

*MEASURING AND COMPARING ACHIEVEMENTS OF LEARNING OUTCOMES IN  
HIGHER EDUCATION IN EUROPE (CALOHEE)*

**SUBJECT AREA QUALIFICATIONS REFERENCE FRAMEWORKS  
(META-PROFILES) FOR:**

**CIVIL ENGINEERING  
HISTORY  
NURSING  
PHYSICS  
TEACHER EDUCATION**

*BASED ON A MERGER OF THE (BOLOGNA PROCESS) QUALIFICATIONS FRAMEWORK OF THE EUROPEAN HIGHER  
EDUCATION AREA AND THE (EUROPEAN UNION) EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFE LONG LEARNING*

2018  
University of Groningen

**TUNING Educational Structures in Europe** reflects the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula, but rather for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in TUNING from the very start and it in no way seeks to restrict the independence of academic and subject specific specialists, or undermine local and national academic authority.

## Explanation

The Subject Area Qualifications Reference Frameworks (Meta-Profiles) presented here are the outcomes of elaborations by groups of informed academics and students and of consultations of a wide circle of stakeholders. The frameworks have been developed in the setting of the project *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe*, which is an integral part of the TUNING initiative to modernize higher education.

The Reference Frameworks are based on a merger of the Qualifications Framework of the European Higher Education Area (QF of the EHEA) and the European Qualifications Framework for Lifelong Learning (EQF for LLL). Their integration allows for combining two different philosophies and facilitates the use of the frameworks presented here in different contexts. While the QF of the EHEA covers in particular the learning process, the EQF focusses on the preparation for life in society and the world of work.

The descriptors in the Reference Frameworks are organized on the basis of 'dimensions'. A dimension indicates a constructive key element, which defines a subject area. Each subject area is based on a multiple of dimensions. These dimensions are linked to the five strands of the QF of the EHEA. By applying the categories of the EQF for LLL each dimension involves three descriptors – knowledge, skills and autonomy and responsibility ('wider competences') -, which reflect a progressive level of achievement.

The Subject Area Qualifications Reference Frameworks are meant to serve as a sound basis for defining the *programme learning outcomes* of individual degree programmes of the first and second cycle (BA and MA). Basing the individualized sets of learning outcomes on the frameworks will guarantee that 'standards' which have been agreed and validated internationally are fully respected. It also implies full alignment with the overarching descriptors of the two European Qualifications Frameworks and, consequently, with the National Qualifications Frameworks. Templates in WORD are available on the CALOHEE website:

<https://www.calohee.eu>

### **Tuning – CALOHEE Project Team**

University of Groningen:	Robert Wagenaar, project-coordinator Ingrid van der Meer, project manager
University of Deusto:	Pablo Beneitone
Educational Testing Service (ETS):	Thomas van Essen
Educational Testing Service (ETS-Global):	Maria Victoria Calabrese

### **Tuning- CALOHEE Subject Area Coordinators**

Civil Engineering:	Alfredo Squarzoni (University of Genova) and Alfredo Soeiro (University of Porto)
History:	Ann Katherine Isaacs (University of Pisa) and Gudmundur Halfdanarson (University of Iceland)
Nursing:	Mary Gobbi (University of Southampton) and Marja Kaunonen (University of Tampere)
Physics:	Ornella Pantano (University of Padova) and Fernando Cornet ((University of Granada)
Teacher Education:	Julia González Ferreras (EDIW) and Maria Yarosh (University of Deusto)

The Subject Area Qualifications Reference Frameworks (or Meta-Profiles) are published as outcomes of the CALOHEE Project 2016-2018 (Agreement number: 562148-EPP-1-2015-1-NL-EPPKA3-PI-FORWARD).

This project has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© CALOHEE Project 2018 / International Tuning Academy Groningen

Although all material that has been developed as part of the Tuning and CALOHEE Project is owned by its formal participants, other Higher Education Institutions are free to test and use the material after publication, provided that the source is acknowledged.

No part of this publication, including the cover design, may be reproduced, stored or transmitted in any form or by any means, whether electronic, chemical, mechanical, optical, by recording or photocopying, without permission of the publisher.

# TEMPLATE FIRST CYCLE – BACHELOR – LEVEL 6

## TUNING Qualifications Reference Framework (Meta-Profile) General Descriptors of a Bachelor Programme in the Subject Area of ..... (LEVEL 6)

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
Special feature degree programme				
I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study				
II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study				
III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues				
IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences				
V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy				

## TEMPLATE Second Cycle -- Master – Level 7

### TUNING Qualifications Reference Framework (Meta-Profile) General Descriptors of a Master Programme in the Subject Area of ..... (LEVEL 7)

QF EHEA 2 <sup>nd</sup> cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 <i>- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</i> <i>- Critical awareness of knowledge issues in a field and at the interface between different fields</i>	EQF descriptor Skills Level 7 <i>- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 <i>- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i> <i>- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</i>
Special feature degree programme				
I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context				
II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study				
III. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements				
IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously				
V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous				

## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Bachelor Programme in the Subject Area of **CIVIL ENGINEERING (LEVEL 6)**

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	EQF descriptor Skills Level 6 Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 - Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups
Special feature degree programme		Demonstrate knowledge and understanding of the disciplinary, professional, personal and interpersonal requirements necessary to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities	Apply knowledge and understanding to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities.	Identify appropriate and relevant established method to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities and be aware of professional, ethical and social responsibilities.
I. Have demonstrated knowledge and understanding in a field of study that builds upon ...	<b>1. Knowledge and Understanding</b>	Demonstrate knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation at a level necessary to achieve the other programme outcomes.	Apply knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities.	Identify knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation necessary to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities.
II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study	<b>2. Analysis and Problem Solving</b>	Demonstrate knowledge and understanding of the processes and established methods of analysis / solution of engineering issues (products, processes, systems, situations) / engineering problems in the civil engineering subject area and of their limitations.	Analyse / solve complex engineering issues (products, processes, systems, situations) / engineering problems in civil engineering subject area by applying appropriate and relevant established methods of analysis / solution.	Identify appropriate and relevant established methods of analysis / solution of complex civil engineering issues (products, processes, systems, situations) / engineering problems.
	<b>3. Design</b>	Demonstrate knowledge and understanding of the process and established methods of design in civil engineering subject area and of their limitations.	Design complex civil engineering products (devices, artefacts, etc.), processes and systems by applying appropriate and relevant established design methods.	Identify appropriate and relevant established design methods of complex civil engineering products (devices, artefacts, etc.), processes and systems.
	<b>4. Investigations</b>	Demonstrate knowledge and understanding of codes of practice and safety regulations and of investigation methods (consultation of sources of information, simulations, experimental methods) in civil engineering subject area and of their limitations.	Consult and apply codes of practice and safety regulations and conduct investigations (consultation of sources of information, simulations, experimental methods) in civil engineering subject area in order to meet specified needs and report the investigation results.	Identify appropriate and relevant investigation approaches (among codes of practice and safety regulations, consultation of sources of information, simulations, experimental methods) in civil engineering subject area and analyse, explain and interpret the investigation results with respect to the needs to be met.
	<b>5. Practice</b>	Demonstrate practical knowledge and understanding of materials, equipment and tools, processes and technologies in civil engineering subject area and of their limitations.	Conduct complex engineering activities in civil engineering subject area, using and applying practical knowledge and understanding of materials, equipment and tools, processes and technologies.	Identify practical knowledge and understanding of materials, equipment and tools, processes and technologies necessary to conduct complex engineering activities in civil engineering subject area.
III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements ..	<b>6. Decision making</b>	Demonstrate awareness of the key aspects of professional, ethical and social responsibilities linked to management of civil engineering activities, decision making and judgment formulation.	Manage work contexts in civil engineering subject area, take decisions and formulate judgments.	Identify appropriate and relevant approaches to manage work contexts in civil engineering subject area and reflect on professional, ethical and social responsibilities in taking decisions and formulating judgments.
IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	<b>7. Team-working</b>	Demonstrate knowledge and understanding of functioning methods of teams that may be composed of different disciplines and levels.	Function effectively in national and international contexts as member of teams that may be composed of different disciplines and levels contributing to meet deliverable, schedule and budget requirements.	Identify appropriate functioning methods and relevant management strategies of teams that may be composed of different disciplines and levels and elements of successful teamwork.
	<b>8. Communication</b>	Demonstrate knowledge and understanding of established communication methods and tools and of their limitations.	Communicate effectively, clearly and unambiguously information, describe activities and communicate their exits/results to engineers or wider audiences in national and international contexts, using appropriate established communication methods and tools.	Identify appropriate and relevant established communication methods and tools.
V. Have developed those learning skills that are necessary for them to continue to undertake further study ...	<b>9. Lifelong Learning</b>	Demonstrate knowledge and understanding of the learning methods necessary to follow developments in science and technology in civil engineering subject area.	Engage in independent lifelong learning and follow developments in science and technology in civil engineering subject area autonomously.	Identify appropriate learning methods in independent lifelong learning to follow developments in science and technology in civil engineering subject area.

## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Master Programme in the Subject Area of **CIVIL ENGINEERING (LEVEL 7)**

QF EHEA 2 <sup>nd</sup> cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 - Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 - Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 - Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Special feature degree programme		Demonstrate knowledge and understanding of the disciplinary, professional, personal and interpersonal requirements necessary to solve / design / investigate / conduct very complex civil engineering problems / products, processes and systems / issues / activities	Apply knowledge and understanding to solve / design / investigate / conduct very complex civil engineering problems / products, processes and systems / issues / activities.	Identify and justify appropriate and relevant established method or new and innovative methods to solve / design / investigate / conduct very complex civil engineering problems / products, processes and systems / issues / activities and behave according to professional, ethical and social responsibilities.
I. have demonstrated knowledge and understanding that is ...	<b>1. Knowledge and Understanding</b>	Demonstrate in-depth knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation at a level necessary to achieve the other programme outcomes.	Apply knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation to solve / design / investigate / conduct very complex civil engineering problems / products, processes and systems / issues / activities.	Identify and justify knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation necessary to solve / design / investigate / conduct very complex civil engineering problems / products, processes and systems / issues / activities.
II. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	<b>2. Analysis and Problem Solving</b>	Demonstrate comprehensive knowledge and understanding of the processes and methods of analysis / solution of engineering issues (products, processes, systems, situations) / engineering problems in the civil engineering subject area, including new and innovative methods, and of their limitations.	Analyse / solve very complex engineering issues (products, processes, systems, situations) / engineering problems in civil engineering subject area by applying appropriate and relevant methods of analysis / solution.	Identify and justify appropriate and relevant methods of analysis / solution of very complex civil engineering issues (products, processes, systems, situations) / engineering problems from established or new and innovative methods.
	<b>3. Design</b>	Demonstrate comprehensive knowledge and understanding of the process and methods of design in civil engineering subject area, including new and original methods, and of their limitations.	Conceive and design very complex civil engineering products (devices, artefacts, etc.), processes and systems by applying appropriate and relevant design methods.	Identify and justify appropriate and relevant design methods of very complex civil engineering products (devices, artefacts, etc.), processes and systems from established or new and innovative methods.
	<b>4. Investigations</b>	Demonstrate comprehensive knowledge and understanding of codes of practice and safety regulations and of investigation methods (consultation of sources of information, simulations, experimental methods) in civil engineering subject area, including new and original emerging methods, and of their limitations.	Consult and apply codes of practice and safety regulations and conduct investigations (consultation of sources of information, simulations, experimental methods) in civil engineering subject area and within broader or multidisciplinary contexts in order to meet specified needs and report the investigation results.	Identify and justify appropriate and relevant investigation approaches (among codes of practice and safety regulations, consultation of sources of information, simulations, experimental methods) in civil engineering subject area and within broader or multidisciplinary contexts, and analyse, explain and critically evaluate the investigation results with respect to the needs to be met.
	<b>5. Practice</b>	Demonstrate comprehensive practical knowledge and understanding of materials, equipment and tools, processes and technologies in civil engineering subject area and of their limitations.	Implement and conduct complex engineering activities in civil engineering subject area and within broader or multidisciplinary contexts, using and applying practical knowledge and understanding of materials, equipment and tools, processes and technologies.	Identify and justify practical knowledge and understanding of materials, equipment and tools, processes and technologies necessary to conduct complex engineering activities in civil engineering subject area and within broader or multidisciplinary contexts.
III. have the ability to integrate knowledge and handle complexity, ...	<b>6. Decisions making</b>	Demonstrate critical awareness of the key aspects of professional, ethical and social responsibilities linked to management of work contexts, decision-making and judgment formulation in civil engineering subject area.	Manage work contexts in civil engineering subject area and within broader or multidisciplinary contexts that may be unpredictable and require new strategic approaches, take decisions and formulate judgments.	Identify and justify appropriate and relevant strategic approaches and analyse professional, ethical and social responsibilities linked to the management of work contexts in civil engineering subject area and within broader or multidisciplinary contexts, taking coherent decisions and formulating coherent judgments.
IV. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	<b>7. Team-working</b>	Demonstrate knowledge and understanding of functioning methods and management strategies of teams that may be composed of different disciplines and levels and awareness of leadership responsibilities.	Function effectively in national and international contexts as member/leader of teams that may be composed of different disciplines and levels meeting deliverable, schedule and budget requirements.	Identify and justify appropriate and relevant functioning methods and management strategies of teams that may be composed of different disciplines and levels and elements of successful teamwork.
	<b>8. Communication</b>	Demonstrate knowledge and understanding of communication strategies, methods and tools, including new and innovative ones, and of their limitations.	Communicate effectively, clearly and unambiguously information, describe activities and communicate their exits/results – and the knowledge and rationale underpinning these – to specialist and non-specialist audiences in national and international contexts and society at large, using appropriate communication strategies, methods and tools.	Identify and justify appropriate and relevant communication strategies, methods and tools from established or new and innovative ones.
V. have the learning skills to allow them to continue to study in a manner that may be largely ...	<b>9. Lifelong Learning</b>	Demonstrate knowledge and understanding of the learning methods necessary to follow developments in science and technology and undertake further studies in new and emerging technologies in civil engineering subject area and within broader or multidisciplinary contexts.	Engage in independent lifelong learning and follow developments in science and technology and undertake further studies in new and emerging technologies in civil engineering subject area and within broader or multidisciplinary contexts autonomously.	Identify and justify appropriate learning strategies and methods in independent lifelong learning to follow developments in science and technology and undertake further studies in new and emerging technologies in civil engineering subject area and within broader or multidisciplinary contexts.



## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Bachelor Programme in the Subject Area of HISTORY (LEVEL 6)

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
Special feature degree programme	<b>1. HUMAN BEINGS: CULTURES AND SOCIETIES</b>	Demonstrate basic knowledge and critical insight into changes and continuities in human conditions, environment, experience, institutions, modes of expression, ideas and values in diachronic and synchronic perspective.	Drawing on knowledge of history, identify and define, with guidance, significant problems and areas of enquiry with respect to social and cultural interaction.	Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their personal, cultural and social dimension.
<i>I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study</i>	<b>2. TEXTS AND CONTEXTS</b>	Demonstrate knowledge and understanding of the main kinds of sources for historical research.	Identify, select with guidance, and present information from a variety of historical sources in an appropriate form.	Retrieve, manage and use information in order to formulate and address problems in their contexts using suitable methodologies.
<i>II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study</i>	<b>3. THEORIES AND CONCEPTS</b>	Collect knowledge about and classify a range of analytical, theoretical and methodological approaches relevant to history. Demonstrate orientation in the major themes of present historical debate and knowledge of world chronology.	Apply appropriate critical and methodological approaches to historical questions and societal issues.	Examine and explore historical and societal issues and processes using relevant theories and concepts.
<i>III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</i>	<b>4. INTER-DISCIPLINARITY</b>	Demonstrate knowledge of the intellectual underpinnings and contexts of history in relation to other fields of study.	Utilize, when opportune, knowledge and understanding from other fields to address problems and issues in the historical domain.	Work with others in a multidisciplinary and/or multi-national settings when useful.
	<b>5. INITIATIVE AND CREATIVITY</b>	Demonstrate knowledge of the on-going nature of historical research and debate and of how historians contribute to key areas of academic and public discussion.	Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.	Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.
<i>IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</i>	<b>6. COMMUNICATION</b>	Demonstrate knowledge of the main means of communication used to convey information and perspectives in both academic and broader public contexts.	Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of history also in a second language	Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology.
<i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i>	<b>7. PROFESSIONAL DEVELOPMENT</b>	Demonstrate knowledge of the intellectual bases and ethical aspects of historical studies and of the diverse contributions historians make to society.	Apply different methods, to stay up to date with learning. Work autonomously and in a team, taking initiatives and managing time.	Identify and/or create an appropriate study and/or work environment and participate effectively in it.



## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Master Programme in the Subject Area of HISTORY (LEVEL 7)

QF EHEA 2 <sup>nd</sup> cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 - Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 - Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 - Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Special feature degree programme	<b>1.HUMAN BEINGS: CULTURES AND SOCIETIES</b>	Demonstrate broad knowledge and focused and analytical understanding of changes and continuities in human conditions, environment, experience, institutions, specific modes of expression, ideas and values in diachronic, synchronic and comparative perspective.	Draw on knowledge and experience of history to identify, define and formulate significant problems and areas of inquiry with respect to social and cultural interaction.	Utilize the critical and practical tools of historical knowledge to illuminate cultural and social phenomena. Contribute to understanding and respect for individuals and groups in their personal, cultural and social dimension.
I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in ....	<b>2.TEXTS AND CONTEXTS</b>	Demonstrate focused knowledge and critical understanding of relevant data and sources for historical research and of their associated conceptual frameworks.	Locate, select from a variety of sources and manage historical information and place it in its political, social and cultural context.	Manage different information sources, analyse texts and data and discuss them in order to formulate and address problems in their contexts using advanced methodologies.
II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	<b>3.THEORIES AND CONCEPTS</b>	Accumulate specialized knowledge and critical understanding of relevant analytical and methodological approaches relevant to history. Differentiate between the principal theoretical approaches to history, current debates and research orientations in the field	Formulate an historical problem, analyse it with appropriate information and methodology, to arrive at a valid conclusion	Design appropriate methodological approaches to historical and societal issues and processes.
III. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements	<b>4.INTERDISCIPLINARITY</b>	Show informed and critical awareness of the intellectual underpinnings and contexts of history and their relationships to other fields of study.	Utilize information and manage understandings, methodologies and tools from other fields to address problems and issues in the historical domain and present them to different audiences.	Participate in interdisciplinary, transdisciplinary and transnational groups in order to approach relevant problems from different points of view.
	<b>5.INITIATIVE AND CREATIVITY</b>	Demonstrate detailed knowledge and understanding of a particular period/thematic domain and the methodologies and historiographical debates, contributing to innovative perspectives	Formulate original interpretations of phenomena relevant to a particular period/thematic domain, comparative perspective; plan, complete and deliver an individual research-based contribution to historiographical knowledge bearing on a significant problem	Build on one's strengths and weaknesses optimizing the former to deal with relevant problems in an original manner; organize complex efforts integrating the results of diverse studies and analyses and producing the required product according to established deadlines
IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	<b>6.COMMUNICATION</b>	Demonstrate knowledge of the specific methods used to communicate information about one's field in scholarly / academic and public contexts	Speak and write clearly and effectively in more than one language, using appropriate terminology, modes of expression, and registers of the discipline	Listen to different viewpoints and discuss ideas, problems, and solutions with diverse audiences; participate actively and constructively in group work, within and outside one's own speciality: present complex ideas and information clearly, using appropriate terminology, modes of expression and academic conventions.
V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	<b>7.PROFESSIONAL DEVELOPMENT</b>	Show knowledge of the concrete ways which the historical perspective can be developed in professional situations and be of benefit to society.	Work effectively individually and in a team to complete specific tasks relating to the discipline (gathering and treating data, developing analyses, presenting results); organise complex projects and carry them out over a period of time, producing the required result on schedule; update one's knowledge and organize on-going learning.	Plan one's on-going learning in order to adapt to employment opportunities and develop its range, while maintaining the standards required for scientific research and publication including critical awareness and intellectual honesty.

## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Bachelor Programme in the Subject Area of NURSING (LEVEL 6)

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</i> <i>- Take responsibility for managing professional development of individuals and groups</i>
I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study	<b>1. Knowledge and cognitive competences</b>	Nursing theories, knowledge and concepts of health, ill health, well-being, The humanities, arts and sciences necessary to understand human behaviour, body functioning and adaptive responses in different cultures and contexts.	The ability to evaluate evidence and apply this evidence to individual clients, populations and cultures so as to deliver effective nursing care in a timely manner.	Aware of the impact of globalisation, particularly with respect to migration of staff and patients and their health and well-being. Knows how to contribute in the public /civic space during emergency or disaster situations.
II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study	<b>2. Nursing practice and clinical decision making</b>	The principals, concepts, practises and procedures that underpin the practice and decision making of daily nursing practice.	The ability to make, and enact, clinical decisions within their Scope of Practice. The ability to fulfil the Scope of Practice articulated at national and European level. The ability to be a reflective practitioner.	Can reflect upon societal and population health and social needs, contributing as appropriate to policy making. Familiar with cultural competence. Has technical skills that can be utilised in the public space.
III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues	<b>3. Professional values and the role of the nurse</b>	The professional, moral, ethical and/or legal principles, dilemmas and issues in day to day practice.	The ability to respond appropriately and effectively to professional, moral, ethical and/or legal dilemmas and issues in day to day practice.	Within the scope of his/her professional practice and accountability, the ability to adjust their role to respond effectively to population/patient needs. Where necessary and appropriate can challenge current systems to meet population/patient needs.
IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	<b>4. Communication and interpersonal competences</b>	The art and science of communication in a range of circumstances with individuals, groups and populations in a digital age.	Communicating effectively with diverse peoples and abilities in a range of settings using appropriate media.	Can communicate with lay and professional groups with an appreciation of (P) political contexts.
V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	<b>5. Leadership and team working</b>	From the perspective of a new registrant. Theories and models of leadership, followership, management and teams within health and social care contexts.	Able to lead and work collaboratively in clinical/health care teams. Able to supervise colleagues and junior staff.	Ability to work interculturally and inter-professionally with both lay and professional groups.

## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Master Programme in the Subject Area of NURSING (LEVEL 7)

QF EHEA 2 <sup>nd</sup> cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 - Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 - Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 - Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	<b>1. Knowledge and cognitive competences</b>	Specialist knowledge of the nursing theories, knowledge and concepts of health, ill health, well-being, the humanities, arts and sciences necessary to understand human behaviour, body functioning and adaptive responses in different cultures and contexts.	Critically analyses and synthesises best available evidence to all divisions. Can use investigative tools to evaluate practise.  Can initiate new practises to meet client needs.	Promotes and contributes evidence-based guidelines, policies and knowledge in the civic sphere.
II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	<b>2. Nursing practice and clinical decision making</b>	From a systems and leadership perspective, appraises the principles, concepts, practises and procedures that underpin the practice and decision making of nursing practice.	Critically applies best available evidence to each decision and nursing action.  Promotes client well-being in all situations. Can self-evaluate.	Can apply a range of nursing skills and decision-making techniques within civic life.
III. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements	<b>3. Professional values and the role of the nurse</b>	Within a global context, can identify future trends and challenges with respect to the professional, moral, ethical and/or legal principles, dilemmas and issues in day to day practice within a global context	Exhibits autonomy and leadership in the management and supervision of contemporary challenges in nursing and health care practice.  Works at the boundaries of the Scope of Practice, which may be extended to improve nursing care practises.	Critically contributes to the public health and civic agenda through an awareness of global, national and local trends.
IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	<b>4. Communication and interpersonal competences</b>	From a systems and leadership perspective, and in the context of specialist areas of practice:  The art and science of communication in a range of challenging circumstances with individuals, groups and populations in a digital age.	Exhibits the ability to prevent, resolve and manage conflicts. Handles difficult conversations within an interprofessional environment (advocacy, whistle blowing, safeguarding).  Effectively uses a range of communication skills.	Uses a range of communication technologies and strategies in their personal, public/civic and professional life.  Skilled in reflective practice.
V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	<b>5. Leadership and team working</b>	From a systems and leadership perspective, and in the context of specialist areas of practice:  Theories and models of leadership, followership, management and teams within health and social care contexts	Leads uni and interdisciplinary teams in complicated and unpredictable situations.  Initiates and innovates quality improvement programmes. Role models expertise and coaches /teaches others. Effectively uses resources.	Comprehends issues associated with leadership, management and team working within civic organisations.  Plays a key role in epidemics, disaster or emergency situations.

## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Bachelor Programme in the Subject Area of PHYSICS (LEVEL 6)

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study	<b>1. Theories and models</b>	Describe the fundamental concepts, laws, models and theories of classical physics and elements of modern physics, as well as their application across a number of real-life situations.	Use physical concepts, laws and theories from various domains of physics to model, analyse and explain simple physical phenomena and problems.	Identify relevant physics theories and models required to interpret phenomena, observations, and real-life situations.
	<b>2. Mathematical methods</b>	Name and describe standard mathematical (analytical and numerical) tools and methods and their application in the context of physics theories.	Apply standard mathematical (analytical and numerical) tools and methods to solve problems in physics.	Identify and employ standard mathematical (analytical and numerical) tools and methods to solve problems and model situations.
	<b>3. Experimental design and scientific investigation</b>	Describe standard methods, instrumentation, techniques, theories and regulations used in experimental physics.	Design a simple experimental investigation, using standard instrumentation and follow guidelines, and apply basic methods, techniques and theories for data collection, analysis and reporting.	Set up and carry out simple scientific investigations safely under supervision.
	<b>4. Problem solving</b>	Link physics concepts and laws with basic strategies, procedures, tools and criteria for framing, representing, solving and validating the results of a problem.	Categorise problems based on physical principles, analyse a problem, recognise its structure and devise a (creative) plan for its solution, execute the devised plan and check for its validity.	Address problems from the point of view of physics, identifying the laws and concepts that apply in a specific situation, devise and carry out a (creative) plan for reaching a solution and check its validity.
III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues	<b>5. Scientific culture</b>	Describe the main traits of the historical and epistemological development of physics and relate them to changes and/or issues in technology, society, and the rules of the scientific community.	Select with guidance and use sources of information on the history and current development of physics and on epistemology, and analyse some relevant examples also in relation to technological and societal issues.	Identify some common ideas and approaches in different areas of science also in relation to its historical and epistemological evolution, and evaluate the influence of science on technology and society in some relevant cases.
	<b>6. Work ethic and integrity</b>	State general ethical principles, norms, values, and standards relevant to the work of a physicist, as well as some examples when physics influences health, environment, politics and/or society.	Apply general ethical rules and rules of scientific conduct to the assigned tasks.	Make decisions in line with ethical norms and with regard to civic responsibility, and contribute to local communities and organisations according to own competence.
IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	<b>7. Communication</b>	Describe different methods and tools of communication.	Present complex information in a concise manner orally and in writing.	Evaluate scientific material, communicate it orally and in writing in language appropriate for the audience.
	<b>8. Project Management and Teamwork</b>	Describe strategies for project work and demonstrate attitude to work collaboratively.	Organize and complete a simple project individually or in team.	Identify and implement an appropriate strategy to carry out a simple individual or group project, collaborate constructively, exercise some initiative and acknowledge accountability for the assigned tasks.
V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	<b>9. Professional development</b>	Identify relevant competences needed for pursuing further studies (career goals), as well as personal strengths, weaknesses and attitudes.	Organise own study and/or learning process, using different kinds of learning materials; evaluate personal work and search for information and support.	Enter new fields of study through a positive attitude, evaluate own personal and professional competences and take responsibility for own learning.

## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Master Programme in the Subject Area of PHYSICS (LEVEL 7)

QF EHEA 2 <sup>nd</sup> cycle descriptors	SOQ domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 - Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 - Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 - Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	<b>1. Theories and models</b>	Describe the concepts, laws, models, theories and limitations of classical physics and those of at least one of the specialised cores of modern physics, as well as their application across a wide range of real-life situations and different disciplines.	Use concepts, laws and theories from different domains of physics to model, analyse and explain a wide range of physical phenomena and observations.	Identify relevant theories and models required to interpret phenomena, observations, and real-life situations, also in the context of a different discipline, integrating concepts from different domains of classical and modern physics and recognising the limitations of the different theories and models.
II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	<b>2. Mathematical methods</b>	Name and describe standard and advanced mathematical (analytical and numerical) tools and methods and their application in the context of physics theories.	Apply standard and advanced mathematical (analytical and numerical) tools and methods to solve problems in physics.	Identify, adapt, integrate and employ both standard and advanced mathematical (analytical and numerical) tools and methods to solve problems and model situations in a variety of contexts.
	<b>3. Experimental design and scientific investigation</b>	Describe standard and advanced experimental methods, instrumentation, techniques, theories and regulations used in experimental physics.	Design a complete physics experiment, using standard and advanced instrumentation safely and applying a wide range of methods, techniques and theories for data collection, analysis and reporting.	Set up and carry out scientific investigations independently and safely.
	<b>4. Problem solving</b>	Link concepts and laws from various domains of physics with advanced strategies, procedures, tools and criteria for framing, representing, solving and validating the results of a problem.	Categorise problems based on physical principles, including complex problems, context-rich problems, and problems derived from unfamiliar contexts; analyse a complex problem, recognise its structure and devise a creative plan for its solution, execute the devised plan and check for its validity.	Address complex problems and situations from the point of view of physics, identifying the laws and concepts that apply even in unfamiliar situations, devise and carry out a creative plan for reaching a solution and check its validity.
III. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited ...	<b>5. Scientific culture</b>	Recall focused historical and epistemological facts on the conceptual development of physics theories and relate them to changes and/or issues in technology, society, and the rules of the scientific community.	Select and use different sources of information on the history, epistemology and current development of physics, and analyse different examples also in relation to technological and societal issues.	Identify common ideas and approaches in different areas of science also in relation to its historical and epistemological evolution, and address scientific, technological and societal issues with an informed scientific, historical and epistemological approach.
	<b>6. Work ethic and integrity</b>	State general and specific ethical principles, norms, values, and standards relevant to the work of a physicist, and illustrate different examples when physics influences health, environment, politics and/or society.	Apply agreed ethical rules and rules of scientific conduct to behaviour in the profession.	Make decisions in line with ethical norms also in research environments and take responsibility for them, and actively contribute to local, national and international communities and (political) organisations according to own competence.
IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	<b>7. Communication</b>	Describe the different channels and tools of communication and their limitations.	Communicate effectively to present complex information in a concise manner orally and in writing and using ICT and technical language appropriate for the audience.	Evaluate scientific material and communicate it to a variety of audiences to inform, influence and debate using various techniques and technical language appropriate for the audience.
	<b>8. Project Management and Teamwork</b>	Describe different project management tools.	Engage productively in an individual or group project.	Identify and implement an appropriate strategy to carry out an articulated individual or group project, collaborate constructively, perform leading and/or supervisory functions when needed, and take responsibility for the assigned tasks.
V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	<b>9. Professional development</b>	Identify relevant competences needed for continuing academic/professional development, as well as personal strengths, weaknesses and attitudes.	Organise own study and/or learning process, using different kinds of learning materials; link personal strengths and weaknesses to learning goals and search for learning/career development opportunities.	Enter new fields/environments of study or work through a positive attitude, evaluate own personal and professional competences and take responsibility for continuing academic/professional development, also in unfamiliar contexts



## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Bachelor Programme in the Subject Area of TEACHER EDUCATION (LEVEL 6)

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study	<b>1. Knowledge management and creation</b>	Advanced knowledge of major conceptual elements required of a teacher as knowledge manager and creator	Ability to develop different types of thinking and apply these to different situations determined by curricula, pedagogical and policy needs	Capacity to envisage consequences of position taking and commitment to act with intellectual consistency
II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study	<b>2. Design and management of processes of learning, teaching and assessment</b>	Knowledge of classroom management and syllabus design and enhancement: teaching, learning and assessment processes	Ability to evaluate and select appropriate techniques and strategies of classroom management and syllabus enhancement: teaching, learning and assessment processes	Capacity and commitment to ensure that the different elements of the course contribute to the development of desired learner profile
III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues	<b>3. Learner empowerment, potential and creativity</b>	Advanced knowledge of theories, strategies and tools that can support learner empowerment, and development of learner fullest potential and creativity	Ability to apply theories, strategies and tools that can foster the development of the fullest potential and creativity of each learner	Capacity and commitment to contribute to maintenance of contexts of engagement with learner holistic growth and development
	<b>4. Values and social leadership</b>	Advanced knowledge of different value systems and of how to identify and promote those which can foster the fulfilment of the teacher's professional mission	Ability to identify and implement approaches and actions required to address the social needs; ability to analyse consequences of different value choices and to manage diversity	Capacity and commitment to build a sense of social responsibility in the choices made at personal, professional and contextual levels and act on needs and potentialities identified
IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	<b>5. Communication</b>	Advanced understanding of different critical elements, methods and tools for communicating at the interpersonal level, as well as in groups and society as a whole	Ability to identify and apply resources for improving communication at different levels, as well as stay up-to-date with ICT	Capacity and commitment to foster transparency and responsibility in interpersonal interactions, in teams and groups, as well as in social media
V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	<b>6. Development as professionals and life-long learners</b>	Advanced knowledge of sources, tools, mechanisms and main trends of personal and professional updating	Ability to critically examine applied educational research and improve own practice following evidence based approaches	Capacity and commitment to act as a critically reflective member of an international teaching community that values evidence-based practice

## TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Master Programme in the Subject Area of **TEACHER EDUCATION (LEVEL 7)**

QF EHEA 2 <sup>nd</sup> cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 - Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 - Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 - Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing ...	<b>1. Knowledge management and creation:</b>	Highly specialised knowledge of major frames and theories that shape knowledge creation in the discipline and neighbouring fields at international level	Ability to integrate knowledge from different fields in order to solve problems and identify innovative approaches for knowledge creation and management	Capacity to contribute to creation of new frames, theories and policies in order to respond to complex, unknown and unpredictable situations
II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	<b>2. Design and management of processes of learning, teaching and assessment</b>	Highly specialised knowledge of classroom management and curriculum design and enhancement: teaching, learning and assessment processes	Ability to evaluate and select innovative techniques and strategies of classroom management and curriculum enhancement: teaching, learning and assessment processes	Capacity and commitment to lead and coordinate educational teams in search for innovative learner-centred means to reach the desired learner profile
III. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements	<b>3. Learner empowerment, potential and creativity</b>	Highly specialized knowledge of forefront theories, frames, strategies and tools that can support learner empowerment, and development of learner fullest potential and creativity	Ability to identify the most contextually-appropriate theories, strategies and tools that can foster the development of the fullest potential and creativity of each learner	Capacity and commitment to create cultures of engagement with learner holistic growth and development
	<b>4. Communication</b>	Comprehensive understanding of principles and tools of intercultural and interdisciplinary communication, as critical understanding of the use of social media and communication technologies	Ability to identify and apply resources for achieving successful and appropriate communication in intercultural and interdisciplinary teams, including through the use of social media and communication technologies	Capacity and commitment to foster cultures of transparency and responsibility in interpersonal interactions, in teams and groups, as well as in social media
IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	<b>5. Values and social leadership</b>	Critical awareness of the multiple complex aspects that interrelate in the process of educating ethically responsible citizens	Ability to design and implement educational methods, instruments and projects in order to foster the development of civic competences at the school level and beyond	Capacity and commitment to critically analyse and act on present and future challenges and/or development possibilities in order to contribute to the creation of an inclusive society through communal educational projects
V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	<b>6. Development as professionals and life-long learners</b>	Advanced knowledge of sources, trends, possibilities and research methodologies that can be used for personal and professional updating	Ability to systematically follow applied educational research and participate in international collaborative endeavours aimed at professional development	Capacity and commitment to foster the culture of evidence-based practice enhancement, as well as personal and professional updating through engagement in educational and professional development projects