Ministry of
Education and
Culture

The Referencing of the Cyprus Qualifications Framework to the European Qualifications Framework for Life Long Learning

CyQF
Cyprus
Qualifications
Framework

National Report

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Summary

The development and recognition of citizens' knowledge, skills and competences are crucial for the development of individuals, competitiveness, employment and social cohesion in the Community. Such development and recognition should facilitate transnational mobility for workers and learners and contribute to meeting the requirements of supply and demand in the European labour market. Access to and participation in lifelong learning for all, including disadvantaged people, and the use of qualifications should therefore be promoted and improved at national and Community level.

The report outlines the referencing process of the Cyprus Qualifications Framework (CyQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (GF/EHEHA) and its application to a system of awards in education and training. It provides a conceptual and institutional background that led to the setting up of a European Qualifications Framework and the Qualifications Framework of the European Higher Education Area and how the Cyprus Qualifications Framework which like the EQF, is also based on an eight level system, can be referenced to the EQF and the QF-EHEA.

The Lisbon European Council in 2000 concluded that increased transparency of qualifications should be one of the main components necessary to adapt education and training systems in the Community to the demands of the knowledge society. Furthermore, the Barcelona European Council in 2002 called for closer cooperation in the university sector and improvement of transparency and recognition methods in the area of vocational education and training.

The Council Resolution of 27 June 2002 on lifelong learning invited the Commission, in close cooperation with the Council and Member States, to develop a framework for the recognition of qualifications for both education and training, building on the achievements of the Bologna process and promoting similar action in the area of vocational training. Furthermore, the joint reports of the Council and the Commission on the implementation of the "Education and Training 2010" work programme, adopted in 2004 and 2006, stressed the need to develop a European Qualifications Framework.

In addition to the above, in the context of the Copenhagen process, the conclusions of the Council and the representatives of the governments of the Member States, meeting within the Council, of 15 November 2004 on the future priorities of enhanced European cooperation in vocational education and training gave priority to the development of an open and flexible European Qualifications Framework, founded on transparency and mutual trust, which should stand as a common reference, covering both education and training. Furthermore, the Brussels European Councils of March 2005 and March 2006 underlined the importance of adopting a European Qualifications Framework.

A decision to create an NQF was taken by the Council of Ministers in 2008. A first NQF draft, with detailed timetable for implementation, was presented in April 2010 and consultation with various stakeholders took place in spring 2011. In Autumn 2012, the Council of Ministers approved the implementation of the NQF in Cyprus based on the 8 Levels of the EQF.

This version of the Cyprus Qualifications Framework Referencing Report was authored by General Inspector of Technical and Vocational Education Department Mr. Andreas Eleftheriou and CyQF Coordinator Mr. Kyriacos Kyriacou, both EQF Advisory Group Members.

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Introduction

1. European Qualifications Framework

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. It will help various qualifications frameworks and systems, both at national and sectoral level, to relate their qualifications, thus promoting the transfer and validation of citizens' qualifications. There are 8 reference levels in the European Qualifications System which are defined by a set of descriptors indicating the learning outcomes: knowledge, skills and personal and professional competences. Each national or sectoral qualification will be related to a specific level of the European Qualifications Framework. The Bologna procedure for Higher Education was taken into account in the development of the European Qualifications System. More specifically, the European Qualifications Framework will:

- Operate as a reference framework, enabling the validation and comparability of qualifications and hence the mobility of workers and learners. It will attempt to encompass the diversity of lifelong learning – formal, non-formal and informal learning.
- Help to build mutual trust between stakeholders in education and training.
- Act as a common reference point regarding learning outcomes and competence levels of individuals by facilitating communication between education and training providers, on the one hand, and learners on the other hand, thus meeting labour market needs.
- Not replace existing national or sectoral qualifications frameworks.
- Not provide detailed descriptions of specific qualifications, learning styles, or acceptance requirements. These lie within the competence of national or sectoral qualifications frameworks.
- Facilitate and simplify the procedure for the recognition and validation of qualifications. However, it will not act as a decision-making body regarding the recognition of qualifications. These decisions will be taken at national or sectoral level.
- Contribute to the validation of non-formal and informal learning and become a catalyst for the development of a comprehensive European Transfer and Accumulation Credit

System for Lifelong Learning. This credit system should be compatible to the system developed for Higher Education (ECTS) and also to the system that is being developed for Vocational Education and Training (ECVET). These tools, along with the ones that have been already implemented in the European Union, such as "Europass", the European Quality Assurance Framework for Vocational Education and Training (EQARF) and the data base «Ploteus», are expected to support the reference levels of the framework.

The adoption and implementation of the European Qualifications Framework is voluntary and hence legally non-binding to the European Union or other Member States. However, in case a Member State decides to adopt it, it will be bound to implement it and relate it to its own National Qualifications Framework.

It is recommended that Member States relate their national qualifications systems to the European Qualifications Framework by 2010, and, where appropriate, develop National Qualifications Frameworks in accordance with national legislation and practice.

It is also recommended that Member States adopt measures, as appropriate, so that, by 2012, all new qualification certificates, diplomas and "Europass" documents issued by the competent authorities, contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

2. Experience from other Countries

The importance placed by Member States on the establishment of their National Qualifications Framework can be attributed to the existence of the European Qualifications Framework and the deadlines that have been set in the Recommendation, and also to the tendency to regard National Qualifications Frameworks as fundamental tools that influence national policies and reforms in the fields of education, training and employment. It is generally acceptable that National Qualifications Frameworks should introduce specific levels of qualifications and descriptors, adopt and reflect the learning outcomes approach and involve a wide range of stakeholders from the fields of education, training and employment.

The Member States are at various development and implementation stages of their National Qualifications Systems. An increasing number of Member States moves from initial discussions, conceptualisation and design to consultation with stakeholders and official establishment and adoption of their National Qualifications System. A number of Member States like Belgium (Flanders), Estonia, Lithuania, Malta and Portugal have formally adopted their frameworks. Ireland, France and the United Kingdom have reached an advanced stage of implementation and are currently undergoing or have recently completed reform and revision.

Taking into account the experience of Member States or pre accession countries, the following four stages of development and implementation of National Qualifications Frameworks can be broadly distinguished:

Stage 1: Conceptualisation and Design

Stage 2: Consultation and Testing

Stage 3: Official Establishment/Adoption

Stage 4: Practical Implementation

Most Member States have proposed to adopt or have already adopted National Qualifications Frameworks reflecting and responding to the European Qualifications Framework.

3. Establishment of a National Qualifications Framework in Cyprus

3.1 Appointment of a National Committee

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 Council 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 is 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 will proceed 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.

3.2 Directions/Actions for the Establishment and Operation of a National Qualifications Framework in Cyprus

The National Committee and the Working Committee, based on the priorities of the Republic of Cyprus and the special characteristics of the Cyprus reality, and after reviewing the good practices of other European countries that have already established National Qualifications Frameworks, as well as studying the international relative bibliography, have determined the goals and objectives, the educational sectors that will be included in the National Qualifications Framework of Cyprus, the degree of monitoring the design and quality of qualifications, the degree that the various subsystems will be connected to one another, as well as other policy measures that may be necessary in order to achieve its objectives, the necessary actions and the regulations that will govern its operation and the bodies that will manage it.

3.3 Objectives and Targets of the National Qualifications Framework of Cyprus

- The recognition and validation of Qualifications
- Mobility
- Quality assurance of education and training programmes
- Promotion of lifelong learning

3.4.1 Recognition and validation of qualifications:

The recognition and validation of qualifications, through the development and implementation of a National Qualifications Framework, ensures the upgrading of the quality of human resources and prevents the inclusion of unqualified individuals in a professional group. Furthermore, it ensures international recognition of qualifications through the European Qualifications Framework.

Stakeholders should proceed to reference the qualifications (certificates / diplomas etc) they award to the levels of the proposed National Qualifications Framework and subsequently to the levels of the European Qualifications Framework. It is very important to define the main goals/objectives that the National Qualifications Framework will serve.

3.4.2 Mobility:

The National Qualifications Framework will support greater mobility of workers and learners. It will make it easier for learners to describe their broad level of competence to employers in other countries. This will help employers interpret the qualifications of applicants and so support labour market mobility in Europe.

3.4.3 Quality Assurance:

With the development and establishment of a National Qualifications Framework, quality assurance of the education and training provided will be promoted through the existing competent authorities. In order for a programme of education and training to be

recognised and certified through the National Qualifications Framework, it should satisfy a specific set of criteria for achieving predefined levels of learning outcomes. Through the National Qualifications Framework, quality assurance can be promoted according to the following principles:

- Quality assurance policies and procedures should underpin all levels of the National Qualifications Framework.
- Quality assurance should be an integral part of the internal management of education and training institutions.
- Quality assurance should include regular evaluation of institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies.
- External monitoring bodies or agencies carrying out quality assurance should be subject to regular review.
- Quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes.
- Quality assurance systems should include the following elements:

    - clear and measurable objectives and standards;
    - guidelines for implementation, including stakeholder involvement;
    - appropriate resources;
    - consistent evaluation methods, associating self-assessment and external review;
    - feedback mechanisms and procedures for improvement;
    - widely accessible evaluation results.

- Quality assurance initiatives at national level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis.
- Quality assurance should be a cooperative process across education and training levels and systems, involving all relevant stakeholders.
- Quality assurance orientations at Community level may provide reference points for evaluations and peer learning.

3.4.4 Promotion of Lifelong Learning:

With the development and establishment of a National Qualifications Framework the promotion of lifelong learning is enhanced through the:

- Improvement of the understanding of learning opportunities and acquisition of qualifications and the way they are related.
- Improvement of access to education and training opportunities
- Creation of incentives for participating in education and training
- Improvement of the mobility of workers and learners
- Improvement of the credit transfer system between qualifications
- Recognition of prior learning

The first goal that has to be achieved is the promotion of lifelong learning. At the same time, the quality of educational and training programmes, the recognition of qualifications and the mobility of learners and workers will have to be assured.

3.4.5 Sectors of education and training that will be included

The boundaries between the various sectors of education vary in each country and the demarcation of Technical and Vocational Education is often difficult to be defined. In some countries Technical and Vocational Education is included in secondary education, whereas in other countries it consists a separate sector.

A fundamental question is whether the National Qualifications Framework should include/encompass all sectors of education and training. Most countries wish to establish a comprehensive National Qualifications Framework. Nevertheless, a number of countries opt to begin with the development of a framework for only some of the sectors of education and training. For example, a country can begin with Higher Education, even though the final objective is the development of a comprehensive National Qualifications Framework.

Stakeholders will have to clarify/decide whether they will opt for the development of a comprehensive National Qualifications Framework that will encompass all the sectors

of education and training. This will have to be taken into consideration in the framework of Cyprus educational system of Cyprus.

The development of the National Qualifications Framework of Cyprus, which will include all sectors of education and training, is necessary, beginning from Primary Education, Lower Secondary Education, Upper Secondary Education (general and technical/vocational) and reaching all levels of Higher Education. It should also include non-formal and informal learning.

3.4.6 Degree of Connection

Each National Qualifications System has its own structure and therefore the degree of connection of its different subsystems varies. There are systems whose subsystems:

- **Are not connected to one another**
- **Are connected to some degree**
- **Are fully connected**

The degree of connection of the various subsystems must reflect the goals of the National Qualifications Framework and the degree of connection of the existing subsystems of the National Qualifications System.

The National Qualifications Framework of Cyprus should consist of two separate/distinct pathways:

- Formal education – primary, lower and upper secondary, and tertiary education and
- Informal and non-formal learning (system of vocational qualifications, Apprenticeship Scheme and other training programmes).

The degree of connection between the various subsystems will have to allow the development of common structures and elements which will offer opportunities for combining and transferring credits.

4. The Cyprus Educational System

1. INTRODUCTION – BRIEF HISTORICAL BACKGROUND

The current publication aims to provide a general overview of the Cyprus Educational System, its major developments and the challenges we are now facing. After this brief historical background the process of the Educational Reform of the system and its accomplishments are described, followed by an outline of the position of Cyprus in Europe and the policies of the work of the main departments and services of the Ministry of Education and Culture (MOEC). The publication concludes with some closing remarks.

Cyprus became an independent, sovereign Republic in 1960 on the basis of the Zurich and London agreements. The Constitution of the Republic of Cyprus established communal dualism between the Greek and Turkish communities in all spheres of government activity. As a result, the responsibility for matters of education of the Greek and Turkish communities was entrusted to the Greek Communal Assembly and the Turkish Communal Assembly, respectively. After the inter-communal conflicts in 1964, the Greek Communal Assembly was dissolved and the Ministry of Education of the Republic of Cyprus was founded under Law 12 of 1965.

The Republic of Cyprus submitted its application to join the European Union in 1990. Negotiations for accession were launched in 1998 and the Treaty of Accession was signed in Athens in 2003. Cyprus became a full member of the European Union on 1st May 2004. Following the country's accession to the European Union the Government of the Republic undertook the obligation to join the Economic and Monetary Union and to adopt the euro as soon as the necessary requirements were fulfilled. The country was ready to adopt the euro on 1 January 2008, which is now the monetary unit of Cyprus.

Cyprus education suffered a severe blow as a result of the Turkish invasion in 1974, since 19 out of 49 secondary level schools (38%) were occupied by the Turkish army and 44% of the pupils in secondary education were forced to abandon their homes and schools. At the primary school level 42% of the pupils were deprived of their schools and were forced to flee to the free areas and seek settlement and education there. Over the years a

systematic effort was made by the society to overcome these negative consequences and nowadays education can be favourably compared to the one of most developed countries.

The highest authority for educational policy in Cyprus is the Council of Ministers. The MOEC has responsibility for the administration of education, the enforcement of laws and the preparation of the education budget. In addition, the MOEC prepares draft laws concerning education and submits them for approval to the House of Representatives via the Council of Ministers. As a result, the public education system is centralized. The Government recognises that all pupils should be entitled to an education appropriate to their needs and great efforts have been made to achieve this.

The organisational structure of the MOEC is displayed in Figure 1. The MOEC offers free and accessible education to all pupils without prejudice based on the gender, the abilities, the language, the color, the religion, the political beliefs and ethnic background. Besides education, another major pillar of the MOEC is culture. The Department of Cultural Services is the main exponent of the cultural policy of the state as regards contemporary culture. By being responsible for the development of the Literacy and the Arts in Cyprus, informing the public about cultural events and their participation, and promoting the achievements of our cultural activities abroad, the Department plays a vital role in shaping the cultural image of the country.

As shown in Figure 1, the Ministry is organised into four education departments: Department of Primary Education, Department of Secondary Education, Department of Technical and Vocational Education and Department of Higher and Tertiary Education. The departments are responsible for the administration of public schools and other educational institutions, as well as the supervision of private institutions. As shown in Figure 2, education is provided into five stages as follows:

- **Kindergarten** – three to five years and eight months;
- **Primary School** – five years and eight months to 12 years;
- **Lower Secondary School (Gymnasium)** – 12 to 15 years;
- **Upper Secondary School (Unified Lyceum or Technical/Vocational School)** – 15 to 18 years;
- **Institutions of Higher Education and Universities**.

THE STRUCTURE OF THE EDUCATION SYSTEM OF CYPRUS

Figure 1: Organisational structure of the Ministry of Education and Culture

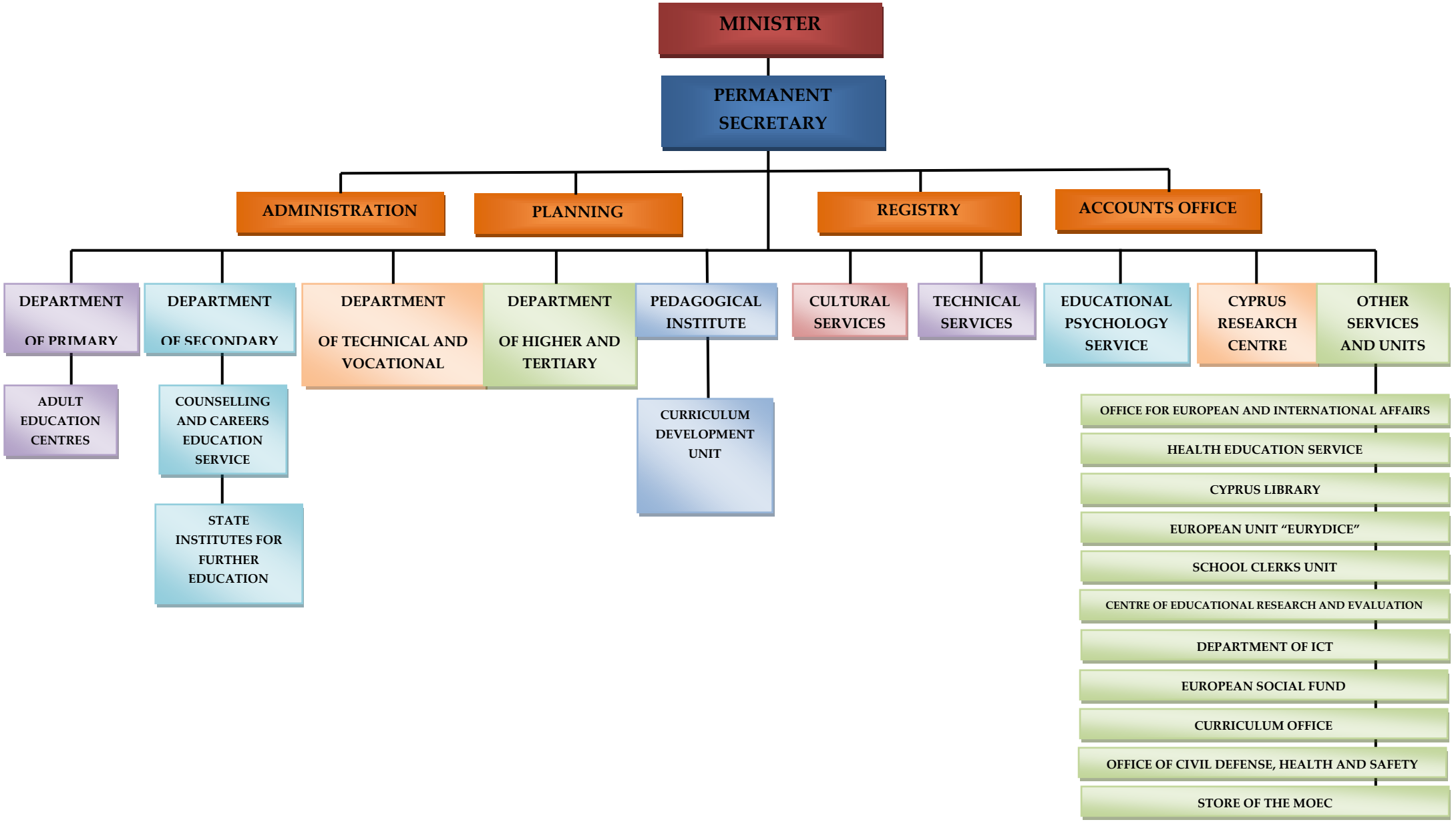
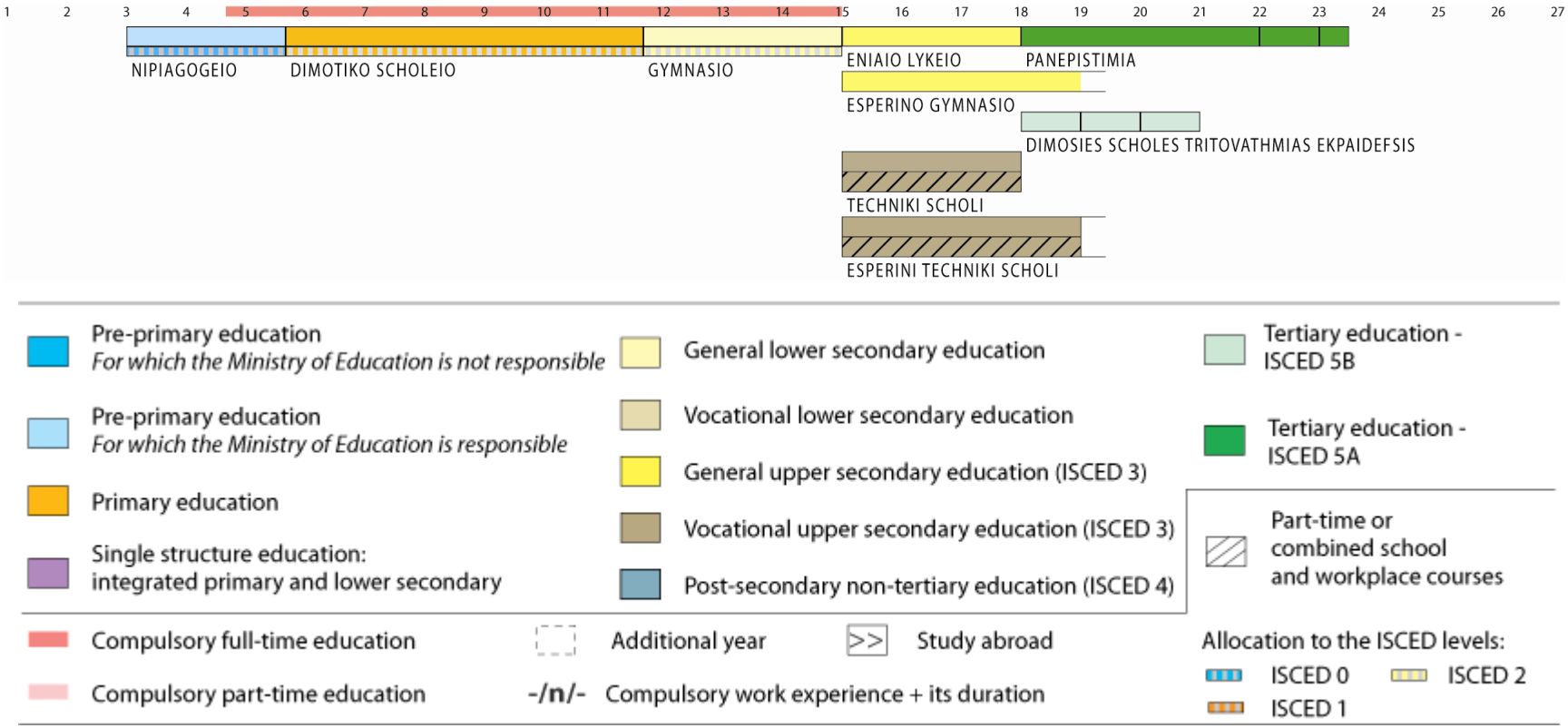


Figure 2: Schematic diagram of the education provided in the Cyprus Educational System



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Pre-primary education (of one year duration), primary and lower secondary education are mandatory and they are offered free of charge in the public sector. They cover all pupils belonging to the age groups between 4 years and 8 months to 15 years. All children within this age group must be enrolled in a public or a private educational institution. Failure to do so will result in prosecution of the legal guardian. Upper secondary education, including technical and vocational education and training, is available and accessible to all 15-18 year olds. It is offered free of charge in the public sector.

The Cyprus Educational System is open to a wide range of influences, resulting to a constant need for change, modification and improvement. The main challenges are the following:

- **Challenges in the international arena**: These challenges emanate from the rapid development of science and technology, especially developments in information technology, the creation of information society and globalization. These factors are extremely important for Cyprus as its economy is small, very open and increasingly reliant on its human resources.

- **The overall policy and the orientation of the State**: The realization of the basic aspirations of the country concerning the upgrading of Cyprus to an international and regional centre of services, the adjustment to the information society and the improvement of the quality of life require readjustments and a new role in the education sector.

- **European Union**: The European dimension of the country's policy intensifies the need towards harmonizing the education system to European educational practices, without neglecting the local culture and character of the Cyprus Education System. Furthermore, the most important challenge for the system arises from the strategic goal set by the Lisbon European Council for the European Union to become the most competitive and dynamic knowledge based society in the world by 2020.

- **Social values and social changes:** Education is considered as the means for social mobility and active participation in the society and a basic tool for effectively combating various social problems. New challenges for the education system arise from the increasingly multicultural nature of Cyprus society.

In view of the challenges and in conjunction with the realization that education is not only a basic human right but an essential investment, the necessity for the continuation and strengthening of the education sector is acknowledged. That is why education in Cyprus is considered as a major investment towards progress in the socio-economic as well as the cultural domain, in the short as well as the long term. According to the provisional estimates public expenditure on education has reached 8,1% of the GDP in 2013, with private expenditure accounting for an additional 2,5% of the GDP in 2012.

Primary education has been compulsory since 1962 and has always been free in public schools. Attendance at the gymnasium level (up to the third grade of secondary school) was made compulsory in 1985-1986. Free education was introduced for the first grade of secondary education in 1972-1973 and by 1985-1986 it expanded to include all secondary education grades. All the laws regarding payment for schooling and compulsory attendance were combined in 1993 under Law 24(I)/1993. This law comprises of four main components:

- Attendance in primary school and the lower level of secondary school is compulsory until a pupil graduates or reaches the age of 15.
- Education is provided free of charge in public primary and secondary schools. This includes lower, upper levels, as well as technical schools.
- The textbooks are provided free of charge to teachers and pupils.
- The Council of Ministers has the authority to provide transport to pupils living at a distance from the school they attend. This is either subsidised or free of charge.

One of the most important developments in the educational sector in the 1990s and the 2000s was the expansion of the university sector in Cyprus. The University of Cyprus, established in September 1992, was the first university on the island.

Cyprus has a good performance in educational attainment resulting into a very highly qualified labour force. Even though education is not compulsory for children over the age of 15, the rate of enrolment of children in the 15-18 age groups is about 87%. People who have dropped out of school have a second chance to complete their schooling and obtain a high school leaving certificate by attending an evening gymnasium or technical school.

Demand for higher education is high, since 82% of the pupils completing their upper secondary education seek placements at institutions of higher education. The Cyprus Government covers the cost of tuition fees for European Union students studying at public institutions of higher education in Cyprus, at both university and non-university level. Because of the rather limited supply of places in Cyprus, about 45% of Cypriot students study in other countries, with the most popular destinations being Greece, the United Kingdom and the United States of America. Currently, three public Universities are in operation: the University of Cyprus, the Open University of Cyprus and the Cyprus University of Technology, as well as five private universities, absorbing 52% of tertiary education students studying in Cyprus. Great importance is also placed on the promotion of lifelong education by the implementation of several measures for enhancing adult education and providing opportunities for access to programmes of lifelong learning for all citizens.

4.2 THE ILLEGALLY OPERATING "UNIVERSITIES" IN THE OCCUPIED AREAS OF THE REPUBLIC OF CYPRUS

POSITION OF THE GOVERNMENT OF THE REPUBLIC OF CYPRUS

1. The "universities" operating in the area of the Republic of Cyprus which remains under Turkish military occupation since 1974, are unlawfully operating "educational institutions", since they are not in compliance with the relevant Laws and Regulations of the Republic of Cyprus on Higher Education. Therefore, these "institutions", as well, as the "qualifications" they award, are not recognized by the Republic of Cyprus. In addition these "universities" operate under the purported "law" of the so called "Turkish Republic of Northern Cyprus" ("TRNC") which, according to the relevant United Nations Security Council resolutions and International law, is an illegal entity not recognized by the international community with the sole exception of Turkey.
2. Currently, there are six "universities" in the occupied area. One of them ("Eastern Mediterranean University") has the status of the "state university" of the "TRNC". A second "university" is the "Middle East Technical University Northern Cyprus Campus", which is a Turkish university that has established a "campus" in the occupied areas. In addition, two more Turkish universities (Istanbul Technical University and the University of Cukurova) will be establishing "campuses" in the occupied area in the near future. It is stressed that Turkey is in no way legitimized to establish "campuses" of its universities in the occupied areas, or use its institutional framework on higher education in order to provide legitimacy to the higher education activities taking place in the "TRNC", since the control it exercises in the occupied areas of the Republic of Cyprus stems from its illegal military occupation of those areas.
3. The evaluation, accreditation and recognition of these "universities "are provided by the so called "institutions" of the illegal «TRNC". Consequently, they cannot be accepted by internationally recognized educational organizations or members of the international community in general, since establishments of these "institutions" constitute a violation of the relevant UN Security Council resolutions and of international legality. In addition, the direct or indirect recognition of the "universities" or the "qualifications" they award is contrary to the conditions and goals of important current European initiatives on Higher

Education, since a prerequisite of these initiatives is cooperation on a national level and a national recognized international framework.

5. THE EDUCATION REFORM OF THE CYPRUS EDUCATIONAL SYSTEM

The Government of the Republic of Cyprus has initiated an ambitious educational reform programme, inviting dialogue among all stakeholders (political parties, teacher unions, parents associations, pupils associations, and the Government, represented by the MOEC and the Planning Bureau) with a view to turn into reality the vision of a better and more modern educational system that would meet the needs and challenges of the 21st century. This initiative was launched in January 2005, following a report by a Committee of seven academics, which identified the weaknesses of the Cyprus Educational System and the areas in need of reform and made recommendations. The process of the reform is based on a structured dialogue among all interested stakeholders. For this purpose, three Councils were set up:

- **Council for Primary and Secondary Education:** This includes representatives of the Government, the teachers, the pupils, the parents and major political parties and discusses issues of interest to the school system.

- **Council for Higher Education**: This includes representatives of the Government, the universities and other higher education institutions, the students, the parents, the bodies responsible for quality assessment in higher education and major political parties and discusses issues of interest to higher and tertiary education.

- **Education Council**: This consists of representatives of the Government and major political parties. It sets the agenda for issues to be addressed within the dialogue, reviews issues which have been discussed at the other two Councils and makes final recommendations to the Government.

The participation of political parties in the above mechanism is an innovative feature, which aims at building consensus to the highest possible degree and the continuity of educational policy, through extensive discussion of the main issues.

The ongoing educational reform is an effort for comprehensive changes and innovations at all levels and all aspects of a Learning Outcome based system. The main objective of this effort is to create a democratic and learner-centered focused educational system, which includes all pupils irrespective of social, racial or ethnic background, gender, or physical or mental ability and offers high quality education to all learners, thus assisting them to maximize their potential and acquire skills and knowledge which will enable them to become active and democratic citizens by:

a. Improving the equity of the educational system and encouraging lifelong learning, from early childhood education.
b. Reinforcing the content of education and training and upgrading the infrastructure with an emphasis on cultivating lifelong competences from the early years of compulsory education;
c. Implementing several European Union policies, deriving from various recommendations (e.g. equity and efficiency, key competences, intercultural competences and dialogue, schools for the 21st century, quality of teachers' education, strengthening the links between general education and vocational education and training, social competences and initiatives).

The key measures and actions of the reform that have been adopted and materialized contribute to the realization of the targets set at Cyprus' National Reform Programme and refer to:

d. Reducing the rate of early school leavers to 10% (at the moment is on 11.9%) by 2020 by: (i) restructuring the education system and modernizing the content of education by upgrading the curriculum for all public schools (from pre-primary to upper secondary education), (ii) upgrading vocational

education and training and (iii) adopting measures for facilitating the integration of pupils at risk to the school system;

e. Increasing the participation in higher education to 49% (age groups 24-35 years old) by: (i) strengthening the links between technical vocational education training and the labor market, (ii) expanding and modernizing the higher education system and (iii) promoting transnational mobility.

Explicit information regarding the measures of the reform, that have been implemented and contribute towards achieving the national targets, is presented in Table 1.

Table 1: The implementation framework of the educational reform

Measure	**Focus**
Establishment of a Centre for Educational Research and Evaluation	The Centre's mission include the conduct of research on educational issues (educational policy, programmes, books, training etc.) and the continuous evaluation of the entire educational system and individual innovations, involving among others, large international scale studies (e.g. PISA, PIAAC, TALIS).
Pre-primary education	For the expansion of equal educational opportunities, the compulsory and free preprimary education was introduced for all children a year before attending primary school.
Introduction of the all-day primary school	Within the school year 2009-2010, a new operative framework for the institution was applied based on the conclusions and recommendations of the Independent External Evaluation Committee appointed by the MOEC.
Reduction of the number of	The measure of reducing the number of pupils per class from 30 to 25, for all grades from pre-primary until upper secondary

pupils per class	has been accomplished.
Multicultural education	A comprehensive policy for the integration of foreign speaking pupils in the educational system was adopted, which includes intensive learning courses of the Greek language, publishing a welcome guide into various foreign languages and in-service training of teachers.
Establishment of new universities/ changing the setting of higher education	• The founding of new universities, that consequently result in the increase of the number of places for university studies in Cyprus, has dramatically altered the setting of higher education. In the area of public tertiary education the following progress has been achieved: * 2006 operation of the Open University of Cyprus; * 2007 operation of the Technological University of Cyprus. • The University of Cyprus extended its operation with the establishment of the Department of Law and the Department of Biology, whereas a decision for the founding of a Medical School was taken. The Medical School accepted its first students in September 2013. • The founding of the Rehabilitation Science School at the Technological University of Cyprus constituted an important breakthrough. • The evaluation of the applications and the final official approval for the operation of three private universities was granted in January 2012 (Frederick University, European University, University of Nicosia). In addition, a license for the operation of a Cyprus Campus was granted to the University of Central Lancashire, UK and NEAPOLIS University in Pafos. • An important social measure is the implementation of the student welfare package, targeted at specific student

	population as determined by socioeconomic criteria, for undergraduate students in public and private universities in Cyprus, undergraduate students in public tertiary educational institutions and undergraduate students studying either in private or public universities abroad.
Upgrading of the pre-service training programmes	The pre-service training programme for secondary education teachers was upgraded and assigned to the University of Cyprus as of 2007. The programme's aim is to prepare university graduates to undertake teaching responsibilities, bearing in mind the uniqueness of the various subjects and encouraging candidates to develop mechanisms for composing specialized solutions for the teaching and learning process in each subject. Upon completion of the programme, it is expected that teachers will develop a contemporary pedagogical philosophy that will help them to carry out their work in an efficient way.
Induction Training Programme for newly appointed teachers	An induction training programme for newly appointed teachers was introduced in 2010. The programme's aim is to establish "Mentoring" in the Cyprus Educational System so as to help towards the smooth induction of novice teachers in the teaching profession. It also aims to cater towards novice teachers' personal, emotional, professional and practical needs, as well as to promote the development of critical thinking in their teaching practice.
Evaluation of teachers and educational work	• The reform of the system for the evaluation of the teachers and their performance is essential as the existing procedures are considered outdated and inconsistent with the current trends in the evaluation of the school work and the teaching personnel. • A comprehensive proposal for the evaluation of teachers and educational work was prepared and discussed thoroughly with

	all the educational organizations.
Dealing with pupils' delinquency	A comprehensive policy has been adopted. As part of its implementation the institution of the "Form Teacher" has expanded, the Educational Priority Zones have been institutionalized and extended both quantitatively and qualitatively, the number of educational psychologists has increased, the operation of Career Counseling and Education Service Offices in all towns during one afternoon for the general public has been established, the Open School institution has been expanded, the Task Force on School Violence and the National Observatory on School Violence have been established by the MOEC.
Development of new curricula	• The ambitious effort for the modernization of the content of education with the development of new curricula from pre-primary to primary and lower secondary education was achieved with the participation of over 50 academics and 350 appointed teachers. During the 54 years from the establishment of the Republic this is the first time a single unified curriculum has been developed. • The new curriculum refers to the learning outcome based environment, the teaching methods, the instructional means, the indicators of success, the evaluation methods and extends in other ways such as the relation between school and family. • The main innovation of the new curriculum is that it proposes a shift from a knowledge-focused curriculum to a curriculum that places emphasis on three aspects: (a) the acquisition of an appropriate and coherent body of knowledge that is selected under strictly defined criteria; (b) the fostering of the qualities of a democratic citizen; and (c) the development of specific skills, key competences, that are increasingly required in the 21st century.

	• In essence, the emphasis is shifted from simply providing learning opportunities to the outcome of the educational process in order to ensure that every child learns and develops knowledge and skills to the greatest possible extent. The teacher, on the other hand, is provided with the potential to adjust the curriculum and teaching methods so as to achieve that goal. For the smoother introduction of the new curriculum, a teacher training programme has been launched which will gradually engage every teacher.
Establishment and operation of Post Secondary Institutes for Technical and Vocational Education and Training	The establishment of Post-Secondary Institutes of Vocational Education and Training will offer to learners, programmes at an intermediate level, between upper secondary and tertiary education, complementary to the programmes offered by the private colleges. At the moment one Institute is operating at each district of Cyprus.

6. GOVERNMENTAL DEPARTMENTS RELATED TO EDUCATION AND SERVICES OF THE MINISTRY OF EDUCATION AND CULTURE

6.1 DEPARTMENT OF PRIMARY EDUCATION

6.1.1. Introduction

Primary Education constitutes the main and fundamental stage of education. For this reason, the administration of the Department of Primary Education persists in the continuous and steady progress, improvement and upgrading of primary education, by encouraging the in-service training of the teaching staff, the appointment of special teachers for the education of children with special needs, the participation and involvement of teachers in European programmes, the implementation of educational measures and policies that facilitate the smooth integration of groups from different cultural identities in a creative environment, the introduction of innovative approaches to teaching, the extension and improvement or construction of new school buildings.

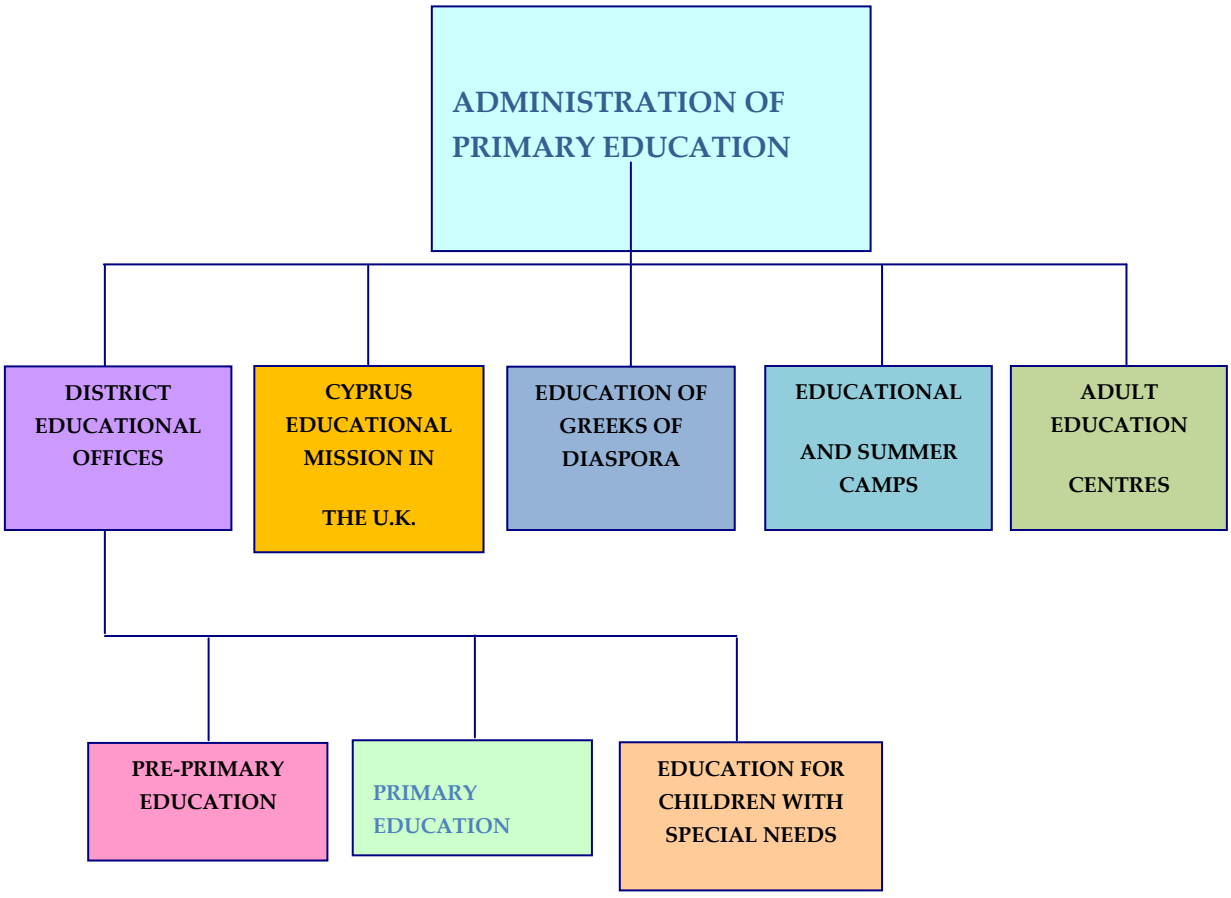
6.1.2 Areas of responsibility

The Department of Primary Education, as shown in Figure 4, supervises the administration of the following sectors:

- District Educational Offices;
- The Cyprus Educational Mission in the United Kingdom;
- Education of Greeks of Diaspora; (Cypriots in other communities throughout the world)
- Educational and Summer Camps;
- Adult Education Centres.

District Educational Offices: After the Turkish invasion in Cyprus in 1974, four District Educational Offices have been functioning in the free area, one in each of the main districts of the island. The District Educational Offices are responsible for the administration of all schools that belong to each district area.

Figure 4: Structure of the Department of Primary Education



Pre-primary education (kindergartens): Pre-primary education aims at providing equal access to quality educational programmes, to all children furthering children's social, cognitive, emotional and psychomotor development, satisfying the children's basic needs for a wholesome personality development in an experiential environment and enhancing their opportunities for success in primary school. Pre-primary education is compulsory from the age of four years and eight months. The MOEC also provides for and has the responsibility of the education of three-year old children and over. Pre-primary education includes the following types of kindergartens:

- Public kindergartens;
- Communal kindergartens, which are supported by community and parental involvement;
- Private kindergartens.

Primary education (primary schools): According to the Ministry's ten-year schooling educational programme, the aim of primary education is to create and secure the necessary learning opportunities for children regardless of age, gender, family and social background and mental abilities, so as to enable them to:

- develop harmoniously in the cognitive, emotional and psychomotor domains;
- deal successfully with various problems they may come across;
- socialize effectively in a variety of situations and contexts;
- acquire positive attitudes towards learning;
- develop social understanding, belief in human values, respect for our cultural heritage and human rights and appreciation of beauty;
- develop their creativity and a love for life and nature, in order to become sensitised to issues of preservation and improvement of the environment

Attending a primary school is compulsory. Children should be at least five years and eight months old, in order to be enrolled in the first grade. There are four types of public primary schools based on the number of pupils registered:

- one-teacher schools; (very small rural communities, max 15 pupils)
- two-teacher schools; (very small rural communities, max 16-30 pupils)
- schools with three to five teachers in small rural communities;
- schools with six or more teachers in urban areas and large rural communities.

Despite the prohibitions and the censorship imposed by the Turkish occupational authorities, three primary schools operated initially in the occupied area of Cyprus; one in Rizokarpaso, one in Agia Triada and one in Kormakitis. During the school year 1996-1997, the school in Agia Triada was compelled to close down due to the Turkish occupational forces and during the school year 1999-2000 the Kormakitis school also had to close down, due to lack of pupils. There is now only one primary school left functioning in the occupied areas; that at Rizokarpaso.

Education for children with special needs: The Department of Primary Education gives great emphasis on the education of children with special needs. These children are educated in state schools. The majority are educated within the mainstream classroom, whereas special education provision is also given in special units in mainstream schools. Children with severe difficulties are educated in special schools.

Cyprus Educational Mission in the United Kingdom: The MOEC supports Greek-Cypriot community education, which aims to maintain the ethnic identity of the Greek-Cypriot children living in the United Kingdom. This aim is achieved through the teaching of the Greek language, the organization of ethnic and religious festivities and the familiarization of pupils with the customs, traditions and the history of their heritage country.

Education for the Greeks of Diaspora: In its efforts to offer educational help to Greeks living in other countries, the MOEC has proceeded with the following:

- The teaching of the Greek language to children and teachers of the Greek Orthodox schools in Jerusalem.
- The provision of books and other educational material to these children.
- The offering of hospitality to children from Greek communities during educational visits to Cyprus.
- The offering of educational support to repatriated Cypriots and Greeks of diaspora.

Educational and Summer Camps: The aim of the educational and summer camps programmes is to offer children of the 5th and 6th grades of primary schools in Cyprus and other countries the opportunity to become familiar with and develop a love for the natural environment of the Cyprus countryside, to develop positive attitudes and behaviour towards the environment, to learn about Cyprus culture, the history of the island and the island itself, in general.

Adult Education Centres: The Adult Education Centres were initially established, mainly in rural areas, in 1952. In 1960, following the independence of the Republic of Cyprus, 175 centres functioned with 3750 members. From 1974 onwards they have expanded to most urban areas as well, and today they function in all areas of the free territories of the Republic of Cyprus. The Adult Education Centers offer a wide range of courses aimed at the holistic development of each

individual's personality and the social, economic and cultural progress of Cyprus' citizens, communities and society.

6.1.3 Innovations, reforms and structural changes

Maximum number of pupils per class: The decrease of the number of pupils per class for all grades of primary school is an essential part of the Government's educational policy. The decrease of the number of pupils in the 1st grade from 30 to 25 was adopted in 2005. The implementation of the measure in the other grades took place gradually each year, starting from 2007-2008. From the school year 2010-2011 onwards, the maximum number in all grades of primary schools does not exceed 25 pupils.

Modernization of the primary school curricula and school timetables: The most extensive innovation focuses on the implementation of the new curricula and is currently under way. The new curricula are supported by the new timetable, which has been extensively altered, in relation to the school timetable, which existed until recently. The school year 2010-2011 has been a year of preparation for the implementation of the new school timetables and the gradual introduction of the new curricula in primary education, which took place in 2011-2012. The main changes implemented in primary schools as of September 2011 are:

- Introduction of "Consolidation" with distinct timetabled sessions in order to promote core knowledge acquisition and differentiation of instruction to cater for all pupils' individual needs.
- Increasing the second break from ten to fifteen minutes and decreasing the last period from forty to thirty-five minutes.
- Introduction of "Getting to know my World" as a school subject starting from the first grade.
- Introduction of "Natural Sciences and Technology" as a school subject in grades 1 to 4.
- Introduction of "English" as a school subject taught from the first grade.
- Introduction of "Life Education" in grades 1 to 4, encouraging involvement in projects of Health Education, Environmental Education, Consumer Education, Road Safety Education and Intercultural Education.

- Introduction of "Life Education" (Health Education and Environmental Education) in grades 5 and 6.
- Emphasis on the promotion of children's language skills through all school subjects.

To ensure the successful implementation of the new curricula a variety of teacher training programmes are organised and implemented, new teaching and other supportive materials are developed and ICT in the teaching process is enhanced. In general, there is a large scale collaborative effort to ensure the success of this aspect of the educational reform.

Promotion and implementation of the All-Day school: The All-Day School concept in primary and pre-primary education was experimentally implemented during the school years 1999-2000 and 2005-2006, respectively, in nine primary and nine pre-primary schools. This experimental implementation was evaluated by a Special Evaluation Committee. Based on the report of the Evaluation Committee, the All-Day School institution was considered to be successful and useful socially and educationally. During the following school years the institution of Voluntary All-Day Schools was extended and in 2011-2012 it was implemented in 113 primary and 48 pre-primary schools. The Department of Primary Education has also introduced the Compulsory All-Day School in primary education, on a pilot basis for the first time in 2006-2007, in nine primary schools all over Cyprus. After the completion of the pilot programme and the positive evaluation of the Compulsory All-Day Schools they were officially established and approved by the Council of Ministers on February 2011. The Compulsory All-Day School is now formally considered to be one of the types of public schools. In 2011-2012 this institution was implemented in 14 primary schools.

Health promotion: Within the framework of promoting Health Education, the MOEC has developed a long-term strategic vision. The basic aim of this policy is to support schools to develop and implement an action plan for health promotion that is acceptable by both pupils and teaching staff. Some of the programmes functioning under the umbrella of Health Education are:

- Health Education Programme "MENTOR" - The programme aims at the prevention of drug use and addiction.

- "European Network of Health Promoting Schools" Programme - Its philosophy is to incorporate the promotion of health in all schooling areas and is based on the grounds that the healthy way of living should constitute part of the daily life of the school and should be adopted from all its members.

- Road Safety Education - The MOEC, in cooperation with the Ministry of Transport and Public Works and the Police, introduced Road Safety Education in public kindergartens and primary schools. The programme aims to promote knowledge and understanding of traffic rules and situations, to improve pedestrian skills through training and real world experiences and to develop and/or change attitudes towards safe and responsible behaviour in matters concerning traffic.

- Zones of Educational Priority (ZEP) - The areas that are identified as Zones of Educational Priority are those, which are deprived economically and socially. In Zones of Educational Priority the kindergarten/s, primary school/s as well as the neighbouring gymnasium of each district, form a network where all stakeholders work closely together to develop joint programmes for the socialisation and better education of pupils.

Environmental Education - Education for Sustainable Development: In primary education environmental education is achieved through the interdisciplinary approach, with the involvement of all subjects of the curriculum. Apart from that, various environmental education programmes are being implemented and many schools are actively involved in these programmes. Furthermore "Environmental Education - Education for Sustainable Development" has been included in the new timetables of primary schools within the school subject of "Life Education".

Multicultural education: The MOEC with its educational policy regarding the education of foreign pupils is aiming at their smooth integration in the Cyprus Educational System. Multicultural education is currently being practiced in the form of various support measures. These measures can be categorized as measures for language support, which refer to the learning

of Greek as a second language and measures for facilitating the smooth integration of groups with different cultural identities.

Museum education programmes: The Department of Primary Education supports the implementation of museum education programmes, addressing all primary education pupils. The educational programmes take place on site in museums or at different-monument sites and contribute to the social, emotional and cognitive growth of pupils.

Art education programmes: The Department of Primary Education, in collaboration with the Cultural Services, implement the educational programmes of art education in galleries and museums. These programmes aim towards the opening of the school towards art and culture and promote the aesthetic development and cultural education of children, through an experiential approach.

Educational programme "IKADE": The educational programme "IKADE" is supported by the MOEC and is exclusively sponsored by the Bank of Cyprus. The programme's main aim is the development of cultural bonds among Greek and Cypriot pupils as well as pupils of the Greek diaspora. "IKADE" exploits the possibilities offered by modern video conferencing technology in order to bring closer Greeks from around the world.

Physical education educational programmes: The Department of Primary Education, in cooperation with the local sport federations, organizes and implements various educational programmes.

6.1.4 Future challenges

The main challenge which currently primary education faces is implementing the vision and objectives of the Educational Reform, which is now under way with the gradual implementation of the new curricula and the new school timetables. Through this process we expect the maximization of the benefits brought about by technology and use of technology's affordances for all the pupils through communication and learning with others. The schools are expected to promote cooperation between teachers, pupils and parents so that they function together and co-

construct knowledge, skills and attitudes necessary for 21st century people and communities. Within this framework we expect that the schools will gradually become centres of real and authentic democracy and active citizenship, more humane and enviable convergences which can lay the foundations for success and happiness for all pupils.

6.2 DEPARTMENT OF SECONDARY EDUCATION

6.2.1 Introduction

Secondary General Education, public and private, covers a huge sector of the Cyprus Educational System. Based on the socioeconomic, cultural and national needs of Cyprus, public secondary general education offers equal opportunities for education and aims at promoting knowledge focusing on general education and the grading specialization. Thus, it prepares pupils for their academic or professional pursuits. It also pursues the promotion and development of healthy, mental and moral personalities, the creation of able, democratic and law abiding citizens, the strengthening of national identity, cultural values and universal ideals for freedom, justice, peace and the fostering of love and respect among people, aiming at promoting mutual understanding and cooperation among people within the framework of new multicultural conditions existing both in Cyprus of the 21st century and worldwide. Public secondary general education is offered to pupils between the ages of 12-18, through two three-year levels, the Gymnasium and the Lyceum (Eniaio Lykeio). That is 3 academic years for the Gymnasium and 3 academic years for the Lyceum.

6.*2.2 Areas of responsibility*

The Gymnasium: The Gymnasium is a complete cycle of general education focused on humanistic education and supplements the general education offered in primary education. It prepares pupils for the Lyceum or the Technical/Vocational Education. Attendance is compulsory for all pupils up to the age of 15 years. Within the framework of the policy of the MOEC for qualitative upgrading of education new institutions have been introduced and

promoted, such as the teaching of Information Technology in all classes, the use of the school libraries, the introduction of the special rooms, such as the Language Rooms or the History Rooms, as well as the upgrading of the institution of the form teacher. The Zones of Educational Priority ensure the prevention of school failure and functional illiteracy. Their main principles being to secure the continuity from pre-primary to primary education and to the gymnasium, the collaboration with local authorities, the decrease of the number of pupils in each class and the acquisition of the oral mode.

From the year 1989-1990, the Literacy Programme is run in all Gymnasia in an effort to face functional literacy and prevent school and social exclusion. The content of the programme focuses on the three basic skills (reading, writing, arithmetic) according to the levels of the three first classes of primary education and the needs and experiences of Gymnasium pupils.

State Institutes for Further Education: The State Institutes for Further Education function under the auspices of Secondary Education all over Cyprus. They aim at offering equal opportunities of education to thousands of pupils of all ages and adults and promoting lifelong learning, which is a fundamental requirement of the European Union.

Counselling and Career Education Service: The Counseling and Career Education Service also functions under Secondary Education and aims at offering support and information to pupils, so that they will be able to realize and use their abilities and interests, adapt better to the school environment and make the best personal, educational and professional choices.

The European dimension in education: The European dimension in education is one of the basic aims of the Cyprus Educational System. It is promoted interdisciplinary through the syllabi of various subjects and other school activities which aim at informing and assisting pupils acquire "European consciousness". Therefore, schools participate in various activities, programmes and competitions such as the European Day of Languages, the European Language Label, Life Long Learning Programmes, organize European clubs, undertake projects, establish links and exchanges with other European schools, and generally use new technologies to contact pupils in Europe.

6.2.3 Innovations, reforms and structural changes

The innovations at Gymnasium: The MOEC decided to introduce innovations at the Gymnasium in order to update the curricula and upgrade and develop education. Society demands that young Cypriots should: have a wide range of knowledge, find mechanisms of learning and research with maximum self-activity, acquire skills in ICT, move with ease in geographical and virtual space, pursue lifelong learning, develop creativity, imagination, analytical, synthetical and critical thinking and decision making, acquire new attitudes, such as tolerance, respect for others and their culture.

The innovations at Eniaio Lykeio: The Eniaio Lykeio institution is related to a series of internal reforms necessary for the implementation of the basic changes and which consist the qualitative difference, which characterizes this institution. The most important are the:

- upgrading and support of the practice of the Form Teacher;
- programme Creativity-Action-Social Service;
- better use of the school library;
- strengthening of the pre- and in-service training of teachers;
- assistance offered to weak pupils;
- expansion, support and upgrading of the special rooms;
- expansion of laboratory subjects in Class A';
- reduction of the number of pupils to 25 per class;
- strengthening and upgrading of the Counselling and Career Education Service;
- new didactic approaches which aim at promoting active participation of the pupils in the teaching and learning process;
- alternative methods of assessment;
- setting of internal regulations in each school;
- evaluation of education;
- programmes for prevention of violence and juvenile delinquency;
- operation of the Music and Sports Schools.

Health education: The Health Education programme aims at pupils' mental, moral and physical development in order to develop critical thinking and take the correct decisions. During the school year 2010-2011, the pilot programme of Sex Education was implemented in six Gymnasia and it continues this year. It aims at informing pupils responsibly and scientifically about their sexual life, in general. In order to raise pupils' awareness on health issues the following programmes are implemented:

1. The "European School Network for the Promotion of Health"
2. " MENTOR": with the assistance of mobile units, pupils are helped to acquire skills to develop decision making abilities so as to avoid using addictive substances
3. Anti-drug education seminars
4. Programme "Standing on my Own Two Feet": a programme aiming at developing attitudes of self-esteem and self-respect and promoting resistance skills to the temptations of modern society
5. Programme "Well Being": a programme implemented on the basis of an agreement between the Governments of Greece and Cyprus.

Environmental education: Environmental Education aims at developing positive attitudes among pupils towards the environment and its sustainable development according to the Rio Agenda 21. International and European programmes have been introduced and implemented with the participation of pupils. Moreover, syllabi have been reformed and new teaching approaches are applied. Such programmes are:

1. "The Gold and Green Leaf" (between Cyprus and Greece)
2. "Ecoschools" (European programme for pupils at all levels of education)
3. " Young Reporters for the Environment" (European programme for Gymnasia, Lycea and Technical schools)
4. "SEMEP" (South Eastern Mediterranean Environmental Programme)
5. "GLOBE" (Global Learning and Observations to Benefit the Environment).

Information Technology (IT) courses in secondary education: During the past few years, the syllabi of all computer courses taught at the secondary education level schools have been updated in order to meet European standards and current trends. The teaching of these courses at the Gymnasium and the Lyceum level aims to engage pupils in meaningful learning using the computer as a problem-solving tool. Computers are also used in all Lycea as a teaching tool in courses such as Typing, Physics, Biology, History and Languages. Furthermore, software and hardware support is provided for all other curriculum disciplines and subjects. Finally, computers can also be found in all school libraries with internet access.

Special needs education in secondary education in Cyprus: The inclusion of children with special needs is a matter of major policy for the MOEC, which is in line with current international conventions and philosophical thought. The adoption of this policy has been accompanied by a change in perceptions, beliefs and attitudes of society towards children with special needs, whether they are in the educational system or in the community. The whole philosophical trend in Cyprus, which led to the implementation of the Law of 1999, is that children with special needs have the right to education as any other child and should be provided with all the opportunities for an equivalent training, guidance and rehabilitation so as to improve their abilities to the maximum. The State is responsible for guarding the rights of children with special needs and is responsible to place those children in the united body of training.

The implementation and expansion of the inclusion concept that was rapidly applied was naturally creating a lot of problems of a technical, practical and social nature. The main problem was the inability of the normal schools to meet the various needs of all their pupils, by introducing multispeed teaching methods and by securing quality education for all. In secondary education, regular subject teachers provide support for children with special needs. A series of seminars regarding special education is being developed to assist all teachers in this task. All teachers are encouraged to attend courses of professional development run by the Pedagogical Institute, many of which have particular reference to special education.

Integration of migrant children in secondary education public schools: Following the accession of Cyprus to the European Union as a full member, economic migrants have been

arriving in the country in larger numbers than ever before. Migrant children are accepted for enrolment in any secondary school depending on the place of their residence enjoying equal rights to education as Cypriot pupils do. Wishing to support their quick integration in the society, the MOEC, starting in the school year 2008-2009, is running a pilot programme of intensive teaching of the Greek language, which is the language of instruction in the Greek speaking schools. On the basis of the evaluation results and the suggestions offered, the Ministry has taken measures in order to reinforce it and improve its effectiveness. According to the relevant regulations, foreign speakers are placed in normal classes mixed up with Cypriots, attending the same lessons and syllabi as their Cypriot peers except for Religious Studies, Ancient Greek and Common Core History, during which they withdraw to form special classes and study the Greek language.

6.2.4 Future challenges

The Educational Reform, the dialogue which has been initiated in 2005 for the restructuring and the modernization of the Cyprus Educational System, constitutes a key vehicle of the Life Long Learning Strategy. The main aims of the reform is to improve the quality of education, to modernize curricula and teaching methods, to offer equal opportunities to young people, and to contribute to overcoming the difficulties and eliminating obstacles for education of children and adults coming from diverse background and having diverse needs. The introduction of the new revised curricula at the gymnasium level and the relevant teacher-training course was partially introduced in the school year 2010-2011. The courses of the programmes reached their final form and were introduced during the school year 2011-2012 in the 1st grade of the gymnasium. Academics, inspectors and teams of teachers already appointed to different posts, have been set up to work and prepare the new revised curricula.

6.3 DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION

6.3.1 Introduction

Over the last decades, technical and vocational education in Cyprus has gone through several stages and has been called upon to assume various roles, depending on the socio-economic situation and the tendencies prevailing in industry and the labour market. In this multifaceted, continually changing environment, technical and vocational education should not be viewed as a simple, static process of amassing knowledge and skills. Rather, it should be regarded as a continuous economic and social necessity, capable of providing equal opportunities to all and, thus, operating as a mechanism that combats social exclusion and promotes social cohesion. Bearing these in mind, the general objectives of technical and vocational education in Cyprus are to:

a. help society achieve its goals for social, cultural and economic growth;
b. contribute to the improvement of the quality of life, by providing individuals with the opportunity to broaden their intellectual horizons;
c. enable society to utilize the fruits of economic and scientific-technological changes, for the benefit and prosperity of society as a whole;
d. offer pupils solid knowledge and broad technological training, making technical and vocational education an attractive option for the development of their talents, interests and skills, therefore leading them either towards tertiary education or the world of work;
e. enhance understanding of technological dimensions in modern civilization and their impact on the environment;
f. develop the decision-making competencies of pupils, as well as the necessary attitudes for active and educated participation, co-operation and leadership at the place of work and in society in general.

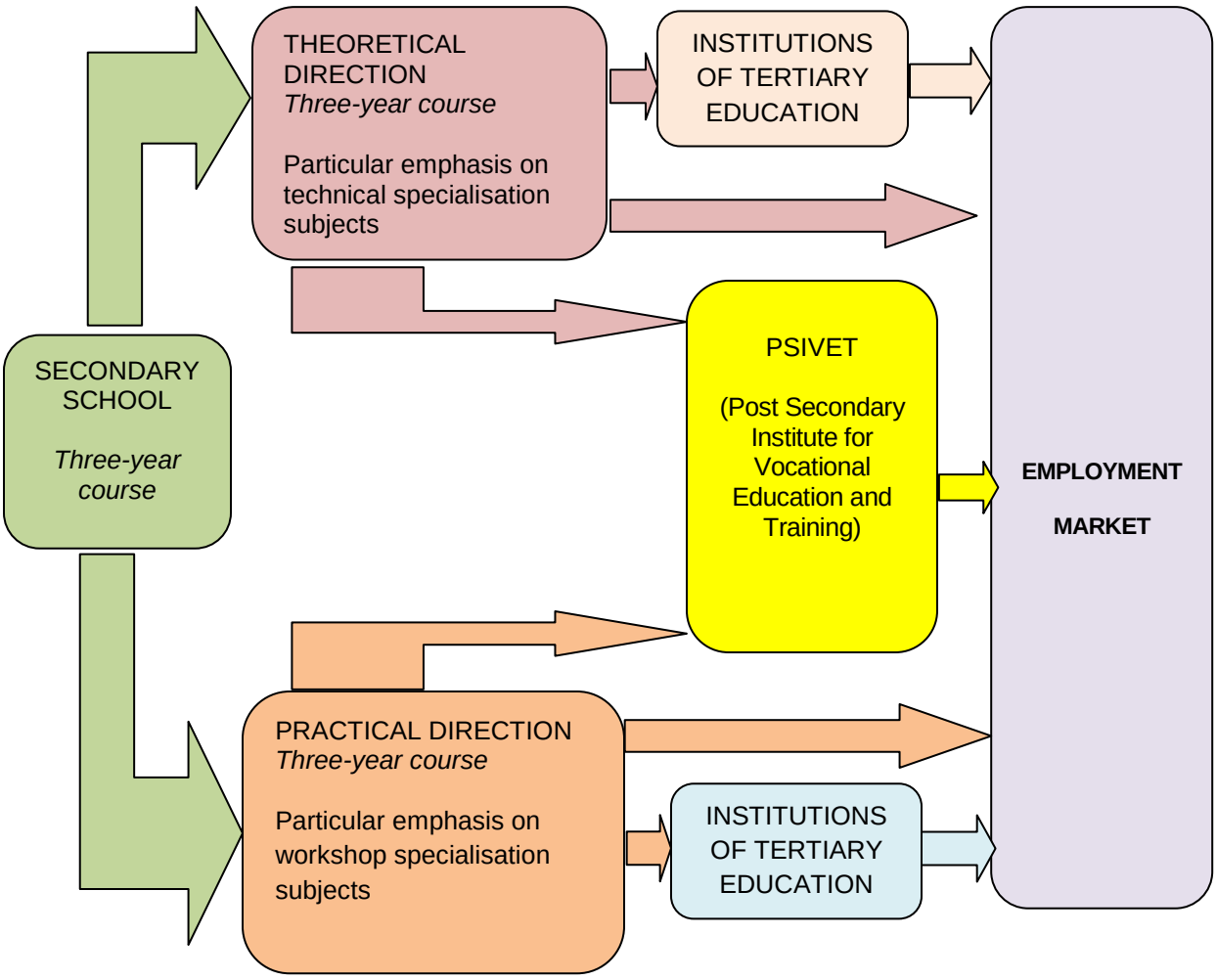
In order to achieve the objectives mentioned above, the Department of Secondary Technical and Vocational Education offers a wide range of technical and vocational education, initial training and lifelong training programmes to eligible gymnasium leavers and adults.

6.3.2 Areas of responsibility

Formal mainstream upper secondary initial technical and vocational education: Formal mainstream upper secondary initial technical and vocational education programmes are offered free of charge in two directions, the theoretical and the practical direction. The duration of studies is three years for each direction. The first year of studies is common for each direction and field of study, and pupils select a specialization offered in their chosen field of study in the second and third year of their studies. The theoretical direction and the first and second years of the practical direction are completely school-based and combine general education subjects with technological and workshop subjects. The third year of studies in the practical direction combines a school-based environment with a real workplace, as final-year pupils are placed in industry for one day per week, where they follow a practical training programme. Formal mainstream upper secondary initial technical and vocational education programmes are offered at twelve public technical schools. There are three technical schools in Nicosia, three in Limassol, two in Larnaca, two in the free area of the Famagusta district, one in Paphos and one in Polis Chrysochous. There is also one Hotel and Catering Department operating at Apeitio Gymnasium in Agros.

Upon completion of secondary technical and vocational education, pupils receive a leaving certificate (apolyterion), which is equivalent to that awarded by lycea (secondary general education schools), providing access to the world of work or to Institutions of Higher and Tertiary Education in Cyprus or abroad, as shown in Figure 6 below.

Figure 6: The main pathways within formal upper secondary technical and vocational education



Formal upper secondary technical and vocational education offers eleven fields of study, each divided into various specializations, as shown in Table 6 below.

Table 6: Fields of study and specializations

	FIELDS OF STUDY AND SPECIALIZATIONS	DIRECTION	
1	**MECHANICAL ENGINEERING**		
	Mechanical Engineering (General)	Theoretical	
	Production Engineering and Machine Tools		Practical
	Welding and Metal Constructions		Practical
	Plumbing, Heating and Cooling Systems	Theoretical	Practical
	Electromechanical Hotel Equipment		Practical
	Automobile Engineering	Theoretical	Practical
	Car Electrics and Electronics	Theoretical	Practical
	Motorcycle and Boat Engines		Practical
2	**ELECTRICAL ENGINEERING**		
	Electrical Installations	Theoretical	Practical
	Electronics	Theoretical	
	Computer Engineering	Theoretical	
	Electrical Appliances, Automation and Control	Theoretical	Practical
	Domestic Appliances, Refrigeration and Air		Practical
	Electronic Communications	Theoretical	Practical
3	**CIVIL ENGINEERING – ARCHITECTURE**		
	Civil Engineering	Theoretical	
	Architecture	Theoretical	
	Land Surveying	Theoretical	
	Building		Practical
	Laboratory Assistants		Practical
4	**DRAFTSMEN**		
	Draftsmen		Practical
5	**WOODCRAFT AND FURNITURE MAKING**		
	Furniture Design and Production	Theoretical	
	Woodcraft and Furniture Making		Practical
6	**APPLIED ARTS**		
	Graphic Design	Theoretical	Practical
	Interior Design	Theoretical	Practical
	Goldsmithing-Silversmithing		Practical
7	**CLOTHING**		
	Fashion Design	Theoretical	
	Dressmaking		Practical
8	**HAIRDRESSING**		

	Hairdressing		Practical
9	**AGRICULTURE**		
	Horticulture		Practical
10	**SERVICES**		
	Tourist Agency and Hotel Clerks	Theoretical	Practical
	Sales Personnel		Practical
	Bank and Accounting Clerks	Theoretical	
	Secretarial Studies		Practical
11	**HOTEL AND CATERING**		
	Cooks and Waiters		Practical

Formal upper secondary technical and vocational education curricula: The allocation of teaching time to various subjects aims to enable secondary technical and vocational education pupils to acquire solid and adaptable knowledge, as well as the learning skills and competences that will help them adjust to dynamic and unpredictable situations. In addition, it aims at helping pupils acquire competence in searching for, assessing, selecting and employing essential information. Pupils are also given the opportunity to acquire methodological skills and learn how to analyse and solve problems. Moreover, they are provided with a productive environment that encourages them to develop such characteristics as the ability to co-operate with other people, their creativity and self-confidence, and the skills to help them deal successfully with the diverse roles they are expected to play in life.

The criteria used to assess students include class participation, workshop and laboratory work, written assignments, projects, tests and a final examination. Curriculum development is a collective effort involving qualified Secondary Technical Vocational Education (STVE) staff, experts from other training institutions, STVE Advisory Committee members, trade unions and employers' representatives. The STVE curriculum is subject to approval by the Council of Ministers (Ypourgiko Symvoulio) before being implemented.

Second Chance Formal Initial Vocational Education:

- ***Evening Technical Schools***

The MoEC also offers formal education programmes through the two Evening Technical Schools operating in Nicosia and Limassol to further promote participation in STVE and support the integration of school dropouts in the workplace and in society in general.

The programmes offered at the evening technical schools are equivalent to the secondary technical and vocational education programmes that are offered in mainstream Technical Schools. The material taught in each field of study and specialization is the same as the material taught in the respective field of study/specialization offered at the technical schools that operate in the morning, adapted however to the particular characteristics and needs of the learners who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools.

Attendance at the evening technical schools is free of charge and leads to the acquisition of a leaving certificate (apolyterion), which is equivalent to that awarded by mainstream technical schools and lycea. This means that the leaving certificate awarded by the evening technical schools entitles graduates either to pursue further studies at Institutions of Tertiary Education in Cyprus, Greece, or abroad, provided that they meet the entry requirements, or enter directly the labour market as skilled workers.

- ***Three Year Programmes of the Afternoon and Evening Classes of Technical Schools***

The three-year programmes are provided in the context of the Afternoon and Evening Classes of Technical Schools, which are administered by the Department of STVE of the MoEC. The objective of these programmes is to offer formal initial education and training to employed or unemployed adults, to respond more efficiently to the contemporary demands of the labour market and achieve re-integration in the labour market in areas where there is shortage of skilled

workers. Successful completion of the three-year programmes leads to the acquisition of a leaving Certificate equivalent to that awarded to graduates of Upper Secondary General or Upper Secondary Technical and Vocational Education, as far as the technical component is concerned. This means that individuals who already hold an upper secondary education Leaving Certificate are given an opportunity to obtain a second Leaving Certificate in their chosen field of study.

6.3.3 VET at Post Secondary Level (PSIVET)

In the context of the Education Reform, the Ministry of Education and Culture is currently promoting Post-Secondary Institutes of Vocational Education and Training, which is offering further technical specialization to graduates of Secondary Education. By attending these Institutes, students, especially those who wish to enter the labour market immediately, have the opportunity to acquire or complete their technical and vocational education, since the Institutes are providing opportunities to citizens, and especially young people, to acquire, improve, or upgrade their qualifications and skills in order to become better prepared for participating in the labour market. There are progression routes trough each field of study so for students to continue their education.

The necessity for establishing Post-Secondary Institutes of Vocational Education and Training arises, amongst other reasons, from the rapid development of technology, the knowledge based society and the EU's priorities regarding the ongoing relationship of today's citizens with education and training. In addition, this necessity arises from the needs of secondary education graduates who do not wish to follow Higher Education studies (University level), and who need proper training to enter the job market. It also help workers who want to acquire additional vocational education and training, in the context of lifelong learning, to meet the changing needs of the labour market.

The objective of Post-Secondary Institutes of Vocational Education and Training is to offer all types of initial or continuing technical and vocational education and training and provide students with the necessary qualifications by imparting academic, technical, professional and

practical knowledge and by offering them the possibility to develop those skills that will facilitate their integration into society and secure their ability to adapt to the changing needs of industry.

Post-Secondary Institutes of Vocational Education and Training are operating at existing Technical Schools, as institutions of public education, within the scope of competence and under the supervision of the Ministry of Education and Culture. The classes offered by Post-Secondary Institutes of Vocational Education and Training are attended by graduates of Lyceums, Technical Schools, the Apprenticeship System, University Graduates and by persons working in various sectors of the economy. Attendance at the one-year and two-year programmes that will be offered will include practical training in industry and businesses/enterprises.

The programmes offered in the context of Post Secondary Institutes of Vocational Education and Training have been especially designed to be relevant to labour market needs and flexible, by meeting the changing demands of the Cyprus economy and labour market. Maintaining the curricula's flexibility and relevance to the labour market is an ongoing process, since they will be systematically evaluated, revised and updated taking into account the views and suggestions of all the relevant social partners and stakeholders who participate in the Advisory Body and consist of representatives of the government, the organised associations of employees and the organised associations of employers and manufacturers. In addition, instructors from the world of work and the academic community are selected and appointed to teach at the Institutes, in order to further enhance the relevance of the programmes with labour market needs and ensure that they are up-to-date with current technological advances.

For the establishment and smooth operation of the Institutes, the Ministry of Education and Culture cooperates with the Ministry of Labour and Social Insurance and other stakeholders relevant to the world of work. Towards this objective, the Advisory Committee for Post Secondary Institutes of Vocational Education and Training has been set up. The Advisory Committee examines issues concerning the operation of the Institutes and advises the Ministry of Education and Culture. It consists of the Director of Secondary Technical and Vocational Education, and representatives of the Ministry of Labour and Social Insurance, the Human

Resource Development Authority, the organized associations of employees, and the organized associations of employers and manufacturers. In the future it will also include representatives from the Post Secondary Institutes of Vocational Education Association of teachers and the Post Secondary Institutes of Vocational Education Association of Students.

The Apprenticeship Scheme: Initial vocational education is also provided through the Apprenticeship Scheme, which is run jointly by the MOEC and the Cyprus Productivity Centre, a dedicated centre of the Ministry of Labour and Social Insurance.

The Apprenticeship Scheme addresses pupils who do not wish to continue their studies at the upper secondary level and also dropouts from the formal secondary education system. It lasts for two years and combines general education and vocational training at school, which takes place at technical schools for two days per week, with practical training in industry, where apprentices are remunerated for their work, for three days per week. Apprentices are trained to become builders, carpenters, cabinet-makers, electricians, car mechanics, car electricians, sheet metal workers/welders, aluminium manufacturers, machine workers/fitters, plumbers, hair dressers and silversmiths/goldsmiths. Currently, about 175 apprentices attend the Apprenticeship Scheme programmes, which are offered at six technical schools: at the A' Technical School in Nicosia, the B' Technical School in Nicosia, the A' Technical School in Limassol, the B' Technical School in Limassol, the Larnaca Technical School and the St. Lazarus Technical School in Larnaca.

During the two days spent at school students take the following subjects for both years of their study: 1 period in Greek language, 2 periods in mathematics, 3 periods in technology, 2 periods in drawing and 5 periods in workshops/laboratory work. Practical training takes place within industry three days a week.

The Apprenticeship System is not compulsory and attendance is free of charge. However, there are not, at present, any direct and visible academic progression routes from the System. The Apprenticeship Certificate allows access to several regulated occupations (e.g. building contractor and electrician), provided that all other requirements of the relevant legislation are observed.

Redesign of the Apprenticeship Scheme- New Modern Apprenticeship (NMA)

In 2007, the Council of Ministers approved the proposal for the establishment of the New Modern Apprenticeship (NMA). The NMA, which provides an alternative pathway for education, training and development for young people who withdraw from the formal education system, is geared towards meeting the needs of the labour market. Implementation of the NMA has begun and will embrace young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). The NMA is co-financed by the ESF and it is fully operational since 2015. The responsibility for training the apprentices remains with the Ministry of education and Culture. In this context the Scheme will be re-examined along two phases:

Short term improvements, through upgrading the apprenticeship Scheme, with the co-financing by the European Social fund, by reviewing the analytical programmes, training the teaching staff, and by acquiring software and other support material for the implementation of the analytical programmes, which is undertaken by the Ministry of Education and Culture, and improving the administration and management of the scheme, including the monitoring and the supervision of both the in-class and the in–company training process

Long term radical improvements, with significant changes in the philosophy, the structures, systems and processes, in order to provide an alternative education and training pathway to young persons who reject / drop out of the formal education system, including the possibility of widening the coverage to accommodate possible needs of young people of wider age ranges. Also New Modern Apprenticeship (NMA) aims at attracting a greater number of girls and broadening the range of skills.

Operational Characteristics:

The N.M.A. will operate at two levels:

1. **The Preparatory Apprenticeship** of up to 1 or 2 year duration, for those who have dropped out of the Lower Secondary Schools before completing the third, final, class ages 14-16. This level started its operation on November 12th of 2012.

2. **The Core Apprenticeship** of the System of 3 years duration, for those who have completed successfully the Lower Secondary schools, and for those who dropped out of the Upper Secondary schools/ Technical & Vocational Schools, ages 15- 21. The First year of the Core Apprenticeship has already begun as of October of 2012.

6.3.4 Other Forms of Vocational Training

Other forms of training refer to VET programmes which do not lead to a formal qualification but to professional development and updating of specific skills and competences and which are addressed to adults, employees, the unemployed and other groups at risk of exclusion from the labour market.

6.3.5 Ministry of Education and Culture

The MoEC offers continuing education and training to employees through the one-year programmes of Afternoon and Evening Classes of Technical Schools and it is responsible for the training of secondary education teachers.

In the context of the Afternoon and Evening Classes of Technical Schools, the Directorate of STVE of the MoEC offers one-year programmes which lead to the award of a certificate. These programmes are designed to offer continuing education and training to employees, enrich their knowledge and skills and thus place them in a position to respond more efficiently to the contemporary demands of the labour market. No qualifications are required to attend these programmes and the teaching methods used vary, depending on the programme.

6.4 Ministry of Labour and Social Insurance (MLSI)

The MLSI is responsible for the CPC, which offers short modular programmes for employees in technical occupations and management and the Higher Hotel Institute of Cyprus, HHIC (Anotero Xenodocheiako Institouto Kyprou, AXIK), which offers upgrading courses for employees in the hotel and restaurant sector.

6.5 Ministry of Agriculture, Natural Resources and Environment (MANRE)

The Ministry of Agriculture, Natural Resources and Environment, MoA (Ypourgeio Georgias, Fysikon Poron kai Perivallontos, YGFPP) is responsible for the training of farmers. Most of the training is provided by the Department of Agriculture Training Centres and during 2013, 38 training courses were organised which lasted 62 days in total, with the participation of 822 farmers. Additionally, the Centres organised 24 courses on home economics such as basket making, embroidery, weaving etc, in which 281 female farmers participated.

Also, the Department of Agriculture organised in 2013 various apprenticeship schemes in a range of subjects. Persons under 40 years old are granted a daily allowance of EUR 18,00 per training day. During 2013, 5 such schemes were implemented which lasted 19 days in total, and in which 52 farmers participated (some of which were not entitled to a subsidy).

Finally, within the framework of the Cyprus Rural Development Programme 2007-2013 (RDP), 152 young farmers who applied for financial support were trained on various agricultural topics for a total of 150 hours.

6.5.1 Cyprus Academy of Public Administration

The Cyprus Academy of Public Administration (CAPA), whose budget was EUR 1.521.637 for 2011, is the Learning and Development Centre of the Cyprus Civil Service. It was established in 1991 and is part of the Public Administration and Personnel Department of the Ministry of Finance, MoF (Ypourgeio Oikonomikon, YO). CAPA's overall objective is to contribute to the continuous improvement of the Cyprus Civil Service through learning activities in the broad field of management, organisational development projects and applied research. CAPA's main projects and activities are:

(a) developing the capacity for the management of learning in civil service organisations by setting up a Learning Unit in each civil service organisation to systematically manage its learning activities**;**

(b) developing personal and interpersonal skills**;**

(c) organising induction courses for newcomers**;**

(d) offering EU training programmes**;**

(e) offering training programmes for foreign public officers**;**

(f) application of the Common Assessment Framework (CAF) – a quality management tool for the self-assessment of public service organisations**;**

(g) designing and organising workshops on a wide variety of management and leadership skills for the civil service and local authorities**;**

(h) EU funded projects.

6.6 Ministry of Health

The Ministry of Health, MoH (Ypourgeio Ygeias) is responsible for the training of public sector nurses provided by the School of Nursing. The course is offered in Cyprus University of Technology (TEPAK).

6.7 Ministry of Justice and Public Order

The Ministry of Justice and Public Order, MJPO (Ypourgeio Dikaiosynis kai Dimosias Taxis, YDDT) promotes the training of police officers and sergeants provided by the Cyprus Police Academy (Astynomiki Akadimia Kyprou). The Police Academy also offers part-time training in the use of computers for police members. The lessons are taught by qualified teachers appointed by the MoEC and they take place at the Computer Lab of the Police Academy. The courses run from autumn until summer of next year.

6.8 DEPARTMENT OF HIGHER AND TERTIARY EDUCATION

6.8.1 Introduction

The Department of Higher and Tertiary Education is the competent authority within the MOEC regarding all sectors and issues linked to higher education. The Department was established in 1984 and has played a leading role in the development of higher education in Cyprus. The Department aims at the creation of the appropriate conditions for the provision of high quality higher education and training in academic and professional programmes of studies to the larger possible number of people. It is responsible for the budget and the legal matters of public universities, all matters regarding the procedures of the establishment of private universities and various other matters, the development of international cooperation by developing bilateral/multilateral agreements and the establishment and operation of higher education institutions (of non-university level).

Cyprus Higher Education is very new. The first public university enrolled its first student in 1993 and had its first – First Degree graduates 4 year later. All the First Cycle degrees were

designed totally based on Bologna standards, with duration of study (8 semesters). Each year carries 2 minimum load of 60 ECTS and the 4 years program of study at least 240 ECTS. Second and third cycle degrees started to be offered later.

The rest of the universities started their operation after 2005 and according to Cyprus legislation, the programs of study offered by all universities have a 4-year – 240 ECTS load. Each ECTS requires a total of at least 25 working hours.

All programs of study are experienced in learning outcomes and there is a very clear distinction between the first, second and third cycle degrees.

Consequently, the Cyprus Higher Education at the levels 6, 7 and 8 has developed in the after Bologna era and the whole system has been, the begging, based and tailored to the Bologna requirements. As a result there has never been any need to perform reforms, or to take initiatives for changing the existing Higher Education System and harmonize it with the Bologna requirements, as it happens to most EU countries which had decades their national Higher Education Systems, which differ between countries and with the Bologna requirements and they have to modify it.

6.8.2 Goals and challenges of higher education

One of the main goals of higher education in Cyprus is to satisfy local needs and offer study opportunities to international needs. The establishment and operation of the public and private universities, together with the establishment of research centres and quality assurance bodies are considered as the benchmarks of the higher education system. Building a solid foundation, yet with a flexible structure, able to adjust according to local and international demands, has become the Ministry's challenge. This goal has provided the incentive for the Ministry and its stakeholders to make important decisions with regards to the future of higher education and, at the same time, implement them, in order to create a strong system. Indeed, higher education in Cyprus is currently developing and progressing in full speed.

The Ministry aspires for Cyprus to be established as a technological and educational centre of excellence both within Europe and beyond. As such, and in alignment with the policies and

measures followed by the European Union (i.e. the Lisbon strategy, EU 2020), higher education entered the second decade of the 21st century while aiming to promote excellence in teaching, to encourage quality assurance, and, at the same time, to safeguard diversity and university autonomy. Higher education aims to be accessible to all, in order to include those who are already at work or who have not had the means or the chance to pursue university education. For this reason, the MOEC promotes lifelong learning further, while increasing the options available to the community regarding institutions of higher education, programmes and methods of study. The Department of Higher and Tertiary Education, together with its stakeholders, aspires to prove that the higher education system can face current-day challenges successfully and can provide students and societies with an education that will prepare them for the future.

6.8.3 The structure of Higher Education

At present, the structure of higher education is composed of three public and five private universities, four public and forty-one private institutions of higher education, non-university level and three research centers as follows:

Public universities: The language of instruction is Greek but the universities offer some programmes of study in English.

- **University of Cyprus** (www.ucy.ac.cy). The University of Cyprus, is the first university of the island and was founded in 1989, in Nicosia. The University received the first undergraduate students in 1992 and the first postgraduate students in 1997. The University of Cyprus is still in course of development, both in building infrastructure and academic direction.

- **Cyprus University of Technology** (www.cut.ac.cy). The Cyprus University of Technology was established in Limassol in 2007, offering fields of studies related to applied sciences technology and engineering.

- **Open University of Cyprus** (www.ouc.ac.cy). The Open University of Cyprus was founded in 2006 in Nicosia, and has been offering distance-learning programmes which reflect the Government's policy to offer more possibilities to people for lifelong learning and professional development.

Private universities: The language of instruction is English but they offer some programmes of study in Greek.

1. **Frederick University** (www.frederick.ac.cy). The University was founded in 2007 and is operating in Nicosia and Limassol.
2. **European University Cyprus** (www.euc.ac.cy). The University was founded in Nicosia in 2007.
3. **University of Nicosia** (www.unic.ac.cy). The University was founded in Nicosia in 2007.
4. **Neapolis University Pafos** (www.nup.ac.cy). The University started its operation in Paphos in 2010.
5. **UCLAN University (Cyprus)** (www.uclancyprus.ac.cy). The University started its operation in Larnaca in 2012.

The programmes, the procedures and the buildings of all private universities had been evaluated and accredited by the Evaluation Committee of Private Universities. It is important to note that all public and private universities are autonomous to define their own goals and strategies and have developed high quality undergraduate and graduate programmes (first, second and third cycle) as well as research infrastructure.

Public Institutions of Higher Education: The Public Institutions of Tertiary Education operate under the supervision of various Ministries, while MOEC has the responsibility of their academic supervision. The institutions are:

1. The Higher Hotel Institute of Cyprus (entry is done through Pancyprian entry examinations)
2. The Mediterranean Institute of Management

3. The Police Academy (Police Training for newcomers and Life Long Learning Trainings to policemen/policewoman)
4. The School for Tourist Guides. (once a year and upon needs)

Private Institutions of Higher Education: They are non-university institutions of higher education which offer a wide range of academic and professional programmes of study at various levels, as well as vocational programmes of studies in various fields. The qualifications awarded are placed on Level 5 and its subsystem. The language of instruction at the Private Institutions of Higher Education is mostly English, thus attracting students in a multicultural environment. The list of the forty one private institutions of higher education as well as their accredited programmes of study can be found at the following website: www.highereducation.ac.cy/en/private-institutions-tertiary-education.html.

Research Centers: In Cyprus there are three Research Centres which contribute to the research development in a very important way. These are:

1. Cyprus Institute of Neurology and Genetics (www.cing.ac.cy). The Cyprus Institute of Neurology and Genetics, was established in 1990 by the Cyprus Foundation for Muscular Dystrophy Research, as a bi-communal, non-profit, private, academic, medical and research institute.

2. Cyprus Institute (www.cyi.ac.cy). The Cyprus Institute is a non-profit science and technology research and educational institution.

3. Research Promotion Foundation (www.research.org.cy). The Research Promotion Foundation was established in 1996 at the initiative of the Government of the Republic of Cyprus with the mission to serve as the official national body for the management and promotion of research and innovation in the country.

Research and innovation: Research is at the centre of the academic activities of public and private universities, which aspire to become centres of excellence. The universities have adopted

a dynamic and proactive strategy on research, aiming to reach out to all stakeholders and to work with them in developing ideas for basic and applied research, for the betterment of the community, the country and the wider region. Aiming at the advancement of scientific knowledge and at facilitating the study and solution to real life problems, a wide collaboration network is established, between research centres and universities in Cyprus and abroad. Research is one of the main activities of the academic staff at the universities in Cyprus.

Both students and academic staff carry out the research conducted at the universities. Research programmes are funded either through the budget of the universities or through external finance from various organizations in Cyprus and abroad, and especially, through research funding programmes of the European Union. Collaborations, through inter-state or inter-university agreements, with universities and research centres abroad, are promoted in order to enhance scientific research, cooperation and exchange of information. Research is also partly funded by the Cyprus Research Promotion Foundation, which allocates public funds on a competitive basis. Apart from universities, several research centres contribute to the research development in a very important way.

6.8.4 VET at Tertiary Level

VET at tertiary level is provided by four Public Institutions of Tertiary Education, which come under the jurisdiction of various ministries and by 41 Private Institutions of Tertiary Education.

About one-third of the persons in higher education (32,4%) participate in tertiary education programmes that are practically oriented and occupation-specific, while most participate in programmes that are largely theory based. However, large numbers of Cypriot students are enrolled in educational institutions abroad.

Public Institutions of Tertiary Education

There are four Public Institutions of Tertiary Education (non-university level) offering programmes in Culinary Arts and other vocations. These institutions operate under a relevant ministry or organisation as follows:

(a) the Higher Hotel Institute of Cyprus operates under the aegis of the MLSI;

(b) the Tourist Guides School (operates whenever there is a need and only once a year) operates under the aegis of the Cyprus Tourist Organisation;

(c) the Police Academy operates under the aegis of the Ministry of Justice and Public Order (operates whenever there is a need)

The basic admission requirement for public tertiary education institutions is completion of 12 years of primary and secondary education, as certificated by the leaving certificate issued by the lyceum or technical school. The selection of candidates is based on the applicants' success in final examinations and in some cases success in an oral interview is also required. In the case of HHIC entry is done through the Pancyprian examinations.

Cypriot and EU students studying in public institutions of tertiary education pay no fees. In some institutions, all students receive free accommodation and board. International students are required to pay fees to attend these institutions. The student tuition fees range from about EUR 3.700 to EUR 4.500 per year. All fees are paid to the institution.

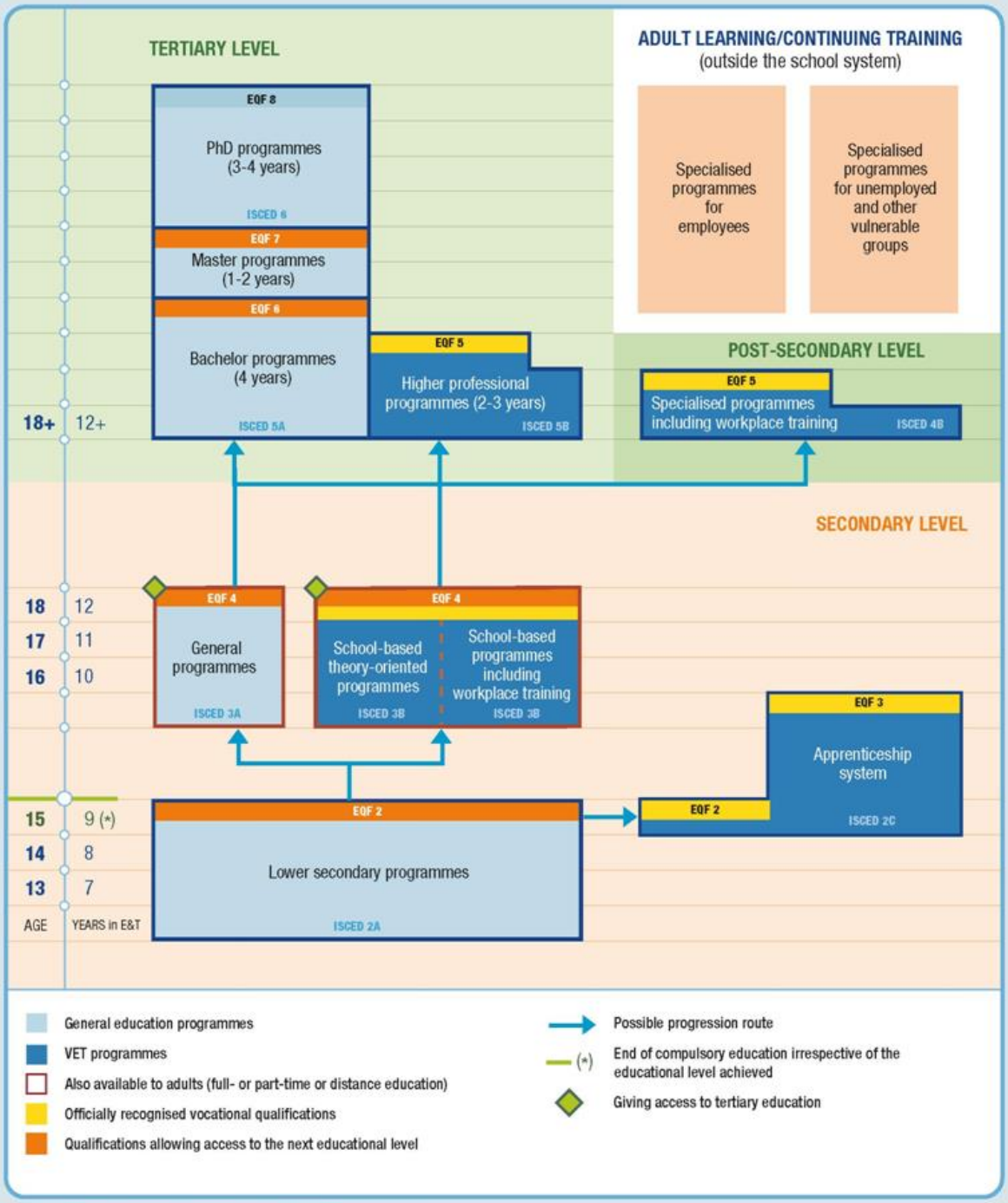
Studies are organised in diploma programmes, which include different specialisations. The competent ministry of each institution has to approve each programme but to a large extent the institutions themselves design the curricula. The diploma programmes consist of basic professional studies and practical training.

Students are assessed on the basis of semester, and often mid-term examinations. Workshop and laboratory assignments, project work and industrial training are also assessed and taken into consideration when assigning final marks. Successful completion of the programme, which lasts

2-3 years, leads to the institution's diploma or higher diploma respectively awarded by the institution.

Depending on the job specifications, teachers must hold an appropriate diploma in their subject area or a degree relevant to the subject they will teach; work experience in their area of specialisation is also required. Pre-service training is usually not a requirement. In-service, continuing training of VET teachers in public institutions is common practice but on a voluntary basis.

VET in the Cypriot education and training system



NB: ISCED 1997 was used on the chart. Conversion to ISCED 2011 is ongoing.
Source: Cedefop and ReferNet Cyprus.

6.9 HUMAN RESOURCE DEVELOPMENT AUTHORITY (HRDA)

6.9.1 INTRODUCTION

The Human Resource Development Authority of Cyprus (HRDA) is an organisation governed by public law, the Human Resource Development Law [Law 125(I)/1999-2007]. It refers to the Government through the Minister of Labour, Welfare and Social Insurance.

The HRDA is governed by a 13-member Board of Directors, comprising 5 Government, 4 Employer and 4 Trade Union representatives and is financed by the Human Resource Development. Levy collected from all employers in the private and semi-government sector (0,5% of payroll). The self-employed and the civil servants are not included in the HRDA's sphere of competence. It is noted that, as far as the System of Vocational Qualifications is concerned, all persons, employed or unemployed, have access for assessment and certification / the self employed and the civil servants included.

The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus´s human resources, at all levels and in all sectors, for meeting the economy´s needs, within the overall national socio-economic policies.

The main **strategic objectives of the HRDA** are the following:

- Upgrading the country´s human resources, through the continuous lifelong training of the employed, the unemployed and the inactive with emphasis on young, older age and low-skilled persons, and the long-term unemployed.

- Improving the productivity and enhancing the competitiveness of Cypriot enterprises through the better utilisation of their human resources and the improvement of their potential for adaptability.
- Enhancing the quality assurance and the efficiency of the system for the training and development of human resources through the Assessment and Certification of training provision as well as the knowledge, skills and vocational qualifications of the country´s human resources.

6.9.2 TRAINING AND DEVELOPMENT ACTIVITIES

In order to meet the wide range of training and development needs of the country´s human resources, the HRDA operates specific schemes, each with its own aims and target groups:

Contribution to the Integration of Unemployed and Inactive into Employment

Employment and Training in Enterprises

- Scheme for the Employment and Training of Tertiary Education Graduates

The Scheme aims at providing opportunities to tertiary education graduates less than 30 years old, to secure a suitable job and acquire work experience and specialised knowledge and skills, while at the same time strengthening enterprises and organisations through the employment and training of qualified persons. The HRDA offers incentives to enterprises to offer job positions, practical training and work experience of six months duration to graduates.

- Scheme for the Employment and Training of the Long-term Unemployed

The Scheme aims at offering new opportunities to the long-term unemployed through the provision of incentives to employers, in the form of subsidies and guidance, for the employment

and training of long-term unemployed persons, according to identified needs of specific job positions.

Job Placement in Enterprises/Organisations for the Acquisition of Work Experience

- Scheme for Job Placement of Unemployed Young Tertiary Education Graduates for the Acquisition of Work Experience in Enterprises/Organisations - co-financed by the HRDA/ESF during the programming period 2014-2020.

The Scheme offers job placements in enterprises/organisations to young unemployed tertiary education graduates less than 35 years old with limited work experience, in order to improve their employability. The duration of the job placements is 6 months and a training allowance is provided.

- Scheme for Job Placement of Young Unemployed Graduates of Lower Secondary, Upper Secondary and Post-Secondary Education of up to 2 years for the Acquisition of Work Experience in Enterprises/Organisations - co-financed by the HRDA/ESF/YEI during the programming period 2014-2020.

The Scheme offers job placements in enterprises/organisations to young unemployed graduates of lower secondary, upper secondary and post-secondary education of up to 2 years less than 25 years old, in order to improve their employability. The duration of the job placements is 6 months and a training allowance is provided.

Training for Enhancing Employability

- Training Programmes for the Unemployed

The Scheme aims at the participation of the unemployed who are registered with the Public Employment Services (PES) in training programmes for specific occupations/themes that the HRDA defines after consultation with relevant stakeholders. Contractors (training centres) will be appointed by the HRDA to provide the training programmes, following a tendering procedure.

- Multi-Company Training Programmes - Participation of the Unemployed

The Scheme aims at the encouragement and subsidisation of the participation of the unemployed who are registered with the PES in training programmes offered by training centres in a wide variety of areas. Each training centre may accept unemployed persons to participate in training programmes, provided that there are vacant places available.

Promotion of Lifelong Learning of the Employed

Single-Company Training

- Single-Company Training Programmes in Cyprus

The Scheme aims at providing incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, in order to meet the specific needs of the enterprise for the effective utilisation of its personnel. The programmes are designed on the basis of a document covering thematic priorities, prepared by the HRDA after consultation with employer and professional organizations, every two years.

- Single-Company Training Programmes Abroad

The Scheme aims at providing incentives to employers to participate with their personnel to innovative and specialised training programmes abroad in order to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how. The programmes are designed on the basis of a document covering thematic priorities, prepared by the HRDA every two years.

Multi-Company Training

- Usual Multi-Company Training Programmes

The Scheme aims at providing continuing training for meeting the training needs of employees through their participation in training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues on all operations of the enterprise and on all occupations. The programmes are designed by Certified Vocational Training Centres on the basis of a document covering thematic priorities prepared by the HRDA every two years

- High-priority Multi-Company Training Programmes

The Scheme aims at providing continuing training to meet the training needs of the employees through participation in training programmes in specific high-priority issues. The programmes are designed by Certified Vocational Training Centres on the basis of a document covering thematic priorities prepared by the HRDA every two years

- Trade Union Officials Continuing Training Programmes

The Scheme aims at covering the training needs of trade union officials on issues that are related to their trade union activities. The training programmes are implemented by Trade Union Training Centres.

- Training Programmes Organised by the HRDA

These training programmes aim at enhancing the competitiveness and increasing the productivity of enterprises, as well as improving the quality of their products and services, through the implementation of specialised group training programmes that usually are not offered by Vocational Training Centres.

6.9.3 RESEARCH STUDIES

A vital constituent for fulfilling the HRDA´s mission and one of the targeted actions is the **promotion of research and development** in areas of vital importance for the training and development of human resources and the evaluation of the effectiveness of the HRDA´s work.

The HRDA research and development actions are classified in the following **4 thematic areas**:

- Trends and Forecasts of Employment and Training Needs
- Evaluation of the HRDA Impact on the Cyprus Economy
- Analysis of Vocational Education and Training Systems and Infrastructure
- Specialized studies of Human Resources

6.9.4 QUALITY ASSURANCE SYSTEMS

The HRDA is operating two quality assurance systems catering for the Assessment and Certification of (a) training providers and (b) competences and vocational qualifications, namely "The System of Assessment and Certification of Training Providers (AxioPistoSyn)" and "The System of Vocational Qualifications (SVQ)".

The System of Assessment and Certification of Training Providers (AxioPistoSyn)

A main priority of the HRDA is the promotion of the quality dimension of training and development of the human resources. The quality dimension of the development of the human resources is linked with the existing infrastructure and development systems. AxioPistoSyn System is an instrument for the improvement of the quality and the effectiveness of vocational training provided in Cyprus.

Training Providers assessed and certified are:

- Vocational Training Centres
- Vocational Training Facilities
- Trainers of Vocational Training

In order to provide services for the assessment of training providers, the HRDA announced calls of expression of interest so that qualified experienced experts get approval as Assessors of Training Centres, Facilities and Trainers. The Training Providers should apply for certification and after an assessment process they get certification if they satisfy certain quality criteria related

to the Human Resources, the Administrative Infrastructure, the Specifications of Training Facilities and the relevant Experience.

The System, which is fully computerised, is in operation since 2012. As from 1 January 2015, only certified Training Providers are eligible to cooperate with HRDA for implementation of training programmes.

The System of Vocational Qualifications (SVQ)

According to the Human Resource Development Law of 1999 to 2007, HRDA has the right to

- Define Standards of Vocational Qualifications for any category or categories of employed persons
- Provide for the assessment of candidates
- Award and issue the relevant certificates of vocational qualifications

Thus the HRDA, as a competent body for regulating and awarding the Vocational Qualifications in Cyprus, established and implemented since 2007 the System of Vocational Qualifications (SVQ). The qualifications of SVQ are incorporated in the CyQF and depicted on the Diagram of the CyQF.

The SVQ has the following main functions:

- The Development of Standards of Vocational Qualifications (StVQs)
- The Assessment and Certification of candidates
- The Strengthening of recognition and validation of prior learning through Linking with Education and Training

Development of Standards of Vocational Qualifications (StVQs)

The StVQs are comprised of Units and each Unit is analysed to Elements. An Element consists of Title, Performance criteria (standards of performance), Range (breadth of achievement required), Knowledge (essential knowledge to underpin competent performance).

During the period 2009-2011 72 StVQs were developed relating to task areas of the Tourist Industry, the Wholesale and Retail Trade Sector, The Construction Industry, The Manufacturing Sector, The Motor Vehicles Repair Sector, the ICT Systems and Networks Sector, the Trainer of Vocational Training and Hairdresser occupation (Appendix 4, Annex 2). The above StVQs were approved by the HRDA Board of Directors and published on HRDA's website: www.anad.org.cy and through printed copies.

The development of the StVQs was based on specific competence levels ranging from lower level 1 to higher level 4, corresponding to levels 3 to 6 on the CyQF. Since May 2016, in order to facilitate the comparability between SVQ qualifications and the other qualifications on the CyQF, HRDA has adopted the set of 8 EQF level descriptors and has decided that, at present, StVQs will be developed at levels 2 to 7. Therefore, the existing correspondence between SVQ levels and CyQF/EQF levels is as follows:

SVQ LEVELS		**2**	**3**	**4**	**5**	**6**	**7**	
EQF/ CyQF LEVELS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**

The SVQ/EQF level descriptors are available in Appendix 3, Annex 2. Additionally, examples of StVQs details for existing levels are provided in the Appendix 6, Annex 2 .

During the new programming period 2014-2020, the 72 existing StVQs will be revised and 80 new StVQs will be developed in levels 2 to 7.

Additionally, since September 2016, HRDA has introduced new entry requirements for candidates, making use of the process for validation of prior formal, non formal and informal learning and being in line with level descriptors of EQF, adopted by SVQ.

Thus, since September 2016, the new entry requirements include 4 alternative Induction Routes for each level, depending on the qualification type/level or/and relevant experience candidates possess. For example, Induction Route 1 is addressed to candidates who possess a relevant qualification but they don't have any relevant experience, in contrast with the Route 4 which is addressed to candidates who do have sufficient relevant working experience and they do not possess any qualification.

Assessment and Certification of Candidates

HRDA assigns the assessment of candidates for vocational qualifications to Assessment Centres and qualified experienced experts get approval as Centres' Internal Assessors, External Assessors and Verifiers (Appendix 5, Annex 2).

During the programming period 2007-2013, 2981 candidates applied for Assessment and Certification leading to the award of a Vocational Qualification. Specifically, 1.452 applications were submitted for Vocational Qualifications in the Tourist Industry, 1111 applications for the Trainer of Vocational Training, 283 applications for the Wholesale and Retail Trade Sector and 135 applications for the Construction Industry. Up to 30/12/2015, 1700 candidates have been

certified. During the programming period 2014-2020, the project is expected to be co-financed by the ESF and it is expected that 10.000 candidates will be assessed and certified.

Information on the Assessment Infrastructure, the Assessment Methods, the process towards a vocational qualification and the Quality Assurance regarding SVQ as well as the Trainer of Vocational Training as an example of Vocational Qualification is provided in the Annex 2.

Strengthening of recognition and validation of prior learning through Linking with Education and Training

In order to further develop and strengthen the SVQ towards the recognition of prior learning, the following specific studies regarding the system have been completed by commissioned external consultants, by the end of 2013:

- Feasibility and prospects of incorporating into the System of Vocational Qualifications specialisations of the Technical and Vocational Education, the Apprenticeship scheme and other courses of Initial Training. (Appendix 1, Annex 2)
- Feasibility and prospects of recognition of formal, non-formal and informal learning within the System of Vocational Qualifications. (Appendix 2, Annex 2)

The implementation of the recommendations of the above two studies which is planned for the period 2014-2020, will further contribute towards the creation of direct links of formal, non formal and informal learning with vocational qualifications and the establishment of a comprehensive system of recognition and validation of prior learning in Cyprus.

7. FROM LEARNING INPUTS TO LEARNING OUTCOES

Learning Outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. The shift of emphasis is from learning inputs such as taught subjects and hours of instruction to what the learners achieve and how. This can be established by an assessment procedure. For a qualification to be given a level and to form part of a Framework of qualifications it has to be assessed by an accredited body. The EQF recommendation defines qualifications such as:

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

This shift is considered as an opportunity to tailor education and training to individual needs, improve links to the labor market and improve links to the labor market. Importantly, to improve the way of non-formally and informally acquired learning outcomes and recognition.

The role of learning outcomes plays a vital role of a lifelong learning strategy to promote:

- Flexible learning pathways
- Key competences
- National reform
- Quality Assurance
- Recognition of informal and non-formal learning
- Award and transfer of credits
- Credibility for training institutions and employers

7.1 Description of Learning Outcomes: Knowledge, skills and competencies

Learning outcomes are statements that describe what a qualification represents in terms of the application of its components, namely knowledge, skills and competences.

A learning outcome is what a learner understands and is capable of doing at the end of a learning process and they prepare individuals for both employment and for further education and/or

training. One of the key challenges, especially today with the existing Cyprus economy status, is to continue being employable and to face this, one must be flexible and adapt to the fast business cycle and participate in the re-educate, re-skill and re-structure cycle.

Knowledge, involves the understanding of basic, factual and theoretical information and is normally associated with formal learning and therefore with text books, with contact learning hours and as one progresses along the learning pathway one can engage in research, and participate in seminars and conferences. However, knowledge can also be obtained from informal or non-formal settings.

Skills, involve the application of the acquired knowledge and understanding in different contexts. A skill may not necessarily be the result of formal learning and knowledge as described above. It may be the result of repetitive work in an informal setup.

Competences involve concepts such as whether one is competent to exercise the skills with or without supervision.

All three parameters are analytically explained in the Cy QF Level Descriptors for the 8 levels.

7.1.1 Referencing the CyQF to EQF

The existing National Qualifications System of Cyprus and the new approach

Objectives and Targets of the CyQF:

- The recognition and validation of Qualifications
- Mobility
- Quality assurance of education and training programmes
- Promotion of lifelong learning

In Cyprus, compulsory education lasts for ten years and covers Pre-Primary, Primary and Lower Secondary Education. Upon successful completion of Lower Secondary Education, pupils receive a certificate, which is a prerequisite for entry to Upper Secondary Education (general or Technical/Vocational).

Upper Secondary Education lasts for three years. It offers two pathways, Upper Secondary general education, which is offered at Lyceums, and Upper Secondary Technical and Vocational education, which is offered at Technical Schools in two directions, the Theoretical Direction and the Practical Direction. Upper Secondary Education is also offered at the Evening Schools (upper secondary general education) and at the Evening Technical Schools (Upper Secondary Technical Education).

Upon completing Upper Secondary Education and succeeding in the National Pancyprian Examinations, graduates are awarded a leaving certificate (Apolyterion). The purpose of taking the Pancyprian Examinations is twofold: to obtain the leaving certificate and to access in public institutions of Higher and Tertiary Education in Cyprus and Greece.

Initial Vocational Education and Training is also offered in the context of the Apprenticeship Scheme, which addresses pupils who do not wish to continue their studies at the upper secondary level upon completion of the compulsory education and also dropouts from the formal education system. The Scheme is run by the Ministry of Education and Culture. It lasts for two years and combines general education and vocational training, which takes place at Technical Schools for two days per week. It also includes practical training in industry, where apprentices are remunerated for their work, for three days per week. Upon completing the two-year programme offered in the context of the Apprenticeship Scheme successfully, apprentices are awarded a professional certificate, which entitles them to enter the labour market as semi-skilled workers. This professional certificate is not equivalent to the Leaving Certificate awarded to graduates of upper secondary education schools (Lyceums or Technical Schools). Therefore, it does not entitle apprentices to pursue further studies at Institutions of Higher and Tertiary Education.

In 2007, the Council of Ministers approved the proposal for the establishment of the New Modern Apprenticeship (NMA), which will embrace young people between 14 and 21 years of age at two apprenticeship levels, the preparatory level which will last for one year and the core level which will last for three years. Implementation of the NMA has begun and it will become fully operational by 2015.

Public Tertiary Education is provided at the University of Cyprus, the Cyprus University of Technology and the Open University of Cyprus. In addition, there are five private universities and several private institutions.

Finally, the Human Resource Development Authority of Cyprus (HRDA) responds to the changing needs for training and development of the human resources in a multifaceted way. The spectrum of its activities includes mainly initial training (placement and training of tertiary education graduates who are unemployed, enterprise-based initial training, accelerated programmes of initial training and programmes which are co-financed by the HRDA and the European Social Fund aiming at the improvement of employability amongst unemployed and economically inactive women), continuing training (enterprise-based and multi-company training programmes in Cyprus and abroad), and other activities aiming at growth and development (system of qualifications, assessment and validation of training providers and promotion of innovation).

It is important to emphasise that a National Qualifications Framework is only a tool for the classification of qualifications according to a specific set of criteria for achieving predefined levels of learning outcomes. This framework can play a very important role, but if it is not part of a wider strategic policy resulting in the necessary reforms and institutional regulations, it will not be able to achieve its objectives.

First of all, each subsystem of the National Qualifications Framework should be shaped in such a way as to link education and training to the world of work and society.

Furthermore, the development and implementation of institutional regulations and procedures regarding quality assurance, assessment and the awarding of qualifications should be promoted. It is important to underline that all qualifications are the formal end result of an assessment and validation procedure, safeguarding that an individual has achieved the necessary/required learning outcomes.

Taking into account all of the above, it is evident that the existing National System of Qualifications of Cyprus does not completely cater for the needs of an immediate establishment and implementation of a National Qualifications Framework, as this is described in the European Qualifications Framework. Through the Bologna Process, Higher and Tertiary Education in Cyprus has already adopted levels 6, 7 and 8. In addition tertiary level institutions offering higher diplomas (level 5 of EQF) such as the HHIC have developed their programmes based on Learning Outomes. However, all the other subsystems of the existing National Qualifications System of Cyprus have been revised, since they were not based on learning outcomes but mainly on inputs (quality of teachers, infrastructure, length of educational and training programmes and the assessment of knowledge rather than of skills and competences). Therefore, the Apprenticeship Scheme, Secondary Education and Post Secondary Education curricula and assessment methods are oriented towards learning outcomes, i.e. knowledge, skills and competences, something which will facilitate the establishment and implementation of the CyQF.

The establishment of a System of Vocational Qualifications by the Human Resource Development Authority of Cyprus is also part of the wider policy of the European Union for the development and establishment of a European Qualifications Framework. Furthermore, with the System of Vocational Qualifications in the National Qualifications Framework, there is a comparability and better correlation between the various qualifications, which results in the upgrading of knowledge, skills and competences through lifelong learning (formal, non-formal and informal learning).

The objective of the System of Vocational Qualifications is the upgrading of human resources through the establishment of Vocational Qualifications Standards and the assessment

and certification of the capacity of the individual to achieve a defined level of Vocational Qualification in the real workplace or under simulation. At the same time, the System of Vocational Qualifications provides a framework for the training and development of individuals, offering them the opportunity to reach a satisfactory level and achieve a certain qualification. Candidates can acquire a qualification regardless of whether they have acquired the necessary knowledge, skills and competences through formal, informal or non-formal learning.

7.1.1.1 The CyQF against QF-EHEA

Bologna Process

In 1999, 29 European Ministers responsible for Higher Education met in Bologna and signed the Bologna Declaration to lay the basis for establishing a European Higher Education Area (EHEA) by 2010. Cyprus was among the foundation signatories of the Bologna declaration which identified the following primary objectives:

- Adopting a system of easily readable and comparable degrees
- Adopting a system of two main cycles (undergraduate/graduate)
- Establishing a system of credits
- Promoting mobility by overcoming obstacles
- Promoting European co-operation in quality assurance
- Promoting European dimension in Higher Education

The European Higher Education adopted in Bergen in 2005 concerns all counties of the Bologna Process, currently 46, whereas the EQF for Life Long Learning concerns the countries of the European Union, the European Economic area and partly to relevant EU programs in education, currently 32. Its objectives are to embrace higher education qualifications at the national level and facilitate transparency, recognition and mobility among higher education. They concluded the Dublin level descriptions which include knowledge and understanding, applying knowledge and understanding, making judgments, communication skills, and leaning skills. A level descriptor is determined by the level of difficulty and the degree of specialization.

The European Credit transfer System (ECTS) was introduced in 1989 as a pilot scheme within the Erasmus programmer to compare and read qualification easily. With the introduction of the Erasmus programme which facilitate students and workers mobility a new concept was introduced, ie the accumulation and transfer of credit. It was agreed that learners should achieve 60 credits per year, and for each credit one must dedicate 25 working hours on all educational activities. There will be an annual total of 1500 hours composed of contact hours, seminar, conferences, tutorials, reading, research, writing and oral tests and examinations. Thus the total number of learning hours includes contact hours, self-study and assessment. Work-based learning of students following HE is also assessed in terms of learning outcomes and is given credit accordingly.

Harmonisation of credit led to standard grading system, so the credits all over Europe should have the same value. Learners across Europe who obtain passing grades are divided into five subgroups: the best 10% are awarded an A-grade, the next 25% a B-grade, the following 30% a C-grade, the following 25% a D-grade and the final 10% an E-grade.

The Bologna Follow up Group (BFUG) is made up of the Bologna participating countries as well as the social partners. The aim of the BFUG is to implement the decisions taken by ministers in ministerial meetings held in every 2 years and to prepare for the following ministerial meetings. The BFUG meets twice a year in EU countries holding the Presidency.

The BFUG is split into subgroups which are responsible for the following areas: data collection, stocktaking, employability, European Higher Education Area in global setting, lifelong learning, mobility, qualifications Frameworks, and social dimensions. The progress of the BFUG is registered in HE thought:

- The implementation of the 3-cycle system
- Quality Assurance
- The recognition of degrees and study periods, and
- Incorporating research within HE

The primary objective of the BFUG is to ensure and facilitate the compatibility and the link between NQFs and the EHEA Framework, sustained by a relationship based on co-operation.

In 2005, following the Berlin Communique the European Association for Quality Assurance in Higher Education (ENQA) together with the European Students Union (ESU), the European Universities' Association (EUA) and the European Association of Institutions in Higher Education (EURASHE) were mandated to design the European Standards and Guidelines for Quality Assurance report (ESG). These internal and external quality assurance standards provide consistency of quality assurance procedures, which enhance mutual trust. The ESG is a tool, which guides what and how should higher education institutions provide and assure that courses are founded on the principles of quality.

The ESG is based on the following three key standards:

- Internal Quality Assurance at provider level
- External Quality Assurance at provider level with the involvement of external reviewers and
- The external Quality Assurance agencies at system level

The first standard is about an agreed, shared and published debate within all staff members and students of the institutions concerned. The information should be publically available so as to be as transparent as possible. The students need to be aware about the importance of their role in submitting feedback, that they are instrumental for improvement and that the information that they submit forms part of a bigger plan.

Assessment should focus on learning outcomes – based, consistent and published so that students should know what is expected of them. Quality Assurance should involve teaching staff in approving, monitoring and reviewing programmes. This self-evaluation is then reviewed by objective external reviewers which ensure follow-up and periodic reviews.

The third standard is about the role of external Quality Assurance agencies which have officially independent status and accountability. This external verifier reviews, evaluates and assesses internal quality assurance procedures and assures teachers are qualified and competent. The value of external quality assurance lies in the fact that the verifier has the role of ensuring that follow-up recommendations are implemented. Their strategy and plan should be sustained and adequate resources in order to be effective. So far, there are not enough agencies listed in the European Quality Assurance mechanisms strengthen the credibility of the internal process and

give accountability to the institution. There is a consensus between HE and VET policy-makers and institutions that there is a need for a culture of quality assurance which will be the driver of the three key standards. The 2007 (London), 2009 (Leuven/Louvain-la-Neuve) and Budapest/Vienna (2010) Ministerial meetings led the launching of the European Higher Education Area (EHEA) based on achieving greater mobility, transparency international openness and employability through reformed higher education qualifications based on a learning outcomes approach. A further important feature has been quality assurance across the whole spectrum, or higher education.

Ministers of Education committed themselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010. They also underlined the importance of ensuring cohesion between the QF-EHEA framework and the EQF.

At the core of the Bologna Process is the three-cycle system as expressed in the Dublin Descriptors. The Dublin descriptors offer generic statements of typical expectations of achievements and abilities associated with qualifications that represent threshold or minimum requirements and they are not exhaustive, similar or equivalent characteristics may be added or substituted.

The descriptors seek to identify the nature of the whole higher education qualification. A first cycle qualification (Bachelor) typically includes 180-240 ECTS credits. These are qualifications that signify completion of the first cycle. A second cycle qualification (Master) typically includes 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle qualifications that signify completion of this cycle. Third cycle qualification (doctorate) are qualifications that signify completion of this cycle to which no ECTS have been assigned.

Parallel to this development the document Towards a European Qualification Framework for LLL announced that an EQF would consist of a set of common reference points located in a structure of 8 levels. These 8 levels were defined through learning outcomes: knowledge, skills and personal and professional competences. These levels would be supported by a range of tools such as an integrated European credit transfer and accumulation system, Europass, Ploteus

database on learning opportunities. The document also stipulates that EQF as a meta-framework with at least 7 main characteristics:

- Necessary and relevant
- Implemented on a voluntary basis
- A translation device
- Based on learning outcomes
- Structured in eight levels
- Based on quality assurance principles and standards
- Its implementation requires serious commitment by stakeholders at national level particularly in articulating an NQF and in referencing the NQF to the EQF.

Stephen Adam in a report "based on the analysis of individual country 2007 stocktaking submissions on the implementation of NQFs claims that "there is potential confusion and concern about the relationship between the European Qualifications of the EHEA. The Ministers in London clearly indicated the Framework for the EHEA is the one which all higher education in Bologna countries must articulate. It is evident that several countries in their reports have indicated they will articulate with the EQF and do not mention self-certification with the Bologna framework for the EHEA. The European Commission draft recommendation of the EQF to Parliament dated 7th September 2007 does not detail the mechanism by which NQF will articulate with the EQF. Furthermore articulation/self-certification to one overarching framework (either Bologna or EQF) cannot necessarily lead to automatic reciprocal recognition in the other. The two frameworks are different in emphasis: one for higher education and one for lifelong learning. These issues will need to be resolved to avoid future confusion."

Cyprus Higher Education is very new. The first university has enrolled its first students in 1993 and had its first-First Degree graduates 4 years later. All the first cycle degrees were designed totally based on Bologna standards with a duration of study (8 semesters). Each year carries a minimum load of 60 ECTS and the whole program of study at least 240 ECTS. Second and third cycle degrees were offered at a later stage.

The rest of the universities started their operation after 2005 and according to Cyprus legislation, all programs of study offered by all universities have a 4-year of 240 ECTS load. Each ECTS requires a total of at least 25 working hours.

All programs of study are expressed in Learning Outcomes and there is a very clear distinction between the First, Second and Third cycle degrees.

Consequently, the Cyprus Higher Education at the levels 6, 7 and 8 has developed in the after Bologna era and the whole system has been, through the beginning, based and tailored to the bologna requirements. As a result there has never been any need to reform or to take initiatives for changing the existing higher Education System and harmonize this with the Bologna Requirements, as in most most EU countries which for decades, they had the national Higher Education Systems that were different from the other countries and the Bologna requirements and they have to modify them.

Criteria for verifying that national frameworks are compatible with the Bologna Framework

1. The national framework for HE qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for HE
2. There is a clear and demonstrative link between the qualifications in the national framework and the cycle qualification descriptors of the European framework
3. The national framework and its qualifications are demonstrably based on learning outcomes and the qualifications are linked to ECTS or ECTS compatible credits
4. The procedures for inclusion of qualifications in the national framework are transparent
5. The national quality assurance system for higher education refers to the national framework of qualifications and are consistent with the Berlin Communique and any subsequent communiqué agreed by ministers in the Bologna Process
6. The national framework, and any alignment with the European framework, is referenced in all Diploma supplements
7. The responsibilities of the domestic parties to the national framework are clearly determined and published

Mapping the two sets of criteria and procedures governing the EQF and the QF-EHEA

EQF	**QF-EHEA**
1. Legal competence governing the referencing process	1. Legal competence governing the national framework for HE qualifications
2. Demonstrable link between Qualifications and Level descriptors	2. Demonstrable link between qualifications and cycle descriptors
3. LO and Credit System	3. LO, ECTS or compatible credits
4. Transparency	4. Transparency
5. National Quality Assurance System	5. National QA System consistent with Bologna Communiques
6. The referencing process should be endorsed by QA institutions/committees	6. The referencing process should be reflected in the Diploma supplement
7. The referencing process to be reviewed by international experts	7. The stakeholders to the national framework are determined and published
8. The official endorsement and publication of the referencing report	
9. EQF platform to maintain Referencing Report register	
10. The referencing process should be visible on all certificates, diplomas and degrees	

In our analysis of the two sets of criteria the following observations were made:

1. The first criterion and the seventh criterion of the QF/EHEA correspond to the first criteria of the EQF in that the base for both criteria is the legal competence that should govern the designated authority involved in the referencing process.

2. Both criteria illustrate the importance of having "clear and demonstrative" links between the CyQF and the overarching frameworks of the EQF and the QF-EHEA.

3. The third criterion in both sets focuses on the importance of establishing clear and measurable means to value qualifications such as a credit system and the LO approach.

4. Transparency is the common practice between the two sets of criteria and procedures as a tool for describing the place of qualifications in the national qualification system.

5. The fifth criterion brings out the importance of the European dimension in this referencing process indicating the Bologna communiqué and the EQARF tools.

6. The tenth criterion of the EQF can be matched to the sixth criterion of the QF-EHEA. Both indicators focus on the necessary mechanisms to certify any learning process in a standard and easy manner.

7. Criteria 6, 7, 8 and 9 of the EQF are not directly linked to the seven-tier set of criteria of the QF-EHEA.

8. THE REFERENCING CRITERIA

8.1.1 CRITERION 1: Clearly defined responsibilities of the relevant institutions

The responsibilities and/or legal competences of all relevant national bodies involved in the referencing process, including the National Coordination Point, are clearly determined and published by the competent public authorities

The European Parliament and the Council of the European Union, based on the above conclusions and resolutions, endorsed, on 23rd April 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. It will help various qualifications frameworks and systems, both at national and sectoral level, to relate their qualifications, thus promoting the transfer and validation of citizens' qualifications. There are 8 reference levels in the European Qualifications System which are defined by a set of descriptors indicating the learning outcomes: knowledge, skills and personal and professional competences. Each national or sectoral qualification will be related to a specific level of the European Qualifications Framework. The Bologna Process for Higher Education was taken into account in the development of the European Qualifications System. More specifically, the European Qualifications Framework will:

- Operate as a reference framework, enabling the validation and comparability of qualifications and hence the mobility of workers and learners. It will attempt to encompass the diversity of lifelong learning – formal, non-formal and informal learning
- Help to build mutual trust between stakeholders in education and training
- Act as a common reference point regarding learning outcomes and competence levels of individuals, facilitating communication between education and training providers, on the one hand, and learners on the other hand, thus meeting labour market needs
- Not replace existing national or sectoral qualifications frameworks

- Not provide detailed descriptions of specific qualifications, learning styles, or acceptance requirements. These lie within the competence of national or sectoral qualifications frameworks
- Not operate as a tool for the detailed comparison of the equivalence of qualifications or for quality assurance
- Facilitate and simplify the procedure for the recognition and validation of qualifications. However, it will not act as a decision-making body regarding the recognition of qualifications. These decisions will be taken at national or sectoral level
- Contribute to the validation of non-formal and informal learning and become a catalyst for the development of a comprehensive European Transfer and Accumulation Credit System for Lifelong Learning. This credit system should be compatible to the system developed for Higher Education (ECTS) and also to the system that is being developed for Vocational Education and Training (ECVET). These tools, along with the ones that have been already implemented in the European Union, such as "Europass", the European Quality Assurance Framework for Vocational Education and Training (EQARF) and the data base «Ploteus», are expected to support the reference levels of the framework.

The adoption and implementation of the European Qualifications Framework is voluntary and hence legally non-binding to the European Union or other Member States. However, in case a Member State decides to adopt it, it will be bound to implement it and relate it to its own National Qualifications Framework.

It is recommended that Member States relate their national qualifications systems to the European Qualifications Framework by 2013, and, where appropriate, develop National Qualifications Frameworks in accordance with national legislation and practice.

It is also recommended that Member States adopt measures, as appropriate, so that all new qualifications certificates, diplomas and "Europass" documents issued by the competent authorities, contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

Appointment of a National Committee

The European Qualifications Framework is a reference framework aiming at relating 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 Council of Ministers of Cyprus, with the Decision number 67.445 of the 9th of July 2008, decided the appointment of a National Committee for the Development, Establishment and Implementation of a National Qualifications Framework in Cyprus. The National Committee consists of the Permanent Secretary of the Ministry of Education and Culture (President of the Committee), the Permanent Secretary of the Ministry of Labour and Social Insurance and the Director General of the Human Resource Development Authority, or their representatives. The National Committee has the role of supervising, guidelining and approving actions of the Working Committee.

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. The Working Committee consists of representatives of the three members of the National Committee.

The role of the Working Committee is to:

- Study the examples of other countries that have already developed and established National Qualifications Frameworks
- Develop the CyQF based on the eight levels of the European Qualifications Framework in order to ensure the smooth referencing of the to the EQF
- Take into account the traditionally and socially acceptable norms and frameworks that are dominant in Cyprus, as well as the reservations regarding the validation of informal and non formal learning
- Submit suggestions regarding various activities which will contribute to a more comprehensive briefing of the members of the National Committee and the members of the Working Committee.

National Committee for the Development and Establishment of the CyQF

The National Committee for the Development and Establishment of the CyQF its already operational and its present composition (par. 4.1 *Appointment of a National Committee*), i.e. comprising the Permanent Secretary of the Ministry of Education and Culture (President of the Committee), the Permanent Secretary of the Ministry of Labour and Social Insurance and the Director General of the Human Resource Development Authority, or their representatives.

Designation of the National Coordination Point

The development and implementation of the CyQF require good programming and collective work, elements that will be safeguarded with the designation of the National Coordination Point (NCP).

The role of the National Coordination Point:

1. Referencing the levels of qualifications within the CyQF to the European Qualifications Framework levels;
2. developing a long term strategic plan based on the guidelines of the European Union;
3. ensuring that a transparent methodology is used to reference the CyQF to the EQF, in order to facilitate comparisons between them on the one hand, and ensuring that the resulting decisions are published on the other hand;
4. providing access to information and guidance to stakeholders on how the CyQF relates to the EQF;
5. promoting the participation of all relevant stakeholders (including Higher Education and Vocational Education and Training institutions, social partners, sectors and experts) regarding the comparison and use of qualifications at European level, always in relation to national legislation and practice;
6. governing the National Educational Policy of the CyQF and the various parameters of its implementation;
7. monitoring the procedure for the development of the Referencing Report, based on the recommendations of the European Commission.

The National Coordination Point (NCP) was designated in October 2012, following the Decision of the Council of Ministers 541/2012. It comprises representatives from the Ministry of Education and Culture (Departments of Primary, Secondary General, Secondary Technical and Vocational, and Higher and Tertiary Education, the Pedagogical Institute and the Centre for Educational Research and Evaluation), the Ministry of Labour and Social Insurance and the Human Resource Development Authority. The NCP is chaired by the Director of Secondary Technical and Vocational Education, or his/her representative, and it is supported administratively by the Department of Secondary Technical and Vocational Education.

The NCP will appoint various Working Groups and Experts according to the technical issues that arise from time to time.

Council of the CyQF

The Council of the CyQF is an advisory body with the following tasks:

1. Consulting with stakeholders regarding the development and implementation of the CyQF, as well as establishing mutual trust between them;
2. Assessing the procedures of the CyQF and advising the National Committee regarding its development, promotion and implementation, according to the European guidelines;
3. Disseminating information regarding the CyQF to all stakeholders, as well as to the public in general.

The Council of the CyQF comprises representatives of all relevant public services, employers' organizations, trade unions, professional associations and the academic community. More specifically, the following will participate:

- The Permanent Secretary of the Ministry of Education and Culture (President)
- The Permanent Secretary of the Ministry of Labour and Social Insurance
- The Director General of the Human Resource Development Authority

(supported by competent officers of their Ministry/Authority)

- The Director of Secondary Technical and Vocational Education
- The Director of Higher and Tertiary Education
- The Director of Secondary General Education
- The Director of Primary Education

(or their representatives)

Secondary Education:

- A representative of the Pancyprian Coordinating Committee of Pupils
- A representative of the Pancyprian Confederation of Federations of Parents' Associations of Secondary Education
- Representatives of Private Schools of Secondary Education

Higher and Tertiary Education:

- Representatives of Public Institutions of Tertiary Education
- Representatives of Private Institutions of Tertiary Education
- A representative of the Pancyprian Federation of Students' Unions
- A representative of the Rector Conference
- A representative of the Bologna Experts
- ECVET Experts

Vocational Training:

- A representative of the Association of Private Institutes of Vocational Training
- A representative of the Cyprus Productivity Centre

Trade Unions

- The General Secretary of the Pancyprian Federation of Labour (PEO)

- The General Secretary of the Cyprus Workers' Confederation (SEK)
- The General Secretary of the Democratic Labour Federation of Cyprus (DEOK)
- The President of the Association of Teachers of Secondary General Education (OELMEK)
- The President of the Association of Teachers of Secondary Technical and Vocational Education (OLTEK)
- The President of the Pancyprian Association of Teachers of Primary Education (POED)

Employers' Organizations

- The President of the Cyprus Employers and Industrialists Federation (OEB)
- The President of the Cyprus Chamber of Commerce and Industry (KEBE)

Secretariat

The Department of Secondary Technical and Vocational Education of the Ministry of Education and Culture will act as the Secretariat of the CyQF Council.

8.1.2 CRITERION 2: Clear and demonstrable link between EQF levels and national qualifications levels

There is a clear and demonstrable link between the qualification levels in the national qualifications framework or system and the level descriptors of the EQF

The boundaries between the various sectors of education vary in each country and the demarcation of Technical and Vocational Education is often difficult to be defined. In some countries Technical and Vocational Education is included in secondary education, whereas in other countries it consists a separate sector.

A fundamental question is whether the CyQF should include all sectors of education and training. Most countries wish to establish a comprehensive National Qualifications Framework. Nevertheless, a number of countries opt to begin with the development of a framework for only some of the sectors of education and training. For example, a country can begin with Higher Education, even though the final objective is the development of a comprehensive National Qualifications Framework.

Stakeholders will have to decide whether they will opt for the development of a comprehensive CyQF that will encompass all the sectors of education and training. This will have to be taken into consideration in the framework of the reform of the educational system of Cyprus.

The development of the CyQF, which will include all sectors of education and training, is necessary, beginning from Primary Education, Lower Secondary Education, Upper Secondary Education (general and technical/vocational) and reaching all levels of Higher and Tertiary Education. It should also include non formal and informal learning.

Degree of Connection

Each National Qualifications System has its own structure and therefore the degree of connection of its different subsystems varies. There are systems whose subsystems:

- **Are not connected to one another**
- **Are connected to some degree**
- **Are fully connected**

The degree of connection of the various subsystems must reflect the goals of the National Qualifications Framework and the degree of connection of the existing subsystems of the National Qualifications System.

The CyQF should consist of two distinct pathways:

- Formal education – Primary, Lower and Upper Secondary, and Higher and Tertiary Education
- Informal and non-formal learning (system of vocational qualifications and other training programmes).

The degree of connection between the various subsystems will have to allow the development of common structures and elements which will offer opportunities for combining and transferring credits.

Degree of Central Control

There are two approaches regarding the establishment of a National Qualifications System, the rigid approach and the flexible approach, even though there can be a combination of these two approaches.

The rigid approach monitors very closely the design and quality assurance of qualifications and insists on common regulations and procedures for all qualifications.

The flexible approach is more likely to be based on general principles and accept that there are differences amongst learning styles or education and training programmes. It co-operates with

institutions of education and training and respects the fact that these actually preceded the introduction of the framework.

The Rigid Approach	The Flexible Approach
• Guides the design and assurance of quality • Has a regulatory role • Aims at wider social achievements • Favours the implementation of common rules and procedures for all qualifications	• Is based on general principles • Communicates and allows the assumption of initiatives • Regulates to some degree • Accepts different approaches if necessary

At the first stages of the CyQF implementation, the flexible approach will be adopted, since, for the time being, the existing National Qualifications System of Cyprus does not favour the adoption of the rigid approach. The CyQF will be implemented gradually.

Additional policy measures that may be necessary for the achievement of the objectives

It is important to emphasize that a National Qualifications Framework is only a tool for the classification of qualifications according to a specific set of criteria for achieving predefined levels of learning outcomes. This framework can play a very important role, but if it is not part of a wider strategic policy resulting in the necessary reforms and institutional regulations, it will not be able to achieve its objectives. Therefore, each subsystem of the National Qualifications Framework should be shaped in such a way as to link education and training to the world of work and society and be prepared suitably in order to assure quality, assessment and qualifications awarding.

Two pieces of work were undertaken. Firstly, to compare the basic concepts and language of the text used in the CyQF and the EQF and secondly a comparison of the actual descriptors. The detail provided was helpful and reinforced the links whilst outlining some of the provided by the CyQF. The international experts spend considerable time analysing these both

on their own and then in discussion which each other, the CyQF team from the stakeholders. This included much discussion around the links between the different stages of level descriptors from general to sectoral. All CyQF Committee stakeholders along with all Ministry Directorates were included in that process as well. Refer to the meetings details for the CyQF Referencing Process.

The Level Descriptors of the CyQF

The Cyprus Qualifications Framework for LLL has developed a set of detailed level descriptors together with associated learning covering the types of knowledge, skills and competences that are be associated with each level. EQF Level descriptors have been taken as a starting point and further elaborated in the CyQF, with strong emphasis on problem solving, communication, cooperation, learning skills and understanding and application of knowledge. The level descriptors are formulated so as to accommodate very different degrees and certificates in the Cyprus education system, reflecting different types of learning outcomes from the more theoretical to the more practical.

The Level Descriptors were developed through the Ministry of Education and Culture Departments that were responsible for each level as follows:

- Department of Primary Education
- Department of Secondary Education
- Department of Training and Vocational Education
- Department of Higher and Tertiary Education
- The Human Resource Development Authority

The level descriptors were simultaneously formulated so that there would be a clear progression from one level to the next. Each level in the NQF builds on and subsumes the levels beneath. However, in order to keep the text as clear as possible and avoid repetitions, the descriptors of the respective previous levels have implicitly been included in the next level.

Their nature is generic as a neutral reference point so that they can be applied to all forms of qualifications whether formal, informal and non formal as well as to all sectoral qualifications. They also have the objective to set standards describing the progressing level of difficulty and they give a broad profile of what an individual should know and do with varying degrees of autonomy and responsibility.

The level descriptors in the NQF were developed on the basis of the following key concepts:

- Qualifications
- Learning Outcomes
- Knowledge, skills and competences

Qualifications

A qualification in the NQF is a degree or a certificate for a qualification that is officially validated and documented regarding learning outcome that has been attained. Degrees and certificates/diplomas must BE awarded pursuant to an Act or an executive order and must be quality assured by a public authority in the Cyprus education system.

Certain types of degrees and certificates can be acquired through recognition of what has been learned through working life or activity in associations.

Learning Outcomes

Learning outcomes are what the learner knows or is able to do as the result of a learning process. The learning outcome of a qualification is what a person with a given qualification is expected to know and be able to do.

In the NQF, the term learning outcome is used for describing the level and qualification. A concrete description of a learning outcome in the NQF states the knowledge, skills and competences a person with a given qualification is expected to have.

Knowledge

Knowledge means knowledge and understanding of a subject. Knowledge contains the following aspects:

- The type of knowledge involved: knowledge about theory or knowledge about practice, knowledge of a subject or a field within a profession
- The complexity of this knowledge: the degree of complexity and how predictable or unpredictable the situation is in which this knowledge is mastered
- Understanding: the ability to place one's knowledge in a context- understanding is expected when one explains something to others

Skills

Skills mean what a person can do or accomplish. A skill includes the following aspects:

- The type of skill involved: practical, cognitive or communicative
- The complexity of the problem solving: the problem solving skill is to be applied to the complexity of the task
- Communication: the communication that is required; the complexity of the message; to which target groups and with which instruments

Competence

Competence is about responsibility and autonomy, and states the ability to apply knowledge and skills in a work situation or in a study-related context. Competence includes the following aspects:

- Space for action: the type of work or study related contexts in which the knowledge and skills are brought into play, and the degree of unpredictability and changeability in these contexts
- Cooperation and responsibility: the ability to take responsibility for one's own work and the work of others, and the complexity of the cooperative situations in which one can engage in

- Learning: the ability to take responsibility for one's own learning and that of others

LEVEL DESCRIPTORS-LEVEL 1

Level 1 Knowledge	Level 1 EQF Basic General Knowledge	Level 1 CyQF 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 textbooks
Skills	Basic Skills Required to carry out Simple tasks	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	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 timeframes under guidance

Learning Outcomes	1.Knowledge and understanding	1.Basic understanding of textbooks
	2.Applying knowledge and understanding	2.Completes repetitive simple tasks and under a quality controlled system
	3.Communication skills	3.Communicates basic information in familiar contexts
	4.Judgemental skills	4.Ensures that the assigned tasks have been completed effectively
	5. Learning skills	5.Acquires and applies key

	6.Autonomy and responsibility	competences to defined actions 6.Takes minimum responsibility for completing simple tasks/exercising limited autonomy

The learner is expected to have basic learning outcomes; that is at 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 learners 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 exists this 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. 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 Knowledge	Level 2 EQF Basic factual knowledge of a field of work or study	Level 2 CyQF 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	1.Possesses 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	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 learning situations under supervision 5.Able to take personal decisions and act in simple and clear situations

Learning Outcomes	1.Knowledge and understanding	1.Understands and uses knowledge for tasks and procedures
	2.Applying knowledge and understanding	2.Follows instructions
	3.Communication skills	3.Communicates information based on unfamiliar contexts
	4.Judgemental skills	4.Is proactive and able to select information on specific tasks
	5. Learning skills	5.Applies key competences to various actions
	6.Autonomy and responsibility	6.Takes responsibility and exercises autonomy under a controlled system

At this level, the learner is expected to have 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. At 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 at this level is Pro-activity. The learner at this level is not responsible for the quality assurance of the task; this is the supervisor's responsibility. He/she can take a certain amount of responsibility in some cases. Lastly, Level 2 is slightly more demanding in the 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.Demonstrates a range of developed skills to carry out complex tasks relating to a 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 task completion at 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.Applies knowledge and skills to carry out tasks systematically 3.Behaves 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	1.Knowledge and understanding 2.Applying knowledge and understanding 3.Communication skills 4.Judgemental skills 5. Learning skills 6.Autonomy and responsibility	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.Communicates information of unfamiliar contexts 4.Assesses, evaluates and interprets facts related to work or field of study. Uses 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 1.Has 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 related to his/her field or work of study 4.Has 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	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 utilise the

		terminology of his/her occupation or field of study in collaboration with co-workers
Competences	Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change Supervise routine work of others, take some responsibility for the evaluation and improvement of work or study activities	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 advanced 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	1.Knowledge and understanding 2.Applying knowledge and understanding 3.Communication skills	1.Understands and analyses broad technical, practical and theoretical knowledge based on the field of work and study 2.Follows instructions and carries out defined theoretical and technical tasks 3.Communicates technical

	4.Judgemental skills 5. Learning skills 6.Autonomy and responsibility	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.Autonomous, takes responsibility for defined tasks for self and others. Completes complex tasks in a broad context under assured mechanisms

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	Level 5 EQF	Level 5 CyQF
Knowledge	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	1.Have understanding of practice and the most important theories and methodologies and confirm that he/she is able to understand the utilisation of this within a field of work 3.Develops strategic and creative responses in researching solutions to well defined problems 4.Jundgemental on knowledge of relevant social and ethical issues 5.Has 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.Communicates solutions to practice related problems to co-workers

		4.Able to convey ideas to peers, supervisors using qualitative and quantitative information 5.Able to utilise set of skills connected with the practice on processes in the 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 building, team training 5.Able to enter into development oriented interdisciplinary work processes

Learning Outcomes	1.Knowledge and understanding 2.Applying knowledge and understanding 3.Communication skills 4.Judgemental skills 5. Learning skills 6.Autonomy and responsibility	1.Understands advanced text books which lead to further vocational or academic learning. Good researcher in problem solutions 2.Demonstrates management skills 3.Manages problems and develops solutions in the field of work or study 4.Be judgmental on social and ethical issues 5.Evaluates his/her performance and improve competences for further learning. 6.Effective and efficient management of projects and people

There is a consensus among the EQF, the EHEA/QF and the CyQF that Level 5 is characteriSed by a comprehensive and specialised knowledge, cognitive and oractical 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 the field of

work. The skills are described as the ability to utilise 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 a one-year Certificate, a two-year Diploma and a three-year Higher Diploma. A few public HE Institutions also award, Higher Diplomas. Additionally, the newly established MIEEK award certificates in specialised 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.

Within the group of people who hold these qualifications in the Cyprus work market, some more people, with equivalent qualifications attained from other countries (Greece, UK, USA etc.), are added creating an even wider group.

Taking into account the above, it is clear that at this difficult early 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.

At this stage in order to cover the variety and the distinction of the above mentioned qualification, both in the educational system and the work market, without creating serious disruption, 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 for opportunity for originality in developing or applying ideas often in a research context	Includes a systematic understanding of his/her 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	Demonstrates the ability to integrate knowledge and handle complexity, and formulate judgments with	Requires capabilities of critical analysis, evaluation and synthesis of new and complex ideas

		incomplete data	
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 his/her areas of expertise
Learning Skills	Have developed those skills needed to study further with a high level of autonomy	Studies in a manner that may largely self directed or autonomous	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 in 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 specialised field of work or study	1.Able to assess theoretical and practical problems and find solutions in the field of work or study 2.Constantly evaluate own learning and identifies 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 in one or more fields of study and to apply skills related to the 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	1.Able to independently participate in professional collaboration 2.Able to handle complex tasks and situations in the field of work or study 3.Be creative and take initiative in developing project management processes-team

	and groups	builder/team trainer 4.Has a developed learning skills necessary to undertake further studies with high degree of autonomy 5.Able to identify own learning needs and to organise own learning in various learning environments in the field of work or study
Learning Outcomes	1.Knowledge and understanding	1.Has understanding of theoretical and practical knowledge in the field of work or study
	2.Applying knowledge and understanding	2.Able to demonstrate innovative responses to the field of work or study
	3.Communication skills	3.Able to communicate ideas and solutions to problems to various audiences (specialists/non specialist) using various techniques to sustain arguments
	4.Judgemental skills	4.Able to make professional judgments on ethical and social issues within the area of specialisation. Mastering problem solving
	5. Learning skills	

	6.Autonomy and responsibility	5.Assesses own learning and gets specialisation in one or more competences for further learning 6.Responsible for the management of creative and innovative projects in the field of work or study

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 are included in the CyQF to comply with EQF and EHEA/QF. This level is also characterised 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 is achieved by some autonomy and in Level 6 it is achieved by high degree of autonomy and responsibility. The learner must be able to assess a situation and act with responsibility with self, others and the organisation.

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

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

CyQF Level 6 is developed to comply with the requirements of the Bologna Framework for the discrete distinction of the three cycles. Level 6 is EQF, EHEA/QF and similarly 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 Knowledge	Level 7 EQF Highly specialised some of which is at the fore front 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	Level 7 CyQF 1.Able to enhance knowledge associated with Bachelors level 2.Has 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 reflects on the knowledge identifying scientific issues
Skills	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	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 specialised and non specialised audience 4.Develop new skills, techniques and leadership skills and be innovative in complex work study contexts 5.Masters scientific methodologies, skills and tools of the field of study
Competences	Manages and transforms work or study contexts that are complex, unpredictable and require new strategic approaches Takes responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	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 specialisation 4.Able to continue studies

		in a manner that may be largely self directed or autonomous 5.Able to manage work and development situations that are complex and require solutions out of the ordinary and based on research-based diagnosis
Learning Outcomes	1.Knowledge and understanding	1.Has theoretical and practical knowledge which forms the basis of original research
	2.Applying knowledge and understanding	2.Manages people and projects effectively in a fast changing business environment
	3.Communication skills	3.Able to communicate clearly knowledge and conclusions which are results of original research or experience or self-study to specialised and non-specialized audiences
	4.Judgemental skills	4.Solves problems in an unfamiliar environment with incomplete, limited data and producing original research
	5. Learning skills	5.Assesses professional development, takes

	6.Autonomy and responsibility	initiative to proceed with further self-directed study and further specialisation 6.Acountable 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 specialised 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 specialised nature of it.

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

CyQF is move 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 hand have 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 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 14-24 months program of study and a minimum of 90 ECTS. As described in Level 6, all the awards were developed in the after Bologna era and they are all developed having the Bologna requirements as a standard.

Although a completed second cycle degree (Master's) carries a least of 90 ECTS, 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 a 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 at this Level should be specialised 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 analyse 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 specialisation. At Level 6, the individual could choose to specialise in one or more fields of study; professional expertise at this level requires specialisation 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 education 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 early 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 education system and the work market, without creating serious disruption. It was decided to introduce a splitting of level 7 to 7a, 7b and 5c, 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	1-2	1-4	1-6

LEVEL DESCRIPTORS-LEVEL 8

Level 8 Knowledge	Level 8 EQF Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	Level 8 CyQF 1.Makes a significant contribution to the development of new knowledge and understanding in a specific field of research based on scientific research 2.Has knowledge at the highest international level in their field of research 3.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 re-defined existing knowledge or professional practice	1.Able to analyse, evaluate and develop new ideas by using new techniques, new tools and new skills in the field of research 2.Masters the scientific theories, methods and tools behind his/her research and development 3.Able to participate in international discussions in the field of study/research and to disseminate research results

Competences	Competence at the forefront at 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	1.Able to independently initiate and enter into national and international co-operation 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 organise research and development tasks in complex and unpredictable environments/contexts
Learning Outcomes	1.Knowledge and understanding 2.Applying knowledge and understanding 3.Communication skills	1.High theoretical and practical expertise in a specialised 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 at work or study in an innovative way

	4.Judgemental skills	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. Learning skills	5.Commited to generate new ideas and innovations relating to technology, culture and society
	6.Autonomy and responsibility	6.Responsible for the leadership of a number of specialised projects

Search Level 8, which is both EQF and EHEA/QF require that the individual has reached a high level of expertise in his/her specialised area. It also give great importance to the mastering of critical assessment and evaluation related to research and other material in his/her 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 at a national basis but also 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 specialised area of study. In

addition, CyQF Level 8 gives similar importance to the mastering of critical assessment and evaluation related to research, but also in other 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 specialised projects. This learning outcome was introduced in order to extented 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.

8.1.3 CRITERION 3: The principle of learning outcomes

The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems

The term learning outcomes usually has a uniform interpretation across all levels of the Cyprus Education system. All translations in current use mean the same thing: what a student should know, should understand and should be able to do at the end of an educational program. Learning outcomes for all levels below Level 4 are set out in national core curricula. Core curricula set out learning outcomes, which students should attain by the end of the corresponding level of education. They also establish a clear hierarchy between knowledge and skills. By knowledge, one mean a system of facts and theories, which students acquire by being taught. Knowledge forms the foundation of education. By skills, one means the ability to perform certain tasks. For many skills, appropriate knowledge is a prerequisite.

The orientation towards skills is further strengthened by the notion of key competences. These are defined as collections of knowledge, skills, attitudes and values which are necessary for personal development and are useful in common situations. The curriculum for primary and lower secondary education (as described in the level descriptors), recognises five core competences: learning, problem solving, communication, social and interpersonal interaction and work skills. Learning outcomes in Tertiary Education are used in a different sense. Distinctions are made among professional knowledge, professional skills and general competences. Knowledge and skills are explicitly tied together. By skills, one means the use of theoretical and factual knowledge in the given field. Skills without knowledge are therefore impossible, in contrast to the interpretation of the curricula.

Examples of how learning outcomes are used in VET in the curriculum can be seen in ANNEX 1 of this report.

PROMOTING OF LIFE LONG LEARNING

The Criterion 4 will be met through the implementation of the Cyprus Lifelong Long Learning Strategy. It includes promotion of the European Credit System (ECTS), the development of the National Qualifications Framework for the transparency, recognition and comparability of qualifications and the adoption of ECTS by all Higher Education Institutions. Cyprus has a Lifelong Learning Strategy 2007-2013 (CyLLS) which was formally adopted by the Council of Ministers Decision in November 2007, as a response to a commitment undertaken in the framework of the Lisbon Strategy and the National Programme for Education and Training 2010. The practical importance of adopting the CyLLS is the implementation of a unified and co-ordinated policy of lifelong learning (LLL) i.e. education and training measures for the achievement of common strategic objectives, in a way that ensures complementarity of actions and high effectiveness and efficiency in resource management.

The monitoring, coordination and formative evaluation tasks for the implementation of the CyLLS was designated, by another Council of Ministers Decision (April 2008), to the following committees, chaired by the Planning Bureau, which is the National Authority for the implementation of the European LLL Programme 2007-2013, in Cyprus:

- The National LLL Committee, which has a broad synthesis, consists of the main services, organisations and social partners involved in the provision of education and training.

The Technical LLL Committee, which assists the National LLL Committee, consists of the Planning Bureau, the Ministry of Education and Culture (MOEC), the Ministry of Labour and Social Insurance (MLSI), the Human Resource Development Authority (HRDA) and the Cyprus Productivity Centre (CPC)

The general aim of the CyLLS is to promote the formal, non-formal and informal education and training of all citizens, throughout their lifetime, as a vital contributor to their personal attainment and fulfilment, as well as for their adaptation to the continual changes. These changes are mainly derived, nowadays from the rapid replacement of old knowledge and technology with new, the demographic changes resulted to a bigger share of old ages in the

labour market, the need to acquire new skills for new jobs created in response to global economic crisis and emerged changes like the climate change and the urgent need for energy conservation.

The changes above rendered LLL, in our era more than ever before, a critical determinant of people potential to work, integrate, operate and prosper in the society as well as a defining parameter of the countries' capacity for social and economic sustainability and growth

The CyLLS is structured around the following four priority axes and strategic objectives:

1st Priority Axis /Strategic Objective: Promoting Access and Participation in Lifelong Learning for All

2nd Priority Axis /Strategic Objective: Strengthening of Lifelong Learning Infrastructures and Systems

3rd Priority Axis /Strategic Objective: Research and Development for the Support of Lifelong Learning

4th Priority Axis /Strategic Objective: Effective Governance of Lifelong Learning

Lifelong learning policy in the short to medium run

The future actions in the field of LLL, are being formed on the basis of the results of the 2007-2009 CyLLS Progress Report and in line with the objectives of the ET 2020 strategic framework and EU 2020 strategy. Emphasis is to be given to promoting LLL actions under the EU flagship initiatives "Youth on the move" and '' New Skills for New Jobs". In this context, the LLL policy, in the short to medium run, will focus on strengthening the CyLLS implementation mechanism and the promotion of high added value LLL measures, enhancing CyLLs strategic axis and objectives, as follows:

(a) Broadening access and encouraging people to remain in education (CyLLS, 1st axis):

Action is under process especially for:

- Improving Cyprus performance so as to comply with the five benchmarks set by ET2020 out of which two are included in the EU2020 as well. Special attention will be paid to the increase of the adults participation in LLL Programmes from 7.7% in 2010 to at least 12% by 2020, (the ET 2020 benchmark is 15%) as well as to the reduction of the school drop outs from 12,7 % in 2012 to less than 10% by 2020 in line with the Cyprus commitment set in the National Reform Programme broadening access and encouraging people to remain in education (CyLLS, 1st axis).

- Increase of the positive impact that the "EU Lifelong Learning Programme (LLP) 2007-2013" has on the local society and economy. In this context, there is a need for encouraging all Technical and Vocational Schools and adults to actively participate in Leonardo da Vinci mobility action for initial and continued training and placements in enterprises abroad (currently only 50% of the technical schools are participating). Furthermore, targeted action is needed for contributing to the implementation in Cyprus of the EU modernization agenda for universities.

- Providing young people alternative pathways via the New Modern Apprenticeship that is going to replace the existing Apprenticeship scheme (co-financed by the ESF).

- Further supporting of the Zones of Educational Priority (ZEP) that include schools accepting a big number of pupils having learning weaknesses as a measure against school dropouts (co-financed by ESF). Special induction programmes for migrants in Primary and Secondary Education (the yearly cost is around €2 mln).

- The establishment of Post-Secondary Institutes for Vocational Education and Training which could offer to learners programmes at an intermediate level, between Upper Secondary and Higher Education, complementary to the programmes offered by private colleges.

(b) Facilitating Integration and re-integration in the labour market (CyLLS, 1st and 2nd axis)

Action is under way as follows:

-Design and apply, in the context of school curricula reforms, competence based learning programmes, particularly in Technical and Vocational Education and in adult learning, in order to ensure the desired outcomes of learning i.e. the acquisition of skills needed for employment and generally for personal attainment and fulfillment.

-Upgrading the MOEC vocational guidance and professional orientation services for students so as to also offer lifelong career guidance services to people of all ages as well as enhancement of the efficiency of the MLSI public employment services in matching, via LLL, the demand and supply of skills in the labour market.

-Promotion of the ECTS and development of the National Qualifications Framework (NQF) for the transparency/recognition/comparability of qualifications acquired via LLL and for facilitating the individual's mobility in the several levels of education and their mobility in the unified European labour market. Towards this direction, there is a need to accelerate procedures for the establishment and operation of the NQF so as to catch up with the deadline set by the EU Council and Parliament for linking the NQF with the European Qualifications Framework (EQF). Also there is a need to accelerate procedures for the completion of the national ECVET system and the System of Vocational Qualifications with the ultimate goal to constitute an integral part of the NQF. The adoption of ECTS by all Higher Education Institutions is another significant measure to be applied.

-Upgrading the skills and development of new skills (including those for new jobs) of the unemployed, inactive females, newcomers to the labour market, young Secondary and Tertiary Education graduates and persons belonging to vulnerable groups in accordance to identified labour market needs, via on-going programmes (some of these programmes are co-financed by the ESF), including, amongst others: Schemes for the improvement of the employability of

economically inactive women, job placement and training of unemployed Tertiary Education young graduates (through incentives to enterprises) In-company/On-the-job training programmes that help the employers in the sectors of the economy mostly affected by the crisis to design and implement training programmes in their enterprises.

(c) Improvement and strengthening of the infrastructure and content of education and training systems (CyLLS, 2nd axis):

Action is under way especially as part of the implementation of the educational reform, as well as for strengthening the training infrastructure of enterprises and training institutions and the introduction of an assessment and certification system of training providers

(d) Increase of the Impact of LLL on improving productivity and competitiveness of the Cyprus Economy (CyLLS, 3rd and 1st axis):

Action is under way, via several schemes (co-financed by ESF) in the private and public sector like the subsidy scheme (provided by Cyprus Productivity Centre) to facilitate the shift from low productivity jobs to high productivity jobs and the scheme of the Academy of Public Administration for strengthening the strategic approach and the administrative and managerial capacity of the senior staff and directors of the public service.

(e) Effective Governance of the Educational System and Training System (CyLLS, 4th axis)

Action is under way especially via the educational reform regarding MoEC, and parallel, in reference to HRDA, by carrying out studies evaluating its impact on the human resources, the enterprises and the Cyprus economy and taking appropriate decisions based on the results of these studies

(f) Promoting the "knowledge triangle", which combines education, research and innovation, as a driving force for growth:

Action is under way especially for the development of closer relations and partnerships between universities (public and private) and enterprises for the best use of research outcomes in the production of innovative products and services. Moreover, a systematic development of the pupils' and Higher Education students' research skills and creativity, should take place.

Finally, it should be noted that the Centre for Educational Research and Evaluation (CERE) of the Ministry of Education and Culture is responsible for the design and delivery of evaluations and research projects related to the field of education. In particular, CERE is responsible for evaluating a number of innovative educational projects. CERE also evaluates the mandatory in-service training programmes offered by the Ministry of Education and Culture and its in-service training provider. CERE evaluations have been the foci for the improvement and development of programmes, i.e. the in-service training of newly appointed school leaders, the programme for the training of Greek origin teachers in teaching Greek in the countries of the Black Sea, the in-service training programmes for newly qualified teachers and the pre-service training for Secondary Education teachers.

With the development and establishment of the CyQF, the promotion of lifelong learning will be enhanced through the following:

- Improvement of the understanding of learning opportunities and acquisition of qualifications and the way they are related
- Improvement of access to education and training opportunities
- Creation of incentives for participating in education and training
- Improvement of the mobility of workers and learners
- Improvement of the credit transfer system between qualifications
- Recognition of prior learning

The first goal that has to be achieved is the promotion of lifelong learning. At the same time, the quality of educational and training programmes, the recognition of qualifications and the mobility of learners and workers will have to be assured.

Project: "Establishing mechanisms for the Validation of Non Formal and Informal Learning and pilot implementation" co funded by European Structural Funds and implemented by the Ministry of Education and Culture

The project will enable the mapping of the current situation in Cyprus regarding the validation of non-formal and informal learning. Based on the mapping, an overall National Action Plan for the creation of mechanisms for validation of non-formal and informal learning in Cyprus will be developed (2018) and a Pilot project will be implemented (2018-2020). The National Action Plan will be built upon existing practices and needs in the Cypriot context.

The pilot implementation focuses on adult education, youth and volunteering. Each of these areas has three factors of interest to the project: the providers of learning, the receivers of learning and the programmes of non-formal learning offered.

The pilot project is aiming to assist individuals to achieve the validation of learning they gained through activities of non-formal and informal form. It includes procedures for:

a) Identifying the learning outcomes achieved through non-formal and informal learning

b) Recording of learning outcomes

c) Assessing learning outcomes

d) Providing guidance for obtaining the appropriate certificate from the competent bodies, which would be translated into a professional/educational qualification or would be used for enrollment to programmes for further education.

In addition to that, It will collectively allow interested organizations, providers of non-formal learning to adjust and certify their programs so that they would lead to the acquisition of certified educational qualifications.

The mechanisms will be connected to the National Qualifications Framework designed for Cyprus and subsequently to the European Qualifications Framework.

With the validation of their qualifications, stakeholders will be able to increase their professional competence to facilitate the continuation of their education in Higher Education Institutions by obtaining credits and improving their employment opportunities.

A national launching conference held on the 16.6.16

8.1.4 CRITERION 4: Transparent inclusion of qualifications in the Education and qualifications system

The procedures for inclusion of qualifications in the national qualifications framework or describing the place of qualifications in the national qualifications system are transparent.

Recognition and validation of qualifications:

The general principles for assigning CyQF levels to qualifications are applied to all the qualifications in the integrated national qualifications register that is under development and it will be ready by the end of 2016. All curricula are LO based (see appendices for more analysis and details). This would include those qualifications awarded in the formal general and VTE and Higher Education systems as well as those awarded outside of these systems. For the purpose of the referencing process, a preliminary determination of the level of these qualifications was made by performing a detailed comparison of the required learning outcomes with the appropriate descriptors in the CyQF. The recognition and validation of qualifications, through the development and implementation of the CyQF, ensures the upgrading of the quality of human resources and prevents the inclusion of unqualified individuals in a professional group. Furthermore, it ensures international recognition of qualifications through the European Qualifications Framework.

After implementing the new solutions enabling the integrated system to function, determining the CyQF level for qualification will be possible in two ways. The ministers qualifications (the ones awarded based on Cyprus laws) or Institutions under their jurisdiction, assigning a CyQF level will occur when the qualification comes into force. The minister or the Institution will be responsible for determining the qualification in its authority.

The remaining qualifications will have CyQF levels assigned to them according to strictly defined procedures as they are entered into the integrated qualification register. Standards will be set for describing qualifications submitted for entry into this register. Not only will LO be required but also its validation and QA processes. Procedures for entering qualifications into the integrated register will include a detailed review of the compatibility of LO with the CyQF level

descriptors. A quality assurance system for these processes is anticipated, related to registering a qualification based on an application to the register by an entity.

Stakeholders should proceed to reference the qualifications (certificates/diplomas etc) they award to the levels of the proposed CyQF and subsequently to the levels of the European Qualifications Framework. It is very important to define the main objectives that the CyQF will serve. Proposals for legal solutions on the principles of assigning CyQF levels to qualifications are currently being prepared. It is focused on issues like the criteria for assessing comparability of LO to CyQF descriptors, documentation guidelines, the composition and working procedures. Precisely, defining and then complying with principles and procedures for assigning CyQF levels to qualifications will have a significant meaning for the transparency of qualifications and credibility fo the entire system. The participation of large range of stakeholders will ensure the transparency of this project.

The Learning Outcomes are used in all curricula and all levels of the CyQF. For more details, you can refer to the appendixes for the analysis of each level.

8.1.5 CRITERION 5: Quality Assurance consistent with European principles

The national quality assurance system (s) for the education and training refer (s) to the national qualifications framework or system and are consistent with the relevant European principles and guidelines

With the development and establishment of the CyQF, quality assurance of the education and training provided will be promoted through the existing competent authorities. In order for a programme of education and training to be recognised and certified through the CyQF, it should satisfy a specific set of criteria for achieving predefined levels of learning outcomes. Through the CyQF, quality assurance can be promoted according to the following principles:

- Quality assurance policies and procedures should underpin all levels of the CyQF
- Quality assurance should be an integral part of the internal management of education and training Institutions
- Quality assurance should include regular evaluation of Institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies
- External monitoring bodies or agencies carrying out quality assurance should be subject to regular review
- Quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes
- Quality assurance systems should include the following elements:

    - clear and measurable objectives and standards;
    - guidelines for implementation, including stakeholder involvement;
    - appropriate resources;
    - consistent evaluation methods, associating self-assessment and external review;
    - feedback mechanisms and procedures for improvement;
    - widely accessible evaluation results

- Quality assurance initiatives at national level should be co-ordinated in order to ensure overview, coherence, synergy and system-wide analysis

- Quality assurance should be a co-operative process across education and training levels and systems, involving all relevant stakeholders
- Quality assurance orientations at Community level may provide reference points for evaluations and peer learning

The main Quality Assurance Body for all activities is the Cyprus Ministry of Education and Culture

8.1.6 CRITERION 6: Agreement of the quality assurance bodies

The referencing process shall include the stated agreement of the relevant quality assurance bodies

Representatives of the Cyprus quality assurance bodies i.e. Ministry of Education and Culture, ***The Council for the Recognition of Higher Education Qualifications of Cyprus*** (KYSATS), ***The Council of Educational Evaluation-Accreditation*** (SEKAP) were asked for their comments on the results of the referencing process during the consultation process and for their formal approval after the referencing conference at which the referencing report was discussed.

Quality assurance and recognition

The main priority of the Department of Higher and Tertiary Education is the provision of high quality assurance and quality enhancement of Cyprus the Higher Education Institutions. For this reason, four independent bodies have been developed: the Council of the Educational Evaluation-Accreditation (SEKAP), the Advisory Committee for Tertiary Education (SETE), the Evaluation Committee of Private Universities and the Council for the Recognition of Higher Education Qualifications of Cyprus (KYSATS). According to new legislation, these bodies will soon be replaced by the Agency of Quality Assurance, Accreditation and Recognition of qualifications in Higher Education which will be the new competent authority for quality assurance and recognition in Cyprus.

The Council of Educational Evaluation-Accreditation: (www.moec.gov.cy/sekap/): The Council of Educational Evaluation-Accreditation is the competent authority in the Republic of Cyprus for carrying out programmatic evaluation and accreditation of the Private Institutions of Higher Education. It is an independent body which consists of the chairman and six members, at least five of which must be university professors. The purpose of the evaluation carried out by the Council of Educational Evaluation-Accreditation is to build confidence and trust among local and foreign students concerning the quality of the programs offered, to establish the minimum possible criteria to be fulfilled for the award of an accredited degree from the Government and to provide a basis of comparison with degree titles granted from foreign Institutions of Higher

education. The frequency of evaluation and the aspects of inputs, processes and outputs are analysed on the councils webpage www.moec.gov.cy/sekap/

The Advisory Committee for Higher Education: The Advisory Committee for Higher Education is a consultative body to the MOEC, with a wide composition of all social partners. Both, the public and the private sector of Higher Education, as well as the employers', the students' and the trade union associations are represented in the Committee. The aim of this body is to provide comprehensive consultancy to the Minister regarding Higher Education matters and university application. It is also a body where the voice of all stakeholders of Higher Education can reach the Minister and the decision makers in education.

The Evaluation Committee of Private Universities (www.ecpu.ac.cy): The Evaluation Committee of Private Universities is the competent authority in the Republic of Cyprus for the examination of the applications submitted for the establishment and operation of private universities. The Committee has seven members, three of which are members of the Council of Educational Evaluation-Accreditation and four are university professors from three different countries with extensive experience in university governance.

The Council for the Recognition of Higher Education Qualifications of Cyprus (www.kysats.ac.cy): The Council for the Recognition of Higher Education Qualifications of Cyprus is the competent authority of the Republic of Cyprus for the recognition of Higher Education qualifications obtained home and abroad. It also acts as the National Education Information Centre.

The Council for the Recognition of Higher Education Qualifications of Cyprus awards two types of recognition, namely "Equivalence" and "Equivalence and Correspondence". Equivalence is awarded if the duration of studies, the conditions of admission, evaluation, promotion and graduation of students and the teaching and learning procedures meet the requirements of the public Higher Education Institutions in Cyprus. Furthermore, equivalence is awarded if a programme of study has been conducted in a recognised educational institution or if it has been conducted in an educationally evaluated-accredited programme of study and a substantial part of

the studies has been conducted in the Institution which awards the qualification. Equivalence and correspondence are awarded if, in addition to the prerequisites for recognition of equivalence, the specific programme of studies includes at least two thirds of the required subjects, including the compulsory subjects of the Institution's corresponding programme which is used as the basis for evaluation.

Agency of Quality Assurance, Accreditation and Recognition of Qualifications in Higher Education:

The Agency aims at the enhancement of the internal and external quality assurance procedures in the Higher Education institutions following the European Standards and Guidelines (ESG). All issues concerning evaluation of public and private colleges and universities, as well as accreditation and recognition matters are included in the Agency's tasks. It is also important to note that the Agency complies with the ESG and, therefore, is eligible for membership in the European Quality Assurance Register (EQAR).

Legislative Framework:

The Council of Ministers of the Republic of Cyprus with its Decision, dated 5 November 2015, appointed the members of the Council of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, on the basis of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Law, of 2015."

The Agency has assumed the responsibilities of the Council of Educational Evaluation-Accreditation or CEEA, the Advisory Committee on Higher Education or ACTE, and the Evaluation Committee for Private Universities or ECPU.

The new Legislation provides a quality assurance framework for Higher Education in Cyprus within which, higher education institutions will be driven to enhance quality and develop an internal quality culture.

Mission:

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education, is responsible

to ensure the quality of Higher Education in Cyprus and to support, through the procedures provided by the relevant legislation, the continuous improvement and upgrading of Higher Education institutions and their programs of study.

Competencies:

Additional to the responsibilities of the aforementioned bodies, the Agency has, according to the Law, extended competencies amongst which are the following:

- Institutional, Departmental and Programmatic Evaluation and accreditation of Higher Education
- Quality Assurance in Higher Education on the basis of the European Standards
- The Evaluation and Accreditation of cross-border forms of education, offered by local Institutions in member states or third countries
- Assessment of the conditions for the provision of cross-border education from foreign Institutions in Cyprus
- Assessment of inter-institutional co-operation of Higher Education Institutions
- The provision of information of Quality Assurance in higher education

With the cooperation of Higher Education Institutions, the Agency will contribute towards the effort for the establishment of Cyprus as district center of quality higher education, in accordance to the standards and guidelines provided by the European Network for Quality Assurance (ENQA). The Cyprus Agency of Quality Assurance and Accreditation in Higher Education aspires to join the European Network of Quality Assurance (ENQA) as well as the European Network of Quality Assurance Register (EQAR).

The lists of all recognised institutions of higher education and of the accredited programs of study as well as the results of evaluation, will be published on the Agency's website.

After the acceptance of the report by the Minister of Education and Culture, the referencing report was presented to the following bodies responsible for the quality assurance of the Cyprus qualifications system:

- The Council of Educational Evaluation-Accreditation
- The Advisory Committee for Higher Education

- The Evaluation Committee of Private Universities
- The Council for the Recognition of Higher Education Qualifications of Cyprus
- Agency of Quality Assurance, Accreditation and Recognition of Qualifications in Higher Education

These institutions, after reading the report, submitted some suggestions, which were included in the text of the referencing report.

8.1.7 CRITERION 7: Participation of international experts

The Referencing process shall involve international experts

The people who were selected are top European experts in their areas. Various meetings took place with the international and local experts on an individual team basis but also with video conferencing on a frequent basis.

The reason for developing the combination of the experts listed bellow is for Professional, Political and Pragmatic reasons. The combination fulfills the needs of the Referencing Report and for comparison purposes of various education systems, size of country and similarities of cultures as well.

Experts Team Malta (2011-2014)

- James Calleja (Director-CEDEFOP)
- Grace Grima (Director General, Directorate for Quality and Standards in Education)

Experts Team Malta (2014-2016)

- Edel Cesar (Ministry of Education and Employment-Malta)

Experts Team Ireland (2011-2014)

- Sean O'Reilly (Expert, formerly National Qualifications Authority of Ireland)
- Jim Murray (Director of Academic Affairs-Institutes of Technology Ireland/Formerly Chief Executive of the National Qualifications Authority of Ireland)

Experts Team Ireland (2014-2016)

- John O'Connor (Head of Qualifications and Skills Policy)

Local Expert (2011-2016)

Stylianos Mavromoustakos (Vice President-European Forum for Technical Vocational Education and Training/Member of the Policy Group for VET in Europe)

Their role was clearly to guideline the Cyprus team to understand the intelligent forward for each step. They were involved in every step of the Referencing Process through weekly tele-conferences.

The International experts along with the stakeholders were also involved in the following conferences and seminars:

5-6 November 2011- CyQF-The Referencing Report

- Initial concept of the Referencing Report
- Workshop on what needs to be done and preparation of the road map
- Research plans

8-9 February 2012-Seminar on Cyprus Referencing Process

- Agreement on the Referencing Report structure and the involvement of stakeholders

15-16 October 2012- The Referencing Report Draft I

- Presentation of the first draft of the Referencing Report
- Discussion and agreement of the level descriptors

7-8 May 2013 The Referencing Report Draft II

- Review the draft II proposal
- Panel discussion-challenges and open questions

20 December 2013-Seminar on the Cyprus Referencing Process

- Open discussion
- Final comments and suggestions

22 February 2014-Seminar on the Cyprus Referencing Process

- Presentation of the Cyprus Referencing Report proposal prior the EQF AG meeting

7 July 2014

- Communicating the comments from the EQF AG to all stakeholders

12 January 2015- Presentation of the final draft version of the Referencing Report

2/3/2016- Meeting with all Ministry of Education Directorates

4/3/2016- Meeting with the CyQF Stakeholders for update on the report

10/5/2016- Skype conference with the International Experts

24/5/2016- Meeting with the Stakeholders

29&30/6/2015- Visit from CEDEFOP of Mrs Slava Pevec. Meetings with stakeholders, committees and semi-governmental organizations took place these two days-findings can be presented upon request

13/9/2016- Skype Conference with the International Experts

1/11/2016- Informative Seminar to all Stakeholders

1/12/2016- All Stakeholders Meeting to present and Final Version of the CyQF

The Role of Stakeholders

This is one of the most vital roles in the success, sustainability and application of the referencing process. It improves transparency and understanding of qualifications. Social partners and stakeholders were part of this process. Stakeholders include members of the civil society that may or not belong to an organization. Social partners are stakeholders that are representatives of organizations such as unions, employers, associations, chambers of commerce and various federations of the industry. Important stakeholders in this process include the individual learners, the education and training providers in Cyprus.

Knowledge of the new framework was very low. Prior to the consultation period a broad range of stakeholders were approached to raise awareness of the consultation and encourage participation throughout that period.

The Stakeholders had the following comments:

- Aligning different qualification frameworks and different level descriptors is a complex and challenging process
- A number of industrial sectors across Europe have already established a recognition and transferability of learning and they were anxious to destabilise these arrangements

The cooperation with the stakeholders was established through:

- Seminars and conferences
- EQF information seminars for stakeholders
- One-on-one consultation meetings

The report was circulated to all stakeholders involved and to their members. Usually an one month notice was given to study and come back with comments in order to co-ordinate the them and make all necessary amendments on the report. Most of the comments came though the following stakeholders:

- The Pancyprian Coordinating Committee of Pupils
- The Pancyprian Confederation of Federations of Parents' Associations of Secondary Education
- The representatives of Private Schools of Secondary Education
- The Representatives of Public Institutions of Tertiary Education
- The Representatives of Private Institutions of Tertiary Education
- The Representative of the Pancyprian Federation of Students' Unions
- The Representative of the Rector Conference
- The Representative of the Bologna Experts
- ECVET Experts
- Representatives of the trade unions

- Representative of the Employers Organisations

Their comments were considered and amended on the report. The secretariat of the CyQF NCP filed the comments and can be presented upon request.

It was a common understanding that such dialogues encouraged stakeholders ownership of the CyQF and promoted mutual trust.

8.1.8 CRITERION 8: Writing the referencing report and certification

The competent national body or bodies shall certify the referencing of the national qualifications framework or system with the EQF. One comprehensive report, setting out the referencing and evidence supporting it, shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria

The referencing report was written in co-operation with other stakeholders and it explains and justifies the procedures and results of the referencing process and describes the fulfillment of the criteria set by the EQF AG. This report is further published and presented to a wider audience of stakeholders for consultation. The proposed referencing report was presented in the CyQF committee on 30/5/2014. Once their comments were incorporated into the report, it was approved by the Minister of Education and Culture. After the approval of the referencing report by the EQF AG, the report will be posted on the government's official internet site.

8.1.9 CRITERION 9: Publication of the report on the web

The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to referencing reports

The final version of the referencing report will be presented in its English version to the EQF Advisory Group. It will then be available from the official EQF Platform. All details of the referencing, the Interim Report, the comments from various stakeholders can be viewed on the www.moec.gov.cy/cyqf

8.1.10 CRITERION 10: Listing of EQF level on all diplomas and qualifications certificates

Following the referencing process, and in line with timelines set in the recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities shall contain a clear reference, by way of national qualification systems, to the appropriate European Qualifications Framework level

The Ministry of Education and Culture has decided that a reference to corresponding EQF Levels will be included on qualification certificates and diplomas upon approval of the Referencing Report by the EQF Advisory Group.

Level rating of all courses provided by public education and training institutions will be agreed upon between these Institutions and Ministry of Education and Culture (as NCP) and be formaliSed in protocols which will bind these Institutions to indicate the level of the CyQF and EQF on all new transcripts and certificates issues by them. This procedure will follow with private education and training providers who shall also follow the same process as the public ones. This process will commence as of 2017 and in coordination with the Ministry of Education and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

8.4 Setting Common Standards through Level Descriptors

All level descriptors are Learning Outcome based. Learning Outcomes are statements that describe what a learner knows and is able to do at the end of a learning process. Those Learning Outcomes are a combination of Knowledge, Skills and Competences.

- Knowledge is described as theoretical or factual
- Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems
- Competences are associated with autonomy and responsibility

CyQF level descriptors give a broad profile of what an individual should know and do with varying degrees of autonomy and responsibility. The CyQF descriptors are presented next to the EQF ones in order to facilitate a comparative understanding of both systems.

Also the CyQF level descriptors are distinguished from those of the EQF because they include a list of learning outcomes which summariSes the knowledge, skills and competencies and which proves the specific skills such as the judgmental skills or communications and learning skills.

All level descriptors were finaliSed with the support of our international experts.

The final result of the CyQF comparison is the CYPRUS QUALIFICATIONS FRAMEWORK Diagram that is on the next page.

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 CERTICATE	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

Implementing the Referencing Process

Stages towards the establishment of a National Qualifications Framework

In order for a National Qualifications Framework to be established, the four stages below must be followed:

Stage 1: Conceptualisation and Design: during this stage, countries analyse and define the rationale and main policy objectives of the future National Qualifications Framework, in many cases resulting in an outline providing the basis for wider dissemination and discussion

The design of a National Qualifications Framework requires the development of:

- A framework with a number of levels and descriptors
- Procedures and criteria for the validation and recognition of qualifications that will be included in the National Qualifications Framework
- Assurance that the assessment that has led to a certain qualifications level of the National Qualifications Framework is in accordance with predefined national standards

The CyQF will be based on eight reference levels. The description of each level has been based on the descriptions of the European Qualifications Framework (**Annex 3**).

Stage 2: Consultation and Testing: During this stage, the National Qualifications Framework proposal is presented to and discussed within a broader group of stakeholders, normally as part of a public consultation process. Many countries decide to test the proposed NQF level descriptors through projects in selected economic areas.

Stage 3: Official Establishment/Adoption: At this stage, the National Qualifications Framework is adopted and established, normally taking the form of a decree/law or in a formal agreement between stakeholders.

Stage 4: Practical Implementation: This stage moves the framework towards full scale applied practice and requires that Institutions comply with the new structures and methods and that potential end-users are fully informed about the purposes and benefits of the framework. Eventually, the National Qualifications Framework must deliver benefits to end users, individuals and employers.

Regulations which will govern its implementation and responsibility for its administration

Taking into account the fact that the CyQF will be established at the Ministry of Education and Culture as an in-service department and that the stakeholders who are responsible for the accreditation of qualifications will continue to perform their duties according to the existing legislative framework that governs their operation, the introduction of legislation that will regulate the implementation of the CyQF, as well as the referencing of the existing certified qualifications to the eight levels of the CyQF, the cooperation of the Council and the National Coordination Point with the stakeholders that certify qualifications and finally the methodology that will be implemented when reviewing the CyQF, is deemed necessary. At first, these can be regulated with Decisions of the Council of Ministers and, at a later stage, if necessary, a legislative framework may be introduced.

CHALLENGES

- The Referencing to the EQF is a never ending project. It will always be work in progress due to continuous changes in every country and in Europe in general
- One of the main challenges is the communication of the NQF to the outside world. The professional bodies, the industry, the students and everybody that is involved in the process

- For small countries the financial resources is a major issue
- The development of the committee for the validation of informal and non-formal learning. The Council of Ministers has approved the development of the committee on the 6th of February 2013.

9. CONCLUSION

Directions/Actions for the Establishment and Implementation of the CyQF

The National Committee and the Working Committee, based on the priorities of the Republic of Cyprus and the dominant characteristics of the Cyprus reality, and after reviewing the good practices of other European countries that have already established National Qualifications Frameworks, as well as studying the international relative bibliography, have determined the objectives and targets, the educational sectors that will be included in the CyQF, the degree of monitoring the design and quality of qualifications, the degree that the various subsystems will be linked to one another, as well as other policy measures that may be necessary in order to achieve its objectives, the necessary actions and the regulations that will govern its implementation and the bodies that will manage it.

At the beginning of the new century, education systems within the European Union are facing increased demands for the provision of quality education for the good of all. In order to meet today's numerous challenges and the complexities of contemporary educational provision, there is a need to work with all stakeholders – teachers, students, parents, the academic community, trade unions, political parties – together in a spirit of understanding and co-operation, joining our efforts and potentials for the successful implementation of the designed reforms, aiming at the preparation of young people in order to achieve their active and creative participation in the social, political, cultural and economic life. Overall the goals of the innovations introduced in the Cyprus Education System are aiming at:

1. offering flexible, multifaceted programmes, which combine general education, enriched, to a certain extent, with elements of technology education in order to satisfy the needs of contemporary citizens, offering them opportunities for lifelong learning;
2. offering equal educational opportunities for all, according to ability, in a way that abolishes social exclusion and marginalisation;
3. meeting the needs of children with functional illiteracy and special needs in an effective way;
4. modernising education in order to successfully respond to international challenges, affecting its content, such as the progress in technology and science and the globalisation of economy;
5. In reference to prospective innovations, the MOEC is aiming at:
6. qualitative upgrading of the system in order to become flexible and adaptable;
7. unification of the whole education system ensuring unity, continuity and consistency between all levels and services;
8. link of the education system, especially at Tertiary level, with productivity;
9. continuous improvement of the material infrastructure;
10. improvement of the selection, training and appraisal processes of teachers and administrators;
11. further enhancement of conditions conducive to co-existence, co-operation and combating intolerance and xenophobia;
12. further promotion of educational research and evaluation.

The Ministry believes that since we are working in the education sector, we should always have in mind the quote that Confucius made so many years ago: "If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children". Education in Cyprus is therefore aiming at forming integrated, responsible and democratic citizens who are capable and skilled to respond to the needs and demands of a contemporary and constantly changing world. Concurrently, they have to be ready and capable of contributing and acting for the political, economic and social progress of the country but also of the wider European family. Towards this

direction we are all concentrating our efforts with a hope that, at the end of the road, we will be successful.

ANNEX 1

The Illegal operated universities in the occupied part of Cyprus

The "universities" were built on property belonging mostly to Greek Cypriot displaced persons who were forced to flee their homes because of the Turkish invasion in 1974 and the military occupation of 36,2% of the territory of the Republic of Cyprus to this day. According to Cyprus Criminal Code, any fraudulent dealings in immovable property belonging to another are illegal. Greek Cypriot property owners may bring civil legal actions against trespassers to their properties in the Turkish occupied area. It is noted that Turkey has been found responsible by the European Court of Human Rights for violations of the property rights of Greek Cypriots owners of land and property in the occupied area of Cyprus.

1. The illegal "universities" in the occupied areas operate outside the legal and Institutional framework of the Republic of Cyprus on Tertiary Education and Accreditation of Higher Education

- The "universities" have not applied for registration in the Universities Registry kept by the Ministry of Education and Culture, nor have they been issued a license for operation, in accordance with any relevant Law of the Republic of Cyprus. In addition, they have not been evaluated, neither have their "programs of study" been approved by the competent authorities of the Republic of Cyprus. Therefore, these "Institutions", as well as the "qualifications" they award, are not recognized by the Republic of Cyprus".
- These "educational institutions" operate under the proposed "law" of the so-called "Turkish republic of northern Cyprus" ("TRNS"), which according to international law is an illegal entity. United Nations Security Council resolutions 541(1983) and 550 (1984) state clearly that the declaration of the so called "TRNC" is legally invalid. The said resolution call for the immediate withdrawal of the declaration and call upon all states not to facilitate or in any way assist the aforementioned secessionist entity. The international community in its totality

does not recognise the illegal secessionist entity in the occupied part of Cyprus, Turkey being the sole exception.

- The six "universities" are: "Eastern Mediterranean University" in the occupied city of Ammochostos (Famagusta). The "Girme American University" situated in occupied Kerynia, the "Cyprus International University" situated in the occupied part of Nicosia, the "European University of Lefke" in occupied Lefka, the "Near East University" situated in occupied Kioneli and the "Middle East Technical University Northern Cyprus Campus" situated in the occupied village of kapouti in Morfou. The establishment of two more "universities" the campus of the Istanbul Technical University" and the "campus of the University of Cukurova" is expected in the near future. The last three "universities" are branches of Turkish universities.
- It is noted that the "Eastern Mediterranean University", apart from functioning under the proposed "law" of the "Turkish republic of northern Cyprus", has the status of the "state university" of the "TRNC", as it has become a "state-trust university" by "law" passed by the so-called "TRNC Parliament" in 1985. It is, therefore, directly linked to and dependent on the illegal regime. Furthermore, its funding derives entirely from the "government" budget and the members of its "administration board" are appointed by the "ministerial council" of the "TRNC".
- It is stressed that Turkey is in no way legitimised to establish "campuses" of its universities in the occupied areas, or use its institutional framework on Higher Education in an effort to provide legitimacy to Higher Education activities taking place in the "TRNC". The control it exercises in the occupied areas of the Republic of Cyprus stems from its illegal military occupation of those areas.
- It is noted that, within the Republic of Cyprus, the operation of Institutions of Tertiary Education and Universities is governed by the Laws of the following Bodies, which come under the Ministry of Education and Culture of the Republic. Based on the principle of no discrimination among any Institution in Cyprus, the Ministry of Education and Culture of the Republic of Cyprus is willing to accept relevant applications for accreditation by Turkish Cypriot Institutions. It is noted that the relevant legislation does not prevent the competent authorities from

appointing renowned Turkish Cypriots or Turkish Cypriot academics in the evaluation committee for these Institutions.

- The Council of Educational Evaluation – Accreditation (CEEA/SEKAP) is, in accordance with the provisions of the Institutions of Tertiary Education Laws 67(1)/96-198(1)/2007, responsible for the establishment, operation and control of the Private Institutions of Tertiary Education (PITE). The CEEA is a member of the European Association for Quality Assurance in Higher Education (INQAAHE), the European Universities Association (EUA) and the European Association of Institutions of Higher Education (EURASHE).
- The Evaluation Committee of Private Universities (ECPU) is the competent authority in the Republic of Cyprus, stipulated by the Private Universities (Establishment, Operation and Control Law) Laws 109(1)/2005 and 197(1)/2007, for the examination of the applications submitted for the establishment and operation and control of private universities. It is noted that the operation of public universities is regulated by separate relevant Laws for each university.
- The Council of Recognition of Higher Qualification (KYSATS) is in accordance with the provisions of the Recognition of Higher Education Qualifications and the Provision of Relevant Information Laws 68(1) of 1996 to 2009, the competent authority of the Republic of Cyprus for the recognition of Higher and Tertiary Education qualifications, such as degrees, diplomas or qualifications obtained home and abroad, awarded by recognised Higher Education Institutions or from Institutions whose programs of study have been evaluated and accredited. KYSATS is an official member of the European Network of National Information Centers on academic recognition and mobility (ENIC) and the National Academic Recognition Information Centers (NARIC). Both these networks aim at improving academic recognition of diplomas and periods of study in the Member States of the European Union (EU) and in other countries.

2. The evaluation and accreditation and recognition of the "universities" are provided by the "Institutions" of the illegal "TRNC".

   - The "universities" in the occupied areas operate under the "laws" and "Institutions" of the illegal "TRNC". The evaluation, accreditation and recognition of the "Higher Education Institutions" as well as their "programs of study" are provided through the "national education authority", established by the "TRNC", i.e. the so-called, "Higher Education, Planning, Evaluation, Accreditation and Coordination Council (YODAK)".
   - As such, they cannot be accepted or recognised by internationally recognised educational organisations or by members of the international community in general, as the unilateral declaration of independence of the so-called "TRNC" and the establishment of its "Institutions" constitutes a violation of the relevant United Nations Security Council resolutions and of international legality.

Possible recognition of the "universities" of the occupied areas and their "qualifications" violates the principles and goals of the European initiatives on Higher Education.

- The direct or indirect recognition of the "universities " or of the "qualifications" they award is contrary to the goals and principles of important current European initiatives and processes on Higher Education, since a prerequisite of these initiatives is co-operation at national level or with nationally recognized institutions. Such initiatives are:
  - The "Bologna Process" (1999), which is guided by the Ministers of Education of the participating countries. Its main goal was the creation of a European Higher Education area (EHEA), which was launched in 2010 ("Budapest-Vienna Declaration, 2010), while currently, the process aims at consolidating the EHEA. Among the main initiatives of the process is to assist diverse Higher Education systems converge towards more transparent systems.

- The "Convention on the Recognition of Qualifications concerning Higher Education in the European Region" (Lisbon 11.IV. 1997), which was elaborated upon and finally adopted under the joint auspices of the Council of Europe and UNESCO. The Convention, among others, designates as the competent authority for the recognition of Tertiary Education qualifications as authority which is officially recognized in the countries party to the Convention.
- The program "Education and Training 2010" is a new strategic framework for European Co-operation in education and training, which was agreed in 2009 by the Ministers of Education and training, (which was agreed in 2009 by the EU Ministers of Education. The program built on its predecessor, the "Education and Training 2010" work program, established for the first time a solid framework for European co-operation in the field of education and training in 2002.
- Moreover, the European Parliament and the Council Recommendation of the 15 February 2006, on further European Cooperation in Quality Assurance in Higher Education (2006/143/EC), recommended that member-states enable Higher Education Institutions active within their territory to choose a quality assurance or accreditation agency listed in the European Register which meets their needs and profile, "provided that this is compatible with their national legislation or permitted by their national authorities".

- The Republic of Cyprus is among the 47 countries that participate in the Bologna Process It is a depository State of "The Convention of the Recognition of Qualifications concerning Higher Education in the European Region", while as a member state of the European Union, it participates in the program "Education and Training 2020".

3. <u>The "universities"/illegal usurpation of properties in the occupied areas"</u>

- The "universities" currently operating in the occupied areas have been built illegally on property belonging mostly to Greek Cypriot displaced persons, in violation of their rights and without their consent. It is recalled that the Greek Cypriot lawful owners of properties were forced to flee their homes because of the Turkish invasion in 1974 and the military occupation of 36,2% of the territory of the Republic of Cyprus and are, to this day, prevented from returning. It is important to note that, under Cyprus' Criminal Code, Cap 154, any person who, with intent to defraud, deals in immovable property belonging to another is guilty of a felony and is liable to imprisonment for up to seven years.
- Greek Cypriot property owners may bring legal action before the competent Courts of the Republic against trespassers to their properties in the Turkish-occupied area, claiming damages and other legal remedies available to them under civil law. Judgments of civil courts of the Republic, even if having to do with the occupied areas of the Republic, can be recognised and enforced against property/assets of the defendants in EU member state, under the provision of EC Regulation No. 44/2001, as ruled by the European Court of Justice, in its Judgment of the Case Meletis Apostolides v. David Charles Orams and Linda Elisabeth Orams(28 April 2009, case C-420/07).
- The European Court of Human Rights (ECHR), in its Judgment of Cyprus against Turkey of 10 May 2001 and of cases brought before it by individual Cypriots against Turkey, has found that interference in the property rights of the Greek Cypriot owners of property in occupied areas, due to the denial of access and enjoyment of one's own property constitutes a continuous violation of article 1 of Protocol 1 of the European Convention on Human Rights. It concluded that the Greek Cypriot property owners in the occupied areas of Republic of Cyprus remain the legal owners of such properties and the secessionist entity, created by the use of force and arms, is considered a subordinate to Turkey's legal administration.
- Part of the premises of the "Eastern Mediterranean University" is built on the usurped buildings and land of the Greek Cypriots, Mr Saveriades, where the Center of Higher Studies of Ammochostos (known as Saveriades K.A.S.A College) was located. The European Court of Human Rights in its Judgments of

22 September 2009 (Case 16160/90 Saveriades v. Turkey) found Turkey responsible for violations of the European Convention on Human Rights on account of the complete denial of Mr Saveriades' right to access to and control, use and enjoy his property.

Ownership status of the illegal operating "universities", situated in the occupied areas of the Republic of Cyprus

1. "Eastern Mediterranean University" is situated in the occupied city of Ammochostos (Famagusta). Part of its premises comprises the usurped buildings and land of the Center of Higher Studies of Famagusta (Known as Saveriades K.A.S.A College). An application has been submitted to the European Court of Human Rights (Case 16160/90 Saveriades V. Turkey decision). The ECHR, in its judgment (22 September 2009), held that there has been a violation of Article 1 of Protocol No.1, as well as of Article 8 to the Convention of Human Rights, i.e. of the right to peaceful enjoyment of Saveriades' possessions, as well as the right to respect his private life and family, his home and his correspondence.

2. "Girme American University"

    a. is situated in Kerynia and built on Greek Cypriot owned land.
    b. "Campus" situated in Karpasia peninsula, on land belonging to Greek Cypriots
    c. Green hospital complex in areas of "GAU"

3. "Cyprus International University" is situated in the occupied part of Nicosia, built on Greek Cypriot owned land.

4. "European University of Lefke" is built on land owned by a Greek Cypriot family.

5. "Middle East Technical University Northern Cyprus Campus" is situated in the village of kapouti in Morfou. It is built on land owned by the Government of the Republic of Cyprus and Greek Cypriot citizens.

6. "Near East University" is built on Turkish Cypriot land belonging to the Evkaf and partly on Greek Cypriot land. Vet school on campus land.

7. "University of Mediterranean Karpasia" . Current offices building in Omorfita, belongs to Greek Cypriots. Campus area still unknown. Construction works will begin in November.

8. "Istanbul Technical university campus" . On land that is unregistered (Old Famagusta hospital) and on land belonging to Greek Cypriots (Agios Andronikos Karpasia village).

9. "Cukurova university campus". On land belonging to the Republic of Cyprus.

10. "University of Kerynia". Have not found yet the land where the "university" will be built. For the first two years the "university" will be located at the premises of the "near east university".

ANNEX 2

The System of Vocational Qualifications

1. Assessment Infrastructure

During 2011-2015, HRDA has developed the appropriate assessment infrastructure, namely 83 Assessment Centres have been approved-33 for the Tourist Industry, 20 for the Wholesale and Retail Trade Sector, 30 for the Construction Industry. Additionally, 114 qualified experienced experts have been approved as External Assessors and Verifiers and they have been trained-32 for the Tourist Industry, 17 for the Wholesale and Retail Trade Sector, 54 for the Construction Industry and 11 for the occupation of the Trainer of vocational training. Additionally, about 10 new Assessment Centres have been approved for the Manufacturing Sector, the Motor Vehicles Repair Sector, the ICT Systems and Networks Sector and the Hairdresser occupation.

2. Assessment Methods

Assessment is the process of appraising an individual's attainment of knowledge, understanding and skills. In SVQ, in order to award formal qualifications, an individual's learning is assessed against a particular specification or standard and a summative assessment is used. The basic forms of assessment are three:

Assessment by observation in real working conditions

The assessor assesses the candidates as they carry out tasks defined by the standards for the qualification. This observation often takes place in the workplace, or the conditions of the workplace, which is approved by HRDA.

Assessment by observation in simulated working conditions

Simulation is a structured practical exercise with specific objectives which seeks to simulate real life conditions. In a **simulation,** the candidates are active participants who

shape the result by their involvement. A simulation focuses on a particular activity and aims to test behavioural, analytical and decision making skills in a realistic setting.

Assessment by oral questions

Oral questions are used in assessment when a candidate has been observed carrying out a practical task competently but knowledge and understanding associated with the task must also be assessed.

Furthermore, according to the level of the standard, additional forms of assessment are used i.e. personal interview, case study**,** written test, micro-teaching, product evaluation.

3. The process towards a vocational qualification

3.1 Access to Assessment

Opportunity for access is provided to persons regardless of the way they have acquired the predetermined knowledge, skills and competence. These persons could be employed, self-employed, unemployed or economically inactive persons.

The target group comprises all persons who live permanently or/and work legally in the area controlled by the Republic of Cyprus or/and Cypriot citizens working in Cypriot enterprises registered in Cyprus but activated abroad, in a way that the assessment will be compatible with the principles of equality and non-discrimination.

The induction to the SVQ is voluntary and free of charge.

3.2 Assessment Procedures

Individuals who are interested in certification can seek information from the Assessment Centres and the HRDA. The application must be accompanied by a self-assessment form in relation to the specific knowledge-skills-competences of the vocational qualification. HRDA officers decide whether applicants will continue to the assessment process. Decisions are based on selection criteria relating to the qualifications and/or prior work experience of individuals, taking into consideration the level of the sought-after

qualification. Selection criteria for each vocational qualification (i.e. each level of competence of the vocational field) have been pre-agreed by the sectoral technical committees and are included in HRDA guides. The selection criteria also differ between vocational fields and levels.

Each vocational qualification in the SVQ is designed in modules. So, an individual can choose (and/or may be advised) to take parts/modules of the qualification. Through self-assessment, the individual can also decide whether further training is necessary.

The Assessment and Certification process includes three stages:

- Diagnosis of knowledge and competences
- Assessment of knowledge and competences
- Certification

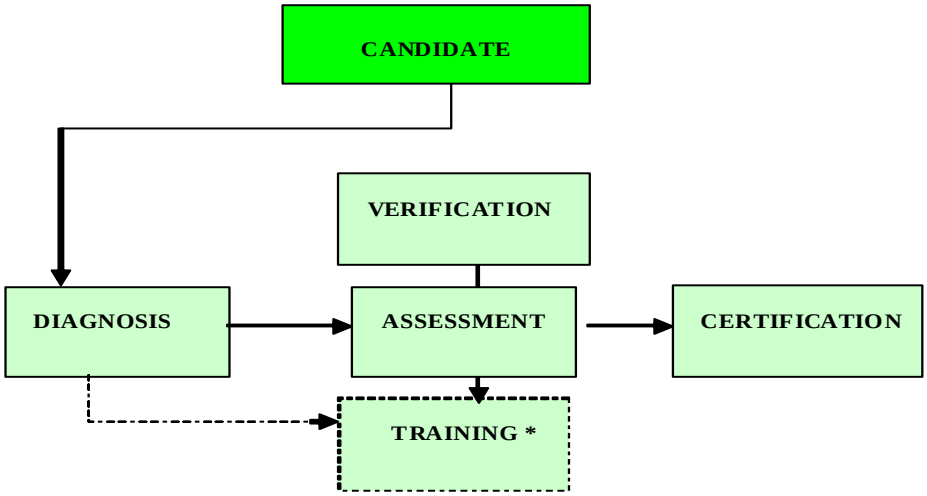
The **Diagnosis**, which corresponds to the identification stage, is completed by an Internal Assessor. The diagnosis takes place through an interview with the individual and the Internal Assessor's evaluation of the self-assessment. There is a pre-set template for the identification, where the Internal Assessor has to identify and explain if and why the applicant fulfills the requirements for the total or parts of the qualification.

The **Assessment,** which corresponds to the formal assessment stage, is operated by an Internal and an External Assessor. A quality assurance Verifier also reviews the assessment procedure and the written test. Assessment takes place in more than one meeting (2-5) in Assessment Centres that have been approved by HRDA. The exact number of meetings and their duration is pre-defined. Assessment Centres may be private companies or public/private training centres.

Certification, Assessment results are sent to the HRDA, which validates the successful candidates and awards them a vocational qualification. If the candidate has succeeded in some of the qualification units and not in all units as it is expected, certification is provided only for those units.

Diagram 1 below describes the above three stages of Assessment and Certification.

Diagram 1



The SVQ operates on a voluntary basis on the part of the individuals. It is not part of an attempt to regulate access to professions.

The vocational qualifications achieved are gradually being accepted by the labour market, both in the public and the private sector. For example, The Department of Mechanical and Electrical Services (Ministry of Communications and Works) accepts the vocational qualifications awarded by the HRDA as sufficient requirement for the attainment of a professional licence for car mechanics, but non-certified individuals need to take relevant examinations.

4. Quality Assurance

HRDA has in place a robust process of quality assurance regarding the SVQ. All elements and participating actors in the system are quality assured by HRDA, which holds relevant registers of Assessing Centres and Assessors per vocational field and per region.

HRDA approves all Assessment Centres. Criteria include the available infrastructure, the managing structure, and the human resources quality, e.g. the qualifications and relevant experience of the manager and the professionals that can serve as Internal Assessors. In order for an Assessment Centre to be approved, it should have at least one approved Internal Assessor per vocational field. Also, Assessment Centres should have quality assurance systems in place to safeguard that assessments take place in a transparent and impartial way. After approval, if an Assessment Centre fails to fullfill its obligations, a two-month notice is issued to take corrective actions; otherwise, the operation contract is terminated by HRDA.

Internal Assessors are also approved by HRDA and can be experts or employees/partners of the Assessment Centres. HRDA sets out specific qualifications that Internal Assessors should meet, and identifies the specific duties and responsibilities of the Internal Assessors. The latter collaborate with the External Assessors during the assessment process and have to inform the responsible HRDA officer of any arising issue.

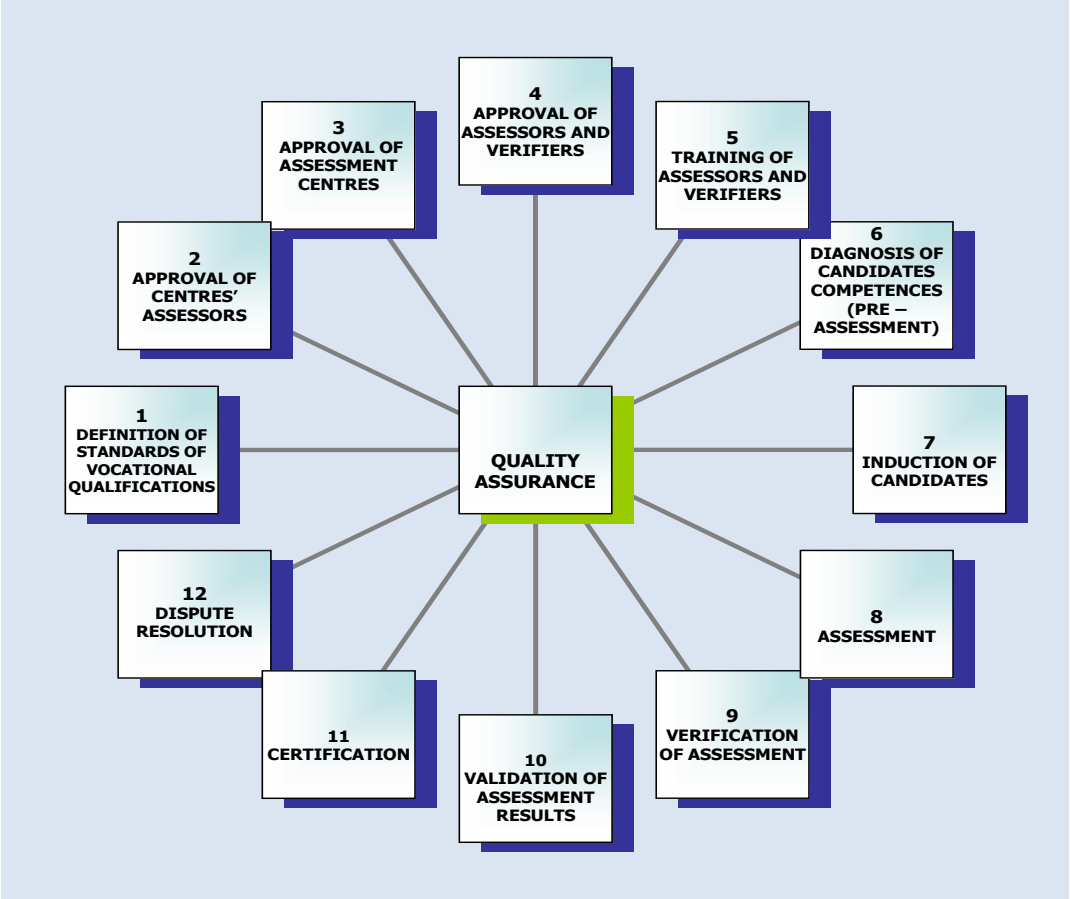
External Assessors, Internal Assessors and Verifiers are experts approved by HRDA who fulfill pre-set criteria of qualifications and/or relevant work experience. An individual cannot apply for both an External and Internal Assessor's position in the same Assessment Centre. This is to ensure that the applicant's assessment is based on more than one professional opinion. External Assessors, Internal Assessors and Verifiers are obliged to attend a specialised training organised by HRDA.

The External Assessor collaborates with the Internal Assessor to ensure that the applicant is formally assessed through transparent and fair processes. The External Assessor collaborates with the Verifier and informs the responsible HRDA officer if any issue occurs. When the assessment of the applicant is completed, the External Assessor drafts and submits a relevant report to the Unit of Vocational Qualifications of HRDA.

The Verifier controls the assessment plan of each individual and of the assessment methods implemented. S/he is responsible for checking the Assessment Centre for availability of necessary infrastructure (e.g. machinery) for the particular assessment. The Verifier is responsible for the written tests and for the review of these tests. The Verifier provides feedback to the Assessment Centre and the Assessors to safeguard coherence and quality of the assessments that take place in that particular centre. As with the External Assessors, the Verifier drafts a report and provides all necessary documentation to the Unit of Vocational Qualifications of HRDA.

Given that stakeholders are highly involved in the SVQ and in HRDA's governance overall, the quality assurance process has been designed with involvement of sectoral representatives, as well as Ministries and social partners. Diagram 2 is relevant.

Diagram 2



1. The development of Standards of Vocational Qualifications (SVQs) is the basis of an objective and valid assessment. During the programming period 2007-2013 72 SVQs in total have been declared
2. The evaluators of Assessment Centres are approved by HRDA on the basis of certain criteria regarding education level and work experience.
3. Assessment Centres are private companies or public/private training centres which are approved by HRDA on the basis of certain criteria regarding the staff and the technical facilities.
4. The Internal, External Assessors and Verifiers are experts in their field. They are approved by HRDA on the basis of certain criteria regarding education level and work experience. The education and the relevant work experience are

documented. Establishment of Registers of approved Evaluators, Internal/External Assessors and Verifiers is made.

5. Internal/External Assessors and Verifiers should attend a 3-day training course on the assessment and evaluation methods before they are formally approved.
6. Candidates submit their application together with a self-appraisal of their knowledge and skills on the subject. They are approved by HRDA on the basis of certain criteria regarding education level and work experience. The education and the relevant work experience are documented.
7. The result of the diagnosis–pre-examination interview which is done by the Internal Assessor is submitted together with the application. Candidates' induction to the SVQ comes with the approval of their application.
8. Assessment of each group of 3 candidates by a two member Assessment Committee (Internal and External Assessors) is made according to the standard and implementation of certain procedures. The committee should an agreement on the final result of each candidates.
9. The Assessors should implement certain methods of assessment and behave with responsibility, objectivity, transparency and reliability.
10. The Verifiers supervise the Assessment Procedure and they give feedback to the Assessors and to the Assessment Centre in order to satisfy given quality criteria.
11. The assessment papers should satisfy the common minimum criteria of the certification of each task area and the certification of the vocational qualification if the candidate succeeds in total number of task areas required.
12. The procedure of solution of any conflicts is applied according to given procedures and the equal opportunities principle.

5. The Trainer of Vocational Training as an example of a Vocational Qualification

The Trainer of Vocational Training is a Vocational Qualification which was developed as a priority and constitutes a common part of the two certification systems operated by the HRDA. It is included here as an example. The description and provisions of the Standard of Vocational Qualification developed include the following:

Title/Level: **Trainer of Vocational Training, level 5**

(4 Units/9 Elements)

1. Identification of Training Needs

1.1. Training needs of sectors of economic activities

1.2. Training needs of organisations

1.3. Training needs of individuals

2. Design of Training Programmes

2.1. Designing and organising the training content

2.2. Developing/Selecting training methods, techniques, means and materials, equipment

3. Implementation of Training Programmes

3.1. Preparing before training commences

3.2. Implementing training

4. Evaluation of Training Programmes

4.1. Designing and implementing the evaluation process

4.2. Analysing and utilising of evaluation results

Eligible for assessment:

Candidates for the Trainer of Vocational Training Qualification (level 5) to be accepted for assessment should have at least 3 years of training experience for university degree holders, or 5 years of training experience for Secondary Education graduates.

Assessors of candidates for the Trainer of Vocational Training Qualification should have a university degree, a masters degree in VET and 8 years professional experience in a related subject area, at least 5 of which as a trainer of VET.

Assessment is based on the units of the Standard:

- ✓ Identification of Training Needs
- ✓ Design of Training Programmes
- ✓ Implementation of Training Programmes
- ✓ Evaluation of Training Activities

Assessment methods include:

- Observation in real working conditions (real classroom situation) or in accepted simulated conditions (delivery of a sample training programme)
- Preparation and presentation of a project assigned by the Assessors
- Personal interview and short oral exam
- Short written exam

There are two routes of Assessment by a 2-member assessment committee:

(1) Assessment during participation in Preparation for the Assessment Training Programme including presentation in simulated training session

(2) Assessment during implementation of the training programme in real working conditions- real classroom situation with the candidate as the Trainer

The Assessment and Certification of Trainers of Vocational Training began in January 2014. Since then, 659 trainers have been assessed and certified.

Appendix 1

Study on the feasibility and potential of incorporating into the System of Vocational Qualifications (SVQ) specialisations of Technical and Vocational Education, the Apprenticeship scheme and other courses of Initial Training

HRDA commissioned independent consultants to study the Feasibility and potential of incorporating into the SVQ specialisations of Technical and Vocational Education, the Apprenticeship scheme and other courses of Initial Training. The study was completed and presented in late October 2013.

The study explored the way the Secondary Technical and Vocational Education (STVE) Institutions will be linked to the SVQ, so that STVE graduates obtain Vocational Qualifications.

The study took into account HRDA's strategies, the European Qualification Framework, examples of good practice of other European countries (e.g. Malta) and the national vocational education and training system.

The proposed process put forward by the study comprises four stages, which are described briefly below.

Stage 1: Information

All education or training institutions should be informed about the prospect and the conditions under which their courses may be linked with the SVQ. Mutual trust and confidence between HRDA and the institutions is necessary for a successful co-operation.

Stage 2: Submission of applications

The education/training institution will submit an application for each study branch which is proposed to be linked with SVQ and all relevant documents will be attached.

Stage 3: Assessment

The assessment will be operated by a committee of two assessors and will take place in 3 meetings (initial, intermediate and final meeting). A Verifier will be responsible for the quality assurance. The assessment will focus on two areas: The first area comprises the administration, the organization and the human resource while the second area comprises the curriculum and the certificate. The committee will then assess the content of the documents concerning the administration, the organization and the operational status of each institution. The contents of each program/study as well as the examination methods will be compared and assessed according to the respective occupational standard. Appropriate adjustments will be suggested and discussed if needed.

Stage 4: Approval /Award of Qualifications

At this final stage, HRDA provides confirmation to the institution that the specific programme satisfies all the criteria and is approved. Thus, all participants who are eligible for the specific vocational education certificate are also eligible of the specified vocational qualification.

The study is expected to affect policy decisions to be taken during the 2014-2020 programming period and lead to relevant changes in the existing system.

Appendix 2

Study on the feasibility and potential for recognizing non-formal and informal learning within the System of Vocational Qualifications

HRDA commissioned independent consultants to study the 'Feasibility and potential for recognising prior formal, non-formal and informal learning within the SVQ'. The study was completed and presented in late October 2013.

The study explored the structure and stages of prior learning recognition and the way this process will be further developed within the SVQ.

The study took into account HRDA's strategies, the relevant EU framework (especially the relevant Council Recommendation), and the national vocational education and training system.

The suggested validation process put forward by the study comprises five stages, which are described briefly below.

Stage 1: Briefing - personalised consultation

The individual will be able to collect information from the Assessment Centres and explore the opportunities available. The individual will be informed on the goals and benefits of recognition, the prerequisites for participation in the system, the process structure and duration, the knowledge and competences required for specific Vocational Qualifications etc.

Stage 2: Identification

During this stage, individuals will be assisted to analyse their learning and work path, self-assess their position in the labour market, design a career path and prepare for the assessment of their learning outcomes. Then, those interested in participating in the SVQ

will submit an application and the self-assessment form. An Internal Assessor will support individuals during this stage.

Stage 3: Documentation

This stage aims at the accumulation and control of one's certifications, qualification documents etc. that will prove the sufficient knowledge and competence for the vocational qualification in question. The documentation of the individual's learning outcomes will be realised through the portfolio method. This method will include all knowledge, skills and competences, developed from various areas of activities, from the workplace to leisure time. The individual will be again supported by an Internal Assessor. The Internal Assessor, along with an External Assessor will work as a two member Assessment Committee. They will ensure the validity, sufficiency, authenticity and reliability of the portfolio content.

Stage 4: Assessment

Under the proposed route of validation, the individuals who submit all the relevant documentation can go through a three-hour assessment (i.e.case study presentation), where competences linked to significant elements of the personalised portfolio will be evaluated with regard only to the modules where there is not sufficient documentation. Contrary to the existing SVQ, the proposed new route of recognition of prior learning will aim mainly at confirming rather than exploring an individual's knowledge and skills. During this stage, the Verifier will observe and confirm the results of the individual's assessment.

The individuals who are not capable to provide the relevant documentation can go through the current assessment route, i.e. depending on the qualification they are interested in they have to go through two to five assessment meetings (observation in real working conditions or simulation, oral and written tests, case studies).

Stage 5: Certification of prior formal, non-formal and informal learning

Individuals will obtain a full or part of a vocational qualification if they have been successfully assessed and have passed the written examination, where this is needed.

In the current SVQ, certification is focused on assessing individuals mainly through observation in real working conditions and oral/written questions. The new route for the recognition of prior learning will place emphasis on the documentation of knowledge and competences.

The new route of prior learning recognition will include a robust quality assurance framework, regarding the structures, processes and methods and human resources involved.

It is proposed that under the new route, the recognition process should not exceed five months.

The study is expected to affect policy decisions to be taken in 2014-2020 programming period and lead to relevant changes in the existing system.

Appendix 3

EQF /SVQ LEVEL DESCRIPTORS

	knowledge	Skills	Competences
Level 1	Basic Skills required to carry out simple tasks.	Basic Skills required to carry out simple tasks.	Work or Study under Direct Supervision in a structured context.
Level 2	Basic factual knowledge of a field of work or study.	Basic factual knowledge of a field of work or study.	Work or study under supervision with some autonomy.
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work of study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.
Level 4	Factual and theoretical knowledge within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise routine work of others, take some responsibility for the evaluation and

	knowledge	Skills	Competences
			improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and awareness of boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise routine work of others, take some responsibility for the evaluation and improvement of work or study activities.
Level 6	Factual and theoretical knowledge within a field of work or study.	Advanced skills demonstrating mastery and innovation required to solve complex and unpredictable problems in a specialised field of work.	Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work context. Take responsibility for managing professional development of individuals and groups.
Level 7	Highly specialised some of which is at the forefront of knowledge in a field of work or study as the	Specialised problem-solving skills required in research and/or innovation in order to develop new	Manage and transform work or study contexts that are complex, unpredictable and require new strategic

	knowledge	Skills	Competences
	basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	knowledge and procedures and to integrate knowledge from different fields.	approaches Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Highly specialised 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.	The ability to apply the most advanced and specialised 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	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

Appendix 4

SYSTEM OF VOCATIONAL QUALIFICATIONS (SVQ)

LIST OF 72 VOCATIONAL QUALIFICATIONS FOR WHICH A STANDARD HAS BEEN DEVELOPED

A/A	SECTOR/VOCATIONAL QUALIFICATION	SVQ/EQF LEVEL
	TOURIST INDUSTRY	
1	FRONT OFFICE OPERATIONS	4,5
2	FOOD AND BEVERAGE SERVICE	3,4,5
3	FOOD PREPARATION AND COOKING	3,4,5
4	HOUSEKEEPING	3,4,5
5	TRAVEL AGENCY OPERATIONS	4,5
6	BAKERY	4
7	CONFECTIONERY	4,5
8	BEVERAGES PREPARATION AND SERVING	4
	WHOLESALE AND RETAIL TRADE	
9	RETAIL OPERATIONS	3,4,5
10	WHOLESALE OPERATIONS	4
11	PURCHASING OPERATIONS	5
12	WAREHOUSING AND STORAGE OPERATIONS	3,4,5

A/A	SECTOR/VOCATIONAL QUALIFICATION	SVQ/EQF LEVEL
	CONSTRUCTION INDUSTRY	
13	MASON	3,4,5
14	FORMWORK INSTALLATION	4,5
15	CARPENTRY	4
16	REBAR CUT & BEND AND FIXING	4,5
17	PLUMBING	4
18	CENTRAL HEATING SYSTEMS	4
19	AIR CONDITIONING SYSTEMS	4
20	ELEVATOR INSTALLATION & MAINTENANCE	4
21	PAINTING AND DECORATION	4
22	WATERPROOFING SYSTEMS	4
23	DRY CONSTRUCTION	4
24	GLASS INSTALLATION	4
25	RAISED FLOORS INSTALLATION	4
26	ELECTRICAL INSTALLATIONS	3,4
27	CONSTRUCTION SITE SUPERVISION/MANAGEMENT	6
	VOCATIONAL TRAINING PROVISION	
28	TRAINER OF VOCATIONAL TRAINING	5
	MANUFACTURING	
29	WELDING	4,5
30	METAL STRUCTURES	4,5

A/A	SECTOR/VOCATIONAL QUALIFICATION	SVQ/EQF LEVEL
31	WOODEN FURNITURE	4,5
	MOTOR VEHICLES REPAIR	
32	VEHICLE MAINTENANCE AND REPAIR	4
33	VEHICLE MAINTENANCE AND REPAIR (MOTORCYCLE)	4
34	VEHICLE MAINTENANCE AND REPAIR (AUTOELECTRICAL)	4
35	VEHICLE AIR CONDITIONING	4
36	VEHICLE PAINTING AND FINISHING OPERATIONS	4
37	VEHICLE TYRE FITTING OPERATIONS	4
38	VEHICLE BODY REPAIR	4
39	VEHICLE DRIVELINE SYSTEM MAINTENANCE	4
40	VEHICLE COMPONENTS FITTING OPERATIONS	4
41	VEHICLE ELECTRONICS AND SECURITY SYSTEMS	4
	ICT SYSTEMS AND NETWORKS	
42	IT TECHNICAL SUPPORT	3,4,5
43	COMPUTER LITERACY	3,4,5
44	COMPUTER NETWORKS	4,5
	HAIRDRESSING	
45	HAIRDRESSING	3,4

Appendix 5

Approval Criteria for Internal/External Assessors and Verifiers

A/A	SECTORS/VOCATIONAL FIELD
1	**TOURIST INDUSTRY**
	Graduate of post-secondary education in relevant field and at least 10 year relevant work experience OR Graduate of Secondary Education and at least 15 year relevant work experience OR Graduate of Tertiary Education in relevant field and at least15 years relevant work experience.
2	**MANUFACTURING SECTOR**
	Depending on the qualification: WELDING Graduate of Secondary Education, qualified welding inspector and at least 5 years relevant experience WOODEN FURNITURE Graduate of post-Secondary Education in relevant field and at least 5 year relevant work experience METAL PRODUCTS/STRUCTURES Graduate of Tertiary Education in relevant field and at least 5 years relevant work experience.
3	**CONSTRUCTION INDUSTRY**

A/A	SECTORS/VOCATIONAL FIELD
	CARPENTRY Graduate of post-Secondary Education in relevant field OR Graduate of Tertiary Education in relevant field and at least 5 years of relevant work experience ALL THE OTHERS Graduate of tertiary education in relevant field and at least 5 years of relevant work experience
4	**WHOLESALE AND RETAIL TRADE SECTOR**
	Graduate of Secondary Education and at least 20 years of relevant work experience, including relevant teaching experience OR Graduate of Tertiary Education in relevant field and at least 10 years of relevant work experience, including relevant teaching experience.
5	**MOTOR VEHICLES REPAIR SECTOR**
	Depending on the qualification: VEHICLE BODY REPAIR / VEHICLE PAINTING AND FINISHING OPERATIONS/ VEHICLE TYRE FITTING OPERATIONS/ VEHICLE DRIVELINE SYSTEM MAINTENANCE Graduate of Tertiary Education in Automotive/Automobile Engineering and at least 5 years of relevant work experience, including relevant teaching experience OR Graduate of HND Education in relevant field and at least 8 years of relevant work experience, including relevant teaching experience OR Graduate of Secondary Technical Education in relevant field and at least 15 year relevant work experience, including relevant teaching experience

A/A	SECTORS/VOCATIONAL FIELD
	VEHICLE MAINTENANCE AND REPAIR /VEHICLE MAINTENANCE AND REPAIR (MOTORCYCLE)/ VEHICLE MAINTENANCE AND REPAIR (AUTOELECTRICAL)/ VEHICLE AIR CONDITIONING/ VEHICLE COMPONENTS FITTING OPERATIONS/ VEHICLE ELECTRONICS AND SECURITY SYSTEMS Graduate of Tertiary Education in Automotive/Automobile Engineering and at least 5 years of relevant work experience, including relevant teaching experience OR Graduate of Tertiary Education in Mechanical Engineering and at least 7 years of relevant work experience, including relevant teaching experience.
6	**VOCATIONAL TRAINING PROVISION**
	Graduate of Tertiary Education AND Holder of Master of Science in Vocational Education and Training or Life Long Learning or Adult Learning or Training of Trainers AND at least 8 years of relevant work experience, 5 of which as Trainer/Teacher.
7	**ICT SYSTEMS AND NETWORKS SECTOR**
	IT USE Graduate of Tertiary Education in relevant field and at least 10 years of relevant work experience, 3 of which relevant teaching experience IT PRACTICE/ NETWORK COMPUTER SERVICES Graduate of Tertiary Education in relevant field and at least 5 years of relevant work experience, included relevant teaching experience OR Graduate of Tertiary Education in relevant field AND Certified Trainer in specific field AND at least 4 years of relevant work experience, including relevant teaching experience
8	**HAIRDRESSER OCCUPATION**
	Graduate of Secondary Education and graduate of post-Secondary Education

A/A	SECTORS/VOCATIONAL FIELD
	in Hairdressing AND at least 10 year of relevant work experience OR Graduate of Secondary Education AND at least 20 year relevant work experience.

Appendix 6

EXAMPLES OF StVQs

Example 1

SVQ Level 3

Example	RETAIL OPERATIONS 3
Entry requirements:	Graduate of Upper Secondary Education in relevant field or graduate of apprenticeship in relevant field or graduate of accelerated initial training and 6 months relevant work experience, or 1 year relevant work experience
Expected learning	8 compulsory task areas (Customer service, Storing of supplies, Handling and placement of supplies, Communication in Greek language, Contribution

outcomes/ task areas	to health and safety in work environment, External Routine Work, Professional Behaviour, Personal performance) 2 optional task areas out of 4 (Communication in English language, Cashier operations, Theft and Loss, Food Hygiene)
Duration of learning /assessment	Two meetings of 3 hours each
Assessment and awards (in English and Greek)	Groups of 3 candidates are assessed by observation while working, by two assessors (internal assessor and external assessor). Methods of Assessment: Observation in real working conditions either in simulation conditions, Oral questions during the observation Award of a Certificate of Vocational Qualification (Πιστοποιητικό Επαγγελματικού Προσόντος). A supplement (Συμπλήρωμα) is also provided with the specific task areas of the assessment.
ISCED 2011	
Progression routes – connectivity	The certified person in Retail Operations , Level 3 can proceed further to Retail Operations Level 4 and Retail Operations Level 5, provided he/she satisfies the relevant criteria.
Labour market	Assistant salesman
Quality assurance	Candidates , assessors, centres, standards and procedures are approved by given quality criteria. Every assessment procedure is verified by a verifier and is subject to spot check by an HRDA officer.
Legal basis; curricula	Human Resource Development Law of 1999 to 2007
CYQF/EQF level	Level 3
Summary of reasons for the level allocation	The candidate is expected to have: • Knowledge of facts, principles, processes and general concepts, in a field of work of study • A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information

Example 2

SVQ Level 4

Example	RETAIL OPERATIONS 4
Entry requirements:	Graduate of post-Secondary Education in relevant field or Graduate of Upper SecondaryEeducation in relevant field or graduate of apprenticeship in relevant field and 1 year relevant work experience or graduate of accelerated initial training and 18 months relevant work experience or 2 year relevant work experience
Expected learning outcomes/ task areas	7 compulsory task areas (Sales Techniques, Customer service, Placement of supplies, Communication in Greek language, Contribution to health and safety in work environment, Professional Behaviour, Personal performance) 2 optional task areas out of 5 (Handling of supplies, Communication in English language, Cashier operations, Theft and Loss, Handling of supplies, Food Hygiene)
Duration of learning /assessment	Three meetings of 3 hours each
Assessment and awards (in	Groups of 3 candidates are assessed by observation while working by two assessors (internal assessor and external assessor)

English and Greek)	Methods of Assessment: Observation in real working conditions either in simulation conditions, Oral questions during the observation, Written test Award of a Certificate of Vocational Qualification (Πιστοποιητικό Επαγγελματικού Προσόντος). A supplement (Συμπλήρωμα) is also provided with the specific task areas of the assessment.
ISCED 2011	
Progression routes – connectivity	The certified person in Retail Operations , Level 4 can proceed further to Retail Operations Level 5 provided he/she satisfies the relevant criteria.
Labour market	Salesman
Qualityassurance	Candidates , assessors, centres, standards and procedures are approved by given quality criteria. Every assessment procedure is verified by a verifier and is subject to spot check by an HRDA.
Legal basis; curricula	Human Resource Development Law of 1999 to 2007
CYQF/EQF level	Level 4
Summary of reasons for the level allocation	The candidate is expected to have: • Factual and theoretical knowledge within a field of work or study • A range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study • Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change

Example 3

SVQ Level 5

Example	RETAIL OPERATIONS 5
Entry requirements:	Graduate of 2 year post-Secondary Education in relevant field or graduate of 3 year Tertiary Education in relevant field and 1 year relevant work experience, or Graduate of Upper Secondary Education in relevant field or graduate of apprenticeship in relevant field and 2 years relevant work experience, or graduate of accelerated initial training and 30 months relevant work experience or 3 year relevant work experience
Expected learning outcomes/task areas	11 compulsory task areas (Sales Techniques, Customer service, Management of supplies, Placement of supplies, Communication in Greek language, Communication in English language, Planning and supervision, Human resource management, Health and safety in work environment, Professional Behaviour, Personal performance) 2 optional task areas out of 5 (Purchases, Accounting, Theft and Loss, Use of Computers, Food Hygiene)
Duration of learning /assessment	Three meetings of 3 hours each
Assessment and awards (in English and Greek)	Groups of 3 candidates are assessed by observation while working by two assessors (internal assessor and external assessor). Methods of Assessment: Observation in real working conditions either in simulation conditions, Oral questions during the observation, Written test, Interview, Preparation and presentation of a case study

	Award of a Certificate of Vocational Qualification (Πιστοποιητικό Επαγγελματικού Προσόντος). A supplement (Συμπλήρωμα) is also provided with the specific task areas of the assessment.
ISCED 2011	
Progression routes – connectivity	The certified person in Retail Operations , Level 5 can proceed further to other qualifications provided he/she satisfies the relevant criteria.
Labour market	Sales Supervisor, Shop Manager
Quality assurance	Candidates, assessors, centres, standards and procedures are approved by given quality criteria. Every assessment procedure is verified by a verifier and is subject to spot check by an HRDA officer.
Legal basis; curricula	Human Resource Development Law of 1999 to 2007
CYQF/EQF level	Level 5
Summary of reasons for the level allocation	The candidate is expected to have: • Comprehensive, specialised, a factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge. • A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems • Exercise management and supervision in contexts of work or study activities where there is unpredictable change • Review and develop performance of self and others

Example 4

SVQ Level 6

Example	CONSTRUCTION SITE MANAGEMENT /SUPERVISION 6
Entry requirements:	Graduate of Upper Secondary Education/other relevant education and 3 year relevant work experience or 4 year relevant work experience
Expected learning outcomes/ task areas	16 compulsory task areas (Site organisation; Construction materials; Understanding of mechanical/architectural/static/electrical plans; Quantities measurement and Costing; Purchase, Receive and Store of materials; Supervision of work/workplan/timeplan; Personnel management/delegation; Teamleading; Quality assurance; Time management; Machinery management; Resources management; Collaboration with engineers and other supervisors; Control of all subcontractors; Health and safety in work environment; Contracts and other Legal issues) 1 optional task area out of 2 (Use of Computers, English technical terminology)
Duration of learning /assessment	Five meetings of 3 hours each
Assessment and awards (in English and Greek)	Groups of 3 candidates are assessed by observation while working by two assessors (internal assessor and external assessor). Methods of Assessment: Observation in real working conditions either in simulation conditions, Oral questions during the observation, Written test, Personal Interview, Preparation and presentation of a case study. Award of a Certificate of Vocational Qualification (Πιστοποιητικό Επαγγελματικού Προσόντος). A supplement (Συμπλήρωμα) is also provided

	with the specific task areas of the assessment.
ISCED 2011	
Progression routes – connectivity	The certified person in Construction Management/supervision , Level 4 can proceed further to other qualifications provided he satisfies the relevant criteria.
Labour market	Construction Site Manager
Quality assurance	Candidates , assessors, centres, standards and procedures are approved by given quality criteria. Every assessment procedure is verified by a verifier and is subject to spot check by an HRDA officer.
Legal basis; curricula	Human Resource Development Law of 1999 to 2007
CYQF/EQF level	Level 6
Summary of reasons for the level allocation	The candidate is expected to have: • Advanced knowledge of a field of work of study involving a critical understanding of theories and principles. • Advanced skills demonstrating mastery and innovation required to solve complex and unpredictable problems in a specialiSed field of work or study. • Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts

ANNEX 3

Example of a curriculum for levels 2, 3 & 4

<table>
<tr><td colspan="3">MODERN GREEK LANGUAGE – GYMNASIUM YEAR 3
COMPREHENSION – PRODUCTION OF WRITTEN LANGUAGE
ARGUMENTATIVE NARRATIVE</td></tr>
<tr><td colspan="2">SUCCESS INDICATORS

GENERAL SPECIFIC</td><td>COMPETENCE INDICATORS

CURRICULA</td></tr>
<tr><td colspan="3">Comprehension</td></tr>
<tr><td rowspan="2">A. Students understand argumentative narrative, integrated in various genres / textual types, in which opinions and judgments on various issues are</td><td>The Students: A.I. Understanding the meaning of a text, placing it in the communicative and sociocultural context.</td><td></td></tr>
<tr><td>A.I.1. Reading silently or aloud, with fluency and expressiveness</td><td>A.I.1.1. Correct articulation of sounds, words, phrases

A.I.1.2 Understanding the meaning of words as an auxiliary element for reading fluency

A.I.1.3. Function of punctuation: full stop, comma, semicolon, exclamation mark, question mark, etc.</td></tr>
</table>

supported / contradicted.		**A.I.1.4.** Intonation, volume, voice fluctuation, reading rate, depending on the genre
	A.I.2. Indicating the general topic of the text, connecting textual and non-textual elements	**A.I.2.1.** Placing the particular aspect of the text's topic in the broader subject area to which it belongs. **Indicatively:** Greek Language and Languages of the world, Greece - Cyprus - unredeemed Hellenism, racism, peace - war, universal values, drama and current affairs **A.I.2.2**. **Textual elements,** indicative and depending on the genre: • **Title / Subtitle** • Literal, metaphorical, symbolic • **Subtitle:** • Completion/ clarification of the title • Non-linguistic elements, *see A.I.5.1. A.I.5.4* **A.I.2.3.** Non-textual, see A.I.3.2. – A.I.3.3
	A.I.3. Identifying the communicative and sociocultural context	**A.I.3.1. Genre–basic characteristics –functions** **A.I.3.2.** factors of communication - transmitter, receiver, message - communicative circumstance - medium - communicative conditions

		A.I.3.3. Background information of the text**:** information about the writer, the wider historical - social - political - cultural context of its time , factual reports about space - time – persons - events
	A.I.4. Identifying information, assessing and perceiving the central meaning/context of the text (by applying reading comprehension strategies) and understanding the value of objective documentation as opposed to everyday speech.	**A.I.4.1.** Comprehension strategies to distinguish basic/secondary information, for example: • Taking notes, underlining/highlighting (during active listening) • Closed questions (e.g. recall information) and open questions (e.g. evaluation/comparison of information) • • Multiple readings (i.e.: silent selective reading, aloud reading, second reading) • Narration of content • Written / oral summary focusing on external and internal components • Concept maps and mental images (examples - creation) **A.I.4.2.** Focal points on discerning basic / secondary information • Textual types that might co-exist in the text • Thematic vocabulary and / or specialised terminology - Words /

		phrases - keys • Conceptual thematics - Thematic axes/ Thematic titles • – Paragraphs of each section - Components of each paragraph – Thematics of paragraphs, side headings **A.I.4.3.** Skills for linguistic normalization of the text • Contextual, etymology, synonyms - antonyms • Use of dictionaries and reference sources **A.I.4.4.** . Relationship of information in order to assess the central meaning/context (agreement / contradiction), documentation, justification, acceptability • • Methods of persuasion (indicative): a. Appeal to logic (arguments, evidence, description, narration) b. Appeal to emotion (narrative description of events / situations, etc.), c. Appeal to authenticity (words of great thinkers), d. Appeal to the speaker's ethos (projecting the virtues of the author), e. Attack on the opponent's ethos (projecting the negative aspects of an opponent's personality)

		• **• Differentiation of concepts: event, comment, opinion/view,** • **• Interconnection of concepts: opinion/view - argument** • **• Definition - Structure - Accuracy - Validity - of the argument and other evidence material** **A.I.4.5** **Concepts:** accuracy, reliability, conceptual map, mental image, synonyms, antonyms.
	A.I.5. Taking advantage and integrating the non-linguistic elements for an appropriate reception of the meaning of the text.	**A.I.5.1** Multimodality - text visualisation - Images, photographs, drawings, various graphs etc. and their informative/emotional/ideological connotations **A.I.5.2**. Colors, size and type font. **A.I.5.3.** Layout and relationship of linguistic / non-linguistic elements in the space **A.I.5.4. Concepts,** indicatively and in accordance with the genre: foreground, background, opinion/view, perspective
		A.I.6.1. Types of narrative and genre,

	A.I.6. Drawing conclusions about the meaning with reference to the purpose and type of the text	interactive relationship between receptor/narrator and receiver/reader, subject, occasion of communication. **A.I.6.2** A.I.6.2. Detection methods of type of narrative: Vocabulary, figures of speech, syntax, indictments, use of specific verbal pronoun, linguistic / non-linguistic choices. **A.**I.6.3. Possible purpose: information, persuasion, accommodate practical needs etc. **A.I.6.4.** Detection means of the objective: the title, place - time - means of text publication, the opinion/view expressed / supported, vocabulary, syntax, type of narrative, possible explicit statements in the text. A.I.6.5. Concepts: Type of narrative, personal narrative, third person narrative, third-eye narrative etc.
	A.I.7. **Developing personal / critical perspective on the views of the text.**	**A.I.7.1.** Stance/Views?/ contrasts displayed in the same text arguments - counterarrangements A.I.7.2. Stance/Views ?/ contrasts in a specific group of texts arguments - counterarrangements

		A.I.7.3. Stance/Views? / contrasts in text – reader's arguments - counterarrangements **A.I.7.4.** **A.I.7.4.** Free investigation (interdisciplinary project, library study, educational fieldtrips, interviews, ICT, use of sources, etc.)
	A.II. Understanding of the format of the text through the organisation of speech on a level of text, clauses and word	
	A.II.1.Identifying and understanding the organisation of speech, both on a text and a paragraph level as far as the kinds of arguments employed are concerned, in a variety of textual	**A.II.1.1.** External components: A. Introduction (stance/view on a subject) B. Data (use of arguments and evidence in support of the stance/view) C. Refutation (contradiction of the opposite positions -

	genres	counterarguments) D. Ending (final stance/view - conclusion - requirements - conditions applied to this stance/view. Reformulating/ repeating the opinion/view) Structural parts of a text / speech of persuasion A.II.1.2. Internal components: logic, spatial, chronological order, sequence, completeness, coherence and consistency (see Argumentative Narrative, Gymnasium Year 1). **A.II.1.3.** with emphasis put on the use of connecting words / phrases: indicating relative importance: also, therefore, naturally, of course expressing possibility: may/might, could, possibly, I think, I guess expressing ethics: must, have to, need to, be allowed to, be necessary to
	A.II.2. Identifying and possessing the knowledge to assess expressive	**A.II.2.1. Expressive means** • Rhetorical questions • Figures of speech related to the change

	and other language means that support the argumentation	of the order of the terms of the sentence/clause - Parallelism (repetition of a structure as well as adding to it new features) - Paraphrasing (repetition of content and its rendering with different expressions) Use of (inversions) scheme of contrast - **A.II.2.2. Language elements** (indicatively): Avoid polysemy- precise use of key concepts, text with long sentences - dense language, dominant definitive indictment and significant presence of potential indictments. Use of noun phrases rather than verbal so as to thicken information and present it in a more objective light (onomatopoeia).

	A.II.3. **Understanding the meaning of words through their words to create mechanisms both in Greek and in foreign languages, using verbal components of Ancient Greek and through hyponymy.**	**A.II.1.: Hyponymy – Superordinate** Definition - meaning **A.II.2.** Verbal components of Ancient Greek to create words of both Greek and foreign languages - Roots, prefixes, suffixes (Examples: -anthrop, dem, philo, phil- a, an, micro, bio)
	A.II.4. **Identifying and assessing the way in which morphosyntactic phenomena construct meanings and shape the style of argument.**	**A.II.4.1.** Subordinate adverbial clauses: Causal, Final, Conditional (with Hypothetical results in the present/future/past), Consecutive, Adversative Clauses. • Meaning: Declaration of cause, purpose, etc. • Types of Introduction:

		Corresponding links • Expressive Verbs: Tense, indictment • verbs of dependency Function: Complete the meaning of the verb of the main clause and provide information about the cause, the effect, etc. **A.II.4.2.** Links: Types, meaning, use **A.II.4.3.** Direct and indirect speech **A.II.4.4.** Pronouns • Form: • Types: all (focusing on referential and reflexive), Meaning, Declension • Operation See DESCRIPTION B Gymnasium A.II.4.7. and B DESCRIPTION Gymnasium A.II.4.4.. **A.II.4.5. Verbs** • Function - Use mental verbs (I think, I believe others) to express opinions/views. - Use of Passive syntax to provide detailed and dense

		information and to present it objectively - Use of 1st person singular and 1st person plural to display intimacy between speaker and receiver
	A.III. Evaluating the text and the effectiveness of its arguments in a variety of genres.	**A.III.1. Criteria for text evaluation:** Adequacy of content, structure / organisation of the text, completeness / appropriateness of vocabulary, sufficient justification, plausible evidence, validity and accuracy of arguments, relevance of evidence - purpose – type of narrative- recipient –occasion of communication- textual genre - linguistic / non-linguistic options
B. Production		
Students produce arguments texts in specific genres that substantiate or refute positions /	**The students:** **B.I. Producing argumentative narrative, placing it in communicative and sociocultural context.**	**B.I.** Need for communication and action within broader learning experiences (participation in school / community social events for information, invitation, protest etc.)

views.	**B.I.1. Choosing the appropriate genre for each Communication need.**	**B.I.1.1.** Variety of textual types with specific functions that could support the specific communication need (i.e.: article, speech) – their rules, conventions and techniques.
	B.I.2. Choosing the important information in order to decide which they will develop more, which less and which they will choose to omit so that each one serves its purpose	**B.I.2.1. content Basic - secondary information / ideas about the particular aspect of the subject, as determined by the communicational need.** **B.I.2.2. a.Outline: Set an objective, generating ideas, organization** **b. Recording** **c. Development**
	B.I.3. **Deciding on ways and means of persuasion to use in their text appropriate to the context, the recipient, the occasion of**	**B.I.3.1.** **Ways and means of persuasion, arguments and other documentation, (see A.I.4.4)**

	communication and the purpose.	
	B.I.4. Forming the appropriate type of narrative.	**B.I.4.1.** Type of narrative, (see A.I.6.1. - A.I.6.3.)
	B.I.5. Using appropriate thematic vocabulary or/ and specialized terminology	**B.I.5.1.** Vocabulary, (see A.I.4.2.)
	B.II. Organising the written language (concerning the text, clause and words)	
	B.II.1. Organizing the written word on the level of text and the level of paragraph, following the structure of the	**B.II.1.1.** External and internal components, (see A.II.1.1.- A.II.1.2.)

	argument.	
	B.II.2. Making use of the appropriate linguistic and non-linguistic elements in their arguments in a documented and persuasive manner.	B.II.2.1. Expressive means and language elements (see A.II.2.1.- A.II.2.2.) B.II.2.2. Grammatical-syntactical options (see A.II.4.1. - A.II.4.5.) B.II.2.3. Non-linguistic elements (see A.I.5.1.)
	B.III. Judge, evaluate and improve the text produced	**B.III.1.** Text Evaluation criteria: Spelling, punctuation, syntax, content adequacy, structure / organisation of text, completeness / appropriateness of vocabulary, coherence of purpose - style – occasion of communication - linguistic / non - linguistic elements **B.III.2.** Effectiveness of the text based on the use of evidence: sufficient justification, plausible evidence, validity and accuracy of arguments, relevance of evidence - style - recipient - occasion of communication

		- textual genre - linguistic / non-linguistic options. B.III.3. Reformulating an improved text-based on evaluation axes V.III.1. and B.III.2.

ANNEX 4

EVIDENCE OF NQF/EQF COMPARISON

Example 1

Level 1

Example	Elementary school leaving certificate-awarded to graduates of 7th and or 8th class
Entry Requirements:	Compulsory Education-Completion of the pre-primary education
Expected Learning	See Level descriptors of LEVEL 1
Duration of learning	Six years
Assessment and awards (in English and	Formative-ongoing through tests
ISCED 2011	ISCED 1-6 GRADES
Progression routes –	Level 2, Compulsory Lower Secondary Education Certificate-9th Class
Labour market	Not Applicable
Quality Assurance	Ministry of Education and Culture audits through the Senior Educational Officers on a monthly basis
Legal basis; curricula	Yes
CYQF/EQF level	Level 1
Summary of reasons for the level allocation	The EQF Level 1 descriptor guidelines fit on the CyQF level descriptors of Level 1-see analytical table for LEVEL 1

Example 2

Level 2

Example	Compulsory Lower Secondary Education Certificate-9th Class
Entry Requirements:	Compulsory Education-Elementary School Leaving Certificate and/or Graduates of 7th and/or 8th Class
Expected Learning	See Level descriptors of LEVEL 2
Duration of learning	Three Years
Assessment and awards (in English and	Formative-ongoing through tests and middle of the year exams
ISCED 2011	ISCED 2-6 GRADES
Progression routes –	Level 3, Lower Secondary Education Certificate-10th Class
Labour market	Not Applicable
Quality Assurance	Ministry of Education and Culture audits through the Senior Educational Officers on a monthly basis
Legal basis; curricula	Yes
CYQF/EQF level	Level 2
Summary of reasons for the level allocation	The EQF Level 2 descriptor guidelines fit on the CyQF level descriptors of Level 2-see analytical table for LEVEL 2

Example 3

Level 3

Example	Lower Secondary Education Certificate-10th Class
Entry Requirements:	Compulsory Lower Secondary Education Certificate 9th Class
Expected Learning	See Level descriptors of LEVEL 3
Duration of learning	One Year
Assessment and awards (in English and	Formative-ongoing through tests and middle of the year exams
ISCED 2011	ISCED 2A-7 GRADES
Progression routes –	Level 4, Upper Secondary General Education Certificate (12th Class) (APOLYTERION) and Upper Secondary Technical and Vocational
Labour market	Yes-non skilled professions
Quality Assurance	Ministry of Education and Culture audits through the Senior Educational Officers on a monthly basis
Legal basis; curricula	Yes
CYQF/EQF level	Level 3
Summary of reasons for the level allocation	The EQF Level 3 descriptor guidelines match on the CyQF level descriptors of Level 3-(see analytical table for LEVEL 3)

Example 4

Level 4

Example	Level 4, Upper Secondary General Education Certificate (12th Class) (APOLYTERION) and Upper Secondary Technical and Vocational
Entry Requirements:	Lower Secondary Education Certificate 10th Class
Expected Learning	See Level descriptors of LEVEL 4
Duration of learning	Two Years
Assessment and awards (in English and	Formative-ongoing through tests and middle of the year exams
ISCED 2011	ISCED 3A-7 GRADES
Progression routes –	Level 5A-Post Secondary Education Certificates (1 year program) Level 5B-Post Secondary Certificate and Diplomas (2 year programs)
Labour market	Yes (generic professions and skilled professions that are taught in the Upper Secondary Technical and Vocational Education
Quality Assurance	Ministry of Education and Culture audits through the Senior Educational Officers on a monthly basis
Legal basis; curricula	Yes
CYQF/EQF level	Level 4
Summary of reasons for the level allocation	The EQF Level 4 descriptor guidelines fit on the CyQF level descriptors of Level 4-(see analytical table for LEVEL 4)

Example 5

Level 5

Example	Level 5A-Post Secondary Education Certificates (1 year program) Level 5B-Post Secondary Certificate and Diplomas (2 year programs)
Entry Requirements:	Level 4, Upper Secondary General Education Certificate (12th Class) (APOLYTERION) and Upper Secondary Technical and Vocational
Expected Learning	See Level descriptors of LEVEL 5
Duration of learning	One, Two and Three Year programs
Assessment and awards (in English and	Formative-ongoing through tests and middle of the year exams
ISCED 2011	ISCED 5A
Progression routes –	Bachelors Degree (PTYCHION)
Labour market	Yes
Quality Assurance	Ministry of Education and Culture audits through the Senior Educational Officers on a monthly basis and through the Quality Assurance program of
Legal basis; curricula	Yes
CYQF/EQF level	Level 5
Summary of reasons for the level allocation	The EQF Level 5 descriptor guidelines fit on the CyQF level descriptors of Level 5-(see analytical table for LEVEL 5)

Example 6

Level 6

Example	Bachelors Degree-PTYCHION
Entry Requirements:	Level 5A-Post Secondary Education Certificates (1 year program) Level 5B-Post Secondary Certificate and Diplomas (2 year programs)
Expected Learning	See Level descriptors of LEVEL 6
Duration of learning	Maximum of Four Years
Assessment and awards (in English and	Formative-ongoing through tests and middle of the year exams and through the Quality Assurance programs of each Institution
ISCED 2011	ISCED 5B
Progression routes –	Bachelors Degree (PTYCHION)
Labour market	Yes
Quality Assurance	Ministry of Education and Culture audits through the Senior Educational Officers on a monthly basis and through the Quality Assurance program of
Legal basis; curricula	Yes
CYQF/EQF level	Level 6
Summary of reasons for the level allocation	The EQF Level 6 descriptor guidelines fit on the CyQF level descriptors of Level 6-(see analytical table for LEVEL 6)

Example 7

Level 7

Example	7A-Post Graduate Certificate 7B-Post graduate Diploma/Post graduate Certificate
Entry Requirements:	Bachelors Degree
Expected Learning	See Level descriptors of LEVEL 7
Duration of learning	Maximum of Two Years
Assessment and awards (in English and	Formative-ongoing through tests and researches and through the Quality Assurance programs of each Institution
ISCED 2011	ISCED 6
Progression routes –	Doctoral Degree
Labour market	Yes
Quality Assurance	Through the Quality Assurance program of each Institution
Legal basis; curricula	Yes
CYQF/EQF level	Level 7
Summary of reasons for the level allocation	The EQF Level 7 descriptor guidelines fit on the CyQF level descriptors of Level 7-see analytical table for LEVEL 7

Example 8

Level 8

Example	Doctoral Degree
Entry Requirements:	7A-Post Graduate Certificate 7B-Post graduate Diploma/Post graduate Certificate
Expected Learning	See Level descriptors of LEVEL 8
Duration of learning	Maximum of Four Years
Assessment and awards (in English and	Formative-ongoing through tests and researches and through the Quality Assurance programs of each Institution
ISCED 2011	Not Applicable
Progressio n routes –	Not Applicable
Labour market	Yes
Quality Assurance	Through the Quality Assurance program of each Institution
Legal basis; curricula	Yes
CYQF/EQF level	Level 7
Summary of reasons for the level allocation	The EQF Level 8 descriptor guidelines fit on the CyQF level descriptors of Level 8-see analytical table for LEVEL 8

ANNEX 5

Comments from our International Expert John O' Connor

John O'Connor, Head of Qualifications and Skills Policy Quality and Qualifications Ireland. July 2016

Criteria and procedures for referencing national qualifications levels to the EQF.

1. The responsibilities and/or legal competence of all relevant national bodies involvedin the referencing process, including the National Coordination Point, are clearly determined and published by the competent public authorities.

The role separation between the National Committee for the development of the CyQF, its delegated Working-Committee, the EQF-NCP for Cyprus and the Council of the CyQF, is not clear. For example, the role of the National Committee is not apparent in the report. The Council of the CyQF is described as an advisory body but it is not clear to whom it provides advice and how such advice is acted upon. Essentially the report could add more about how decisions concerning the development and implementation of the CyQF have been managed to date and are intended to be managed in the future.

2. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the European Qualifications Framework.

The report could benefit from a greater elaboration of the process involved in demonstrating the relationship between qualifications levels of the CyQF and the EQF. The second paragraph on page 97 of the report suggests the process that took place but the report provides far too little detail on this process, for example the number of meetings and activities, participants, reports from international experts, detail of issues that arose and how they were progressed. We have seen from many EQF referencing reports that the process of engagement and the quality and intensity of such engagement is central to understanding the linkages between NQFs and EQF.

3. The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems.

The position as set out on page 5 of the report indicates that the CyQF is not based on learning outcomes, at least for qualifications outside of higher education… 'However all other subsystems of the existing National Qualifications System of Cyprus will have to be revised, since they are not based on learning outcomes but mainly on inputs' This statement seems at odds with the response to this Referencing Criteria presented on page 100 of the report which suggests a more positive assessment of the stage of learning outcome implementation within the national qualifications system.

Material presented on page 57 of the report in connection with the validation of non-formal and informal learning should be presented as evidence of progress towards demonstrating this criterion.

4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are
transparent.

Some questions arise here – What qualifications not awarded based on Cyprus laws will be included in the CyQF? Who will have oversight of the register of qualifications mentioned on p 102? How is governance of the register going to be operated in the context of agencies and networks relevant to criteria 1 above and national quality assurance arrangements for qualifications in Cyprus?

The lengthy detail on the promotion of lifelong learning in Cyprus, while no doubt an important part of the context for CyQF development, does not seem relevant to present under this criterion.

5. The national quality assurance system(s) for education and training refer (s) to the national qualifications framework or system and are consistent with the relevant European principles and guidelines (as indicated in annex 3 of the Recommendation).

While the intention is clear, the report offers little evidence that national arrangements for quality assurance currently operate consistent with relevant European principles and guidelines. A gap analysis between national arrangements and relevant European standards would be helpful in this regard.
The proposed establishment of the Agency of Quality Assurance, Accreditation and Recognition of qualifications in Higher Education, is of interest in this regard.

6. The referencing process shall include the stated agreement of the relevant quality assurance bodies.

While page 111 indicates that the relevant QA agencies 'were asked for their comments on the results of the referencing process during the consultation process and for their formal approval after the referencing conference' and page 114 reports that 'these institutions, after reading the report, submitted some suggestions which were included in the text of the report' the reader is still left without confirmation that the relevant agencies have actually endorsed the report.
It would be helpful to know much more about the involvement of the quality assurance bodies in the process of developing the CyQF and their actual and anticipated role in the implementation of the CyQF.

7. The referencing process shall involve international experts.

The role played by the international experts should be clearly explained and their viewpoints should be clearly visible in the report. International experts provide an important quality assurance role to EQF referencing processes and they can assist in enhancing the transparency of a NQF to people not familiar with a national education, training and qualifications system. Reports and

comments made by International experts should be attached to EQF-referencing reports.

8. The competent national body or bodies shall certify the referencing of the national qualifications framework or system with the EQF. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria.

Not Applicable as yet

9. The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to completed referencing reports.

Not applicable as yet

10. Following the referencing process, and in line with the timelines set in the Recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

The commitment to include EQF level on transcripts and certifications awarded by public education and training institutions in Cyprus is welcome. What plans if any are in place for similar visibility in Europass documents?

The suggestion that 'Level rating of all courses provided by public education and training institutions will be agreed upon between these Institutions and Ministry of Education and Culture (as NCP)' is perhaps surprising and warrants further explanation, particularly as this function would appear to be relevant to the implementation of criteria 4 on the inclusion of qualifications in the CyQF.

John O'Connor, Head of Qualifications and Skills Policy Quality and Qualifications Ireland. July 2016

ANNEX 6

Comments from our International Expert Edel Cedar

Ministry of Education and Employment-Malta (October 2016)

p. 6: Here you have mentioned that you award students a professional Certificate which entitles students to enter the labour market as semi-skills workers. Are there any plans to peg this to the national qualifications framework?

p.8: How will the candidates acquire a qualification through informal and non-formal learning? What process is being used?

Pp 9 - 10: On quality Assurance. Will the quality assurance take into consideration the standards established in the European Standards and Guidelines as proposed in the revised EQF recommendation? Also will the quality Assurance system include student support?

p.66: On goals and challenges are there any target dates which indicate when the goals will be achieved or any measure which show how the challenges will be addressed?

p.78: On the shift to learning outcome, how will this shift take place? Who are the stakeholders involved? Are there any timeframes when this shift will take place?

pp.92 - 93: How are students represented in this?

p.96: How will this flexible and gradual implementation of the CyQF be implemented?

p.113: How will you ensure that the agency will be eligible for the membership in EQAR?

P.135: Please review the table heading

General note: please indicate which abbreviation either: CQF or CyQF will be used

consistently throughout the document.

The report is a well grounded theoretical document. It shows the rigorous research which is being undertaken in order to ensure that there is a smooth transition to a national qualification framework based on learning outcomes approach. It highlights the challenges being faced to ensure that the process is transparent and quality assured. This is shown through the intention of merging four institutions into one entity which will be entrusted with quality assurance, accreditation and recognition of qualifications. Having such an establishment in place ensures that the processes of quality assurance, accreditation and recognition are more readable and transparent both at a national and international level. The document makes constant reference to the ESG, with the new EQF recommendation the QA criterion is also close to the ESG, it is suggested that more focus on how these standards and guideline will be implemented at a national level is given in the report.

t: +356 23810201 e: angelique.grech@gov.mt | www.education.gov.mt
MINISTRY FOR EDUCATION AND EMPLOYMENT

ANNEX 7

GLOSSARY TERMINOLOGY

Accumulation and transfer of qualifications

Accumulation and transfer of qualifications means that training programmes of parts (units) of programmes are interchangeable or can replace each other and that and tha validated learning outcomes can exempt a person of whole or part of a training programme. Accumulation and transfer of qualifications require that learning outcomes acquired in different contexts and at a different times are compared as regards equivalence and relative value.

Accreditation of programmes and institutions

The process of accrediting an institution of education and training, a programme of study, or a service, showing it has been approved by the relevant legislative and professional authorities by having met predetermined standards.

Apprenticeship

It is the systematic, long term training alternating periods at the workplace and in an educational institution or training center. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Assessment

The sum of methods and processes used to evaluate the attainments (knowledge, know-how, skills and competences) of an individual, and typically leading to certification.

Awarding Body

An awarding body issues qualifications (certificates or diplomas) formally recognising the achievements of an individual, following a standard assessment procedure

Bologna Process

The Bologna process initiated by the Bologna Declaration of European Ministers of Education on 19th of June 1999 in a commitment by all EU Member States to harmonise the architecture of the European Higher Education system by improving external recognition and facilitating student mobility as well as employability.

Certificate/Diploma

An official document issued by an awarding body which records the achievements of an individual following the successful completion of a training program of a course of studies

Competence

Competence is a proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF competence it is described in terms of responsibility and autonomy

Comparability of Qualifications

The extent to which it is possible to establish parity of esteem between the level and content of all formal qualifications at sectoral, regional, national or international levels.

Continuing Education

Education and training after initial education or entry into working life aimed at helping individuals to: improve or upgrade their knowledge and/or skills, acquire new skills for a career move or retraining, continue their personal or professional development

Copenhagen Declaration

The Copenhagen Declaration of the European Ministers of Vocational Education and Training and the European Commission convened in Copenhagen on the 29th and 30th of June 2002 is a declaration on enhanced European co-operating in vocational Education and Training

Credits

Credits are one of the tools designed to facilitate the implementation of credit transfer systems at National and European Level. They are used by authorities, education and training providers, competent bodies and learners to support arrangements for accumulation and recognition of learning outcomes towards a qualification and for trans-national mobility. Credits area located to the qualifications and to the units of which a qualification is made up

Curriculum

A set of actions followed when setting up a training course; it includes defining training goals, content, methods and material, as well as arrangements for training teachers and trainers

Employability

The combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during career

EQF

EQF stands for the European Qualifications Framework which is a meta-Framework to support translation and communication between national qualifications systems and Frameworks

Formal Learning

Learning that occurs in an organised and structured environment (in a school/training centre or on the job) and is explicitly designated as learning in terms of objectives, time or resources. Formal learning is intentional from the learners' point of view. It typically leads to certification

Human Capital

Knowledge, skills, competences and attributes embodied in individuals that facilitate personal, social and economical well-being

Informal Learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learners' perspective. It typically does not lead to certification

Initial Education/Training

General or Vocational Education carried out in the initial education system, usually before entering working life.

Key Competences

The knowledge, skills and competences needed to function in contemporary society e.g. listening, speaking, reading, writing, digital competence and mathematics among others.

Knowledge

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

Knowledge Society

A knowledge society processes and practises are based on the production, distribution and use of knowledge.

Learning

Learning is a process by which individuals acquire and assimilate information, ideas and values as well as practical and cognitive skills and other personal and social competences. They learn through personal reflection and reconstruction and through social interaction. This process takes place in formal, non-formal and informal learning setting.

Learning Outcomes

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process

Level Descriptors

Level descriptors express the level of knowledge, skills and competences in relation to higher or lower levels of achievements by the individuals.

Lifelong Learning

The rationale behind lifelong learning is continuous personal and professional development, with no age limit.

National Qualifications System

Qualifications systems include all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent.

Meta-Framework

A meta-framework like the EQF is a classification instrument for levels of qualifications designed to act as a translation device between different national and sectoral qualifications systems. For this purpose, the criteria for levels in a meta-Framework are written in a highly generalised form and the EQF does not take over any of the established roles of national systems.

Mutual Trust

Mutual trust is a term used in the context of qualifications to indicate quality assurance support measures and accountability in the awarding of certificates, diplomas and degrees.

Non-formal learning

Learning which is embedded in planned activities not explicitly designated as learning but which contain an important learning element. Non-formal learning is intentional from the learners' point of view. It normally does not lead to certification.

Programme

An inventory of activities, learning content and/or methods implemented to achieve education or training objectives, organised in a logical sequence over a specified period of time.

Quality Assurance

A transparent and clearly defined process to assure that quality education and training and quality deliverables will be built in institutions, training programmes and programmes of studies before the work is done.

Qualification

A qualification is achieved when a competent body determines that an individual has achieved learning outcomes to given standards. A qualification is a formal outcome of an assessment and validation process.

Qualification Framework

A qualifications framework provides a system of coordination and for comparing qualifications by relating qualifications to each other, for promoting the quality of education and training provisions for establishing standards of knowledge, skills and wider competences and for introducing and maintaining procedures for access to learning, transfer of learning and progression in learning. The scope of the framework may be comprehensive of all learning achievement and pathways in a country or may be confined to a particular sector.

Recognition

Formal recognition is the process of granting official status to skills and competences either through the award of certificates or through the grant of equivalence, credit units, validation of gained skills and/or competences. Social recognition is the acknowledgement of the value of skills and/or competences by economic and social stakeholders such as employers or national or international institutions.

Referencing Process

The referencing process involves the alignment of the levels of the NQFs to the EQF. This alignment involves the comparison of the level of difficultly establishment by the

learning outcomes detailed at the level descriptors of the two (or more) frameworks with which the NQF is aligned.

Regulated Profession

Professional activity or group of professional activities and the practice of which is directly or indirectly subject to legislative, regulatory or administrative provisions concerning the profession of specific professional qualifications.

Retraining

Retraining is a kind of training that enables the individuals to acquire new skills giving access either to a new occupation or to new professional activities.

Sector

A sector is a range of professional activities on the basis of their main economic activity, product, service or technology or as a transversal professional category.

Sectoral Qualifications System

A sectoral "Qualifications Framework" is defined as the structures and rcesses established by a sector for the development and implementation of qualifications, including institutional arrangements, quality assurance, assessment and awarding procedures, skills recognition and other mechanisms that link education and training to the labour market.

Skills

A skill is the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Social Partners

Social partners include employers associations and trade unions forming the two sides of social dialogue.

Stateless Qualifications

International awards including degree programmes governed by non unitary state educational institutions through interstate relations such as the United Nations or inter-governmental organisations.

Translation Device

In the context of qualifications, the term is used to denote the language or methods or verifying the equivalence between one qualification and another. An NQF for

example is a translation device to verify whether one qualification carries the same weight of another in terms of content, level of education and training and assessment.

Transparency of Qualifications

Qualifications are transparent if their value is readable by, comparable and transferable to other frameworks: sectoral regional, national or international. Transparency gives trans-national value to qualifications.

Validation

The process of assessing and recognising a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities.

Valuing Learning

All learning is valued when there is the recognition of achievement in form al or non formal learning.

ANNEX 8

ROAD MAP CyQF Implementation

Work Package 1-Implementation, Dissemination and Evaluation

- Preparation of the CyQF Booklet with all information on the CyQF, the Referencing to the EQF and its benefits to the Society of Cyprus **(Ready)**
- Printing of the Booklet and circulation to all Stakeholders and their members (Schools, Students, Colleges, Universities, Employers, Employees, Unions etc. **(End of February 2017)**
- Announcement of the Registry of CyQF allocation by the Government **(End of February 2017)**
- Communication Campaign in Social Media through the Website and Facebook of the Ministry of Education and Culture **(End of February 2017)**
- Press conference of the Minister to all Cyprus TV Channels **(Beginning of March 2017)**
- Implementation of CyQF (**September 2017)**
- Consultation and evaluation of the implementation with the stakeholders- **May-June 2018**
- Feedback and re-adjustments: (**Summer 2018)**

Work Package 2- Development of the CyQF Registry and inclusion of Qualifications in the registry

The NQF NCP mission has been to oversee and develop the National Qualifications Framework in the context of lifelong learning in cooperation with the student/candidate, employer and provider of Vocational Education and Training at all levels and in compliance with needs of society and economy. At this stage and until the implementation of the CyQF Registry, the NQF NCP also acts as the Governance Body with the responsibilities of the future developed "CyQF Registry" (end of February 2017). The Secretarial (CyQF NCP) was enhanced with two secretarial officers that support the needs of the NQF NCP.

Responsibilities of the CyQF Registry (Currently NQF NCP)

Operational responsibility for the NQF NCP is shared between the following authorised institutions:

- The Human Resource Development Authority (HRDA) for vocational and training qualifications (SVQ)
- Ministry of Education and Culture for Technical/Vocational and General Education qualifications from Primary to post Secondary.
- KYSATS, the competent authority of the Republic of Cyprus for the academic recognition of H.E. Qualifications, awarded by recognised institutions of H.E. by the competent authorities of the country they operate
- The Cyprus Agency of Quality Assurance and Accreditation in Higher Education in Cyprus
- The Agency for Validation of Non-Formal and Informal Learning (will be ready by 2018)

The procedure for registering in the CyQF is for everybody to apply to the CyQF NCP. The NCP team directs the application to one of the above bodies, which evaluates, accredits and specifies the level of the qualification within the NQF.

Ongoing Responsibilities of the CyQF NCP

- The implementation of the second milestone and including CyQF/EQF levels on certificates, diplomas and Europass Documents.
- Support to the European and International Affairs Office for the Development and Implementation of the Agency for Validation of Non-Formal and Informal Learning (deadline 2018)
- Further enhancing of the CyQF
- Further strengthening of the legal base of the CyQF

Future Actions of the CyQF NCP

- Development of "CyQF Guidelines Handbook". This handbook will include the guidelines, criteria and procedures for the inclusion of qualifications in the National Registry **(May 2017)**

- Development of the IT infrastructure to support the CyQF Registry and the qualifications inclusion **(May 2017)**
- Revision and development of new qualifications on the CyQF **(Sep 2017)**

Work Package 3- Quality Assurance Mechanisms

All quality assurance mechanisms of the above institutions are well covered in the Referencing Report

- HRDA (p. 67)
- MOEC (p. 25-44)
- KYSATS (p.145)
- CAQAAHE (p. 79-84 and 145)
- VNFIL (p. 139-140)

Participation in the EQF-AG will help the CyQF NCP to align Cyprus Quality Assurance Mechanisms with European Standards.

Work Package 4- Implementation of Learning Outcomes

There is a Committee at the Ministry of Education and Culture (SEAP-Syntonistiki Epitropi Analytikon Programmaton- Advisory Committee for the Implementation of Curricula, Assessment and Teaching) which is responsible for the implementation of all Learning Outcomes in all grades in formal education NQF Levels 1 to 4. (p.72-84)

Responsibilities of SEAP

- Analysing and implementing learning outcomes in different subsystems
- Developing guidelines on learning outcomes and dissemination
- Implementing learning outcomes in standards, curricula, assessment and teaching
- Capacity building of all stakeholders

Work Package 5 - Validation of non-formal learning

- Detailed analysis of the project (pages 139-140 Referencing Report)
- Development of guidelines on validation of non-formal and informal learning **(June 2018)**
- ESTABLISHMENT of the Agency and the Quality Assurance of VNFL **(June 2018)**
- Implementation of validation arrangements **(JUNE 2018)**