

NATIONAL QUALIFICATIONS FRAMEWORK

General Part

1. National Qualifications Framework is a systematic and competency-based description of qualification levels.

The National Qualifications Framework is intended for use by public authorities and local governments, institutions and organizations, educational institutions, employers, other legal entities and individuals for the design, identification, correlation, recognition, planning, and development of qualifications.

2. The National Qualifications Framework is based on European and national standards and principles of quality assurance in education, it takes into account the requirements of the labour market for worker competencies and is introduced to harmonize legislation in the field of education, social and labour relations, promote national and international recognition of qualifications obtained in Ukraine, and establish efficient interaction between education and the labour market.

3. For the purposes of applying the National Qualifications Framework, the terms shall be used in the following meaning:

Responsibility and Autonomy shall mean the ability of a person to apply knowledge and skills in an autonomous and responsible manner.

Knowledge shall mean meaningful information assimilated by the person, which is the basis for his/her conscious and purposeful activities. Knowledge is divided into empirical (knowledge of facts and ideas) and theoretical (conceptual, methodological).

Level shall mean a structural unit of the National Qualifications Framework, which is determined by a certain set of learning outcomes that are characteristic of the qualifications of the appropriate level.

Competency shall mean a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, other personal qualities, which determines a person's ability to successfully socialize, conduct professional and/or further educational activities.

Communication shall mean the interaction of persons in order to transmit information, coordinate actions, and conduct joint activities.

Educational Qualification shall mean a set of learning outcomes and competencies established by educational standards and obtained by a person as recognized by an educational institution or another authorized entity of educational activity and certified by a relevant document on education.

Professional Qualification shall mean a standardized set of learning outcomes and competencies recognized by a qualification centre, an entity of educational activity, or another authorized entity and certified by a relevant document, which allows performing specific work or carrying out professional activity.

Learning Outcomes shall mean knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities acquired in the process of learning, education, and development, which can be identified, planned, evaluated, and measured.

Skills shall mean the ability to apply knowledge to perform tasks and solve problems. Skills are divided into cognitive (including logical, intuitive, and creative thinking) and practical (including manual dexterity, application of practical methods, materials, tools and instruments, communication).

4. Qualifications of professional (vocational) education correspond to:

The first (initial) level of professional (vocational) education corresponds to Level 2 of the National Qualifications Framework.

The second (basic) level of professional (vocational) education corresponds to Level 3 of the National Qualifications Framework.

The third (higher) level of professional (vocational) education corresponds to Levels 4 or 5 of the National Qualifications Framework.

5. Qualification of professional pre-higher education is the professional junior bachelor, which corresponds to Level 5 of the National Qualifications Framework.

6. Qualifications of higher education correspond to:

Junior Bachelor corresponds to Level 5 of the National Qualifications Framework and the Short Cycle of Higher Education of the Qualifications Framework of the European Higher Education Area.

Bachelor corresponds to Level 6 of the National Qualifications Framework and the first cycle of higher education of the Qualifications Framework of the European Higher Education Area.

Master corresponds to Level 7 of the National Qualifications Framework and the second cycle of higher education of the Qualifications Framework of the European Higher Education Area.

Doctor of Philosophy, Doctor of Arts correspond to Level 8 of the National Qualifications Framework and the third cycle of higher education of the Qualifications Framework of the European Higher Education Area.

Doctor of Science corresponds to Level 8 of the National Qualifications Framework.

Descriptors Defining the Qualification Levels

Level	Knowledge	Skills	Communication	Responsibility and autonomy
1	Basic general knowledge, understanding of the simplest concepts about oneself and the environment, the basics of safe behaviour	Basic skills needed to perform simple tasks	Integration into the groups that make up the immediate social environment The appropriate response to simple written and oral communications	Work or study under direct guidance or supervision in a structured context Limited responsibility for one's actions Formulation of elementary judgments
2	Basic empirical knowledge and understanding of key (general) processes in the field of education and/or work	Use of relevant information to perform simple tasks and solve everyday problems in typical situations using simple rules, instructions, and tools Assessment of results of one's own activities in accordance with the established criteria, use of reasoning to substantiate	Interaction in a team to perform tasks Production of detailed oral and written communications	Work and/or study under the guidance or supervision with some autonomy Individual responsibility for the results of performing tasks during study and/or work

		one's own opinions and conclusions		
3	Knowledge of facts, principles, processes, and general concepts in the field of education and/or professional activity	Performing typical tasks and solving problems by selecting and applying basic methods, tools, materials, and information Assessment of results of performed tasks in accordance with pre-known criteria	Ability to work efficiently in a team Perception of criticism, advice, and guidance Production of detailed oral and written communications, in particular in professional activities	Responsibility for performing tasks while working or studying Adapting one's behaviour to external circumstances while performing tasks or solving problems
4	Empirical and theoretical knowledge in broad contexts and understanding of principles, methods, processes in the field of education and/or professional activity	Performing complex specific tasks, finding or making decisions on specific problems in professional activity or education Planning one's own work and organizing, monitoring, evaluating, and adjusting the work of others in a limited context	Mentoring, sharing experience Production of complex detailed oral and written communications, in particular in professional activities or education	Self-organization according to rules that exist in work or study contexts and are usually predictable but may change Supervising the daily work of others, limited responsibility for evaluating and improving the performance of their work or study
5	Comprehensive specialized empirical and theoretical knowledge in the field of education and/or professional activity, awareness of the limits of this knowledge	A wide range of cognitive and practical skills needed to solve complex problems in specific areas of professional activity and/or education Finding creative solutions or answers to clearly defined specific and abstract problems based on data identification and application Planning, analysis, control, and evaluation of one's own work and the work of others in a specific context	Interaction with colleagues, managers, and clients on issues related to understanding, skills, and activities in the professional and/or educational field Conveying to a wide range of people (colleagues, managers, clients) one's own understanding, knowledge, judgments, experience, in particular in the field of professional activity	Organization and supervision (management) in the context of professional activity or education in conditions of unpredictable changes Improving the results of one's own activities and the work of others The ability to continue learning with some degree of autonomy
6	Conceptual scientific and practical knowledge, critical understanding of theories, principles, methods, and concepts in the field of professional	In-depth cognitive and practical skills, mastery, and innovation at the level required to solve complex specific tasks and practical problems in the field of professional activity or education	Bringing to specialists and non-specialists information, ideas, problems, solutions, one's own experience and arguments Data collection, interpretation, and application	Management of complex technical or professional activities or projects Ability to take responsibility for producing and making decisions in unpredictable work and/or learning contexts Formation of judgments

	activity and/or education		Communication on professional issues, including in a foreign language, orally and in writing	that take into account social, scientific, and ethical aspects Organization and management of professional development of individuals and groups Ability to continue learning with a significant degree of autonomy
7	Specific conceptual knowledge, which includes modern scientific achievements in the field of professional activity or knowledge and is the basis for original thinking and research, critical understanding of problems in the field and across the fields of knowledge	Specialized problem-solving skills required for research and/or innovation in order to develop new knowledge and procedures Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts Ability to solve problems in new or unfamiliar environments with availability of incomplete or limited information, taking into account aspects of social and ethical responsibility	Clear and unambiguous communication of one's own knowledge, conclusions, and arguments to specialists and non-specialists, in particular to persons who study	Managing work or learning processes that are complex, unpredictable, and require new strategic approaches Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams Ability to continue learning with a high degree of autonomy
8	Conceptual and methodological knowledge in the field or across the fields of knowledge or professional activity	Specialized skills and techniques needed to solve significant problems in the field of professional activity, science, and/or innovation, expansion and reassessment of existing knowledge and professional practice Initiating, planning, implementing, and adjusting a consistent process of sound research with due academic integrity Critical analysis, evaluation, and synthesis of new and complex ideas	Free communication on issues related to the field of scientific and expert knowledge, with colleagues, the wider scientific community, society as a whole Use of academic Ukrainian and foreign languages in professional activities and research	Demonstration of significant authority, innovation, high degree of independence, academic and professional integrity, constant commitment to the development of new ideas or processes in the advanced contexts of professional and scientific activities Ability to continuous self-development and self-improvement