

**Comparison of NQF Level Descriptors and EHEA QF Cycle Descriptors**

<b>QF EHEA</b>	<b>Short cycle</b>	<b>NQF Level 5</b>
Qualifications that signify completion of the higher education <b>short cycle</b> are awarded to students who:		
have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle*		<p><b>Knowledge</b> comprehensive specialized empirical and theoretical knowledge in the field of study and/or professional activity, awareness of the knowledge frontiers</p>
can apply their knowledge and understanding in occupational contexts**		<p><b>Aptitudes/Skills</b> a broad range of cognitive and practical skills needed to solve complex problems in specialized areas of professional activity and/or training Planning, analysing, monitoring and evaluating one's own work and the work of others in a specialized context</p> <p><b>Responsibility and Autonomy</b> organization and supervision (management) in the occupational context or training in unpredictable change conditions</p> <p>improving the results of their own activities and the work of others</p>
have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems		<p><b>Aptitudes/Skills</b> finding creative solutions or response to clearly defined specific and abstract problems based on identification and application of data</p>
can communicate about their understanding, skills and activities, with peers, supervisors and clients		<p><b>Communication</b> interaction with peers, managers and customers in matters</p>

	<p>related to understanding, skills and activities in the occupational and/or study contexts</p> <p>bringing to a wide range of people (colleagues, managers, customers) one's own understanding, knowledge, judgments, and experience, in particular in the occupational context</p>
<p>have the learning skills to undertake further studies with some autonomy</p>	<p><b>Responsibility and Autonomy</b> the ability to continue learning with some degree of autonomy</p>

\*) “knowledge and understanding at a level supported by advanced textbooks” is reflected in the NQF as “empirical and theoretical knowledge”.

\*\*\*) “applying knowledge and understanding in occupational contexts” is reflected in the NQF as “application of cognitive and practical skills needed to solve complex problems in specialized occupational areas of professional and/or study (planning, analysing, monitoring and evaluating etc.)”.

<b>QF EHEA</b>	<b>First cycle</b>	<b>NQF Level 6</b>
Qualifications that signify completion of <b>the first cycle</b> are awarded to students who:		
have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study *		<p><b>Knowledge</b> Conceptual scientific/scholarly and practical knowledge, critical thinking of theories, principles, methods and concepts in the field of professional activity and/or study</p>
can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study		<p><b>Aptitudes/Skills</b> In-depth cognitive and practical aptitudes/skills, mastery and innovation at the level required to solve complex specialized tasks and practical problems in the field of professional activity or study</p> <p><b>Responsibility and Autonomy</b> Managing complex technical or professional activities or projects</p> <p>Responsibility for elaborating and making decisions in unpredictable occupational and/or study contexts</p> <p>Arranging and managing professional development of individuals and groups</p>
have the ability to gather and interpret relevant data(usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues		<p><b>Communication</b> Data collection, interpretation and application</p> <p><b>Responsibility and Autonomy</b> Making judgments with the consideration of social, scientific and ethical aspects</p>

can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	<p><b>Communication</b> Communicating information, ideas, problems, decisions, personal experience and rationale to both specialists and non-specialists</p> <p>communication on professional matters, including in a foreign language, orally and in writing</p>
have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	<p><b>Responsibility and Autonomy</b> the ability to continue learning with a substantial degree of autonomy</p>

- \*) “knowledge of the forefront of their field of study” is reflected in the NQF as “Conceptual scientific/scholarly and practical knowledge”,
- \*\*\*) “description of communication” is expanded in the NQF with “communication in a foreign language”.

<b>QF EHEA</b>	<b>Second cycle</b>	<b>NQF Level 7</b>
Qualifications that signify completion of <b>the second cycle</b> are awarded to students who:		
have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context *	<p><b>Knowledge</b> Dedicated (specialised) conceptual knowledge, which includes modern scientific achievements in the field of professional activity or field of expertise and is the basis for ingenuity and research capacity, critical thinking of problems in the field and on verge the knowledge field frontiers</p>	
<p>can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study **</p> <p>have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments</p>	<p><b>Aptitudes/Skills</b> Dedicated problem-solving skills required for research and/or innovation in order to develop new expertise and procedures</p> <p>Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts</p> <p>Ability to solve problems in new or unfamiliar environments with incomplete or limited information based on the aspects of social and ethical responsibility</p> <p><b>Responsibility and Autonomy</b> Managing work or learning processes that are complex, unpredictable and require new strategic approaches</p> <p>Responsibility for contributing to professional knowledge and practices and/or evaluating performance of teams and co-workers</p>	
can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously	<p><b>Communication</b> Clear and unambiguous communication of one's own knowledge, conclusions and rationale to both specialists and non-specialists, in particular to students</p>	

have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	<b>Responsibility and Autonomy</b> Ability to continue learning with a high degree of autonomy
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\*) “extension and/or enhancing knowledge and understanding (in comparison with the first cycle)” is reflected in NQF as “knowledge, which includes modern scientific achievements”,

\*\*\*) “applying knowledge and understanding and problem-solving abilities within broader (or multidisciplinary) contexts” is expanded in the NQF as “research and/or innovation in order to develop new expertise and procedures”.

QF EHEA	Third cycle	NQF Level 8
Qualifications that signify completion of <b>the third cycle</b> are awarded to students who:		
<p>have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field *</p> <p>have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity</p>	<p><b>Knowledge</b> Conceptual and methodological knowledge in the field or on the verge of knowledge frontiers or professional activity</p> <p><b>Aptitudes/Skills</b> Aptitudes/skills and techniques required to solve significant problems in the field of professional activity, science and/or innovation, expansion and reassessment of existing knowledge and professional practices</p> <p>Initiation, planning, implementation and adjustment of a consistent and profound research process in compliance with proper academic integrity</p>	
<p>have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication **</p>	<p><i>Excerpt from Article 5 of the Law of Ukraine ‘On Higher Education’:</i></p> <p>Educational and scientific level of higher education involves... conducting one’s own research producing results with scientific novelty, theoretical and practical significance.</p> <p>The Doctor of Philosophy degree is awarded a non-recurrent dissertation committee of a higher education institution or research and development institution based on the results of successful completion of the relevant educational and research program with subsequent public viva in front of a non-recurrent dissertation committee.</p>	

<p>Are capable of critical analysis, evaluation and synthesis of new and complex ideas</p>	<p><b>Aptitudes/Skills</b> Critical analysis, evaluation and synthesis of new and complex ideas</p>
<p>Can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise***</p>	<p><b>Communication</b> Fluent communication with peers, scholarly community, society in general on issues related to the field of scientific knowledge and expertise</p> <p>Using academic Ukrainian and foreign languages in the professional field and research</p>
<p>Can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge-based society</p>	<p><b>Responsibility and Autonomy</b> Demonstration of significant credibility, innovation, high degree of independence, academic and professional integrity, continuous commitment to the development of new ideas or processes in the advanced contexts of professional and scientific contexts</p> <p>Ability for continuous self-development and self-improvement</p>

\*)“a systematic understanding of a field of study” reflected in NQF as “conceptual and methodological knowledge”

\*\*) “requirements regarding contribution through original research that extends the frontier of knowledge by developing a substantial body of work” are defined in the Law of Ukraine on Higher Education

\*\*\*) “description of communication” is expanded in EQF by “using foreign languages in the professional field and research”.