



Sr. no.	Countries under study	Framework	Range of levels	Credit / Training system	Job role comparison with Bangladesh NTVQF
1	Australia	Australia Qualification Framework (AQF)	Level 1 to Level 10	Credit system	Yes
2	Bahrain	National Qualification Framework of Bahrain	Level 1 to Level 10		No
3	Caribbean	CARICOM Qualifications Framework (CQF)	Level 1 to level 7		No
4	Indonesia	Indonesia Quality Training Framework (IQTF)	Level 1 to level 9		No
5	Ireland	Ireland NFQ	Level 1 to level 10		No
6	Netherlands	Netherlands NLFQ	Level 1 to Level 8		No
7	Vietnam	Vietnam National Occupancy Skills Standard (NOSS)	Level 1 to Level 5		No
8	South Africa	National Qualification Framework of South Africa	Level 1 to level 10	Credit system	Yes
9	Kenya	Kenya Qualification Framework (KQF)			No
10	New Zealand	New Zealand Qualification Framework (NZQF)	Level 1 to level 10	Credit system	Yes
11	Barbados	Barbados National Qualifications Framework (BNQF)	Level 1 to level 8	Training hours	Yes
12	Scotland	Scottish Credit and Qualifications Framework (SCQF)	Level 1 to level 12	Credit system	Yes
13	Denmark	National Qualification Framework of Denmark	Level 1 to level 8		No
14	France	National Framework of Qualifications (NFQ)	Level 1 to level 8		No

Comparison of Bangladesh NTVQF and Australia AQF

Bangladesh		Australia		
NTVQF	Academic Comparison	AQF	Academic Comparison	Summary of conclusions drawn from supporting sheets
		Level 10	PhD	
		Level 9	Masters degree (extended), Master degree (Coursework) & Master degree (Research)	
		Level 8	Graduate diploma, Graduate Certificate & Bachelor honours degree	
		Level 7	Bachelor degree	
		Level 6	Associate degree & Advanced diploma	
Level 6	4 Year Diploma	Level 5	Diploma	Low matching between NTVQF Level 6 and AQF Level 5
Level 5	NSS Master	Level 4	Certificate IV	Medium matching between NTVQF Level 5 and AQF Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	Certificate III	High matching between NTVQF Level 4 and AQF Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Certificate II	High matching between NTVQF Level 3 and AQF Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Certificate I	Medium matching between NTVQF Level 2 and IQF Level 1
Level 1	NSS Basic / Basic Trade Course			
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 2 and Australia AQF Level 1

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker

AQF	Knowledge	Skills	Competence	Example
Level 1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	Graduates of a Certificate I will have: • basic skills to participate in everyday life and further learning • cognitive and communication skills to receive pass on and recall information in a narrow range of areas • technical skills involving the use of tools appropriate to the activity and use of basic communication technologies	Graduates of a Certificate I will demonstrate the application of knowledge and skills: • with some autonomy in defined contexts and within established parameters • in contexts that may include preparation for further learning, life activities and/or a variety of initial routine and predictable work-related activities including participation in a team or work group	

Comparison	Comparison	Comparison	Conclusion
NTVQF Level 2 has high matching with AQF Level 1	NTVQF Level 2 has medium matching with AQF Level 1	NTVQF Level 2 has medium matching with AQF Level 1	Medium matching between NTVQF Level 2 and IQF Level 1

Comparison of Bangladesh NTVQF Level 3 and Australia AQF Level 2

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
AQF	Knowledge	Skills	Competence	Example
Level 2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.	Graduates of a Certificate II will have: • cognitive skills to access, record and act on a defined range of information from a range of sources • cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems • technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options	Graduates of a Certificate II will demonstrate the application of knowledge and skills: • with some accountability for the quality of own outcomes and some judgement in the completion of own defined and routine tasks in known and stable contexts • with limited autonomy and judgement to complete routine responsibility for own outputs in work and learning • with limited autonomy and but variable tasks in collaboration with others in a team environment	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has high matching with AQF Level 2	NTVQF Level 3 has high matching with AQF Level 2	NTVQF Level 3 has low matching with AQF Level 2	High matching between NTVQF Level 3 and AQF Level 2

Comparison of Bangladesh NTVQF Level 4 and Australia AQF Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
AQF	Knowledge	Skills	Competence	Example
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.	Graduates of a Certificate III will have: <ul style="list-style-type: none"> • cognitive, technical and communication skills to interpret and act on available information • cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions • technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences • technical skills to undertake routine and some non-routine tasks in a range of skilled operations 	Graduates of a Certificate III will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • with discretion and judgement in the selection of equipment, services or contingency measures • to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints • in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters 	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with AQF Level 3	NTVQF Level 4 has high matching with AQF Level 3	NTVQF Level 4 has low matching with AQF Level 3	High matching between NTVQF Level 4 and AQF Level 3

Comparison of Bangladesh NTVQF Level 5 and Australia AQF Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor
AQF	Knowledge	Skills	Competence	Example
Level 4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.	Graduates of a Certificate IV will have: • cognitive skills to identify, analyse, compare and act on information from a range of sources • cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems • specialist technical skills to complete routine and no routine tasks and functions • communication skills to guide activities and provide technical advice in the area of work and learning	Graduates of a Certificate IV will demonstrate the application of knowledge and skills: • to specialised tasks or functions in known or changing contexts • with responsibility for own functions and outputs, and may have limited responsibility for organisation of others • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has high matching with AQF Level 4	NTVQF Level 5 has medium matching with AQF Level 4	NTVQF Level 5 has medium matching with AQF Level 4	Medium matching between NTVQF Level 5 and AQF Level 4

Comparison of Bangladesh NTVQF Level 6 and Australia AQF Level 5

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	

AQF	Knowledge	Skills	Competence	Example
Level 5	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.	Graduates of a Diploma will have: <ul style="list-style-type: none"> • cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources • cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements • specialist technical and creative skills to express ideas and perspectives • communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge 	Graduates of a Diploma will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • with depth in some areas of specialisation, in known or changing contexts • to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations • with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality • with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well defined parameters 	

	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has medium matching with AQF Level 5	NTVQF Level 6 has low matching with AQF Level 5	NTVQF Level 6 has low matching with AQF Level 5	Low matching between NTVQF Level 6 and AQF Level 5

Comparison of Bangladesh NTVQF and Bahrain BQF

Bangladesh		Bahrain		
NTVQF	Academic Qualification	BQF	Academic Qualification	Summary of conclusions drawn from supporting sheets
		Level 10	Doctoral degrees	
		Level 9	BVQ 5, Master degree, Post graduate Diplomas	
		Level 8	Bachelor's degree, Honor's degree	
		Level 7	BVQ 4, Higher Diplomas	
		Level 6	Diplomas	
Level 6	4 Year Diploma	Level 5	BVQ 3, Advance Graduation Qualifications, Higher Certificate	Medium matching between NTVQF Level 6 and BQF Level 6
Level 5	NSS Master	Level 4	BVQ 2, School Graduation Qualifications, Certificate II	High matching between NTVQF Level 5 and BQF Level 5
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	BVQ 1, Intermediate, Certificate 1	High matching between NTVQF Level 4 and BQF Level 4
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Access 2	High matching between NTVQF Level 3 and BQF Level 3
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Access 1	Medium matching between NTVQF Level 2 and AQF Level 2
Level 1	NSS Basic / Basic Trade Course			Medium matching between NTVQF Level 1 and BQF Level 1
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 1 and Bahrain BQF Level 1				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
BQF	Knowledge	Skills	Competence	Example
Level 1	Demonstrate and/or work with: Knowledge of simple facts and ideas in a subject/discipline.	Use rehearsed stages for solving problems. Operate in personal and/or everyday contexts. Take some account, with prompting, of identified consequences of action.	Act in closely defined and highly structured contexts. Act in a limited range of roles Learn to sequence learning tasks; learn to access and use a range of learning resources. Begin to demonstrate awareness of independent role for self.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 1 has high matching with BQF Level 1	NTVQF Level 1 has medium matching with BQF Level 1	NTVQF Level 1 has medium matching with BQF Level 1	Medium matching between NTVQF Level 1 and BQF Level 1

Comparison of Bangladesh NTVQF Level 2 and Bahrain BQF Level 2				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
BQF	Knowledge	Skills	Competence	Example
Level 2	Demonstrate and/or work with: Basic knowledge in a subject/discipline. Simple facts and ideas associated with a subject/discipline.	Identify, with some prompting, a process to deal with a situation or issue. Operate in familiar contexts using given criteria. Take account of some identified consequences of action.	Act in a limited range of predictable and structured contexts. Act in a range of roles under direction. Learn to learn in a disciplined manner in a well-structured and supervised environment. Demonstrate awareness of independent role for self.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with AQF Level 2	NTVQF Level 2 has medium matching with AQF Level 2	NTVQF Level 2 has medium matching with AQF Level 2	Medium matching between NTVQF Level 2 and AQF Level 2

Comparison of Bangladesh NTVQF Level 3 and Bahrain BQF Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
BQF	Knowledge	Skills	Competence	Example
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.	Graduates of a Certificate III will have: <ul style="list-style-type: none"> • cognitive, technical and communication skills to interpret and act on available information • cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions • technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences • technical skills to undertake routine and some non-routine tasks in a range of skilled operations 	Graduates of a Certificate III will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • with discretion and judgement in the selection of equipment, services or contingency measures • to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints • in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters 	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has high matching with BQF Level 3	NTVQF Level 3 has high matching with BQF Level 3	NTVQF Level 3 has medium matching with BQF Level 3	High matching between NTVQF Level 3 and BQF Level 3

Comparison of Bangladesh NTVQF Level 4 and Bahrain BQF Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
BQF	Knowledge	Skills	Competence	Example
Level 4	Demonstrate and/or work with: Basic knowledge in a subject/discipline, which is mainly factual but has some theoretical component. A range of simple facts and ideas about and associated with a subject/discipline. Knowledge and understanding of basic processes, materials and terminology.	Use a problem-solving approach to deal with a situation or issue that is straightforward in relation to a subject/discipline. Operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical. Use some abstract constructs – e.g. make generalizations and/ or draw conclusions.	Act in familiar and unfamiliar contexts. Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behaviour.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with BQF Level 4	NTVQF Level 4 has high matching with BQF Level 4	NTVQF Level 4 has high matching with BQF Level 4	High matching between NTVQF Level 4 and BQF Level 4

Comparison of Bangladesh NTVQF Level 5 and Bahrain BQF Level 5				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study	Highly Skilled Worker / Supervisor
			Apply past experiences in solving similar problems	
BQF	Knowledge	Skills	Competence	Example
Level 5	Demonstrate and/or work with: A broad knowledge of the subject/discipline in general. Knowledge that is embedded in the main theories, concepts and principles. An awareness of the evolving/changing nature of knowledge and understanding. An understanding of the difference between explanations based on evidence and/or research and other forms of explanation and of the importance of this difference.	Obtain, organize and use factual and theoretical information in problem solving. Make generalizations and predictions. Draw conclusions and suggest solutions	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has high matching with BQF Level 5	NTVQF Level 5 has medium matching with BQF Level 5	NTVQF Level 5 has high matching with BQF Level 5	High matching between NTVQF Level 5 and BQF Level 5

Comparison of Bangladesh NTVQF Level 6 and Bahrain BQF Level 6				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	
BQF	Knowledge	Skills	Competence	Example
Level 6	Specialised knowledge of a broad Area. Demonstrate and/or work with: A broad knowledge of the subject/discipline in general. Knowledge that is embedded in the main theories, concepts and principles. An awareness of the evolving/changing nature of knowledge and understanding. An understanding of the difference between explanations based on evidence and/or research and other forms of explanation and of the importance of this difference.	Present and evaluate arguments, information and ideas which are routine to the subject/ discipline. Use a range of approaches to addressing defined and/or routine problems and issues within familiar contexts.	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources; form, and function within, multiple complex and heterogeneous groups. Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs. Express an internalized, personal world view, reflecting engagement with others	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has high matching with BQF Level 6	NTVQF Level 6 has low matching with BQF Level 6	NTVQF Level 6 has high matching with BQF Level 6	Medium matching between NTVQF Level 6 and BQF Level 6

Comparison of Bangladesh NTVQF and Caribbean CVQ

Bangladesh		Caribbean		
NTVQF	Academic Qualification	CVQ	Academic Qualification	Summary of conclusions drawn from supporting sheets
		Level 7	Academic Doctorates e.g. PhD. Professional Doctorates e.g. DBA; DM; EdD	
		Level 6	Masters degrees; Postgraduate Diplomas; Professional qualifications for accounting, legal and other professions	
Level 6	4 Year Diploma	Level 5	Baccalaureate; Bachelors degrees; Honours Degrees; Graduate Diploma	Low matching between NTVQF Level 6 and Caribbean CVQ Level 5
Level 5	NSS Master	Level 4	Associate degree; Higher Diploma; Advanced Diploma	Low matching between NTVQF Level 5 and Caribbean CVQ Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	Undergraduate Diploma	Low matching between NTVQF Level and Caribbean CVQ Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Advanced Certificate	Medium matching between NTVQF Level 3 and Caribbean CVQ Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Certificate	Medium matching between NTVQF Level 2 and Caribbean CVQ Level 1
Level 1	NSS Basic / Basic Trade Course			
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 2 and Caribbean CVQ Level 1				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
CVQ	Knowledge	Skills	Competence	Example
Level 1	Demonstrate knowledge of the steps needed to complete simple activities & knowledge or understanding to carry out simple, familiar activities.	Respect self, persons in authority and the environment. Follow simple instructions. Communicate the decision to say no effectively. Self-aware of emotions. Recognize non-verbal signals of other persons' emotional states. Make simple choices with guidance. Differentiate between /among options. Solve routine problems with supervision. Express self effectively verbally and non-verbally. Use communication technology in a socially appropriate manner. Relate positively with others. Have a sense of identity and display positive behaviour. Demonstrate respect and tolerance when interacting with others. Make and promote healthy lifestyle choices. Negotiate positions.	Work alone or collaborate with others, with appropriate guidance to take some responsibility for the outcomes of simple, routine and familiar tasks with varying levels of support.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Levels 2 has high matching with Caribbean CVQ Level 1	NTVQF Level 2 has medium matching with Caribbean CVQ Level 1	NTVQF Level 2 has low matching with Caribbean CVQ Level 1	Medium matching between NTVQF Level 2 and Caribbean CVQ Level 1

Comparison of Bangladesh NTVQF Level 3 and Caribbean CVQ Level 2				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
CVQ	Knowledge	Skills	Competence	Example
Level 2	Demonstrate knowledge or understanding to carry out structured tasks and activities. Demonstrate knowledge and understanding of the steps needed to complete structured tasks and activities in familiar contexts	Make simple choices. Justify/defend choices. Differentiate /among between options. Anticipate consequences as related to choices and problems. Solve routine problems with minimal supervision. Use communication technology in a socially appropriate manner. Relate positively with others. Demonstrate respect and tolerance. When interacting with others. Negotiate positions and build consensus. Make and promote healthy lifestyle choices. Have a sense of identity and display positive behaviour. Make morally appropriate choices. Express self effectively verbally and nonverbally. Follow instructions. Respect self, persons in authority and the environment. Use emotional awareness in decision making.	Work alone or with others on tasks with minimum supervision. Take responsibilities for completing assigned tasks, exercising autonomy and judgment subject to overall direction and guidance. Show an awareness of roles and responsibilities of others. Contribute to the evaluation and improvement of practices and processes.	
	Comparison	Comparison	Conclusion	Conclusion
	NTVQF Level 3 has high matching with Caribbean CVQ Level 2	NTVQF Level 3 has low matching with Caribbean CVQ Level 2	NTVQF Level 3 has high matching with Caribbean CVQ Level 2	Medium matching between NTVQF Level 3 and Caribbean CVQ Level 2

Comparison of Bangladesh NTVQF Level 4 and Caribbean CVQ Level 3				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
CVQ	Knowledge	Skills	Competence	Example
Level 3	Apply knowledge and understanding in contexts that may be complex and no routine. Select and use relevant skills, resources, methods and procedures in non-routine contexts that may have complex elements. Be aware of consequences of actions on self, others and the environment and take action to limit any negative impact. Use skills and adapt specified procedures to resolve challenges in simple non-routine contexts.	Make informed decisions. Make independent choices. Solve routine problems. Independently use communication technology in a socially appropriate manner. Demonstrate tolerance and respect for others. Negotiate positions and build consensus. Make and promote healthy lifestyle choices. Express self effectively verbally and non-verbally. Justify/defend choices. Anticipate consequences as related to choices made. Differentiate between /among options. Make morally appropriate choices. Respect self, persons in authority and the environment. Identify emotional states of others.	Interacts with the immediate work or study environment at one's own initiative and lead teams established teams in the implementation of initiatives. Take substantial responsibility for initiating and completing tasks and procedures where the overall goal is clear. Exercise responsibility for supervising or guiding others. Manage assigned resources within defined and supervised areas of work or study. Play a significant role in the evaluation of work and the improvement of practices and processes.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has low matching with Caribbean CVQ Level 3	NTVQF Level 4 has low matching with Caribbean CVQ Level 3	NTVQF Level 4 has high matching with Caribbean CVQ Level 3	Low matching between NTVQF Level and Caribbean CVQ Level 3

Comparison of Bangladesh NTVQF Level 5 and Caribbean CVQ Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor
CVQ	Knowledge	Skills	Competence	Example
Level 4	Demonstrate practical theoretical or technical knowledge and understanding to address problems that are well defined, but complex and non-routine in broad context within a field of study or work. Analyse, interpret and evaluate relevant information and ideas. Demonstrate an awareness of the theories and principles in the area of study or work. Demonstrate an informed awareness of different perspectives or approaches, within the area of study or work.	Make informed decisions. Guide and support others in making decisions. Analyze decisions made to inform future decisions. Use evidence- based decision making . Accept responsibility for decisions made Identify and solves problems in collaboration with others. Use communication technology in a socially appropriate manner. Express self effectively verbally and non- verbally recognizing individual and cultural differences. Demonstrate tolerance and respect for others. Promote and build consensus /diffuse conflict. Make and promote healthy lifestyle choices. Make morally appropriate choices. Respect self, persons in authority and the environment. Interpret cause and effect of emotional responses. Recognize and manage emotions.	Take some managerial responsibility for the work of others within a defined and supervised structure. Take some responsibility for implementing courses of action exercising some initiative and independence in carrying out defined activities at a professional /equivalent level. Manage resources within defined areas of work or study. Take account of roles and responsibilities of self and others in carrying out, completing and evaluating tasks.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has low matching with Caribbean CVQ Level 4	NTVQF Level 5 has low matching with Caribbean CVQ Level 4	NTVQF Level 5 has high matching with Caribbean CVQ Level 4	Low matching between NTVQF Level 5 and Caribbean CVQ Level 4

Comparison of Bangladesh NTVQF Level 5 and Caribbean CVQ Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	

CVQ	Knowledge	Skills	Competence	Example
Level 5	Demonstrate comprehensive specialized, practical, theoretical or technological knowledge and understanding to inform practice in broadly defined complex contexts. Analyze, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Demonstrate knowledge and understanding of the difference between explanations based on evidence and/or research and other forms of explanation and the importance of this difference within the area of study or work.	Guide and support others in making decisions. Analyze decisions made to inform future decisions. Practice evidence-based decision making. Make decisions that reflect sensitivity to issues of diversity. Accept responsibility for decisions made. Diagnose and solve problems in collaboration with others. Anticipate problems and initiate preventative action. Use communication technology in a socially appropriate manner. Express self effectively verbally and non- verbally recognizing individual and cultural differences. Create an environment conducive to free interaction and expression. Demonstrate tolerance and respect for others. Negotiate positions and build consensus. Make and promote healthy lifestyle choices. Make morally appropriate choices. Recognize and reward good performances. Diffuse conflict.	Exercise initiative, autonomy and judgment in some activities at the professional/ equivalent activities. Take significant responsibility for planning and developing courses of action in familiar or defined contexts, and the work of others where relevant. Take some account of roles, responsibilities and contribution of others in carrying out, completing and evaluating tasks. Exercise initiative, autonomy and judgment at some activities at the professional/ equivalent level. Manage a range of resources within defined parameters of work. Work in support of current professional practices.	

	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has low matching with Caribbean CVQ Level 5	NTVQF Level 6 has low matching with Caribbean CVQ Level 5	NTVQF Level 6 has high matching with Caribbean CVQ Level 5	Low matching between NTVQF Level 6 and Caribbean CVQ Level 5

Comparison of Bangladesh NTVQF and Indonesia IQF

Bangladesh		Indonesia		
NTVQF	Academic Qualification	IQF	Academic Qualification	Summary of conclusions drawn from supporting sheets
		Level 9		
		Level 8		
		Level 7		
		Level 6		
Level 6	4 Year Diploma	Level 5	Diploma 3 Program	Medium matching between NTVQF Level 6 and IQF Level 5
Level 5	NSS Master	Level 4	Diploma 2 Program	Medium matching between NTVQF Level 5 and IQF Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year	Level 3	Diploma 1 Program	High matching between NTVQF Level 4 and IQF Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Vocational High School / Junior High School (Middle school 12-15 years & High School 12-18 years)	High matching between NTVQF Level 3 and IQF Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Vocational High School / Junior High School (Middle school 12-15 years & High School 12-18 years)	High matching between NTVQF Level 2 and IQF Level 1
Level 1	NSS Basic / Basic Trade Course			
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 2 and Indonesia IQF Level 1

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
IQF	Knowledge	Skills	Competence	Example
Level 1	Posses factual knowledge	Capable to carry out simple task with limited range of scope and routine attribute using tool, known method and process under supervision, monitoring and responsibility of her/his supervisor	Responsible only for her/his own job and not for other person's job	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with IQF Level 1	NTVQF Level 2 has high matching with IQF Level 1	NTVQF Level 2 has medium matching with IQF Level 1	High matching between NTVQF Level 2 and IQF Level 1

Comparison of Bangladesh NTVQF Level 3 and Indonesia IQF Level 2

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
IQF	Knowledge	Skills	Competence	Example
Level 2	Posses basic operational and factual knowledge for being capable to choose available solutions suitable for commonly existed problems	Capable to carry out specific task using tool, information and commonly defined working procedure, and demonstrate performance with measurable quality under direct supervision of the supervisor	Responsible for her/his own job and can be assigned to perform responsibility in supervising other person	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has high matching with IQF Level 2	NTVQF Level 3 has high matching with IQF Level 2	NTVQF Level 3 has high matching with IQF Level 2	High matching between NTVQF Level 3 and IQF Level 2

Comparison of Bangladesh NTVQF Level 4 and Indonesia IQF Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
EQF	Knowledge	Skills	Competence	Example
Level 3	Posses complete operational knowledge, general principles and concepts related to a certain knowhow fact, for being capable to complete a variety of common problems using appropriate method	Capable to carry out a series of specific tasks by translating information and using tool, based on a number of working procedures, and capable to demonstrate performance with measurable quality in which some are her/his own performances under indirect supervision. Capable to cooperate and perform good communication skills within her/his job coverage	Responsible for her/his own job and can be assigned to take responsibility of other person's performance	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with IQF Level 3	NTVQF Level 4 has high matching with IQF Level 3	NTVQF Level 4 has high matching with IQF Level 3	High matching between NTVQF Level 4 and IQF Level 3

Comparison of Bangladesh NTVQF Level 5 and Indonesia IQF Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor

IQF	Knowledge	Skills	Competence	Example
Level 4	Mastering several basic principles of certain knowhow and capable to align them with factual problems in within her/his job coverage	Capable to carry out a task with wide scope as well as a specific task by analyzing limited information, able to select a correct method from several standardized choices, and capable to demonstrate performance with measurable quality and quantity. Capable to cooperate and perform good communication, construct written report within limited scope and to demonstrate initiatives	Responsible for her/his own job and can be assigned to take responsibility of other person's performance	

Comparison	Comparison	Comparison	Conclusion
NTVQF Level 5 has high matching with IQF Level 4	NTVQF Level 5 has medium matching with IQF Level 4	NTVQF Level 5 has low matching with IQF Level 4	Medium matching between NTVQF Level 5 and IQF Level 4

Comparison of Bangladesh NTVQF Level 6 and Indonesia IQF Level 5

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	
IQF	Knowledge	Skills	Competence	Example
Level 5	Mastering general theoretical concepts of a certain knowledge and capable to formulate related problem solving procedure	Capable to complete wide coverage job, choose appropriate method from a variety of undefined and defined selections by analyzing data and to demonstrate performance with measurable quality	Posses capacity to manage team work and construct comprehensive written report	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has medium matching with IQF Level 5	NTVQF Level 6 has medium matching with IQF Level 5	NTVQF Level 6 has medium matching with IQF Level 5	Medium matching between NTVQF Level 6 and IQF Level 5

Comparison of Bangladesh NTVQF and Ireland NFQ

Bangladesh		Ireland		
NTVQF	Academic Qualification	NFQ	Academic Qualification	Summary of conclusions drawn from supporting sheets
		Level 10	Doctoral Degree, Higher Doctorate	
		Level 9	Master's Degree, Post-graduate Diploma	
		Level 8	Honours Bachelor's Degree, Higher Diploma	
		Level 7	Ordinary Bachelor's Degree	
		Level 6	Advanced Certificate, Higher Certificate	
Level 6	4 Year Diploma	Level 5	Level 5 Certificate, Leaving certificate	Medium matching between NTVQF Level 6 and Irish NFQ Level 5
Level 5	NSS Master	Level 4	Level 4 Certificate, Leaving certificate	High matching between NTVQF Level 5 and Irish NFQ Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	Level 3 Certificate, Junior certificate	High matching between NTVQF Level 4 and Irish NFQ Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Level 2 Certificate	Low matching between NTVQF Level 3 and Irish NFQ Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Level 1 Certificate	High matching between NTVQF Level 2 and Irish NFQ Level 1
Level 1	NSS Basic / Basic Trade Course			
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 2 and Ireland NFQ Level 1				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
NFQ	Knowledge	Skills	Competence	Example
Level 1	Elementary knowledge. Demonstrable by recognition or recall.	Demonstrate basic practical skills, and carry out directed activity using basic tools. Perform processes that are repetitive and predictable.	Perform processes that are repetitive and predictable. Act in a limited range of roles. Learn to sequence learning tasks; learn to access and use a range of learning resources. Begin to demonstrate awareness of independent role for self.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with Irish NFQ Level 1	NTVQF Level 2 has+ high matching with Irish NFQ Level 1	NTVQF Level 2 has medium matching with Irish NFQ Level 1	High matching between NTVQF Level 2 and Irish NFQ Level 1

Comparison of Bangladesh NTVQF Level 3 and Ireland NFQ Level 2

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
NFQ	Knowledge	Skills	Competence	Example
Level 2	Knowledge that is narrow in range. Concrete in reference and basic in comprehension.	Demonstrate limited range of basic practical skills, including the use of relevant tools. Perform a sequence of routine tasks given clear direction.	Act in a limited range of predictable and structured contexts. Act in a range of roles under direction. Learn to learn in a disciplined manner in a well-structured and supervised environment. Demonstrate awareness of independent role for self.	
	Comparison	Comparison	Conclusion	Conclusion
	NTVQF Level 3 has low matching with Irish NFQ Level 2	NTVQF Level 3 has low matching with Irish NFQ Level 2	NTVQF Level 3 has low matching with Irish NFQ Level 2	Low matching between NTVQF Level 3 and Irish NFQ Level 2

Comparison of Bangladesh NTVQF Level 4 and Ireland NFQ Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
NFQ	Knowledge	Skills	Competence	Example
Level 3	Knowledge moderately broad in range. Mainly concrete in reference and with some comprehension of relationship between knowledge elements.	Demonstrate a limited range of practical and cognitive skills and tools. Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems.	Act within a limited range of contexts. Act under direction with limited autonomy; function within familiar, homogenous groups. Learn to learn within a managed environment. Assume limited responsibility for consistency of self-understanding and behaviour	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with Irish NFQ Level 3	NTVQF Level 4 has high matching with Irish NFQ Level 3	NTVQF Level 4 has medium matching with Irish NFQ Level 3	High matching between NTVQF Level 4 and Irish NFQ Level 3

Comparison of Bangladesh NTVQF Level 5 and Ireland NFQ Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor
NFQ	Knowledge	Skills	Competence	Example
Level 4	Broad range of knowledge. Mainly concrete in reference and with some elements of abstraction or theory	Demonstrate a moderate range of practical and cognitive skills and tools. Select from a range of procedures and apply known solutions to a variety of predictable problems	Act in familiar and unfamiliar contexts. Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behaviour.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has high matching with Irish NFQ Level 4	NTVQF Level 5 has high matching with Irish NFQ Level 4	NTVQF Level 5 has high matching with Irish NFQ Level 4	High matching between NTVQF Level 5 and Irish NFQ Level 4

Comparison of Bangladesh NTVQF Level 6 and Ireland NFQ Level 5

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	
NFQ	Knowledge	Skills	Competence	Example
Level 5	Broad range of knowledge. Some theoretical concepts and abstract thinking, with significant depth in some areas.	Demonstrate a broad range of specialized skills and tools. Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems.	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has medium matching with Irish NFQ Level 5	NTVQF Level 6 has medium matching with Irish NFQ Level 5	NTVQF Level 6 has low matching with Irish NFQ Level 5	Medium matching between NTVQF Level 6 and Irish NFQ Level 5

Comparison of Bangladesh NTVQF and Netherlands NLQF (EQF)

Bangladesh		Ireland		Summary of conclusions drawn from supporting sheets
NTVQF	Academic Qualification	NFQ	Academic Qualification	
		Level 8	Doctorate; Designer; Medical specialist	
		Level 7	Master Degree	
		Level 6	Bachelor Degree	
Level 6	4 Year Diploma	Level 5	Associate Degree	High matching between NTVQF Level 6 and Dutch NLQF Level 5
Level 5	NSS Master	Level 4+	Pre-university educations (Vwo); pre-university education for adults (Vavo-vwo)	High matching between NTVQF Level 5 and Dutch NLQF Level 4
		Level 4	VET level 4 (MBO 4); Higher general secondary education (Havo); higher general secondary education for adults (Vavo-Havo)	
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	VET level 3 (MBO 3)	High matching between NTVQF Level 4 and Dutch NLQF Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Basic Education 3 (for adults); pre-vocational secondary education - advanced vocational pathway (vmbo kb); prevocational secondary education - combined theoretical pathway (vmbo gl); pre-vocational secondary education theoretical pathway (vmbo tl; VET level 2 (MBO2)	High matching between NTVQF Level 3 and Dutch NLQF Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Basic Education 2 (for adults); pre-vocational secondary education - basic vocational pathway (vmbo bb); VET level 1 (MBO1)	High matching between NTVQF Level 2 and Dutch NLQF Level 1
Level 1	NSS Basic / Basic Trade Course			
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 2 and Dutch NLQF (EQF) Level 1				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
NLQF	Knowledge	Skills	Competence	Example
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with Dutch NLQF Level 1	NTVQF Level 2 has high matching with Dutch NLQF Level 1	NTVQF Level 2 has high matching with Dutch NLQF Level 1	High matching between NTVQF Level 2 and Dutch NLQF Level 1

Comparison of Bangladesh NTVQF Level 3 and Dutch NLQF (EQF) Level 2

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
NLQF	Knowledge	Skills	Competence	Example
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	(UK) GCSE Grades D-G (QCF Level 1); (FI) Lower secondary school
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has high matching with Dutch NLQF Level 2	NTVQF Level 3 has high matching with Dutch NLQF Level 2	NTVQF Level 3 has high matching with Dutch NLQF Level 2	High matching between NTVQF Level 3 and Dutch NLQF Level 2

Comparison of Bangladesh NTVQF Level 4 and Dutch NLQF (EQF) Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
NLQF	Knowledge	Skills	Competence	Example
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study	(UK) GCSE Grades A*-C (QCF Level 2)
			Adapt own behavior to circumstances in solving problems	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with Dutch NLQF Level 3	NTVQF Level 4 has high matching with Dutch NLQF Level 3	NTVQF Level 4 has medium matching with Dutch NLQF Level 3	High matching between NTVQF Level 4 and Dutch NLQF Level 3

Comparison of Bangladesh NTVQF Level 5 and Dutch NLQF (EQF) Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor
NLQF	Knowledge	Skills	Competence	Example
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	(UK) A-level (QCF Level 3); Abitur, Matura, vocational school
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has high matching with Dutch NLQF Level 4	NTVQF Level 5 has high matching with Dutch NLQF Level 4	NTVQF Level 5 has medium matching with Dutch NLQF Level 4	High matching between NTVQF Level 5 and Dutch NLQF Level 4

Comparison of Bangladesh NTVQF Level 6 and Dutch NLQF (EQF) Level 5

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change Identify and design learning programs to develop performance of team members	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
NLQF	Knowledge	Skills	Competence	Example
Level 5	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others	(UK) HNC, HND, Foundation Degree
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has high matching with Dutch NLQF Level 5	NTVQF Level 6 has high matching with Dutch NLQF Level 5	NTVQF Level 6 has high matching with Dutch NLQF Level 5	High matching between NTVQF Level 6 and Dutch NLQF Level 5

Comparison of Bangladesh NTVQF and Vietnam NOSS

Bangladesh		Vietnam		Summary of conclusions drawn from supporting sheets
NTVQF	Academic Qualification	NOSS	Academic Qualification	
Level 6	4 Year Diploma			
Level 5	NSS Master	Level 5	Certificate 5	High matching between NTVQF Level 5 and Vietnam NOSS Level 5
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 4	Certificate 4	High matching between NTVQF Level 4 and Vietnam NOSS Level 4
Level 3	NSS 2 / SSC (Voc) Year 10	Level 3	Certificate 3	High matching between NTVQF Level 3 and Vietnam NOSS Level 3
Level 2	NSS 3 / SSC (Voc) Year 9	Level 2	Certificate 2	High matching between NTVQF Level 2 and Vietnam NOSS Level 2
Level 1	NSS Basic / Basic Trade Course	Level 1	Certificate 1	High matching between NTVQF Level 1 and Vietnam NOSS Level 1
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 1 and Vietnam NOSS Level 1				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
Vietnam	Knowledge	Skills	Competence	Example
Level 1	Demonstrates basic knowledge of technology and is able to apply this Knowledge.	Can perform simple, repetitive tasks. Competent in performing simple tasks and repetitive tasks within one occupation;	Can receive instructions and take limited responsibility for tasks. Requires direct supervision	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 1 has high matching with Vietnam NOSS Level 1	NTVQF Level 1 has high matching with Vietnam NOSS Level 1	NTVQF Level 1 has high matching with Vietnam NOSS Level 1	High matching between NTVQF Level 1 and Vietnam NOSS Level 1

Comparison of Bangladesh NTVQF Level 2 and Vietnam NOSS Level 2

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Vietnam	Knowledge	Skills	Competence	Example
Level 2	Demonstrates basic and some specialized knowledge of technology and is able to apply this knowledge to solve typical on the job basis	Can perform simple and repetitive tasks along with some more complicated tasks	Can consider, predict and explain information. Can work in a team and sometimes independently. Takes responsibility for outcome and output	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with Vietnam NOSS Level 2	NTVQF Level 2 has high matching with Vietnam NOSS Level 2	NTVQF Level 2 has high matching with Vietnam NOSS Level 2	High matching between NTVQF Level 2 and Vietnam NOSS Level 2

Comparison of Bangladesh NTVQF Level 3 and Vietnam NOSS Level 3				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
Vietnam	Knowledge	Skills	Competence	Example
Level 3	Demonstrates both basic and specialized knowledge of technology and is able to apply this knowledge to solve typical on the job issues	Can perform most complex tasks independently without supervision	Can identify, analyze and evaluate information. Can supervise and instruct a work team whilst taking responsibility for work quality and team output	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has high matching with Vietnam NOSS Level 3	NTVQF Level 3 has high matching with Vietnam NOSS Level 3	NTVQF Level 3 has high matching with Vietnam NOSS Level 3	High matching between NTVQF Level 3 and Vietnam NOSS Level 3

Comparison of Bangladesh NTVQF Level 4 and Vietnam NOSS Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
Vietnam	Knowledge	Skills	Competence	Example
Level 4	Demonstrates a broad knowledge of technology and the skills, knowledge and initiative required to deal with complex technical issues. Can interpret results of analysis and assessment and provide input to research and management	Can perform most complex tasks independently without spervision	Can lead a work team, taking responsibility for all operations and for weld quality and team output	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with Vietnam NOSS Level 4	NTVQF Level 4 has high matching with Vietnam NOSS Level 4	NTVQF Level 4 has high matching with Vietnam NOSS Level 4	High matching between NTVQF Level 4 and Vietnam NOSS Level 4

Comparison of Bangladesh NTVQF Level 5 and Vietnam NOSS Level 5

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study	Highly Skilled Worker / Supervisor
			Apply past experiences in solving similar problems	
Vietnam	Knowledge	Skills	Competence	Example
Level 5	Demonstrates a comprehensive knowledge of technology. Can analyze, forecast and design in order to solve both technical and management issues. Can interpret results of analysis and	Can perform all tasks fluently, skilfully, independently and with total self control	Can take the initiative to manage and lead a team , taking responsibility for team output and ensuring that weld quality and workmanship are in accordance w ith specified standards.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has high matching with Vietnam NOSS Level 5	NTVQF Level 5 has high matching with Vietnam NOSS Level 5	NTVQF Level 5 has high matching with Vietnam NOSS Level 5	High matching between NTVQF Level 5 and Vietnam NOSS Level 5

Comparison of Bangladesh NTVQF and South Africa (SAQA)

Bangladesh		Ireland			
NTVQF	Academic Qualification	SAQA	Academic Qualification	Vocational Qualification	Summary of conclusions drawn from supporting sheets
		Level 10	Doctoral Degree Doctoral Degree (Professional)	-	
		Level 9	Master's Degree Master's Degree (Professional)	-	
		Level 8	Bachelor's Honours Degree Post Graduate Diploma Bachelor's Degree	Occupational Certificate	
		Level 7	Bachelor's Degree Advanced Diploma	Occupational Certificate	
		Level 6	Diploma Advanced Certificate	Occupational Certificate	
Level 6	4 Year Diploma	Level 5	Higher Certificate	Occupational Certificate	Low matching between NTVQF Level 6 and SAQA Level 5
Level 5	NSS Master	Level 4	National Certificate	Occupational Certificate	Low matching between NTVQF Level 5 and SAQA Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	Intermediate Certificate	Occupational Certificate	Low matching between NTVQF Level 4 and SAQA Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Elementary Certificate	Occupational Certificate	Low matching between NTVQF Level 3 and SAQA Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	General Certificate	Occupational Certificate	Low matching between NTVQF Level 2 and SAQA Level 1
Level 1	NSS Basic / Basic Trade				
Pre-Voc 2	None / Less than 8 years of school				
Pre-Voc 1					

Comparison of Bangladesh NTVQF Level 2 and SAQA Level 1				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
SAQA	Knowledge	Skills	Competence	Example
Level 1	Scope of knowledge, in respect of which a learner is able to demonstrate a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study. b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that knowledge in a particular field develops over a period of time through the efforts of a number of people, and often through the synthesis of information from a variety of related sources and fields	Method and procedure, in respect of which a learner is able to demonstrate the ability to use key common tools and instruments, and a capacity to apply him/herself to a well defined task under direct supervision. d. Problem solving, in respect of which a learner is able to demonstrate the ability to recognise and solve problems within a familiar, well-defined context.	Context and systems, in respect of which a learner is able to demonstrate an understanding of the context within which he/she operates. i. Management of learning, in respect of which a learner is able to demonstrate the ability to sequence and schedule learning tasks, and the ability to access and use a range of learning resources. Accountability, in respect of which a learner is able to demonstrate the ability to work as part of a group	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has low matching with SAQA Level 1	NTVQF Level 2 has low matching with SAQA Level 1	NTVQF Level 2 has low matching with SAQA NLQF Level 1	Low matching between NTVQF Level 2 and SAQA Level 1

Comparison of Bangladesh NTVQF Level 3 and SAQA Level 2				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
SAQA	Knowledge	Skills	Competence	Example
Level 2	Scope of knowledge, in respect of which a learner is able to demonstrate a basic operational knowledge of one or more areas or fields of study, in addition to the fundamental areas of study. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that one's own knowledge of a particular field or system develops through active participation in relevant activities	Method and procedure, in respect of which a learner is able to demonstrate the ability to use a variety of common tools and instruments, and a capacity to work in a disciplined manner in a well-structured and supervised environment. Problem solving, in respect of which a learner is able to demonstrate the ability to use own knowledge to select and apply known solutions to well-defined routine problems.	Context and systems, in respect of which a learner is able to demonstrate an understanding of the environment within which he/she operates in a wider context. Management of learning, in respect of which a learner is able to demonstrate the capacity to learn in a disciplined manner in a well-structured and supervised environment. Accountability, in respect of which a learner is able to demonstrate the ability to manage own time effectively, the ability to develop sound working relationships, and the ability to work effectively as a part of a group	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has low matching with SAQA Level 2	NTVQF Level 3 has low matching SAQA Level 2	NTVQF Level 3 has low matching SAQA Level 2	Low matching between NTVQF Level 3 and SAQA Level 2

Comparison of Bangladesh NTVQF Level 4 and SAQA Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
SAQA	Knowledge	Skills	Competence	Example
Level 3	Scope of knowledge, in respect of which a learner is able to demonstrate a basic understanding of the key concepts and knowledge of one or more fields or disciplines, in addition to the fundamental areas of study. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that knowledge in a field can only be applied if the knowledge, as well as its relationship to other knowledge in a field can only be applied if the knowledge, as well as its relationship to other relevant information in related fields, is understood.	Problem solving, in respect of which a learner is able to demonstrate the ability to use own knowledge to select appropriate procedures to solve problems within given parameters.	Context and systems, in respect of which a learner is able to demonstrate an understanding of the organisation or operating environment as a system, and application of skills in measuring the environment using key instruments and equipment. Management of learning, in respect of which a learner is able to demonstrate the ability to learn within a managed environment. Accountability, in respect of which a learner is able to demonstrate the capacity to actively contribute to team effectiveness.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has Low matching with SAQA Level 3	NTVQF Level 4 has high matching with SAQA Level 3	NTVQF Level 4 has low matching SAQA Level 3	Low matching between NTVQF Level 4 and SAQA Level 3

Comparison of Bangladesh NTVQF Level 5 and SAQA Level 4				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study	Highly Skilled Worker / Supervisor
			Apply past experiences in solving similar problems	
SAQA	Knowledge	Skills	Competence	Example
Level 4	Scope of knowledge, in respect of which a learner is able to demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study, and a fundamental understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that knowledge in one field can be applied to related fields.	Problem solving, in respect of which a learner is able to demonstrate the ability to use own knowledge to solve common problems within a familiar context, and the ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions.	Context and systems, in respect of which a learner is able to demonstrate an understanding of the organisation or operating environment as a system within a wider context. Management of learning, in respect of which a learner is able to demonstrate the capacity to take responsibility for own learning within a supervised environment, and the capacity to evaluate own performance against given criteria. Accountability, in respect of which a learner is able to demonstrate the capacity to take decisions about and responsibility for actions, and the capacity to take the initiative to address any shortcomings found.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has low matching with SAQA Level 4	NTVQF Level 5 has low matching with SAQA Level 4	NTVQF Level 5 has low matching with SAQA Level 4	Low matching between NTVQF Level 5 and SAQA Level 4

Comparison of Bangladesh NTVQF Level 6 and SAQA Level 5				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	
SAQA	Knowledge	Skills	Competence	Example
Level 5	Scope of knowledge, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice. Knowledge literacy, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.	Problem solving, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.	Context and systems, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system. Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has low matching SAQA Level 5	NTVQF Level 6 has low matching with SAQA Level 5	NTVQF Level 6 has low matching SAQA Level 5	Low matching between NTVQF Level 6 and SAQA Level 5

Comparison of Bangladesh NTVQF and New Zealand (NZQF)

Bangladesh		New Zealand		
NTVQF	Academic Qualification	NZQF	Academic Qualification	Summary of conclusions drawn from supporting sheets
		Level 10	Doctoral Degree	
		Level 9	Master's Degree	
		Level 8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree	
		Level 7	Bachelor's Degree, Graduate Diplomas and Certificates	
		Level 6	Diplomas	
Level 6	4 Year Diploma	Level 5	Diplomas	Low matching between NTVQF Level 6 and NZQF Level 5
Level 5	NSS Master	Level 4	Certificates	High matching between NTVQF Level 5 and NZQF Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	Certificates	High matching between NTVQF Level 4 and NZQF Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Certificates	Low matching between NTVQF Level 3 and SAQA Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Certificates	High matching between NTVQF Level 2 and NZQF Level 1
Level 1	NSS Basic / Basic Trade			
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 2 and NZQF Level 1

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
NZQF	Knowledge	Skills	Competence	Example
Level 1	Basic general and/or foundation knowledge	Apply basic solutions to simple problems. Apply basic skills required to carry out simple tasks	Highly structured contexts. Requiring some responsibility for own learning. Interacting with others.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with NZQF Level 1	NTVQF Level 2 has high matching with NZQF Level 1	NTVQF Level 2 has high matching with NZQF Level 1	High matching between NTVQF Level 2 and NZQF Level 1

Comparison of Bangladesh NTVQF Level 3 and NZQF Level 2				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
NZQF	Knowledge	Skills	Competence	Example
Level 2	Basic factual and/or operational knowledge of a field of work or study	Apply known solutions to familiar problems. Apply standard processes relevant to the field of work or study	General supervision. Requiring some responsibility for own learning and performance	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has high matching with NZQF Level 2	NTVQF Level 3 has high matching NZQF Level 2	NTVQF Level 3 has high matching NZQF Level 2	Low matching between NTVQF Level 3 and SAQA Level 2

Comparison of Bangladesh NTVQF Level 4 and NZQF Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
NZQF	Knowledge	Skills	Competence	Example
Level 3	Some operational and theoretical knowledge in a field of work or study	Select and apply from a range of known solutions to familiar problems. Apply a range of standard processes relevant to the field of work or study	Limited supervision. Requiring major responsibility for own learning and performance. Collaborating with others.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with NZQF Level 3	NTVQF Level 4 has high matching with NZQF Level 3	NTVQF Level 4 has high matching NZQF Level 3	High matching between NTVQF Level 4 and NZQF Level 3

Comparison of Bangladesh NTVQF Level 5 and NZQF Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study	Highly Skilled Worker / Supervisor
			Apply past experiences in solving similar problems	
NZQF	Knowledge	Skills	Competence	Example
Level 4	Broad operational and theoretical knowledge in a field of work or study	Select and apply solutions to familiar and sometimes unfamiliar problems. Select and apply a range of standard and non-standard processes relevant to the field of work or study	Self-management of learning and performance under broad guidance. Some responsibility for performance of others. Adapting own behavior when interacting with others. Contributing to group performance.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has high matching with NZQF Level 4	NTVQF Level 5 has high matching with NZQF Level 4	NTVQF Level 5 has high low matching with NZQF Level 4	High matching between NTVQF Level 5 and NZQF Level 4

Comparison of Bangladesh NTVQF Level 6 and NZQF Level 5				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	
NZQF	Knowledge	Skills	Competence	Example
Level 5	Broad operational or technical and theoretical knowledge within a specific field of work or study	Select and apply a range of solutions to familiar and sometimes unfamiliar problems. Select and apply a range of standard and non-standard processes relevant to the field of work or study	Complete self-management of learning and performance within defined contexts. Some responsibility for the management of learning and performance of others	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has high matching NZQF Level 5	NTVQF Level 6 has high matching NZQF Level 5	NTVQF Level 6 has medium matching NZQF Level 5	Low matching between NTVQF Level 6 and NZQF Level 5

Comparison of Bangladesh NTVQF and Barbados (BNQF)				
Bangladesh		Barbados		
NTVQF	Academic Qualification	BNQF	Academic Qualification	Summary of conclusions drawn from supporting sheets
		Level 8	Doctoral Degree	
		Level 7	Master Degree	
		Level 6	Post Graduate Certificate & Diploma	
Level 6	4 Year Diploma	Level 5	Bachelor's Degree	Low matching between NTVQF Level 6 and BNQF Level 5
Level 5	NSS Master	Level 4	Associate Degree, Advanced Diploma	Low matching between NTVQF Level 5 and BNQF Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	Certificates III, Diploma	High matching between NTVQF Level 4 and NZQF Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	Certificates II	Low matching between NTVQF Level 3 and BNQF Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	Certificate I	High matching between NTVQF Level 2 and BNQF Level 1
Level 1	NSS Basic / Basic Trade			
Pre-Voc 2	None / Less than 8 years of school			
Pre-Voc 1				

Comparison of Bangladesh NTVQF Level 2 and Barbados BNQF Level 1				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
BNQF	Knowledge	Skills	Competence	Example
Level 1	Limited range of applied knowledge and basic comprehension to roles and tasks	Performance of relatively simple work Clear choice of routine and simple tasks	Works under direct supervision with regular checking. Differentiates between and among options. Uses communication technology in a socially appropriate manner. Cooperates and relates positively with others. Exercises limited degree of discretion and judgment about possible actions. Makes and promotes healthy lifestyle choices	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with BNQF Level 1	NTVQF Level 2 has high matching with BNQF Level 1	NTVQF Level 2 has low matching with BNQF Level 1	High matching between NTVQF Level 2 and BNQF Level 1

Comparison of Bangladesh NTVQF Level 3 and Barbados BNQF Level 2

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
BNQF	Knowledge	Skills	Competence	Example
Level 2	Apply knowledge with underpinning comprehension in a number of areas. Make comparisons & interpret available information	Choose from a range of procedures performed in a number of contexts, some of which may be non-routine. Moderate use of practical and cognitive skills. Use a range of procedures and apply known solutions to a variety of problems	Undertakes directed activity with a degree of autonomy. Achieves outcomes within time constraints. Coordinates and collaborate positively with others. Some sense of responsibility for shaping one's life. Expresses self effectively, verbally and non-verbally. Demonstrates respect and tolerance when interacting with other. Respect self, persons in authority and the environment	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has low matching with BNQF Level 2	NTVQF Level 3 has low matching BNQF Level 2	NTVQF Level 3 has low matching BNQF Level 2	Low matching between NTVQF Level 3 and BNQF Level 2

Comparison of Bangladesh NTVQF Level 4 and BNQF Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
BNQF	Knowledge	Skills	Competence	Example
Level 3	Apply knowledge in a range of complex activities, demonstrating comprehension of relevant theories. Access and evaluate information independently. Analyse information and make reasoned judgments	Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills. Select from a considerable choice of procedures. Capacity to use a variety of instruments and techniques in various contexts. Employ range of responses to well defined but often unfamiliar or unpredictable problems	Engages in self-directed activity with guidance, limited evaluation. Responsibility for output Limited responsibility for quality and quantity of the output of others. Anticipates consequences as related to choices and problems. Makes morally appropriate choices and can justify and defend choices. Can identify emotional states of others	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has low matching with BNQF Level 3	NTVQF Level 4 has low matching with BNQF Level 3	NTVQF Level 4 has low matching BNQF Level 3	High matching between NTVQF Level 4 and NZQF Level 3

Comparison of Bangladesh NTVQF Level 5 and Barbados BNQF Level 4				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study	Highly Skilled Worker / Supervisor
			Apply past experiences in solving similar problems	
BNQF	Knowledge	Skills	Competence	Example
Level 4	Knowledge and understanding of underlying principles and concepts associated with areas of studies and ability to interpret within their context. Develop a rigorous approach to the acquisition of knowledge. Generate a range of responses, a limited number of which are innovative, to well defined, but often unfamiliar problems. Evaluate information, using it to plan and develop investigative strategies	Employ a range of specialized skills. Operate in a range of varied and specific contexts involving creative and non-routine activities. Comprehensive range of skills vocationally specific or generally supervisory in nature	Primarily autonomous and self-directed work with a limited amount of directive activity. Anticipates problems and initiates preventative action. Operates independently within broad general guidelines or functions. Accountability and responsibility for personal outcomes and for the nature and quantity of outputs. Assumes design, management and administrative responsibilities within a specific discipline or area of expertise	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has low matching with BNQF Level 4	NTVQF Level 5 has low matching with BNQF Level 4	NTVQF Level 5 has high low matching with BNQF Level 4	Low matching between NTVQF Level 5 and BNQF Level 4

Comparison of Bangladesh NTVQF Level 6 and BNQF Level 5

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change Identify and design learning programs to develop performance of team members	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
BNQF	Knowledge	Skills	Competence	Example
Level 5	Generate ideas through the analysis of information and concepts at an abstract level. Formulate appropriate responses to resolve well defined and abstract problems. Analyze, reformat and evaluate a wide range of information	Utilize diagnostic and creative skills in a range of technical, professional or management functions. Command wide ranging specialized technical, creative and/or conceptual skills	responsibility and accountability within broad parameters for determining and achieving personal and or group outcomes. Practices evidence-based decision making. Exercises appropriate judgment in planning, design, technical and or supervisory functions related to products, services and operations. Makes decisions that reflect sensitivity to issues of diversity	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has low matching BNQF Level 5	NTVQF Level 6 has low matching BNQF Level 5	NTVQF Level 6 has low matching BNQF Level 5	Low matching between NTVQF Level 6 and BNQF Level 5

Comparison of Bangladesh NTVQF and Scottish Credit and Qualifications Framework (SCQF)

Bangladesh		Scotland			
NTVQF	Academic Qualification	SCQF	Academic Qualification	Vocational qualification	Summary of conclusions drawn from supporting sheets
		Level 12	Doctorates		
		Level 11	Masters	SVQ 5	
		Level 10	Honours degree, Graduate diploma		
		Level 9	Ordinary degree, Graduate certificate		
		Level 8	HND, DipHE	SVQ 4	
		Level 7	HNC, CertHE and Advanced Higher		
		Level 6	Higher	SVQ 3	
Level 6	4 Year Diploma	Level 5	National 5, Intermediate 2 and Credit Standard Grade	SVQ 2	Low matching between NTVQF Level 6 and SCQF Level 5
Level 5	NSS Master	Level 4	National 4, Intermediate 1 and General Standard Grade	SVQ 1	Low matching between NTVQF Level 5 and SCQF Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	National 3, Access 3 and Foundation Standard Grade	SVQ 1	Low matching between NTVQF Level 4 and SCQF Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	National 2 and Access 2		Low matching between NTVQF Level 3 and SCQF Level 2
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	National 1 and Access 1		Low matching between NTVQF Level 2 and SCQF Level 1
Level 1	NSS Basic / Basic Trade Course				
Pre-Voc 2	None / Less than 8 years of school				
Pre-Voc 1					

Comparison of Bangladesh NTVQF Level 2 and Scotland SCQF Level 1

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
SCQF	Knowledge	Skills	Competence	Example
Level 1	SCQF Level 1 recognises learning development and achievement that ranges from participation in experiential situations to the achievement of basic tasks, with varying degrees of support.	SCQF Level 1 recognises learning development and achievement that ranges from participation in experiential situations to the achievement of basic tasks, with varying degrees of support.	SCQF Level 1 recognises learning development and achievement that ranges from participation in experiential situations to the achievement of basic tasks, with varying degrees of support.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has low matching with SCQF Level 1	NTVQF Level 2 has low matching with SCQF Level 1	NTVQF Level 2 has low matching with SCQF Level 1	Low matching between NTVQF Level 2 and SCQF Level 1

Comparison of Bangladesh NTVQF Level 3 and Scotland SCQF Level 2				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
SCQF	Knowledge	Skills	Competence	Example
Level 2	Demonstrate and/or work with: • Basic knowledge. • Simple facts and ideas.	• Relate knowledge to a few simple everyday contexts with prompting. • Use a few very simple skills. • Carry out, with guidance, a few familiar tasks. • Use, under supervision, basic tools and materials.	Work alone or with others on simple routine, familiar tasks under frequent directive supervision. • Identify, given simple criteria, some strengths and/or weaknesses of the work.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has low matching with SCQF Level 2	NTVQF Level 3 has low matching SCQF Level 2	NTVQF Level 3 has low matching SCQF Level 2	Low matching between NTVQF Level 3 and SCQF Level 2

Comparison of Bangladesh NTVQF Level 4 and Scotland SCQF Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
SCQF	Knowledge	Skills	Competence	Example
Level 3	Demonstrate and/or work with: • Basic knowledge. • Simple facts and ideas in, and associated with, a subject/discipline/sector.	Relate knowledge to personal and/or everyday contexts with some prompting. • Use a few basic, routine skills to undertake familiar and routine tasks. • Complete pre-planned tasks. • Use, with guidance, basic tools and materials safely and effectively.	Work alone or with others on simple tasks under frequent directive supervision. • Participate in the setting of goals, timelines, etc. • Participate in the review of completed work and the identification of ways of improving practices and processes. • Identify, given simple criteria, own strengths and weaknesses relative to the work.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has low matching with SCQF Level 3	NTVQF Level 4 has low matching with SCQF Level 3	NTVQF Level 4 has low matching SCQF Level 3	Low matching between NTVQF Level 4 and SCQF Level 3

Comparison of Bangladesh NTVQF Level 5 and Scotland SCQF Level 4				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor
SCQF	Knowledge	Skills	Competence	Example
Level 4	Demonstrate and/or work with: • Basic knowledge. • Some simple facts and ideas in, about, and associated with, a subject/discipline/sector. • Knowledge of basic processes, materials and terminology.	Relate knowledge to personal and/or practical contexts. • Use a few skills to complete straightforward tasks with some non-routine elements. • Prepare for familiar and routine tasks. • Select and use, with guidance, appropriate tools and materials safely and effectively.	Work alone or with others on tasks with regular, directive supervision. • Contribute to the setting of goals, timelines, etc. • Contribute to the review of completed work and offer suggestions for improving practices and processes. • Identify own strengths and weaknesses relative to the work.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has low matching with SCQF Level 4	NTVQF Level 5 has low matching with SCQF Level 4	NTVQF Level 5 has high low matching with SCQF Level 4	Low matching between NTVQF Level 5 and SCQF Level 4

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Comparison of Bangladesh NTVQF Level 6 and SCQF Level 5				
NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
			Identify and design learning programs to develop performance of team members	
SCQF	Knowledge	Skills	Competence	Example
Level 5	Demonstrate and/or work with: • Basic knowledge. • A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector. • Knowledge and understanding of basic processes, materials and terminology.	Relate knowledge and ideas to personal and/or practical contexts. • Use a range of skills associated with the subject/discipline/sector to complete some routine and non-routine tasks. • Plan and organise both familiar and unfamiliar tasks. • Select appropriate tools and materials and use them safely and effectively. • Adjust tools where necessary following safe practices.	Work alone or with others on tasks with minimum directive supervision. • Agree goals and responsibilities for self and/or work team. • Take lead responsibility for some tasks. • Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has low matching SCQF Level 5	NTVQF Level 6 has low matching SCQF Level 5	NTVQF Level 6 has low matching SCQF Level 5	Low matching between NTVQF Level 6 and SCQF Level 5

Comparison of Bangladesh NTVQF and Danish Qualifications Framework (NQF)

Bangladesh		Denmark	
NTVQF	Academic Qualification	NQF	Summary of conclusions drawn from supporting sheets
		Level 8	
		Level 7	
		Level 6	
Level 6	4 Year Diploma	Level 5	Low matching between NTVQF Level 6 and NQF Level 5
Level 5	NSS Master	Level 4	High matching between NTVQF Level 5 and NQF Level 4
Level 4	NSS 1 / HSC (Voc / BM) Year 11 & 12	Level 3	High matching between NTVQF Level 4 and NQF Level 3
Level 3	NSS 2 / SSC (Voc) Year 10	Level 2	High matching between NTVQF Level 2 and NQF Level 1
Level 2	NSS 3 / SSC (Voc) Year 9	Level 1	High matching between NTVQF Level 2 and NQF Level 1
Level 1	NSS Basic / Basic Trade Course		
Pre-Voc 2	None / Less than 8 years of school		
Pre-Voc 1			

Comparison of Bangladesh NTVQF Level 2 and Danish NQF Level 1

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
Level 1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker
NQF	Knowledge	Skills	Competence	Example
Level 1	Must have basic knowledge within general subjects. Must have basic knowledge about natural, cultural, social and political matters.	Must possess basic linguistic, numerical, practical and creative skills. Must be able to utilise different basic methods of work. Must be able to evaluate own work. Must be able to present the results of own work.	Must be able to take personal decisions and act in simple, clear situations. Must be able to work independently with pre-defined problems. Must have a desire to learn and be able to enter into partly open learning situations under supervision.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 2 has high matching with NQF Level 1	NTVQF Level 2 has high matching with NQF Level 1	NTVQF Level 2 has high matching with NQF Level 1	High matching between NTVQF Level 2 and NQF Level 1

Comparison of Bangladesh NTVQF Level 3 and Danish NQF Level 2

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi- Skilled Worker
NQF	Knowledge	Skills	Competence	Example
Level 2	Must have basic knowledge in general subjects or specific areas within an occupational area or field of study. Must have understanding of the basic conditions and mechanisms of the labour market.	Must be able to apply fundamental methods and tools for solving simple tasks while observing relevant regulations. Must be able to correct for faults or deviations from a plan or standard. Must be able to present and discuss the results of own work.	Must be able to take personal decisions and act in simple, clear situations. Must be able to undertake a certain amount of responsibility for the development of forms of work and to enter into uncomplicated group processes. Must be able to enter into partly open learning situations and seek guidance and supervision.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 3 has high matching with NQF Level 2	NTVQF Level 3 has high matching NQF Level 2	NTVQF Level 3 has high matching NQF Level 2	High matching between NTVQF Level 3 and NQF Level 2

Comparison of Bangladesh NTVQF Level 4 and Danish NQF Level 3

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study	Skilled Worker
			Apply past experiences in solving similar problems	
NQF	Knowledge	Skills	Competence	Example
Level 3	Must have knowledge of basic methodology and norms within an occupational area or field of study. Must have understanding of own possibilities for influence on the labour market and in society.	Must be able to perform practical work assignments within an occupational area or field of study. Must be able to solve professional problems. Must be able to search for and assess information relevant to a practical work assignment within an occupational area or field of study. Must be able to use professional terminology in communications with colleagues, fellow students and users.	Must be able to take responsibility for defined work processes. Must be able to enter into interdisciplinary cooperation within the practice of an occupation or field of study. Must be able to participate actively in learning situations within an occupation or field of study	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 4 has high matching with NQF Level 3	NTVQF Level 4 has high matching with NQF Level 3	NTVQF Level 4 has high matching NQF Level 3	High matching between NTVQF Level 4 and NQF Level 3

Comparison of Bangladesh NTVQF Level 5 and Danish NQF Level 4

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study	Highly Skilled Worker / Supervisor
			Apply past experiences in solving similar problems	
NQF	Knowledge	Skills	Competence	Example
Level 4	Must have knowledge of concepts, principles and processes within the practice of an occupation or field of study or in general subjects. Must have understanding of the relations between professional problems and social/international conditions.	Must be able to select and apply relevant tools, methodologies, techniques and materials within an occupational area or a field of study. Must be able to identify a practical and/or theoretical problem. Must be able to assess the quality of own and others' work in relation to a given standard. Must be able to utilise the terminology of an occupation or field of study in communication with collaboration partners and users.	Must be able to take responsibility for work processes in normally predictable work or study situations. Must be able to plan and take responsibility for own and joint work processes and results. Must be able to search for further education and training and professional development in structured learning environments	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 5 has high matching with NQF Level 4	NTVQF Level 5 has medium matching with NQF Level 4	NTVQF Level 5 has high matching with NQF Level 4	High matching between NTVQF Level 5 and NQF Level 4

Comparison of Bangladesh NTVQF Level 6 and Danish NQF Level 5

NTVQF	Knowledge	Skill	Responsibility	Job Class.
Level 6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change Identify and design learning programs to develop performance of team members	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
NQF	Knowledge	Skills	Competence	Example
Level 5	Must have knowledge of practice, and application of methodology and theory in an occupational area or field of study. Must have understanding of practice and/or the most important theories and methodologies used and be able to understand the utilization of these within an occupation.	Must be able to utilize and combine a comprehensive set of skills connected with the practice and work processes of an occupation or field of study. Must be able to assess practice-related problems and adjust work procedures and processes. Must be able to communicate practice related problems and possible solutions to collaboration partners and users.	Must be able to enter into development oriented and/or interdisciplinary work processes. Must be able to undertake defined management and planning functions in relation to the practice of an occupation or field of study. Must be able to identify and develop own possibilities for continued further education and training in different learning environments.	
	Comparison	Comparison	Comparison	Conclusion
	NTVQF Level 6 has medium matching NQF Level 5	NTVQF Level 6 has low matching NQF Level 5	NTVQF Level 6 has low matching NQF Level 5	Low matching between NTVQF Level 6 and NQF Level 5