

ANNEX 3 Complementarity, Dublin descriptors and EQF descriptors

The table below summarises the place of the Dublin descriptors within the higher EQF levels.

Level 5	Level 6	Level 7	Level 8
Use of broad theoretical and practical knowledge that is often specialised within a field and show awareness of limits to knowledge base	Use detailed theoretical and practical knowledge of a field. Some knowledge is at the forefront of the field and will involve a critical understanding of theories and principles	Use of highly specialised theoretical and practical knowledge some of which is at the forefront of knowledge in the field. This knowledge forms the basis for originality in developing and/or applying ideas	Critically analyse, evaluate and synthesise new and complex ideas that are at the most advanced frontier and highly specialised
		Critical awareness of knowledge issues in the field	Extend or redefine existing knowledge and/or professional practice within a field or at the interface between fields
Formulate strategic and creative responses in researching solutions to well defined concrete and abstract problems	Demonstrate mastery of methods and tools in a complex and specialised field	Integrate knowledge from new or inter disciplinary fields to create a research based diagnosis to problems	Research, conceive, design, implement and adapt projects that lead to new knowledge and new procedural solutions
	Devise and sustain arguments to solve problems	Make judgements with incomplete or limited information	
Demonstrate transfer of theoretical and practical knowledge in creating solutions to problems	Demonstrate Innovation in terms of methods used in solving problems	Develop new skills in response to emerging knowledge and techniques	Demonstrate critical analysis, evaluation and synthesis of new and complex ideas
Manage projects independently in work or study that require problem solving where there are many factors some of which interact and lead to unpredictable change in the context	Accept administrative design, resource and team management responsibilities in work and study contexts that are not stable and require that complex problems are solved. There are also many interacting factors that mean change in the context is unpredictable	Demonstrate leadership and innovation in work and study contexts that are unfamiliar and that require solving problems involving many interacting factors some of which are changing making the context complex and unpredictable	Demonstrate substantial leadership, innovation and autonomy in work and study contexts that are complex, unpredictable and novel and require the solving of problems that involve many interacting factors, some of which are changing and cannot be anticipated
		Review strategic performance of team	
Manage other people and review performance of themselves and others. Coach other workers/learners and develop team performance	Show creativity in developing projects and demonstrate initiative in management process		
Show creativity in developing projects	Train other workers/learners and develop team performance		
Demonstrate self-direction in learning and self-awareness including diagnosis of learning needs	Consistently evaluate own learning and identify learning needs necessary to undertake further learning	Demonstrate autonomy in the direction of learning	Demonstrate capacity for sustained commitment to development of new ideas or processes and a high level understanding of learning processes
Convey ideas in a well structured and coherent way to peers, supervisors and clients using qualitative and quantitative information	Communicate qualitative and quantitative information, ideas, problems and solutions to both specialist and non-specialist audiences using a range of techniques	Communicate project outcomes, methods and underpinning rationale to specialist and non-specialist audiences using a range of techniques	Communicate with peers in a specialist community with authority
		Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them
Express a comprehensive internalised personal world view reflecting engagement with others	Express a comprehensive internalised personal world view manifesting solidarity with others		
Experience of operational interaction within a field	Experience of operational interaction within a complex environment	Experience of operational interaction in managing change within a complex environment	Experience of operational interaction with strategic decision-making capacity within highly complex environment
Formulate responses to abstract and concrete problems	Gather and interpret relevant data in the field to solve problems	Solve problems by integrating complex knowledge sources that are sometimes incomplete and in new and unfamiliar contexts	Critical analysis, evaluation and synthesis of new and complex ideas and strategic decision making based on these processes
Make judgements based on knowledge of relevant social and ethical issues	Make judgements based on social and ethical issues that arise in work or study	Respond to social, scientific and ethical issues that are encountered in work or study	Promotion of social, and ethical advancement through actions