

MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS



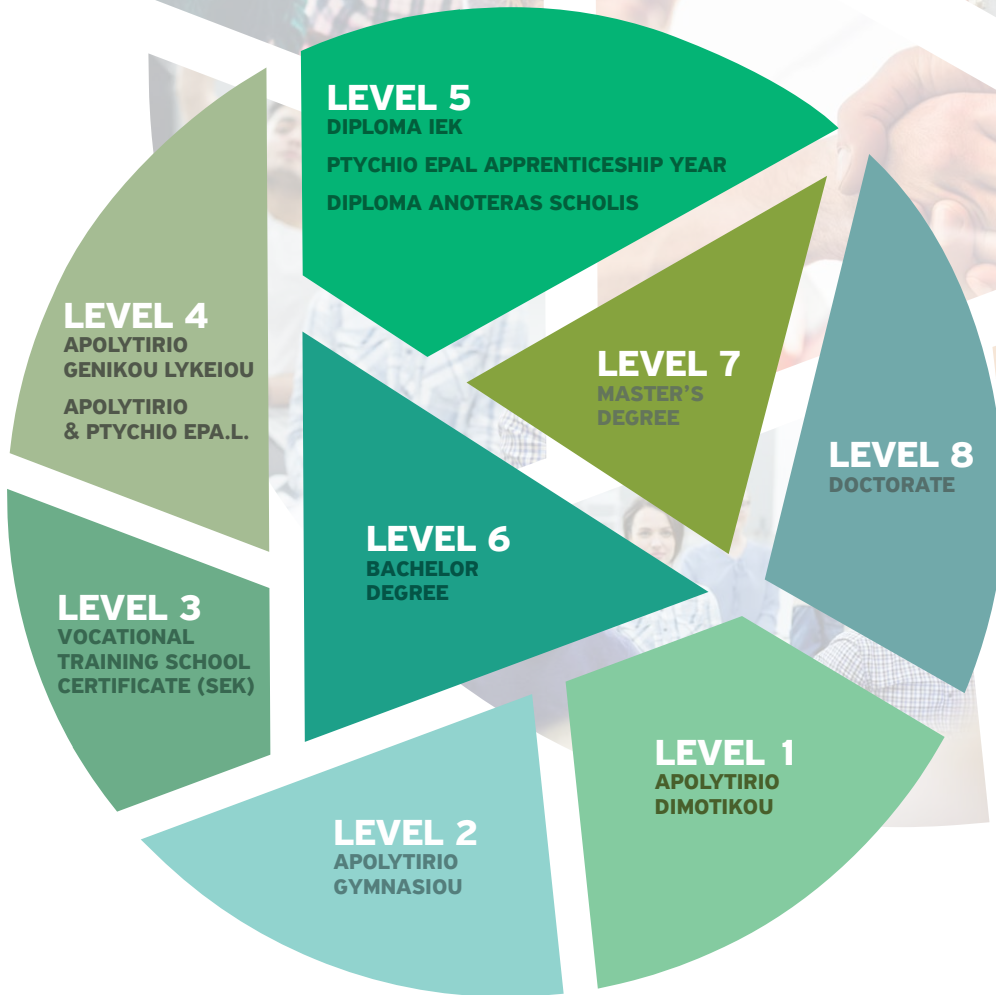
NATIONAL ORGANISATION FOR THE CERTIFICATION  
OF QUALIFICATIONS & VOCATIONAL GUIDANCE



ΕΛΛΗΝΙΚΟ ΠΛΑΙΣΙΟ ΠΡΟΣΟΝΤΩΝ  
The Hellenic Qualifications Framework

## HELLENIC QUALIFICATIONS FRAMEWORK

# Qualifications with no borders





Are you interested in pursuing your studies in Greece? Would you like to know what level your qualification/s is/are in Greece? If so, the Hellenic Qualifications Framework (HQF) will be of great help to you. However, have you ever heard about it or about the European Qualifications Framework (EQF)? If not, you first have to familiarize yourself with the HQF if you wish to get the most out of it.

## What is the HQF about?

The HQF is a framework for classifying all the qualifications awarded in Greece. These qualifications have been obtained following the completion of a learning process, regardless of the way in which this has been implemented.

## Who is responsible for developing the HQF?

The competent body for developing the HQF and its referencing to the EQF is the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP). The Ministry of Education and Religious Affairs supervises and coordinates the relevant development procedures.

## Who is the HQF for?

Anyone who can make the most of the benefits it offers:

- ▶ students
- ▶ employees
- ▶ employers
- ▶ qualification certification bodies
- ▶ education and training providers
- ▶ vocational guidance counsellors
  - ▶ unemployed
  - ▶ social partners





**What is the aim  
of the HQF?**

**What changes  
does the HQF  
bring about?**

**What does  
the HQF offer?**

### **What is the aim of the HQF?**

The development of the HQF aims at creating a single and comprehensive tool for describing and classifying qualifications awarded in Greece, while also determining the relationship between them. The HQF provides a common frame of reference for all Greek qualifications as well as the basis for designing new qualifications in the future.

### **What does the HQF offer?**

- It makes the national qualifications certification system(s) more transparent and understandable at an international level
- It contributes to the recognition of Greek qualifications abroad
- It facilitates students and employees in their educational or vocational choices in Greece and abroad
- It contributes to increasing mutual trust, transferability and comparability of qualifications awarded in the European Union
- It contributes to the recognition and validation of all forms of learning (gained at school, at work or in the community)
- It supports cross-border movement and helps people to enter the labour market
- It helps boost lifelong learning

### **What changes does the HQF bring about?**

- It officially adopts the learning outcomes approach - i.e. what the holder of a qualification is expected to know, understand and be able to apply - as a necessary requirement for ranking the qualification within the Framework
- It enhances the possibility for quality control and assurance of all qualifications awarded in Greece
- It establishes a broader understanding of the meaning and content of the term 'Qualification' as a title (e.g. Certificate, Certification, Diploma, Degree) which is awarded by the competent body for learning outcomes achieved through formal, non-formal and informal learning.

# How does the HQF function and how is it structured?

The architectural structure of the HQF is simple and, above all, functional:

## Levels - Learning outcomes - Descriptors - Qualification Types

The current needs of the country as well as the relevant European and international developments were taken into consideration when designing the HQF.

### Levels

The eight (8) levels of the HQF cover the entire range of qualifications from primary education to higher education. Each level encompasses a set of knowledge, skills and competencies which determine the learning outcomes. The learning outcomes constitute the qualifications for this particular level.

### Learning outcomes

The qualifications have the form of learning outcomes and are classified into levels. Learning outcomes signify what a person knows, understands and is able to do upon completion of a learning process, and they are classified into knowledge, skills and competences.

### Descriptors

The learning outcomes which correspond to the qualifications of a specific level are set out by descriptors that are defined by the gradual qualitative and quantitative distinction of knowledge, skills and competences.

### Qualification types

Qualifications are classified into Qualification Types. They represent groups of qualifications with common characteristics. The use of Qualification Types helps in the process of classifying qualifications that are classified in the same level but differ from each other in significant ways.

# Which functions do 'Descriptors' and 'Qualification Types' perform?

**Given that 'Descriptors' and 'Qualification Types' have different functions, they also have different characteristics:**

▶ **'Descriptors'** provide a brief description, they are generic and entirely independent of the field of learning.

▶ **'Qualification Types'** constitute the methodological tool which allows not only for the classification of Greek qualifications according to the HFQ levels but also for the comparison between these qualifications. 'Qualification Type' specifications are quite extensive and enrich the content of the descriptors so as to provide descriptions of learning outcomes for the specific 'Type'. Specifications for each 'Qualification Type' include the characteristics below:

## Title:

This refers to a specific term, adopted as a name by every 'Qualification Type', e.g. Upper Secondary School Certificate

## Level:

This refers to the level of the 'Qualification Type' within the HQF

## Brief description:

This refers to a brief description of the 'Qualification Type', intended to make it easy for people to understand and use.

## Volume:


The proposed metric is 60 credit points as the value of one 'learning year' of 1,500 hours. In that sense, a credit point corresponds to 25 hours of learning.


▶ **60 credits** ▶ **1,500 hours** ▶ **one year of learning**


The adoption of this metric will guarantee that Greek awards can be easily referenced to many national and international systems, including the European Credit Transfer and Accumulation System (ECTS) and the European Credit system for Vocational Education and Training (ECVET).

## Purpose:

The HQF 'Types' Specifications also include classification based on the purpose a specific type serves, namely:

 The **'Basic Qualifications'** reflect a coherent set of learning outcomes, which are usually of great breadth. They mark the 'completion' either in terms of the stage of a learning process (e.g. Upper Secondary School Certificate marks the completion of secondary education), or in terms of a defined field of learning (e.g. 'Office administration skills'), or in terms of a profession (e.g. Architect).

 The **'Supplementary Qualifications'** are awarded for learning achievement, which is added to a previous qualification. These are connected with the upgrading and updating of knowledge and/or skills (e.g. a qualification in a new VAT application which increases the value of the basic qualification in Accounting)

 The **'Special Purpose'** qualifications are awarded for a set of learning outcomes, which form a discrete achievement that can be linked to only some of the learning outcomes components (knowledge, skills, competencies) that are characteristic of a level. These qualifications are often linked to occupational standards and have a relatively limited purpose (e.g. health and safety certificate in the construction industry). They are characterised by a relatively low volume compared with the Basic Qualifications.

## Educational sector:

The 'Qualification Type Specification' indicates which of the three following sectors of the education system is associated with each Qualification Type: 'Vocational education and training', 'General education', 'Higher education'.

## Employment relevance:

It provides a brief outline of the range of possible employment, which is associated with the qualifications of the 'Type'.

## Access/development prospects:

Every 'Qualification Type' provides the necessary information on the possibility of gaining access to programmes leading to qualifications of this 'Type' (including earlier attendance, where required), as well as on the development prospects of the qualification holders through learning opportunities, which lead to qualifications either at the same level or a higher one.

'Qualification Types' draw their 'Specifications' from the Level Descriptors, which are determined by the learning outcomes.



## What is the HQF implementation framework?

The HQF development and its referencing to the EQF is undertaken by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), under the supervision and coordination of the Ministry of Education and Religious Affairs in accordance with the provisions of Law 3879/2010, Law 4115/2013 and Law 4763/2020, as currently in force.

## What are the steps that have been followed?

The actions of EOPPEP under the supervision of the Ministry of Education and Religious Affairs are focused on the following:

- Setting out the HQF architectural structure.
- Recording and analysing older and existing qualifications.
- Designing and implementing methodological tools to classify the qualifications of formal education according to the HQF levels.
- Aligning it with the EQF

## What are the results?

From 30 May 2013 until 30 January 2014 the 'Qualification Types' of the formal education system and initial vocational training were recorded by working groups, whose members had been appointed by the Ministry of Education and Religious Affairs, the Secretariat-General of Lifelong Learning, EOPPEP, OAED [Manpower Employment Organisation], the Ministry of Defence, the Ministry of Tourism, the Ministry of Shipping and the Aegean, the Ministry of Culture and Sports, the Council of Presidents and Vice-Presidents of the Technological Educational Institutes (TEI) and the Council of University Rectors. This was followed by the analysis of the 'Qualification Type Specifications' in terms of their learning outcomes.

From 20 September 2013 until 24 January 2014 the referencing process was carried out between the HQF and the EQF. The referencing report was updated in 2016.

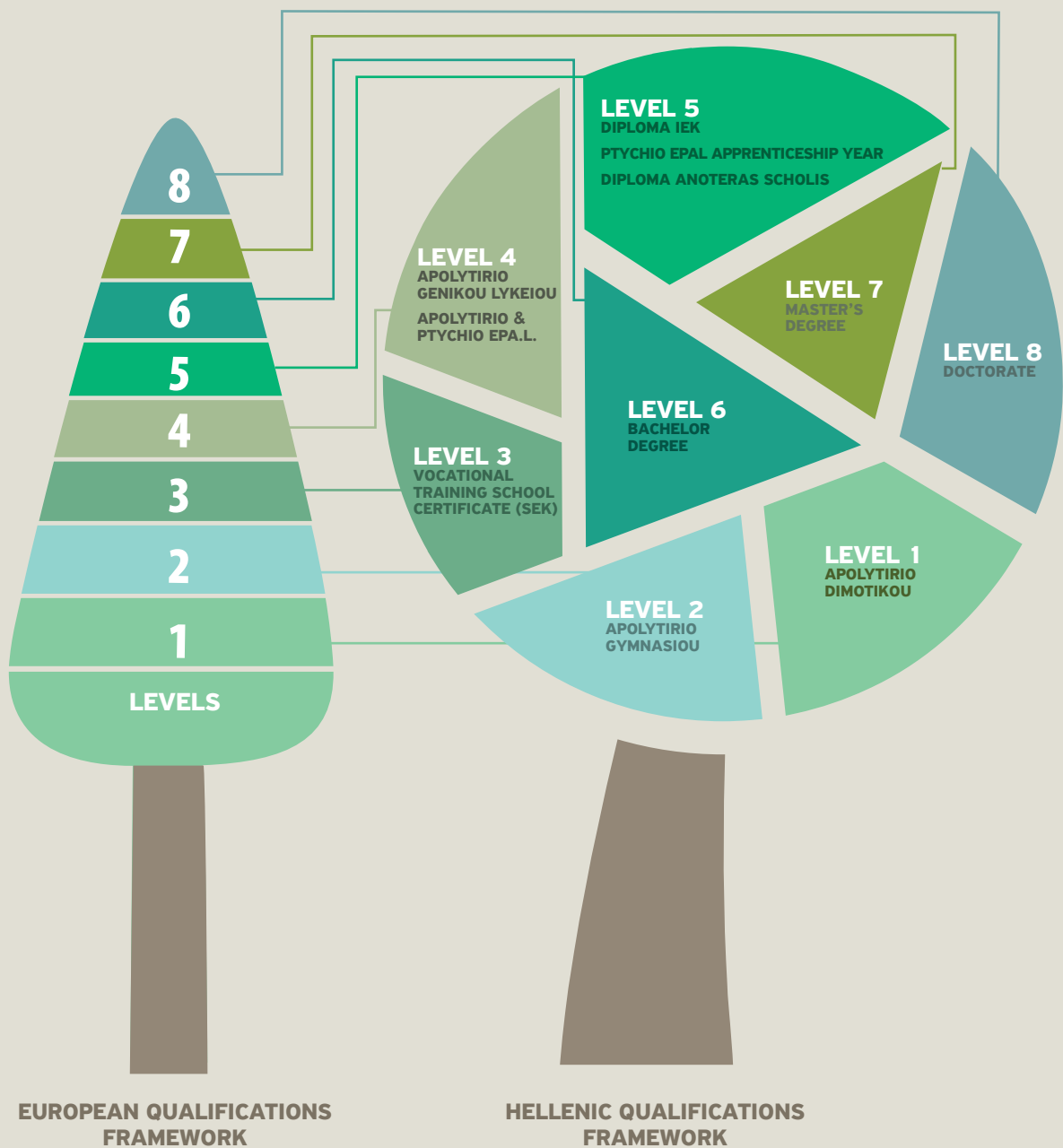
## A board for referencing the HQF to the EQF was set up comprising:

- Representatives of the Ministry of Education & Religious Affairs
- Representatives of EOPPEP
- Representatives of the Council of University Rectors
- Representatives of the Council of Presidents and Vice-Presidents of the Technological Educational Institutes
- Representatives of the Hellenic Quality Assurance and Accreditation Authority
- Two international experts
- One international external consultant on referencing qualifications issues
- Representatives of social partners





THE HELLENIC QUALIFICATIONS FRAMEWORK  
AND ITS REFERENCING TO THE EUROPEAN ONE



HELLENIC AND EUROPEAN QUALIFICATIONS FRAMEWORK	VOCATIONAL EDUCATION AND TRAINING	GENERAL EDUCATION	HIGHER EDUCATION
1		PRIMARY SCHOOL CERTIFICATE (APOLYTIRIO DIMOTIKOU)	
2		LOWER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO GYMNASIOU)	
3	VOCATIONAL TRAINING SCHOOL CERTIFICATE (SEK)  VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE		
4	VOCATIONAL SCHOOL (EPAS) CERTIFICATE  VOCATIONAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATE (APOLYTIRIO EPAL)  VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE (PTYCHIO EPAL)	GENERAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATE (APOLYTIRIO GENIKOU LYKEIOU)	
5	VOCATIONAL TRAINING DIPLOMA (DIPLOMA IEK)  VOCATIONAL POST-SECONDARY SCHOOL APPRENTICESHIP YEAR (PTYCHIO EPAL MATHITIAS)  TERTIARY AND NOT HIGHER EDUCATION DIPLOMA OR DEGREE (DIPLOMA/PTYCHIO ANOTERAS SCHOLIS)		

HELLENIC AND EUROPEAN QUALIFICATIONS FRAMEWORK	VOCATIONAL EDUCATION AND TRAINING	GENERAL EDUCATION	HIGHER EDUCATION
6			<b>BACHELOR DEGREE</b> (UNIVERSITY/TECHNOLOGICAL EDUCATIONAL INSTITUTE - TEI)
7			<b>MASTER'S DEGREE</b>
8			<b>DOCTORATE</b>



## Milestones in the implementation of the HQF up to now:

DATE	ACTION
March 2010 - September 2010	A public electronic consultation on the creation of the National Qualifications Framework was launched. Representatives of educational and training bodies, social partners, chambers, trade unions and citizens have participated in the consultation. There were 496 comments received. A wide range of issues and concerns emerged and key messages were identified.
February 2013	Formulation of EOPPEP's proposal on the HQF
March 2013	The Advisory Committee submits its opinion on the EOPPEP proposal regarding the HQF
April 2013	A decision is taken by the Board of Directors of EOPPEP on the final form of the proposal for the HQF. The proposal is submitted to the Minister for Education and Religious Affairs.
May 2013 - January 2014	Description of the 'Qualification Types' of the formal education system and initial vocational training, as well as analysis of their 'Specifications' by the working groups.
August - November 2013	<ul style="list-style-type: none"> <li>• Referencing the HQF to the EQF</li> <li>• Formation of Referencing Committee and representatives from the Ministry of Education and Religious Affairs, EOPPEP, the Council of University Rectors, the Council of Presidents and Vice-Presidents of the Technological Educational Institutes (TEI), the Hellenic Quality Assurance and Accreditation Authority (HQA) - ADIP, with the participation of an international external associate of EOPPEP and two international experts.</li> <li>• Three meetings of the Referencing Committee</li> <li>• Broadening of the Referencing Committee with representatives from the social partners</li> <li>• Drafting of the HQF Referencing Report</li> </ul>
17 December 2013	The first draft of the Report on the HQF referencing to the EQF is presented by EOPPEP at the 22 <sup>nd</sup> Meeting of the EQF Advisory Group in Brussels.

DATE	ACTION
24 January 2014	<ul style="list-style-type: none"> <li>• A Consultation Meeting with the social partners on referencing the HQF to the EQF, aimed at drafting the final Referencing Report, is held at Cedefop in Thessaloniki.</li> <li>• 4th Meeting of the Referencing Committee</li> </ul>
27 February 2014	The final Report on the HQF referencing to the EQF is presented by EOPPEP at the 23rd Meeting of the EQF Advisory Group in the city of Birmingham, UK.
31 March 2014	At the 24th Meeting of the EQF Advisory Group in Leuven, Belgium, EOPPEP presents the answers to the remarks made by the competent Committee and the Referencing Report of the HQF to the EQF, with the Report being approved.
10 September 2014	Article 12(1) of Law 4283/2014 establishes the titles of vocational education and training as well as the levels of the HQF.
2015	EOPPEP creates the Greek Qualifications Register which is linked to the European Portal for Learning Opportunities and Qualifications in Europe <a href="https://ec.europa.eu/ploteus">https:// ec.europa.eu/ploteus</a> .
2 December 2015	At the 33rd Meeting of the EQF Advisory Group in Berlin on 2-12-2015, the Greek delegation of EOPPEP presents the latest developments on the course of Referencing of the HQF to the EQF, and the Referencing of the HQF to the EQF was approved.
2016	EOPPEP updates the Referencing of the HQF to the EQF taking into account the attempts over recent years in the field of general and vocational education and training, as set out by the National Strategy Framework for Upgrading Vocational Education and Training and Apprenticeship (Ministry of Education, Research and Religious Affairs, April 2016) and the National Reform Programme in Greece.
2019 -	The Hellenic Qualifications Register is updated and enriched with new qualifications content.

## ► Why is the development of the HQF dynamic?

Until today, a wide range of national (public and private) and/or other countries' bodies have been recorded in Greece. These bodies develop educational activities and have the right to grant awards. Moreover, the social recognition of these awards is –as this is anyway the case everywhere– directly related to the degree of reliability/value that the market itself attributes to the specific body. With the establishment of the HQF, a national recognition/classification of the qualifications awarded by these bodies is attempted for the first time in our country. Whereas initially only the awards obtained through the formal Greek educational system are to be included in the HQF, our ultimate goal is to include all qualifications awarded in Greece. Already a significant number of private educational bodies - proving that way the Framework's success and dynamics – have expressed interest in the inclusion of their awards in the Framework.

## ► How is it linked with European reality?

In line with the common European strategy 'Europe 2020', which aims at smart, sustainable and inclusive growth, the HQF and its referencing to the EQF provides a tool for 'translating' and comparing qualifications and aims at offering the opportunity to help promote the mobility of learners and employees between Greece and other European countries. As part of the reforms taking place in Greece and in the spirit of the European initiatives 'Rethinking Education' and 'A new skills Agenda for Europe', the HQF is a powerful tool which takes into account the individual effects of these reforms.

## ► How is quality guaranteed?

Cooperation with the representatives of competent bodies and social partners, the operation of the competent Advisory Committee, Referencing Committee as well as the involvement of experts with knowledge and international experience in developing qualifications frameworks are crucial factors for successfully bringing about the development and referencing of the HQF to the EQF.

## ► Legislative References

- Law 4386/2016 (Government Gazette 83/A/11-5-2016) "Arrangements for research and other provisions", as in force.
- Law 4283/2014 (Government Gazette 189/A/10-9-2014) "Establishment and organisation of the National Policy Council for Education and other provisions", as in force.
- Law 4115/2013 (Government Gazette 24/A/30-1-2013) "Organisation and operation of Youth and Lifelong Learning Institution and the National Organisation for the Certification of Qualifications and Vocational Guidance and other provisions", as in force
- Law 3879/2010 (Government Gazette 163/A/21-09-2010) "Development of Lifelong Learning and other provisions", as in force.
- Presidential Decree 51/2017 (Government Gazette 82/A/09-06-2017) on the Adaptation of Greek legislation to the provisions of Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 (OJ L 354), and Formation of the Council of 22 May 2017 (2017/C/189/03) on the European Qualifications Framework for Lifelong Learning.
- Law 4485/2017 (Government Gazette 114/A/4-8-2017) on the Organisation and Operation of Higher Education. Regulations in research and other provisions.
- Law 4763/2020 (Government Gazette 254/A/21-12-2020) on the National Vocational Education, Training and Lifelong Learning System, transposition into Greek law of Directive (EU) 2018/958 of the European Parliament and of the Council of 28 June 2018 on a proportionality test before adoption of new regulation of professions (OJ L 173), ratification of the Agreement between the Government of the Hellenic Republic and the Government of the Federal Republic of Germany on the Greek-German Youth Foundation and other provisions.



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