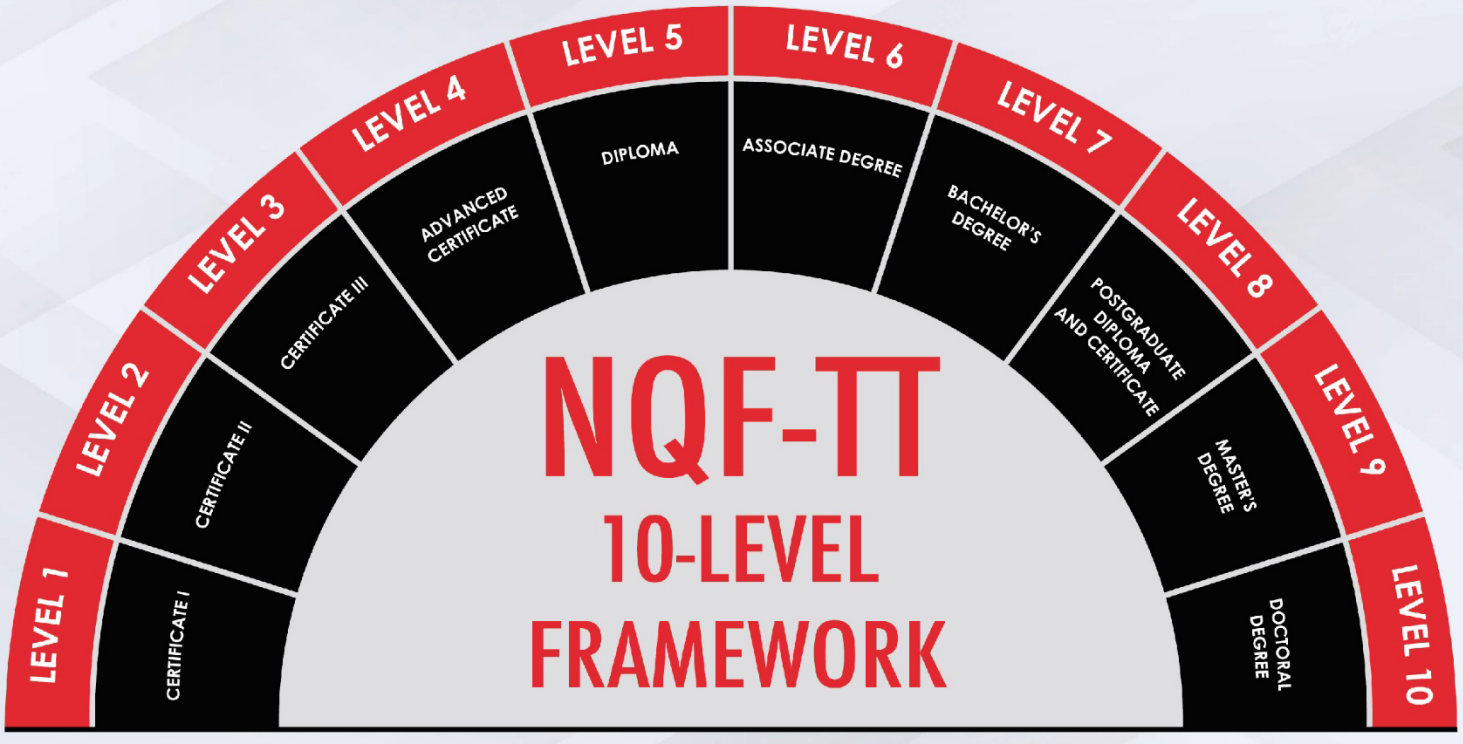
ACTT
The Accreditation Council of Trinidad and Tobago
Established by Chapter 39:06
Quality is the Key

NATIONAL TRAINING AGENCY

The National Qualifications Framework of Trinidad and Tobago (NQF-TT)



NQF-TT
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CONTENTS

ACRONYMS 3

BACKGROUND TO THE NQF-TT 4

IMPLEMENTATION AGENCIES FOR THE NQF-TT 4

WHAT IS A QUALIFICATIONS FRAMEWORK? 5

WHAT IS A NATIONAL QUALIFICATIONS FRAMEWORK (NQF)? 6

WHY IS THE NQF-TT IMPORTANT? 6

HOW CAN THE NQF-TT BENEFIT STAKEHOLDERS? 7

WHO ARE THE MAIN USERS OF THE NQF? 7

ALIGNMENT OF NQF-TT TO THE CARICOM QUALIFICATIONS FRAMEWORK (CQF) 7

THE TEN-LEVEL NQF-TT AND THE CQF 8

DOMAINS OF THE NQF-TT 9

DESCRIPTION OF THE FIVE DOMAINS 9

THE NATIONAL QUALIFICATIONS FRAMEWORK OF TRINIDAD AND TOBAGO 11

GLOSSARY 22

ACRONYMS

ACTT - The Accreditation Council of Trinidad and Tobago

CQF - CARICOM Qualifications Framework

CVQ - Caribbean Vocational Qualification

GORTT - Government of the Republic of Trinidad and Tobago

MoE - Ministry of Education

NTA - National Training Agency

NQF - National Qualifications Framework

NQF-TT - National Qualifications Framework of Trinidad and Tobago

TVET - Technical and Vocational Education and Training

BACKGROUND TO THE NQF-TT

The National Qualifications Framework of Trinidad and Tobago (NQF-TT) was developed to contribute to the country's overall development agenda. The National Development Strategy 2016–2030 (Vision 2030) of the Government of the Republic of Trinidad and Tobago (GORTT), intends to propel this country into an era in which it establishes itself as a modern, progressive, technologically advanced nation with the human capacity to create, recreate and innovate a sustainable future. Goal 7 (p. 90) of Vision 2030 states, "Trinidad and Tobago will have a modern, relevant education and training system". The aim is to strengthen the human resource capacity, advance educational developments and create a seamless education and training system in Trinidad and Tobago.
Key to achieving this objective is the strategic direction as outlined by the Ministry of Education (MoE) in its Education Policy Paper 2017-2022. The three strategic goals identified are as follows:

- Effective Governance and Administration of the Education System
- Access to Educational Opportunities by all Learners
- Quality Education Provided at all Levels

IMPLEMENTATION AGENCIES FOR THE NQF-TT

The Accreditation Council of Trinidad and Tobago (ACTT) and National Training Agency (NTA) are the agencies responsible for the implementation of the NQF-TT.

ACTT is the regulatory authority with responsibility for the quality assurance of post-secondary and tertiary education and training. One of the responsibilities outlined in ACTT's mandate, expressed in Chapter 39:06 Section 8 (2) (g), states that the Council shall:

- "*develop and advise on a unified credit-based system for the post-secondary and tertiary education sector*"

NTA is responsible for regulating and harmonising the quality, relevance and efficiency of the technical and vocational education and training (TVET) sector. A key objective of the NTA, as articulated in its Articles of Incorporation is:

- *"to establish, maintain, and revise all technical, vocational, industrial, scientific, and other educational qualifications that are approved or supported by the National Training Agency."*

WHAT IS A QUALIFICATIONS FRAMEWORK?

The Organisation for Economic Co-operation and Development (OECD) defines a Qualifications Framework (QF) as "an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved." (OECD, 2007, p. 22). A QF therefore is a formalised structure into which academic, tertiary and vocational qualifications are placed, allowing learners, training providers and employers to gain usable information about the broad equivalence of qualifications. All qualifications frameworks are learning outcomes-based.

All QFs consist of a set of agreed principles, practices, procedures and standardised terminology intended to ensure effective comparability of qualifications. Integral features include quality assurance and standards-setting regimes based on learning outcomes, and level descriptors which are used to determine the level at which a qualification should be pegged. Frameworks also explain how qualifications relate to each other and facilitate articulation and progression from one programme to the next.

QFs are conceptualised as hierarchical classifications of qualifications that facilitate mutual recognition and harmonisation of qualifications, and the creation of national and/or regional standards where appropriate. This classification reflects what the holder of the qualification is expected to know, understand, and be able to do.

WHAT IS A NATIONAL QUALIFICATIONS FRAMEWORK (NQF)?

A National Qualifications Framework (NQF) provides the general framework which describes the types of qualifications, their levels and standards within the education and training system in a country. It is therefore a path through which the country can bring education and training together in a single integrated system, providing quality assured and nationally recognised qualifications.

WHY IS THE NQF-TT IMPORTANT?

Trinidad and Tobago aims to have a seamless education and training system where persons can move easily from one level and type of qualification to another. Critical to having a seamless education and training system in Trinidad and Tobago, is the need to have a structure to enable access to education by all. The NQF will act as the unifying framework, allowing for comparability and alignment of qualifications by classifying and standardising qualifications at various prescribed levels. The standardisation of learning outcomes will enable qualifications to be transparent to learners, graduates, institutions and employers. As a translation device, the NQF will:

- support the design and development of qualifications and programmes
- be a tool to improve access to, and progression and articulation within the education and training system
- facilitate recognition and determination of equivalence of qualifications allowing for greater portability
- be used to provide guidance and improved information to learners
- facilitate the recognition of informal, non-formal and experiential learning

In essence, the NQF will address the challenges in the education and training sector with regard to the misalignment between the programmes offered by institutions and providers. The NQF will be the catalyst for the development of programmes/qualifications which are aligned to labour market needs. It will provide a systematic approach to the development, classification and approval of national qualifications.

HOW CAN THE NQF-TT BENEFIT STAKEHOLDERS?

The NQF-TT will:

- allow training providers to align their programme offerings to recognised characteristics as outlined in the learning domains
- facilitate recognition and determination of equivalence of qualifications allowing for greater portability
- demonstrate the routes for progression from one level to another
- support the design and development of qualifications and learning programmes
- facilitate the recognition of prior learning, and
- provide guidance and information on career progression

The learner will ultimately be the primary stakeholder to benefit from the implementation of an NQF-TT as it will assist in the transition into the world of work and support career progression and lifelong learning. Further, it will:

- make qualifications transparent
- facilitate mobility and progression within the national education and training sector
- facilitate transfer and articulation

WHO ARE THE MAIN USERS OF THE NQF?

The NQF-TT will be of particular value to students and graduates, employers, institutions and training providers, human resource professionals and Government agencies.

ALIGNMENT OF NQF-TT TO THE CARICOM QUALIFICATIONS FRAMEWORK (CQF)

In March 2017, the CARICOM Secretariat approved the CQF at the 32nd Meeting of the Council for Human and Social Development (COHSOD). On March 18, 2021, the GORTT adopted the CQF as the reference framework for the development of the national framework. The adoption of the CQF is a critical step

in a series of key legislative, administrative and procedural arrangements needed to enable the free movement of workers and recognition of qualifications across the region.

ACTT and NTA utilised the CQF to refine the level descriptors, and the learning domains of the NQF-TT.

THE TEN-LEVEL NQF-TT AND THE CQF

The table below shows the alignment of the NQF-TT to the CQF.

LEVELS	CQF	NQF-TT	QUALIFICATIONS EXAMPLES
10	Doctoral degree	Doctoral degree	PhD in Agricultural Economics
9	Master's degree	Master's degree	MSc in Sociology
8	Postgraduate Certificate and Diploma	Postgraduate Diploma, Postgraduate Certificate	Postgraduate Certificate in Education
7	Bachelor's degree	Bachelor's degree	• BSc in Psychology • CVQ Level 5 Property Development – Construction Project Management
6	Associate degree/ Higher Diploma	Associate degree	• AASc in Medical Laboratory Technology • National Engineering Technician's Diploma (NETD) in Electrical Engineering • Technician's Certificate in Mechanical Engineering
5	Diploma	Diploma	• NSDP Journeyman – Electrical/Electronics Technology • CVQ Level 4 Training and Assessment • Caribbean Advanced Proficiency Examination (CAPE)
4	Advanced Certificate	Advanced Certificate	• CVQ Level 3 in Refrigeration and Air Conditioning • National Examination Council (NEC) Craftsman Certificate • Caribbean Secondary Education Certificate (CSEC)
3	Certificate III	Certificate III	• CVQ Level 2 in Cosmetology
2	Certificate II	Certificate II	• CVQ Level 1 in Masonry
1	Certificate I	Certificate I	

The qualifications titles used as examples in the table above are currently awarded by institutions in Trinidad and Tobago and may be submitted for recognition at the respective levels of the NQF-TT.

DOMAINS OF THE NQF-TT

The NQF-TT is a ten-level framework across five learning domains, in alignment with the CQF. Each level represents a progression of knowledge, skills and attitudes, expressed and organised as learning outcomes that demonstrate the breadth and depth necessary for students to achieve a qualification at a designated level.

The domains as articulated in the NQF-TT are:

- Knowledge and Understanding
- Application and Practice
- Communication Skills and Information and Communications Technology
- Autonomy, Accountability and Collaboration
- Life Skills

In the NQF-TT it is expected that achievement of learning outcomes at the lower levels would be the foundation for progression to the higher levels of learning in a particular field of study. For example: entry into a programme at Level 7 would be based upon verification of the acquisition of skills, knowledge and attitudes at Levels 1 to 6, whether by formal or informal learning, and will be based on attainment of certification at those levels.

DESCRIPTION OF THE FIVE DOMAINS

Knowledge and Understanding

Knowledge is described as "body of concepts and factual information (data), including their interrelated structures and patterns, concerning the natural and social environment as well as our understanding of the world, people and society, gained through learning and/or experience" (UNESCO, 2012, n.p.). This description takes into consideration that the demonstration of acquired knowledge through process and product ensures understanding. Inherent in this domain is the question: "How much must a person know and understand at a designated level?"

Application and Practice

Application and practice is the ability to use learned facts in a variety of contexts through repetition and overt actions. Inherent in this domain is the question: "What

must a person be able to do to demonstrate the application of the knowledge and understanding gained at a designated level?"

Communication Skills and Information and Communications Technology

Communication is defined as the sharing and receiving of information by oral, written, or nonverbal means with a focus on clarity to negate problems that are exacerbated by cultural differences (Kurian, 2013). Verbal communication involves the use of varieties of data. The digital age has made the use of ICTs common and necessary. ICTs have become the conveyance mode for messages. Therefore, the appropriate, ethical and efficient use of ICTs is vital to clear communication. Inherent in this domain is the question: "What must a person be able to do to communicate the knowledge gained at a designated level to suitable audiences?"

Autonomy, Accountability and Collaboration

This domain focusses on the development of individuals who are self-determined and regulated, with the ability to be responsible for actions and recognise their duty to render an account of one's performance (Talbot, Astbury, & Mason, 2010). The domain gives credence to the idea that these actions are not only individual responsibilities but are relevant to relationships with others in collaborative pursuits. Inherent in this domain is the question: "How must a person be able to self-regulate at a designated level to understand his/her role as he/she interacts with different persons?"

Life Skills

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (Talbot, Astbury, & Mason, 2010). Life skills refer to a broad group of psychosocial and interpersonal skills, which are not specific to academic or technical vocational skills, but have an ancillary role in ensuring that the individual can successfully navigate the demands of living an adult independent life within communities. Successful community engagement, integration and action will contribute to collective quality living. Inherent in this domain is the question: "What must a person at a designated level be able to do to solve problems, make decisions, and communicate with self-awareness and empathy while coping with demands?"

THE NATIONAL QUALIFICATIONS FRAMEWORK OF TRINIDAD AND TOBAGO

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 1 Achievement at **Level 1** reflects an ability to use basic literacy, numeracy and technological skills to carry out supervised tasks.	• Demonstrate knowledge of basic facts and ideas in a field and/or discipline • Understand the purpose for simple, familiar activities • Use knowledge and understanding to carry out simple, structured tasks and activities in familiar contexts • Use a range of basic data in common contexts in the field	• Use some of the basic, routine practices, techniques and/or resources associated with a discipline in routine contexts • Use a limited range of simple skills to work in familiar contexts based on given instructions • Identify and use basic tools and materials to complete planned tasks • Follow prescribed actions in solving problems • Identify consequences of actions and respond appropriately, when prompted	• Use basic language skills in everyday contexts • Respond to basic written and oral communications in familiar contexts • Use a limited range of Information Communication Technology (ICT) to communicate information • Carry out a limited range of simple tasks to process data and access information	• Work with others under supervision in everyday contexts • Take responsibility for the outcomes of simple, routine and familiar tasks • Account for the consequences of one's actions	• Follow simple instructions • Act according to ethical codes of practice • Demonstrate tolerance and respect for oneself, others and the environment • Express ways of appreciating, sharing and preserving heritage and culture • Practise social responsibility • Communicate in a socially appropriate manner • Cope with situations that cause stress • Appreciate the importance of health and safety in everyday contexts

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 2 Achievement at **Level 2** reflects the ability to use basic skills, knowledge, procedures, tools and equipment to carry out simple, routine and non-routine tasks with appropriate support and guidance when required.	• Demonstrate knowledge and understanding of the steps needed to complete simple, routine and non-routine tasks and activities in familiar contexts • Demonstrate knowledge and understanding of the purpose for steps taken to complete simple, routine and non-routine tasks and activities • Demonstrate basic technical and operational knowledge and understanding in identifying, recalling and describing basic facts, principles, procedures and processes.	• Relate knowledge to personal and everyday contexts after some prompting • Recognise and respond appropriately to the consequences of actions for self and others • Use rudimentary skills, with guidance, to complete well-defined, simple, routine and non-routine tasks using basic tools and equipment • Use rudimentary skills, with or without prompting, to solve simple problems	• Respond to and produce basic written and oral communication in familiar and/or routine contexts • Use a limited range of basic numerical and graphical data in everyday contexts • Carry out a limited range of very simple tasks to process data and access information	• Work under direct and significant guidance and supervision, taking some responsibility for the outcome of simple, routine and non-routine tasks • Identify, given simple, criteria, some successes or failure of the work	• Communicate the decision to say no effectively • Be self-aware • Recognise non-verbal signals of other persons' emotional states • Differentiate between/among options • Express self effectively, verbally and non-verbally • Use communication technology in a socially appropriate manner • Relate positively with others • Have a sense of identity and display socially appropriate behaviour • Demonstrate temperance and tolerance when interacting with others • Make healthy lifestyle choices • Negotiate positions while maintaining personal integrity

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 3 Achievement at **Level 3** recognises the ability to use relevant knowledge, skills and procedures to complete basic and routine tasks with direct supervision. The graduate is able to communicate simple information using appropriate tools. The graduate is required to collaborate with others in work groups.	• Demonstrate knowledge of facts, procedures and ideas to complete well-defined tasks • Demonstrate awareness of information relevant to the area of study or work including basic processes, materials and terminology	• Apply knowledge of facts, procedures and ideas to complete well-defined tasks in predictable and structured contexts • Use tools and resources with guidance when necessary • Use relevant skills and procedures • Determine whether or not actions have been effective • Review completed tasks to ensure that specified standards have been met • Apply knowledge to identify and minimise negative consequences	• Produce and respond to detailed written and oral communication • Select and use appropriate ICT applications and media to process and obtain information • Use a range of numerical and graphical data in contexts that have some complex features	• Work alone or with others on routine tasks requiring direct supervision • Contribute to the setting of goals and timelines and improvement practices and processes • Take responsibility for completing tasks and procedures based on direction or guidance • Identify, given simple criteria, one's strengths and weaknesses relative to the work	• Negotiate positions and build consensus while maintaining personal integrity • Make and promote healthy lifestyle choices • Express emotions appropriately • Make morally appropriate choices

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 4 Achievement at **Level 4** focusses on the knowledge, skills and procedures required to complete well-defined tasks in a range of contexts, some of which are complex and non-routine in a field/discipline. This includes communicating using appropriate tools and working under minimum supervision.	• Explain main principles and practices in a discipline • Demonstrate general knowledge of facts, procedures, ideas and materials needed to complete well-defined tasks and address simple problems • Identify challenges in familiar contexts	• Use basic, routine practices, techniques and/or resources associated with a discipline in familiar contexts • Perform specialised tasks or functions in known contexts • develop and implement plans and use tools and techniques to solve practical problems • Work in a limited range of activities within a prescribed range of functions • Utilise a range of information in various familiar contexts	• Use a limited range of standard ICT applications to produce and respond to well-defined written and oral communication • Select and use appropriate ICT applications to communicate a variety of data and information effectively	• Carry out routine tasks with minimal supervision • Take responsibility for completing assigned tasks and procedures with guidance as needed • Make reasonable decisions • Collaborate effectively • Show an awareness of roles and responsibilities of others • Contribute to the improvement of practices and processes	• Justify/defend choices • Anticipate consequences as related to choices and problems • Use emotional awareness to make decisions in familiar contexts • Support others in decision making • Be responsible for personal performance and learning • Undertake further training and development to attain new skills

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 5 Achievement at **Level 5**, focusses on identification of familiar problems and performance of routine processes. Qualifications at this level provide knowledge in a narrow range of technical and theoretical ideas, concepts and approaches in a field/discipline. The graduate at this level exercises some degree of autonomy and is able to demonstrate leadership, team work and critical thinking skills.	• Demonstrate knowledge and understanding to complete tasks and address problems that may be complex and non-routine • Interpret and evaluate relevant information and ideas • Use a narrow range of specialised skills and sources • Be familiar with the nature of descriptive statistics, where applicable	• Apply a narrow range of theories, principles, concepts in contexts that may be complex and non-routine • Select and use relevant skills, resources, methods and procedures in varying contexts • Carry out routine processes that require a narrow range of highly specialised skills • Apply solutions through the use of appropriate processes, procedures, resources and skills in simple non-routine contexts • Be aware of consequences of actions on self, others and the environment and employ mitigating strategies	• Produce and respond to detailed written and oral communication • Select and use appropriate ICT applications to communicate a variety of data and information effectively • Communicate ideas clearly to varying audiences	• Exercise autonomy and initiative in a limited number of activities • Account for one's work • Act on guidance from supervisors in a collaborative manner • Manage limited resources within defined areas of work • Understand the roles and responsibilities of self and others • Work effectively with peers and professionals	• Make informed decisions • Make independent choices • Practise self-management of learning and performance within routine and non-routine contexts • Practise basic skills required for financial independence • Develop a capacity for working in an environment that encourages open interaction, helpfulness and civility • Appreciate others and value diversity of opinions • Identify the impact of emotions, attitudes and motivation

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 6 Achievement at **Level 6** focusses on a range of specialised technical skills and theoretical ideas, concepts and approaches in a field or discipline. The graduate is able to identify elements of simple to complex challenges and systematically use knowledge and initiative to resolve challenges. The graduate is also able to exercise limited autonomy and take responsibility for own actions.	• Demonstrate knowledge in addressing complex problems that are well-defined and non-routine • Integrate knowledge of the central areas of the discipline • Draw on a range of sources to analyse, interpret and evaluate relevant information and ideas to make judgements and formulate solutions • Demonstrate an informed awareness of different perspectives or approaches within the area of study or work • Use descriptive statistics, where applicable	• Apply key terms, concepts, facts, principles, rules and theories in non-routine and complex contexts • Apply practical skills to work independently and with others • Systematically use information to resolve challenges • Utilise initiative and judgement in planning, problem-solving and decision making • Recognise and acknowledge the consequences of actions on self, others and the environment and employ mitigating strategies	• Interpret data and communicate information on complex challenges • Present information in a clear and rational manner with some degree of intellectual autonomy • Produce and respond critically to complex written and oral communication • Select and use a range of standard ICTs effectively • Use different types of data to measure progress and achieve goals and targets	• Take responsibility for one's efforts or actions • Take partial responsibility for determining and achieving group outcomes • Exercise limited autonomy in developing courses of action within clearly defined roles and responsibilities • Demonstrate leadership traits • Lead a team for a narrow range of processes • Support others in a group setting • Engage in mediation to resolve conflict • Manage a range of resources within defined areas of work	• Demonstrate positive assertive behaviour at the workplace • practise skills required for financial independence and to become a successful entrepreneur • Foster behaviour that encourages self-respect, self-care and personal improvement • Value the diversity of backgrounds, including skills, perspectives and cultures, in decision making • Practise coping skills to prevent or alleviate negative effects of stress • Promote ways of appreciating, sharing and preserving heritage and culture • Expand the range of learning resources and tools for continual improvement • Maintain composure in challenging solutions

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 7 Achievement at **Level 7** focusses on fundamental technical and/or theoretical knowledge and general research skills in a field or discipline. The graduate is able to identify, interpret and solve problems, using a range of ideas, concepts and approaches. The graduate is also able to exercise initiative and autonomy in some activities and delegate responsibilities.	• Understand and explain critical concepts, principles, theories, research methodologies, technologies and current issues of one or more discipline(s) in order to address technical and operational issues • analyse, interpret and evaluate relevant information and ideas to make judgements and formulate solutions • Conduct research that is based on a coherent and critical understanding of the concepts, principles, theories, methodologies and current issues of one or more discipline(s) • Use inferential statistics, where applicable	• Utilise a range of specialised skills, techniques and practices at the forefront of the discipline to solve complex, non-routine problems • Formulate rational conclusions through adaptation of knowledge and skills • Apply knowledge and skills to complete a defined research project that leads to developing and implementing relevant responses and/or technical/operational solutions • Evaluate one's actions, and methods and take responsibility for results	• Use a wide range of communication tools and/or methods to make formal and informal presentations • Utilise communication skills to present research at national, regional and international fora • Express oneself verbally and interpret non-verbal communication in formal and informal settings • Use a range of ICT applications to support and enhance work • Use and interpret different types of data to measure progress and achieve goals and targets	• Exercise initiative, autonomy, and judgement in some activities at the professional level • Demonstrate leadership traits • Lead collaborative activities within a cross functional team • Accept full responsibility for the quality of personal and group outcomes • Account for the performance of others • Implement courses of action derived from procedures • Delegate responsibilities • Maintain composure in challenging situations	• Create an environment that fosters collaboration • Evaluate the impact of emotions, attitudes and motivation • Encourage others to practise coping strategies that prevent or alleviate negative effects of stress • Develop new ways of appreciating, sharing and preserving heritage and culture • Practise evidence-based decision making

Level Summary	Knowledge and Understanding	Application and Practice	Communications Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 8 Achievement at **Level 8** focusses on application of advanced knowledge and research skills to solve complex problems. The graduate is able to conceptualise corrective actions required for improvement and contribute to the advancement of knowledge in the field and/or discipline. At this level the graduate shows initiative and autonomy in several contexts.	• Modify and/or use knowledge and understanding to improve contexts using interacting factors • Explain, critically analyse and evaluate complex theories, concepts and principles • Demonstrate awareness of current developments • Demonstrate knowledge and understanding of research methodologies, where applicable	• Use theories, concepts and principles to explain new developments • Adapt and use appropriate methods, advanced skills, research and resources in complex contexts • Apply knowledge in professional contexts that include uncertainty • Predict and assess actions, methods and results • develop and implement mitigation strategies	• Use advanced competencies to make and deliver presentations on practices in varying topics in a discipline • Use ICT applications to obtain, process and analyse data to support and enhance work • Use interpret, and evaluate different types of data to measure progress and achieve goals and targets	• Show initiative, autonomy and accountability in a number of contexts • Assume responsibility for planning and conceptualising and developing an action plan that can produce significant changes • Seek guidance by consulting with experts in the field/discipline • Conduct work in accordance with the code of practice for the profession • Take responsibility for managing the performance of others	• Make decisions using experience and empirical data • Assign responsibilities and tasks based on decisions made • Use emotional awareness to inform decisions in multicultural situations • Manage ethical and professional issues in accordance with current codes of practice • Work with specialists in various fields to bring about change, development and/or new thinking

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 9 Achievement at **Level 9**, focusses on dissecting complex, non-routine challenges and, combining and/or adapting various skills and knowledge. This level has a research component and allows for a greater amount of autonomy and judgement.	• Reformulate and use knowledge to improve contexts where there are many interacting factors • Demonstrate understanding of the wider context in which the field of is located • Explain, critically analyse and evaluate complex theories, concepts and principles to produce original work • Evaluate information and concepts to make judgements and formulate solutions • Use different theoretical and methodological perspectives and demonstrate how they affect the area of study or work • Use multivariate thinking, if applicable	• Apply knowledge and skills to demonstrate creativity and original thought in the context of research • Apply a range of specialised skills to retrieve, process, analyse and synthesise information using quantitative and qualitative data • Utilise knowledge and skills in varying and unknown contexts • Conduct independent research, based on internationally-recognised standards • Design and conduct research to develop strategic activities to inform the field of work or produce change • Critically evaluate actions, methods and consequences and their short and long term implications • Utilise research to develop solutions to current, complex problems drawing systematically on principles, theories and methodologies of a particular discipline	• Defend a body of work and share research findings with varying audiences • Use a wide range of communication tools and/or methods to convey information about specialised topics to peers, colleagues and experts in a professional setting • Use a range of ICT applications to obtain, process, analyse and evaluate data to support and enhance work	• Exercise substantial initiative, autonomy and judgement at the professional level • Take substantial responsibility for leading and developing courses of action that initiate or underpin substantial changes or development • Engage in critical reflection for improved decision making • Take initiative and responsibility for developing courses of action that leads to the organisational change and/or development • Be accountable and responsible for original research and performance • Demonstrate leadership in making a significant contribution to innovation • Deal with complex professional issues and make informed judgements on issues not addressed by current practice	• Use relevant laws and/or professional Codes of Practice to make decisions • Build acceptance and goodwill for diversity • Act in ways which are reflective, self-critical and based on research/evidence • Inspire others to act with honesty and integrity • Collaborate to develop creative solutions and original responses to problems

Level Summary	Knowledge and Understanding	Application and Practice	Communication Skills and Information Communications Technology	Autonomy, Accountability and Collaboration	Life Skills
LEVEL 10 Achievement at **Level 10** focusses on work that is innovative or is an original adaptation and application of existing knowledge. The graduate will demonstrate expertise in a specific area of a discipline and is capable of critically assessing and manipulating challenges. At this level, the graduate demonstrates a high level of self-governance and takes initiative in key activities.	• Develop an in-depth understanding of undefined contexts where there may be many complex interacting factors • Critically analyse, interpret and evaluate complex theories, concepts and principles to produce new knowledge • Utilise in-depth expertise of knowledge, research and analytical requirements of a discipline • Use a significant number of research principles and methods applicable to the discipline • Add to existing knowledge to further the development of the principal theories, concepts and principles • Contribute significantly to the body of existing knowledge in the discipline through	• Demonstrate intellectual independence and the ongoing capacity to generate new knowledge • Apply knowledge and skills to design and execute research to develop projects and investigate issues to solve real life problems • Utilise a high level of research capabilities to add to existing knowledge • Critically evaluate unconventional and complex ideas • Contribute original concepts through published research in the discipline • Demonstrate the ability to address intended and unintended consequences of one's professional practice	• Utilise a range of communication skills and techniques to critically assess methodologies and arrive at conclusions • Communicate with peers, scholarly communities and society through various media • Use a range of software applications to support and enhance work • Publish peer-reviewed academic work • Use information technology to advance a discipline • Critically evaluate qualitative and quantitative data	• Exercise a high level of self-governance, initiative and judgement in key activities • Lead, develop and plan courses of action that significantly impact work • Demonstrate originality in addressing and solving problems • Work in ways which are reflective, self-critical and based on research/evidence • Be accountable and responsible for original research • Lead with authority in the field/discipline • Develop collaborative relationships with individuals and groups • Demonstrate personal social responsibility in making identifiable change or impact on the environment	• Address complex ethical and professional issues and make informed judgements on emerging issues that have not been dealt with in current professional and/or ethical Codes of Practice • Use data and field experiences to make decisions • Accept responsibility for outcomes of decisions made • Develop creative solutions and original responses to problems • Apply conflict resolution techniques

	research or equivalent work • Generate new knowledge/insight based on research that leads to a significant development of a discipline • Utilise comprehensive and systematic expertise for problem-solving • Perform critical analyses of theory in the field				

GLOSSARY

Access to Education - Refers to whether learners have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools/institutions to provide additional services or remove any actual or potential barriers that might prevent some students/learners from equitable participation in certain courses or academic programmes.

Equivalence - An assessment of programmes to determine the comparative educational value of competence and achievement.

Higher Education - A broad overarching term that encompasses education beyond the secondary level, including academic programmes often referred to as tertiary education, as well as technical education often referred to as skills training in order to ensure a firm foundation for lifelong learning and wellbeing.

Information Communication Technologies (ICT) - The diverse set of tools and resources used to communicate, create, disseminate, store and manage information. These include computers, mobile devices, the Internet and other satellite communication devices, radio, television, telephones, and audio visual equipment which can be deployed for realising the goals of teaching and learning and enhancing access to resources, building of capacity, as well as the management of the educational system.

Institution/Training Provider - An organisation with a structure that provides for the administration, governance, delivery and certification of a range of educational programmes leading to the granting of awards.

Learning outcomes - Statements of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of performance criteria based on knowledge, skills, attitudes and competence.

Level - Position where a qualification is located on a qualifications framework based on level descriptors.

Level descriptor - A definition of the characteristics of a qualification that would lead to it being assigned to a particular level.

Qualification - Any higher education award (degree, diploma, or other type of formal certification) issued by a competent, registered authority attesting to the successful completion of a course programme.

Quality Assurance - An all-embracing term referring to an on-going, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of education systems, institutions, or programmes.

Skill - The ability to perform tasks and solve problems. It is the ability, proficiency or dexterity to carry out tasks that come from education, training, practice or experience.

Training - The organised procedure by which people learn knowledge and/or skill for a definite purpose. Training refers to the "teaching and learning activities carried on for the primary purpose of helping… [people]

Vocational Education - Educational programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades.

All definitions above adapted from the i) Chapter 39:06 establishing the Accreditation Council of Trinidad and Tobago; ii) Education Policy Paper 2017 – 2022 (MoE); and iii) Transnational Qualifications Framework, Commonwealth of Learning