

**I N T E R I M   R E P O R T**

of the

**National Committee and Working Committee on the**  
**Development and Establishment of a**  
**National Qualifications Framework in Cyprus**

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## **1. Introduction**

The development and recognition of citizens' knowledge, skills and competence 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 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.

## **2. European Qualifications Framework**

The European Parliament and the Council of the European Union, based on the above conclusions and resolutions, 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 (**Appendix 1**) 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, 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.

### **3. 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.

## **4. Establishment of a National Qualifications Framework in Cyprus**

### **4.1 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 Board of Ministers, with the Decision number 67.445 of the 9<sup>th</sup> 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.

#### **4.2 The existing National Qualifications System of Cyprus and the new approach**

In Cyprus, compulsory education lasts for ten years and covers pre-primary education, primary education and lower secondary education in the gymnasium. Upon successful completion of lower secondary education, pupils receive a certificate, which is a prerequisite for entry to upper secondary general education and upper secondary technical and vocational education programmes.

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 School (upper secondary technical education).

Upon completing upper secondary education successfully and taking the 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 be accepted in public institutions of 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 when they finish the third year of gymnasium and also dropouts from the formal education system. The Scheme is run jointly by the

Ministry of Education and Culture and the Ministry of Labour and Social Insurance. The programme lasts for two years and combines general education and vocational training 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. 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.

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 four private universities and several private institutions.

Finally, the Human Resource Development Authority approves and subsidises multi-company initial training programmes organised in cooperation with training institutions, enterprise-based initial training and the practical training of pupils of certain specializations in public secondary technical and tertiary education institutions. These programmes are directed towards individuals who have completed upper secondary education successfully.

The above description of the existing National Qualifications System of Cyprus is presented in Appendix 2.

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.

First of all, each subsystem of the National Qualifications Framework should be shaped in such a way as to connect 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 should be 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 Education in Cyprus has already adopted levels 6, 7 and 8. However, all the 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 (quality of teachers, infrastructure, length of educational and training programmes and the assessment of knowledge rather than of skills and competences). As a result, curricula should be reviewed, revised and readjusted according to labour market needs and assessment should be oriented towards learning outcomes, i.e. knowledge, skills and competences.

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 future inclusion of the System of Vocational Qualifications in the National Qualifications Framework, there will be comparability and better correlation of the various qualifications, which will result in the upgrading of knowledge, skills and competences through lifelong learning.

The goal of the System of Vocational Qualifications is the upgrading of human resources through the definition 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 potential to reach a satisfactory level and achieve a certain qualification. Candidates can acquire a qualification no matter whether they acquired the necessary knowledge, skills and competences through formal, informal or non-formal learning.

#### **4.3 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.

##### **4.3.1 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



#### **4.3.1.1 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.

#### **4.3.1.2. 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.

#### **4.3.1.3 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.

#### **4.3.1.4. 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.

#### **4.3.2 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 the reform of the 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.

#### **4.3.3. 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.

#### 4.3.4 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.

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

**4.3.4.2 The flexible approach** is more likely to be based on general principles and accept that there are differences among learning styles or education and training. It cooperates with institutions of education and training and admits and respects the fact that these actually preceded the introduction of the framework.

The Rigid Approach	The Flexible Approach
<ul style="list-style-type: none"><li>• Guides the design and assurance of quality</li><li>• Has a regulatory role</li><li>• Aims at wider social achievements</li><li>• Favours the implementation of common rules and procedures for all qualifications</li></ul>	<ul style="list-style-type: none"><li>• Is based on general principles</li><li>• Communicates and allows the assumption of initiatives</li><li>• Regulates to some degree</li><li>• Accepts different approaches if necessary</li></ul>

At the first stages of the implementation of the National Qualifications Framework of Cyprus 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.

#### 4.3.5 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 connect education and training to the world of work and society and be prepared suitably in order to assure quality, assessment and qualifications awarding.

#### 4.3.6 Activities 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 was in accordance with predefined national standards.

The National Qualifications Framework of Cyprus will be based on eight reference levels. The description of each level has been based on the descriptions of the European Qualifications Framework (**Appendix 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 Qualification Framework of Cyprus must deliver benefits to end users, individuals and employers.

#### **4.3.7 Which regulations will govern its operation and who will administrate it**

Taking into account the fact that the National Qualifications Framework of Cyprus 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 do so according to the existing legislative framework that governs their operation, the introduction of legislation that will regulate the operation of the National Qualifications Framework, the referencing of the existing certified qualifications to the eight levels of the NQF, the cooperation of the Council and the National Coordination Point with the stakeholders that certify qualifications and the methodology that will be implemented when reviewing the NQF are deemed necessary.

At first, the above can be regulated with Decisions of the Council of Ministers and, at a later stage, if necessary, a legislative framework may be introduced.

#### **4.3.7.1 National Coordination Point**

The development and operation of the NQF 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 regarding the design, the implementation and the assessment of the National Qualifications Framework of Cyprus is vital. Therefore, the NCP must be designated immediately and its tasks will include the following:

1. referencing levels of qualifications within the National Qualifications System of Cyprus to the European Qualifications Framework levels described in Annex 1;
2. ensuring that a transparent methodology is used to reference the National Qualifications Framework of Cyprus to the European Qualifications Framework, in order to facilitate comparisons between them on the one hand, and ensuring that the resulting decisions are published on the other;
3. providing access to information and guidance to stakeholders on how the National Qualifications Framework of Cyprus relates to the European Qualifications Framework;
4. Promoting the participation of all relevant stakeholders, including higher education and vocational education and training institutions, social partners, sectors and experts on the comparison and use of qualifications at the European level.

#### **4.3.7.2 Council of the National Qualifications Framework of Cyprus**

The President of the Council will be the Permanent Secretary of the Ministry of Education and Culture. The Permanent Secretaries of the Ministry of Labour and Social Insurance and the Human Resource Development Authority, as well as representatives of Employers' Organizations, Employees' Organizations and the academic community

The Council will be assisted by the "Administration of the Council of the National Qualifications Framework of Cyprus", which will be staffed by officers of the Ministry of Education and Culture.

The tasks of the Council of the National Qualifications Framework of Cyprus will be the following:

- Consulting with stakeholders on NQF development and implementation
- Developing, implementing and reviewing NQF procedures
- Disseminating public information and advice on the NQF

- Advising the Ministry of Education and Culture on policy and resource implications

The Ministry of Education and Culture will represent the Council at **στην Ομάδα Εφαρμογής του Ευρωπαϊκού Πλαισίου Προσόντων** and at ENQA-VET.

## **5. Diagram of the proposed National Qualifications Framework of Cyprus**

Appendix 4 shows the proposed diagram of the National Qualifications Framework of Cyprus.

# APPENDIX 1

## DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

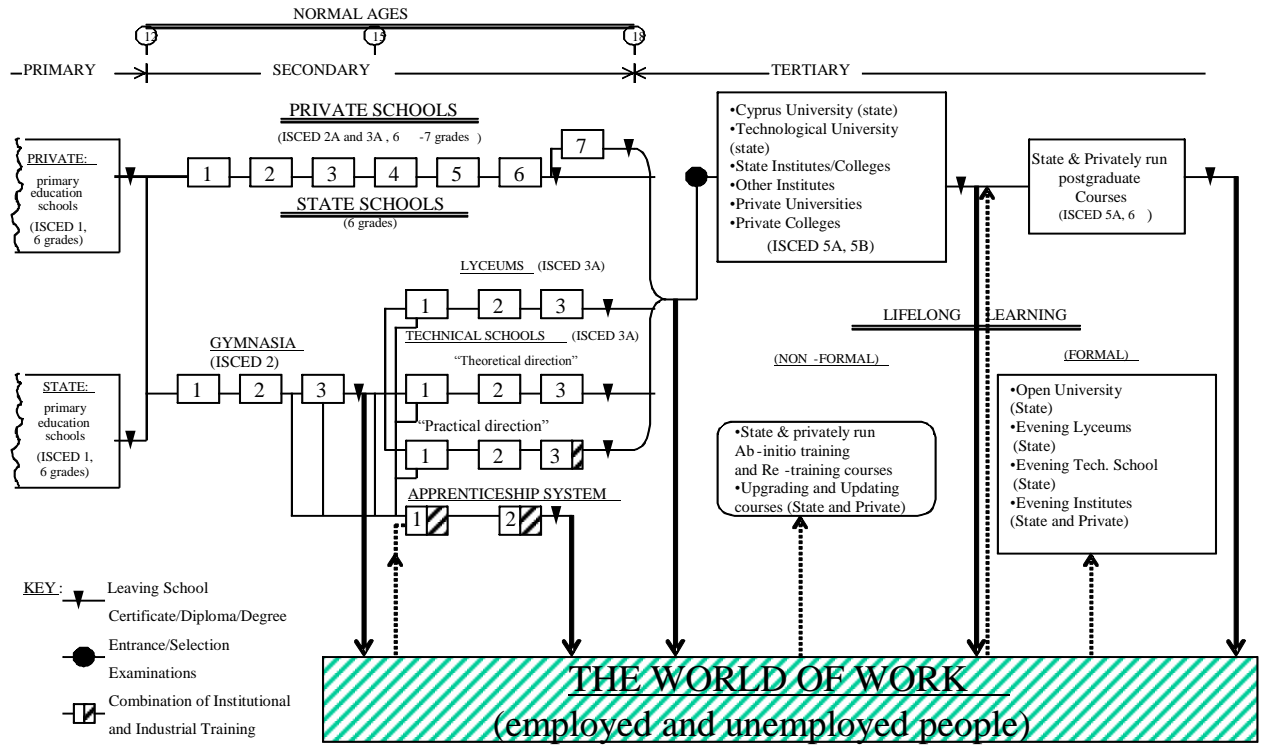
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

		KNOWLEDGE	SKILLS	COMPETENCE
		In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to <b>Level 1</b> are	<ul style="list-style-type: none"> <li>➔ basic general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>➔ basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>➔ work or study under direct supervision in a structured context</li> </ul>
LEVEL 2	The learning outcomes relevant to <b>Level 2</b> are	<ul style="list-style-type: none"> <li>➔ basic factual knowledge of a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>➔ 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</li> </ul>	<ul style="list-style-type: none"> <li>➔ work or study under supervision with some autonomy</li> </ul>
LEVEL 3	The learning outcomes relevant to <b>Level 3</b> are	<ul style="list-style-type: none"> <li>➔ knowledge of facts, principles, processes and general concepts, in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>➔ a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>➔ take responsibility for completion of tasks in work or study</li> <li>➔ adapt own behaviour to circumstances in solving problems</li> </ul>
LEVEL 4	The learning outcomes relevant to <b>Level 4</b> are	<ul style="list-style-type: none"> <li>➔ factual and theoretical knowledge in broad contexts within a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>➔ a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>➔ exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</li> <li>➔ supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li> </ul>



# APPENDIX 2

**TABLE 1: THE FORMAL AND NON -FORMAL EDUCATION AND TRAINING SYSTEM OF CYPRUS**



Note: Most of the Ab -initio, Re -training, Updating and Upgrading courses are subsidised by the Human Resource Development Authority.

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

		<b>Knowledge</b>
		In the context of EQF, knowledge is described as theoretical and/or factual.
<b>Level 1</b>	The learning outcomes relevant to Level 1 are	<ul style="list-style-type: none"> <li>• basic general knowledge</li> </ul>
<b>Level 2</b>	The learning outcomes relevant to Level 2 are	<ul style="list-style-type: none"> <li>• basic factual knowledge of a field of work or study</li> </ul>
<b>Level 3</b>	The learning outcomes relevant to Level 3 are	<ul style="list-style-type: none"> <li>• knowledge of facts, principles, processes and general concepts, in a field of work or study</li> </ul>
<b>Level 4</b>	The learning outcomes relevant to Level 4 are	<ul style="list-style-type: none"> <li>• factual and theoretical knowledge in broad contexts within a field of work or study</li> </ul>
<b>Level 5*</b>	The learning outcomes relevant to Level 5 are	<ul style="list-style-type: none"> <li>• comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</li> </ul>
<b>Level 6**</b>	The learning outcomes relevant to Level 6 are	<ul style="list-style-type: none"> <li>• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</li> </ul>

<b>Level 7***</b>	The learning outcomes relevant to Level 7 are	<ul style="list-style-type: none"> <li>• highly specialised knowledge, 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</li> <li>• critical awareness of knowledge issues in a field and at the interface between different fields</li> </ul>
<b>Level 8****</b>	The learning outcomes relevant to Level 8 are	<ul style="list-style-type: none"> <li>• knowledge at the most advanced frontier of a field of work or study and at the interface between fields</li> </ul>

**(APPENDIX 4)**

**Diagram of the National Qualifications Framework of Cyprus**

8	DOCTORAL DEGREE			8	
7	MASTER DEGREE		SYSTEM OF VOCATIONAL QUALIFICATIONS	7	
6	BACHELOR DEGREE		SYSTEM OF VOCATIONAL QUALIFICATIONS	6	
5	UNDERGRADUATE PROGRAMMES (Higher Diploma level)		SYSTEM OF VOCATIONAL QUALIFICATIONS	5	
4	POST-SECONDARY PROGRAMMES OF VOCATIONAL EDUCATION AND TRAINING		SYSTEM OF VOCATIONAL QUALIFICATIONS	4	
3	UPPER SECONDARY GENERAL EDUCATION	UPPER SECONDARY TECHNICAL AND VOCATIONAL EDUCATION	APPRENTICESHIP SCHEME	SYSTEM OF VOCATIONAL QUALIFICATIONS	3
2	FIRST CYCLE OF SECONDARY EDUCATION			SYSTEM OF VOCATIONAL QUALIFICATIONS	2
1	PRIMARY EDUCATION			1	