



# Referencing to the EQF

*ETF webinar 'Towards referencing to the European Qualifications Framework (EQF)'*

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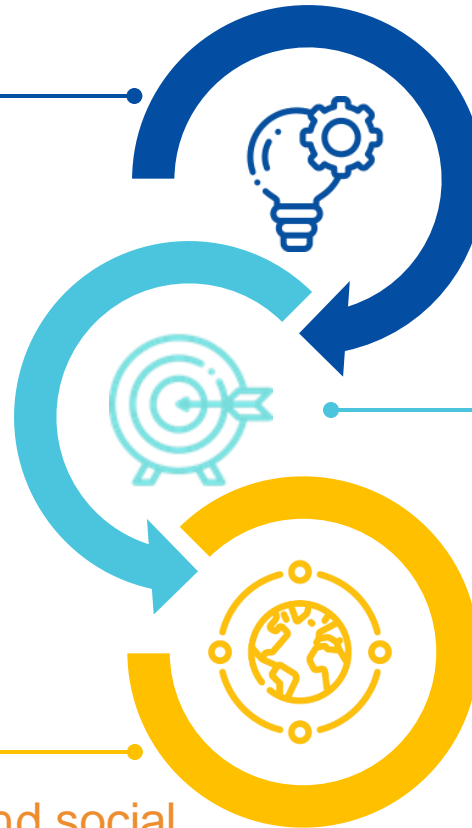
# What is the purpose of the EQF?

## CHALLENGE

Education and training systems differ across countries. Qualifications are diverse and reflect national rules and traditions.

## WIDER IMPACTS

- Employability, mobility and social integration of workers and learners
- Foster lifelong learning
- Modernising education and training systems



## SPECIFIC OBJECTIVE

To improve the transparency, comparability and portability of people's qualifications

# Principles supported by the EQF

- Qualifications are more transparent and comparable when described as **learning outcomes** and including EQF levels.
- Scope of the EQF covers **all qualifications types and levels**.
- Learning outcomes may be achieved through a variety of paths in **formal, non-formal or informal settings (validation)**, whether in national or international contexts.
- Common principles for **quality assurance** and **credit systems** related to EQF.
- Principles of **subsidiarity and proportionality** to national settings.

# Referencing links NQFs to the EQF

*The [EQF Recommendation](#) invites Member States to reference their national qualifications frameworks or systems to the EQF, in order to establish a clear and transparent relationship between their national qualification levels and the eight EQF levels.*

# Referencing builds...

- Visibility
- Transparency
- Trust
- Comparability
- Portability



# Referencing process

- Each country wanting to relate its national qualifications levels to the EQF has to prepare a detailed referencing report that follows the 10 EQF referencing criteria agreed in Annex III to the revised EQF Recommendation.
- National referencing reports are presented to the EQF Advisory Group: the EQF AG discusses them as “critical friends”, and in view of meeting the referencing criteria.

1. Clear responsibilities of relevant national bodies

2. Clear demonstrable link between the NQF and EQF levels

3. NQFs based on learning outcomes, VNFIL, possibly credit systems

4. Transparent procedures for inclusion of qualifications in NQF

5. QA systems refer to NQF & consistent with EQF QA principles

6. QA bodies confirm consistency of referencing with QA arrangements

7. Referencing process involves international experts

8. Competent authorities certify the report & mention of a single report on EQF and QF-EHEA

9. National report published on EQF portal within 6 months

10. Qualifications that are part of NQF will have reference to EQF level + databases

# Referencing and re-referencing since 2009\*

2009	2010	2011	2012	2013	2014	2015	2016
<ul style="list-style-type: none"><li>• IE</li><li>• MT</li></ul>	<ul style="list-style-type: none"><li>• FR</li></ul>	<ul style="list-style-type: none"><li>• CZ</li><li>• LT</li><li>• PT</li><li>• BE(NL)</li><li>• DK</li><li>• EE</li><li>• LV</li><li>• LT</li><li>• NL</li></ul>	<ul style="list-style-type: none"><li>• AT</li><li>• HR</li><li>• DE</li><li>• LU</li></ul>	<ul style="list-style-type: none"><li>• BE(FR)</li><li>• BG</li><li>• PL</li><li>• SI</li><li>• IS</li><li>• IT</li></ul>	<ul style="list-style-type: none"><li>• NO</li><li>• ME</li><li>• BE(NL) (re-ref)</li></ul>	<ul style="list-style-type: none"><li>• EL</li><li>• EE (re-ref)</li><li>• HU</li><li>• CH</li></ul>	<ul style="list-style-type: none"><li>• SE</li><li>• MK</li><li>• XK</li><li>• LI</li><li>• MT (re-ref)</li></ul>
2017	2018	2019	2020	2021	2022	2023	2024
<ul style="list-style-type: none"><li>• CY</li><li>• FI</li><li>• SK</li><li>• TR</li></ul>	<ul style="list-style-type: none"><li>• RO</li></ul>	<ul style="list-style-type: none"><li>• NL (re-ref)</li><li>• LV (re-ref)</li></ul>	<ul style="list-style-type: none"><li>• RS</li><li>• IE (re-ref)</li></ul>	<ul style="list-style-type: none"><li>• AL</li><li>• FR (re-ref)</li></ul>	<ul style="list-style-type: none"><li>• IT</li></ul>	<ul style="list-style-type: none"><li>• BE(NL) (re-ref)</li><li>• MT (re-ref)</li><li>• DK (add-ref)</li></ul>	<ul style="list-style-type: none"><li>• LT (re-ref)</li><li>• ES</li><li>• HR (re-ref)</li><li>• TR (re-ref)</li></ul>

\* excl. UK

# After referencing

- [Referencing reports published on EUROPASS website](#),
- Countries mention EQF/NQF levels on certificates and qualifications databases,
- [National databases linked through EUROPASS](#) to other countries,
- NQF levels with examples of qualifications in the [comparison tool of EUROPASS](#).

The screenshot shows the EUROPASS website interface. At the top, there is a navigation bar with the EUROPASS logo and the text "European Union". Below this, there is a breadcrumb trail: "Home > EQF Referencing Reports". The main header area features the text "EQF Referencing Reports" and a prompt: "Select the country to see the EQF Referencing Report." A sidebar on the right contains a button "Login to Europass" and a section titled "Compare national qualifications frameworks across Europe" with a sub-heading "Information about national qualifications frameworks and qualification levels." Below the header, there is a list of links for various countries: "EQF Referencing Report | Albania", "EQF Referencing Report | Belgium - Flemish Community", "EQF Referencing Report | Croatia", "EQF Referencing Report | Czechia", "EQF Referencing Report | Estonia", and "EQF Referencing Report | France". The main content area displays a comparison table for Croatia and Austria. The table has three columns: "Country", "EQF Levels", and "National Qualifications Frameworks (NQF)".

Country	EQF Levels	National Qualifications Frameworks (NQF)
Croatia	EQF Level 8	NQF 8 Doctorate (Doctorgrade) Clinical Psychology Healthcare Psychology Specialised doctor (medical)
Croatia	EQF Level 7	NQF 7 Master Degree (Master -bzv diplomgrade)
Croatia	EQF Level 6	NQF 6 Bachelor Degree (Bachelorgrade) Master Craftsman Graduate professional agriculture Engineer



# Trust is a continuous process

- National qualifications frameworks and systems change over time, and therefore **referencing to the EQF should be reviewed and updated**, whenever relevant.
- **Promoting** the use of NQFs and EQF to individuals and organizations.
- Making use of the **procedures and tools for transparency** developed in the EQF AG
  - International qualifications
  - Short descriptions of learning outcomes
  - European Learning Model and European Digital Credentials



# EQF Evaluation

- The EQF is a **well-established reference point** that is widely accepted among institutions working with qualifications.
- The EQF approach is well equipped to support transparency, comparability and portability of qualifications **within and between countries**.
- The EQF is **comprehensive in its structure**, but in practice still remains mainly a transparency tool for qualifications from the formal domain.
- The EQF has become an integral **part of other EU policies and tools**.
- The EQF has clear **practical value for stakeholders working with qualifications**, but its relevance and further potential purpose is still not sufficiently clear to the broader public.

# Thank you



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Slide 5,8: picture source: iStock.com