

European Qualification Framework Level 4

	Knowledge - In the context of EQF, knowledge is described as theoretical and/or factual	Skills - 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)	Competences - In the context of EQF, competence is described in terms of responsibility and autonomy
The learning outcomes relevant to EQF 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

European Qualification Framework Level 5

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

	Knowledge - In the context of EQF, knowledge is described as theoretical and/or factual	Skills - 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)	Competences - In the context of EQF, competence is described in terms of responsibility and autonomy
The learning outcomes relevant to EQF 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

European Qualification Framework Level 6

The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

	Knowledge - In the context of EQF, knowledge is described as theoretical and/or factual	Skills - 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)	Competences - In the context of EQF, competence is described in terms of responsibility and autonomy
The learning outcomes relevant to EQF Level 6 are	Advanced knowledge of a field of work or study, involving a	Advanced skills, demonstrating mastery and innovation, required	Manage complex technical or professional activities or

critical understanding of theories and principles

to solve complex and unpredictable problems in a specialised field of work or study

projects, taking responsibility for decision making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

European Qualification Framework Level 7

The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

Knowledge - In the context of EQF, knowledge is described as theoretical and/or factual

Skills - 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)

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

The learning outcomes relevant to EQF 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

European Qualification Framework Level 8

The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

Knowledge - In the context of EQF, knowledge is described as theoretical and/or factual

Skills - 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)

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

The learning outcomes relevant to EQF 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