



Cambridge Management and Leadership School

Qualification Levels

A qualification shows employers, teachers, learners or the users of the qualifications what you have learnt and what you can do as a result of that learning.

Qualification Levels are defined as an indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner, represented by a qualification. It also allows you to see how you can progress from one level to another.

Cambridge Management and Leadership School is offering qualifications accredited to the UK (England) National Qualifications Framework (NQF)/Regulated Qualifications Framework (RQF) and the European Qualifications Framework (EQF).

A Comparison Chart

Levels at Regulated Qualifications Framework (RQF) in England	Framework for Higher Education Qualifications (FHEQ) Level UK	Examples of our courses on Regulated Qualifications Framework (RQF) in England
8	Doctorate Degree	Level 8 Diploma in Strategic Management and Leadership
7	Master Degree MA/MSC/MBA Postgraduate Diploma (PgD) Postgraduate Certificate (PgC)	Level 7 Diploma in Executive Management Level 7 Diploma in Strategic Management and Leadership Level 7 Diploma in Accounting and Finance Level 7 Diploma in Human Resource Management
6	Bachelor Degree (Hons) – Year 3	Level 6 Diploma in Business Administration Level 6 Diploma in Business Management
5	Bachelor Degree – Year 2	Level 5 Diploma in Business Management Level 5 Diploma in Health and Social Care
4	Bachelor Degree – Year 1	Level 4 Diploma in Business Management Level 4 Diploma in Cyber Security Level 4 Certificate in Developing a New Business Plan
3	A Level / Higher Secondary School Certificate (overseas)	Level 3 Diploma in Business Innovation and Entrepreneurship Level 3 Diploma in Health and Social Care
2	O Level / Secondary School Certificate (overseas)	Level 2 Diploma in Business and Management

Qualification Achievement Descriptions at Level 3 to Level 8

Level 8	Achievement at level 8 reflects the ability to develop original understanding and extend an area of knowledge or professional practice. It reflects the ability to address problematic situations that involve many complex, interacting factors through initiating, designing and undertaking research, development or strategic activities. It involves the exercise of broad autonomy, judgement and leadership in sharing responsibility for the development of a field of work or knowledge or for creating substantial professional or organisational change. It also reflects a critical understanding of relevant theoretical and methodological perspectives and how they affect the field of knowledge or work.
Level 7	Achievement at level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of relevant theoretical and methodological perspectives, and how they affect their area of study or work.
Level 6	Achievement at level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.
Level 5	Achievement at level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.
Level 4	Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.
Level 3	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement

within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work

English Qualifications and CEFR (Common European Framework of Reference for Languages) Level

Qualification Title (English) (Offered by Cambridge Management and Leadership School)	CEFR (Common European Framework of Reference for Languages) Level
Entry Level 1 Certificate in ESOL International (A1)	A1
Entry Level 2 Certificate in ESOL International (A2)	A2
Entry Level 3 Certificate in ESOL International (B1)	B1
Level 1 Certificate in ESOL International (B2)	B2
Level 2 Certificate in ESOL International (C1)	C1
Level 3 Certificate in ESOL International (C2)	C2

CEFR (Common European Framework of Reference for Languages) Explanation

CEFR (Common European Framework of Reference for Languages) Level	Listening/Speaking	Reading	Writing
A1	A learner can understand basic instructions or take part in a basic factual conversation on a predictable topic.	A learner can understand basic notices, instructions or information	A learner can complete basic forms, and write notes including times, dates and places.
A2	A learner can express simple opinions or requirements in a familiar context.	A learner can understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	A learner can complete forms and write short simple letters or postcards related to personal information
B1	A learner can express opinions on abstract/cultural matters in a limited	A learner can understand routine information and articles, and the	A learner can write letters or make notes on familiar or predictable matters

	way or offer advice within a known area, and understand instructions or public announcements.	general meaning of non-routine information within a familiar area.	
B2	A learner can follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	A learner can scan texts for relevant information, and understand detailed instructions or advice.	A learner can make notes while someone is talking or write a letter including nonstandard requests.
C1	A learner can contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	A learner can read quickly enough to cope with an academic course, to read the media for information or to understand nonstandard correspondence.	A learner can prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate
C2	A learner can advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	A learner can understand documents, correspondence and reports, including the finer points of complex texts	A learner can write letters on any subject and full notes of meetings or seminars with good expression and accuracy.