

NQF state of play

 **Finland 2024**

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Overview

Stage of development: [Operational stage](#)

NQF linked to EQF: ✓

Scope of the framework:

The framework covers state-recognised qualifications, i.e. formal qualifications awarded by the education and other ministries, and competence modules, which may be shorter than a qualification and can be awarded outside formal education and training.

Number of levels:

Eight

Legal basis/stage of development:

Act on the national framework for qualifications and other competence modules (93/2017)

[\(in Finnish\)](#)

[\(in English\)](#)

Government Decree on the NQF (120/2017)

[\(in Finnish\)](#)

[\(in English\)](#)

NQF/EQF website:

[Website](#)

Qualifications register/database:

[Studyinfo database](#)

Introduction and context

1.1. Policy context

In Finland in 2023, public expenditure on education as a percentage of gross domestic product was 5,5%, above the EU average of 4.7%. The country keeps increasing participation in early childhood education (89 % in 2023) towards the EU 2030 target of at least 96%, while the share of early leavers from education and training (age 18-24) was 9.3 % in 2023. In the same year, tertiary education attainment (age 25-34) was 39.2 % (below the EU average and in decline by 1.5 pp since 2022). Vocational education and training (VET) is a popular study path, attracting 67.9 % of learners at upper secondary level in 2023([1]). In 2023, the share of adults participating in learning was 51.8%, well above the EU-27 average of 39.5% as well as of the EU-level 2025 target of at least 47% European Commission: Directorate-General for Education, Youth, Sport and Culture, 2024). A 2024 national report on skills identification and development highlights the potential use of the FiNQF as a tool in support of national sustainable growth policies (European Commission & Cedefop, 2024; Valto, 2025).

1.2. NQF legal basis

The [Act 93/2017](#) on the national framework for qualifications and other competence modules and the [government decree 120/2017](#) on the national framework for qualifications and other competence modules both came into force in March 2017. The decree specified the levelled qualifications and syllabi in its annex. An amendment to the Act 93/2017, [Act 1230/2020](#), came into force in 2022, aligning it to the Act on Preparatory education for programmes leading to an upper secondary qualification 1215/2020. The FiNQF is updated and supplemented by amending the annex of the [government decree 120/2017](#), which is a responsibility of the education ministry, i.e. Ministry of Education and Culture (European Commission & Cedefop, 2024).

Policy objectives

The FiNQF aims to improve the clarity, transparency and effectiveness of Finland's qualifications system, and to increase comparability of qualifications at the national and European levels. It also aims to promote mobility and lifelong learning (see the [FiNQF website](#)). It reflects the current system of qualifications, and for this reason, no specific policy strategic targets have been set. In 2023 and 2024, in policy discussions the potential use of the FiNQF in making the levels of non-formal education and microcredentials more visible was highlighted (European Commission & Cedefop, 2024).

Levels, learning outcomes and qualifications

3.1. NQF structure and level descriptors

The eight-level framework is learning-outcome based, and describes qualification levels using an integrated approach, in terms of knowledge, skills, competences and their interrelationships, without an explicit distinction between them.

While the requirements for knowledge and skills are closely aligned with those of the EQF, the descriptors relating to competences reflect national objectives in these areas (e.g. relating to key competences such as entrepreneurship and language skills). A good illustration is the descriptor for level 4, where personal and social competences are described in the following way.

- a. Has a good command of the knowledge base of his/her field of work or study in broad contexts in and certain cognitive and practical skills as well as expression skills, and makes use of such knowledge and skills when solving problems specific to his/her field and carrying out tasks in the field. Works independently in operating environments that are usually predictable but are subject to change.
- b. Takes responsibility for completion of his/her tasks and works safely and responsibly within a work community. Works in an economical, productive and systematic manner, and organises his/her work taking other actors into consideration. Is able to supervise routine tasks performed by others. Has the ability to work in an entrepreneurial manner in someone else's service or as an independent entrepreneur in the field. Evaluates his/her competence and scope of duties and improves actions relating to work or studies. Develops himself/herself and his/her work.
- c. Has the ability for lifelong learning. Acts in a way that complies with ethical principles when interacting with different people in learning and working communities and other groups and networks. Communicates diversely and interactively in different situations and produces varied and also field-specific texts in his/her mother tongue. Communicates in the second national language and interacts in his own field in at least one foreign language, also internationally.

Source: Government of Finland (2017), Government Decree 120/2017, Annex.

3.2. NQF scope and coverage

The FiNQF includes the full range of formal qualifications from general education, VET and higher education, within the remit of the education ministry, along with qualifications awarded by other ministries, such as qualifications related to defence and police. Certain competence modules, awarded outside formal education and training and defined in learning outcomes, are included in the framework; they should be delivered according to the competence requirements set by law or by a competent body. Competence modules can 'refer to a part of a qualification (an entity), qualification units, further training related to an eligibility, or module of studies that is a requirement for a particular profession' (Finnish National Agency for Education & Ministry of Education and Culture, 2018). These modules can be considered as microcredentials (Cedefop, 2023). They play an important role in lifelong learning and many relate to access to regulated or specialised professions. Stakeholders can propose new competence modules to be levelled to the FiNQF, while the education ministry is responsible for updating and supplementing the framework.

The qualifications, syllabi and other extensive competence modules ([2]) are levelled based on the required competences. The first 16 competence modules (levels 2 to 7) were included in the framework in February 2020, and two new competence modules at level 3 were added in August 2022. Moreover, new preparatory education for programmes leading to an upper secondary qualification has replaced two preparatory education programmes that are no longer delivered ([3]). During 2022, compulsory education provided by liberal adult education providers was also included in the framework, integration training for immigrants has been included in the FiNQF as of January 2025 (Puukka, 2024; European Commission & Cedefop, 2024).

In 2023, a working group on vocational qualifications proposed that vocational qualification units might be considered as microcredentials (*pienet osaamiskokonaisuudet*). The proposal suggests such units not to be included separately in the framework but be placed at the same level as the qualification they belong to. In higher education the discussion on the use of micro-credentials is still ongoing (European Commission & Cedefop, 2024).

There is an identified need to make competences developed at work or

anywhere outside the education system more visible, understandable and identifiable. The [final report of the working group](#) commissioned to steer this work in 2021-24 ([4]) presents proposals for making education outside the education system visible ([5]), for developing new competence-based credentials (open badges) and for national principles for identifying skills. In addition, the report addresses good practices for identifying skills as well as development of career guidance skills and a digital tool for identifying skills (European Commission & Cedefop, 2024; Valto, 2025).

Currently, there is no plan to include qualifications from other countries or international institutions in the FiNQF (European Commission & Cedefop, 2024).

3.3. Use of learning outcomes

Developments in education have long occurred in parallel with the objectives of the EQF; vocational-competence-based qualifications ([6]) were introduced in the mid-1990s, and learning-outcome-based vocational qualifications in the late 1990s. Learning outcomes were chosen as the basis for levelling qualifications to the FiNQF.

Finland's last (2018) VET reform reflects a holistic approach to lifelong learning, with initial and continuing VET reorganised under the same legislation. Flexibility and customer orientation are the main features, translating into more provider autonomy and responsibility. This flexibility allows VET to be taken up at any time, depending on provider arrangements, following personal development plans that build on learners' knowledge, skills and competences. The more learners know and can do already, the shorter their studies. All programmes enable progression to higher education.

In higher education, Finland has actively, and at an early stage, complied with what was agreed in the Bologna process. The shift towards learning outcomes in higher education has been slower than in other sectors of education, but the progression has been systematic, and has intensified in recent years.

3.4. Quality assurance arrangements

Quality assurance of education is based on a principle of decentralisation for which the self-evaluation of education providers and external evaluations by national expert bodies provide the basis. External evaluations are mainly carried out by the Finnish Education Evaluation Centre ([FINEEC](#)) ([7]), which operates as a separate unit within the

Finnish National Agency for Education ([EDUFI](#)). EDUFI is the national reference point for quality assurance in VET and assists in this respect; however, VET providers are responsible for the quality of the qualifications, the training and any other services they provide.

Institutional arrangements and stakeholder involvement

The Ministry of Education and Culture has the overall responsibility for the FiNQF and its further development. EDUFI is a government agency, working under the ministry, responsible for developing education and training, early childhood education and care, and lifelong learning, and also for promoting internationalisation. Since 2008, EDUFI is designated as the EQF national coordination point, with the following tasks:

- a. participating in the development and implementation of the FiNQF;
- b. disseminating information to stakeholders about the EQF, the FiNQF and the levelling of qualifications to the framework;
- c. giving guidance and advice to stakeholders in using the FiNQF;
- d. promoting national and international collaboration on qualifications frameworks.

In 2019, the following tasks were also assigned to EDUFI:

- a. communicating, on its website, information on how to propose new competence modules to be levelled to the FiNQF and on the levelling process;
- b. compiling the proposals received from other administrative sectors and stakeholders for levelling new competence modules, issuing an opinion on each one of them and submitting them to the education ministry on an annual basis.

Since 2009, EDUFI has represented the country in the qualifications framework for the European higher education area. The agency is the national Europass centre. EDUFI guides and supports cooperation between stakeholders, sectoral working life committees ([8]) and providers of validation of non-formal and informal learning.

A broad range of stakeholders has been involved since the early, preparatory stages of the FiNQF developments. Social partners are actively involved in the development of the framework through participation in the [working life committees](#) and in the [working group on identification of skills](#) (Puukka, 2024).

Higher education institutions have supported the development of the FiNQF from the start and have contributed to the composition of the framework. This reflects the education culture, as interaction between

general, vocational and higher education and training institutions seems to operate more smoothly than in many other countries.

Recognising and validating non-formal and informal learning and learning pathways

5.1. Recognising and validating non-formal and informal learning and learning pathways

The validation of non-formal and informal learning has relatively long and well-established roots, while relevant legislation and policies are well developed and detailed. Laws and regulations for each field of education (i.e. general upper secondary education, VET and higher education) define validation separately (Karttunen, 2019). Actors such as employment services, and liberal adult education, have each developed different ways of identifying and recognising non-formal and informal skills, including competence certificates and competence badges (Puukka, 2024).

Validation opportunities are offered by education and training providers and used by individuals to a varying extent. In VET, validation applies to all learners; VET institutions identify and recognise their previously acquired relevant competence as part of each learner's personal competence development plan; learners can include in the plan units from general upper secondary curriculum, other (further- or specialised) vocational qualifications or degrees of universities of applied sciences (Cedefop & EDUFI, 2023). The results of validation are not singled out on certificates, but validation and school-based learning bear equal status (Puukka, 2024). In upper secondary education, the general upper secondary education act (Act [714/2018](#)) has strengthened validation by introducing credit points and improving practices for identifying and recognising previously acquired competences. In higher education, validation arrangements vary from one institution to another. When entering a study programme, learners can initiate through their personal study plan (HOPS) assessment of prior learning. Validation and 'typical' learning have equal status, and validation outcomes are not separately indicated on certificates (Puukka, 2024).

In principle, credentials obtained through validation can be accredited towards a full FiNQF qualification; however, this depends upon the education and training providers. All qualifications and syllabi at levels 2 to 4 ([9]) as well as all specialist vocational qualifications at level 5 and the sub-officer qualification, Fire and rescue services (level 5) may be obtained through validation (European Commission & Cedefop, 2024).

The FiNQF promotes the validation and recognition of prior learning when moving within the qualifications system, thus supporting lifelong learning. It benefits the non-formal sector, as such courses and course curricula can be described according to the FiNQF levels and referenced to the framework to promote validation between non-formal and formal education providers (Puukka, 2024).

5.2. Credit systems

The scope of the competence in VET qualifications and units is expressed since 2014 as competence points (equivalent to the European credit system for VET- ECVET), 60 points correspond to approximately 1 year of studies. Each VET qualification has a number of competence points, mentioned on all diplomas/certificates. All upper secondary VET qualifications have 180 competence points, whereas further VET qualifications cover 120, 150 or 180 points and specialist VET qualifications 160, 180 or 210 points) (Cedefop & EDUFI, 2023).

In general upper secondary education ([Act 714/2018](#)) the scope of units in the syllabus and respective studies is expressed in credits: 150 credits correspond to programmes for young people, 88 credits to those for adults and 50 credits correspond to preparatory programmes for general upper secondary education (Puukka, 2024).

The Finnish higher education system comprises universities and universities of applied sciences. First and second cycle higher education studies are measured in credits, according to the workload required. One year of full-time study is equivalent to 1600 hours of student work on average and is defined as 60 credits. The credit system complies with the European Credit Transfer and Accumulation System (ECTS). The first cycle university degree consists of at least 180 credits (three years of full-time study). The second cycle university degree consists of at least 120 credits (two years of full-time study). The third cycle degree of Licentiate may be taken before the Doctor's degree and in general it takes two years of full-time study to complete. The third cycle Doctor's degree takes approximately four years to complete after a second cycle degree and two years when completed after a Licentiate's degree.

The first cycle university of applied sciences degree consists of 180, 210, 240 or 270 credits (three to four and a half years of full-time study) depending on the field of study. The second cycle university of applied sciences degree consists of 60 or 90 credits (a year or a year and a half of full-time study). The Master of Police Services degree consists of 120 credits (European Commission & Cedefop, 2024).

NQF implementation and impact

6.1. Stage of implementation

The comprehensive FiNQF has reached the operational stage and is well embedded in the national education, training and qualification structure.

6.2. Procedures for including qualifications in the NQF

The Act governing the FiNQF i.e. Act [93/2017](#) specifies the education sectors (and legislation) that are covered by the FiNQF ([\[10\]](#)), while the Annex of the Government Decree 120/2017 lists qualifications, syllabi and competence modules, by level of competences and expressed in learning outcomes.

The education ministry is responsible for updating the Annex, assessing new proposals and supplementing the Annex. FiNQF qualifications that are no longer delivered remain part of the framework (European Commission & Cedefop, 2024). Public sector authorities and private providers can submit to EDUFI their proposals for new competence modules. EDUFI delivers them, together with a statement, to the Ministry of Education and Culture for evaluation and inclusion in the framework. The [criteria](#) for levelling competence modules offered outside the education system in the FiNQF detail their characteristics in terms of:

- a. legal requirements: competence modules should be based on learning outcomes which are set by legislation or by a competent body and are levelled using the 'best fit' principle; individual qualification units are not placed separately in the framework but are levelled at the same level of the entire qualification they belong to;
- b. scope: competence modules should be an eligibility criterion or a qualification requirement to exercise a regulated profession; or support professional upskilling needs (either updating or expanding a previously gained qualification; preparing for programmes leading to a FiNQF qualification or for working life);
- c. use: competence modules should be generally recognised and widely studied;
- d. length: they must be comparable with FiNQF qualifications or extensive competence modules corresponding to at least 30 competence points (ECVET) or credits (ECTS) (EDUFI, n.d.).

The proposals are processed at least every two years ([\[11\]](#)); and

assessed in line with the legal framework and the above criteria set per legislation ([12]). A draft Annex, with the new competence modules is circulated for comments, before the publication of the amended Annex of the Government degree [120/2017](#) (European Commission & Cedefop, 2024).

6.3. Indicating EQF/NQF levels

FiNQF/EQF levels are indicated on certificates for all qualifications awarded under the responsibility of the Ministry of Education and Culture; only on a few qualification documents awarded by other ministries are not indicated. FiNQF/EQF levels are also indicated on Europass certificate and diploma supplements of all VET and HE qualifications under the Ministry of Education and Culture. EDUFI recommends that all education providers indicate FiNQF/EQF levels on their certificates (European Commission & Cedefop, 2024). The [Studyinfo](#) database (*Opintopolku* in Finnish; *Studieinfo* in Swedish) includes information on the FiNQF/EQF levels of all qualifications (European Commission & Cedefop, 2024).

6.4. NQF dissemination

The main source of information about the FiNQF is its [website](#), where all information can be found in English, Finnish and Swedish. A [national seminar](#) on the qualifications framework and transferability of learning outcomes took place in March 2023, with participation of all stakeholders involved: labour market organisations, employers, employees, higher education institutions and other education and training providers, along with students, government representatives and policy makers. They discussed from a national perspective the extent to which EU initiatives and international evidence on transferability and accumulation of learning outcomes supports the needs of individual learners in Finland (European Commission & Cedefop, 2024).

6.5. Qualifications databases and registers

EDUFI maintains the [Studyinfo](#), which provides information about all levels and types of education. The information provided on this portal is designed to meet the needs of learners, education providers, officials, study counsellors and any individual willing to apply to a study programme. The database contains 2062 qualifications, providing information in English, Finnish and Swedish on the field of study, the EQF level, the awarding body, the intended learning outcomes, credit points (if applicable), the entry requirements and the relationship to occupations or occupation fields. It also gives the information source and any further

information available on the qualification, along with a link to relevant supplements. The next steps include connecting Studyinfo to Europass and including a qualification comparison tool in the database. Some FiNQF qualifications provided by other ministries / administrative sectors are not included; information on these is available on the websites of the providers (European Commission & Cedefop, 2022).

Studyinfo also includes [eRequirements](#) (ePerusteet in Finnish; eGrunder in Swedish), which offers detailed information on the degree requirements for and learning outcomes of vocational qualifications. Users can also access the curricula for early childhood education and care, basic education and general upper secondary education, and the intended learning outcomes (European Commission & Cedefop, 2024).

The education and employment ministries, in collaboration with EDUFI, higher education institutions, the Centre for Continuous Learning and Employment and the Network of Centres for Economic development, have developed a [Digital Service Package for Continuous Learning](#) ([13]). The key objective is to support competence development across the education and higher education sectors through a user-oriented digital service, interconnected with Studyinfo and the [Job Market Finland](#) platform that provides job matching services to individuals and employers (European Commission & Cedefop, 2024).

6.6. Awareness and use of the NQF

There is no systematic gathering of data on the awareness and use of the FiNQF. VET and higher education institutions are aware of the FiNQF level descriptors, as they were prepared and developed in cooperation with education providers. FiNQF levels are considered in the development of qualifications, qualification units or competence modules. Some providers operating outside the formal education system use the FiNQF level descriptors to design their offer and eventually submit new competence modules. Education and training providers use the FiNQF for academic recognition of qualifications acquired abroad. EDUFI is increasingly using the framework as an information source in the comparison and recognition of foreign qualifications. Some authorities responsible for professional recognition also make regular use of the FiNQF in their work (European Commission & Cedefop, 2022; 2024).

School learners and students are aware of qualifications, units or competence modules they attend or have achieved. They are becoming increasingly aware of FiNQF levels, since levels are indicated on qualifications, especially those planning to study or work abroad.

Employers and job seekers are familiar with the competence requirements (used in job descriptions) and types of qualifications within their profession, as qualifications are often connected with access to employment and determination of wage levels. The awareness of the framework is at a good level and increasing. As the need to compare qualification levels for professional mobility, incoming and outgoing, across Europe is on the rise, FiNQF awareness is expected to increase. Labour market organisations are familiar with the framework and its functioning, as they contributed to its setting up and are regular users, submitting or providing statements on proposals for new competence modules (European Commission & Cedefop, 2024).

6.7. Monitoring and evaluating the NQF

There has been no specific evaluation of the FiNQF. In a survey, carried out by FINEEC, many national-level respondents stated that the FiNQF has improved clarity, made the skills and competences of qualifications more visible and promoted the use of the learning-outcomes approach in course and curriculum design. It has also improved the comparability of degrees, which has furthered international student mobility in particular. The survey report suggests that the next steps should include improving the awareness and understanding of qualifications and level descriptors, and increasing dialogue between the world of qualifications and the world of work. Other important areas for national discussions include the role of the FiNQF in advancing flexible learning pathways and increasing synergies between EDUFI and FINEEC (European Commission & Cedefop, 2022).

6.8. Impact of the NQF

Through the wider coverage of the FiNQF, the transparency of the national qualification system has increased as other competence modules have been brought in besides degrees and qualifications; which facilitates progression and mobility within the education and training.

The framework supports the validation of prior learning, promotes clarity and transparency in the recognition of foreign qualifications and eases the comparison of qualifications and qualification levels from different countries, as well as national and international mobility (European Commission & Cedefop, 2024). It is also used as a tool for promoting the learning-outcomes approach, helping (higher) education institutions focus on learning objectives when designing their curricula and programmes; and on clear description of qualifications and competence modules that can be assessed against the objective set, thus supporting quality

assurance (Puukka, 2024). The FiNQF also promotes dialogue across education and training sectors, and between them and the labour market, through the setting-up of a national committee for the recognition of prior learning and the further development and enlargement of the FiNQF (European Commission & Cedefop, 2024).

Referencing to the EQF

The FiNQF was referenced to the EQF in December 2017. Finland carried out referencing to the EQF and self-certification to the European higher education area as one process and a combined report was produced.

Important lessons and future plans

One important feature of the framework is that it can be widened and modified to include more qualifications and competence modules. New competence modules can be introduced each year by filling in an electronic form. The submitted proposals are evaluated on the basis of the criteria defined in legislation and specified by the working group for framework expansion. The FINQF operates under a well-regulated norm, which ensures that all listed qualifications and competence modules are nationally established and recognised (European Commission & Cedefop 2024). The FiNQF has considerably contributed to improving the transparency, understanding and international comparability of qualifications and competence modules, as well as to supporting qualification design for existing job needs, based on anticipation of skill needs (Cedefop & EDUFI, 2023). However, one challenge that Finland is facing is that the awareness of the FiNQF amongst citizens and stakeholders could be higher. Plans include further widening of the coverage of the FiNQF by levelling more competence modules and introducing micro-credentials (European Commission & Cedefop 2024).

The latest [findings](#) of the working group on identification of skills suggest that competence development is an existing need in the workplace and throughout life; the working group final report includes proposals for implementation.

Main sources of information

[URLs accessed 24/7/2025]

[FiNQF](#).

[Studyinfo](#).

Finnish National Agency for Education and Ministry of Education and Culture (2018), *Report on the referencing of the Finnish national qualifications framework to the European qualifications framework and the framework for qualifications of the European higher education area*.

National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
8	<p>University and National Defence University scientific and artistic postgraduate degrees (licentiate and doctoral degrees) (Yliopistojen ja Maanpuolustuskorkeakoulun tieteelliset ja taiteelliset jatkotutkinnot (lisensiaatin tutkinnot ja tohtorin tutkinnot))</p> <p>General staff officer degree (Yleisesikuntaupseerin tutkinto)</p> <p>Specialist degree in veterinary medicine (Erikoiseläinlääkäriin tutkinto)</p> <p>Specialist training in medicine (Erikoislääkärikoulutus)</p> <p>Specialist training in dentistry (Erikoishammaslääkärikoulutus)</p>	8

7

Master degrees - universities (Ylemmät korkeakoulututkinnot)

7

Master degrees - universities of applied sciences (Ylemmät ammattikorkeakoulututkinnot)

Professional specialisation programmes provided by universities and universities of applied sciences intended for holders of a master degree or a university of applied sciences master degree (Yliopistojen ja ammattikorkeakoulujen erikoistumiskoulutukset, joiden kohderyhmänä ovat ylemmän korkeakoulututkinnon tai ylemmän ammattikorkeakoulututkinnon suorittaneet henkilöt)

Advanced pastoral qualification (Ylempi pastoraalitutkinto)

Senior staff officer course (Esiupseerikurssi)

Further studies in war economy and technology (Sotatalouden ja tekniikan lisäopinnot)

Specific qualification on prescribing medicines (Rajatun lääkkeenmääräämisen erikoispätevyys)

6

Bachelor degrees - universities (Alemmat korkeakoulututkinnot)

6

Bachelor degrees - universities of applied sciences (Ammattikorkeakoulututkinnot)

Professional specialisation programmes provided by universities and universities of applied sciences intended for holders of a bachelor degree or a university of applied sciences bachelor degree (Yliopistojen ja ammattikorkeakoulujen erikoistumiskoulutukset, joiden kohderyhmänä ovat alemman korkeakoulututkinnon tai ammattikorkeakoulututkinnon suorittaneet henkilöt)

Specialised training provided by the church (Kirkon erityiskoulutukset)

Pastoral qualification (Pastoraalitutkinto)

5	<p>Specialist vocational qualifications (Erikoisammattitutkinnot)</p> <p>Sub-officer qualification - fire and rescue services (Alipäälylystötutkinto, pelastusala)</p> <p>Vocational qualification in air traffic control (Lennonjohdon perustutkinto)</p> <p>Although this qualification is no longer offered, it remains part of the FiNQF.</p> <p>General level (1 and 2) study module for non-commissioned officers (Aliupseerin yleistason (1 ja 2) opintokokonaisuus)</p> <p>Master level study module for non-commissioned officers (Aliupseerin mestaritason opintokokonaisuus)</p>	5
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4	<p>General upper secondary school syllabus (Lukion oppimäärä)</p> <p>Matriculation examination (Ylioppilastutkinto)</p> <p>Upper secondary vocational qualifications (Ammatilliset perustutkinnot)</p> <p>Further vocational qualifications (Ammattitutkinnot)</p> <p>Basic examination in prison services (Rikosseuraamusalan tutkinto)</p> <p>Firefighter qualification (Pelastajatutkinto)</p> <p>Emergency response centre operator qualification (Hätäkeskuspäivystäjätutkinto)</p> <p>Basic course for border guards (Rajavartijan peruskurssi)</p> <p>Basic study module for non-commissioned officers (Aliupseerin perustason opintokokonaisuus)</p>	4
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3	<p>Preparatory studies for general upper secondary school (Lukiokoulutukseen valmistava koulutus) Although this qualification is no longer offered, it remains part of the FiNQF.</p> <p>Non-qualification programmes at folk high schools for learners within the scope of compulsory education (Kansanopistojen oppivelvollisille suunnattu vapaan sivistystyön koulutus)</p> <p>Preparatory education for vocational training (Ammatilliseen koulutukseen valmentava koulutus) Although this qualification is no longer offered, it remains part of the FiNQF.</p> <p>Preparatory education for programmes leading to an upper secondary qualification (Tutkintokoulutukseen valmentava koulutus)</p> <p>Advanced syllabus for basic education in the arts (Taiteenperusopetuksen laaja oppimäärä)</p>	3
2	<p>Basic education certificate (9 years) (Perusopetuksen oppimäärä)</p> <p>Preparatory education for working life and independent living - (TELMA) (Työhön ja itsenäiseen elämään valmentava koulutus - (TELMA))</p> <p>Integration training (Kotoutumiskoulutus) Integration training - available from 1 January 2025 - is intended for immigrants.</p>	2
1	(not available)	1

Acronyms

EDUFI Finnish National Agency for Education

EQF European qualifications framework

FINEEC Finnish Education Evaluation Centre

FINQF Finnish national framework for qualifications and other competence modules (Suomen tutkintojen ja muiden osaamiskokonaisuuksien viitekehys (in Finnish); Finlands referensram för examina och övriga samlade kompetenser (in Swedish))

NQF national qualifications framework

VET vocational education and training

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Notes

[1]More information at Eurostat [[educ_uoe_enra13](#)], accessed 25 April 2025.

[2]Competence modules composed of at least 30 credits or competence points are considered extensive competence modules and can be placed in the FiNQF. For example, in higher education, professional specialisation programmes provided by universities and universities of applied sciences are such extensive competence modules placed at levels 6 and 7.

[3]'Preparatory studies for general upper secondary school' and 'Preparatory education for vocational training', are no longer offered, but remain part of the FiNQF.

[4]The working group was established by the Ministry of Education and Research and Ministry of Economic Affairs and Employment with a fixed mandate (July 2021 to December 2024).

[5]Based on two studies aimed at examining how non-formal competence modules could be placed within the national qualifications framework or other alternative means in lieu of expanding the framework, the working group noted that there does not currently seem to be any particular pressure or need to expand the current framework.

[6]In competence-based qualifications, proficiency is shown at work regardless of how the skills have been obtained: through work experience, education or another activity. All vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications can be achieved as competence-based qualifications.

[7]Fineec is an independent government agency that evaluates education and the work of education providers from early childhood education to higher education. It also produces information for education policy decision-making.

[8]There are around 40 sectoral working-life committees responsible for organising competence demonstrations for candidates and for monitoring the quality of assessment practices, and feedback and follow-up for VET providers. The committees decide on whether to rectify an assessment in the event of an appeal and are involved in the development of qualifications in their respective sectors.

[9]Except the fire fighter qualification (level 4), the basic course for Border Guards and the Basic examination in prison services, both level 4.

[10]These are: the Basic Education Act (628/1998); General Upper Secondary Schools Act (629/1998); Vocational Education and Training Act (630/1998); Vocational Adult Education Act (631/1998); Act on Universities of Applied Sciences (932/2014); Universities Act (558/2009);

National Defence University Act (1121/2008); Act on the Training Institute for Prison and Probation Services (1316/2006); Act on Police University College (1164/2013); Act on the Emergency Services College (607/2006).

[11] Usually, every year. The next period for submission is by [31 March 2026](#).

[12] Act 93/2017 and related laws governing the education system and Annex 120/2017 of the Government Degree.

[13] The Competency path ([Osaamispolku](#)), currently under development with the Digital Service Package for Continuous Learning initiative, is a customer-oriented digital service for education and career planning. It targets individuals, career counsellors, employers, and education providers. The service will integrate with platforms like Studyinfo and Job Market Finland to provide end users with better-targeted competence information and foster cross-administrative, knowledge-based management.

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