

Quality Assurance in VET: Cyprus

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance

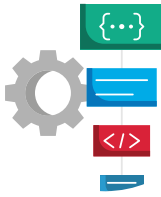




Overview of the VET system and how quality assurance takes place

In the context of the public system of Technical VET, the Department of Secondary Technical and Vocational Education and Training of the Ministry of Education, Sport and Youth (MESY) offers the following IVET and CVET pathways addressed to the following target groups:

- Upper secondary technical and vocational education (morning classes), addressed to children aged between 15 and 18 years of age who are graduates of lower secondary education (gymnasium graduates).
- Evening schools of technical and vocational education (second chance schools), addressed to adults who are graduates of lower secondary education (gymnasium graduates) or of the apprenticeship system.
- Lifelong learning programmes of vocational education and training, addressed to employed or unemployed adults, in order to be able to respond more effectively to the contemporary demands of the labour market.
- The apprenticeship system, which addresses young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core).
- The Post-secondary Institutes of Vocational Education and Training (known as MIEEK in the Greek language), which have been accredited by the Cyprus Agency of Quality Assurance and Accreditation of Higher Education as a public school of higher vocational education and training and classified at Level 5 of ISCED. They address secondary education graduates who do not wish to follow university level studies but need high level vocational education and training to become qualified and more competitive to enter the labour market.¹The Institutes also address companies that are looking for suitably qualified and certified personnel, or wish to invest in their human resources, with the aim of upgrading their knowledge, acquiring new skills

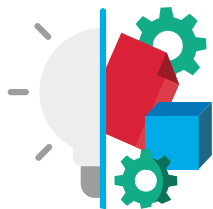
¹ <http://www.moec.gov.cy/>

	<p>and competences, retraining and promoting their personal and professional development.</p> <p>The CVET sector is quite developed in Cyprus. This is mainly due to the levy grant system run by the Human Resource Development Authority of Cyprus (HRDA, Archi Anaptyxis Anthropinou Dynamikou Kiprou, AnAD). All enterprises are obliged by law to contribute to the HRDA fund through a levy on their payroll and they are able to benefit from subsidised participation in a variety of training schemes that cover the training and development needs of their human resources. The HRDA also subsidises initial training programmes.</p>
 <p>System-level QA arrangements</p>	<p>Quality assurance responsibility is shared between the Department of Secondary Technical and Vocational Education and Training of the Ministry of Education, Sport and Youth (MESY) and the HRDA.</p> <p>The EQAVET framework increased the importance of quality assurance and helped to facilitate self-assessment in VET. It also affected, in a positive way, HRDA’s quality assurance system.</p> <p>The Inspectorate of the Department of Secondary Technical and Vocational Education and Training conducts periodic external reviews of VET providers. It also collects information on the outcomes of VET alumni. Inspectors are responsible for supervising public and private VET schools and for the appraisal of teaching staff.</p> <p>Inspectors make sure that private schools are aligned with the legislation. Public schools carry out an internal evaluation in the form of an informal summary report on the school, which the headteacher draws up with the cooperation of the other teachers. The report is submitted to the Ministry at the end of the school year. The Centre of Educational Research and Evaluation of the Pedagogical Institute performs evaluations and internal assessments of the entire education system. Internal evaluations are conducted only by assignment from the MESY on an ad hoc basis.</p> <p>Formal CVET programmes are provided at the evening schools of technical and vocational education, which operate under the supervision of the Department of Secondary Technical and Vocational Education of the MESY. In addition, non-formal CVET programmes are provided through the lifelong learning programmes of VET (afternoon and evening classes of technical schools), which also operate under the supervision of the Department of Secondary Technical and Vocational Education of the MESY.</p>

	<p>The dominant actor in the field of CVET is HRDA, as it has approved, and subsidised, training programmes implemented by public and private institutions for over 45 years. HRDA uses its subsidy policy as an evaluation mechanism. In order to receive subsidies, training activities must be approved by the HRDA. Companies prepare and submit training programmes to the HRDA on a continuous basis. There are quality criteria to be met, such as training objectives, target group description, duration and content. HRDA inspectors also perform on-site control visits or/and online checks on the day of the training on a randomly selected sample of training programmes.²</p> <p>More information about the VET system in Cyprus can be found on Cedefop’s VET in Europe database: https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/cyprus</p>
 <p>Provider-level QA arrangements</p>	<p>At the provider level, there is no overarching quality assurance framework that is linked to the EQAVET framework. The HRDA has developed a quality assurance programme for CVET that includes self-assessment used by vocational providers. Stakeholders are involved in quality assurance of CVET providers. For IVET, the Department of Secondary Technical and Vocational Education and Training (STVET) has introduced processes to support provider self-assessments.³</p>
 <p>Which organisation(s) are responsible for VET policy?</p>	<p>Quality assurance responsibility is shared between the Department of Secondary Technical and Vocational Education and Training of the Ministry of Education, Sport and Youth, and the Human Resource Development Authority of Cyprus.</p>

Specific projects in the country (optional)

² <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>
³ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>



Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to highlight for your country

- **System for the Assessment and Certification of Training Providers:**

The aim of the system, which has been fully implemented by HRDA as of 1 January 2015, is to assess physical and legal entities dealing with the organisation and implementation of training activities or/and with the provision of infrastructure facilities for their implementation, to be certified as Vocational Training Centres, Vocational Training Facilities and Trainers of Vocational Training. Certification through the system is compulsory for those who want to cooperate with the HRDA for the implementation of training activities. Persons who want to become trainers of vocational training must successfully go through the assessment and certification procedure following the system of vocational qualifications operated by HRDA and acquire the trainer of vocational training qualification (EQF/CyQF 5, SVQ Level 5).

Through the system, specific standards are set for training providers in order to improve the quality of the training provided.⁴

- **Job Recruiting Platform and Graduate Tracking:**

The Department of Secondary Technical and Vocational Education and Training has developed an electronic platform, called “DEETE”, which serves as a communication network between employers seeking for technically qualified personnel and VET graduates looking for a job. Through this electronic platform, VET graduate tracking is also achieved, by collecting information such as the graduates’ employment status, job title, salary, their educational development, career progression and relevance to their educational background. Furthermore, information regarding the skills and competences required by the labour market is obtained. Currently, the Department of Secondary Technical and Vocational Education and Training is in the process of upgrading the platform with additional functionality, aiming to develop an alumni network. This network is expected to increase the number of enrolments. Graduate tracking will also be more effective with the employment of targeted online surveys, in order to gather information about graduates’ learning experiences during their attendance at school, as well as to collect feedback on how the programmes of study can be further improved.

- **Green Transition Awareness:**

The Department of Secondary Technical and Vocational Education and Training is in an ongoing process of organising workshops and seminars addressed to VET teachers, in order to inform them on how VET can contribute to the objectives of the European Union regarding

⁴ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

the environment and climate change, as these are recorded in the European Green Deal and the 17 Sustainable Goals.

- **Evaluation and Accreditation of Higher VET programmes of study:**

In the context of the operation of the Post-Secondary Institutes of Vocational Education and Training, new Higher VET programmes of study, relevant to labour market needs, are submitted on a regular basis to the Cyprus Agency of Quality Assurance and Accreditation of Higher Education for evaluation and approval.

Use of EQAVET labels

Do you use an EQAVET label or seal to certify VET providers in your country?

No

Yes