

How to match EQF-Level and different qualifications of the target group in the Erasmus+ Project „Early Inclusion“

The EQF/NQF-Levels (European Qualification Framework / National Qualification Framework) are intended to facilitate comparison between different national qualification systems. It covers all types of qualifications and consists of 8 levels which indicate the difficulty level of vocational education. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications (see also below).

The Erasmus+ project „Early Inclusion “focuses mainly level 3,4,5 and 6.

EQF/NQF-Level	Qualification / Vocational Education	Include an example
3	e.g. Professionals who finished the obligatory national school system or comparable	Volunteer/Youth Worker/Nanny/Childminder/Unqualified/Qualified Teaching Assistant/Nursery Assistant/Early Years Practitioner/Childcare Manager (out of school clubs)
4	e.g. Professionals who attended secondary school without final exam or comparable	Youth Worker/Teaching Assistant/
5	e.g. Professionals finishing secondary school including the ability to join university (final exam) or comparable	Higher Level Teaching Assistant/Teaching Assistant/ Therapy assistants/Specialist Practitioners
6	Professionals with a bachelor’s degree on university level or analog trainings.	Teacher/Higher Level Teaching Assistant/Therapist/Specialist Practitioners
7	Professionals with a master’s degree.	Senior Leadership Team (SLT) within Schools/Colleges/Universities Headteacher/Teacher/therapist
8	Professionals with a doctorate degree	Senior Leadership Team (SLT) within Schools/Colleges/Universities/Leading Practitioners

QF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i>.	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i>.
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 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
Level 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

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Level 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
Level 5 ^[1]	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
Level 6 ^[2]	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
Level 7 ^[3]	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
Level 8 ^[4]	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