

# European Inventory on NQF 2016

CyQF

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# Introduction



- Cyprus has developed a proposal for a comprehensive NQF which includes all levels and types of qualifications from all subsystems of education and training, from primary to higher education qualifications.
- The system of vocational qualifications, being developed by the Human Resource Development Authority of Cyprus, will be an integral, but distinct part of the proposed NQF. Common structures and elements, which will offer opportunities for combining and transferring credits, are being discussed.
- A decision to create an NQF was taken by the Council of Ministers in 2008 (Decision No 67.445); **a national committee** for the development and establishment of the NQF was then set up.

## Stakeholder involvement and framework implementation

- The General Directorate for Vocational and Technical Education of the Ministry of Education and Culture has initiated and is coordinating the NQF developments.
- The National Committee for the Development and Establishment of NQF consists of the Director General of the Ministry of Education and Culture, the Director General of the Ministry of Labour and Social Insurance, and the Director General of the Human Resources Development Authority or their representatives. Higher education representatives are involved but they maintain a degree of autonomy.

The National Committee approved the development of the NCP which consists of the Directors of:



- a. Primary Education
- b. Secondary Education
- c. Upper Secondary Education
- d. Technical and Vocational Education (Chairing)
- e. Higher and Tertiary Education
- f. Ministry of Education and Social Insurance
- g. Human Resource Development Authority
- h. Pedagogical Institute
- i. Center of Educational Research and Evaluation

# Main policy objectives

- The main role of the NQF is to classify qualifications according to predefined levels of learning outcomes. The reform potential of the NQF is being acknowledged by linking it to wider reforms and procedures for quality assurance, assessment and awarding of qualifications.
- More specific objectives and targets are realized through NQF development :
  - support recognition and validation of qualifications;
  - enable progression and mobility;
  - promote lifelong learning through better understanding of learning opportunities, improved access to education and training, creation of incentives for participation, improved credit transfer possibilities between qualifications and recognition of prior learning;
  - improve transparency, quality and relevance.

# Nature and Scope of the CyQF



## Qualifications Included:

- VET
- General Education
- Higher Education
- Formal (Evening Technical Schools & Lyceums/Open University/Evening Institutes (State and Private))
- Informal Learning (HRDA Subsystem of Vocational Qualifications)
- Non Formal (Ab-initio and retraining courses/Upgrading and updating courses)
- Life Long Learning

# Level descriptors and learning outcomes(1/2)

- An eight-level reference structure is proposed, reflecting the main characteristics of the national qualification system. The level descriptors are described in terms **of knowledge, skills and competences**. **Knowledge** is defined by the type and complexity of knowledge involved and the ability to place one's knowledge in a context. **Skills** are expressed by type of skills involved; the complexity of problem-solving; and communication skills. **Competences** contains the following aspects: space of action, cooperation and responsibility, and learning skills. These were simultaneously formulated for all levels so that there would be clear progression from one level to the next.
- The VET qualifications, developed under the responsibility of the Human Resource Development Authority of Cyprus will most probably be aligned from level 3 to 7 of the NQF. This is still being discussed.

# Level descriptors and learning outcomes(2/2)

- The existing national qualifications system is mainly based on inputs such as quality of teachers and length of education and training programmes. However, emphasis is increasingly being put on learning outcomes and the need to revise curricula, learning programmes and assessment methodologies towards learning outcomes. A number of reforms have been done, exemplified by upgrading of curricula for pre-primary and upper general secondary education. Now we are upgrading all the curricula of VET in the form of L.O. taking in to consideration the European tools (ECVET-EQAVET).



# TVE

- In order to upgrade VET the MOEC and the TVE INTRODUCED the post-secondary institutes for vocational education and training (launched in September 2012) and the introduction of new modern apprenticeship. Experiences gained in developing competence-based vocational qualifications will feed into the NQF developments. These are based on occupational standards and make it possible to award a qualification to a candidate irrespective of how and where they have acquired the necessary knowledge, skills and competences.

## Validation of non-formal and informal learning

- An interdepartmental committee has been set up for the development of mechanisms for the validation on non-formal and informal learning until 2018.
- The committee consists of representatives of the Ministry of Education and Culture, the Ministry of Labour, Welfare and Social Insurance, the Human Resource Development Authority, Directorate General for European Programmes, Coordination and Development and the Foundation for the Management of the Lifelong Learning Program.
- The Ministry of Education and Culture submitted a proposal so as for the process to be financed by the European Social Funds (period 2014-2020). The proposal has been approved for €1517000. Among others it will cover the mapping of the existing situation regarding the validation of non-formal and informal learning in Cyprus, the development of a National Action Plan and partial implementation of the mechanism

## THE CYPRUS QUALIFICATIONS FRAMEWORK

NQF LEVEL	EDUCATION CERTIFICATES/DIPLOMAS/DEGREES		SVQ	EQF LEVEL	
S				S	
8	DOCTORAL DEGREE			8	
7c	MASTERS DEGREE		SVQ Level 5	7	
7b	POST GRADUATE DIPLOMAS				
7a	POST GRADUATE CERTIFICATES				
6	BACHELORS DEGREE		SVQ Level 4	6	
5c	HIGHER CERTIFICATES AND DIPLOMAS (3 years or more)		SVQ Level 3	5	
5b	POST SECONDARY CERIFICATES AND DIPLOMAS (2 years)				
5a	POST SECONDARY CERIFICATES AND DIPLOMAS (1 year)				
4	UPPER SECONDARY GENERAL EDUCATION AND EVENING SCHOOLS CERTIFICATES (12th Class-or 12&13th for some private schools)	UPPER SECONDARY TECHNICAL AND VOCATIONAL EDUCATION AND EVENING TECHNICAL SCHOOLS CERTIFICATES (12th Class)	SVQ Level 2	4	
3	LOWER SECONDARY EDUCATION CERTIFICATE 10th Class		NEW MODERN APPRENTICESHIP	SVQ Level 1	3
2	LOWER SECONDARY EDUCATION CERTIFICATE 9th Class		PREPARATORY PROGRAMME (NEW MODERN APPRENTICESHIP )		2
1	COMPULSORY EDUCATION CERTIFICATE (Elementary School Certificate, and/or graduates of 7th and /or 8th Class)			1	

# Referencing the CyQF to EQF

## Strengths

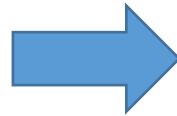
- CyQF is a tool to decrease unemployment
- CyQF is a tool to achieve unemployment equity
- Referencing adds greater possibilities to individuals to retain their employment and to seek new challenges within labor market
- Helps mobility and transparency of qualifications in the EU

## Challenges

- The involvement of stakeholders (education & training providers and employers) is a vital process for the success of this project
- Trust among and between stakeholders
- Resistance of change from some stakeholders
- Political support and resources
- Common understanding of LO and level of detail of LO
- EQF referencing is the process to harmonize cultures and systems of education and training on a European level

## When ?

- Referencing the CyQF to EQF will take place in the next meeting of the EQF AG in May 2016.



Thank you!

