

The CyQF Level Descriptors

CyQF



Introduction

The European Parliament and the Council of the European Union, endorsed, on 23 Απριλίου 2008, a recommendation on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01). The European Qualifications Framework is expected to improve transparency and support mutual trust concerning qualifications.

The European Qualifications Framework is a reference framework whose aim is to relate the qualifications systems of various countries. In order to facilitate this effort, each Member State is expected to develop a National Qualifications Framework. Therefore, the Board of Ministers, with the Decision number 67.445 of the 9th of July 2008, decided the appointment of a National Committee for the Development and Establishment of a National Qualifications Framework in Cyprus, which consists of the General Director of the Ministry of Education and Culture (President of the Committee), the General Director of the Ministry of Labour and Social Insurance and the General Director of the Human Resource Development Authority or their representatives.

The National Committee has appointed a three-member Working Committee for the preparation of an Interim Report on the development of a National Qualifications Framework in Cyprus, which consist of representatives of the three members of the National Committee. Their role was to:

- Study the examples of other countries that have already developed and established National Qualifications Frameworks.
- Develop the National Qualifications Framework of Cyprus based on the eight levels of the European Qualifications Framework in order to ensure the smooth referencing of the NQF to the EQF.
- Take into account the traditionally and socially acceptable norms and frameworks of Cyprus, as well as the reservations regarding the validation of informal and non formal learning.

The Working Committee proceeded to suggest various activities which will contribute to a more comprehensive briefing of both the members of the National Committee for the Development and Establishment of a National Qualifications Framework in Cyprus, as well as of the members of the Working Committee.

Mission Statement

To oversee the development of the National Qualifications Framework in the context of lifelong learning and to work in partnership with learners, employers and training and education providers to achieve and maintain excellence as a contribution towards the national effort for competitiveness.

The Cyprus Qualifications Framework

NQF levels	Educational /Academic Qualifications		Occupational /Vocational Qualifications	EQF levels
8	Doctoral Degree			8
7c	Master's Degree			7
7b	Post Graduate Diploma			
7a	Post Graduate Certificates			
6	University Degree (Ptychion /Bachelor's Degree)		SVQ Level 6	6
5c	Higher Certificates and Diplomas (3 years or more)		SVQ Level 5	5
5b	Post Secondary Certificates and Diplomas (2 years)			
5a	Post secondary Certificates and Diplomas (1 year)			
4	Upper Secondary General Education and Evening Schools Certificates (12th class - or 12 & 13th for some private schools) - Apolyterion	Upper Secondary Technical and Vocational Education and Evening Technical Schools Certificates (12th class) - Apolyterion	SVQ Level 4	4
3	Lower Secondary Education Certificate (10th class)	New Modern Apprenticeship Certificate	SVQ Level 3	3
2	Compulsory Lower Secondary Education Certificate (9th class)	Preparatory Programme (New Modern Apprenticeship)		2
1	Compulsory Education Certificate (Elementary School Leaving Certificate, and/or graduates of 7th and /or 8th class)			1

SVQ = system of vocational qualifications



Level Descriptors - Level 1

Level 1	Level 1 EQF	Level 1 CyQF
Knowledge	Basic General Knowledge	<ol style="list-style-type: none"> 1. Must have basic knowledge within the general matters of the elementary school 2. Knows and understands the steps needed to complete simple tasks and activities 3. Understands basic tasks and instructions 4. Must have basic knowledge about natural, cultural and political matters through the textbooks
Skills	Basic Skills Required to carry out Simple tasks	<ol style="list-style-type: none"> 1. Must possess basic linguistic, numerical, practical and creative skills 2. Must have basic repetitive communication skills 3. Able to utilize different basic methods of work 4. Able to evaluate own work 5. Able to present the results of own work
Competences	Work or Study under Direct Supervision in a structured context	<ol style="list-style-type: none"> 1. Able to take personal decisions and act in simple, clear situations 2. Able to work independently with predefined problems 3. Must have a desire to learn and be able to enter into partly open learning situations under supervision 4. Able to carry out activities with simple predefined 5. timeframes under guidance

Learning Outcomes	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. Basic understanding of textbooks 2. Completes repetitive simple tasks and under a quality controlled system 3. Communicating basic information in familiar contexts 4. Ensures that the assigned tasks have been completely effectively 5. Acquires and applies key competences to defined actions 6. Takes minimum responsibility for completing simple tasks/ exercising limited autonomy
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The learner is expected to have basic learning outcomes -that is on an elementary level. The communication and key competences at this level are also basic. All tasks are accomplished through a step by step guidance and therefore they don't have full responsibility for their actions. The responsibility is shared with the person guiding the tasks. Skills are more thoroughly elaborated in the CyQF making distinction between the linguistic, numerical, practical, creative skills and communication skills. Being able to evaluate own work exits this level. The communication and key competencies at this level are also basic. All tasks are accomplished through a step by step guidance and therefore they don't have full responsibility for their actions. The responsibility is shared with the person guiding the tasks. Both frameworks expect people to function under direct supervision, in clear and simple situations, predefined problems, predefined timeframes under guidance and by having little autonomy.

Level Descriptors - Level 2

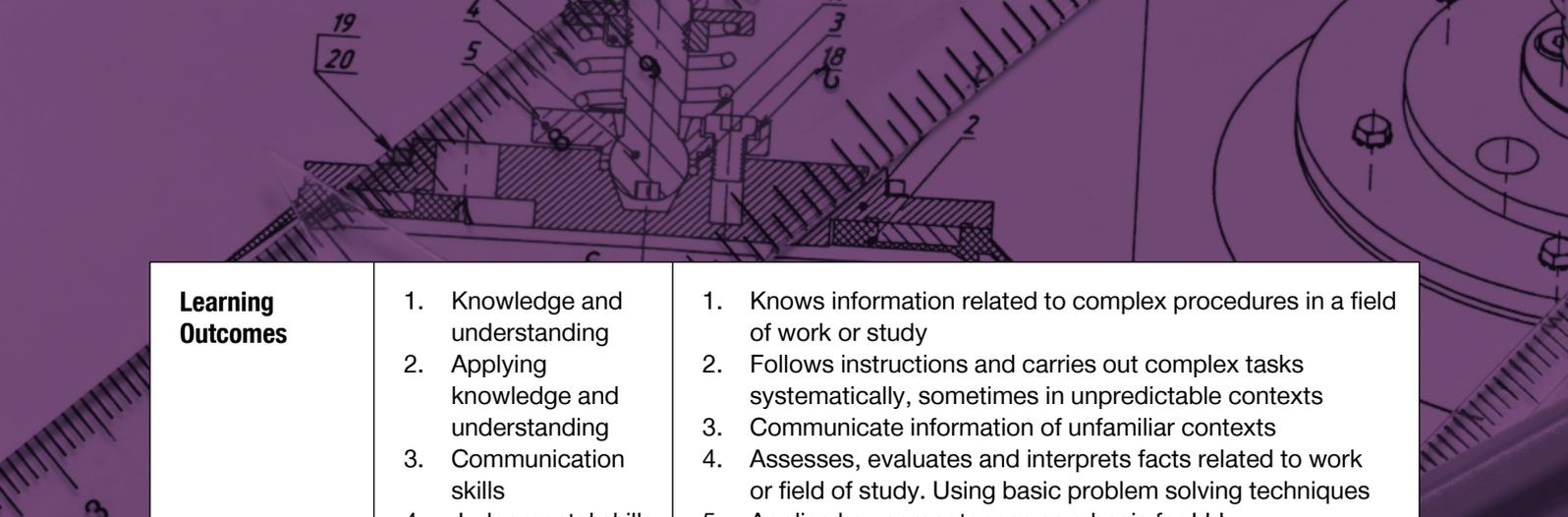
Level 2	Level 2 EQF	Level 2 CyQF
Knowledge	Basic factual knowledge of a field of work or study	<ol style="list-style-type: none"> 1. Must have basic knowledge within general subjects 2. Must have basic knowledge about natural, cultural, social and political matters 3. Must be aware of and interprets types of information and ideas 4. Must have relevant knowledge to accomplish specific actions for self and others
Skills	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	<ol style="list-style-type: none"> 1. Possess basic linguistic, numerical, practical and creative skills 2. Able to present the results of its own work 3. Able to utilize different basic methods of work 4. Ensure tasks are carried out effectively 5. Able to evaluate own work
Competences	Work or study under supervision with some autonomy	<ol style="list-style-type: none"> 1. Able to work independently with predefined problems 2. Acquires and applies basic key competencies 3. Able to carry out activities under limited supervision 4. Must have desire to learn and be able to partly open 5. learning situations under supervision 6. Able to take personal decisions and act in simple and clear situations

Learning Outcomes	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. Understand and uses knowledge for tasks and procedures 2. Follows instructions 3. Communicate information which are based on unfamiliar contexts 4. Be proactive and be able to select information on specific tasks 5. Applies key competences to various actions 6. Takes responsibility and exercises autonomy under a controlled system
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On this level, the learner is expected to have a good knowledge of the subjects rather than elementary level (basic) knowledge. The learner should also be in a position to select, evaluate and interpret information accordingly using a more advanced level of communication skills and key competences. On Level 2, the learner is competent without being in a familiar environment and thus the tasks are not simple and repetitive as Level 1. The element that is introduced on this level is Pro-activity. The learner on this level is not responsible for the quality assurance of the task, this is a responsibility of the supervisor. He/she can take certain amount of responsibility in some cases. Lastly, Level 2 is slightly more demanding in autonomy level.

Level Descriptors - Level 3

Level 3 Knowledge	Level 3 EQF Knowledge of facts, principles, processes and general concepts, in a field of work of study	Level 3 CyQF 1. Must have knowledge of basic methodology, facts and procedures in the occupational area or field of study 2. Understands the relevancy of theoretical knowledge 3. Selects and uses relevant knowledge acquired to accomplish specific actions for self and others 4. Must understand his/her own possibilities to influence society and labor market
Skills	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	1. Able to perform practical work assignments within an occupational area or field of study 2. Demonstrate a range of developed skills to carry out complex tasks relating to profession or field of study 3. Able to solve professional problems 4. Able to search for assess information relevant to practical work assignments within his/her occupational area or field of study 5. Able to use professional terminology in communications with colleagues or other students
Competences	Take responsibility for completion of tasks in work or study adapt own behavior to circumstances in solving problems	1. Able to enter into interdisciplinary cooperation within practice of an occupation or field of study 2. Apply knowledge and skills to carry out tasks systematically 3. Behave in such way to solve problems by participating pro-actively in learning environments 4. Able to participate actively in learning situations within an occupation or field of study 5. Able to establish responsibility and autonomy under supervision 6. Acquires key competences as a basis for LLL 7. Able to take responsibility for delimited work processes



Learning Outcomes		
	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. Knows information related to complex procedures in a field of work or study 2. Follows instructions and carries out complex tasks systematically, sometimes in unpredictable contexts 3. Communicate information of unfamiliar contexts 4. Assesses, evaluates and interprets facts related to work or field of study. Using basic problem solving techniques 5. Applies key competences as a basis for LLL 6. Takes responsibility for completing complex tasks. Interacts with the immediate environment in defined actions for himself and others

At Level 3, the key competences have a higher level of difficulty if compared with the previous levels. So, Level 3 introduces problem solving skills, the systematic carrying out of procedures and the demonstration of learning outcomes following personal initiative. The learner is also able to understand complicated instructions and carry out a range of tasks which require a range of developed skills. The learner is also able to communicate information which is more complex than the previous levels and to be responsive to problems which need urgent action with responsibility and autonomy.

Level Descriptors - Level 4

Level 4 Knowledge	Level 4 EQF Factual and theoretical knowledge within a field of work or study	Level 4 CyQF <ol style="list-style-type: none"> 1. Have knowledge of principles and broad theories in the field of work or study 2. Selects and analyzes theoretical knowledge in broad contexts of his/her field or work of study 3. Applies facts and procedures relating to his/her field or work of study 4. Have understanding of relations between professional problems in an international framework
Skills	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study	<ol style="list-style-type: none"> 1. Able to select and apply relevant tools, techniques, materials and methodologies in the field of work or study 2. Able to identify practical or theoretical problems and solve them 3. Able to assess the quality of work of others and their own based on the given standards 4. Able to utilize the terminology of his/her occupation or field of study in collaboration with coworkers
Competences	<p>Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change</p> <p>Supervise routine work of others, take some responsibility for the evaluation and improvement of work or study activities</p>	<ol style="list-style-type: none"> 1. Able to take responsibility for own and joint work processes and outcomes 2. Able to apply knowledge and skills to perform qualitative and quantitative tasks 3. Able to search for professional development 4. Able to demonstrate an advance level of key competences at this level as a basis for Higher Education 5. Able to take responsibility in the field of work or study

Learning Outcomes	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. Understands and analyses broad technical, practical and theoretical knowledge based on field of work and study 2. Follows instructions and carries out defined theoretical and technical tasks 3. Communicates technical and theoretical knowledge in a field of work or study 4. Generates/interacts solutions to problems in a field of work or study 5. Applies key competences to defined actions in a field of work or study 6. Autonomus and take responsibility for defined tasks for self and others. Completing complex tasks in a broad context under assured mechanisms
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Progression to this level is distinguished by expertise and application of a range of technical or academic skills the introduction of qualitative and quantitative concepts of work and the change of role from learner to supervisor. The international aspect of the societal dimension is also introduced at this level. This Level also introduces responsibility and the provisions to solutions. The learner is responsible for carrying out his/her tasks effectively and monitoring the work of others by implementing quality assurance mechanisms.

Level Descriptors - Level 5

Level 5 Knowledge	Level 5 EQF Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundary of that knowledge	Level 5 CyQF 1. Have understanding of practice and the most important theories and methodologies and confirm that he/she is able to understand the utilization of this within a field of work 2. Develops strategic and creative responses in researching solutions to well defined problems 3. Judgmental on knowledge of relevant social and ethical issues 4. Have knowledge of practice and application of methodology and theory in field of work or study
Skills	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	1. Evaluates owns learning and identifies learning needs to undertake further learning 2. Able to evaluate practice related problems and adjust work procedures 3. Communicate solutions to practice related problems to co-workers 4. Able to convey ideas to peers, supervisors using qualitative and quantitative information 5. Able to utilize set of skills connected with the practice on processes of field of work or study 6. Able to identify the use of data to formulate responses to well-defined concrete and abstract problems
Competences	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others	1. Able to identify possibilities for further education in different learning environments 2. Manage projects independently that require problem solving techniques 3. Able to undertake defined management and planning functions in relation to the field of work or study 4. Able to manage people and review their performance, team builder, team trainer 5. Able to enter into development oriented interdisciplinary work processes

Learning Outcomes	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. Understands advanced text books which lead to further vocational or academic learning. Good researcher in problems solutions 2. Demonstrate management skills 3. Manage problems and develop solutions in the field of work or study 4. Be judgmental on social and ethical issues 5. Evaluate his/her performance and improve competences for further learning. 6. Effective and efficient management of projects and people
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There is a consensus among the EQF, the EHEA/QF and the CyQF that Level 5 is characterized by a comprehensive and specialized knowledge, cognitive and practical skills, as well as competences for management and supervision.

Within this framework, Level 5 introduces aspects as the further learning and basic research, personal academic development, judgments on social and ethical issues, personal responsibility and the effective management of projects. There is a developed degree of autonomy and responsibility and from a supervisory role the learner shifts to a Management role. The new role involves team building and training and mastering of unpredictable problems in field of work. The skills are rather described as the ability to utilize and combine a comprehensive set of skills connected with the practice and work processes of an occupation or field of study.

CyQF Level 5 is developed in line with the equivalent EQF and EHEA/QF Level 5, covering all post-secondary non

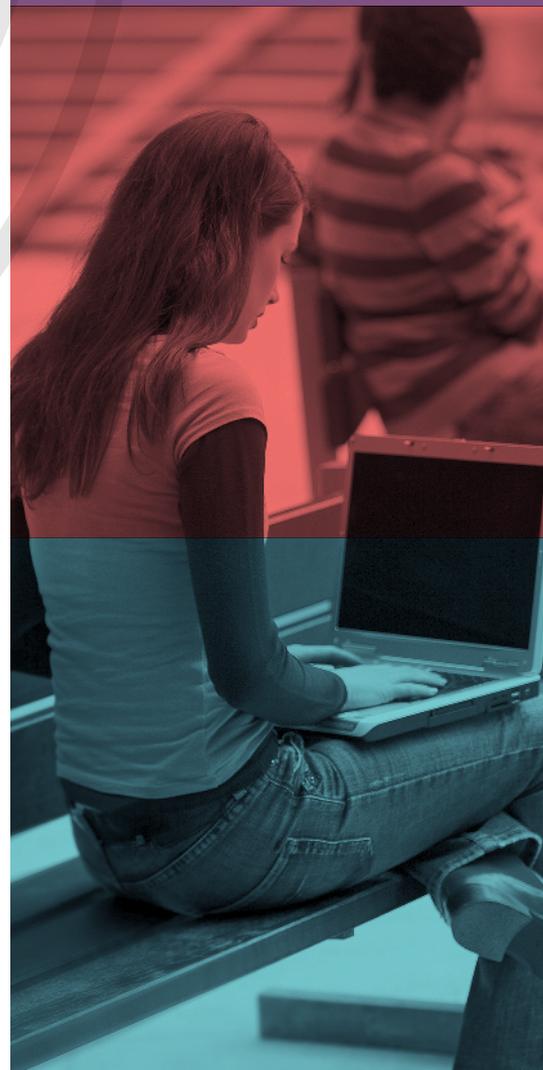
university qualifications. This range of qualifications, in Cyprus, is mostly awarded by Private Institutions of HE and according to the existing legislation they can be one-year Certificate, two-year Diploma and three-year Higher Diploma. A few public HE Institutions award, as well, Higher Diplomas. Additionally, the newly established MIEEK awards certificates in specialized vocational areas after a two-year program of study.

People with the above qualifications are employed in the Cyprus work market, both in the public and the private sector, they are in certain posts, they have been evaluated and promoted according to these different qualification levels and as a result any effort to ignore this distinction will create disruption to the work market.

In the group of people with these qualifications in the Cyprus work market, some more people, with equivalent qualifications, which have been gained from other countries (Greece, UK, USA etc.), are added creating an even more wide group.

Taking into account the above it is clear that, at this difficult beginning stage of establishing the CyQF, any effort to adopt EQF Level 5 as a single level, will neither represent the currently awarded qualifications by the legislation and the Cyprus education system, nor the current state of the country's work market. As a result any such effort will create a serious disruption both in the education system and the work market.

In order to cover, at this stage, the variety and the distinction of the above mentioned qualification, both in the



educational system and the work market, without creating serious disruption in the education system and the work market, it was decided to introduce a splitting of level 5 to 5a, 5b and 5c, 5a corresponding to one year Certificates or equivalent, 5b to two year Diplomas or equivalent and 5c to three year Higher Diplomas or equivalent.

The splitting of CyQF Level 5 descriptors table in the sub-level 5a, 5b and 5c is as follows:

	5a	5b	5c
Knowledge	1 - 2	1 - 3	1 - 5
Skills	1 - 2	1 - 4	1 - 6
Competences	1 - 2	1 - 4	1 - 5
Learning Outcomes	1 - 3	1 - 5	1 - 6

With the establishment of the national quality assurance agency and the consequent changes in the educational legislation, the possibility of changing the three sub levels to a single level 5 will be studied carefully and will be taken into account in the next update of the CyQF.

In addition to the EQF and the EHFA/QF for Levels 6,7 and 8 the Bologna requirement for the separation of the awarded qualification in three discreet cycles were added. These descriptors are included in the EHFA/QF as found in following table

Level Descriptors - Level 6

Learning Outcomes	Level 6 - 1st Cycle	Level 7 - 2nd Cycle	Level 8 - 3rd Cycle
Knowledge and understanding	Supported by advanced text books with some aspects informed by knowledge at the forefront of their field of study	Provides a basis opportunity for originality in developing or applying ideas often in a research context	Includes a systematic understanding of their field of study and mastery of the methods or research associated with that field
Applying knowledge and understanding	Devising and sustaining arguments	Through problem solving abilities in new unfamiliar environments within broader context	Ability to conceive, design, implement and adapt substantial process of research with scholarly integrity a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication
Making judgments	Involves gathering and interpreting relevant data	Demonstrated the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data	Requires capabilities of critical analysis, evaluation and synthesis of new and complex ideas
Communication	Information, ideas, problems and solutions	Their conclusions and the underpinning knowledge and rationale to specialist and non specialist audiences	With the peers, the larger scholarly community and with society in general dialogue about their areas of expertise
Learning Skills	Have developed those skills needed to study further with a high level of autonomy	Study in a manner that may largely self directed or autonomous	Expected to be able to promote, within academic and professional contexts technological, social or cultural advancement

Level 6 Knowledge	Level 6 EQF Advanced knowledge of a field of work of study involving a critical understanding of theories and principles	Level 6 CyQF 1. Able to reflect on theories and practices of field of work or study by understanding the knowledge that builds upon general education 2. Able to be judgmental on relevant social and ethical issues that arise on field of work or study 3. Knowledgeable on theory and practice in his/her field of work or study
Skills	Advanced skills demonstrating mastery and innovation required to solve complex and unpredictable problems in a specialized field of work or study	1. Able to assess theoretical and practical problems and find solutions in field of work or study 2. Constantly evaluate own learning and identify learning needs 3. Able to communicate professional issues and solutions to co-workers and subordinates (field of work) or partners (field of study) involving qualitative and quantitative information 4. Able to apply methodologies using specific tools of one or more fields of study and to apply skills related to its field of work or study
Competences	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts Take responsibility for managing professional development of individuals and groups	1. Able to independently participate in professional collaboration 2. Able to handle complex tasks and situations in field of work or study 3. Be creative and take initiative in developing projects management processes-team builder/team trainer 4. Developed learning skills necessary to undertake further studies with high degree of autonomy 5. Able to identify own learning needs and to organize own learning in various learning environments in field of work or study

Learning Outcomes	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. Have understanding of theoretical and practical knowledge in field of work or study 2. Able to demonstrate innovative responses to field of work or study 3. Able to communicate ideas and solutions to problems to various audiences (specialists/non specialist) using various techniques to sustain arguments 4. Able to make professional judgments on ethical and social issues within the area of specialization. Mastering problem solving 5. Assess own learning and get specialization in one or more competences for further learning 6. Responsible for the management of creative and innovative projects in field of work or study
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There is a consensus among EQF, EHEA/QF and CyQF, that Level 6 is characterized by Knowledge and skills. Additionally, communication skills, skills to solve unpredictable problems and skills for evaluation of own learning is included in the CyQF to comply with EQF and EHEA/QF. This level is also characterized by the Specialization in a particular area of study or work. The Specialization entails innovation and consistent professional development. Communication is another parameter that takes a new role. At this level, it has to do with sharing expertise with specialists and non-specialists audiences. The last parameter that takes a new role, is the Learning. At Level 5 Learning was achieved by some autonomy and in Level 6 is achieved with high degree of autonomy and responsibility. The learner must be able



to assess a situation and act with responsibility with self, others and the organization.

As part of the learning outcomes EHEA/QF includes autonomy and responsibility but it does not include statements to show specifically managerial responsibility. EQF on the other hand, as well as CyQF take into consideration managerial learning outcomes for manpower, for projects and problems.

Finally CyQF is more detailed than EQF and EHEA/QF. This is because it is a National Framework and does not have to be so general and so flexible as the EQF and the EHEA/QF. The flexibility and the generality EQF and the EHEA/QF is necessary since they must be applicable to all EU member states, which have different national QF's which have to be harmonized with the European ones, it is not, however, necessary for the CyQF which has to be more analytic.

CyQF Level 6 is developed to comply with the requirements of Bologna Framework for the discrete distinction of the three cycles. Level 6 is EQF, EHEA/QF and similarly in CyQF constitutes the level for the First Cycle (First Degree or Bachelor's degree). In Cyprus the First Cycle degree (Ptychio) is awarded in all institutions, public and private, after the completion of a 4-year (8 semesters) program of study. Each year carries a minimal load of 60 ECTS and as a result the First Cycle degree carries a load of at least 240 ECTS.

Level Descriptors - Level 7

Level 7	Level 7 EQF	Level 7 CyQF
<p>Knowledge</p>	<p>Highly specialized some of which is at the forefront of knowledge in a field of work or study as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<ol style="list-style-type: none"> 1. Able to enhance knowledge associated with Bachelors level 2. Have knowledge within one or more fields of study based on international research 3. Uses multi disciplinary theoretical and practical knowledge in the field of study 4. Able to understand the scientific basis of his/her field and reflect on the knowledge identifying scientific issues
<p>Skills</p>	<p>Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<ol style="list-style-type: none"> 1. Able to assess and select among methodologies, theories, tools and skills in the field of study and develop new models of analysis and scientific based problem solving techniques 2. Good performer in critical evaluations and problem solutions in unfamiliar environments 3. Able to communicate research based knowledge and discuss professional and scientific issues to specialized and non specialized audience 4. Develop new skills, techniques and leadership skills and be innovative in complex work study contexts 5. Master scientific methodologies, skills and tools of the field of study

<p>Competences</p>	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>	<ol style="list-style-type: none"> 1. Able to independently initiate and implement professional and interdisciplinary cooperation by taking professional responsibility 2. Able to demonstrate ability to respond and manage in fast changing business environments 3. Able to independently seek for own professional development and specialization 4. Able to continue studies in a manner that may be largely self directed or autonomus 5. Able to manage work and development situations that are complex and require solutions out of the ordinary and based on research based diagnosis
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. Has theoretical and practical knowledge which forms the basis of original research 2. Manage people and projects effectively in a fast changing business environment 3. Able to communicate clearly knowledge and conclusions which are results of original research or experience or self study to specialized and non specialized audiences 4. Solving problems in an unfamiliar environment with incomplete limited data and producing original research 5. Assess professional development, takes initiative to proceed with further self directed study and further specialization 6. Accountable for original research within a business environment and adapting management on people operating in a specific environment

CyQF Level 7 is aligned with both EQF and EHEA/QF with emphasis on original research, and personal development. CyQF considers knowledge at this level to be of specialized or multi-disciplinary nature, something that is aligned with EHEA/QF. EQF does not mention the multi-disciplinary nature of knowledge, but concentrates only on the specialized nature of it.

Additionally, CyQF is compliance with EHEA/QF includes communication skills in Level 7, which are not included clearly in EQF thought, in a way they are implied.

CyQF is more detailed compared to both EQF and EHEA/QF which are rather general and flexible. This is because CyQF is a National Framework and there is no need to have flexibility and generality. It was considered that a more specific and a more analytic CyQF will help more the understanding of it especially in the first steps of application. EQF and EHEA/QF on the other has deliberately developed with a higher level of flexibility, since these systems are the standards on which all EU member states National Framework were to be developed.

Level 7 includes all post graduate qualifications that which exist between the First Cycle Bachelor's degree and the Third Cycle – Doctorates. Level 7 in CyQF has been developed to comply with the Second Cycle qualifications and Learning Outcomes as they are defined in the 3-cycle Bologna process Framework as well as in the EQF and EHEA/QF Frameworks.

In Cyprus, a second cycle degree on a master's level is awarded after 1-2 years program of study and a minimum





of 90 ECTS. As described in Level 6, all the awards we developed in the after Bologna era and they are all developed having as a standard the Bologna requirements.

Although a completed second cycle degree (Master's) carries a load of 90 ECTS (at least), some Master's programs of study allow for 2 exit points, one after the completion of 30 ECTS, with the award of 2 relevant certificates and after the completion of 60 ECTS, with the award of relevant diploma. These two awarded documents are of post Graduate Level but the qualifications gained are not those required by a full Master's Degree.

Knowledge on this Level should be specialized and multi-disciplinary as defined above. This level introduces original research which has an impact on the need for knowledge, the skills to get the knowledge, evaluate and analyze the competences to produce original writing with responsibility to autonomy. The individual at this level should have high problem solving skills with a degree of specialization. At Level 6 the individual could choose to specialize in one or more fields of study, professional expertise at this level requires specialization in a single area of study.

In addition, it has to be pointed out that the award of post graduate degrees by the Cyprus educational system is very recent and only a very small percentage of these degree holders are employed in the country's work market. A significant percentage of second cycle degree holders in the country's work market, have received their degree abroad, mostly in Greece and in the UK.

The UK system offers the so called Post Graduate Certificate (PgCert) holding the 1/3 of the Master's program

ECTS and the Post Graduate Diploma (PgDip) holding the 2/3 of the Master's program ECTS load.

People with qualifications equivalent to PgCert and PgDip, are employed in the Cyprus work market, both in the public and the private sector, they are in certain posts, they have been evaluated, given additional points for these qualifications and promoted according to these different qualification levels and as a result any effort to ignore this distinction will create disruption to the work market.

Additionally, serious disruption will be created in the educational system since the current legislation allows for exit points in the Master's studies with the equivalent of 30 and 60 ECTS award.

Taking into account the above it is clear that, at this difficult beginning stage of establishing the CyQF, any effort to adopt EQF Level 7 as a single level, will neither represent the currently awarded qualifications by the legislation and the Cyprus education system, nor the current state of the country's work market. As a result any such effort will create a serious disruption both in the education system and the work market.

In order to cover, at this stage, the variety and the distinction of the above mentioned qualification, both in the educational system and the work market, without creating serious disruption in the education system and the work market, it was decided to introduce a splitting of level 7 to 7a, 7b and 7c, 7a corresponding to a PgCert qualification or equivalent, 7b to a PgDip or equivalent and 7c to a Master's degree.



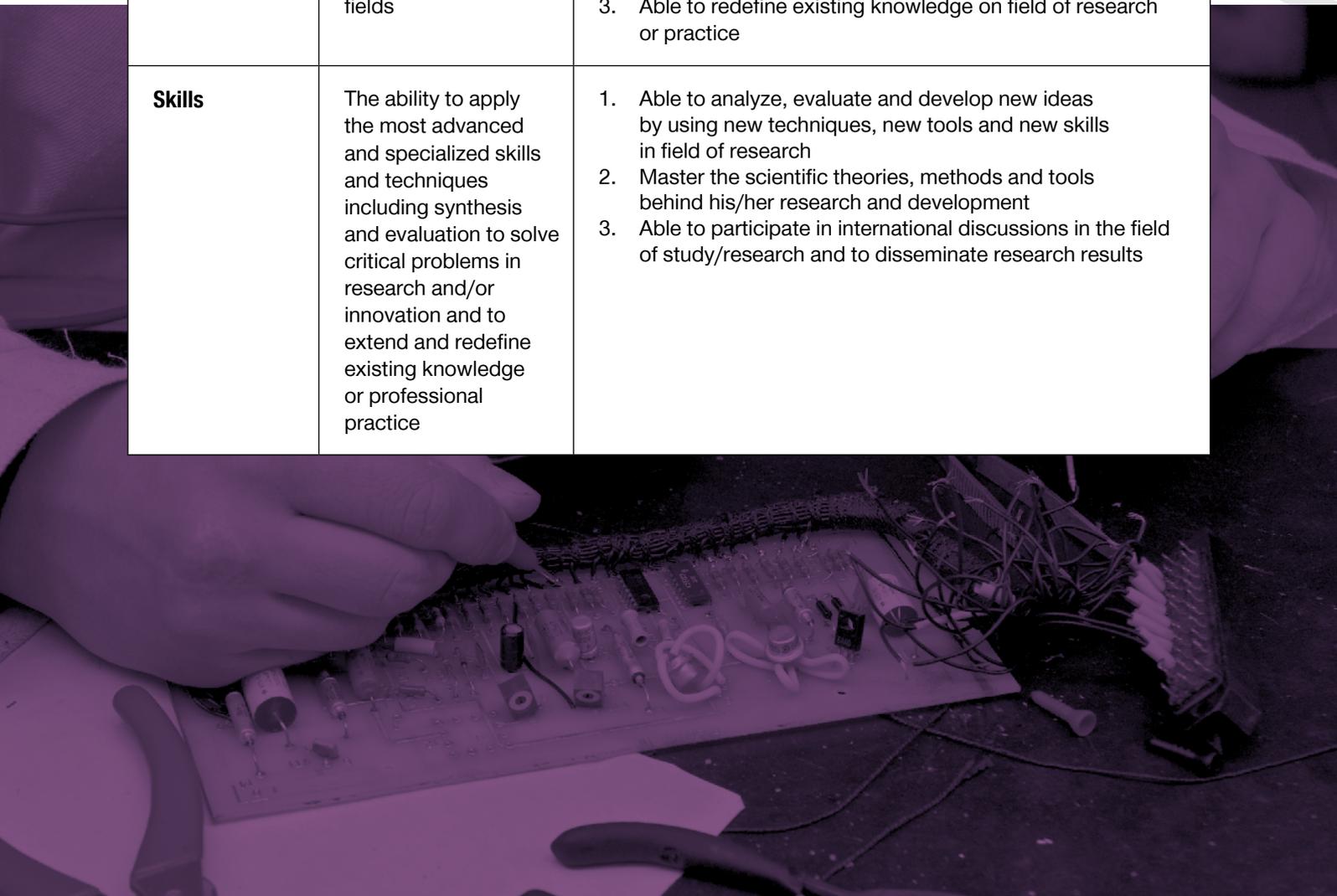
With the establishment of the national quality assurance agency and the consequent changes in the educational legislation, the possibility of changing the three sub levels to a single level 7 will be studied carefully and will be taken into account in the next updates of the CyQF.

The splitting of the CyQF Level 7 descriptors table in the sub levels 7a, 7b and 7c is as follows:

	7a	7b	7c
Knowledge	1 - 2	1 - 3	1 - 4
Skills	1 - 2	1 - 3	1 - 5
Competences	1 - 2	1 - 4	1 - 5
Learning Outcomes	1 - 3	1 - 4	1 - 6

Level Descriptors - Level 8

Level 8	Level 8 EQF	Level 8 CyQF
Knowledge	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	<ol style="list-style-type: none">1. Made a significant contribution to the development of new knowledge and understanding in a specific field of research based on scientific research2. Have knowledge at the highest international level in their field of research3. Able to redefine existing knowledge on field of research or practice
Skills	The ability to apply the most advanced and specialized skills and techniques including synthesis and evaluation to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	<ol style="list-style-type: none">1. Able to analyze, evaluate and develop new ideas by using new techniques, new tools and new skills in field of research2. Master the scientific theories, methods and tools behind his/her research and development3. Able to participate in international discussions in the field of study/research and to disseminate research results



<p>Competences</p>	<p>Competence at the forefront in work or study including research contexts demonstrating substantial authority, innovation, autonomy, scholarly or professional integrity and sustained commitment to the development of new ideas or processes</p>	<ol style="list-style-type: none"> 1. Able to independently initiate and enter into national and international cooperation on research and development with scientific integrity 2. Able to independently initiate research and development projects and develop new knowledge and skills through this research in his/her field of study 3. Able to organize research and development tasks in complex and unpredictable environments/contexts
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Communication skills 4. Judgemental skills 5. Learning skills 6. Autonomy and responsibility 	<ol style="list-style-type: none"> 1. High theoretical and practical expertise in a specialized field of knowledge which can contribute to ethical and social issues not only on a national but also on an international level 2. Shows leadership and mastering research in work or study in an innovative way 3. Communicates expertise to wide audiences and forums using national and international publications 4. Demonstrates expertise in critical evaluations and analysis on issues with limited data in unfamiliar environments 5. Committed to generate new ideas and innovations relating to technology, culture and society 6. Responsible for the leadership of a number of specialized projects



Search Level 8 is both EQF and EHEA/QF require that the individual has reached a high level of expertise in his/hers specialized area. The also give great importance to the mastering of critical assessment and evaluation related to research and other material in their specialized field. Additionally they require that the individual has a certain authority in the field, which has to be sustained by continuous professional development. All these requirement of EQF and EHEA (QF) are also defined in CyQF.

CyQF goes a step forward with requirement for communication and dissemination skills, as well as developing new knowledge and contributing to ethical and social issues not only to a national basis but internationally.

CyQF Level 8 agrees with both EQF and EHEA/QF on the fact that, at this level, the individual should have reached a high level of expertise in a profession or in a specializes area of study. In addition, CyQF Level 8 gives similar importance to the mastering of critical assessment and evaluation related to the research, but also in another material related to the specialized field, as EQF and EHEA/QF give.



The three QF also agree that the individual must have certain authority which has to be sustained by continuous professional development.

In all three QF there is agreement on the fact that individuals have developed personal and social responsibility to promote social, economic and technological development, through innovative ideas in research, testing and communication.

The EHFA/QF requires that individuals communicate the expertise to the general public and to scholars. This requirement is also found in CyQF.

In the CyQF Learning Outcomes there is an additional requirement for the responsibility of the individual for the leadership of specialized projects. This learning outcome was introduced in order to extend the character of Level 8 as a professional level and not only as a level restricted to the academic community.

Level 8 (Doctorate) degrees in the CyQF are awarded after a minimum of three years of a FT study up to a maximum of 8 years. They have a discrete third-cycle feature in accordance with the 3-cycle Bologna Process Framework.





CyQF

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