

## **NQF state of play**

 **Sweden 2024**

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# Overview

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**Stage of development:** [Operational stage](#)

**NQF linked to EQF:** ✓

**Scope of the framework:**

The NQF includes all levels and types of qualification from formal education and training, along with qualifications awarded outside the formal education and training system

**Number of levels:**

Eight

**Legal basis/stage of development:**

Ordinance (2015:545) on qualifications framework for lifelong learning, including the general framework (in force since October 2015) and the application procedure (in force since January 2016. [\(in Swedish\)](#))

**NQF/EQF website:**

[Website](#)

**Qualifications register/database:**

[Database of qualifications](#)

# Introduction and context

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## 1.1. Policy context

In 2022, public expenditure on education as a percentage of GDP was 7.1%, well above the EU average of 4.7%. In the same year, participation in early childhood education was 96.1%, slightly above the 2030 target. In 2023, the share of early leavers from education and training (aged 18-24) was 7.4%, 2.1 percentage points below the EU average. In 2023, the rate of tertiary education attainment was one of the highest in the EU, at 54.1% of people aged 25-34, compared to the EU average of 42.0%, while the rate of employment of recent graduates was also high at all qualification levels (European Commission, DG Education Youth Sport & Culture, 2024). In 2023, participation in initial vocational education and training (VET) continued to increase, but at 36.6% it was still significantly lower than the EU average of 49.1%. At post-secondary level, 75.6% of learners follow a vocational pathway ([1]). In 2022, the participation rate of adults in education and training per year was 66.5%, 6.5 percentage points above the 2030 national target (European Commission, DG Education Youth Sport & Culture, 2024).

## 1.2. NQF legal basis

The SeQF [Ordinance](#) providing the legal basis for the SeQF came into force on 1 October 2015. The ordinance describes the SeQF level descriptors and defines the SeQF levels for all formal qualifications, which have their learning outcomes regulated by law and/or ordinance. It also introduces a procedure for the inclusion of non-formal qualifications in the SeQF and provides information on the audit of such qualifications. The 2022 [Ordinance](#) on validation introduces provisions on how citizens can validate prior learning to obtain a SeQF qualification or part of such a qualification or to become eligible for attending a programme leading to a SeQF qualification (European Commission & Cedefop, 2024).

## Policy objectives

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The SeQF aims to improve transparency of the qualification system, increasing the visibility of qualifications awarded by various actors and improving the understanding of qualifications among citizens, employers and education providers. Since the beginning, the SeQF has been regarded as a tool for recognising all learning, through the inclusion of qualifications awarded outside the formal education system. Increasing the number of non-formal qualifications included in the SeQF is one of the main objectives of the framework, which can contribute to greater overall transparency of qualifications in Sweden.

According to the internal strategic document (Myndigheten för Yrkeshögskolan/MYH, 2021) of the National Agency for Higher Vocational Education (*Myndigheten för Yrkeshögskolan, MYH*), the SeQF aims to support stronger cooperation between the education and training system and the labour market. The framework has established a common structure for defining and describing competence requirements as well as the aims of education and training (through intended learning outcomes) for different actors and to facilitate skills supply and matching. The SeQF also serves as a support mechanism to increase labour market mobility, ease the transition from education to the labour market and vice versa, and promote validation of non-formal and informal learning (VNFIL). Another aim is to encourage industry sectors to level qualifications to the SeQF, thereby increasing the number of qualifications obtained through validation and improving the recognition of VNFIL among labour market stakeholders (European Commission & Cedefop, 2024).

# Levels, learning outcomes and qualifications

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## 3.1. NQF structure and level descriptors

The SeQF is based on an eight-level learning outcomes-based structure where each level is described through knowledge (*kunskap*), skills (*färdigheter*) and autonomy and responsibility (*ansvar och självständighet*) ([2]). The explicit objective has been to develop a set of descriptors as closely aligned with the EQF as possible. While the influence of the original EQF descriptors is apparent, the level of detail has been increased.

## 3.2. NQF scope and coverage

The SeQF is a comprehensive framework that includes all qualifications in the formal education system whose learning outcomes are regulated by law and/or ordinance. Since 2022, the diploma of National vocational education for adults at upper secondary level (NVE) has been included at level 4 of the SeQF. It also comprises qualifications awarded outside formal education and training, such as those from sectoral organisations, labour market trainers, private education providers, and providers of liberal adult education. At national level, the term non-formal (*icke-formell*) is often used to describe these qualifications, which can be offered both by public and private providers. Non-formal qualifications are currently included at levels 2 to 6, mainly at levels 4 and 5. Their number is steadily increasing. As of September 2024, 108 such qualifications are levelled to the SeQF, representing a significant increase since 2020 when eight were included; one of them is now archived (European Commission & Cedefop, 2024). Most providers of non-formal qualifications are sector industry organisations/ professional bodies, set up by or involving social partners. Therefore, these qualifications are usually highly relevant to the labour market and can improve learners' employability ([3]).

The SeQF includes only full qualifications. Nevertheless, the SeQF qualification database includes partial non-formal qualifications that belong to a full non-formal qualification (i.e. they are not individually levelled). A pilot project, completed in 2024, explored how to recognise and quality-assure microcredentials and how to include them in the SeQF (Persson, 2024). One of the conclusions was that microcredentials can be included in the SeQF. Although no formal definition of microcredentials is

yet developed, there is no 'size' limit as a prerequisite for including qualifications in the SeQF. Some non-formal qualifications can be considered as microcredentials, since they are awarded after a short learning experience. (European Commission and Cedefop, 2024). The SeQF is in theory open to international qualifications. A provider of an international qualification could apply for inclusion in the framework, provided it has a legal counterpart based in Sweden (with a Swedish legal registration number) (European Commission & Cedefop, 2024). Currently, no such qualifications are levelled to the SeQF.

Sweden has developed a separate three-level qualifications framework for higher education, which is also included in SeQF levels 6 to 8. These SeQF levels are also open to non-academic qualifications.

### **3.3. Use of learning outcomes**

The learning outcomes perspective (*resultat av lärande/läranderesultat*) is an important feature of education and training with a long-standing tradition in large parts of the formal system. The core curricula for compulsory education have been revised, further strengthening and refining the learning-outcomes-based approach. Universities follow national regulations on examinations, requiring the use of learning outcomes, though how these learning outcomes are interpreted by individual institutions varies. While the term 'learning outcomes' is only gradually coming into general use, the underpinning principles are well known and broadly accepted. The establishment of the SeQF has contributed to the overall shift towards learning outcomes and clarified the importance of the concept to stakeholders outside traditional, formal education and training. In the longer term, this may prove particularly important, potentially supporting dialogue between education and the labour market (European Commission & Cedefop, 2020; 2024).

To ease the process of applying for qualifications outside the formal education system to be included in the framework, MYH offers support for the design of qualifications. Revised support materials are under development, including guidelines on how to write learning outcomes; a quality self-assessment tool for organisations responsible for developing non-formal qualifications is also available. This is required for transparency between different stakeholders and to provide good examples of the value of including qualifications awarded outside formal education and training in the SeQF. (European Commission & Cedefop, 2022).

### **3.4. Quality assurance arrangements**

All qualifications from the formal education system are externally quality audited by national authorities. Some of the applied quality assurance criteria are in line with those in the EQF Recommendation ([4]). The National Agency for Education and the Swedish Schools Inspectorate are responsible for the quality assurance of formal qualifications at SeQF levels 1 to 5. MYH is responsible for higher VET qualifications at levels 5 to 6 and for NVE qualification at level 4, while the Swedish Higher Education Authority is responsible for qualifications at SeQF levels 6 to 8. In 2020, the Swedish Higher Education Authority was reviewed and found compliant with most of the areas in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). As a result, the authority was granted membership in ENQA (Myndigheten för Yrkeshögskolan/MYH, 2023).

According to the SeQF Ordinance, for non-formal qualifications to be included in the SeQF, the applying organisation should have a quality system that includes quality assurance of the qualification. Thus, SeQF plays a role in ensuring quality of these qualifications. While a non-formal qualification is part of the SeQF (positive decisions last 10 years), MYH must carry out at least one external quality audit. The purpose of the audit is to check that the quality system is functioning and to check that the qualification upholds the assigned SeQF level. MYH may revise a levelling decision; the provider can appeal to the Higher Education Appeals Board (European Commission & Cedefop, 2022) ([5]).

# Institutional arrangements and stakeholder involvement

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The Ministry of Education and Research has overall responsibility for the SeQF. It is supported by the [National Agency for Higher Vocational Education](#) (Myndigheten för Yrkeshögskolan, MYH) as EQF NCP, with the responsibility for implementing the SeQF in cooperation with social partners, relevant authorities, providers of education and training and learners.

MYH manages higher vocational education leading to non-academic qualifications at levels 5 and 6, including the development of qualifications. MYH is also responsible for the overall coordination of the work related to the validation of non-formal and informal learning, and for supporting industry sectors working with validation. MYH has an extensive network across various industries and sectors in Sweden. Approximately two full-time equivalents are dedicated to the day-to-day work on the SeQF. Responsibilities are shared among four to six permanent employees. The amount of work depends on the priorities set and the number of applications for levelling. MYH received approximately EUR 315 000 (3.6 MSEK) from the government to develop the qualifications database (European Commission & Cedefop, 2022; 2024).

The [Swedish National Agency for Education](#) is the central administrative authority for the public-school system and for municipal adult education. The agency prepares knowledge requirements, regulations, general recommendations, and national tests. It is also responsible for official statistics in this education sector and conducts follow-ups and evaluations. As a reference centre for vocational education, the agency supports education providers, employers, and other organisations in their efforts to improve the quality of upper secondary vocational education.

There is ongoing dialogue between social partners, national agencies, and sectors within the national skills councils for each vocational programme. Within this dialogue, the sectors have informed the National Agency for Education about their work on designing qualifications that partly correspond to the upper secondary diploma (IVET) and how the validation models developed by the sectors may be of interest when further developing validation tools used in upper secondary education (European Commission & Cedefop, 2020).

The [Swedish Higher Education Authority](#) is an independent government agency. It evaluates the quality of higher education and research and is responsible for official statistics about higher education. Higher education institutions and the Higher Education Authority share responsibility for quality assurance in higher education.

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

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

The 2022 [Ordinance](#) on validation provides an overarching regulation, which links validation arrangements to the SeQF by stating that the purpose of validation is to obtain a qualification or part of a qualification that is levelled to the SeQF, or to gain access to an education programme that can lead to such a qualification. The aim is to ensure trust in the arrangements through equitable implementation and to encourage the uptake of validation (European Commission & Cedefop, 2024). The SeQF was consulted in developing the new definition of validation. Further, the fact that SeQF qualifications are described in learning outcomes has facilitated validation. Finally, although the framework does not create any form of transfer of qualifications between institutions or education subsystems, it contributes to increasing the transferability of qualifications (Persson, 2024).

At least some kind of validation arrangements are in place for all formal SeQF qualification types, apart from the general education qualifications at SeQF level 2 (awarded to compulsory school graduates) and the qualification awarded to pupils with learning disabilities after completing the final grade of compulsory school (SeQF level 1). For example, in higher vocational education and higher education, validation is mainly used to give access to education to learners who lack the formal requirements for admittance, but it can also lead to full or partial qualifications, as well as to exemptions that shorten the education programme. Some non-formal SeQF qualifications can be awarded through validation arrangements, while for others there is no available information. Each formal education subsystem has a credit system, which is used when validating an individual's achieved learning outcomes. Based on an initial skills mapping and a learning-outcomes assessment, the assessor(s) determine what can be certified and identify areas where further education and/or training is required to obtain a qualification (European Commission & Cedefop, 2024; Persson, 2024).

MYH is tasked with following and supporting the development work on validation nationally and regionally. MYH's internal strategic document (Myndigheten för Yrkeshögskolan/MYH, 2021) sees the SeQF as a tool

that promotes VNFIL and recognition of formal and non-formal qualifications. MYH also seeks to increase the interest of industry sectors in levelling different qualifications. This will increase the number of qualifications that can be obtained through validation and help give the results of validation national legitimacy in the labour market. Through an ESF-funded project ([BOSS](#)), MYH has supported about 20 sectors to develop and quality assure their models of sectoral validation. The starting point for the project's activities was the Standard and guidelines for sectoral validation ([6]) and the SeQF. When the sectors formulate qualifications in accordance with the SeQF, the intended learning outcomes for a specific qualification become clear and can be validated and recognised via industry sector models ([7]). The sector-specific qualifications obtained through validation are progressively linked to the SeQF, creating more opportunities for quality assurance and transparency (Persson, 2024).

## **5.2. Credit system**

There is no uniform credit system linked with the SeQF, and no credit system for qualifications that are levelled through the application procedure that MYH oversees. For qualifications awarded through formal education there are four credit systems: the ECTS for higher education, HVE credits for higher vocational education, NVE credits for the Diploma from National Vocational Education for adults, and a credit system for upper-secondary education (including IVET qualifications). Both initial and higher VET, being course-based, are in line with the VET Recommendation.

## **5.3. Recognition of foreign qualifications**

The ENIC-NARIC office (within the [Swedish Council for Higher Education, Universitets- och högskolerådet \(UHR\)](#)) is responsible for the recognition of foreign qualifications. The council has developed a [qualifications assessment tool](#), enabling individuals to identify the equivalent Swedish qualification for their foreign qualification. The tool compares the qualifications and explains the Swedish qualification system through the SeQF. Detailed information on the SeQF and the EQF is included on the [website](#) of the council (European Commission & Cedefop, 2024).

## **5.4. Promoting lifelong learning**

The SeQF facilitates lifelong learning by contributing to the visibility of learning that takes place under the auspices of various organisations, by including non-formal qualifications (European Commission & Cedefop,

2022). In their internal strategy, MYH places importance on contributing expertise and knowledge of how the SeQF can be used and implemented in regional strategic skills supply efforts (Myndigheten för Yrkeshögskolan/MYH, 2021).

# NQF implementation and impact

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## 6.1. Stage of implementation

The SeQF has reached the operational stage. Significant work has been done in including qualifications awarded outside formal education and training. MYH has developed an internal strategic document on SeQF implementation, linking the framework with other instruments supporting lifelong learning and skills development and supply (European Commission & Cedefop, 2024).

## 6.2. Procedures for including qualifications in the NQF

For a qualification awarded within formal education and training, the levelling decision is taken by the government. It is introduced into the SeQF by adding the qualification to the annex of the SeQF Ordinance. A formal qualification should fulfil three main conditions to be included in the framework:

- a. the qualification is covered by national legislation;
- b. it is subject to external audit by a national agency/authority;
- c. the overall intended learning outcomes of the qualification are described in legislation (European Commission & Cedefop, 2024).

MYH is responsible for levelling non-formal qualifications to the SeQF. Organisations responsible for non-formal qualifications can [apply online](#) to level their qualifications. The fee is SEK 15 900 (approximately EUR 1 470), covering the cost of the application procedure and future external audit(s) of the qualification while it is part of the SeQF.

A prerequisite for the application to be accepted is that the responsible organisation (applicant) has in place a quality management system in which quality assurance of the qualification is included. The applicant should be the body that determines the intended learning outcomes of the qualification ([8]). The application should include:

- a. the learning outcomes of the qualification described in three categories: knowledge; skills; and responsibility and autonomy;
- b. the professional or educational area of the qualification according to the [Swedish Standard Classification of Occupations](#) (SSYK);
- c. the stakeholders that contributed to developing the content and ensuring the qualification can promote employability, mobility or social integration of workers and learners;

- d. the part-qualifications (if applicable), including their learning outcomes and assessment methods;
- e. the methods used for assessing the achieved learning outcomes.

If the application is complete, MYH, after assessing the intended learning outcomes, develops a proposal for a level decision and presents it to the Advisory Council of the SeQF ([9]). The council will provide MYH with a recommendation on whether the application should be accepted or not, and discuss the proposed level presented by MYH. The levelling is done according to the best-fit approach. The proposed decision is shared with the applicant body, who can comment on the levelling before the final decision is made by MYH. The applicant can appeal to the Higher Education Appeals Board against the final decision. A level decision is valid for 10 years. The application and assessment process have been refined, significantly reducing the processing time of applications. An internal review of the application process to strengthen quality assurance is ongoing (European Commission & Cedefop, 2024; Myndigheten för Yrkeshögskolan/MYH, 2023) ([10]).

### **6.3. Indicating EQF/NQF levels**

Although indicating SeQF/EQF levels on qualifications has been a relatively slow process, the country has made considerable progress. A number of ordinances have been adopted, introducing regulations on the indication of SeQF/EQF levels on qualification documents, for example in [upper secondary](#) and [adult](#) education. In higher education, SeQF and EQF levels are indicated on some qualifications and on all diploma supplements. In higher vocational education (levels 5 and 6), SeQF/EQF levels are not indicated on the qualifications themselves, but they are indicated on all Europass certificate supplements. SeQF/EQF levels are indicated on all other formal qualifications except for certificates from folk high schools (only some such qualifications indicate SeQF/EQF levels). Qualifications awarded outside formal education (levels 2 to 6) also indicate SeQF/ EQF levels. SeQF/EQF levels are indicated on qualifications included in the database. They are planned to be indicated on all qualifications that will be included (European Commission & Cedefop, 2024).

### **6.4. NQF dissemination**

MYH has actively disseminated information about the framework to increase its visibility. In their internal strategic document, it is stated that SeQF communication is a core component of the work to support and promote the development of the framework (Myndigheten för

Yrkeshögskolan/MYH, 2021). The main target groups include experts developing qualifications, social partners, education and training providers, validation providers, and guidance and career counsellors (European Commission & Cedefop, 2024).

The regularly updated [SeQF web page](#) is a main source of information, along with the qualifications [database](#). A [newsletter](#) on qualifications and validation, with more than 500 subscribers, is distributed to subscribers and published on the web page six times a year. More than 11 000 unique viewers visited the SeQF web page in the last year (September 2024), while the more recent database has been visited by more than 2 000 users, who tend to use it multiple times. The web page also hosts a [section](#) offering support on designing non-formal qualifications and validation models. It includes a mix of micro-learning (nano-learning) modules (for example, [Introduction to the SeQF](#)), examples, and other sources (for example, support for writing intended learning outcomes, including a list of active verbs based on the European guidelines for developing short descriptions of learning outcomes, is under development). This section is expected to be further updated. MYH also organises events promoting the SeQF, for example the [2023 Skills meetup](#) (European Commission & Cedefop, 2024).

## **6.5. Qualifications databases and registers**

MYH has developed the SeQF qualification [database](#) (*Sveriges nationella kvalifikationsdatabas*), which includes 3 572 formal qualifications from higher vocational education and 108 non-formal qualifications (September 2024). The number of included qualifications is steadily increasing. Work is underway to include initial VET qualifications and the diploma of National vocational education for adults at upper secondary level (both at SeQF level 4). The database was initially developed in Swedish (an English version is planned), targeting social partners, labour market actors, training providers, validation providers, and guidance professionals. For each qualification, the database provides information on the field of study, SeQF/EQF level, learning outcomes, awarding body, credits (where applicable), expiry date and a link to the qualification when available. MYH aims to gradually include all SeQF qualifications in the database. The database uses the same data as the [portal](#) for higher vocational education. The information in the national qualifications database is available through an open API hosted on the country's [data portal](#), making information and data about different qualifications easier to share. The database is also connected to Europass, and QDR/QMS is used to make it interoperable with the European Learning Model.

Information on education programmes that lead to formal qualifications is presented in other databases, but these do not meet the criteria set by the EQF Recommendation ([11]). There is a specific portal with information on education, including search tools for education paths and providers throughout the formal education system ([12]) (European Commission & Cedefop, 2022; 2024).

## **6.6. Awareness and use of the NQF**

Empirical evidence, collected by the MYH through the day-to-day implementation of the SeQF, shows that awareness and use of the framework are increasing. The increased number of non-formal qualifications included in the SeQF, the indication of SeQF levels on more qualifications, and the development of the qualification database are three factors that have contributed to higher levels of awareness and are expected to increase further the visibility and use of the framework.

There is no concrete evidence on the level of awareness of learners, workers, and jobseekers. Overall, awareness is relatively low, but holders of higher vocational and non-formal qualifications are expected to have higher levels of awareness. The introduction of the SeQF level on the upper secondary education diplomas is expected to also increase awareness of the framework. Education and training providers have a moderate level of awareness and use; those active in higher vocational education and outside formal education and training are expected to have higher levels. The increased number of non-formal qualifications included in the SeQF is a clear indication that awareness and use of the framework among labour market stakeholders have increased. The outreach work carried out has also contributed to this. Nevertheless, awareness levels remain low among individual employers but are moderate among employer organisations and trade unions involved in the development of non-formal qualifications. There are labour market stakeholders using learning outcomes to define and describe their competence requirements regardless of levelling to the SeQF ([13]) (European Commission & Cedefop, 2024).

SeQF awareness among guidance and counselling practitioners and those involved with the quality assurance of non-formal qualifications is increasing. The recognition authorities and bodies have high levels, since the SeQF/EQF are tools that experts at the ENIC-NARIC are using (European Commission & Cedefop, 2024).

## **6.7. Monitoring and evaluating the NQF**

There has been no formal evaluation of the SeQF, though MYH continuously monitors its activities to identify development areas and possible improvements for the implementation of the SeQF. An external review of the implementation of the SeQF (a 10-year evaluation) is scheduled to be conducted in 2025 (European Commission & Cedefop, 2024).

## **6.8. Impact of the NQF**

The SeQF has a clear positive impact on the implementation of validation arrangements. The procedure for including non-formal qualifications in the SeQF is explicitly related to ensuring the quality of these qualifications. Once included in the framework, these qualifications become subject to external audit by the MYH. The framework has also an increasing impact on transparency and comparability of qualifications, and it is a key factor for skills matching. For example, levelling decisions give an advantage to SeQF non-formal qualifications (compared to others) in terms of comparability and transparency of the learning outcomes they provide. The SeQF has contributed to increasing the use of learning outcomes both for formal (for example, in the certificate supplement for IVET qualifications) and especially non-formal qualifications. The design and inclusion in the SeQF of learning outcomes-based non-formal qualifications, have increased cooperation among representatives of education and training subsystems and the labour market. In turn, this has contributed to better skills matching between labour market needs and the skills delivered by education and training (European Commission & Cedefop, 2024). Sector industry organisations and social partners see a clear benefit in using the SeQF as a basis for determining and defining skills requirements for the vocations they are responsible for, since learning outcomes make these requirements visible and transparent (European Commission & Cedefop, 2024) ([14]).

## Referencing to the EQF

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The SeQF was referenced to the European qualifications framework (EQF) in June 2016 (Myndigheten för Yrkeshögskolan/MYH, 2016). The finalised referencing report addressing comments raised through the EQF-AG was published in 2023 (Myndigheten för Yrkeshögskolan/MYH, 2023).

## Important lessons and future plans

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The greatest added value of the SeQF is the increased use of learning outcomes in describing competence requirements for different vocations or tasks, improving skills matching, making validation of prior learning easier, and providing a common structure, which makes the content of qualifications easier to understand and compare for all users. The increased interest in including non-formal qualifications in the SeQF can also be considered a success.

Regarding parity of esteem between different types of education and training and qualifications, opening SeQF levels 6 to 8 to non-academic qualifications is a step in the right direction. Possibilities for transfer and accumulation of learning outcomes across education sectors are available. There is anecdotal evidence from social partners and sector representatives that the SeQF has slowly started contributing to reducing barriers between education sectors.

Communication of the framework and increasing awareness remain key challenges in SeQF implementation. There is limited awareness among stakeholders, and especially among end users. To address this challenge, MYH will:

- a. continue updating the [SeQF website](#) and carrying out outreach activities;
- b. progress with the inclusion of all qualifications in the qualifications database;
- c. disseminate [good practices](#) of SeQF use and benefits for end users.

As an open framework, the SeQF includes qualifications with very different status and size. This could pose a challenge to citizens and employers, since it can be difficult for them to understand the value of different SeQF qualifications. Thus, the trust in, and legitimacy and relevance of SeQF qualifications should be ensured, while clearly indicating the size of non-formal qualifications will also increase transparency, comparability, and portability of SeQF qualifications. An additional challenge is MYH's internal capacity to meet an increased demand for levelling non-formal qualifications.

MYH will continue capacity building activities and support developers of non-formal qualifications. It will also carry out an external evaluation of

the SeQF, an awareness survey among guidance practitioners, and an inventory of all qualifications that have not yet been levelled to the SeQF (European Commission & Cedefop, 2024) ([15]).

# Main sources of information

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[URLs accessed 7.4.2025]

[Database of qualifications](#)

[SeQF web page](#)

[Swedish National Agency for Higher Vocational Education](#)

Myndigheten för Yrkeshögskolan/MYH. (2023). *Referencing report of the Swedish Qualifications Framework for Lifelong Learning, SeQF, to the European Qualifications Framework for Lifelong Learning, EQF*

# National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
8	<p><b>Degrees, third cycle, Annex 2 to Higher Education Ordinance 1993:100 (Examina på forskarnivå enligt bilaga 2 till högskoleförordningen 1993:100)</b> <b>Category</b> Qualifications Awarded in formal education</p> <p><b>Degrees, third cycle, Annex to Regulation 1993:221 (Sveriges Lantbruksuniversitet Examina på forskarnivå enligt bilagan till förordningen (1993:221) för Sveriges lantbruksuniversitet Förordning (2017:276))</b> <b>Category</b> Qualifications Awarded in formal education</p>	8

**Degrees, second cycle, Annex 2 to Higher Education Ordinance 1993:100 (Examina på avancerad nivå enligt bilaga 2 till högskoleförordningen 1993:100)**

**Category**

Qualifications Awarded in formal education

**Degrees, second cycle, Annex to Regulation 1993: 221 (Examina på avancerad nivå enligt bilagan till förordningen (1993:221) för Sveriges lantbruksuniversitet (\*))**

**Category**

Qualifications Awarded in formal education

Swedish University of Agricultural Sciences.

**Degrees, second cycle, in the Annex to Regulation 2007: 1164 (Examina på avancerad nivå enligt bilagan till förordningen (2007:1164) för Försvarshögskolan (\*\*))**

**Category**

Qualifications Awarded in formal education

Swedish Defence University.

**Degrees, first cycle, Annex 2 to Higher Education Ordinance 1993:100 (Examina på grundnivå enligt bilaga 2 till högskoleförordningen 1993:100)**

**Category**

Qualifications Awarded in formal education

**Degrees, first cycle, Annex to Regulation 2007:1164 (Examina på grundnivå enligt bilagan till förordningen (2007:1164) för Försvarshögskolan (\*\*))**

**Category**

Qualifications Awarded in formal education

Swedish Defence University.

**Degrees, first cycle, Annex to Regulation 1993:221 (Examina på grundnivå enligt bilagan till förordningen (1993:221) för Sveriges lantbruksuniversitet (\*))**

**Category**

Qualifications Awarded in formal education

Swedish University of Agricultural Sciences.

**Advanced diploma in higher vocational education (Kvalificerad yrkeshögskoleexamen från yrkeshögskolan)**

**Category**

Qualifications Awarded in formal education

**Qualifications Awarded outside formal education**

Examples: Construction site manager (Platschef bygg och anläggning); Diploma Montessori Educator (Diplomerad Montessoripedagog); Market economist (IHM Business Executive Degree); Performing artist (Performing Artist); Professional dancer (Yrkesdansare); Sign Language Interpreter and Deafblind Interpreter (Teckenspråkstolk och Dövblindtolk);

**Qualified graduate from upper secondary engineering course (Gymnasieingenjörsexamen från gymnasieskolan)**

**Category**

Qualifications Awarded in formal education

**Diploma in higher vocational education (Yrkeshögskoleexamen från yrkeshögskolan)**

**Category**

Qualifications Awarded in formal education

**Qualifications Awarded outside formal education**

Examples: Alcohol and drug therapist (Alkohol- och drogterapeut); Behavioral pedagogue (Beteendepedagog); CBT therapist (KBT terapeut); Certified masseuse (Certifierad massör); Certified Medical Massage Therapist (Certifierad Medicinsk Massageterapeut); Certified Payroll Consultant (Auktoriserad lönekonsult); Childcare worker with a focus on social pedagogy (Barnskötare med inriktning socialpedagogik); Cognitive behavioral therapy (Kognitiv beteende terapi); Counselor (Samtalsterapeut); Couple and relationship therapist (Par- och relationsterapeut); Environmental and sustainability strategist (Miljö- och hållbarhetsstrateg); Forestry machine operator rejuvenation felling (Skogsmaskinförare föryngringsavverkning); Hairdresser (Frisör); Hotel manager (Hotelmanager); HR specialist (HR-specialist); Industry certified plumbing fitter (Branschcertifierad VVS-montör); Military Nursing Assistant (Militär undersköterska); Nutritional advisor (Kostrådgivare); Processing technician - CNC Technology Blue certificate (Beredningstekniker - CNC Teknik Blått certifikat); Processing technician - CNC Technology Blue certificate (Beredningstekniker - CNC Teknik Blått certifikat); Professional certificate Transport leader in waste management and recycling (Yrkesbevis Transportledare inom avfallshantering och återvinning); Property engineer (Fastighetsingenjör); Property manager (Fastighetsförvaltare); Relationship therapist (Relationsterapeut); Sex counselor (Sexrådgivare); Shot firer: certificate class A (Sprängarbas Sprängkort klass A); Social pedagogue

(Socialpedagog); Teaching assistant specializing in social pedagogy (Lärarassistent med inriktning socialpedagogik); Treatment assistant (Behandlingsassistent); Vocational Certificate Designer - Fiber Optic Network (Yrkesbevis Projektör - fiberoptiskt nät); Vocational Certificate Designer - Power Grid (Yrkesbevis Projektör - elnät); Vocational Certificate Distribution Technician - District Heating and Cooling Networks (Yrkesbevis Distributionstekniker - fjärrvärmenät, fjärrkylennät); Vocational Certificate Operations Technician - Combined heat and power generation, District Heating, District Cooling (Yrkesbevis Drifttekniker - kraftvärme, fjärrvärme, fjärrkyla); Vocational Certificate Operations Technician - Power Grid (Yrkesbevis Drifttekniker - elnät); Vocational certificate Power Grid Planner (Yrkesbevis Beredare - elnät); Vocational Certificate Project Manager - Fiber Optic Network (Yrkesbevis Projektledare - fiberoptiskt nät); Vocational Certificate Project Manager - Power Grid (Yrkesbevis Projektledare - elnät); Vocational certificate Supervisor in waste management and recycling (Yrkesbevis Arbetsledare inom avfallshantering och återvinning); Youth worker (Fritidsledare); These are examples of such qualifications and not an exhaustive list. There is no official translation from Swedish to English.

4

**Diploma from a national programme in upper secondary education - qualification title for students starting 2011 onwards**

**(Gymnasieexamen från gymnasieskolan)**

**Category**

Qualifications Awarded in formal education

**Final grades from a complete national or specially designed programme (Slutbetyg från ett fullständigt nationellt eller specialutformat program i gymnasieskolan)**

**Category**

Qualifications Awarded in formal education

4

**Diploma from municipal adult education and training at upper secondary level - qualification title for students starting 2011 onwards (Gymnasieexamen från kommunal vuxenutbildning)**

**Category**

Qualifications Awarded in formal education

**Final grades from municipal adult education and training at upper secondary level (Slutbetyg från gymnasial vuxenutbildning)**

**Category**

Qualifications Awarded in formal education

**Certificate from the general course at upper secondary level from folk high school (Intyg om godkänt resultat från allmän kurs på gymnasial nivå från folkhögskola)**

**Category**

Qualifications Awarded in formal education

**Diploma from National Vocational Education for Adults at Upper Secondary Level - NVE (Examen enligt förordningen (2024:107) om stöd för en nationell yrkesutbildning)**

**Category**

Qualifications Awarded in formal education

**Qualifications Awarded outside formal education**

Examples: Administrator with organisation and leadership (Administratör med organisation och ledarskap); Bricklayer (Murare); Bus mechanic (Bussmekaniker); Car mechanic (Personbilmekaniker); Chef (Kock); Child and Youth Educator (Barn- och ungdomspedagog); Childcare worker (Barnskötare); CNC operator - CNC Technology Green certificate (CNC-operatör - CNC Teknik Grönt certifikat); Concrete worker (Betongarbetare); Customer service employee (Kundservicemedarbetare); Die casting, Operator Die casting cell (Pressgjutning, Operatör Pressgjutcell); Die Casting, Operator Tool Maintenance (Pressgjutning, Operatör Verktygsunderhåll); Fiber technician (Fibertekniker); Film and television basic (Film och TV Bas); Flooring installer (Golvläggare); Forklift driver in the transport industry (Truckförare i

transportbranschen); Hairdressing aspirant (Frisöraspirant); Licensed personal trainer (Licensierad Personlig Tränare); Machine operator in the transport industry (Maskinförare i transportbranschen); Meter technician VA (Mätartekniker VA); Military cook (Militär kock); Military group leader (Militär gruppchef); Preparedness technician - optical fiber (Beredskapstekniker - optofiber); Property caretaker (Fastighetsskötare); Property Technician (Fastighetstekniker); Recycling worker (Återvinningsarbetare på ÅVC); Sand casting Knocking out and cleaning (Sandgjutning Urslagning och rensning); Sand Casting Operator Casting (Sandgjutning Operatör Avgjutning); Sand casting Operator Core manufacturing (Sandgjutning Operatör Kärntillverkning); Sand Casting Operator Melting (Sandgjutning Operatör Smältning); Sand casting Operator Model making (Sandgjutning Operatör Modelltillverkning); Sand casting Operator Mold making and core setting (Sandgjutning Operatör Formtillverkning och kärnsättning); Sand casting Operator Sand preparation (Sandgjutning Operatör Sandberedning); Shot firer: certificate for less complicated blasting with deflagrating products (Sprängarbas Spräckkort för sprängning av mindre komplicerat slag med deflagrerande produkter); SRY Remediation Basic (SRY Sanering Bas); SRY Vocational Certificate Home Service (SRY Yrkesbevis Hemservice); SRY Vocational certificate in cleaning services (SRYS yrkesbevis inom städservice); Student assistant specialising in social pedagogy (Elevassistent med inriktning socialpedagogik); Supervision, care and maintenance of property (Tillsyn, skötsel och underhåll av fastighet); Tiler (Plattsättare); Vocational certificate 1 - Care and management of the outdoor environment (Yrkesbevis 1 - Skötsel och förvaltning av utemiljö); Vocational Certificate Distribution Electrician - Lighting (Yrkesbevis Distributionselektriker - belysning); Vocational Certificate Distribution Electrician - power grid (Yrkesbevis Distributionselektriker - ledningsnät); Vocational certificate Driver - cleaning truck in waste management and recycling (Yrkesbevis Chaufför - renhållningsbil inom avfallshantering och återvinning);

Vocational certificate Maintenance technician - VA (Yrkesbevis Underhållstekniker - VA); Vocational Certificate Operations Technician - Water and Wastewater Networks (Yrkesbevis Drifttekniker - VA ledningsnät); Vocational Certificate Operations Technician - Water Treatment Plant (Yrkesbevis Drifttekniker - Reningsverk VA); Vocational Certificate Operations Technician - Waterworks (Yrkesbevis Drifttekniker - Vattenverk VA); Youth worker (Fritidsledare); Youth worker with specialisation in social pedagogy (Fritidsledare med inriktning socialpedagogik);

3

**Qualifications Awarded outside formal education**

3

Examples: Assistant – sanitation truck for waste management and recycling (Medåkare - renhållningsbil inom avfallshantering och återvinning); Fiber installer (Fiberinstallatör); General basic skills for working life (Generella grundläggande kompetenser för arbetslivet); Industry operator, BAS (Industrieteknik BAS); Outdoor environment Basic - Maintenance of outdoor environment (Utemiljö Bas - Skötsel av utemiljö); SRY Cleaning Basic (SRY Städ Bas);

2

**Final grades from compulsory school (Slutbetyg från grundskolan)**

2

**Category**

Qualifications Awarded in formal education

**Final grades from special school at compulsory level (Slutbetyg från specialskolan)**

**Category**

Qualifications Awarded in formal education

**Final grades from municipal adult education and training at compulsory level (Slutbetyg från kommunal vuxenutbildning på grundläggande nivå)**

**Category**

Qualifications Awarded in formal education

**Certificate from upper secondary education for individuals with learning disabilities (Gymnasiesärskolebevis från gymnasiesärskolan)**

**Category**

Qualifications Awarded in formal education

**Certificate from special education for adults at upper secondary level (Gymnasiesärskolebevis från särskild utbildning för vuxna på gymnasial nivå)**

**Category**

Qualifications Awarded in formal education

**Grade from Swedish for immigrants course D, or equivalent awarded by a folk high school (Betyg från utbildning i svenska för invandrare kurs D, eller motsvarande utbildning som bedrivs vid folkhögskola)**

**Category**

Qualifications Awarded in formal education

**Grade from municipal adult education in Swedish for immigrants course D, or equivalent awarded by a folk high school (Betyg från kommunal vuxenutbildning i svenska för invandrare kurs D, eller motsvarande utbildning som bedrivs vid folkhögskola)**

**Category**

Qualifications Awarded in formal education

**Certificate from the general course at compulsory school level from folk high school (Intyg om godkänt resultat från allmän kurs på grundskolenivå från folkhögskola)**

**Category**

Qualifications Awarded in formal education

**Qualifications Awarded outside formal education**

Examples: Supervision, care and maintenance of property - basic (Tillsyn, skötsel och underhåll av fastighet - bas)

1

**Final grades from compulsory school for pupils with learning disabilities (Slutbetyg från grundskolan)**

**Category**

Qualifications Awarded in formal education

**Final grades from special education for adults at compulsory level (Slutbetyg från särskild utbildning för vuxna på grundläggande nivå)**

**Category**

Qualifications Awarded in formal education

1

# Acronyms

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EQF	European qualifications framework
MYH	National Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan)
NCP	national coordination point
NQF	national qualifications framework
QF-EHEA	qualifications framework in the European higher education area
SeQF	Swedish qualifications framework
VET	vocational education and training
VNFIL	validation of non-formal and informal learning

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## Notes

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[1]More information: Eurostat [[educ\\_uoe\\_enra13](#)] accessed 7 April 4 2025.

[2]Since January 2023, the level descriptor competences has been changed to autonomy and responsibility (ansvar och självständighet) through an amendment of Ordinance [SFS 2015:545](#).

[3]Source: Background note prepared by the Swedish representatives for the peer learning activity (PLA) on the inclusion of qualifications from outside formal education and training in NQFs referenced to the EQF (April 2025, Warsaw).

[4]Source: Internal consultation with the EQF NCP.

[5]Source: Background note prepared by the Swedish representatives for the Peer Learning Activity (PLA) on the Inclusion of Qualifications from Outside Formal Education and Training in NQFs Referenced to the EQF (April 2025, Warsaw).

[6][Guidelines for industry sector validation](#) (Swedish).

[7]Source: Internal consultation with the EQF national coordination point (EQF NCP).

[8]This requirement was introduced by the 2022 amendment of the SeQF Ordinance.

[9]The council consists of the chair and up to 14 members from various organisations of interest and government agencies. The members are appointed for a six-year period and meet at least four times a year, depending on the number of applications.

[10]Information in this section was also retrieved from the background note prepared by the Swedish representatives for the peer learning activity (PLA) on the inclusion of qualifications from outside formal education and training in NQFs referenced to the EQF (April 2025, Warsaw).

[11]More information at [Studera.nu for higher education](#) and [Study in Sweden](#).

[12]More information (EN): [The Swedish school system](#).

[13]An interesting example on [careers in commerce](#).

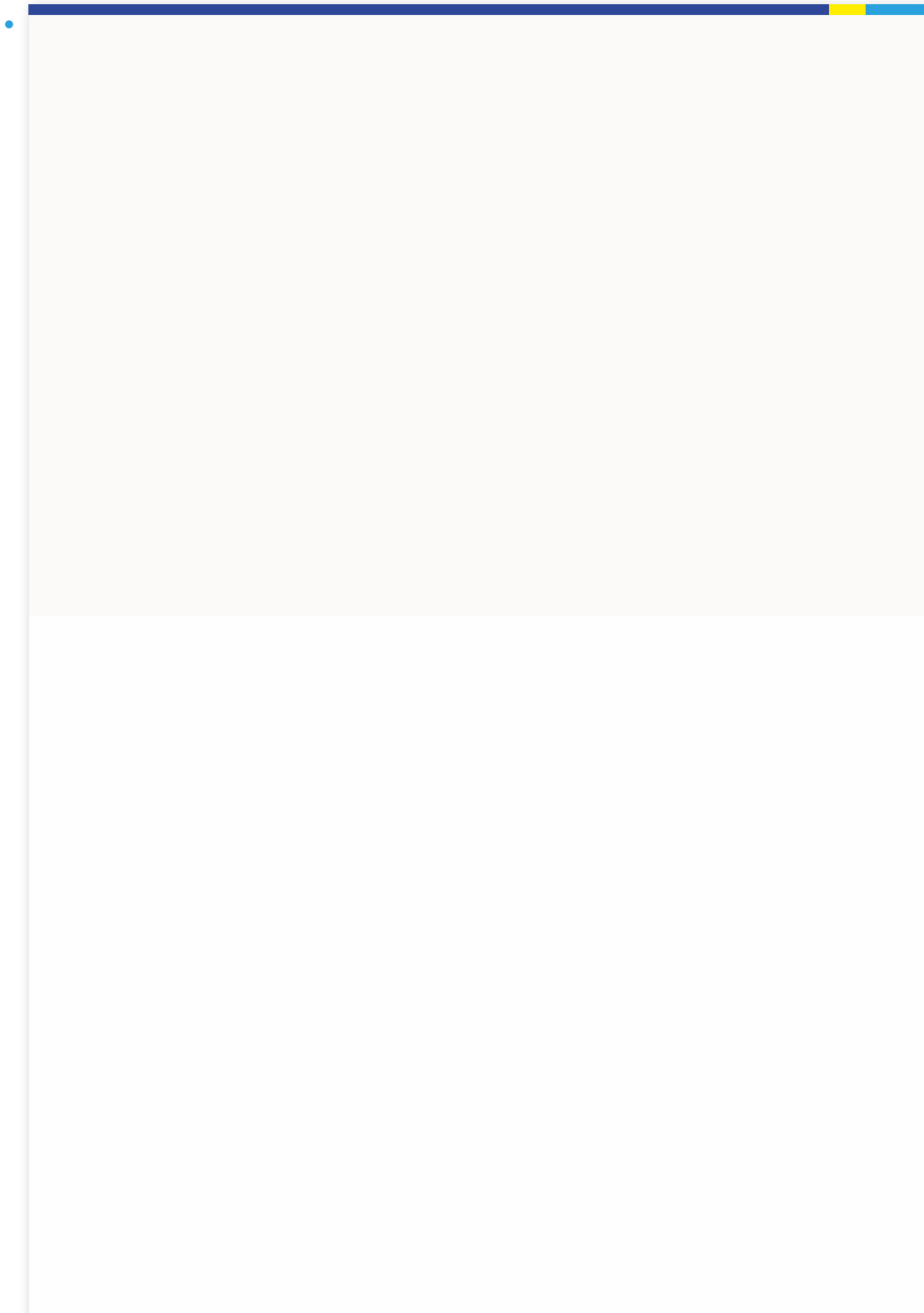
[14]Information in this section was also retrieved from the background note prepared by the Swedish representatives for the peer learning activity (PLA) on the inclusion of qualifications from outside formal education and training in NQFs referenced to the EQF (April 2025, Warsaw).

[15]Information in this section was also retrieved from the background note prepared by the Swedish representatives for the peer learning

activity (PLA) on the inclusion of qualifications from outside formal education and training in NQFs referenced to the EQF (April 2025, Warsaw).

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2024

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