



# Level Comparison Tables



## To all our stakeholders,

It is important for our registered learners, centres, universities and employers to understand how ABMA Education qualifications fit within the education landscape as a whole.

Our qualifications are developed so that they fulfil the levelling requirements stipulated in the UK.

By satisfying these requirements, it is consequently possible to map our qualifications across different national, international and higher education frameworks.

This booklet, therefore, aims to assist our stakeholders with understanding the different levels of our qualifications, the demands expected of the learner at the different levels, and how our qualifications compare to established and recognised frameworks.

# Vocational Qualifications, our Strength, your Future

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## Mapping to the RQF, EQF and FHEQ

To ensure the parity and portability of ABMA Education qualifications, our qualifications are developed and designed to ensure that they are fit for purpose and meet their designated **level of demand**.

Our qualifications can be mapped to:

- The Regulated Qualifications Framework (RQF) in England,
- The European Qualifications Framework (EQF), and
- The Framework for Higher Education Qualifications (FHEQ) in the UK.

Below are comparison tables to assist users to understand the different levels of ABMA Education's qualifications and how they compare to the different frameworks and stages of education and employment.

### Mapping 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.

ABMA Level	RQF Level	EQF Level	UK FHEQ / UK Other	Stages of Education (UK) / Employment
Level 3	Level 3	Level 4	<ul style="list-style-type: none"> <li>• GCE A-Levels</li> <li>• Advanced Diplomas (England)</li> <li>• International Baccalaureate (IB) Diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of secondary education/further education (FE)</li> </ul> <p>Upon completion:*</p> <ul style="list-style-type: none"> <li>• Access to higher education (HE)</li> <li>• Access to Level 4</li> <li>• Access onto a Bachelor's Degree</li> </ul>

\* Progression route dependent.

## Mapping 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.

ABMA Level	RQF Level	EQF Level	UK FHEQ / UK Other	Stages of Education (UK) / Employment
Level 4	Level 4	Level 5	<ul style="list-style-type: none"> <li>Certificates of Higher Education (CertHE)</li> <li>Higher National Certificates (HNCs)</li> </ul>	<ul style="list-style-type: none"> <li>Specialised education and training</li> <li>First year of HE</li> <li>First year of a Bachelor's Degree</li> </ul> <p>Upon completion:*</p> <ul style="list-style-type: none"> <li>Access to Level 5</li> <li>Access onto the second year of a Bachelor's Degree</li> </ul>

\* Progression route dependent.

## Mapping 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.

ABMA Level	RQF Level	EQF Level	UK FHEQ / UK Other	Stages of Education (UK) / Employment
Level 5	Level 5	Level 5	<ul style="list-style-type: none"> <li>Foundation Degrees (e.g. FdA, FdSc)</li> <li>Diplomas of Higher Education (DipHE)</li> <li>Higher National Diplomas (HNDs)</li> </ul>	<ul style="list-style-type: none"> <li>Specialised education and training</li> <li>Second year of a Bachelor's Degree</li> </ul> <p>Upon completion:*</p> <ul style="list-style-type: none"> <li>Access to Level 6</li> <li>Access onto the final year of a Bachelor's Degree</li> </ul>

\* Progression route dependent.

## Mapping 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.

ABMA Level	RQF Level	EQF Level	UK FHEQ / UK Other	Stages of Education (UK) / Employment
Level 6	Level 6	Level 6	<ul style="list-style-type: none"> <li>Bachelor's Degrees with Honours</li> <li>Bachelor Degrees (without honours)</li> <li>Graduate Diplomas</li> <li>Graduate Certificates</li> </ul>	<ul style="list-style-type: none"> <li>Final year of a Bachelor's Degree</li> </ul> <p>Upon completion:*</p> <ul style="list-style-type: none"> <li>Access to Level 7</li> <li>Access onto a Master's Degree</li> <li>Access to professional graduate employment</li> </ul>

\* Progression route dependent.

## The Difference Between “Level of Demand” and “Equivalent”

It is important to note that the “level of demand” of a qualification **does not** mean that it is “equivalent” to the other qualifications that are at the same level.

“Level of demand” refers to the **difficulty** of the qualification. For example, our Level 3 qualifications are taught and assessed at the same level of difficulty (i.e. demand) as GCE A-Levels.

As different qualifications have different lengths of time to complete and, where applicable, have different credit values, they are not the same and are therefore **not** equivalent. For example, one Level 3 qualification may have a total qualification time (TQT) of 30 hours to complete; another Level 3 qualification may have 300 TQT hours. These two qualifications are both Level 3 qualifications and both have the same level of demand, however they are **not** “equivalent” to one another as one qualification takes 10 times longer to complete.

## Contact us

If you have any queries about the contents of this booklet, please contact our Quality Department at:

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