

# **Norwegian Qualifications Framework**

**Levels and learning outcome descriptors**

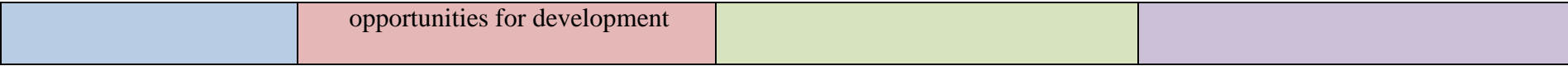
*Approved by Ministry of Education and Research Feb.1 2012*

<b>Level/ Typical education</b>	<b>KNOWLEDGE</b> An understanding of theories, facts, principles, procedures in subject areas and/or occupations	<b>SKILLS</b> The ability to utilise knowledge to solve problems or tasks (cognitive, practical, creative and communication skills)	<b>GENERAL COMPETENCE</b> The ability to utilise knowledge and skills in an independent manner in different situations
(Level 1: Open) No qualifications enrolled at this level. The level is not part of the NQF.	No learning outcome descriptors	No learning outcome descriptors	No learning outcome descriptors
Level 2: Competence from primary/lower secondary school	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has a basic knowledge of important facts and concepts in and across subjects</li> <li>• has knowledge of fundamental political, social, cultural and environmental conditions</li> <li>• has a basic knowledge about the use of sources, about how information can be obtained, documented, assessed and applied</li> <li>• has a basic understanding of learning how to learn</li> <li>• is familiar with different educational choices and occupations</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can express him/herself verbally and in writing, read, is numerate and can use digital tools in the school work context</li> <li>• can present topics in Norwegian/Sami and at least one foreign language</li> <li>• can use experience, creativity and exploratory work methods to acquire new knowledge</li> <li>• can use practical-aesthetical work methods in several subject areas</li> <li>• can reflect on his/her own participation in different media</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can make use of his/her knowledge and experience to participate in a democratic and inclusive society</li> <li>• can cooperate with others in both the work/school and social context</li> <li>• can discuss and assess others and his/her own school work under supervision</li> <li>• can make independent choices, state the reasons for them and act on the basis of them</li> </ul>
Level 3: Basic competence (partially completed upper	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has knowledge of important facts and concepts in his/her own</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can communicate and express him/herself in his/her own</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can cooperate with others in the performance of work and utilise</li> </ul>

secondary education)	<p>subject/subject area</p> <ul style="list-style-type: none"> <li>• has knowledge of work methods, procedures and tools in one or more limited subjects/subject areas</li> <li>• is aware of relevant regulations and quality requirements</li> <li>• has an understanding of his/her own educational and work opportunities</li> </ul>	<p>subject/subject area</p> <ul style="list-style-type: none"> <li>• can use relevant technology to solve subject-specific tasks</li> <li>• can receive and follow instructions and carry out specific tasks within the subject area</li> <li>• can be creative when carrying out tasks</li> <li>• can search for and use information from different sources to further his/her development in relation to future work and/or education</li> </ul>	<p>relevant skills and knowledge</p> <ul style="list-style-type: none"> <li>• can initiate and carry out limited tasks</li> <li>• can seek and accept guidance in relation to concrete tasks and own vocational development</li> </ul>
Level 4A: Completed upper secondary vocational education – Subject-related skills and vocational competence	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has knowledge of relevant concepts, models and principles in the subject area</li> <li>• has knowledge of , and has an overview of materials, equipment and work methods, and can give reasons for his/her choices</li> <li>• has the experience-based knowledge required to practise in the vocational field</li> <li>• has insight into the importance and historical development of the trade/occupation in a societal perspective</li> <li>• has knowledge of relevant</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can systematise, present and report on planned and completed work</li> <li>• can carry out calculations and assess consequences</li> <li>• can solve vocational challenges in a critical and creative manner, alone or in cooperation with others</li> <li>• can use relevant concepts, principles, materials and equipment in his/her work</li> <li>• can communicate in at least one foreign language</li> <li>• can assess and choose work methods for solving subject-</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can use his/her own vocational competence in new and complex contexts</li> <li>• can work independently and take responsibility for ensuring that work is carried out with the required craftsmanship and in accordance with legislation, regulations and established ethical standards in the trade/field in question</li> <li>• can cooperate and communicate with colleagues, customers and/or users when carrying out his/her work</li> <li>• can guide others in their work</li> </ul>

	<p>regulations, standards, agreements and quality requirements</p> <ul style="list-style-type: none"> <li>• has knowledge of different learning strategies and can utilise them in his/her own learning</li> <li>• has an understanding of his/her own educational and work opportunities</li> </ul>	<p>specific tasks</p> <ul style="list-style-type: none"> <li>• can be creative when planning and performing work</li> <li>• can carry out work in accordance with the applicable regulations, standards, agreements and quality requirements</li> <li>• can analyse and assess different types of sources of relevance to his/her own work</li> </ul>	<ul style="list-style-type: none"> <li>• can document and assess others' work and own work in connection with planning, organising, work performance and results</li> <li>• can reflect on his/her own vocational competence as the basis for future choices</li> <li>• can initiate tasks and activities that promote his/her own learning and development</li> </ul>
<p>Level 4B: Completed upper secondary school – higher education entrance requirements</p>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has knowledge of important facts, concepts, theories, principles and methods in different subjects</li> <li>• has the experience-based knowledge required to practise different subjects</li> <li>• has insight into how academic issues relate to society as a whole</li> <li>• has knowledge of different learning strategies and can apply them in his/her own learning</li> <li>• has an understanding of his/her own educational and work opportunities</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can express him/herself verbally and in writing in different academic contexts</li> <li>• can read, is numerate and can use digital tools and media to solve academic challenges in a critical and creative manner, alone or in cooperation with others</li> <li>• can use academic terminology in communication and cooperation</li> <li>• can communicate in at least two foreign languages</li> <li>• can apply relevant methods, principles and strategies to solve subject-specific tasks</li> <li>• can explore, analyse, formulate and discuss different issues</li> <li>• can analyse and assess different types of sources</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can use his/her own academic competence in new and complex contexts</li> <li>• can plan and organise work, independently and in cooperation with others</li> <li>• can use his/her academic knowledge and skills to develop knowledge together with others</li> <li>• can guide others to a certain extent in academic situations</li> <li>• can assess the quality of and take responsibility for the results of his/her own and joint work</li> <li>• can reflect on his/her own academic competence as the basis for future choices</li> </ul>

<p>Level 5: Tertiary vocational training 1</p>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has knowledge of concepts, processes and tools that are used in a specialised field of work</li> <li>• has insight into relevant regulations, standards, agreements and quality requirements</li> <li>• has a knowledge of the industry and is familiar with the field of work</li> <li>• can update his/her vocational knowledge</li> <li>• understands the importance of his/her own trade/discipline in a societal and value-creation perspective</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can apply vocational knowledge to practical and theoretical problems</li> <li>• masters relevant vocational tools, materials, techniques and styles</li> <li>• can find information and material that is relevant to a vocational problem</li> <li>• can study a situation and identify subject-related issues and what measures need to be implemented</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• understands the ethical principles that apply in the trade/ field of work</li> <li>• has developed an ethical attitude in relation to the practising of his/her discipline</li> <li>• can carry out work based on the needs of selected target groups</li> <li>• can build relations with his/her peers, also across discipline boundaries, and with external target groups</li> <li>• can develop work methods, products and/or services of relevance to practising the discipline</li> </ul>
<p>Level 5: Tertiary vocational training 2</p>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has knowledge of concepts, theories, models processes and tools that are used in a specialised field of work</li> <li>• can assess his/her own work in relation to the applicable norms and requirements</li> <li>• is familiar with the history, traditions, distinctive nature and place in society of the trade/discipline</li> <li>• has insight into his/her own</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can explain his/her vocational choices</li> <li>• can reflect over his/her own vocational practice and adjust it under supervision</li> <li>• can find and refer to information and vocational material and assess its relevance to a vocational issue</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can plan and carry out vocational tasks and projects alone or as part of a group and in accordance with ethical requirements and principles</li> <li>• can exchange points of view with others with a background in the trade/discipline and participate in discussions about the development of good practice</li> <li>• can contribute to organisational development</li> </ul>



<p>Level 6 (part of Bachelor) Higher education of shorter duration:  <b>A candidate who has completed his or her qualification should have the following learning outcomes defined in terms of knowledge, skills and general competence:</b></p>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has knowledge of important topics, theories, problems, processes, tools and methods in the subject area</li> <li>• is familiar with research and development work in the field</li> <li>• can update his/her knowledge in the subject area</li> <li>• is familiar with the subject area's history, traditions, distinctive nature and place in society</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can apply academic knowledge to practical and theoretical problems and explain his/her choices</li> <li>• can reflect on his/her own academic practice and adjust it under supervision</li> <li>• can find, assess and refer to information and academic material and relate it to an issue</li> <li>• masters relevant academic tools, techniques and styles</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has insight into relevant ethical issues relating to the field/ profession</li> <li>• can plan and carry out tasks and projects alone or as part of a group and in accordance with ethical requirements and principles</li> <li>• can present important academic material such as theories, problems and solutions, both in writing and orally, as well as using other relevant forms of communication</li> <li>• can exchange opinions with others with a background in the field and participate in discussions concerning the development of good practice</li> <li>• is familiar with new ideas and innovation processes</li> </ul>
<p>Level 6 Bachelor (1. cycle):  <b>A candidate who has completed his or her qualification should have the following learning outcomes defined in terms of knowledge, skills and general competence:</b></p>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has broad knowledge of important topics, theories, issues, processes, tools and methods within the academic field</li> <li>• is familiar with research and development work in the field</li> <li>• can update his/her knowledge in the field</li> <li>• has knowledge of the history,</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can apply academic knowledge and relevant results of research and development work to practical and theoretical problems and make well-founded choices</li> <li>• can reflect upon his/her own academic practice and adjust it under supervision</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has insight into relevant academic and professional ethical issues</li> <li>• can plan and carry out varied assignments and projects over time, alone or as part of a group, and in accordance with ethical requirements and principles</li> <li>• can communicate important academic subject matters such as</li> </ul>

	traditions, distinctive character and place in society of the academic field	<ul style="list-style-type: none"> <li>• can find, evaluate and refer to information and scholarly subject matter and present it in a manner that sheds light on the problem</li> <li>• masters relevant scholarly tools, techniques and forms of communication</li> </ul>	<p>theories, problems and solutions, both in writing and orally, as well as through other relevant forms of communication</p> <ul style="list-style-type: none"> <li>• can exchange opinions and experiences with others with a background in the field, thereby contributing to the development of good practice</li> <li>• is familiar with new thinking and innovation processes</li> </ul>
<p>Level 7 Master (2. cycle):</p> <p><b>A candidate who has completed his or her qualification should have the following learning outcomes defined in terms of knowledge, skills and general competence:</b></p>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• has advanced knowledge within the academic field and specialized insight in a limited area</li> <li>• has thorough knowledge of the scholarly or artistic theories and methods in the field</li> <li>• can apply knowledge to new areas within the academic field</li> <li>• can analyze academic problems on the basis of the history, traditions, distinctive character and place in society of the academic field</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can analyze and deal critically with various sources of information and use them to structure and formulate scholarly arguments</li> <li>• can analyze existing theories, methods and interpretations in the field and work independently on practical and theoretical problems</li> <li>• can use relevant methods for research and scholarly and /or artistic development work in an independent manner</li> <li>• can carry out an independent, limited research or development project under supervision and in accordance with applicable norms for research ethics</li> </ul>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> <li>• can analyze relevant academic, professional and research ethical problems</li> <li>• can apply his/her knowledge and skills in new areas in order to carry out advanced assignments and projects</li> <li>• can communicate extensive independent work and masters language and terminology of the academic field</li> <li>• can communicate about academic issues, analyses and conclusions in the field, both with specialists and the general public</li> <li>• can contribute to new thinking and innovation processes</li> </ul>
Level 8 Ph.d. (3. cycle):	<i>The candidate...</i>	<i>The candidate...</i>	<i>The candidate...</i>



<p><b>A candidate who has completed his or her qualification should have the following learning outcomes defined in terms of knowledge, skills and general competence:</b></p>	<ul style="list-style-type: none"> <li>• is in the forefront of knowledge within his/her academic field and masters the field's philosophy of science and/or artistic issues and methods</li> <li>• can evaluate the expediency and application of different methods and processes in research and scholarly and/or artistic development projects</li> <li>• can contribute to the development of new knowledge, new theories, methods, interpretations and forms of documentation in the field</li> </ul>	<ul style="list-style-type: none"> <li>• can formulate problems, plan and carry out research and scholarly and/or artistic development work</li> <li>• can carry out research and scholarly and/or artistic research work of a high international standard</li> <li>• can handle complex academic issues and challenge established knowledge and practice in the field</li> </ul>	<ul style="list-style-type: none"> <li>• can identify new relevant ethical issues and carry out his/her research with scholarly integrity</li> <li>• can manage complex interdisciplinary assignments and projects</li> <li>• can communicate research and development work through recognized Norwegian and international channels</li> <li>• can participate in debates in the field in international forums</li> <li>• can assess the need for, initiate and practice innovation</li> </ul>
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