



The European Qualifications Framework – Level Descriptors



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Level	Learning Outcome	Examples of Activity
1	Basic general knowledge	I have a basic general understanding of my field of work or study, for example, the name and basic essence of the course I am interested in studying or the organisation I wish to work for
2	Basic factual knowledge of a field of work or study	I understand the basic facts required to complete my tasks, for example, I know the periodic table in order to complete my experiments or I know the history of my organisation to share with other employees and clients
3	Knowledge of facts, principles, processes and general concepts in a field of work or study	I understand the necessary facts, principles, processes and general concepts in order to complete my tasks, for example, I know where all the core tools are to complete my tasks and the basics of how to use them
4	Factual and theoretical knowledge in broad contexts within a field of work or study	I understand the broad facts and information in order to complete my tasks, for example, I know how to use all the core equipment to complete my tasks
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	I have a broad understanding of my field of work or study, including the fact that there is still more to learn, for example, there is always new developments occurring in my field due to advances in technology and I know that it is important to learn them

6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	I have a broad understanding of my field of work or study, including understanding the theories and principles underpinning it, for example, not only the importance of customer relations in (for example) the hospitality, health or beauty industries etc., but how it impacts on the development of the sector
7	<p>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</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>I have a full understanding of my field of work or study and how to apply it in circumstances unique to my field, for example, manufacturing, engineering, medicine or administration</p> <p>I fully understand the differences between fields of work or study where my knowledge can be applied</p>
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	<p>I have a full understanding of my field of work or study, and how to apply it in different circumstances, for example, in a variety of projects based in a variety of different areas</p> <p>Through research as part of my work or study I am capable of developing new knowledge on my subject and sharing with relevant colleagues, superiors etc.</p>

Practical Skills Learning Outcomes

In the context of EQF, skills are described as practical (involving manual dexterity and the use of methods, materials, tools and instruments)

Level	Learning Outcomes	Examples of Activity
1	Basic practical skills required to carry out simple tasks	I can complete basic tasks using my practical skills, for example, stuffing envelopes, filing or photocopying documents, or taking bookings (mechanic, hairdresser, beauty therapist)
2	Basic practical skills required to use relevant information in order to carry out tasks using simple rules and tools	I know how to use my practical skills to deal with information or issues that arise that come naturally to me, for example, a diary clash for meeting with clients or compiling documents for a superior in a known structured way
3	A range of practical skills required to accomplish tasks by selecting and applying basic methods, tools, materials and information	I have a range of practical skills that enable me to complete my tasks using basic methods, for example, I can share basic information about my field of work or study with colleagues or clients in a range of different ways i.e. verbally, on paper and/or online using social media
4	A range of practical skills required to generate solutions to specific problems in a field of work or study	I use my practical skills to solve problems that frequently arise within my field of work or study, for example, a piece of equipment that often jams or freezes
5	A comprehensive range of practical skills required to develop creative solutions to abstract problems	I can use my practical skills to identify ways of solving abstract problems, for example, I can see how a piece of equipment could be better used or used differently in order to achieve a certain goal, for example, the use of hair straighteners for curling hair or the use of a computer/tablet for taking notes in a meeting covering a range of complex issues

6	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Not only do I have the practical skills to carry out the necessary tasks for my field of work or study, but I can also use them to solve problems I am faced with, for example, successfully managing more than one task at a time, like managing my own workload and supervising that of another
7	Specialised problem-solving practical skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	<p>I have the practical ability to manage more than one task at once, for example, using equipment to complete a number of tasks and maintain a physical and/or online log of results and achievements</p> <p>I can use these results and information to inform and develop new procedures or knowledge not only within my field, but understand and identify ways it can be used elsewhere, for example, the use of administrative software to input, analyse and produce results of tests (in a range of fields such as engineering, beauty therapy or marketing)</p>
8	The most advanced and specialised practical skills and techniques required to solve critical problems in research and/or innovation and to extend and redefine professional practice	I have the practical skills not only to complete any task I am faced with, but also with the skill to impact on professional developments, for example, pioneering changes in the uses of particular equipment in engineering, manufacturing, complimentary therapies or mechanics industries

Thinking Skills Learning Outcomes

In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking)

Level	Learning Outcome	Examples of Activity
1	Basic thinking skills required to carry out simple tasks	I can carry out undemanding tasks by using my basic thinking skills
2	Basic thinking skills required to use relevant information in order to solve routine problems using simple rules and tools	I use my basic thinking skills to solve common problems using rules and tools that are undemanding in nature
3	A range of thinking skills required to solve problems by selecting and applying basic methods, tools, materials and information	I use my range of skills to analyse the situation or problem by selecting and applying methods, tools, materials and information that are known to me
4	A range of thinking skills required to generate solutions to specific problems in a field of work or study	I can use my range of thinking skills to identify solutions to unambiguous problems that I recognise within my field of work or study
5	A comprehensive range of thinking skills required to develop creative solutions to abstract problems	I can use my thinking skills to identify solutions to abstract problems
6	Advanced thinking skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	I can identify a solution to unexpected problems, using creativity and my specialised knowledge of my field of work or study.
7	Specialised problem-solving thinking skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	I can identify an alternative solution to a problem, and prove how it can be used in various fields.
8	The most advanced and specialised thinking 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	I can identify an alternative solution to a critical problem. By doing so, I can impact on existing knowledge, by proving there are alternative ways of doing things.

Competence Learning Outcomes

In the context of EQF, competence is described in terms of responsibility and autonomy

Level	Learning Outcome	Examples of Activity
1	Work or study under direct supervision in a structured context	I need structure and guidelines in order to complete my work or study, but can complete my work successfully with direct supervision
2	Work or study under supervision with some autonomy	I can work alone and with others with frequent supervision, especially by listening and responding to the needs of others, particularly my superiors
3	Take responsibility for completion of tasks in work or study Adapt own behaviour to circumstances in solving problems	I can take responsibility for setting goals and timelines for my own work/study I can recognise problems when they arise and am confident in making change in my approaches where necessary
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	I am in control of my own workload and am able to work within the approved guidelines, however I am prepared at all times for changes that may occur I can agree goals and responsibilities for myself and others, ensuring the work/study is completed within the approved guidelines, making improvements and changes where necessary
5	Exercise management and supervision in contexts of work or study activities where there is unpredictable change	I am a flexible member of staff/student and understand that there may be unexpected change in my work/study and therefore am ready to take on board any necessary variations

	Review and develop performance of self and others	I am able to be reflective on my own completed works and that of others and am confident in ensuring that everything is completed to the highest of standards
6	<p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</p> <p>Take responsibility for managing professional development of individuals and groups</p>	<p>I am able to use my knowledge and skill to make informed decisions in order to move forward projects and activities in all areas of my work/study</p> <p>I can take the lead of others in my team/department/project and ensure that not only are they completing their tasks correctly and efficiently but that their skills and knowledge are current and up-to-date</p>
7	<p>Manage and transform work and study contexts that are complex, unpredictable and require new strategic approaches</p> <p>Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>	<p>I can demonstrate to others the key aspects of my work/study and identify alternative routes to our goal</p> <p>I can work independently and as part of a team, leading the way with my high level of knowledge and skill</p>
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	<p>I am a lead lecturer or project manager for my subject/work</p> <p>I spend much of my time researching around my subject/task to ensure I have the best knowledge and skills possible</p> <p>I can complete my work/study without supervision</p>

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