1 Context

Level	2012	2020	Clarification 2020
Entry level	A well-known and stable daily living environment	A well-known and stable daily living environment	
1	a familiar daily living **or** working environment	A familiar daily living **and or** working environment	For both level 1 and level 2 it is important that the living and or working environment can be recognised. There is no difference in the context between level 1 and 2.
2	A familiar daily living **or** working environment	A familiar daily living **and or** working environment	
3	A familiar but changeable living **or** working environment	A familiar but changeable living **and or** working environment	At level 3 the recognisable context can be changeable
4	A familiar but changeable living **or** working environment, **and in an international environment**	A familiar but changeable living and or working environment, also international	An **international** context, among which **intercultural** aspects, can play a role at level 4 and onwards. For example, a Dutch company operating at international level will require that its employees can relate and communicate with clients or colleagues with a different language or culture and or go on business trips abroad. It is about **exchange of information and cooperation, face to face and or in written form**. Some sectors have an international context per se like trade and ICT. Therefore the learner should be able to apply knowledge, skills, responsibility and autonomy belonging to
5	An unknown but changeable living **or** working environment, **and in an international environment**	An unknown but changeable living **and or** working environment, **also international**	
6	An unknown but changeable living **or** working environment, **and in an international environment**	An unknown but changeable living **and or** working environment, **also international**	
7	A unknown **but** changeable living or working environment with a high degree of uncertainty, **including an international environment**	An unknown, changeable living and or working environment with a high degree of uncertainty, **also international**	
8	A unknown **but** changeable living or working environment with a high degree of uncertainty, **and in an international environment**	An unknown changeable living and or working environment with a high degree of uncertainty, **also international**	

Level	2012	2020	Clarification 2020
			level 4 and onwards, **when relevant**, also in an international context. When classifying a qualification, the international context should be considered from the point of view of the practitioner. If an international context is relevant, among which intercultural aspects might play a role, the following substantiation can be used: *"International aspects play a role in the following way …..".* It than should be explained what aspects are international or intercultural.

2 Knowledge

Level	2012	2020	Clarification 2020
Entry level	• Possess basic knowledge of simple facts and **ideas** related to the living environment	• Possesses basic knowledge of simple facts and **views** related to the living environment	
1	• Possess basic knowledge of simple facts and **ideas** related to an occupation **or** a knowledge domain	• Possesses basic knowledge of simple facts and **views** related to an occupation **and or** a knowledge domain	It is sufficient if one recognises the relation with (parts of) an occupation and or knowledge domain.
2	• Possess basic knowledge of facts and **ideas**, processes, materials, means and **concepts** of and related to an occupation **or** a knowledge domain	• Possesses basic knowledge of facts and views, processes, materials, means and basic concepts of- and related to an occupation and or a knowledge domain	
3	• Possess knowledge of materials, means, facts, **core** concepts, simple theories, **ideas**, methods and processes of and related to an occupation **or** a knowledge domain	• Possesses knowledge of materials, means, facts, concepts, simple theories, methods processes, **trends and developments** of and related to an occupation **and or** a knowledge domain	
4	• Possess broad and specialised knowledge of materials, means, facts, abstract concepts, theories, **ideas,** methods and processes of and related to an occupation or a knowledge domain	• Possesses broad and specialised knowledge of materials, means, facts, abstract concepts, theories, methods processes, **trends and developments** of and related to an occupation and or a knowledge domain	
5	• Possess broad, specialised **and** in-depth knowledge of an occupation **or** a knowledge domain • Possess detailed knowledge of some **professions or** knowledge domains and an understanding of a **selected** range of basic theories, principles and concepts • Possess limited knowledge and understanding of some important current	• Possesses broad, specialised **and or** in-depth knowledge of an occupation **and or** a knowledge domain • Possesses detailed knowledge of some **occupations and or** knowledge domains and an understanding of a **limited** range of basic theories, principles and concepts • Possesses limited knowledge and understanding of some important current topics,	*Understanding* stands for recognising and or comprehending things.

Level	2012	2020	Clarification 2020
	topics/issues **and** specialties related to the occupation **or** knowledge domain	issues **and or** specialties related to the occupation **and or** knowledge domain	
6	• Possess an advanced, specialised knowledge of and critical insight into, theories and principles of an occupation, knowledge domain **or** broad field of science • Possess broad, integrated knowledge and understanding of the scope and the most important fields and boundaries of the occupation, knowledge domain **or** broad field of science • Possess knowledge and understanding of some important present-day issues, topics and specialties related to **the** occupation, knowledge domain or broad field of science	• Possesses advanced, specialised knowledge of, and critical insight into, theories and principles of an occupation, knowledge domain **and or** broad field of science • Possesses broad, integrated knowledge and understanding of the scope of the most important fields and boundaries of an occupation, knowledge domain **and or** broad field of science • Possesses knowledge and understanding of some important present-day issues, topics and specialties related to **an** occupation, knowledge domain and or broad field of science	*Insight* is beyond *understanding.* Insight stands for being able to comprehend knowledge and the cohesion between different things.
7	• Possess **very** specialised and advanced knowledge of an occupation, knowledge domain **or** field of science and at the interface between the different **professions**, knowledge domains and fields of sciences • Possess a critical understanding of a range of theories, principles and concepts, including the most important **relating to the** occupation, knowledge domain **or** field of science • Possess extensive, detailed knowledge and critical understanding of some important current issues, topics and specialties related to the occupation, knowledge domain or field of science	• Possesses **particular** specialised and advanced knowledge of an occupation, knowledge domain **and or** field of science and at the interface between the different **occupations**, knowledge domains and or fields of science • Possesses a critical understanding of a range of theories, principles and concepts, including the most important **ones of an** occupation, knowledge domain **and or** field of science • Possesses extensive, detailed knowledge and critical understanding of some important current issues, topics and specialties related	Concerns applying knowledge that can be professionally **and or** scientifically oriented. It may therefore occur that the *knowledge* described in the learning outcomes is not scientifically oriented. To be able to substantiate level seven for this descriptor, demonstration of the higher level of abstraction of knowledge is needed

Level	2012	2020	Clarification 2020
		to an occupation, knowledge domain and or field of science	
8	• Possess the most advanced knowledge of an occupation, knowledge domain **or** field of science and at the interface between the different occupations, knowledge domains or fields of science • Possess knowledge acquired by personal research or work, leading to an important contribution to development in a vocational **and** scientific field • Possess a critical insight into a vocational **or** scientific field, including a critical understanding of the most important and current theories, principles and concepts	• Possesses the most advanced knowledge of an occupation, knowledge domain **and or** field of science and at the interface between the different occupations, knowledge domains and or fields of science • Possesses knowledge acquired by personal research or work, leading to an important contribution to development in a vocational **and or** scientific field • Possesses a critical insight into a vocational **and or** scientific field, including a critical understanding of the most important and current theories, principles and concepts	

3 Skills

Applying knowledge

Level	2012	2020	Clarification 2020
Entry level	• Reproduce and apply the knowledge • Carry out simple and familiar (professional) tasks automatically	• Reproduces and applies the knowledge • Carries out simple and familiar (professional) tasks automatically	
1	• Reproduce and apply **this** knowledge • Carry out simple and familiar (professional) tasks automatically	• Reproduces and applies **the** knowledge • Carries out simple and familiar (professional) tasks automatically	
2	• Reproduce and apply **this** knowledge • Carry out simple (professional) tasks **with the help of** selected standard procedures	• Reproduces and applies **the** knowledge • Carries out simple (professional) task **supported by** selected standard procedures	
3	• Reproduce and apply this knowledge • Recognise the limitations of existing knowledge in professional practice **or** in the knowledge domain and take action to address this • Carry out (professional) tasks requiring tactical **and strategic** insight by making own choices from, and in combination with, standard procedures and methods	• Reproduces and applies the knowledge • Recognises the limitations of **his or her** own existing knowledge in professional practice **and or** in the knowledge domain and takes action to address this • Carries out (professional) tasks requiring tactical insight by making own choices from, and in combination with, standard procedures and methods	
4	• Reproduce, analyse and apply **this** knowledge • Evaluate and integrate data and develop strategies to carry out various (professional) tasks • Recognise the limitations of existing knowledge in professional practice **or** in	• Reproduces, analyses and applies **the** knowledge • Evaluates and integrates data and develops strategies to carry out various (professional) tasks • Recognises the limitations of **his or her own** existing knowledge in the professional practice **and or**	(Professional) tasks with limited complexity are e.g. situations in which multiple interests are at stake or where one needs to deal with players with contradicting interests or different opinions

Level	2012	2020	Clarification 2020
	the knowledge domain and take action to address this • Analyse and carry out **relatively complex** (professional) tasks	knowledge domain and takes action to address this • Analyses and carries out (professional) tasks	
5	• Reproduce, analyse and apply the knowledge in a range of contexts in order to solve problems related to the occupation or knowledge domain • Use procedures in a flexible and inventive way • Recognise the limitations of existing knowledge in professional practice or the knowledge domain and take action to address this • Analyse and carry out complex (professional) tasks	• Reproduces, analyses and applies the knowledge in a range of contexts, in order to solve problems related to an occupation and or knowledge domain • Uses procedures in a flexible and inventive way • Recognises the limitations of **his or her own knowledge and of** existing knowledge in professional practice and or the knowledge domain and takes action to address this • Analyses and carries out complex (professional) tasks • Critically analyses the result of current applied research	Complex (professional) tasks are tasks for one should have a clear overview of all stakeholders, all actors and influencing factors in a given situation and be able to deal with these insights. One needs a level of overview, skills and insight to be able to apply this knowledge act ad hoc, and adequately without needing procedures. Being flexible and inventive is a requirement at level 5, demonstrating the higher complexity compared to level 4. The result of current applied research also can comprise publications in professional journals.
6	• Reproduce, analyse and apply the knowledge, in different contexts in a way that demonstrates a professional and scientific approach to the occupation **or** knowledge domain • Apply **complex** specialised skills **based on the** results of research • Complete applied **or fundamental** research, **under supervision,** based on methodological knowledge	• Reproduces, analyses and applies the knowledge, also in different contexts in a way that demonstrates a professional and or scientific approach to the occupation and or knowledge domain • Applies specialised skills, among which critical analytical skills, to the results of applied research • Completes with guidance successfully applied research based on methodological knowledge • Develops and deepens arguments	Level 6 requires critical analytical skills to be able to apply/translate/interpret results of research (possibly executed by others) to the own context.

Level	2012	2020	Clarification 2020
	• **Critically** evaluate and combine knowledge and insights of a specific domain. • **Recognise** the limitations of **existing** knowledge **in** professional practice **or** in the knowledge domain and take action to address this • Analyse and carry out complex professional or scientific tasks	• Evaluates and combines **critically** knowledge and insights of a specific domain • **Signals** the limitations of **his or her** knowledge **of the** professional practice **and or of the existing knowledge** in the knowledge domain, and takes action to address this • Analyses **critically** and carries out **complex** professional and or scientific tasks	
7	• Reproduce, analyse, integrate and apply the knowledge in a range of contexts**.** Use it to handle complex matters • **Use** this knowledge **as** the basis of original ideas and research • Use acquired knowledge at a high level of abstraction. Think conceptually. Develop and deepen arguments • Complete, independently, fundamental research based on methodological knowledge • Provide an original contribution to the development and application of ideas, often in **the area** of research • Recognise the limitations of **existing** knowledge **in professional practice or** in the knowledge domain **and** at the interface **between the** different professions **or** knowledge domains and take action to address this	• Reproduces, analyses, integrates and applies **professional and scientific** knowledge in a range of contexts, **and** uses it to handle complex matters. • This knowledge **is** the basis of original ideas and research • Uses the acquired knowledge at a **higher** level of abstraction. Thinks conceptually. Develops and deepens arguments • **Successfully** completes, independently, fundamental research based on methodological knowledge • Provides an original contribution to the development and application of ideas, often in **the context** of research • Recognises the limitations of **own knowledge and or of existing knowledge in professional practice,** in the knowledge domain **and** or at the interface of different professions **and or** knowledge domains and takes action to address this	Concerns applying professional **and or** scientific knowledge. It therefore may happen that scientific knowledge is not demonstrated in the learning outcomes of the qualification where it concerns applying knowledge. To be able to substantiate level 7 for this descriptor, the demonstration of the higher level of abstraction is needed.

Level	2012	2020	Clarification 2020
	• **Analyse** and carry out complex professional or scientific tasks	• **Evaluates** and carries out complex professional or scientific tasks	
8	• Reproduce, analyse, integrate and apply this knowledge in an authoritative way **and use this knowledge to handle complex matters in a range of contexts** • **Use** this knowledge as the basis of original ideas and research • Use acquired knowledge at a high level of abstraction. Thinks conceptually. Develops and deepens arguments. • Contribute through original research to move the boundaries of knowledge by an extensive amount of work, of which a part deserves national or international approved publication. • Recognise the limitations of **existing knowledge in professional practice or** in the knowledge domain **or** field of science at the interface between the different professions or knowledge domains and take action to address this • Analyse and carry out complex professional or scientific tasks	• Reproduces, analyses, integrates and applies knowledge in an authoritative way, **also in other contexts, and handles complex matters** • This knowledge **is** the basis of original ideas and research • Uses acquired knowledge at a high level of abstraction. Thinks conceptually. Develops and deepens arguments. • **Successfully** completes **independently** complex fundamental research based on methodological knowledge • Contributes **to the change of** boundaries of knowledge through original research with an extensive amount of work, of which a part deserves national or international approved publication • Recognises the limitations of **own knowledge and or** existing knowledge in professional practice, in the knowledge domain and or field of science **and** at the interface between the different professions or knowledge domains, and takes action to address this • Analyses, **evaluates** and carries out complex professional or scientific tasks, **and can execute these ad hoc.**	

Problem-solving skills

Level	2012	2020	Clarification 2020
	Distinction between the levels is defined by i) the complexity of the problem and ii) the required problem solving skills		
Entry level	• Recognise and solve simple problems in daily life	• Recognises and solves simple problems in daily life	
1	• Recognise and solve simple problems in professional practice **or** in the knowledge domain	• Recognises and solves simple problems in professional practice **and or** in the knowledge domain	
2	• Recognise **and systematically solve** simple problems in professional practice **or** in the knowledge domain	• Recognises simple problems in professional practice **and or** in the knowledge domain • **Systematically solves these problems based on existing procedures and guidelines**	Because the cause of *simple problems* at NLQF level 2 in general is singular and easy to oversee it is adequate to systematically solve the problem and to execute professional tasks with help of standard procedures
3	• Identify **and systematically solve** complicated problems in professional practice **or in the** knowledge domain **by selecting and using appropriate data**	• Identifies complicated problems **caused by multiple factors,** in the professional practice **and or** knowledge domain. • **Systematically solves these problems using existing procedures and guidelines to identifying and using appropriate data**	Because the *compound problems* at NLQF level 3 in general have multiple causes, solving these problems requires taking into account multiple procedures and guidelines.
4	• **Identify,** analyse and **systematically solve relatively complicated** problems in professional practice **or** in the knowledge domain in a creative way **by selecting and using appropriate data**	• **Distinguishes and** analyses **fairly complex and unpredictable** problems **caused by several unequal factors,** in the professional practice **and or** knowledge domain • **Solves these problems systematically and in a creative way, using existing procedures and guidelines and own solutions by identifying and using data.**	The fairly complex, unpredictable problems at NLQF level 4 are also caused by several unequal factors. Because of the unpredictability, being creative is needed in addition to a systematic approach using existing procedures and guidelines to solve these problems. The distinction between level 3 and 4 lies also in

Level	2012	2020	Clarification 2020
5	• Identify, analyse **and solve** complex problems in professional practice **or** in the knowledge domain in a creative way by selecting and using **relevant** data	• Identifies and analyses complex **and unpredictable** problems in professional practice **and or** in the knowledge domain **and solves these** in a creative, **flexible and inventive** way by selecting and using data	The problems at level 5 and up are complex. Solving these problems require the ability to ignore existing frameworks, procedures and guidelines. One should be able to solve the problem without using a predefined plan, but by using ones creativity, flexibility and inventiveness. From level 5 and up the risks of failure is increasing.
6	• Identify and analyse complex problems in professional practice **or** in the knowledge domain and solve these problems in a tactical, strategic and creative way by selecting and using relevant data	• Identifies and analyses complex and **unpredictable** problems in professional practice **and or** in the knowledge domain and solves these problems in a tactical, strategic and creative way by selecting and using data	
7	• Identify and analyse complex problems in professional practice **or** in the knowledge domain **or field of science** and solve the problems in a tactical, strategic and creative way • Contribute to a (scientific) solution of complex problems in professional practice **or** in the knowledge domain **or field of science** by identifying and using data	• Identifies and analyses **unpredictable** complex problems in professional practice **and or** in the knowledge domain and solves these problems in a tactical, strategic and creative way • Contributes to a (scientific) solution of complex problems in professional practice **and or** in the knowledge domain by identifying and using data	
8	• Identify and analyse complex problems in professional practice **or** in the knowledge domain **or field of science** and solve the problems in a tactical, strategic and creative way • Contribute to a (scientific) solution of complex problems in professional practice or in the knowledge domain or the	• Identifies and analyses **very** complex and **unpredictable** problems, **often with a high risk of failure**, in professional practice **and or** in the knowledge domain and solves the problems in a tactical, strategic and creative way • Contributes to a (scientific) solution of complex **and unpredictable** problems in professional practice and or in	

Level	2012	2020	Clarification 2020
	field of science by identifying and using data	the knowledge domain by identifying and using data	

Learning and Development skills

Level	2012	2020	Clarification 2020
	It concerns realising one's own development as a professional. Skills related to the development of a company, organisation, colleagues and work are described in the descriptor Responsibility and Independence		
Entry level	• Work on personal development **under supervision**	• Works **with guidance** on personal development • **Formulates own personal learning objectives with guidance**	Starting professionals always need guidance to support their development. *Autonomy* at the lower levels concerns the formulation of own personal learning objectives but with support and through receiving feedback
1	• Work **under supervision** on personal development	• Works **with guidance** on personal development • **Formulates with guidance own personal learning objectives**	
2	• **Ask** support for personal development after reflecting on and evaluating **personal** (learning) results	• **Receives** support for personal further development after reflecting on and evaluating **own** (learning)results	
3	• Ask support for further personal development after reflecting on and evaluating **personal** (learning) results	• Asks support for further personal development after reflecting on and evaluating **own** (learning) results	
4	• **Undertake** personal development **by reflecting on and evaluating personal** (learning) results	• **Realises** personal development **on request, where necessary with support, through self-reflection and external- and self-evaluation of own** (learning) results	At level 4, one reflects independently, on the initiative of a manager, teacher etc. At level 4 and onwards one achieves own targets and personal development
5	• **Undertake** personal development by reflecting on and evaluating **personal** (learning) results	• **Realises** personal development, **on one's own initiative and if needed on one's own request with support,** by reflecting on and evaluating **own** (learning) results	At level 5 and onwards reflection takes place on personal initiative.

Level	2012	2020	Clarification 2020
6	• **Undertake** personal development by reflecting on and evaluating personal (learning) results	• **Realises** personal development **on one's own initiative,** by reflecting on and evaluating personal (learning) results	
7	• **Undertake** personal development **which it** mostly autonomous	• **Realises** personal development, mostly autonomous **and based on intrinsic motivation**	At level 7 and 8 one is supposed to self-direct, to look for personal learning objectives, be intrinsically motivated. *Ensuring progression* at level 8 is related to the designer and specialist who are really inflicting progress in society, and contribute to the development of others.
8	• **Undertake** personal development **and engineering technological, social or cultural progression in society which is** mostly autonomous	• **Realises** personal development, mostly autonomous **and based on intrinsic motivation** • **Ensures technological, social and or cultural progression in society**	

Information skills

Level	2012	2020	Clarification 2020
Entry level	• Obtain and process information on simple facts and **ideas** related to the living environment	• Obtains and processes information on simple facts and **views** related to the living environment	
1	• Obtain and process information, simple facts and ideas related to the occupation **or** knowledge domain	• Obtains and processes information, simple facts and ideas related to the occupation **and or** knowledge domain	
2	• Obtain and process basic information **– i.e.** facts, ideas, processes, materials, means and concepts of and related to the occupation **or** knowledge domain	• Obtains and processes **basic** information **concerning** facts, ideas, processes, materials, means and concepts of and related to the occupation **and or** knowledge domain	
3	• Obtain, process and combine information on materials, means, facts, core concepts, simple theories, **ideas**, methods and processes of and related to the occupation **or** knowledge domain	• Obtains, processes and combines information on materials, means, facts, core concepts, simple theories, **trends and developments**, methods and processes of and	

Level	2012	2020	Clarification 2020
		related to the occupation **and or** knowledge domain	
4	• Obtain, process and combine broad and specialised information on materials, means, facts, abstract concepts, theories, **ideas**, methods and processes of and related to the occupation or knowledge domain	• Obtains, processes and combines broad and specialised information on materials, means, facts, abstract concepts, theories, **trends, developments**, methods and processes of and related to the occupation and or knowledge domain	
5	• Obtain, process, combine and analyse broad, in-depth and detailed information on a limited range of basic theories, principles and concepts of and related to the occupation **or** knowledge domain, as well as limited information on some important current subjects **and** specialities related to the occupation or knowledge domain, and present this information	• Obtains, process**es**, combines and analyses broad, in-depth and detailed information on a limited range of basic theories, principles and concepts of and related to the occupation **and or** knowledge domain, as well as limited information on some important current subjects **and or** specialities related to the occupation and or knowledge domain, and presents this information	
6	• Critically collect and analyse in a responsible way broad, in-depth and detailed professional **or** scientific information on a limited range of basic theories, principles and concepts of and related to the occupation or knowledge domain, as well as limited information on some important current issues, topics and specialties related to the occupation **or** knowledge domain and present this information	• Critically collects and analyses in a responsible way broad, in-depth and detailed professional **and or** scientific information on a limited range of basic theories, principles and concepts of and related to the occupation and or knowledge domain, as well as limited information on some important current issues, topics and specialties related to the occupation **and or** knowledge domain **and presents this information**	At level 6 one is supposed to be able to: • read, understand, interpret and use scientific documentation. • execute applied and practice-oriented research • apply critical-analytical skills
7	• Critically collect and analyse in a responsible way broad, in-depth and detailed scientific information on a range of theories, principles and	• Critically collects and analyses in responsible way broad, in-depth and detailed scientific information on a range of theories, principles and	At level 7 one is supposed to be able to: • execute detailed scientific research

Level	2012	2020	Clarification 2020
	concepts of and related to **the occupation**, knowledge domain, **or field of science,** as well as **limited** information on some important current subjects and specialties related to an occupation, knowledge domain, **or field of science**, present this information	concepts of and related to **a professional and or** knowledge domain as well as information on some important current subjects and specialties related to an occupation and or knowledge domain and presents this information **in a scientific way**	• present information in a scientific way • apply evaluation skills
8	• Critically collect and analyse in a responsible and broad way in-depth and detailed scientific information about a range of theories, principles and concepts of and related to the occupation, knowledge domain, **or field of science,** as well as selected information on some important current subjects and specialties related to the occupation, knowledge domain, **or field of science**, and present this information	• Critically collects and analyses in a responsible and broad way in-depth and detailed scientific information about a range of theories, principles and concepts of and related to the occupation **and or** knowledge domain, as well as selected information on some important current subjects and specialties related to the occupation **and or** knowledge domain, and presents this unique information **in a scientific way**	At level 8 it concerns unique cases.

Communication skills

Level	2012	2020	Clarification 2020
Peers stand for people the function at the same level *Relevant other* stands for classmates, fellow students, customers, family, relatives and persons involved *Conventions* also include courtesies			
Entry level	• Communicate with peers using conventions which are relevant to the context	• Communicates with peers, **colleagues, supervisors and or relevant other** using conventions which are relevant to the context	
1	• Communicate with peers, supervisors **and clients,** appropriately to the context, using conventions **which** are	• Communicates with peers, **colleagues,** supervisors **and or relevant other,** appropriately to the context, using conventions **that** are	

Level	2012	2020	Clarification 2020
	relevant to professional practice	relevant to professional practice. • **Listens and understands**	
2	• Communicate with peers, supervisors **and clients,** appropriately to the context, using conventions **which** are relevant to professional practice	• Communicates with peers, **colleagues,** supervisors **and or relevant other,** appropriately to the context, using conventions **that** are relevant to professional practice. • **Listens, understands and asks for explanation**	
3	• Communicate with peers, supervisors and clients, appropriately to the context, using conventions which are relevant to professional practice	• Communicates with peers, colleagues, supervisors and or relevant other, appropriately to the context, using conventions that are relevant to professional practice. • **Explains and gives instructions**	
4	• Communicate with peers, supervisors and clients, appropriately to the context, using conventions **which** are relevant to professional practice	• Communicates with peers, **colleagues,** supervisors **and or relevant other,** appropriately to the context, using conventions **that** are relevant to professional practice. • **Explains and gives instruction.** • **Convinces and negotiates.**	
5	• Communicate in a targeted way with peers, supervisors **and clients**, appropriately to the context, using conventions **which** are relevant to professional practice	• Communicates in a targeted way with peers, **colleagues,** supervisors **and or relevant other,** appropriately to the context, using conventions **that** are relevant to professional practice. • **Adjusts communication to the objective and target group.**	*Targeted* stands for having a nuanced view of the circumstances and adapting communication accordingly. One adapts the type of message and the target group with possibly the same objective. The higher the level the more targeted the communication is required to be. More

Level	2012	2020	Clarification 2020
			objectives and interests can play a role
6	• Communicate in a targeted way with peers, specialists and non-specialists, supervisors and clients, appropriately to the **context,** using conventions which are relevant **to professional practice**	• Communicates in a targeted way with peers, **colleagues, supervisors and or relevant other,** specialists and non-specialists, supervisors and clients, appropriately to the **scientific and professional community,** using conventions which are relevant. • Applies communication to the objective and the target group.	Communicating with specialists and non-specialists is the distinction compared to level 5
7	• Communicate in a targeted way with peers, specialists and no specialists, supervisors and clients, appropriately to the **context**, using conventions which are relevant **to the professional field**	• Communicates in a targeted way with peers, **colleagues, supervisors and or relevant other,** specialists and non-specialists, and clients, appropriately to the **scientific and professional community**, using conventions which are relevant. • Adjusts communication to the objective and the target group.	
8	• Communicate in a targeted way with peers, specialists and non-specialists, supervisors and clients, the wider scientific community and society as a whole, appropriately to the context, using conventions which are relevant to the professional field	• Communicates in a targeted way with peers, **colleagues, supervisors and or relevant other,** specialists and non-specialists, and clients, the wider scientific community and society as a whole, appropriately to the context, using conventions which are relevant. • **Adjusts communication to the objective and the target group**.	

4 Responsibility and Independence

Level	2012	2020	Clarification 2020
Peers can be understood people functioning at the same level *Relevant other* can be understood as classmates, fellow students, clients, family, relatives and or other involved			
Entry level	• Work with peers • **Have, under supervision**, limited responsibility for the results of simple routine tasks or study	• Works **in a well-known and stable daily living environment** with peers, **colleagues superiors and or relevant others** • **Carries, with guidance**, limited responsibility for the results of **own** simple routine tasks and or study	
1	• Work with peers, supervisors **and clients** • **Under supervision, take** responsibility for the results of simple tasks **or** study	• Works **in a familiar daily living and or working environment** with peers, **colleagues,** supervisors **and or relevant others** • **Carries, with guidance**, responsibility for the results of simple **and defined own** tasks **and or** study	
2	• Work with peers, supervisors and **clients** • **Take** responsibility for the results of simple tasks **or** study	• Works **in a familiar daily living and or working environment** with peers, **colleagues,** supervisors **and or relevant others.** • **Carries** responsibility for the results of simple **and defined own** tasks **and or** study	
3	• Work with peers, supervisors **and clients** • **Take** responsibility for the results of defined tasks **or** study • **Take shared** responsibility for the results of the routine work of others	• Works **in a familiar but changeable living and or working environment** with peers, **colleagues,** supervisors **and or relevant others** • **Carries** responsibility for the results of defined **own tasks and or** study • **Shares** responsibility for the results of the routine work **or study activities** of others	

Level	2012	2020	Clarification 2020
4	• Work with peers, supervisors **and clients** • Take responsibility for the results of own activities, work or study • **Share** responsibility for the results of activities **and** work of others	• Works with peers, **colleagues**, supervisors **and or relevant other in a familiar but changeable living and or working environment, also international** • **Carries** responsibility for the results of own activities, work **and or** study • **Shares responsibility for the results of the routine work or study activities of others** • **Shares responsibility for the evaluation and improvement of activities and or works of others**	
5	• Work with peers, supervisors **and clients** • **Take** responsibility for the results of own activities, work **or** study • **Take shared** responsibility for the results of activities and work of others and the management of processes	• Works with peers, **colleagues**, supervisors **and or relevant other in an unknown but changeable living and or working environment, also international** • **Carries** responsibility for the results of own activities, work **and or** study • **Shares** responsibility for the results of activities and works of others and **for** the management of **unpredictable** processes	
6	• Work with peers, specialists and non-specialists, supervisors **and clients** • **Take** responsibility for the results of own work **or** study and for the **results of the work or study** of others • **Take shared** responsibility for the management of processes and the professional development of people and groups	• Works with peers, **colleagues**, specialists and non-specialists, supervisors **and or relevant other, in an unknown but changeable living and or working environment, also international** • **Carries** responsibility for the results of own **activities**, work **and or** study and for **the work results** of others	

Level	2012	2020	Clarification 2020
	• Collect and interpret relevant data with the objective of forming an opinion based on considerations of relevant social, professional, scientific and ethical aspects	• **Shares** responsibility for the management of **unpredictable** processes and professional development of people and groups • Collects and interprets relevant data with the objective of forming an opinion based on considerations of relevant social, professional, scientific and ethical aspects	
7	• Work with peers, specialists and non-specialists, supervisors and **clients** • **Take** responsibility for the results of own work **or** study and for the results of **the work or study** of others • **Take** responsibility for the management of **complex** processes and **the** professional development of people and groups • Formulate **judgements** based on incomplete and limited information, taking into account social, scientific and ethical responsibilities related to the application of own knowledge and **judgements**	• Works with peers, **colleagues**, specialists and non-specialists, supervisors **and or relevant other, in an unknown but changeable living and or working environment with a high degree of uncertainty, also international** • **Carries** responsibility for the results of own **activities**, work **and or** study and **for the work results** of others • **Carries** responsibility for the management of **unpredictable** processes and professional development of people and groups • Formulates **opinions** based on incomplete and or limited information, taking into account social, scientific and ethical responsibilities related to the application of own knowledge and **opinions**	
8	• Work with peers, specialists and non-specialists, supervisors and **clients, the wider scientific community and** society as a whole • **Take** responsibility for the results of own work **or** study and for the **results of the work** of others	• Works with peers, **colleagues,** specialists and non-specialists, supervisors **and or relevant other and** society as a whole **in an unknown but changeable living and or working environment with a high**	

Level	2012	2020	Clarification 2020
	• **Take** responsibility for the management of **complex** processes and the professional development of people and groups • **Draft, develop, carry out and apply with academic integrity a complex fundamental research process**	**degree of uncertainty, also international** • **Carries** responsibility for the results of own **activities**, work **and or** study and for the **work results** of others • **Carries** responsibility for the management of **unpredictable** processes and professional development of people and groups • **Conceives, designs, implements and adapts a substantial process of research with scholarly integrity**	