

WORLD REFERENCE LEVELS: ELEMENT OUTCOME STATEMENTS

DRAFT for Piloting

The elements in the WRL Tool are based on the factors commonly found in the level descriptors of qualification frameworks, and other structures which define the levels of qualifications, credentials and competences.

Each WRL Element is set out using a series of hierarchical outcome statements arranged in four broad reference levels – A, B, C and D - representing commonly recognised cycles or gradations in education and training and in generic employment or career pathways. Each level is divided into a lower and higher stage of progression. The WRL Stages are identified as A1 and A2, B1 and B2, C1 and C2, and D1 and D2.

There are 11 WRL Elements, organised in three clusters: *Accountabilities*, *Capabilities* and *Contingencies*. These clusters, which overlap to some extent, represent different perspectives from which the outcomes of qualifications and credentials can be viewed. Users of the WRLs will use their discretion in deciding which elements are relevant to creating a WRL Profile for a particular qualification or credential.

Each WRL Element has a full title, short title (in bold) and a reference code (in square brackets). Definitions of the elements are given in the WRL Directory, listed under the short title. The elements are:

Accountabilities: carrying out and managing activities

1. Scope and nature of **activities** [ACT]
2. Scope and nature of **responsibilities** [RESP]
3. Role in **working with others** [WWO]
4. Role in monitoring performance and learning to improve **quality** [QUAL]

Capabilities: using skills, knowledge and know-how

5. Scope and nature of **skills & procedures** [SKILL]
6. Scope and nature of skills in **communication** [COM]
7. Scope and nature of skills for accessing and using **data** [DATA]
8. Scope and nature of **knowledge & know-how** [K&K]

Contingencies: responding to contextual factors

9. The nature of **contexts** of activity [CNTX]
10. Role in addressing **problems & issues** [PRB]
11. Role in addressing issues relating to **values** [VAL]

1. "ACTIVITIES" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A	1 ... carry out simple or highly structured activities which do not require knowledge or know-how which is specific to the field of activity.
	2 ... carry out familiar, structured activities which require basic knowledge and know-how in the field .
B	1 ... carry out routine technical activities which are straightforward or clearly defined.
	2 ... carry out or supervise non-routine technical activities which need to be clarified and planned .
C	1 ... carry out, manage or lead on complex and/or specialised activities which need to be analysed and/or modified, and scoped and organised.
	2 ... carry out, manage or lead on complex and/or specialised activities which need to be analysed and re-interpreted or reconfigured .
D	1 ... carry out, collaborate on, lead on , or direct strategic or highly specialised activities , in or affecting a field or organisation , which require the use of advanced knowledge and know-how .
	2 ... carry out, collaborate on, lead on , or oversee strategic or highly specialised activities which are critical to a field or organisation and require the creative use of the most advanced knowledge and know-how .

2. "RESPONSIBILITIES" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A	1 ... carry out simple or highly structured activities and check outcomes under immediate instruction and close supervision .
	2 ... carry out and monitor familiar, structured activities and check outcomes under ongoing instruction and supervision .
B	1 ... prepare for, carry out and review own routine activities and outcomes and support other individuals carrying out similar activities , all under general guidance and supervision .
	2 ... plan, carry out and review own non-routine activities and outcomes and mentor and monitor or supervise others (individuals and/or teams) carrying out similar activities , all under general or non-directive management .

2. "RESPONSIBILITIES" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

C	1	... plan, manage and review their own activities and outcomes and the complex and/or specialised activities and outcomes of individuals and/or groups fully following the well-established practices of a field or organisation .
	2	... plan, manage and evaluate their own activities and outcomes and the complex and/or specialised activities and outcomes of individuals and/or groups broadly within the accepted norms of a field or organisation .
D	1	... direct or coordinate strategic or highly specialised activities and evaluate the outcomes of groups or organisations , within an overall understanding of the key aims and concerns of a field or an organisation .
	2	... lead or oversee decision-making about strategic or highly specialised activities and evaluate outcomes which are critical to the management or advancement of a field or organisation .

3. "WORKING WITH OTHERS" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...	
A	1	... collaborate with others, as instructed, to carry out specific simple or highly structured activities .
	2	... collaborate with others to carry out specific familiar, structured activities .
B	1	... collaborate with others in a team to carry out routine activities .
	2	... collaborate with others in own team and other teams to avoid overlaps and gaps in non-routine activities and outcomes.
C	1	... collaborate with peers or leaders of groups to coordinate responsibilities for complex and/or specialised activities and outcomes and avoid overlaps and gaps.
	2	... collaborate with peers, experts and leaders of groups to set aims and responsibilities for complex and/or specialised activities and coordinate work towards common objectives.
D	1	... direct , or collaborate with, peers and experts in a field or organisation to establish and coordinate the use of innovative approaches to activities which are strategic or highly specialised .
	2	... lead , or collaborate with, peers and experts in and between fields or organisations to initiate developments leading to critical new understandings and strategic or highly specialised activities .

4. "QUALITY" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A	1 <ul style="list-style-type: none"> (i) ... check specific outcomes of their own activities, as instructed, using highly structured procedures. (ii) ... follow instructions on learning needed to maintain or improve the quality of their own performance and outcomes by acquiring skills, knowledge and know-how.
	2 <ul style="list-style-type: none"> (i) ... monitor and check specific outcomes of their own activities, using basic measures of quality and structured procedures. (ii) ... ask for, and follow, advice or instruction on the learning needed to maintain or improve the quality of their own performance and outcomes by acquiring and/or strengthening skills, knowledge and know-how.
B	1 <ul style="list-style-type: none"> (i) ... review the outcomes of their activities using standard measures of quality and routine review procedures. (ii) ... identify and seek agreement on learning needed to improve the quality and scope of own performance and outcomes by extending skills, knowledge and know-how.
	2 <ul style="list-style-type: none"> (i) ... review their overall performance and the performance of other individuals and/or teams, using standard measures and routine review procedures, and adapting these where required. (ii) ... identify and plan learning to improve and extend their own expertise and/or mentor or support other individuals and/or teams on learning to improve the quality and scope of their performance and outcomes, by acquiring, strengthening or extending skills, knowledge and know-how.
C	1 <ul style="list-style-type: none"> (i) ... review their overall performance and the performance of individuals and/or groups using specialised measures and procedures. (ii) ... identify and pursue immediate and longer-term aims for academic/personal/ professional development to improve their own capacity, and assist individuals and/or groups to identify and plan learning objectives to improve their performance and expertise.
	2 <ul style="list-style-type: none"> (i) ... evaluate their overall performance and the performance of individuals and/or groups using a broad range of specialised measures and procedures. (ii) ... identify and engage in opportunities for continuing academic, personal or professional development to improve their own capacity, and contribute to arrangements to enable individuals and/or groups to achieve learning objectives and extend expertise.
D	1 <ul style="list-style-type: none"> (i) ... evaluate the progress towards broad aims or objectives made by self and expert groups, or organisations based on the outcomes of research. (ii) ... engage in and support the planning and delivery of opportunities for continuing academic, personal or professional development to improve the performance and capacities of self and expert groups or organisations.

4. "QUALITY" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

2	<p>(i) ... evaluate the progress towards strategic aims and/or objectives made by self and expert groups or organisations, based on the outcomes of original (own or commissioned) research.</p> <p>(ii) ... initiate the creation of opportunities for continuing academic, personal or professional development and/or promote the use of these opportunities to improve the performance and extend the capacities of self and expert groups and/or organisations.</p>
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5. "SKILLS & PROCEDURES" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...	
A	1	... use skills and procedures as instructed to carry out simple activities under close supervision.
	2	... use skills and procedures which are basic in a field to carry out familiar activities under ongoing instruction and supervision .
B	1	... select standard technical skills and procedures from a field to carry out routine activities under general guidance and supervision .
	2	... select from a broad range of standard technical skills and procedures from across a field and adapt them to carry out non-routine activities , or supervise activities within general or non-directive management .
C	1	... select specialised skills and procedures from a field , and modify them as required, to carry out or manage complex activities .
	2	... select from a broad range of specialised skills and procedures from across a field , and reconfigure them as required to carry out or manage complex activities .
D	1	... identify highly specialised skills and procedures from a field , and reconfigure them as required to develop innovative procedures for carrying out or directing complex processes .
	2	... identify highly specialised or advanced skills and procedures from across a broad field , and reconfigure them as required, to create new processes .

6. "COMMUNICATION" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A	1 Use highly structured procedures as instructed to: <ul style="list-style-type: none"> (i) access simple information required for, and/or generated by, immediate activities. (ii) record this information and/or report it to colleagues or customers in an uncomplicated format.
	2 Use basic communication skills and structured procedures to: <ul style="list-style-type: none"> (i) gather detailed concrete information required for, and/or generated by, ongoing activities. (ii) record this information in familiar formats and/or report it to colleagues and/or to customers.
B	1 Select standard communication skills and procedures and use to: <ul style="list-style-type: none"> (i) gather and organise routine information and ideas required for activities or purposes and possible contingencies (ii) record straightforward findings or make routine reports to colleagues and/or to customers or clients.
	2 Select standard communication procedures and formats, adapt them to the purpose and the audience as required, and use to: <ul style="list-style-type: none"> (i) gather, interpret and organise routine technical information and ideas relevant to a broad range of activities or purposes and possible contingencies. (ii) record findings and produce unambiguous reports and recommendations for action or change and communicate these to colleagues at any level and/or to customers or clients.
C	1 Select and modify specialised modes and forms of communication to: <ul style="list-style-type: none"> (i) identify, gather and interpret complex technical information and ideas related to activities and responsibilities. (ii) produce and present explanations, reports and recommendations in clear and consistent forms appropriate to audiences with different backgrounds and levels of understanding.
	2 Select and reconfigure specialised modes and forms of communication to: <ul style="list-style-type: none"> (i) identify, gather, and evaluate complex technical information and ideas related to a broad range of activities and responsibilities. (ii) produce and present interpretations, reports and proposals in clear and logical forms appropriate to audiences with different interests and levels of understanding.

6. "COMMUNICATION" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

1	Select and reconfigure highly specialised modes and forms of communication to:
	<ul style="list-style-type: none"> (i) critically analyse and evaluate advanced ideas and strategic issues affecting a field or organisation. (ii) present and defend analyses and understandings to audiences with different levels of familiarity and/or understanding of the field and/or topic(s) using customised and innovative approaches.
D 2	Select and reconfigure highly specialised modes of communication to:
	<ul style="list-style-type: none"> (i) critically analyse and evaluate the most advanced issues and theories with a potential to significantly affect a field or organisation. (ii) present and defend analyses and insights to audiences with different perceptions and understandings of the topic(s), critical elements and implications, using customised and creative approaches.

7. "DATA" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A 1 2	... use simple procedures or programs as instructed to access and/or record pre-set numerical data .
	... use familiar procedures or programs to obtain and/or record numerical data which is basic to the field .
B 1 2	... use routine arithmetical procedures or programs to gather and organise data which is standard for a field .
	... select routine mathematical procedures or programs to gather and organise technical data which is standard for a field .
C 1 2	... use mathematical or statistical procedures or programs which require some specialised knowledge or expertise to generate and collate complex, technical data .
	... select mathematical and/or statistical processes or programs which require specialised knowledge or expertise to generate, collate and compare complex, technical data .
D 1	... select advanced mathematical and statistical processes or programs to generate, analyse and evaluate specialised data ;
	... collaborate or advise on the design of such processes or programs.

7. "DATA" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

2	<p>... select advanced mathematical and statistical processes or programs to generate highly specialised data and evaluate its current and potential value</p> <p>... collaborate or advise on the design of such processes or programs.</p>
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8. "KNOWLEDGE & KNOW-HOW" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A	1 ... draw on general knowledge to carry out simple activities .
	2 ... draw on basic factual knowledge and know-how from and about a field to carry out familiar activities .
B	1 ... draw on standard technical knowledge and know-how from and about a field to carry out routine activities and deal with problems and questions which arise.
	2 ... draw on a broad range of standard technical and theoretical knowledge and know-how about and from across a field to carry out non-routine activities and/or supervise others and deal with problems and questions which arise.
C	1 ... draw on a broad, logical and consistent understanding of the theoretical and/or methodological bases of a field together with specialised knowledge and know-how from and relevant to the field to make decisions about technically complex activities, problems and/or issues .
	2 ... draw on an extensive, logical and consistent understanding of the theoretical and methodological bases of a field , together with knowledge and know-how from other relevant fields to make decisions about technically complex activities, problems and/or issues .
D	1 ... draw on a comprehensive understanding of current and advanced theory and practice in and relevant to a field , together with specialised knowledge and know-how from or about other relevant fields to critically analyse and/or synthesise, and enhance theories and practices .
	2 ... draw on the most advanced and/or strategic understanding of a field , together with specialised understanding, knowledge and know-how from or about other fields to critically analyse and/or synthesise existing theory and practice and create new insights and forms of practice .

9. "CONTEXT" OUTCOME STATEMENTS

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A	1 ... carry out simple activities in contexts which are stable or free from significant change relative to these activities .
	2 ... carry out familiar activities in a structured context which are stable, but liable to some changes which can be foreseen or prepared for relative to these activities .
B	1 ... carry out routine technical activities in contexts which are occasionally subject to challenges and changes which can be foreseen, but cannot be fully prepared for.
	2 ... carry out or supervise non-routine technical activities in contexts which are typically subject to challenges and changes which cannot be foreseen or prepared for and require the ability to adapt skills and procedures .
C	1 ... carry out, manage, or lead on complex and/or specialised activities in contexts which are subject to frequent change and require the continuing ability to modify methods and adjust behaviours.
	2 ... carry out, manage, or lead on complex and/or specialised activities in contexts which are conditionally unstable and require continuing flexibility and reconfiguration of approaches .
D	1 ... carry out, collaborate on, lead on, or direct strategic or highly specialised activities in contexts which are inherently or structurally unstable and require continuing monitoring, analysis and innovative responses.
	2 ... carry out, collaborate on, lead on, or oversee critical activities in contexts which are highly unstable or constantly evolving and require creative responses.

10. "PROBLEMS & ISSUES": OUTCOME STATEMENTS:

For information on the terms in bold, see *WRL Directory*

STAGES	Individuals will be able to...
A	1 ... deal with simple problems arising from activities by applying procedures as instructed.
	2 ... deal with familiar problems arising from activities by applying basic procedures .
B	1 ... deal with straightforward, routine, or clearly defined technical problems arising in the course of activities or raised by colleagues or customers, by selecting and applying standard procedures .
	2 ... determine the nature and scope of uncommon or non-routine technical problems arising in the course of activities or raised by colleagues or customers, and deal with them by selecting and applying standard procedures from a broad range of options and adapting these where required.

10. "PROBLEMS & ISSUES": OUTCOME STATEMENTS:	
For information on the terms in bold, see <i>WRL Directory</i>	
C	1 ... investigate and address technically complex problems and issues in a field by selecting specialised approaches , modifying them where required, and applying these approaches or managing their application.
	2 ... identify, investigate and address technically complex problems and issues in, or affecting, a field , by selecting from a broad range of specialised approaches , reconfiguring them where required, and applying them or managing their application.
D	1 ... carry out, collaborate on, lead on, or direct research or other activities to develop innovative approaches to analyse and address highly specialised or strategic issues affecting a field .
	2 ... carry out, collaborate on, lead on, or oversee research or other activities to establish creative approaches to determine the nature and implications of strategic and critical issues in or related to a field and identify appropriate ways of addressing such issues.

11. "VALUES" OUTCOME STATEMENTS:	
For information on the terms in bold, see <i>WRL Directory</i>	
STAGES	Individuals will be able to...
A	1 ... record and report simple ethical, social, or environmental questions or problems which arise in the course of activities by following procedures as instructed.
	2 ... respond to or report familiar ethical, social, or environmental questions or problems which arise in the course of activities by following basic procedures .
B	1 ... respond to straightforward or clearly defined ethical, social, or environmental questions and problems which arise from activities by selecting and following appropriate standard procedures .
	2 ... respond, or guide others to respond, to uncommon ethical, social, or environmental questions and problems relating to activities by selecting and adapting standard procedures within the bounds of good practice .
C	1 ... identify complex ethical, social and/or environmental problems and issues affecting a broad range of activities ; ... select and modify specialised approaches based on current codes of practice or conduct, and carry out, manage, or lead on responsive action using these approaches .
	2 ... identify complex ethical, social and/or environmental problems and issues affecting a field or organisation ; ... select and reconfigure specialised approaches within the bounds of current codes of practice or conduct and carry out, manage, or lead on this responsive action.

11. “VALUES” OUTCOME STATEMENTS:

For information on the terms in bold, see *WRL Directory*

<p>1</p>	<p>... critically analyse contingent or unexpected ethical, social and environmental issues affecting a field or organisation;</p> <p>... develop innovative approaches for responding, which are consistent with current codes of practice or conduct and carry out, collaborate on, lead on, or direct the implementation and evaluation of these approaches.</p>
<p>D</p> <p>2</p>	<p>... identify and critically analyse emerging ethical, social and environmental issues likely to significantly affect a field or organisation but are not covered in current codes of practice;</p> <p>... create viable and acceptable approaches for responding, building on, or going beyond, current codes of practice or conduct where appropriate, and carry out, collaborate on, lead on, or oversee the implementation and evaluation of these new approaches.</p>