



OVERVIEW OF NATIONAL QUALIFICATIONS FRAMEWORK

DEVELOPMENTS IN EUROPE

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Country	Scope of the framework	Number of levels	Level descriptors	Stage of developments	NQF linked to EQF
Albania	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> theoretical and factual knowledge cognitive and practical skills autonomy and responsibility 	Formally adopted, under revision	
Austria	Designed as comprehensive NQF; currently, includes qualifications awarded in higher education, selected 'reference qualifications' from VET and a pre-VET qualification.	Eight	<ul style="list-style-type: none"> knowledge skills competence 	Formally adopted	2012
Belgium (FI)	Comprehensive NQF, including all levels and types of qualifications from formal education and training and from the professional qualifications system.	Eight	<ul style="list-style-type: none"> knowledge/skills context/autonomy/responsibility 	Operational	2011
Belgium (FR)	Designed as comprehensive framework; will include all levels and types of qualifications from formal education and training and from the professional qualifications system.	Eight proposed	<ul style="list-style-type: none"> knowledge/skills context/autonomy/responsibility 	Advanced development stage Formal adoption pending	2013
Belgium (DG)	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> occupational competence (knowledge and skills) personal competence (social competence and autonomy) 	(Early) operational stage	
Bosnia and Herzegovina	Designed as comprehensive NQF for lifelong learning; will include all levels and types of qualifications.	Eight	<ul style="list-style-type: none"> knowledge skills competence 	Development stage	
Bulgaria	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight plus a preparatory level	<ul style="list-style-type: none"> knowledge skills competences (personal and professional) 	Formally adopted	2013
Croatia	Comprehensive NQF including all levels and types of qualifications from formal education and training. It is a qualifications and credit framework.	Eight with sublevels at levels 4 and 8	<ul style="list-style-type: none"> knowledge skills responsibility and autonomy 	(Early) operational stage	2012
Cyprus	Comprehensive NQF, including all levels and types of qualifications from formal education and training and from the system of vocational qualifications.	Eight proposed	<ul style="list-style-type: none"> knowledge skills competence 	Advanced development stage Formal adoption pending	
Czech Republic	Partial national frameworks for vocational and higher education qualifications.	Eight in the QF for VET	<ul style="list-style-type: none"> competences (including knowledge and skills) 	The QF for VET is operational QF for tertiary education is partly implemented	2011
Denmark	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> knowledge skills competence 	Operational	2011
Estonia	Comprehensive NQF including all levels and types of qualifications from formal education and training and from the system of occupational qualifications.	Eight	<ul style="list-style-type: none"> knowledge skills scope of responsibility and autonomy 	(Early) operational stage	2011
Finland	Designed as comprehensive NQF; it will include all state recognised qualifications.	Eight	<ul style="list-style-type: none"> knowledge work method and application (skill) responsibility, management and entrepreneurship evaluation key skills for lifelong learning 	Advanced development stage Formal adoption pending	

Country	Scope of the framework	Number of levels	Level descriptors	Stage of developments	NQF linked to EQF
former Yugoslav Republic of Macedonia	Comprehensive NQF including all levels and types of qualifications from formal education and training and from the professional qualifications system.	Eight with several sublevels	<ul style="list-style-type: none"> • knowledge • skills • competence 	Formally adopted	
France	NQF covers all levels and types of vocationally or professionally oriented qualifications; general education qualifications are not included.	Five	Integrated learning outcomes including knowledge, skills, attitudes, autonomy and responsibility	Operational	2010
Germany	Designed as comprehensive NQF; currently includes qualifications from VET and higher education; general education qualifications are not yet included.	Eight	<ul style="list-style-type: none"> • professional competence (knowledge and skills) • personal competence (social competence and autonomy) 	(Early) operational stage	2012
Greece	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> • knowledge • skills • competence 	Formally adopted	
Hungary	Designed as comprehensive NQF; will include all levels and types of qualifications from formal education and training and open up to non-formal and informal learning.	Eight	<ul style="list-style-type: none"> • knowledge • skills • attitudes • autonomy/responsibility 	Formally adopted	2015
Iceland	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Seven	<ul style="list-style-type: none"> • knowledge • skills • competence 	(Early) operational	2013
Ireland	Comprehensive NQF including all types and levels of qualifications from formal education and training; is open to those awarded by professional and international organisations.	10 plus four award types: major, minor, special-purpose and supplemental	<ul style="list-style-type: none"> • knowledge • skills • competence 	Operational	2009
Italy	Technical work pointing towards an NQF carried out.	Not yet decided	EQF level descriptors used	Development/design stage	2013 major national qualifications from formal education and training linked directly to EQF
Latvia	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> • knowledge • skills • competence 	(Early) operational stage	2011
Lithuania	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> • characteristics of activities (complexity, autonomy, changeability) • types of competence (functional, cognitive and general) 	(Early) operational stage	2011
Liechtenstein	Comprehensive NQF being developed, QF for HE in place.	Eight	Not decided yet	Development/design stage	
Luxembourg	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> • knowledge • skills • attitude 	(Early) operational stage	2012
Malta	Comprehensive NQF, including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> • knowledge • skills • competence 	Operational	2009 and 2012 update
Montenegro	Comprehensive NQF, including all levels and types of qualifications from formal education and training and from the professional qualifications system.	Eight with sublevels at levels 1 and 7	<ul style="list-style-type: none"> • knowledge • skills • competence 	(Early) operational stage	2014

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Netherlands	Comprehensive NQF including all levels and types of qualifications from formal education and training; opens up towards qualifications offered outside formal education system.	Eight levels plus an entry level	<ul style="list-style-type: none"> • context • knowledge • skills • responsibility and independence 	Advanced operational stage	2011
Norway	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Seven; no descriptor or qualification at level 1	<ul style="list-style-type: none"> • knowledge • skills • general competence 	(Early) operational stage	2014
Poland	Designed as comprehensive NQF; will include all levels and types of qualifications from formal education and training and open up to non-formal and informal learning.	Eight proposed	<ul style="list-style-type: none"> • knowledge • skills • social competences 	Advanced development stage Formal adoption pending	2013
Portugal	Comprehensive NQF including all levels and types of qualifications from formal education and training and from the national system for recognition, validation and certification of competences.	Eight	<ul style="list-style-type: none"> • knowledge • skills • attitude 	(Early) operational stage	2011
Romania	Comprehensive NQF including all levels and types of qualifications from formal education and training.	Eight	<ul style="list-style-type: none"> • knowledge • skills • competence 	Formally adopted	
Serbia	Comprehensive NQF being designed, aiming to bring together frameworks for higher education and VET.	Eight proposed	QF for VET <ul style="list-style-type: none"> • knowledge • skills and abilities • attitudes 	Design/development stage	
Slovakia	Designed as comprehensive NQF; will include all levels and types of qualifications from formal education and training and open up to non-formal and informal learning.	Eight	<ul style="list-style-type: none"> • knowledge • skills • competence 	Adopted, set of level descriptors being revised	
Slovenia	Comprehensive NQF, including all levels and types of qualifications from formal education and training and from system of national vocational qualifications (NVQ).	10 proposed	<ul style="list-style-type: none"> • knowledge • skills • competence 	Advanced development stage Formal adoption pending	2013
Spain	Designed as comprehensive NQF; will include all levels and types of qualifications from formal education and training.	Eight proposed	<ul style="list-style-type: none"> • knowledge • skills and abilities • competence 	Advanced development stage Formal adoption pending	
Sweden	Comprehensive NQF, including all levels and types of qualifications from formal education and train; long-term aim to integrate certificates awarded outside the public system.	Eight proposed	<ul style="list-style-type: none"> • knowledge • skills • competence 	Advanced development stage Formal adoption pending	
Switzerland	NQF for vocational and professional qualifications and NQF for higher education.	Eight	<ul style="list-style-type: none"> • knowledge • skills • competences 	Formally adopted	
Turkey	Designed as comprehensive NQF; will bring together: national vocational qualifications (NVQS); QF for higher education and qualifications awarded by Education Ministry.	Eight proposed	<ul style="list-style-type: none"> • knowledge • skills • competence 	Advanced development stage Formal adoption pending	
UK – England and Northern Ireland	Three frameworks: <ul style="list-style-type: none"> • a qualifications and credit framework (QCF) including vocational qualifications; • general education qualifications continue to be located in the NQF; • a higher education framework (FHEQ). 	QCF: nine including entry levels	<ul style="list-style-type: none"> • knowledge and understanding • application and action • autonomy and accountability 	Operational	2010 Joined UK referencing report
UK – Scotland	Comprehensive credit and qualifications framework (SCQF) including all level and types of qualifications.	12 including entry levels	<ul style="list-style-type: none"> • knowledge and understanding • practice: applied knowledge, skills and understanding • generic cognitive skills communication numeracy and ICT skills • autonomy, accountability and working with others 	Operational	2010 Joined UK referencing report
UK – Wales	Comprehensive credit and qualifications framework (CQFW) including all level and types of qualifications.	CQFW: nine including entry levels	<ul style="list-style-type: none"> • knowledge and understanding • application and action • autonomy and accountability 	Operational	2010 Joined UK referencing report



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FURTHER INFORMATION

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