GRID OF LEVEL INDICATORS
### National Framework of Qualifications

<table>
<thead>
<tr>
<th>Knowledge Breadth</th>
<th>Grid of Level Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td>Elementary knowledge</td>
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<tr>
<td><strong>LEVEL 2</strong></td>
<td>Knowledge that is narrow in range</td>
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<tr>
<td><strong>LEVEL 3</strong></td>
<td>Knowledge moderately broad in range</td>
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<tr>
<td><strong>LEVEL 4</strong></td>
<td>Breadth of knowledge</td>
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<tr>
<td><strong>LEVEL 5</strong></td>
<td>Breadth of knowledge within a manageable environment</td>
</tr>
<tr>
<td><strong>LEVEL 6</strong></td>
<td>Specialised knowledge of a broad area</td>
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<tr>
<td><strong>LEVEL 7</strong></td>
<td>Specialised knowledge across a variety of areas</td>
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<tr>
<td><strong>LEVEL 8</strong></td>
<td>An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning</td>
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<tr>
<td><strong>LEVEL 9</strong></td>
<td>A systematic understanding of knowledge, at, or informed by the forefront of a field of learning</td>
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<tr>
<td><strong>LEVEL 10</strong></td>
<td>A systematic acquisition and understanding of substantial body of knowledge which is at the forefront of a field of learning</td>
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### Knowledge Kind

- Demonstratable by recognition or recall
- Concrete in reference and basic in comprehension
- Mainly concrete in reference and with some comprehension of relationship between knowledge elements
- Some theoretical concepts and abstract thinking, with significant underlying theory
- Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas
- Detailed knowledge and understanding in one or more specialised areas; some of it at the current boundaries of the field
- A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
- The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers

### Know-How & Skill Range

- Demonstrate basic practical skills and carry out directed activity using basic tools
- Demonstrate limited range of basic practical skills, including the use of relevant tools
- Demonstrates a limited range of practical and cognitive skills and tools
- Demonstrate a broad range of practical and cognitive skills and tools
- Demonstrate a broad range of specialised skills and tools
- Demonstrate comprehensive range of specialised skills and tools
- Demonstrate mastery of a complex and specialised area of skills and tools, use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity
- Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
- Demonstrate a significant range of the principal skills, techniques, tools, processes and/or materials

### Know-How & Skill Selectivity

- Perform processes that are repetitive and predictable
- Perform a sequence of routine tasks given clear direction
- Select from a limited range of procedures and apply known solutions to a limited range of predictable problems
- Formulate responses to well-defined abstract problems
- Exercise appropriate judgement in planning, design, technical and/or supervisory functions and determine solutions to well-defined abstract problems
- Demonstrate limited skills and tools across an area of study
- Select from complex and advanced skills across a field of learning; develop new skills in a high level field, including novel and emerging techniques
- Respond to abstract problems that expand and redefine existing procedural knowledge

### Competence Context

- Act in a clearly defined and homogeneous environment
- Act within a familiar and unpredictable environment
- Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs, identify and apply skill and knowledge to a wide variety of contexts
- Use advanced skills to conduct research, or advanced technical or professional activity; accept accountability for all related decision making, transfer and apply diagnostic and creative skills in a range of situations
- Act in a wider and often unpredictable variety of contexts

### Competence Role

- Act in a range of roles and contexts
- Act under direction with limited autonomy, function within familiar and homogeneous groups
- Act with considerable amount of responsibility and autonomy
- Exercise substantial personal autonomy and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
- Act effectively under guidance in a peer relationship with qualified practitioners, lead multiple, complex and heterogeneous groups
- Take significant responsibility for the work of individuals and groups, lead and initiate activity

### Competence Learning to Learn

- Learn to sequence learning tasks; learn to access and use a range of learning resources
- Learn to take responsibility for own learning within a managed environment
- Learn to take responsibility for own learning within a supervised environment
- Learn to take initiative and address learning needs and interact effectively in a learning group
- Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently; professionally and ethically
- Learn to critique the broader implications of new knowledge to particular contexts

### Competence Insight

- Begin to demonstrate awareness of independent role for self
- Demonstrate awareness of independent role for self
- Assume limited responsibility for consistency of self-understanding and behaviour
- Assume partial responsibility for consistency of self-understanding and behaviour
- Assume full responsibility for consistency of self-understanding and behaviour
- Express an internalised, personal world view, reflecting engagement with others
- Express an internalised, personal world view, manifesting solidarity with others
- Express a comprehensive, internalised, personal world view manifesting solidarity with others
- Scrutinise and reflect on social norms and relationships; act to change them
- Scrutinise and reflect on social norms and relationships; lead action to change them

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This 10-Level Grid of Level Indicators forms part of the determination of the national framework of qualifications under section 7(a) of the Qualifications (Education and Training) Act, 1999. Not: The outcomes at each level include those of all the lower levels in the same sub-strand.