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NATIONAL  
QUALIFICATIONS  
AGENCY

# Development of Ukrainian NQF and its comparison to the EQF

**Dr. Yuriy Rashkevych**

**NQA member, National HERE Team**



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# NQF: development and implementation 2010-2014

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Resolution N°1727-p of the Cabinet of Ministers from 27 August 2010  
on some issues of developing the National Qualifications Framework

Resolution N°1225 of the Cabinet of Ministers from 29 December 2010 –  
creation of interdepartmental working group

Resolution N°1341 of the Cabinet of Ministers from 23 November 2011  
on the confirmation of the NQF

Joint Order of the Ministry of Education and Science, Youth and Sports  
and the Ministry of Social Policy № 488/225 from 20 April 2012 -  
a first NQF implementation plan

# NQF: development and implementation 2010-2014

## **Levels:**

- 9 – Doctor of Science
- 8 – Doctor of Philosophy
- 7 – Master
- 6 – Bachelor
- 5 – Junior Specialist
- 4 – Professional education
- 1-3 – Secondary education
- 0 – Preschool education

## **Descriptors:**

1. Knowledge
2. Skills
3. Communication
4. Responsibility and autonomy
5. Integral competency

# NQF: development and implementation 2014-2020

## **The Law “On Higher Education” from 1 August 2014**

- direct link between higher education qualifications and the NQF by allocating qualifications to NQF levels;
- competence based standards, use of learning outcomes;
- quality assurance based on ESG;
- ECTS, DS.

## **The Law on Education from 5 September 2017**

- gave a central role to the NQF and competence based education;
- established a competency-based approach for general education and secondary VET;
- VET standards should be based on occupational standards;
- distinction between educational qualifications and professional qualifications, partial qualifications;
- NQA, new NAQA;
- Sectoral Qualifications Frameworks.

# NQF: development and implementation 2014-2020

**The Law “On Education” from 5 September 2017** – introduction of an additional level for professional pre-higher education to the NQF

## **Levels:**

- 10 – Doctor of Science
- 9 – Doctor of Philosophy
- 8 – Master
- 7 – Bachelor
- 6 – Professional pre-higher education
- 5 – Junior Specialist
- 4 – Professional education
- 1-3 – Secondary education
- 0 – Preschool

# NQF: development and implementation 2014-2020

## Resolution N°1077 of the Cabinet of Ministers from 14 December 2016 on NQF implementation plan for 2016-2020

1. Coordinate activities and provide legislative and regulatory support for the development of the National Qualifications System.
2. Modernize the system for skills needs anticipation and occupational standards development.
3. Develop qualifications of different types (educational standards and curricula based on learning outcomes) in line with the NQF descriptors and levels.
4. Develop a system for the validation of learning outcomes based on professional qualifications.
5. Improve processes for quality assurance of qualifications.
6. Improve the communication on the NQF implementation.
7. Ensure international recognition of the NQF and national qualifications.

# NQF: development and implementation 2014-2020

[Resolution N°373 of the Cabinet of Ministers from 31 May 2017](#) on the National Regulation for developing and approval of occupational standards

2018 – Ministry of Social Policy has adopted the new Methodology for developing occupational standards, new educational standards formats and methodologies have been developed and are implemented for higher education, general education and for vocational education.

2019 - EU4Skills project supported by the EU and some member states started its implementation including the development of 100 VET standards and curricula.

2019 - the newly created National Qualifications Agency began its activities strengthening a systemic approach to the use of learning outcomes and the NQF.

2019 - a new convocation of the National Agency for Quality Assurance in Higher Education has become operational.

# NQF: development and implementation 2014-present

**The Law #392 “On amendments to some laws of Ukraine on improving educational activities in the field of higher education” from 18 December 2019** - it is determined that the number of NQF qualification levels should correspond to the number of levels of EQF.

[Resolution N°519 of the Cabinet of Ministers from 25 June 2020](#) on amendments to the appendix to the resolution of the CMU from November 23, 2011 № 1341.

**Levels:** 8 – Doctor of Science, Doctor of Philosophy, Doctor of Arts,  
7 – Master  
6 – Bachelor  
5 – Junior Bachelor, Professional Junior Bachelor  
4 – Third level of professional education  
3 – Profiled secondary education, Second level of professional education  
2 – Basic secondary education, First level of professional education  
1 – Primary education

**Descriptors:**

1. Knowledge
2. Skills
3. Communication
4. Autonomy and responsibility



# NQF: development and implementation 2014-present

Resolution N°620 of the Cabinet of Ministers from 16 June 2021 on approval of the Regulations on the Register of Qualifications

The Register will provide information about:

- professional and educational qualifications, and qualification centres, providing open access within the registry;
- occupational standards and standards under development, providing open access within the registry;
- awarded professional qualifications and part-qualifications to individuals (credentials), with limited access to respect privacy regulations.

With support of the ETF a prototype of the register was developed that is compatible with the 2017 recommendation on the EQF.

In 2020 ETF handed the ownership to NQA.

# NQF: development and implementation 2014-present

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[Resolution N°576 of the Cabinet of Ministers from 2 June 2021](#) on approval of the Procedure for recognition in Ukraine of professional qualifications obtained in other countries.

[Resolution N°956 of the Cabinet of Ministers from 15 September 2021](#) on approval of the Procedure for assignment and confirmation of professional qualifications by qualification centers

[Resolution N°986 of the Cabinet of Ministers from 22 September 2021](#) on approval of the Procedure for accreditation of qualification centers

[Order of the Ministry of Education and Science № 452 from 22 April 2021](#) - on approval of the Standard Regulations on the Qualification Center

[NQA \(September 2021\)](#) - Methodical recommendations for determining the level of professional qualifications according to the National Qualifications Framework

# Table of EQF levels, Ukrainian NQF levels and Ukrainian qualifications

EQF Level	NQF Level Ukraine	Formal Education Qualifications				Professional qualifications
		General secondary education	Vocational education and training	Pre-higher Professional Education	Higher education	
8	8				Doctor of Philosophy Doctor of the Arts	
7	7				Master	
6	6				Bachelor	
5	5		Diploma of skilled worker Certificate of skilled worker	Professional Junior Bachelor (formerly Junior Specialist)	Junior Bachelor	
4	4	Certificate for complete secondary education <sup>1</sup>	Diploma of skilled worker Certificate of skilled worker			
3	3		Diploma of skilled worker Certificate of skilled worker			
2	2		Certificate of skilled worker			
1	1					



# Comparison report of the European Qualifications Framework and the Ukrainian National Qualifications Framework



Social Europe



# ЗВІТ ПРО ПОРІВНЯННЯ ЄВРОПЕЙСЬКОЇ РАМКИ КВАЛІФІКАЦІЙ І УКРАЇНСЬКОЇ НАЦІОНАЛЬНОЇ РАМКИ КВАЛІФІКАЦІЙ



Social Europe

# Why to compare?

- Many people come to EU for study or work from outside the EU. EU companies work outside the EU, and services are delivered in the EU by platform workers working from their countries.
- The skills and qualifications of these people are not always well understood, and as a consequence many work below their capacities, or can not progress in their studies, while there is an increased need for qualified workers.

# Objectives of comparison

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- Comparison is understood as a process that should enable trust in the quality and level of qualifications of qualifications frameworks in order to support recognition and the international mobility of learners and workers.
- The objective of comparison is to enhance the transparency and comparability of qualifications.

# Added value of comparison

- **Citizens, companies, and education providers**
  - *Understanding how qualifications compare*
- **Credential evaluators, quality assurance offices, and other specialised services in member states**
  - *Detailed background information on comparison of systems*
- **EU services and member states**
  - *Link to association agreement*

# Developing a procedure and comparison pilots

- Background: [EQF Recommendation 13](#) (2017)
- A project group with representatives from EU member states, and different bodies of the European Union started working October 2019 in order to develop a procedure including topics and criteria that can be used to comparison
- The first comparison pilot started in October 2021 with **Ukrainian qualification framework**
  - UA relations with association agreement
  - Economic cooperation
  - High mobility to EU
- Other pilots have started with **Capo Verde** and the **Southern African Development Community Qualifications Framework (SADCQF)**.



# How comparison is done?



- European Commission
- European Training Foundation
- Members of the EQF Advisory Group
- Ukrainian stakeholders
  - the Ministry of Education,
  - the National Qualifications Agency,
  - the ENIC Centre,
  - the National Agency of Quality Assurance in Higher Education,
  - the State Service for Educational Quality
  - social partners, NGOs, regional methodological centres,
  - general education and vocational education and training institutions,
  - higher education institutions.

# Topics of comparison

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1. Objectives of EQF and the NQF in Ukraine
2. Scope of the EQF and the NQF in Ukraine
3. Levels and their descriptors
4. Learning outcome approach(es)
5. Validation of Non-formal and Informal Learning
6. Quality assurance
7. Recognition of foreign qualifications
8. Governance structure/Governance arrangements
9. Communication, visibility, transparency, access to information
10. Transparency of the Process

# General conclusions

- **The comparison dialogue proves that the frameworks are comparable and can be linked:**
  - Similarity of objectives and scope
  - Related functions for levels and learning outcomes
  - Promoting Validation of non-formal and informal learning and Recognition of Foreign Qualifications
  - Strong emphasis on Quality Assurance
  - Inclusive governance structures
  - Increasing importance of online information and communication to stakeholders and end-users

## Conclusions: Objectives of EQF and the NQF

With a focus on lifelong learning, validation of non-formal and informal learning, mobility and promoting the learning outcomes approach, the Ukrainian NQF objectives are very similar to those of the EQF.

Both frameworks also support career development, personal development, employability, and lifelong learning. Both frameworks are coherent in terms of their support for employability, education reforms, use of learning outcomes, transparency, portability and comparability of qualifications.

Like most NQFs that are part of the EQF, the scope of the Ukrainian NQF aims to be comprehensive; it covers qualifications at all levels and all sub-sectors in education and training. By increasing its transparency, comparability and the portability of qualifications, the NQF supports the national and international recognition of qualifications obtained in Ukraine.

# Conclusions: Scope of EQF and the NQF

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The scope of both QFs seems to be coherent and comprehensive. Both QFs have a lifelong learning approach that goes beyond formal education systems.

In the EQF, more and more countries are starting to include qualifications from outside the formal education system.

Progress in implementing the validation of non-formal and informal learning is advancing.

The use of partial qualifications and micro-credentials is also a work in progress.

# Conclusions: Levels and their descriptors

Both the EQF and the NQF have eight levels based on learning outcomes that increase in complexity as one moves through the levels. The EQF is open to any qualification via the NQFs that are referenced with it. This includes both full and partial qualifications, and qualifications from within and from outside the formal education and training system.

Ukraine's NQF aims to be comprehensive. It covers educational and professional qualifications as well as full and partial qualifications. Level descriptors in the EQF and the Ukrainian NQF cover both work and study situations, irrespective of learning settings (formal, non-formal or informal). Comparing the concepts behind the domain descriptors shows that they are very similar, but the NQF has a wider focus beyond learning and has an additional descriptor for Communication focusing on collaboration with others. The concepts and levels are comparable.

Some types of qualifications in the Ukrainian NQF are directly linked to a specific level by the decree while others cover several levels and the procedure for their levelling is still to be implemented. The use of the NQF levels is well-established in higher education, but this is not yet the case for VET or professional qualifications.

# Conclusions: Learning outcome approach(es)

Learning outcomes are central to the EQF and the NQF. The understanding of learning outcomes and their role in level descriptors, in defining qualifications, in programmes, and their use in assessment and learning is very similar to other European countries participating in the EQF. Clearly, Ukraine has been inspired by European and international developments.

Both the EQF and the NQF support the validation of learning outcomes acquired in different settings, linking formal, non-formal and informal learning. In the NQF, qualifications and programmes are not only inspired by the level descriptors and the way learning outcomes are used in the context of validation and credit systems, it has also used EU competence frameworks, providing an additional indirect link to the EQF.

The tools of the Ukrainian NQF are competence-based state education standards and occupational standards. There are still partially under development as part of an ongoing effort. Level descriptors and learning outcomes are comparable. In Ukraine, learning outcomes are mainly assessed for full qualifications, although the use of partial qualifications has been legislated. Ukrainian qualifications in VET and general education are indirectly linked to the NQF descriptors through state educational standards. This link could be reinforced. Qualifications in VET could possibly benefit from the certificate supplement and the application of principles for short descriptions of learning outcomes.

## Conclusions: Validation of NFIL

VNFIL has a very clear place in both the EQF and the NQF. The European Recommendations on EQF and on VNFIL have clearly influenced both the legislation as well as Ukrainian practices. In Ukraine VNFIL is not yet operational across all sectors and levels of the Ukrainian NQF.

Qualification Centres accredited by the National Qualifications Agency are expected to be the main bodies dealing with VNFIL and will award professional qualifications based on occupational standards. In formal VET, there is some experience with entrance control that could be better monitored. Most Higher Education Institutions are expected to develop VNFIL procedures in accordance with the Ministry's recommendation.

With the impact of the war and Covid, VNFIL processes are becoming more and more important and will allow people to progress in their learning, careers, and lives. Establishing close cooperation between countries in the EQF and Ukraine regarding the VNFIL can foster the exchange of experiences on how to operationalise VNFIL systems and support new developments, such as the use of micro-credentials, where Ukraine has initiated a pilot for reconstruction skills.



## Conclusions: Quality assurance

In Ukraine quality assurance has been one of its NQF's main objectives. The focus is ensuring standards align with European Union practices, which entails moving away from a curriculum-focused and subject oriented approach to an outcome-based, modular approach. The learning outcomes in the Ukrainian NQF descriptors are translated into qualifications through educational standards. Educational qualifications promote competency-based education and include key competences. This focus on the use of learning outcomes strengthens the relevance of standards, assessment processes and programme accreditation by providers.

Common principles for QA of NQF qualifications apply to both EQF countries and Ukraine: quality assurance arrangements address designing qualifications and involvement of relevant stakeholders, applying the learning outcomes approach in learning and assessment. Higher education qualifications in both EQF countries and Ukraine are quality assured based on the principles of ESG and linked to the NQF.

The QA system for VET qualifications and general education is in place, but its link to the Ukrainian NQF needs to be made explicit. Occupational standards are increasingly used to guarantee the relevance of qualifications. They are used to define standards for vocational education and training and higher education, while Qualification Centres are in charge of organising independent assessment and awarding professional qualifications, based on occupational standards.

# Conclusions: Recognition of foreign qualifications

Recognition is a key area for cooperation between the EQF and the NQF given the large number of people that have fled from the war in Ukraine to the EU.

Qualifications frameworks facilitate recognition, especially when NQFs are linked to overarching frameworks. This has changed the way recognition is being carried out. Since qualifications frameworks have become operational and linked, they can be used to support the comparison qualifications and shorten recognition procedures.

Ukraine is signatory to the Lisbon Recognition Convention. The principles for recognition using the national qualifications framework, overarching frameworks and learning outcomes are comparable with those used in countries that have referenced their NQFs to the EQF.

The Comparison of the EQF with the Ukrainian NQF and the self-certification of the Ukrainian NQF to the Qualifications Framework of the European Area for Higher Education create links that will facilitate the recognition of qualifications. The diploma supplement, and the network of ENIC NARIC centres provide additional tools to improve recognition processes. Ukraine can further benefit from cooperation with the EQF in emerging areas such as the national databases of qualifications and digital credentials, digitalization of diploma supplements, and recognition of micro-credentials.

## Conclusions: Governance structure and arrangements

When we compare the governance structures of the EQF with the Ukrainian NQF we see that both include representatives from different stakeholders, and both cooperate with other stakeholders.

Ukraine's National Qualifications Agency is a relatively young institution and its effectiveness has not been reviewed yet, while at the EU level the EQF AG and the National Coordination Points (NCP) network have been in place for a longer period (since 2009).

Even though each framework has a different scope, their governance structures are largely comparable. Both structures are inclusive and participative.

## Conclusions: Communication, visibility, transparency, access to information

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The information on both qualifications frameworks is available online and actively disseminated. However, the nature of information and communication is changing due to digital technologies, and new systems provide more personalized and accurate information regarding the holder's achievements.

In the case of the EQF, the new Europass promotes the use of the EQF and data on qualifications to endusers and stakeholders, integrating the information with other tools such as the Europass CV and the Digital Credential Infrastructure.

In Ukraine, lots of information is available, but the register of qualifications is not fully operational yet and still needs to be populated with additional information on qualifications. The NQF is not yet used to support career guidance. Mentioning NQF levels on qualifications is the most tangible information for end users and employers. Ukrainian higher education qualifications have a clear reference to the NQF, but this is missing in other types of qualifications. It is difficult to say to what extent both qualifications frameworks are known by end-users.

The EQF has a longer history than the Ukrainian NQF and has had more time to reach stakeholders and end-users. Communicating about Ukrainian qualifications, the NQF and how it compares to the EQF is very important in the current situation when millions of Ukrainians are fleeing from the russian aggression to the EU.

# Next steps

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- EU and Ukraine jointly disseminate the results of Comparison to support the transparency and comparability of qualifications between Ukraine and the EQF
- Ukraine assumes its responsibilities as a Candidate Country with support of the EU
- EU and Ukraine to develop and implement a Joint Action Plan



HERE team webpage: <http://www.erasmusplus.org.ua/erasmus/ka3-pidtrymka-reform/natsionalna-komanda-ekspertiv-here.html>

# THANK YOU!