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ANNEXES 1 to 6

ANNEXES

to the

Proposal for a Council Recommendation

on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

ANNEX I

Definitions

The definitions that apply in the context of this Recommendation are the following:

(a) *Qualification*: a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;

(b) *National qualifications system*: all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework;

(c) *National qualifications framework*: an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;

(d) *International qualification*: a certificate, diploma, degree or title awarded by an international body (or a national body accredited by an international body) and used in more than one country, which includes learning outcomes based on standards developed by an international body, organisation or company;

(e) *International sectorial qualification*: an international qualification relevant to a sector of economic activity developed by an international sectorial organisation or an international company;

(f) *Learning outcomes*: statements of what a learner knows, understands and is able to do on completion of a learning process

(g) *Knowledge: the ou*tcome of the assimilation of information through learning. Knowledge is the body of facts, principles, *theories* and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;

(h) *Skills*: the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

(i) *Responsibility/Autonomy* in the context of the EQF is the ability of the learner to apply knowledge and skills autonomously and with responsibility*;*

(j) *Validation of non-formal and informal learning*: the process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: identification through dialogue of particular experiences of an individual, documentation to make visible the individual's experiences, a formal assessment of these experiences; and certification of the results of the assessment which may lead to a partial or full qualification;

(k) *Formal recognition of learning outcomes:* the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or

employment, through i) award of qualifications (certificates, diploma or titles), ii) validation of non-formal and informal learning, iii) grant of equivalence, credit or waivers;

(l) *Credit:* demonstrates that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by an authorised body, according to an agreed standard; credit is awarded by competent bodies when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments; credit can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload a typical individual needs for achieving related learning outcomes;

(m) *Credit systems:* systems for the recognition of credit(s). These systems can comprise inter alia equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and through validation of non-formal and informal learning*;*

(n) *Credit transfer:* the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

ANNEX II

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes[1] relevant to qualifications at that level in any system of qualifications.			
	Knowledge	Skills	Responsibility/ Autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility/autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	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 The learning outcomes relevant to Level 3 are	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
Level 4 The learning outcomes relevant to Level 4 are	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

[1] Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. They are generally classified as 'knowledge, skills and competences'. In the context of the EQF, the last element is limited to 'responsibility/autonomy' since the descriptors herewith reflect statements commonly agreed between Member States for application of this Recommendation and these do not correspond fully to the conceptual definitions.

Level 5* The learning outcomes relevant to Level 5 are	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** The learning outcomes relevant to Level 6 are	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*** The learning outcomes relevant to Level 7 are	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**** The learning outcomes relevant to Level 8 are	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

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for three cycles agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

* The descriptor for the short cycle developed by the Joint Quality Initiative as part of the Bologna process, (within or linked to the first cycle), corresponds to the learning outcomes for EQF level 5.

** The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.

*** The descriptor for the second cycle corresponds to the learning outcomes for EQF level 7.

**** The descriptor for the third cycle corresponds to the learning outcomes for EQF level 8.

ANNEX III

Criteria and procedures for referencing national qualifications frameworks and systems to the European Qualifications Framework

1. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process, are clearly determined and published by the competent authorities.
2. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the EQF.
3. The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems.
4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.
5. The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system and are consistent with the principles on quality assurance as specified in annex IV of this Recommendation.
6. The referencing process shall include the stated agreement of the relevant quality assurance bodies that the referencing report complies with the relevant national quality assurance provisions and practice.
7. The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least two international experts from two different countries on the referencing process.
8. The competent national body or bodies shall certify the referencing of the national qualifications framework or system with the EQF. One comprehensive report, setting out the referencing, and the evidence supporting it, shall be published by the competent national bodies and shall address separately each of the criteria. The same report can be used for self-certification to the Qualifications Framework of the European Higher Education Area, in accordance with the self-certification criteria of the latter.
9. Ideally within 3 months from the endorsement of the referencing report or its update, Member States and other participating countries shall publish the referencing report and provide relevant information for comparison purposes on the relevant European web-services.
10. Further to the referencing process, all new certificates, diploma or qualification supplement issued by the competent authorities should contain a clear reference, by way of national qualifications frameworks or system, to the appropriate EQF level.

ANNEX IV

Quality assurance principles for qualifications referenced to the European Qualifications Framework[2]

Vocational education and training, higher education, non-formal and informal learning in the private sector or international qualifications referenced to the EQF should be quality assured to enhance trust in their quality and level. Quality assurance principles at European level for general education are subject to ongoing discussions in the context of ET 2020.

Without prejudice to national quality assurance arrangements that apply to national qualifications, **quality assurance of *qualifications* referenced to the EQF:**

1. addresses the design of qualifications as well as application of the learning outcomes approach
2. addresses the process of certification, ensuring valid and reliable assessment according to agreed and transparent learning outcomes based standards
3. consists of feedback mechanisms and procedures for continuous improvement
4. involves all relevant stakeholders at all stages of the process
5. is composed of consistent evaluation methods, associating self-assessment and external review
6. is an integral part of the internal management, including sub-contracted activities, of bodies issuing qualifications referenced to the EQF
7. is based on clear and measurable objectives, standards and guidelines
8. is supported by appropriate resources
9. includes a systematic and cyclical evaluation by external monitoring bodies, based on at least the principles in this annex of internal quality assurance systems related to qualifications,
10. includes the publication of its evaluation results, including electronic accessibility at national and European level

External monitoring bodies or agencies referred to in principle (9) should be subject to cyclical external review by competent authorities. The result of this external review, outside the field of higher education, should be publicly and electronically available through a European register.

[2] . These common principles are fully compatible with the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher education Area and with European Quality Assurance in VET (EQAVET).

ANNEX V

Principles for credit systems related to the European Qualifications Framework

The EQF and national qualifications frameworks, when complemented by credit systems, support better individuals when moving i) between various levels of education and training, ii) within and between sectors of education and training iii) between education and training and the labour market and iv) within and across borders. Different credit systems, closely linked to qualification systems and frameworks, should work together to support transitions and facilitate progression.

To this aim, credit systems linked to qualifications reference to the EQF should be in line with the following principles:

1. Credit systems should be put in place to create flexible learning pathways, for the benefit of individual learners.
2. When designing and developing qualifications, the learning outcomes approach and the relevant credit arrangement(s) should be systematically used to facilitate transfer of (components of) qualifications and progression in learning.
3. Credit systems should facilitate transfer of learning outcomes and progression of learners across institutional and national borders.
4. Credit systems must be underpinned by explicit and transparent quality assurance.
5. The credit acquired by an individual should be documented, expressing the acquired learning outcomes, their level, the name of the competent credit awarding institution and, where relevant, the related credit value.
6. Systems for credit transfer and accumulation should seek synergies with arrangements for validation of non-formal and informal learning, working together to facilitate and promote transfer and progression.
7. Credit systems should be developed and improved through the cooperation between stakeholders at national and European level.

ANNEX VI

Indicative elements of a common format for the electronic publication of information on qualifications

DATA			**Required / Optional**
Title of the qualification			Required
Subject*			Required
Country/Region (code)			Required
EQF Level			Required
Description of the qualification	Either	Knowledge	Required
		Skills	Required
		Responsibility/Autonomy	Required
	Or	Open text field describing what the learner is expected to know, understand and able to do	Required
Awarding body**			Required
Credit points/ notional workload needed to achieve the learning outcomes			*Optional*
Internal quality assurance processes			*Optional*
External monitoring body			*Optional*
Further information on the qualification			*Optional*
Source of information			*Optional*
Link to relevant qualification supplement			*Optional*
URL of the qualification			*Optional*
Information language (code)			*Optional*
Entry requirements			*Optional*
Expiry date (if relevant)			*Optional*
Ways to acquire qualification			*Optional*
Relationship to occupations			*Optional*

* ISCED FoET2013

** The minimum required information on the Awarding body should facilitate to find information on the Awarding body. This would be the name of the Awarding body, or if applicable the name of the group of Awarding bodies, completed with a URL or contact information