

The different national qualification frameworks have been compared with using the structure of: definition of learning outcomes, structure of competence dimension, levels, examples of levels (2 and 6) and correspondence to the EQF.

NQFs	Competence comprehension / learning outcomes	Structure of competence dimensions	Levels	Examples of levels (2/6-BA)	Correspondence to EQF
EQF	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.	Knowledge (<i>theoretical/factual</i>) Skills (<i>cognitive</i> , including the use of logical, intuitive, creative thinking/ <i>practical</i> , involving manual dexterity and the use of methods, materials, tools and instruments) Personal and professional Competence (<i>autonomy and responsibility/learning competence</i>)	8	LEVEL 2 Basic factual knowledge of a field of work or study. LEVEL 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	
Germany	Learning outcomes describe what learners know, understand and are able and ready to do on completion of a learning process. The DQR describes learning outcomes which have been bundled to form Competences.	Professional Competence: <i>Knowledge:</i> Depth and breadth <i>Skills:</i> Instrumental and systemic skills, judgment Personal Competence: <i>Social Competence:</i> Team/leadership skills, involvement and communication <i>Autonomy:</i> Autonomous responsibility, reflectiveness and learning competence	8	LEVEL 2: Be in possession of competences for the professional fulfilment of basic requirements within a clear and stably structured field of study or work. Fulfilment of tasks takes place largely under supervision. LEVEL 6: Be in possession of competences for the planning, the processing and the evaluating of comprehensive technical tasks and problems set and be in possession of competences for autonomous management of processes within subareas of a scientific subject or within a field of occupational activity.	Matching with the EQF LEVEL 1 = EQF Level 1 LEVEL 2 = EQF Level 2 LEVEL 3 = EQF Level 3 LEVEL 4 = EQF Level 4 LEVEL 5 = EQF Level 5 LEVEL 6 = EQF Level 6 LEVEL 7 = EQF Level 7 LEVEL 8 = EQF Level 8
Italy	The Learning Outcomes are “statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence”.	Knowledge is “the outcome of the collection and assimilation of information through learning. Skill is “the ability to apply knowledge and use know-how to complete tasks and solve problems”. Competence is “the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development.	8	Level 2 Compulsory Education Certificate Level 6 Laurea (Bachelor’s Degree)	Synthetic representation of the referencing options:
Portugal	The concept of learning outcomes is understood in the way it is expressed in the European Qualifications Framework, where it is defined as “the description of what a learner knows, understands and is able to do after following a learning process, described in terms of knowledge, skills and attitudes”.	Knowledge: -Depth of knowledge -understanding Skills: -Depth and Breadth -Purpose Attitudes: -Autonomy -Responsibility	8	<i>Example by “Skills”:</i> LEVEL 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. LEVEL 6 (BA’s Degree) Specialized problem-solving skills required in research and/or innovation, in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Figure 2: The referencing of Portuguese NQF to the EQF
Spain	Expression for what a person knows understands and is able to do after completing a learning process.	Knowledge described as theoretical and/or practical: - To have or understand knowledge Skills and abilities described as cognitive and practical: - To apply knowledge; - Ability to communicate in various languages; - Analysis ability Competence described as autonomy and responsibility: - Learning ability - attitudes	5	LEVEL 1 (LOWEST) Competence in a small set of simple work activities linked to standardized processes, with limited theoretical knowledge and practical skills. LEVEL 5 (HIGHEST) Competence in a broad range of professional activities of great complexity, conducted in various contexts, often unpredictable, which involves planning actions or devise products, processes or services. Great personal autonomy. Common responsibility in allocating resources, the analysis, diagnosis, design, planning, implementation and evaluation.	Matching with the EQF LEVEL 1 = EQF Level 1&2 LEVEL 2 = EQF Level 3&4 LEVEL 3 = EQF Level 5 LEVEL 4 = EQF Level 6 LEVEL 5 = EQF Level 7 No LEVEL for EQF Level 8

<p>Turkey</p>	<p>Learning outcomes are statements of what a student should know, understand and/or be able to demonstrate after completion of a process of learning.</p>	<p>Knowledge: -theoretical -conceptual Skills: -cognitive -practical Competence: -competence to work independently and take responsibility -learning competence -communication and social competence -field specific competence</p>	<p>8</p>	<p><i>Example on "Knowledge":</i> LEVEL 2: Possess basic theoretical knowledge and practical knowledge related to the standard tools, instruments and methods required to perform clearly defined activities related to an area of work or learning. LEVEL 6: Possess advanced theoretical and practical knowledge required for expertise in an area of work or learning.</p>	
<p>Finland</p>	<p>Learning outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process.</p>	<p>Five dimensions of level descriptors defining NQF levels in Finland. The level descriptors are linked to qualifications and syllabuses.</p> <ul style="list-style-type: none"> - Knowledge - Work method and application (skills) - Responsibility, management and entrepreneurship - Evaluation - Key skills for lifelong learning 	<p>8</p>	<p>LEVEL 2: Basic education syllabus; Possesses the basic knowledge and cognitive and practical basic skills in his/her field that are needed to be able to utilize this knowledge in performing duties and solving routine problems. LEVEL 6: Possesses comprehensive and advanced knowledge of his/her field, including the critical understanding of theories, key concepts, methods and principles.</p>	<p>Matching with the EQF LEVEL 1 = EQF Level 1 LEVEL 2 = EQF Level 2 LEVEL 3 = EQF Level 3 LEVEL 4 = EQF Level 4 LEVEL 5 = EQF Level 5 LEVEL 6 = EQF Level 6 LEVEL 7 = EQF Level 7 LEVEL 8 = EQF Level 8</p>
<p>Great Britain (England)</p>	<p>Across the UK learning outcomes are understood as a 'statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning'.</p>	<p>Qualifications and credit framework (QCF): main elements</p> <ul style="list-style-type: none"> - Summary - Knowledge and understanding - Application and action - Autonomy and accountability 	<p>8</p>	<p>LEVEL 2: Achievement at level two reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. LEVEL 6: Achievement at level six reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition.</p>	
<p>Romania</p>	<p>Learning outcomes means statements of what a learner knows, understands and is able to do on successful completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competence²⁷. Thus, the learning outcomes are a set of knowledge, skills, attitudes and competences a person has acquired or is able to demonstrate upon completion of the learning process during a certain educational cycle.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Knowledge, understanding and usage of the specific language - Explanation and interpretation <p>Abilities</p> <ul style="list-style-type: none"> - Application, transfer and problem-solving - Critical and constructive reflection <p>Transversal competences</p> <ul style="list-style-type: none"> - Autonomy and responsibility - Social interaction 	<p>8</p>	<p><i>Example on "Knowledge":</i> LEVEL 2: Knowledge of reduced complexity notions within a work or study domain. Identification and explanation of low complexity work duties within a certain work/study domain. LEVEL 6: Knowledge and understanding of the basic concepts, theories and methods within the field and the specialization area; their adequate use in professional communication.</p>	<p>Matching with the EQF LEVEL 1 = EQF Level 1 LEVEL 2 = EQF Level 2 LEVEL 3 = EQF Level 3 LEVEL 4 = EQF Level 4 LEVEL 5 = EQF Level 5 LEVEL 6 = EQF Level 6 LEVEL 7 = EQF Level 7 LEVEL 8 = EQF Level 8</p>

After this first step a pre analysis report was done with comparing the different national qualification frameworks.

Essential links:

www.cedefop.europa.eu/files/6108_en.pdf

www.cedefop.europa.eu/files/6119_en.pdf

<http://www.ehea.info/article-details.aspx?ArticleId=69>