

EQF Comparison & Translation Tool (EQF vs NQF Ukraine)

What it is

This tool is designed to help VET providers, educators, mentors, counsellors, coaches and mental-health professionals understand how the **European Qualifications Framework (EQF)** relates to the **Ukrainian National Qualifications Framework (NQF)**, and how qualifications can be translated from one system to the other.

The EQF provides a common European reference framework with **eight levels** based on learning outcomes: *knowledge, skills, responsibility and autonomy*.

The Ukrainian NQF also uses **eight levels**, and although it has been officially referenced to the EQF, it includes additional descriptors, such as communication and more detailed behavioural expectations.

Understanding similarities and differences between the two frameworks is essential for ensuring transparency, recognition and comparability of learning outcomes across systems.

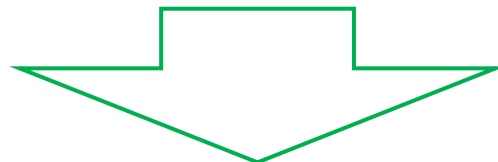
This tool allows users to:

- analyse and compare EQF and Ukrainian NQF descriptors systematically
- identify points of convergence and divergence between the two frameworks
- understand how national descriptors relate to European reference levels
- practise *translating* qualifications from the Ukraine NQF to EQF levels
- improve competence-based curriculum design using learning-outcomes alignment
- strengthen the ability to work within multicultural, international or cross-border VET contexts

How to use it

1. **Start with the large comparison table** (EQF vs Ukrainian NQF).
It shows the main structural similarities, differences and alignment points.
2. **Analyse descriptors for the selected Ukrainian qualification.**
Review knowledge, skills, communication and responsibility/autonomy requirements.
3. **Compare them with EQF levels.**
Identify which EQF level best fits in terms of complexity, autonomy and competence.
4. **Use the translation exercise template.**
Practise converting an NQF qualification into an EQF equivalent.
5. **Reflect on implications for curriculum design or learner support.**
Consider how EQF-level expectations influence programme structure, learning outcomes, autonomy and well-being.

Dimension	EQF	Ukrainian NQF
Purpose	Transparency, comparability, mobility across European education & labour-market systems	National standard for regulating qualifications in Ukraine and aligning with EU frameworks
Levels	8 reference levels	8 reference levels (harmonised with EQF)
Structure of Descriptors	Knowledge – Skills – Responsibility/Autonomy	Knowledge – Skills – Communication – Responsibility/Autonomy
Knowledge Definition	Theoretical and/or factual knowledge	Theoretical, empirical, practical knowledge, depending on sector
Skills Definition	Cognitive & practical skills for problem-solving	Cognitive, practical, creative, interactive skills
Responsibility & Autonomy	Ability to manage activities, take responsibility, show autonomy	Ability to take responsibility, make decisions, demonstrate leadership behaviour
Communication Component	Not a standalone descriptor	Separate descriptor category (communication, interaction, cooperation)
Use in Quality Assurance	Supports quality assurance but is not a QA system	Integrated into national VET and HE quality assurance procedures
Legal Status	Recommendation of the European Parliament and Council	Defined by national legislation (Law of Ukraine on Education, NQF resolutions)
Target Users	Employers, education providers, learners, national authorities	Same groups + Ukrainian licensing/attestation bodies
Application Scope	Transparency, comparability, mobility	Regulation, licensing, qualification design, employment classification
Sectoral Frameworks	EQF enables sectoral frameworks	Sectoral qualification frameworks used extensively
International Mobility	Strong orientation (main objective)	Increasingly aligned for EU mobility



Convergence (Common Elements)	Differences (Structural or Methodological)
Both aim to support transparency, mobility, quality assurance, lifelong learning	NQF more oriented to national regulatory compliance; EQF purely a meta-framework
Same number of levels; similar progression logic	Descriptors are not identical; Ukraine uses additional sub-criteria for some levels
Both use learning-outcomes-based descriptors	Ukrainian NQF includes Communication as a separate descriptor category; EQF integrates communication into skills/autonomy implicitly
Both categorise knowledge across ascending complexity	Ukraine uses more sector-specific formulations (e.g., vocational, academic, professional)
Both frameworks classify skills into cognitive & practical	NQF often specifies creative/innovative and interactive skills more explicitly
Conceptual match	Ukrainian NQF defines behavioural expectations more explicitly (leadership, initiative, accountability)
Communication is implicitly included in EQF skills	Clear structural difference: Ukraine emphasises communication competence
Both used to guide qualification design and review	NQF is mandatory for Ukrainian qualifications; EQF is voluntary for Member States
Both used as a reference for qualification recognition	NQF has binding legal force; EQF does not
Full alignment documented in official referencing reports	Some descriptors still interpreted differently at higher EQF/NQF levels
Similar user base	NQF used more directly for national qualification registration
Both support lifelong learning	Ukraine NQF used heavily for labour-market categorisation
Both allow sector-specific adaptation	Ukrainian frameworks may have more detailed sectoral matrices
Referencing enhances mobility	Still gaps in employer recognition across borders

PRACTICAL EXERCISE

Translate a Ukrainian NQF Level into an EQF Level

Instructions (for learners)

1. Select one Ukrainian qualification
Examples (generic formats):
 - VET certificate/diploma in [field]
 - Professional qualification/occupational standard in [field]
 - Higher education qualification (e.g., Bachelor/Master) in [field]
2. Find the Ukrainian NQF level (two possible routes):
 - Route A Official level (if available): identify the NQF level stated in the qualification documentation (e.g., diploma supplement, official standard/registry entry, awarding body documentation).
 - Route B Descriptor-based estimate (if not stated): extract the qualification's learning outcomes (knowledge, skills, communication, responsibility/autonomy) and match them to the closest Ukrainian NQF level descriptors. Clearly label your result as an estimated level.
3. Read the Ukrainian NQF descriptors for the selected (official or estimated) level and summarise the key expectations in:
 - Knowledge
 - Skills
 - Communication
 - Responsibility/Autonomy
4. Compare with EQF descriptors (Levels 1-8) and answer the guiding questions below.
5. Decide the equivalent EQF level and justify your choice using learning-outcomes evidence

Guiding questions

- Which EQF level shows similar knowledge complexity (breadth, depth, theoretical vs practical)?
- Which EQF level requires comparable skills (cognitive, practical, problem-solving, methods/tools)?
- Which EQF level reflects similar responsibility/autonomy (supervision, decision-making, accountability)?
- How does the Ukrainian Communication descriptor translate into EQF terms (e.g., interaction, coordination, collaboration, guidance)?
- Does any part of the Ukrainian descriptor set exceed or fall below the EQF expectations?
- If you used Route B (estimate): what evidence supports your levelling and what is your confidence level (high/medium/low)?

Exercise Output Template

Field (to fill in)	What to write / instructions
Qualification title (and field/sector)	Title of the qualification/award + field/sector (e.g., “VET Diploma in ...”, “Bachelor’s degree in ...”, “Professional qualification in ...”)
Source document (if real) / brief description (if hypothetical)	If real: cite the source (diploma supplement, standard, registry entry, awarding body documentation). If hypothetical: 2-3 lines on provider, duration and purpose
Ukrainian NQF level	Mark Official (level stated in the documentation) or Estimated (derived via descriptors). Add Confidence: High/Medium/Low
Key learning outcomes summary (K-S-C-R/A)	Bullet-point summary of learning outcomes for: Knowledge, Skills, Communication, Responsibility/Autonomy (max 3-5 bullets per category)
Selected EQF level	Proposed EQF level (1-8)
Justification (5–7 sentences)	Short justification linking evidence (learning outcomes + communication descriptor) to EQF descriptors. If NQF is Estimated, explicitly state the reasoning and uncertainty