Distance Educator

O1/A3 Adaptation to current local requirements and develop and translation of the curriculum

Report

Cyprus

GrantXpert Consulting Ltd

Distance Educator- Training Educators of Adults in the digital age

Pr. No. 2021-1-RO01-KA220-VET-000034702

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Distance Educator

Contents

Introduction 3

National Qualifications Framework – Specific requirements 3

Links between the National Qualification Framework and the European Qualification Framework 5

Procedure for Including Qualifications in the NQF 6

Literature 8

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Distance Educator

Introduction

As part of the third phase of the first intellectual output's development, this document, prepared by GrantXpert, provides an overview of the information related to the National Qualifications Framework of Cyprus.

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.

National Qualifications Framework – Specific requirements

The CyQF includes the development and implementation of the procedures that relates to the Quality Assurance and the award of Qualifications. It is also the «tool» for the categorisation of the qualifications according to skills, knowledge, and competencies. It operates as a reference framework, enabling the validation and comparability of qualifications and hence the mobility of workers and learners. It is an attempt to encompass the diversity of lifelong learning, formal, non-formal and informal learning.

The CyQF includes:

- All levels of formal public and private education
- The System of Vocational Qualifications of HRDA
- Informal Learning
- Non-formal learning
- Life Long Learning

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

- Qualifications

- Learning Outcomes

- Knowledge, skills and competences

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Distance Educator

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.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Distance Educator

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.

Links between the National Qualification Framework and the European Qualification Framework

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

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

As demonstrated through the above figure, there is a clear connection between EQF and CyQF. The National Qualifications Framework has been developed by the National Committee, based on the eight levels of the European Qualifications Framework, so as to ensure the smooth referencing to the EQF. However, 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 have been taken into consideration.

Procedure for Including Qualifications in the NQF

A National Committee has been appointed by the Council of Ministers of Cyprus, 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 role of the National Committee is the supervision, guide lining and approval of actions of the Working Committee. A three-member Working Committee, in turn, has been appointed by the National 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.

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.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

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.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Distance Educator

Literature

1. https://www.cyqf.gov.cy/index.php/en/diagram
2. https://www.cyqf.gov.cy/index.php/en/
3. http://archeia.moec.gov.cy/mc/182/cyqf-referencing-report.pdf
4. http://archeia.moec.gov.cy/mc/182/interim-report.pdf
5. http://archeia.moec.gov.cy/mc/182/cygf_level_descriptors.pdf

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein