

Learning Unit 3:EQF/NQF

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Inhaltsverzeichnis

Es wurden keine Einträge für das Inhaltsverzeichnis gefunden.

1 Introductory Video

Video Link: <https://www.youtube.com/watch?v=ENlrh3aQB-U>

Video Transcript: Introduction to EQF/NQF

“Hello and welcome to learning unit 3 where; we'll explore the European Qualifications and National Qualifications Frameworks, or as you'll often hear the EQF and NQFs.

This unit has been developed as part of the EUVET-P project. Did you know that if you're working in vocational education and training, the EQF and the NQF may already be shaping your daily practice more than you realize? From curriculum design to assessment methods and certificate recognition, these frameworks influence how learning is structured, delivered, and valued across Europe.

For VET trainers and staff, the EQF offers practical tools to design learning outcomes, align teaching to European standards, and ensure transparency and mobility for learners.

However, because of the differences in national education and training systems, aligning NQFs with the EQF can be a complex challenge. In this unit, you'll gain the fundamental knowledge and skills to interpret and apply EQF and NQF principles, fostering greater coherence and quality in programme design.

Whether you're new to these concepts or just looking to deepen your understanding, you're in the right place. You can skip parts you already know or revisit any topic that needs more attention. Expect engaging activities and practical examples to help you reflect, grow, and apply to real world contexts.

So, let's begin exploring the world of EQF and NQFs and discover how these powerful tools can enhance your European vocational education and training practice”.

2 Learning Objectives

General Objective:

Equip VET trainers with a comprehensive and critical understanding of the EQF and NQF frameworks by exploring the principles, examining the challenges and benefits of their integration, and analysing real-world examples and good practices. This course unit aims to foster a deep awareness into these European tools, and support the enhancement of vocational education and training practices.

By completing this learning unit, the learner will be able to:

- Understand core EQF and NQF terminology and structure;
- Apply alignment steps to map a qualification to EQF levels;
- Draft an action plan for alignment implementation in your VET context

Note:

- Throughout the unit, you'll find explanations and activities designed to help you see how these concepts can be meaningful and applicable in your own VET practice;
- At the end of the unit, you'll find a glossary of terms and a set of additional resources to deepen your understanding;
- Feel free to skip parts you are already familiar with or revisit topics that need more attention.

Estimated Time: Completing this unit will take approximately 120 minutes (2 hours). Additional time may be needed to complete the learning exercises.

Modality: Remote, self-paced learning

So, let's begin exploring the world of the EQF and NQFs and discover how they can enhance your VET practice. To guide this journey, the unit is organised into four main topics:

- **Topic 1:** Core Concepts of EQF & NQF
- **Topic 2:** Mechanism of Qualification Alignment
- **Topic 3:** Hands-on Qualification Mapping
- **Topic 4:** Reflection & Action Planning

3 Topic 1: Core Concepts of EQF & NQF

Grasping these foundational terms and structures is crucial for all subsequent alignment tasks.

Learning Outcomes: Describe the content of qualifications, clarifying what a holder is expected to know, understand and is able to do.

What is EQF & NQF?

What is a qualification? ‘The formal outcome of an assessment and validation process obtained when a competent body determines that an individual has achieved learning outcomes to given standards. (Quoted from the EQF Brochure, p. 7 – [EN](#), [PT](#), [DE](#), [EL](#), [ET](#)).

Importance of Qualifications:

- Qualifications signal the learning outcomes of their holders to employers
- Needed for certain professions
- Support mobility of students and workers
- Provide a sense of personal achievement
- Help with access to further education
- Increase employability
- Assist education and training authorities and providers in determining the level and content of learning acquired by an individual (*Adapted from the EQF Brochure, p. 7 – [EN](#), [PT](#), [DE](#), [EL](#), [ET](#)*)

Qualification Frameworks

- Classify qualifications according to a set of criteria for specified levels of learning achieved
- Aim to:
 - o Integrate and coordinate qualifications;
 - o Improve transparency, accessibility and quality of qualifications;
 - o Promote lifelong learning (*Adapted from the EQF Brochure, p. 8 – [EN](#), [PT](#), [DE](#), [EL](#), [ET](#)*)

What is the European Qualifications Framework (EQF)?

Introduced in 2008, the EQF (European Qualifications Framework) serves as a common reference system with eight levels that enables transparency and comparability of qualifications across countries. It does this by promoting the use of learning outcomes for each qualification, making them more transparent and easier to interpret.

EQF:

- Facilitates the cross-border mobility of learners and workers.
- Promotes lifelong learning and professional development across Europe
- Facilitates the validation of non-formal and informal learning (*Adapted from, p.4 – The European Qualifications Framework for Lifelong Learning*)

- Modernises education and training systems
- Increases the employability, mobility and social integration of individuals

Below is a summary table of **EQF Levels with Learning Outcomes** (described in terms of: Knowledge, Skills, Autonomy and Responsibility)

EQF Levels with Learning Outcomes

EQF Level	Knowledge (theoretical and/or factual) Theoretical: involve the ability to interpret, analyse and relate ideas in an abstract manner, and Factual: involve direct knowledge of observable and verifiable elements within a field of work or study.	Skills (cognitive & Practical) Cognitive: involving the use of logical, intuitive and creative thinking, and Practical: involving manual dexterity and the use of methods, materials, tools and instruments	Responsibility and Autonomy The ability of the learner to apply knowledge and skills autonomously and with responsibility
1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	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	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	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	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	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	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation required to solve complex and unpredictable problems in a specialised field of work or study	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	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	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	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	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	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	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

(Adapted from [Description of the eight EQF levels](#))

EQF's role in supporting:

- **Mobility:** watch the following [Video](#)
- **Entry and moves in the labour market:** watch the following [Video](#)

What is a National Qualifications Framework (NQF)?

NQF is a country specific framework that 'translates' European Qualifications Framework (EQF) levels into national terminology and descriptors. NQF organises qualifications by levels, based on the learning outcomes approach (knowledge, skills, and autonomy and responsibility). NQFs are tailored to each country's labour market system and national education system.

Although NQFs are national tools, most European countries link their NQF levels to the EQF, referencing each qualification level to one of the eight corresponding EQF levels. This connection aids in:

- Increasing transparency;
- Facilitating recognition of foreign qualifications;
- Supporting mobility (for learners and workers) across different European countries.

For example, most EU countries have developed an **NQF** aligned to the **eight EQF levels**:

- **Germany:** The [*Deutscher Qualifikationsrahmen für Lebenslanges Lernen \(DQR\)*](#) has 8 levels and is aligned to the EQF;
- **Portugal:** The [*Quadro Nacional de Qualificações \(QNQ\)*](#) also has 8 levels, covering general, vocational, and higher education;
- **Estonia:** The [*Estonian Qualifications Framework \(EstQF\)*](#) consists of 8 levels and includes both formal education and occupational qualifications. It supports competence-based assessment and lifelong learning;
- **Greece:** The [*Hellenic Qualifications Framework \(HQF\)*](#) is structured into 8 levels and integrates qualifications from general education, VET, and higher education. It facilitates recognition of learning outcomes and international comparability.

3.1 Activity 1: Self Check Quiz (Multiple-Choice Questions)

1. EQF Level 1 qualifications typically require:
 - A. Comprehensive theoretical knowledge
 - B. Basic general knowledge and simple tasks (R)
 - C. Specialised competencies
 - D. Research skills
2. Learning outcomes statements focus on:
 - A. Teaching activities
 - B. Assessment schedules
 - C. What learners know, understand and can do (R)
 - D. Institutional policies
3. NQFs are designed to:
 - A. Replace the EQF
 - B. Translate EQF levels into national contexts (R)
 - C. Define job descriptions
 - D. Standardise all teaching methods

4 Topic 2: Mechanisms of NQF with the EQF Alignment

Mastering alignment mechanisms and stakeholder roles ensures consistency when mapping qualifications.

Learning Outcomes: Explain the process of aligning national qualifications with the EQF, identifying key steps, stakeholders, and mechanisms involved in ensuring transparency and comparability.

Why Alignment Matters?

Aligning national qualifications with the European Qualifications Framework (EQF) through a National Qualifications Framework (NQF) involves a structured and collaborative process.

This ensures that the learning outcomes of national qualifications correspond accurately to the levels of the EQF, promoting transparency, trust, and comparability across countries. This further facilitates cross-border mobility, consistency in quality assurance, career guidance and lifelong learning pathways, and recognition of qualifications in education and employment.

Stakeholder Involvement: Supporting the Alignment Process

Successful alignment of national qualifications with the EQF depends on input from a wide range of stakeholders.

Key Stakeholders: Ministries of Education or labour, National Qualification Authorities, Sectoral Bodies and Employers, Education and Training providers, and learners and citizens (the ultimate beneficiaries).

Stakeholder workshops and consultations are not optional — they are a core part of the referencing process. This leads to validating the levels of a NQF's link to EQF levels, confirm the qualification meets the educational system and labour market needs, and further ensure transparency and consensus.

National Coordination Points (NCP) are the “central bodies” that support the referencing (implementation, coordination, and promotion) of national qualifications to the EQF. Each country designates a NCP to:

- Serve as facilitators in supporting the implementation and inclusion of EQF levels in qualifications (however, NCP's do not issue qualifications or EQF certificates);
- Coordinate the referencing process;
- Promote transparency of qualifications;
- Engage with a wide range of stakeholders

Overview of NQF developments in Europe: [Cedefop NQF \(online tool\)](#)

4.1 Activity 2.1: Explore Cedefop NQF Comparison Online Tool

Open the [Cedefop NQF Comparison \(Online Tool\)](#)

Select two countries and record for those:

- **Two shared descriptors** that use similar wording or intent at equivalent EQF levels across both countries (e.g., autonomy at Level 5).
- **One descriptor mismatch** where terminology or emphasis differs between the two NQFs, potentially causing confusion.

4.2 Activity 2.2: Mini-Case Study

Read the example below:

Country X's NQF Alignment

In 2015, Country X mapped its national vocational diploma to EQF Level 4. A cross-ministerial team reviewed learning outcomes, assessed assessment methods, and consulted employers. The key success factors included clear descriptor matching and stakeholder workshops.

Answer in 3–4 sentences:

1. What was one success factor?
2. Which stakeholder group was involved?

4.3 Activity 2.3 Quick Quiz

Indicate if the following statements are true or false

- **True/False:** Stakeholder workshops are optional in NQF alignment.
- **True/False:** Only ministries of education are involved in the alignment and referencing process of qualifications to the EQF.
- **True/False:** Alignment of national qualifications with the EQF helps improve the recognition of qualifications across EU countries
- **True/False:** National coordination points issue EQF certificates.

4.4 Activity 2.4: Action Note

List two alignment considerations for your VET institution, such as:

- Harmonising terminology
- Involving industry partners

4.5 Topic 3: Hands-On Qualification Mapping

In this topic, you will apply your understanding of EQF and NQF principles through the process of qualification mapping.

Learning Outcomes: Analyse learning outcomes and assign an appropriate EQF level based on their complexity, justifying the decision using EQF descriptors.

You will examine learning outcomes in terms of their scope, depth, and complexity, and relate them to the EQF level descriptors—knowledge, skills, and autonomy and responsibility. This will support you in focusing on what the holder of a qualification is expected to know, understand, and be able to do, rather than on formal aspects such as qualification title or duration.

By engaging in this process, you will strengthen your ability to make informed and consistent judgements when assigning EQF levels. This will support greater transparency and comparability of qualifications and enhance your capacity to apply EQF/NQF approaches within your VET practice.

4.6 Activity 3.1 Mapping Worksheet Completion

Download or recreate this table:

Learning Outcome Statement	Complexity (Low/Med/High)	Proposed EQF Level	Justification
e.g., describe basic work-place safety measures	Low	3	Covers fundamental awareness and practice

Use a qualification from your context to **fill at least four rows**.

4.7 Activity 3.2 Model Comparison

To support your understanding of how to align learning outcomes with the EQF framework, compare your completed table to the model version in the Self-Assessment Guide to deepen your understanding of EQF complexity and level descriptors. This comparison remains relevant across different vocational contexts, as it aims to develop your ability to apply the EQF consistently and thoughtfully. Note any differences and revise your worksheet document accordingly.

5 Topic 4: Reflection & Action Planning

In this topic, you will reflect on your own work, engagement, and learning throughout this unit, particularly in relation to how you have applied EQF and NQF principles.

Learning Outcomes: Reflect on the application of EQF/NQF principles in your own work and develop an action plan to support their integration into your VET practice. Reflecting on your experience will help you assess how you approached qualification mapping, the decisions you made, and the challenges you encountered. It will also support you in identifying what you have understood well and where you may need further development.

Building on this reflection, you will then consider how to apply these insights in your own VET context. By identifying concrete next steps, you can begin to integrate EQF/NQF approaches into your professional practice in a structured and meaningful way.

5.1 Activity 4.1 Reflective Prompts

Write brief answers (3–4 sentences each) to:

1. Two benefits of EQF/NQF use in VET;
2. Two challenges you might face during alignment.

5.2 Activity 4.2 Action Plan Template

Develop **your Action Plan** using the structure presented below:

1. **Goal:** (e.g., "Map three key qualifications to EQF by Month X")
2. **Activities:** List steps and responsible persons.
3. **Timeline:** Specify dates or milestones.
4. **Success Criteria:** Describe how you will know the plan worked.

6 Sharing of Good Practices: NQF in Alignment with the EQF (Video)

Video Link: <https://www.youtube.com/watch?v=S1SzbzANUvc>

Aim of the video: Raise awareness of the EU vocational training policies and tools (EQF and NQF), embedding the “European idea” into everyday practice.

How they are used meaningfully in different partner countries (Highlighting the good practices of NQF’s that align more with the European framework: Estonia, Germany, Greece, and Portugal).

Transcript: Sharing good practices: National Qualification Frameworks aligned with the European Qualification Framework across Europe.

Vocational Education and Training (VET) systems are different, but we share a common goal: helping learners and workers grow, move, and thrive.

Tools like the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF) help bring this shared European vision to life. But, aligning national systems to a European framework is not always easy. Countries face real challenges, including complex and diverse education systems.

These are not easily linked to the EQF, and some countries have not yet included EQF and NQF levels on diplomas and certificates. Another challenge is the existence of multiple qualification subsystems, as some countries operate with more than eight levels. One of the main purposes of NQFs and the EQFs to make qualifications easier to compare and recognise across countries and education systems.

Let us now explore selected good practices from Estonia, Germany, Greece, and Portugal that demonstrates the successful implementation of the EQF. To begin, let’s look at Estonia.

Estonia linked its NQF to the EQF in 2011, with an update in 2016. Estonia has eight levels aligned to the EQF's

eight levels. Its level descriptors are based on learning outcomes, including knowledge, skills, and degree of responsibility and autonomy. Estonia actively disseminates its work and benefits for learners and stakeholders through social media and events. Moreover, career guidance professionals receive training on how to apply the NQF in practice. So, “What does Estonia value in the European Qualifications Framework or EQF”? First, it sees the EQF as a way to support and improve lifelong learning, by enabling individuals continue developing skills and knowledge throughout their lives. Second, Estonia values how the EQF promotes better recognition of informal and non-formal learning, ensuring that skills acquired outside formal education are acknowledged. And finally, the EQF strengthens the quality of qualifications, giving

learners, employers and institutions confidence in the standards of education and training.

Moving to the German NQF, it was linked to the EQF in 2012, and so it has eight levels. Germany also stands out for its strong involvement of stakeholders from for example the labour market and the education sector and also the increase in the transparency and comparability of the several educational subsystems. It is important to point out that the area in which the EQF was used the most was cross-border collaboration. What are the benefits of the EQF? According to Germany, it helps with the recruitment of international staff, harmonizes the qualification levels and learning programmes, and improves staff mobility and communication, both about programmes and within them. The EQF also facilitates communication and the comparison of different priorities and educational systems, thereby helping people reach a mutual understanding in international cooperation.

What about Greece? In Greece, the NQF was linked to the EQF in 2015, thereby having eight levels. Since then, there has been a significant improvement in horizontal and vertical mobility, and the NQF in Greece has a very clear structure. What advantages does Greece attribute to the EQF, the improvement of mobility, transparency, employability, and the deepening of trust between the labour market and the education system. Furthermore, it fosters lifelong learning, raises awareness about the NQFs, and enhances international cooperation by systematising the educational programmes through learning outcomes.

Finally, we have Portugal, which also linked its NQF to its EQF in 2011. In the same way as Estonia, having eight levels as well, the Portuguese NQF is distinctive for its curriculum flexibility and school autonomy, and there have been major improvements in inclusive education and early school leaving. For Portugal, the EQF brings the benefits of aligning qualifications with European standards and fostering autonomy and accessibility. Additionally, it is also believed that the EQF increases the recognition of the NQF internationally, makes the educational credentials more transparent and structured, improves cross-border mobility, and fosters the formation of cohesive educational ecosystems.

The EQF and NQFs are more than technical frameworks. They are tools for opportunity. Let's embed the European idea into everyday vet practice, starting with awareness, collaboration, and shared good practices.

So, as we conclude, take a moment to consider *“What do you think are the key advantages of the EQF for your country”?*

7 Worksheet Completion (Template)

Use a qualification from your context to fill at least four rows.

Learning Outcome Statement	Complexity (Low/Med/High)	Proposed EQF Level	Justification
e.g., describe basic workplace safety measures	Low	3	Covers fundamental awareness and practice

8 Downloadable Self-Assessment Guide Learners & Educators

LU3 – EQF & NQF Frameworks: Self-Assessment Guide with Model Answers

For learners and educators in self-paced distance learning – includes example responses to support formative evaluation

Overview for Educators and Learners

This guide is designed to support both **learners** and **educators** participating in the EUVET-P self-paced, distance learning course, and very particularly the Learning Unit 3 (LU3) on the European and National Qualifications Frameworks (EQF & NQF). It contains model answers, example responses, and suggested solutions for all key learning activities in the unit.

Learners can use this guide to:

- Check their own responses against example answers;
- Reflect on how their understanding compares with the expected learning outcomes;
- Deepen their grasp of the material through structured, formative self-assessment.

Educators and tutors can use this guide to:

- Support learner feedback and facilitation;
- Verify the alignment of learner responses to the intended learning outcomes;
- Encourage independent learning and confidence-building among participants.

*This resource is not meant for grading, but to support **learning through reflection, comparison, and self-checking**. Use it as a companion tool as you progress through the unit at your own pace.*

Model Answers

Topic 1: Core Concepts of EQF & NQF

Activity 1.1. Self-Check Quiz Answers: 1-B | 2-C | 3-B

Topic 2: Mechanisms of Alignment

Activity 2.1. Example Comparison (Portugal & Germany)

- Shared Descriptor 1: Both Portugal and Germany use descriptors referencing "autonomy and responsibility" at EQF Level 5, highlighting learner independence in specialised contexts.
- Shared Descriptor 2: At EQF Level 4, both frameworks emphasize "factual and theoretical knowledge" alongside "practical skills" for complex tasks, ensuring comparability of vocational diplomas.
- Potential Misalignment Risk: Portugal's NQF descriptors at Level 3 include broader references to "basic skills for vocational tasks," whereas Germany's Level 3 focuses on "procedural knowledge in structured contexts," risking slight ambiguity when comparing certificate qualifications.

Activity 2.2: Mini Case Study Potential Answers

One success factor was the clear matching of learning outcome descriptors to the EQF Level 4 criteria, which provided a transparent benchmark for complexity and depth and facilitated consistent evaluation across institutions.

The stakeholder group involved was employers, who participated in consultations to ensure that the aligned qualification met current labour-market needs and industry standards.

Activity 2.3 Quick Quiz Answers

- Stakeholder workshops are optional in NQF alignment. **False**
- Only ministries of education are involved in the alignment and referencing process of qualifications to the EQF. **False**
- Alignment of national qualifications with the EQF helps improve the recognition of qualifications across EU countries **True**
- National coordination points issue EQF certificates. **False**

Activity 2.4 Possible Examples

Run a terminology-glossary workshop to ensure consistent descriptors across departments;

Establish regular industry advisory panels to validate outcomes against current skill demands.

Topic 3: Mapping Exercise

Activity 3.1. Model Mapping Example: Human Resources Technician

Learning Statement	Outcome	Complexity (Low/Med/High)	Proposed EQF Level	Justification
Support recruitment and selection processes, including drafting job advertisements, screening applications, and organising interviews		Medium	4	Requires practical knowledge of HR procedures and the ability to apply standard methods with some autonomy and responsibility for task completion
Maintain and update employee records in compliance with data protection and organisational policies		Low	3	Involves routine administrative tasks carried out under supervision, with responsibility for accuracy but limited decision-making
Assist in the preparation of employment contracts and ensure compliance with labour legislation and internal policies		Medium	4	Requires understanding of legal frameworks and the ability to apply rules in predictable contexts with some responsibility

Learning Statement	Outcome	Complexity (Low/Med/High)	Proposed EQF Level	Justification
Coordinate training and development activities and support performance management processes		Medium	4	Involves planning and coordination tasks, interaction with stakeholders, and a degree of autonomy in organising activities

Topic 4: Reflection & Action

Activity 4.1. Reflective Prompts – Sample Answers

Benefits:

- increased learner mobility through transparent qualification levels;
- Enhanced recognition of non-formal and informal learning.

Challenges:

- Aligning diverse stakeholders around shared descriptors.
- Allocating resources for workshops and validation.

Activity 4.2. Example Action Plan

- **Goal:** Map the “Customer Service Technician” qualification to EQF Level 4 by end of Q3.
- **Activities:**
 - o Week 1–2: Convene cross-department team (Lead: VET Coordinator)
 - o Week 3–4: Descriptor workshop (Lead: Quality Manager)
 - o Week 5: Draft mapping & circulate for feedback (Lead: Curriculum Developer)
 - o Week 6: Revise and finalize document (Lead: Curriculum Developer)
- **Timeline:**
 - o Initiation: July 1
 - o Workshop: July 15
 - o Draft circulation: July 31
 - o Finalization: August 15
- **Success Criteria:**
 - o Completed mapping worksheet reviewed and approved by steering committee
 - o Positive feedback from at least 3 industry partners on descriptor alignment

9 Information tools

9.1 Link collection

Online Tools:

- Cedefop NQF Online Tool: <https://europa.eu/europass/en/compare-qualifications>

Core concepts, Origin, Purpose:

- EQF Brochure: [EN](#), [PT](#), [DE](#), [EL](#), [ET](#)
- EQF Infographic: [EN](#), [PT](#), [DE](#), [EL](#), [ET](#)

EQF supporting mobility of students and workers:

- Watch video: <https://audiovisual.ec.europa.eu/en/video/I-152434>

EQF supporting entry and moves in the labour market:

- Watch video: <https://audiovisual.ec.europa.eu/en/video/I-152433>

Lessons & Challenges:

- CHAPTER 3. MEASURING THE IMPACT OF NATIONAL QUALIFICATIONS FRAMEWORKS: LESSONS AND CHALLENGES: https://www.oitcinterfor.org/sites/default/files/file_publicacion/GlobalInventoryRNQ_vol1.pdf#page=36
- Ten years after: the 'success story' of the European qualifications framework: https://www.tandfonline.com/doi/pdf/10.1080/13639080.2019.1646413?casa_token=ceNI1derau0AAAAA:pLbq_EZKtUu9hYtltZFSzPcrFVLJz5JRxXZ0HnXXkMzml6AcJKa3Nju77_BDtVZNsc4l3OQITljyRQ

EQF & Credit Systems

- What is ECTS?
 - Watch Video: <https://audiovisual.ec.europa.eu/en/video/I-101936>
- ECTS for lifelong learning
 - Watch Video: <https://audiovisual.ec.europa.eu/en/video/I-101939>
- Credit Systems links with EQF
 - ECTS User's Guide (p. 19-20): https://ehea.info/media.ehea.info/file/ECTS_Guide/00/0/ects-users-guide-2015_614000.pdf
- Linking credit <https://www.cedefop.europa.eu/en/tools/nqfs-online-tool>
- Europass Online Tool for comparing Qualifications: sefop.europa.eu/files/5505_en.pdf

Country specific Case studies & Good practices

- EQF Referencing Reports: <https://europass.europa.eu/en/eqf-referencing-reports>
- EUROPEAN INTEGRATION IN EDUCATION OF THE EQF AND NATIONAL QUALIFICATIONS FRAMEWORKS: CHALLENGES AND ACHIEVEMENTS BY MALTA: <https://www.um.edu.mt/library/oar/bitstream/123456789/20579/1/OA%20Chapter%20-%20European%20Integration%20in%20Education%20of%20the%20EQF%20and%20National%20Qualifications%20Frameworks.pdf>

- Malta Validation of Non-Formal and Informal Learning:
<https://qualifications.mfhea.gov.mt/#/more-database> systems and
qualifications frameworks: <https://www.ced>

10 Glossary

Term/Acronym	Definition
EQF - European Qualifications Framework	A common European reference framework that assists in the comparison of qualification levels across different European countries.
NQF - National Qualifications Framework	A national system that classifies qualifications according to a criteria set for specific levels.
ECTS - European Credit Transfer and Accumulation System	A standard used across Europe in higher education, to facilitate the recognition of qualifications abroad, specifically in credit transfers.
ECVET - European Credit System for Vocational Education and Training	A framework used across Europe in vocational education and training, to support the transfer and recognition of learning outcomes.
Descriptor	A statement that defines the “knowledge, skills, and autonomy” criteria
Alignment	Process of mapping national qualification outcomes to levels of the EQF
Referencing Process	Formal procedure in a referencing report, where a country reports how its NQF levels relate to the EQF levels.
Learning Outcomes	Criteria for what a learner knows, understands, and is able to do.

11 References

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