

European Qualifications Framework

The EQF uses 8 reference levels based on learning outcomes. The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do.

KNOWLEDGE

In the context of EQF, knowledge is described as theoretical and/or factual.

Level	Knowledge
1	Basic general knowledge
2	Basic factual knowledge of a field of work or study
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study
4	Factual and theoretical knowledge in broad contexts within a field of work or study
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields

SKILLS

In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Level	Skills
1	Basic skills required to carry out simple tasks
2	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
3	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
5	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
6	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
7	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
8	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice

RESPONSIBILITY AND AUTONOMY

In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

Level	Responsibility and autonomy
1	Work or study under direct supervision in a structured context
2	Work or study under supervision with some autonomy
3	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
5	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
6	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
7	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research