

Levels	1	2	3	4
	Foundational level of competence	Intermediate level of competence	Advanced level of competence	Expert level of competence
Professional values and attitudes	Proficiency levels are distinguished with reference to: (i) frequency and (ii) context Display professional values and attitudes:			
	Occasionally	Always under specific circumstances	Always under all circumstances	Always under all circumstances
	In a simple context with straightforward situations and/or circumstances	In an easily understood context with complexity limited to specific situations and/or circumstances	In a difficult context with complex situations and/or circumstances	In a demanding context with complex and ambiguous situations and/or circumstances
Enabling competencies	Proficiency levels are distinguished with reference to: (i) type of task, (ii) level of task understanding, (iii) knowledge and skills needed for task performance, (iv) dependencies and (v) guidance Use enabling competencies during task performance:			
	During task involvement	To initiate tasks and perform tasks on a preliminary /preparatory basis	To complete all steps in tasks	To facilitate high-level strategic impact from task performance:
	Displaying a basic level of task understanding (key ideas and principles)	Displaying an intermediate level of task understanding (detailed knowledge including some analysis/ evaluation)	Displaying an advanced level of task understanding (clear problem identification, thorough analysis /evaluation and useful recommendations are made)	Displaying an expert level of task understanding (unique insights on the strategic impact)
	Using limited knowledge and skills needed to perform the task	Using multiple knowledge sources and skills in certain areas and limited in others to perform the task	Integrating multiple knowledge sources and skills in all areas, to perform a task	Integrating multiple knowledge sources and skills in all areas to perform tasks with strategic impact
	Relying on own actions rather than through others	Relying on own actions complemented by actions of others for which limited or informal responsibility is carried	Relying on own actions complemented by actions of others for which formal responsibility is carried	Relying on own actions complemented by actions of others for which formal responsibility is carried and have strategic impact
	Obtaining frequent guidance	Obtaining limited guidance	Obtaining little or no guidance	Providing guidance rather than obtaining any guidance
Technical competencies	Proficiency levels are distinguished with reference to: (i) level of knowledge of the subject matter, (ii) level of application and (iii) problem solving to distinguish proficiency levels Display technical competence by:			
	Knowing the core / essence of the subject matter	Having a sound conceptual understanding of the subject matter	Having an in-depth knowledge and rigorous understanding of the subject matter	Having specialist knowledge of the subject matter
	Applying the knowledge in simple to reasonably difficult situations	Applying the knowledge in difficult situations	Applying the knowledge in complex and integrated situations	Applying knowledge critically and creatively in complex, integrated and ambiguous situations that invite multiple interpretations
	Recognising issues when encountered and seeking further depth / guidance	Dealing with issues and solving problems central to the topic	Performing tasks and solving problems with a high degree of rigour, exercising sound judgement	Leading a responsive decision-making process to solve problems and exercise sound judgement