an evaluation of the modules that comprise a qualification against the Listing or Alignment Criteria and the OQF Level Descriptors.

OQF Level Descriptors

An OQF Level is defined by the OQF Level Descriptors. These are fundamental to the OQF and common to all sectors of education and training. They set out, in brief generic terms, the expected outcomes of each of the ten levels of the OQF in relation to the following six characteristics:

- Knowledge
- Skills
- Communication, Numeracy, Information Communication Technology (ICT) Skills
- Autonomy and Responsibility
- Employability and Values
- Learning to Learn

As they provide a national reference for establishing the level of qualifications, the OQF Level Descriptors are used by Awarding Bodies and the Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA) for the Listing and Alignment of all qualifications. The OQF Level Descriptors:

- Provide the means to determine the appropriate level of learning
- Support the development of new programmes and qualifications
- Provide a reference to assist with consistency and transparency of qualifications
- Contribute to the ability to provide broad comparisons on the level between national and international qualifications
- Contribute to the development of a shared understanding of the expected outcomes at each OQF Level
- Support CAT and RPL

¹ Adapted from D Gosling and J Moon, *How to Use Learning Outcomes and Assessment Criteria* (London: Southern England Consortium for Credit Accumulation and Transfer, SEEC Office, 2001).

The following points should be noted:

- The OQF Level Descriptors are generic. They do not include subject-specific outcomes; these should be defined in the Programme and Module Specifications
- Not all of the OQF characteristics need to be reflected in every module comprising the qualification
- A `best-fit approach` should be used to evaluate modules and qualifications against the statements in the OQF Level Descriptors' characteristics

Collective professional judgement is used to make decisions on the OQF Level and OQF Credit Value of modules and ultimately the programme that leads to a qualification.

Explanation of Terms in the OQF Level Descriptors

The key terms used in the OQF Level Descriptors are described in the following Tables. Table 1 explains the general terminology used within the descriptors while Tables 2, 3 and 4 set out the OQF terminology used to describe the progression in the complexity of learning. Together, the definitions help to distinguish between terms (for example, 'basic' and 'simple') as used in their specific OQF context. Tables 5 to 14 cover the OQF Level Descriptors by Level and Tables 15 to 20 cover the OQF Level Descriptors by Characteristic.

Table 1: Explanation of Terms used in the OQF Level Descriptors

Term	Explanation
Abstract	Existing in thought, or as an idea, but not having a physical or concrete existence ²
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 ³
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 wide range. Extensive in scope, not limited or narrow; great breadth ⁴
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 ⁵
Collaboratively	Produced by, or involving two or more parties, working together. ⁶ Work jointly with others or together especially in an intellectual and occupational endeavour ⁷
Complex	Consisting of many and connected parts; complicated and intricate ⁸
Comprehensive Knowledge	Including, or dealing with, all or nearly all elements or aspects of something ⁹
Conceptual	An abstract, or general idea, inferred or derived from specific instances ¹⁰
Critical Awareness	Well-informed attentiveness in a particular area or issue in subject discipline; ability to form opinions and judgments based on consideration
Critically Analyse	Detailed examination of situations and developments relating to the subject area or occupation, leading to opinions or judgements
Direct Supervision	Under the instructions and control of another person who is responsible for actions taken and who is available if and when needed. Tasks are overseen and the learner needs constant attention, constructive feedback and guidance ¹¹
Elementary	Relating to, or involving, the fundamental or simplest aspect of a subject

² <https://en.oxforddictionaries.com/definition/abstract> (accessed on 07.10.2017).

³ Staffordshire University (2014) Policy on Advanced Scholarship, pg. 2 <https://blogs.staffs.ac.uk/research/files/2014/02/Advanced-Scholarship-FINAL-V2-Jan-2014.doc> (accessed on 05.03.2022).

⁴ <http://www.dictionary.com/browse/broad?s=ts> (accessed on 07.10.17).

⁵ <http://www.learningrx.com/brain-training-101/what-are-cognitive-skills/> (accessed on 07.10.2017).

⁶ <https://en.oxforddictionaries.com/definition/collaborative> (accessed on 07.10.2017).

⁷ <https://www.merriam-webster.com/dictionary/collaboratively> (accessed on 07.10.2017).

⁸ <https://en.oxforddictionaries.com/definition/complex> (accessed on 07.10.2017).

⁹ <https://en.oxforddictionaries.com/definition/comprehensive> (accessed on 07.10.2017).

¹⁰ <https://www.vocabulary.com/dictionary/concept> (accessed on 07.10.2017).

¹¹ Adapted from <https://www.lawinsider.com/dictionary/under-direct-supervision> (accessed on 29.03.2022).

Table 1: Explanation of Terms used in the OQF Level Descriptors

Term	Explanation
Entrepreneurial Skills	A wide variety of skills required by an entrepreneur, including skill sets such as leadership, business management, time management, creative thinking and problem-solving vital for promoting innovation, business growth and competitiveness ¹²
Familiar	Often encountered or experienced
Field	A particular branch of study, or sphere of activity or interest ¹³
General Knowledge	Not specialised knowledge in a discipline, field or occupation
Good Practice	A practice that works well and produces good results
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 ¹⁴
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 ¹⁵
Managed Learning Environment	Planned, structured and directed learning
Mastery	Authoritative knowledge or skill
Media	Ways of, or channels for, communicating, 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 ¹⁶
Scope	The extent of the area, or subject matter, that something deals with or to which it is relevant ¹⁷
Significant	Having a particular meaning; Indicative of something. ¹⁸ Substantial; far reaching; important; consequential
Simple	Easily understood or carried out; uncomplicated; not complex; and cognitively undemanding ¹⁹

¹² Adapted from <https://in.indeed.com/career-advice/career-development/entrepreneur-skills> (accessed on 29.03.2022).

¹³ <https://en.oxforddictionaries.com/definition/field> (accessed on 07.10.2017).

¹⁴ Adapted from <https://www.merriam-webster.com/dictionary/autonomy> (accessed on 07.10.2017).

¹⁵ <https://www.assignmentpoint.com/business/management/task-management.html> (accessed on 05.11.2019).

¹⁶ <http://www.dictionary.com/browse/routine?s=t> (accessed on 07.10.2017).

¹⁷ <https://en.oxforddictionaries.com/definition/scope> (accessed on 07.10.2017).

¹⁸ <https://en.oxforddictionaries.com/definition/significant> (accessed on 07.10.2017).

¹⁹ <https://en.oxforddictionaries.com/definition/simple> (accessed on 07.10.2017).

Table 1: Explanation of Terms used in the OQF Level Descriptors

Term	Explanation
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 and/or safely ²⁰
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

Table 2: Knowledge

Description	Explanation
Elementary [Knowledge]	Very early stage of knowledge; not developed. Relating to, or involving, the simplest aspect of a subject
Simple [Knowledge]	Uncomplicated, not complex, undemanding. Easily understood or done; presenting no difficulty ²¹
Basic	Forming an essential foundation for knowledge. Starting point of learning
General	Commonplace, not specialised knowledge
Broad	Breadth of knowledge and understanding in a subject, discipline, occupation or profession
Significant/ Substantial	Consequential; far reaching
Specialised/ Advanced/ Extensive	Extensive scope of knowledge, including some specialised knowledge; thorough
Advanced Specialised/ Highly Advanced	Highly developed/complex knowledge and understanding in a subject, discipline, occupation or profession

²⁰ <http://dictionary.cambridge.org/dictionary/english/supervision> (accessed on 07.10.2017).

²¹ <https://en.oxforddictionaries.com/definition/simple> (accessed on 07.10.2017).



Table 2: Knowledge

Description	Explanation
Highly Specialised	Intensive knowledge and understanding in a subject, discipline, occupation or profession. Breadth and depth of knowledge and understanding
Deep and Comprehensive	Authority; complete control of the knowledge; expert knowledge



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 responsibility for performance
Independence/ Autonomy/ Accountability	Mostly completely independent, with guidance only when required
Independence in Professional Role/ Some Accountability	Mostly independent, with some accountability in professional role task
High levels of Autonomy and Accountability	Completely independent, with no guidance whatsoever
Fully Accountable and Autonomous	Answerable for independent work



OQF Level Descriptors (By Level)

Table 5: OQF Level 1

General Overview	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.
Characteristics	Indicators
Knowledge	In a subject or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> • Elementary factual and technical knowledge, concepts and principles
Skills	In a subject or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> • Carry out elementary activities in personal, community and/or learning contexts
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Use simple communication skills • Use elementary, limited numeracy skills • Use elementary information communication technology applications with assistance
Autonomy and Responsibility	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Under direct supervision, work individually, or with others • Under direct supervision, undertake structured defined tasks, in controlled environments
Employability and Values	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Manage personal, occupational and study time for simple, routine activities • Apply an elementary understanding of appropriate values and ethics
Learning to Learn	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Undertake structured learning with strong support

Table 6: OQF Level 2

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



Table 7: OQF Level 3

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



Table 8: OQF Level 4

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



Table 9: OQF Level 5

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



Table 10: OQF Level 6

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



Table 11: OQF Level 7

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



Table 12: OQF Level 8

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



Table 12: OQF Level 8

	<ul style="list-style-type: none">• Apply highly advanced levels of understanding of the values and ethics of their discipline, occupation or profession and promote these values to others• Apply highly specialised entrepreneurial and/or creative skills
Learning to Learn	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Manage learning tasks independently, with an awareness of how new knowledge is developed and applied



Table 13: OQF Level 9

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



Table 14: OQF Level 10

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



OQF Level Descriptors (By Characteristic)

Table 15: Knowledge

Table 15: Knowledge	
1	<p>In a subject or occupation, the learner demonstrates and/or works with:</p> <ul style="list-style-type: none"> • Elementary factual and technical knowledge, concepts and principles
2	<p>In a subject or occupation, the learner demonstrates and/or works with:</p> <ul style="list-style-type: none"> • Simple factual and technical knowledge, concepts and principles
3	<p>In a subject or occupation, the learner demonstrates and/or works with:</p> <ul style="list-style-type: none"> • Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge
4	<p>In a subject or occupation, the learner demonstrates and/or works with:</p> <ul style="list-style-type: none"> • General factual, conceptual and technical knowledge, with some theoretical and abstract elements
5	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> • Demonstrates and/or works with a broad range of factual, procedural and technical knowledge, with some theoretical and conceptual elements • Interprets important information with informed awareness • Demonstrates informed awareness of different perspectives and/or approaches within the area of study or work • Uses information to construct a coherent argument
6	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> • Demonstrates and/or works with significant knowledge of important bodies of information, which include some areas of specialisation and conceptualisation • Demonstrates an understanding of the scope and nature of the area of study or work and the principles that underpin it • Demonstrates basic knowledge of the essential legal environment and relevant regulatory frameworks
7	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> • Demonstrates and/or works with specialised knowledge of important factual, conceptual, technical and theoretical aspects to synthesise information • Demonstrates a command of the concepts and principles that underpin knowledge • Demonstrates an understanding of the way in which new knowledge is developed • Demonstrates an understanding of the relationship between the subject, discipline, occupation or profession and related areas of knowledge • Demonstrates knowledge of the main research methods
8	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> • Demonstrates and/or works with advanced specialised knowledge • Demonstrates a general understanding of its relationship to knowledge in other relevant fields and professional areas • Demonstrates an extensive understanding of the theories, principles and methodologies and understands how new knowledge is developed and applied • Demonstrates general knowledge of the essential legal environment and relevant regulatory frameworks • Demonstrates an awareness of current research and literature

Table 15: Knowledge

9	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none">• Demonstrates and/or works with a highly specialised body of knowledge in their field• Demonstrates knowledge of other related fields and/or professional areas• Demonstrates a critical awareness of current problems, theories, developments and new issues emerging as a result of discoveries in recent research• Demonstrates knowledge and understanding of new insights at the forefront of their field• Demonstrates an understanding of current research and literature
10	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none">• Demonstrates and/or works with a deep and comprehensive body of knowledge at the forefront of their field• Demonstrates a comprehensive knowledge and understanding of its relationship to other relevant fields or professional areas• Demonstrates a comprehensive understanding of current research and literature and can use these to generate new knowledge and insights



Table 16: Skills

1	<p>In a subject or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Carry out elementary activities in personal, community and/or learning contexts
2	<p>In a subject or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use simple cognitive and technical skills • Undertake defined, routine activities • Carry out processes that are limited in range, repetitive and familiar
3	<p>In a subject or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use basic and well-practiced processes and appropriate tools to carry out routine activities • Solve basic, predictable problems • Apply known solutions to familiar problems • Use basic cognitive and technical skills to perform basic tasks
4	<p>In a subject or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Apply general cognitive and technical skills to perform a range of tasks requiring theoretical, conceptual and abstract elements • Use general tools and techniques • Analyse general information to make informed judgements
5	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use a broad range of cognitive and technical skills • Complete tasks that are usually well defined • Analyse issues to solve problems that are usually well defined, but sometimes non-routine
6	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use a significant range of cognitive and technical skills • Identify and apply the main methodologies, and appropriate tools, to complete well-defined tasks, some of which may be complex • Develop solutions to solve problems • Formulate responses to well-defined and abstract problems
7	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Apply an analytical and extensive understanding of the principal tools, methods, instruments and investigative techniques, relevant to the field • Apply specialised problem-solving skills in complex and variable contexts
8	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Apply established concepts, theories and modes of inquiry to synthesise and interpret information to evaluate possible conclusions • Select and apply appropriate research methods and techniques • Conduct independent evaluations of information • Show commitment to the development of new ideas and/or processes in the occupation, study context or research

Table 16: Skills

9	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems• Conduct rigorous analysis of information• Address complex or controversial issues• Think independently and make personal judgements based on knowledge and evidence• Apply knowledge in original situations or contexts• Identify and solve problems using disciplinary knowledge in innovative and creative ways
10	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Apply relevant research techniques to significant new developments• Apply relevant research to solve problems using disciplinary knowledge in innovative and creative ways• Refine and extend existing research techniques to conduct original research that is evaluated by independent experts against international standards



Table 17: Communication, Numeracy and Information Communication Technology Skills

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



Table 17: Communication, Numeracy and Information Communication Technology Skills

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



Table 18: Autonomy and Responsibility

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



Table 18: Autonomy and Responsibility

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



Table 19: Employability and Values

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



Table 19: Employability and Values

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



Table 20: Learning to Learn

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



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*Sultanate of Oman
Oman Authority for
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<https://oaaqa.gov.om/Oman-Qualifications-Framework/OQF-Overview>

