



**Ministry of
Education and
Culture**

ECVET Implementation in Cyprus & CyQF

November 2015

Current situation

- ▶ The IVET system in Cyprus is mainly input-oriented (length of education and training programmes, quality of teachers) and does not utilize units or modules to qualifications or training programmes.
- ▶ School-leaving certificates (*απολυτήρια*) are awarded on successful completion of a VET programme.
- ▶ Successful completion of the course is a prerequisite for the award of the state-recognised certificate.
- ▶ Education and training providers validate achieved learning, while the responsible ministries and sectoral bodies validate and recognise it and issue the certificate.
- ▶ There are no situations of transfer of assessed learning between qualifications, or institutions.

Priorities of the Ministry

1. Finalise, reference and establish our NQF.
2. Develop Learning Outcome Based Curricula
3. Develop mechanism for validation of non-formal and informal learning
4. Develop a Quality Assurance and Accreditation Agency for Higher Education

The development of the Cyprus NQF

- ▶ The Council of Ministers in 2008 decided to create a NQF and approved the establishment of the National Committee for the development of the NQF and its reference to the EQF.
- ▶ The National Committee consists of the Secretary Generals of Ministry of Education and Culture (Chairing), Ministry of Labor and Social Insurance and the Human Resource Development Authority of Cyprus. Higher education representatives are involved but they maintain a degree of autonomy.

The development of the Cyprus NQF and its referencing to EQF and ECVET



- ▶ Cyprus prepared a referencing report of the CyQF to EQF which will be presented for approval in February 2016.
- ▶ CyQF includes all levels and types of qualifications from all subsystems of education and training, from primary to higher education qualifications.

The objectives and targets CyQF

- ▶ Classify qualifications according to predefined levels of learning outcomes.
- ▶ Bring wider reforms and procedures for quality assurance, assessment and award of qualifications:
 - (a) support recognition and validation of qualifications;
 - (b) enable progression and mobility;
 - (c) promote lifelong learning, improve access to education and training, create incentives for participation, improve credit transfer possibilities between qualifications and facilitate recognition of prior learning;
 - (d) improve transparency, quality and relevance of qualifications;
 - (e) strengthen links with the labour market.

Nature and Scope of the CyQF

Methodologies Used

- ▶ Setting common standards of CyQF and EQF through Level Descriptors
- ▶ An eight-level reference structure is adopted
- ▶ All level descriptors are LO based
- ▶ All Level Descriptors are generic in order to have a neutral point of reference that can be applied on all forms of education (formal/informal/non-formal as well as to all sectoral qualifications)
- ▶ The Level Descriptors are more detailed than the EQF descriptors—this makes it more user friendly
- ▶ They were simultaneously formulated for all levels so there would be clear progression from one level to the next.

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	

Level descriptors

- ▶ The level descriptors in the CyQF were developed on the basis of the following key concepts:
 1. Qualifications
 2. Learning Outcomes
 3. Knowledge, skills and competences

A qualification is a degree or a certificate for a qualification or a supplementary qualification, that is officially validated and documented a learning outcome that has been attained.

Level descriptors and LO



- ▶ The learning outcome of a qualification is what a person with a given qualification is expected to know and be able to do.
- ▶ Level descriptors are described in terms of knowledge, skills and competence.
- ▶ Knowledge means knowledge and understanding of a subject. It contains the following aspects:
 - The type: knowledge about theory or knowledge about practice, knowledge of a subject or a field within a profession
 - The complexity: the degree of complexity and how predictable or unpredictable the situation is in which this knowledge is mastered
 - Understanding: the ability to place knowledge in a context—understanding is expected when one explains something to others

Level descriptors and LO

- ▶ Skills mean what a person can do or accomplish. Aspects:
 - The type: practical, cognitive or communicative
 - The complexity: the problem solving skill to be applied and 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 is about responsibility and autonomy, and states the ability to apply knowledge and skills in a work situation or in a study-related context. Aspects:
 - Space for action: the 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 ones own work and the work of others, and the complexity of the cooperative situations
 - Learning: the ability to take responsibility for ones own learning and that of others



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Example: CyQF Level 3



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

Level 3 CyQF

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. Communicate information unfamiliar contexts

4. Assesses, evaluates and interprets facts related to work or field of study. Using basic problem solving techniques

5. Applies key competences as a basis for LLL

6. Takes responsibility for completing complex tasks. Interacts with the immediate environment in defined actions for himself and others



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Example: CyQF Level 4



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

Level 4 CyQF

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 and analyses broad technical, practical and theoretical knowledge based on field of work and study

2. Follows instructions and carries out defined theoretical and technical tasks

3. Communicates technical and theoretical knowledge in a field of work or study

4. Generates/interacts solutions to problems in a field of work or study

5. Applies key competences to defined actions in a field of work or study

6. Autonomously and takes responsibility for defined tasks for self and others. Completing complex tasks in a broad context under assured mechanisms

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

2. Learning Outcome Based Curricula

- ▶ The last 2 years...
- ▶ Emphasis on training, preparation and professional development of VET curriculum developers and teachers/trainers on LO, competence based curricula, assessment, EQF and ECVET
- ▶ A number of seminars and workshops were organised, some with the contribution of experts from abroad
- ▶ How participated:
 - Ministry officials,
 - Around 180 VET teachers,
 - 55 teachers–curriculum developers.

Learning Outcome Based Curricula

- ▶ Development of New VET Curricula
- ▶ As from September 2015, the Directorate of STVE has formed a group of 20 VET curriculum developers.
- ▶ Their aim is to develop New modular IVET Curricula, which will be based on competences, LO and ECVET recommendations.
- ▶ At this initial phase, priority will be given to existing specializations (both technical/theoretical and vocational/practical).

3. Mechanism for validation of non-formal and informal learning

- ▶ In 2013, the Council of Ministers established an interdepartmental committee to develop a comprehensive action plan for validation of non-formal and informal learning by 2018.
- ▶ The committee is coordinated by the Ministry of Education and includes representatives from the
 - Ministry of Labour and Social Security,
 - Directorate for European Programmes,
 - Planning bureau,
 - Human Resources and Development Authority (HRDA),
 - Foundation for the Management of European Lifelong Learning Programmes.
- ▶ As a first step, the ministry is in the process of mapping all the existing validation and assessment arrangements in Cyprus.

4. Quality Assurance and Accreditation Agency for Higher Education

- ▶ The House of Representatives in July 2015, has adopted the law for the establishment and operation of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

The Agency is expected to:

- ensure the quality of higher education in Cyprus
- identify weaknesses and disadvantages
- contribute positively to the efforts of Cyprus to create a qualitative and attractive higher education system.

The Agency assumes all the responsibilities of the

- Council of Educational Evaluation – Accreditation,
- the Evaluation Committee for Private Universities and
- the Advisory Committee on Higher Education.

▶ Thank you for your attention