



REPUBLIC OF AZERBAIJAN  
**CABINET OF MINISTERS**

DECREE  
No 311

Baku, July 18, 2018

**On the approval of the ‘National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan’**

To ensure the execution of the sub-item 3.3.3 of the ‘Action Plan for the implementation of ‘the State Strategy for the development of education in the Republic of Azerbaijan’ approved by the Decree No 995, date of January 19, 2015 of the President of the Republic of Azerbaijan, Cabinet of Ministers of the Republic of Azerbaijan hereby **RESOLVES:**

“To confirm ‘National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan’ (See: Attached file).

**Prime Minister of the  
Republic of Azerbaijan**

**Novruz Mammadov**

## **National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan**

### **1. General provisions**

1.1 Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan (hereinafter referred to as the AzQF) is a tool for systematizing national qualifications, developed for learners, education providers and employers and serves to facilitate the comparability between national and international qualifications.

1.2 The AzQF is conceptually developed in compliance with the criteria of the Qualifications Framework of the European Higher Education Area (QF-EHEA) and the European Qualifications Framework for Lifelong Learning (EQF).

1.3 The development of AzQF is based on the following principles:

1.3.1. Qualifications included in the AzQF are defined in line with the education stages and levels described in the Law on Education of the Republic of Azerbaijan;

1.3.2. Qualifications are described in terms of minimum learning outcomes (LOs) required from learners;

1.3.3. Qualifications are developed in accordance with the requirements of labour market and occupational standards;

1.3.4. Qualifications of higher education and secondary specialised education (sub-bachelor education) are referenced to ECTS compatible credits;

1.3.5. All qualifications are described in terms of knowledge, skills and autonomy/responsibility, and referenced to the AzQF levels;

1.3.6. All qualifications are quality assured and quality assurance encompasses all relevant processes including description of expected LOs, assessment and validation of an individual's learning achievement;

1.3.7. Quality assurance of education in education institutions (bodies) awarding qualifications is regulated by the "Law on Education" of the Republic of Azerbaijan and other relevant legislative acts. The quality assurance of education and scientific research by the Higher Attestation Commission under the President of the Republic of Azerbaijan, which awards qualifications of doctor of philosophy and doctor of science, is regulated by the "Statue on the rules on awarding scientific degrees and titles" approved by the decree No. 857 dated February 21, 2003 of the President of the Republic of Azerbaijan.

1.3.8. Each qualification included in the AzQF is registered in the National Qualifications Register and it's national and international recognition is provided;

1.3.9. The National Qualifications Register shall be regularly updated and accessible on a national website.

1.4 The AzQF is designed for the recognition of lifelong learning and includes the following qualifications:

1.4.1. Qualifications for general education;

- 1.4.2. Qualifications for initial vocational education and training ;
  - 1.4.3. Qualifications for secondary specialised education (sub-bachelor education);
  - 1.4.4. Qualifications for higher education;
  - 1.4.5. Qualifications for further education.
- 1.5 Qualifications can be obtained through formal, non-formal and informal modes of education in accordance with the "Law on Education" of the Republic of Azerbaijan.
- 1.6 AzQF does not make any commitments to other countries, international organizations or institutions.

## 2. Main definitions

2.1. The following main definitions are used in the document.

2.1.1. **European Standards and Guidelines for Quality Assurance in the EHEA (ESG)** – cover three areas: internal quality assurance, external quality assurance, and quality assurance conducted by external quality assurance agencies of higher education institutions.

2.1.2. **Accreditation organisation** – a competent authority (enterprise, agency) that has the right to accredit any educational institution, program or module within the national education system.

2.1.3. **Higher education institution** – education institutions of various type (university, institute, academy, conservatoire), which carry out the training of highly-qualified specialists on specific specialties.

2.1.4. **The European Quality Assurance Framework (EQAVET)** – promotes and monitors continuous improvement of national systems of vocational education and training.

2.1.5. **European Credit Transfer and Accumulation System (ECTS)** – a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries. For successfully completed studies, ECTS credits are awarded. One academic year corresponds to 60 ECTS credits that are equivalent to 1500–1800 hours of study in all countries irrespective of standard or qualification type and is used to facilitate transfer and progression throughout the Union. The ECTS will be complemented by the European credit transfer system for vocational education and training (ECVET).

2.1.6. **Qualifications Framework for the European Higher Education Area (QF-EHEA)** – an overarching framework that makes transparent the relationship between European national higher education frameworks of qualifications and the qualifications they contain. It is an articulation mechanism between national frameworks. The QF-EHEA provides descriptors for cycles of higher education. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle. The QF – EHEA, adopted by the 47 countries participating in the Bologna Process, is a system that aims to:

2.1.6.1. create possibilities for learners (citizens, employees and so on.) to compare various national, local and regional qualifications across Europe;

2.1.6.2. facilitate education possibilities (mobility, transparency, mutual recognition of education documents) inside European higher education systems and among them;

2.1.6.3. ensure the content and diversity, as well as national, local, regional and institutional autonomy of education programs;

2.1.6.4. improve the competitiveness and efficiency of European higher education.

2.1.7. **Skills** - combines the application of knowledge and use of know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). A skill is the learned capacity to achieve pre-determined results often with the minimum outlay of time, energy, or both. Skills are often divided into general/generic and subject specific skills.

2.1.8. **International recognition** – methodologies and procedures used to ensure the conformity of foreign qualifications in the context of education or future work. A formal recognition of a foreign qualification by a competent authority with a view to access to educational or employment activities.

2.1.9. **Knowledge** - the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

2.1.10. **Bologna process** – the process aiming to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world. The process will facilitate mobility of students, graduates and higher education staff; prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development; offer broad access to high-quality higher education, based on democratic principles and academic freedom.

2.1.11. **Diploma** – a document that testifies that the recipient has successfully completed a particular study programme and was awarded relevant qualification.

2.1.12. **Diploma Supplement** – an annex to the official qualification document describing the nature, level, context, content and status of the studies that were pursued and successfully completed by the holder of the degree/qualification. It is based on the model developed by the European Commission, Council of Europe and UNESCO/CEPES. It facilitates international transparency and the academic/professional recognition of qualifications.

2.1.13. **Descriptor** - describe the specific feature of learning outcomes, knowledge and skills.

2.1.14. **Recognition of competencies gained through informal and non-formal education** - is a process of identifying, documenting, evaluating, and certifying competencies, against the relevant standard, gained through informal and non-formal education carried out by the accredited body.

2.1.15. **Quality** - the totality of features and characteristics of an entity (product or service) that bears its ability to satisfy stated or implied needs.

2.1.16. **Quality assurance** - a process or a set of processes adopted nationally and institutionally.

2.1.17. **Competence** - the ability of an individual to perform a job properly; the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development; the ability to perform activities to the standards required in employment, using an appropriate mix of knowledge, skill and attitude.

2.1.18. **Credit** – the ‘currency’ used to measure learners’ workload in terms of the time required to achieve specified learning outcomes. It enables teachers and learners to assess the volume and level of learning, on the basis of the workload measured in time which is spent for the achievement of the learning outcomes. . Credit can be awarded to a learner in recognition of the verified achievement of designated outcomes at a specific level through work based learning or prior learning as well as through coursework. Credit cannot normally be lost once achieved, although in particular circumstances an institution can lay down that credits must have been awarded within a certain timeframe to be recognized as part of the study programme. This will be the case in subject areas where knowledge and skills are subject to rapid change, e.g. Informatics, Medicine, etc.

2.1.19. **Credit system** – a measurement of training (academic) results of a learner.

2.1.20. **Qualification** - a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

2.1.21. **Qualification descriptors** – generic statements describing qualifications and expected learning outcomes with reference to national levels.

2.1.22. **Qualification system** - all activities connecting education with civil society and labour market, as well as aimed at recognition of training outcomes. These activities include, policy identification, training organization and realization, institutional changes, funding, quality assurance for qualifications, and assessment; validation and certification of training results.

2.1.23. **Qualification standard** - is a document describing required competences, learning outcomes and assessment criteria for acquisition of qualifications on different levels.

2.1.24. **Ability** – acquired or natural capacity, competence, proficiency or talent that enables an individual to perform a particular act, job or task successfully.

2.1.25. **Assessment** – a procedure of officially documenting the knowledge, skills, attitudes and opinions of learners within specific circumstances. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. Assessment is often divided into diagnostic, formative and summative categories for the purpose of considering different objectives for assessment practices.

2.1.26. **Assessment criteria** – dimensions with which an assessor will judge, how well a learner has achieved expected learning outcomes of a course or module.

2.1.27. **Assessment standard** - is a document describing criteria and methods for assessing a qualification.

2.1.28. **National qualifications framework (NQF)** - an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to coordinate and integrate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

2.1.29. **National qualifications system** – all aspects of an activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and procedures relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.

2.1.30. **National Register of Qualifications (NRQ)** – official national listing of state recognized study programmes/ institutions/ qualifications/ professions.

2.1.31. **National standards of education** – a set of comprehensive norms developed in accordance with the scientific and pedagogic principles, meeting the demands of the individual, society, and the state. National standards of education contain common state requirements for a certain period of time (not less than 5 years).

2.1.32. **Autonomy and responsibility** - one of the descriptors of competencies.

2.1.33. **Lifelong learning** - all kinds of learning in the course of life which leads to improved knowledge, skills, competence or qualifications.

2.1.34. **Key competences for lifelong learning** – represent a multifunctional system of knowledge, skills, and values, attitudes, beliefs, attributes that all individuals need for personal development, integration into society and employment. These should have been developed by the end of compulsory education or training, by means of all subjects that students learn and should act as a foundation for further learning as part of lifelong learning. More generally, key competences are the ones that a graduate will have obtained as a result of completing a specific study programme. Key competences may be transferred from one learning context to another.

2.1.35. **European Qualifications Framework for lifelong learning (EQF)** - is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: a) to promote citizens' mobility between countries and, b) to facilitate their lifelong learning. EQF is an overarching framework that makes transparent the relationship between European national (and/or sectoral) educational frameworks of qualifications and the qualifications they contain. It is an articulation mechanism between national frameworks. At present two European Qualifications Frameworks exist. One focuses only on Higher Education and has been initiated as part of the Bologna Process. The other focuses on the whole span of education and has been initiated by the European Commission. The first framework is named a Framework for Qualifications of the European Higher Education Area, abbreviated as QF – EHEA. The second extends across all areas including that of higher education and is called EQF.

2.1.36. **Professional association** - (also called a professional body, professional organization, or professional society) is usually a non-profit organisation seeking to further a particular profession, the interests of individuals engaged in that profession, and the public interest.

2.1.37. **Occupational standard** – a set of minimum requirements defined for the content of the job and work conditions to be met by an employee on a specific occupation.

2.1.38. **International Standard Classification of Occupations (ISCO-08)** – an International Labour Organisation (ILO) classification structure for organising information on labour and jobs. It is part of the international family of economic and social classifications of the United Nations. The current version, known as ISCO-08, was published in 2008 and is the fourth iteration, following ISCO-58, ISCO-68 and ISCO-88. The ILO describes the purpose of the ISCO classification as tool for organizing jobs into a clearly defined set of groups according to the tasks and duties undertaken in the job. It is intended for use in statistical applications and other purposes (including matching of job seekers with job vacancies, the management of short or long term migration of workers between countries and the development of vocational training programmes and guidance). The ISCO-08 revision is expected to be the standard for labour information worldwide in the coming decade.

2.1.39. **Programme learning outcomes** – a coherent set of 15 to 20 statements expressing what a learner is expected to know, understand and be able to do after successful completion of a degree programme.

2.1.40. **Sector** - a grouping of professional activities on the basis of their main economic function, area of activity, service or activity methodology.

2.1.41. **Certificate** - a document confirming the achievement of training results in a certain direction.

2.1.42. **Competent authority (person)** - any organization or person that has the legally delegated or invested authority, capacity, or power to perform a designated function. Once an authority is delegated to perform a certain act, the competent authority bears relevant responsibility.

2.1.43. **Levels** – Levels are understood to be a series of sequential steps to be taken by the learner (within a development continuum) expressed in terms of a range of generic outcomes, within a given programme.

2.1.44. **Level (cycle) descriptors** – generic statements describing the characteristics and context of learning expected at each level against which learning outcomes and assessment criteria can be reviewed.

2.1.45. **Standard** – an activity with a view of general and repeated use developed by the relevant consensus and approved by an official body or rules, guidelines and characteristics related to its results. A document aimed at the achievement of the optimum degree of order in a given context.

2.1.46. **Learner** – anyone who acquires new knowledge, behaviours, skills, values, or understanding, which may involve synthesizing different types of information.

2.1.47. **ENIC/NARIC** – the European Network of Information Centres in the European Region/Network of Academic Recognition Information Centres in the European Union. This network includes national centres which provide information and services regarding foreign qualifications, assess these qualifications and ensure integration among national education systems by supporting recognition of

international education documents. Ensures provision of information on recognition of diplomas, Diploma Supplement, and Credit transfer systems in European Union.

2.1.48. **Learning outcomes** - indicators demonstrating what a learner knows, understands and is able to do on completion of a learning process, as well as identifying knowledge, skills and competences.

2.1.49. **Assessment of learning outcomes** - a procedure of assessing knowledge, skills and/or competences of a person on the basis of identified criteria (expectations regarding learning outcomes, assessment of learning outcomes).

### **3. The Objectives of National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan**

3.1. The objectives of the AzQF are the following:

3.1.1. Improve the quality and transparency of qualifications;

3.1.2. Provide unified requirements for defining and assessing education standards and learning outcomes related to qualifications;

3.1.3. Take into account the existing needs of the society and labour market when defining qualifications, and hence improve national economic performance and promote relations between education and training sectors and the labour market;

3.1.4. Align national qualifications and qualifications levels with the QF-EHEA and the EQF;

3.1.5. Support the lifelong learning, as well as provide the recognition of the competences obtained through non-formal and informal learning;

3.1.6. Better recognition abroad the quality and international comparability of qualifications awarded in Azerbaijan and support the national and international mobility of learners and workers through improving the competitiveness and mobility of human resources;

3.1.7. Ensure the coherence of reforms in the sectors of education and training.

### **4. Levels of National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan and supporting documents**

4.1. The AzQF levels define the relative complexity of the achieved learning outcomes. The level descriptors are defined by criteria expressed in statements of knowledge and understanding, skills, autonomy and responsibility. The level descriptors are used as benchmarks for classifying qualifications based on learning outcomes.

4.2. The AzQF has 8 levels, whereas level 1 is the lowest and level 8 is the highest. The level descriptions are presented in Table 1.

4.3. The existing qualifications are placed as follows:

**Level 1** – document on primary education; certificate of experience or short-term training (instructions) or short-term course at workplace on basis of general education, not lower than primary education;

**Level 2** – certificate of general secondary education; certificate on experience and / or vocational training (short-term courses on basis of educational institution) with obtaining general secondary education;

**Level 3** – diploma/certificate (qualifications of vocational education only) of initial vocational education; a certificate about the results of training and / or vocational training (courses up to 1 year in education institutions based on vocational training programs) on basis of general secondary education;

**Level 4** – certificate of full secondary education; diploma/certificate of initial vocational education (qualifications of full secondary education and vocational training); diploma (certificate) of initial vocational education on basis of full secondary education; certificate of experience or vocational training (courses and further vocational courses up to 1 year in education institutions based on vocational training programs);

**Level 5** – diploma on secondary-specialized (sub-bachelor's) education (on basis of full-secondary education or primary vocational education; experience;

**Level 6** – bachelor's diploma; diploma of basic higher medical education; certificate on outcomes obtained through practical experience on basis of secondary-specialized education (or full secondary education); experience after bachelor's;

**Level 7** – master's diploma; diploma of postgraduate medical education (residency); further education, experience;

**Level 8** – Doctor of philosophy, Doctor of science diploma; further education; experience.

4.4. Qualifications of further education and training are placed on levels 3-8. Further education and training ensures upgrading, improvement and diversification of competences obtained at the initial vocational, secondary specialised (sub-bachelor) and higher education levels. The documents certifying further education indicate the AzQF level and acquired competences.

4.5. The qualifications at the levels 3-7 are related with specific occupation and specialities at the labour market and are based on occupational standards. These include initial VET qualifications, secondary specialised (Sub-bachelor's) qualifications, Bachelor's qualifications, basic medical higher education qualifications, Master's and postgraduate medical education (residency) qualifications, as well as relevant qualifications of further education.

4.6. The AzQF level descriptors are compatible with the corresponding EQF level descriptors.

4.7. Generic descriptors of the secondary specialised (Sub-bachelor's) qualification are compatible with the QF-EHEA short-cycle higher education level descriptors, generic descriptors of the Bachelor's and basic higher medical education qualifications are compatible with the QF-EHEA first cycle descriptors, generic descriptors of the Master's and postgraduate medical education (doctor-specialist) qualifications are compatible with the QF-EHEA second cycle descriptors and generic descriptors of the Doctoral qualifications are compatible with the QF-EHEA third cycle descriptors.

## **5. Responsibilities of institutions**

5.1. The Ministry of Education of the Republic of Azerbaijan executes the following:

5.1.1. development of educational standards, typical curricula, assessment standards and accreditation standards;

5.1.2. quality assurance of qualifications;

5.1.3. development and updating of the national register of qualifications.

5.2. The Ministry of Labour and Social Protection of Population executes the following:

5.2.1. monitoring and analysis of labour market;

5.2.2. Submitting proposals on improving the National Employment Classification;

5.2.3. Coordination development and application of occupational and qualification standards.

5.3. The Ministry of Education of the Republic of Azerbaijan creates a system of recognition of competences obtained through non-formal and informal education in cooperation with the Ministry of Labour and Social Protection of Population of the Republic of Azerbaijan.

5.4. The Higher Attestation Commission under the President of the Republic of Azerbaijan carries out expertise of dissertations for Doctor of Philosophy and Doctor of Science degrees, expertise of documents submitted for obtaining docent and professor scientific titles on basis of application of scientific institutions and higher education institutions, as well as expertise of documents for obtaining scientific degrees and titles abroad, and on basis of validation of expertise awards a uniform state document – diploma, to Doctors of Philosophy and Doctors of Science and a uniform state document – attestat, to applicants of scientific titles.

5.5. Central executive authorities, which have education institutions under their subordination, submit proposals on education and occupational standards and are involved in quality assurance of qualifications.

## **6. Quality Assurance of education**

6.1. The AzQF is a quality assurance framework for the qualifications.

6.2. The Ministry of Education of the Republic of Azerbaijan carries out quality assurance of all education levels (general education, initial vocational, secondary specialised (sub-bachelor) and higher education levels) and further education.

6.3. Quality assurance in the AzQF are implemented in compliance with the following principles:

6.3.1. Regular review of the AzQF;

6.3.2. Establishment of internal quality assurance system in education and training institutions, availability of education quality assurance mechanisms, including internal assessment criteria in education institutions and scientific institutions engaged in education activities;

6.3.3. Qualifications are based on relevant state educational standards;

6.3.4. Qualifications are awarded by accredited (state recognised) education institutions and scientific institutions engaged in education activities, as well as the Higher Attestation Commission under the President of the Republic of Azerbaijan;

6.3.5. External quality evaluation by the Ministry of Education of the Republic of Azerbaijan and the Higher Attestation Commission under the President of the Republic of Azerbaijan;

6.3.6. Identification of qualifications on the basis of labour market analysis and

forecast, needs for occupations and specialties, as well as competencies needed in the labour market;

6.3.7. Ensuring that learning outcomes forms the basis for development, assessment and certification processes of study programmes (curricula);

6.3.8. Assessment and validation of learning outcomes by the institutions awarding the qualification;

6.3.9. Assessment of learning outcomes for general education programs by the State Examination Centre of the Republic of Azerbaijan;

6.3.10. Referencing qualifications to relevant AzQF level and description of learning outcomes in the supplements of documents certifying qualifications;

6.3.11. Awarding qualifications in higher education in accordance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);

6.3.12. Awarding qualifications in vocational education in accordance with the European Quality Assurance Framework for Vocational Education and Training (EQAVET) and International Standard Classification of Occupations.

6.4. The NQR includes the following information on the AzQF:

6.4.1. State-accredited (recognized) education and training institutions awarding qualifications, scientific institutions engaged in education activities, and the Higher Attestation Commission under the President of the Republic of Azerbaijan;

6.4.2. Accredited study programmes;

6.4.3. Awarded qualifications.

**Annex**  
**To the National Qualifications Framework**  
**for Lifelong Learning of the Republic of Azerbaijan**

**Descriptions of level of the National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan**

AzQF Level	Knowledge and understanding	Skills	Autonomy and responsibility
1	2	3	4
<b>Level 1</b>	<p>Has initial knowledge on language, moral and spiritual values, national customs and traditions, history, culture and arts of Azerbaijani people;</p> <p>Has a general idea on communication establishment methods, self-expression forms and relations within a team.</p>	<p>Demonstrates mastering of simple communication skills in one foreign language;</p> <p>Uses elementary mathematical knowledge in practice, performs simple algorithms and uses computer;</p> <p>Performs simple routine tasks observing set procedures and detailed guidelines;</p> <p>Demonstrates elementary working skills.</p>	<p>Works and studies in a limited context under direct supervision using simple practical skills;</p> <p>Is responsible for the performance of basic duties;</p> <p>Shows fair, careful and tolerant attitude to people, nature, labour, as well as personal and public property and learns to apprehend the reality as it is;</p> <p>Respects his/her own and other people's rights;</p> <p>Understands his/her responsibility for protection and nourishing his/her health, takes steps in this regard.</p>
<b>Level 2</b>	<p>Possesses basic knowledge of society and environment;</p> <p>Demonstrates understanding of the main concepts and principles of labour market;</p> <p>Demonstrates understanding of communication in speech and writing in accordance with the relevant situation and persons.</p>	<p>Performs tasks observing set procedures and guidelines, selects and uses appropriate ways and methods;</p> <p>Is able to use given information materials to solve existing problems of work or studies;</p> <p>Knows how to learn and find ways for further studies, using relevant advice, if necessary;</p> <p>Is able to communicate in, at least, one foreign language in written and oral form, and to read and understand foreign texts fit for his/her skill level;</p> <p>Is able to solve problems arising in different spheres of everyday life or work using mathematical methods (equations, models, schemes, graphs).</p>	<p>Uses recommendations under the supervision of teacher in the process of learning;</p> <p>Is responsible for the performance of his/her duties;</p> <p>Is able to adapt and perform in different social environments;</p> <p>Is able to evaluate the outcomes of his/her work;</p> <p>Is able to manage in modern technology environment and to use technology purposefully and with minimum possible risk.</p>
<b>Level 3</b>	<p>Is familiar with the rules, technologies, processes, tools, materials, methods and methodologies related</p>	<p>Performs basic practical work tasks;</p> <p>Is able to solve his/her area-related problems using common</p>	<p>Works and studies in a fixed context independently;</p> <p>Is able to independently perform different tasks of</p>

	<p>to his/her area and occupation, as well as their use;</p> <p>Understands simple facts and rules related to work environment;</p> <p>Knows basic work methods.</p>	<p>information sources;</p> <p>Selects and uses the relevant tools and practical methods and technological processes;</p> <p>Performs tasks according to plan in an effective manner;</p> <p>Is able to express himself or herself and to justify his/her opinion in different situations in both oral and written form;</p> <p>Participates in teamwork efficiently.</p>	<p>work and takes responsibility for their performance;</p> <p>Organises his/her activities and adjusts it according to the situation;</p> <p>Learns and strengthens his/her knowledge independently.</p>
<b>Level 4</b>	<p>Is familiar with theoretical and practical knowledge of the occupation;</p> <p>Understands how to use the mastered knowledge in new context.</p>	<p>Is able to analyse and evaluate the level of knowledge and uses it in new situations;</p> <p>Is able to evaluate the reliability and validity of the information used;</p> <p>Performs basic practical tasks within set time limits;</p> <p>Initiates, prepares and adjusts appropriate changes in the work context;</p> <p>Organises work according to plans in an efficient manner;</p> <p>Selects and uses ways and methods for performing common and new practical tasks;</p> <p>Can speak at least one foreign language at the level of an independent language user;</p> <p>Uses mathematical knowledge and methods in different spheres of everyday life and work;</p> <p>Participates in the work of different teams and is able to supervise them, if necessary.</p>	<p>Is able to independently perform complex and diverse tasks that are predictable, but likely to have new issues arising;</p> <p>Takes responsibility for his or her choices and obligations taken, respects other people's and one's own rights, acts as a sovereign personality;</p> <p>Uses modern technology purposefully and with a sense of responsibility, values the impact of technology on everyday life;</p> <p>Supervises others' work and takes some responsibility for their development;</p> <p>Is capable of independent learning;</p> <p>Understands his/her role in the society, works to improve physical condition.</p>
<b>Level 5</b>	<p>Has overview of the basic concepts, theoretical principles and methods of the field of study or work;</p>	<p>Analyses information or approaches related to the field of study or work;</p> <p>Uses knowledge for creative solving of complicated problems within limits of work context;</p> <p>Performs diverse tasks, plans appropriate changes and organises application thereof;</p> <p>Selects technologies, methods and tools for obtaining new solutions and adjusts his/her behaviour according to the situation;</p> <p>Participates effectively in team's</p>	<p>Works independently in unpredictable situations;</p> <p>Is able to take responsibility for a small team and support development of the team members.</p>

		work and guides team's activity.	
<b>Level 6</b>	Has a systematic overview of the basic concepts, principles, theoretical principles and research methods of the field of study or work.	<p>Analyses facts, theories, principles and methods of the work or study area;</p> <p>Uses knowledge for creative solving of complicated tasks in interconnected areas;</p> <p>Performs complicated tasks assuming new approach;</p> <p>Is able to identify problems relating to the field of work or study and analyse and evaluate different solutions;</p> <p>Is able to select and use appropriate information, technologies and methods when solving problems of the field of work or study within given frameworks, and to model and assess the expected results on the basis of the information provided;</p> <p>Shows initiative, responsibility, leadership and teamwork skills in launching and implementation of projects;</p> <p>Is able to explain problems relating to the field of work or study in Azerbaijani language and in at least one foreign language orally or in written form, and is able to participate in professional discussions.</p>	<p>Works independently in complicated and unpredictable situations;</p> <p>Evaluates the role and consequences of his/her professional activities for the community, with consideration to social and ethical aspects</p> <p>Is able to professionally apply the acquired knowledge and skills in practice and undertakes continuous independent professional development;</p> <p>Guides work and study of team members.</p>
<b>Level 7</b>	<p>Has a systematic overview and broad knowledge of the concepts, theoretical principles and research methods of the field of work or study;</p> <p>Has in-depth knowledge in a specific field of (specialized) study or work.</p>	<p>Solves unpredictable and complicated tasks in his/her professional area;</p> <p>Initiates and plans relevant activities and methods; analyses their current and perspective consequences;</p> <p>Is able to independently and creatively identify and formulate problems related to the field of work or study; is able to solve them within given timeframes and within limited information;</p> <p>Is able to select and use appropriate technologies and methods when solving the problems of the field of work or study, and to model and assess the expected results;</p> <p>Is able to critically evaluate</p>	<p>Works independently in complicated and unpredictable situations requiring innovative approach;</p> <p>Is responsible for the strategic actions of organisations or teams;</p> <p>Is able to convey his/her knowledge to others by teaching, training, or in other methods;</p> <p>Is able to act ethically in complex situations, is aware of the ethical aspect and possibilities, restriction and social role of his/her activities;</p> <p>Is able to assess his/ her needs, and the needs of others for continuous training and professional</p>

		<p>his/her activities when solving problems of the field of work or study;</p> <p>Is able to present and justify problems relating to the field of work or study orally or in written form in the Azerbaijani language and one foreign language-and is able to participate in relevant discussions of specialists and non-specialists.</p>	<p>development, as well as to use the effective methods necessary for independent study.</p>
<b>Level 8</b>	<p>Understands the meaning and scope of the existing knowledge and scientific methods of the field of his/her occupation and the need to extend, re-evaluate, and formulate them as necessary;</p> <p>Has a systematic overview and in-depth and up-to-date knowledge within his/her specialized professional activities;</p> <p>Masters the existing scientific methodology and understands its use in research;</p> <p>Is able to contribute to creation and synthesis of fundamental and practical scientific knowledge.</p>	<p>Is able to initiate a new solution to issues of crucial importance for or the relevant scientific area;</p> <p>Is able to provide updated scientific explanation of economic, technical and technological works of crucial practical significance;</p> <p>Solves crucial problems in professional area formulating new knowledge;</p> <p>Contributes to the development of scientific and academic knowledge;</p> <p>Is able to independently design, implement, and critically evaluate research and development projects that lead to new knowledge and methodical solutions;</p> <p>Initiates, plans and implements strategic research and development-related events that widens the realm of science and knowledge and results in significant changes;</p> <p>Is able to participate orally or in written form in professional discussions, as well as to publish original research results in international academic publications or to present to international audience;</p> <p>Is able to act independently in implementing complex scientific projects inside the country, as well as internationally;</p> <p>Is able to ensure a solution to a new and major scientific problem of crucial social-cultural or economic importance through his/her scientific research;</p> <p>Is able to develop new theoretical arguments that can be considered a major</p>	<p>Writes and defends a dissertation in order to obtain doctor of philosophy and doctor of science scientific degrees;</p> <p>Works independently in complicated, undefined situations requiring excellent knowledge and skills, as well as new strategic approach;</p> <p>Is responsible for the planning and development of the professional area;</p> <p>Evaluates independently innovative and complicated ideas regarding professional area;</p> <p>Demonstrates a sensitive approach towards ethical assessment in science, as well as possibilities and limitations of people in the use of scientific achievements;</p> <p>Has the ability to identify personal needs related to the acquisition of new competencies ;</p> <p>Supports the studies of others both in education and training context, as well as on a wider social level;</p> <p>Is able to independently identify strategy for planning and undertaking scientific researches;</p> <p>Participates in the management of complex social, production and scientific processes;</p> <p>Is able to take responsibility for the activity of an organization or large team;</p> <p>Is responsible for scientific outcome published at areal,</p>

		<p>achievement for the future development of relevant field;</p> <p>Is able to solve scientifically substantiated, economic, technical and technological developments that make a significant contribution to the acceleration of scientific progress;</p> <p>Is able to act in work and study environment which requires leadership and team work skills, innovative thinking, and the ability to make strategic decisions;</p> <p>Is able to manage the content of information flows;</p> <p>Is able to create a new scientific area in his/her field.</p>	<p>country, as well as international level;</p>
--	--	--	---