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Vocational Education and Training (VET) Credit Conversion System

Report 1

Presentation of VET Qualifications for Conversion into ECVET System

The current profile of the 30 selected VET qualifications/courses

February 2012



Disclaimer

The report was consolidated through field research with direct consultation with stakeholders and partners. The primary source of data used for compiling the profile of the 30 qualifications/courses selected for the project was the template form which was designed by the Malta Qualifications Council (MQC) in collaboration with the Malta College of Arts Science and Technology (MCAST), and through consultation and validation from all the other partners involved in the project. Several meetings were held with MCAST for the development of the template. The template form was sent to the local public institutions and a private institution from which the qualifications/courses are selected. All the partner institutions collaborated and the total of 30 forms was successfully received by the stipulated time. All data collected was analysed, stored, and processed in the most reliable and accurate manner as it was submitted by the partner institutions. While the MQC strives to keep a correct figure of all the information, it makes no representations or warranties of any kind, expressed or implied, about the completeness, accuracy, reliability, or availability with respect to the information submitted by all the partner institutions.

In view of the Malta Qualifications Framework, all providers have reported the MQF level of the selected qualifications/courses. For some qualifications/courses the MQF level has been approved by the Malta Qualifications Council (MQC), however, in other cases the process is still being completed. The subcontracted researcher Outlook Coop took the responsibility to analyse and evaluate the data of the template forms together with the MQC. The report was compiled by the researcher and is intended for the sole use of the project. The MQC reserves the right for this report. No part of this publication shall be replicated and represented as an official version, nor as having been produced in affiliation with or with the endorsement of the MQC.

Executive Summary

This report looks at the current profile of the 30 selected VET qualifications/courses for this pilot project from four Maltese VET Institutions.

The four local VET institutions participating in the project are the state-run *Malta College of Arts, Science, and Technology* (MCAST), the *Employment and Training Corporation* (ETC), the *Institute of Tourism Studies* (ITS) and a private-run Information and Communications Technology-specialised training company *Clear Dimension Ltd.* (CDL). These institutions have been asked to compile information about a number of their qualifications/courses within the given template designed by MCAST and MQC as work package and project leaders respectively.

The qualifications/courses have been chosen to comprise a varied portfolio of such types. Amongst others, the qualifications/courses vary between IVET and CVET; emanate from different subject areas; may be home-grown or recognised foreign qualifications; are of different MQF levels; and are of different learning durations. MCAST being the largest public VET institution in Malta which caters for the majority of VET institutes in Malta, submitted information about 15 qualifications/courses within the given template, whereas ETC, ITS and CDL submitted information about 5 qualifications/courses each, adding up to a total of 30 filled templates. The template has been designed to provide a detailed overview of each of the selected qualifications/courses including general information on the institution, details on the whole qualification selected, and on each of the respective study unit/s that make up the qualification. Hence, it includes details such as level-rating status, course outline, course duration, learning outcomes, credit systems, teaching and assessment methods. Part two of the template also uncovers whether the institutions have the mechanisms to validate informal and non-formal learning, to prepare Memorandum of Understandings, individualised learning agreements, and personal transcripts.

This document compliments the compilation of the profile templates of the various VET courses (as Report 1). It analyses in brief the situation regarding the level-rating of the courses, the method of description of the learning outcomes established for the study units within the courses, the credit systems for the courses, and assessment methodologies where transparency of such systems can ensure a better means for applying and adhering to the ECVET system

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List of Acronyms

CDL	Clear Dimension Ltd
CVET	Continuous Vocational Education and Training
ECVET	European Credit System for Vocational Education and Training
EQF	European Qualifications Framework
ETC	Employment and Training Corporation
EU	European Union
ITS	Institute of Tourism Studies
IVET	Initial Vocational Education and Training
LO	Learning Outcomes
MCAST	Malta College of Arts, Science, and Technology
MoU	Memorandum of Understanding
MQC	Malta Qualifications Council
MQF	Malta Qualifications Framework
NQF	National Qualifications Framework for Lifelong Learning
VET	Vocational Education and Training

List of the 30 qualifications/courses

Selected for the pilot- project

The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):

From the Institute of Agribusiness:

1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills
2. MCAST Foundation Certificate in Horticulture and Animal Care
3. MCAST-BTEC Diploma in Horticulture
4. MCAST-BTEC Diploma in Animal Care
5. MCAST-BTEC Extended Diploma in Agriculture

From the Institute of Art & Design:

1. MCAST Introductory Certificate in Art and Design
2. MCAST Foundation Certificate in Art and Design
3. MCAST Diploma in Printing
4. MCAST-BTEC Foundation Diploma in Art and Design
5. MCAST-BTEC Higher National Diploma in Interactive Media

From the Institute of Mechanical Engineering:

1. MCAST Foundation Certificate in Mechanical Engineering
2. City and Guilds Diploma in Automotive Maintenance
3. MCAST-BTEC Diploma in Mechanical Engineering
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering

The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):

1. Foundation Certificate in Hospitality Trades
2. Certificate in Hospitality Trades
3. Craft Certificate in Food Preparation & Production
4. Diploma in Culinary Arts
5. Pre-Employment Scheme

The 5 qualifications /courses chosen from the Employment and Training Corporation (ETC):

1. Basic Skills Level 1
2. Care Workers for Disabled Persons
3. Job Search Seminar and Job Skills
4. Project Management
5. Call Centre Agent

The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):

1. Cisco IT Essentials
2. Cisco Certified Network Associate
3. Junior Level Linux Certification LPIC-1
4. Cisco Certified Network Professional
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching

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Chapter 1: Introduction

The Malta Qualifications Council (MQC) has been awarded European Union funding through the Leonardo da Vinci Programme for Lifelong Learning to coordinate the project on European Credit Transfer System for Vocational Education and Training (ECVET).

The MQC is a Government entity within the Ministry of Education, Employment, and the Family and was set up in December 2005, through Legal Notice 347/2005. The overall objective of the MQC, is to steer the development of the National Qualifications Framework for Lifelong Learning (NQF) and to oversee the training and certification leading to qualifications within the Framework and which are not already provided for at compulsory education institutions or degree awarding bodies. MQC is responsible for defining the levels of qualifications and competences within the NQF and for establishing standards related to qualifications within the Framework. It is in fact the national institution in Malta which screens, validates, recognises, and accredits qualifications at a National level. The MQC also co-ordinates several national, international, and EU projects towards enhancing further and higher education services in Malta and creating better policy processes which would support such decisions. The MQC also stands for Quality Assurance in the provision of academic and vocational education, and training, and is the national contact point designated by the Ministry to implement the EQF. Hence, overall it aims at bridging the gap between education and the industry by establishing and effectively maintaining services that support the relevant structures. Having such an important role in the further and higher education sector, the MQC took the responsibility to steer the introduction of ECVET in the Maltese VET system. The initiative aims to firstly test, introduce and ultimately implement ECVET in the Maltese VET system. This decision was taken following the establishment of the Bruges Communiqué and the ECVET Recommendation in June 2009.

A very significant project of the MQC was the launching of the Malta Qualifications Framework in 2007 featuring 8 levels of qualifications mapped to the EQF. The next step is to now refine the other relevant tools which contribute to a solid educational structure targeting both academic and vocational education and training. Hence the aim of this project shall be of encouraging and facilitating student mobility, and lifelong learning in the vocational education and training sector. The implementation of the ECVET European tool in Malta will have its start from this project. The MQC is to develop and test an ECVET conversion system. This system will allow the testing of the process on a total of 30 VET qualifications/courses, changing them from their traditional format to ones which use the ECVET system. The 30 examples to test have been chosen to include both full VET qualifications as well as short VET courses part of CVET at different NQF levels. These short courses are to eventually allow learners to accumulate ECVET in their quest to finally obtain a full VET qualification. This leads to the main instrument which is then to be developed. Based on the templates and methodologies developed and tested on the 30 VET qualifications/ courses, a manual will then be drawn up. This manual is to provide background knowledge,

guidelines, flowcharts, and checklists which would enable any VET provider in Malta, and potentially also across Europe, to use as support in converting their courses into the ECVET system. Furthermore, the project final output (Manual) is not intended to focus solely at the national level. The manual to be developed is to be designed in a way which will be also sensitive to other forms of VET provision in Europe. This is to be achieved through the input of the European partners whose main responsibilities are to include those of providing expertise and support in the development of the tools, but also in ensuring that the tools developed can also have value at European level.

The project on European Credit Transfer System for Vocational Education and Training (ECVET) includes the production of various reports regarding ECVET. This first report looks at the current profile of the 30 selected VET qualifications/courses for this pilot project from four Maltese VET Institutions.

The four VET institutions, namely the government run *Malta College of Arts, Science, and Technology* (MCAST), The *Employment and Training Corporation* (ETC), the *Institute of Tourism Studies* (ITS) and a private run Information and Communications Technology specialised training company *Clear Dimensions Ltd.* (CDL) which are partners to the project have been asked to compile a template about a number of their courses. MCAST submitted 15 templates, ETC, ITS and CDL submitted 5 templates each, a total of 30 templates. The templates provide various data and information about some of the courses offered by the VET institutions. The templates provide an overview including information such as level rating, course outline, duration, learning outcomes, credit systems, teaching and assessment methods. It also includes the details for each study unit within the courses. Part two of the template also uncovers whether the institutions have the necessary mechanisms to validate informal and non-formal learning, to be able to provide individualised learning agreements, personal transcripts, and prepare Memorandum of Understanding documents for partnership agreements.

This document complements the compilation of the profile templates of the various VET courses (as Report 1) As explained above, it analyses in brief the situation regarding the level rating of the courses, the learning outcomes established for the study units within the courses and the credit systems for the courses, teaching and assessment methodologies, and assessment methodologies, as well as mechanisms to validate informal and non-formal learning, MoU, learning agreements, and personal transcripts. Hence, through the template, the MQC aims to identify whether the 30 selected courses have the mechanisms in place that feature the ECVET necessary conditions. If not the MQC, through this project shall guide the institutions to develop the necessary mechanisms. Thus Report 1 aims to report the current status of these courses. Report 1 is then followed by Report 2, which aims to identify the strengths and weaknesses of the current systems keeping in mind the ECVET necessary conditions.

Chapter 2: Profile of the Institutions

MCAST

MCAST was established in 2001 to provide universally accessible vocational and professional education and training with an international dimension, responsive to the needs of the individual and the economy. Today MCAST employs around 525 full-time individuals including academia and corporate staff.

MCAST is the leading entity responsible for the provision of vocational education in various sectors that are principally: Art & Design, Agribusiness, Building & Construction Engineering, Business & Commerce, Community Services, ICT, Electrical & Electronics Engineering, Maritime Studies, Applied Science and Mechanical Engineering. Through its ten institutes in Malta and its Gozo Centre, MCAST offers 155 full time and 300 part time vocational courses ranging from certificates to degrees (Level 1 to Level 6)

Its 6,000 full time and 4,000 part time students are prepared for careers in industry, business or commerce or for higher education. Through its various courses, MCAST aims to provide a skilled workforce that is capable of fulfilling current and future needs in the labour market. Indeed, MCAST has established ties with various industrial stakeholders and as a result it is in the optimal position to respond to current industrial trends and their corresponding occupational skills needs. This relationship stimulates the College's success – its programmes are flexible, relevant and responsive to the needs of industries, which are constantly evolving to meet the challenges of a changing global economy.

ITS

The Institute of Tourism Studies is an institution of higher education aimed at meeting the changing needs of the Hospitality and Tourism Industry.

ITS was established in 1987 and consolidated by the Education Act No. XIII of 2006 of the Laws of Malta. The main responsibility of the Institute is to furnish the Tourism Sector with professional personnel who can guarantee an excellent standard of products and services within the Hospitality Industry.

The Mission of ITS is developing people through quality learning to achieve excellence in tourism. Its vision is that through its innovative high quality lifelong learning academic programmes the Institute of Tourism Studies develops people for tomorrow's tourism industry.

ITS direct their resources towards the development of inclusive academic programmes which facilitate technical, generic and behavioural skills and competencies, integrate theory and practice and promote modern leadership approaches.

ETC

The Employment and Training Corporation (ETC) is Malta's national employment authority. The Corporation was set up in 1990 by an Act of Parliament to provide and maintain employment services, to aid unemployed persons in finding suitable employment and to help employers find appropriate employees. The ETC also provides training services to clients seeking employment and to clients already employed but wanting to improve their knowledge and skills.

The ETC offers a variety of training programmes of all levels, starting from basic competences in literacy and soft skills to training programmes targeting managers and supervisors. The ETC has a modern Training Complex consisting of more than 40 classrooms and workshops, all equipped with the latest technology to deliver the courses on offer. Trainers engaged are all professionals in their line of work and are experienced in delivering training to adults.

Clear Dimension Ltd

Clear Dimension Ltd was set up in 2006 to provide specialised IT training in Malta in line with the industry needs. In a short time, Clear Dimension was appointed a Cisco Regional Academy due to its vision and expansion of Cisco specialized products.

Clear Dimension became a Linux Professional Institute to provide open source industry certification in Linux to corporate companies. As quality training and specialization grew, Clear Dimension increased its portfolio to include business certifications in project and risk management and also FOREX trading. Other courses include Microsoft, Skillsoft, ITIL and database training.

With a core administration staff of five, twelve key local instructors and nine regular foreign tutors, clear dimension provides training to around 300 to 400 students per year. It also provides support to Local Cisco Networking Academies who provide basic Cisco training.

CDL's industry courses are mainly of duration of three to six months with a few lasting for one year. They are delivered by industry certified instructors who actually work in the field and so provide first hand and up to date information to their students. Clear Dimension will be moving into Higher Education and offer Diploma and Degree courses to keep up with the ever changing industry demand. CDL's aim as a training provider is to continue offering specialised IT and Business training to increase the necessary skills and competencies needed

Chapter 3: Compilation of templates for data gathering

A template has been designed to gather data from the four VET institutions¹
The template was sent out to the VET institutions by email and returned electronically.

The template was structured into two parts. Part one of the template was divided into three parts namely capturing: **Institution Details**, **Qualification Details**, and **Profile for each Study Unit**. The templates addressed issues relating to level rating, course outline, duration, learning outcomes, credit systems, teaching and assessment methods. It also includes the details for each study unit within the courses. Part two of the template which was distributed at a later stage focused on the other necessary conditions for ECVET namely the ability to perform validation of informal and non-formal learning, to prepare Memorandum of Understanding for partnership agreements with other institutions for student mobility purposes, to prepare individualised learning agreements and personal transcripts at the end of their learning experience.

From part one of the template, the sections regarding the level-rating, the learning outcomes established for the study units within the courses, the credit systems and assessment and teaching methodologies for the courses were analysed in brief for this report in order to provide a general overview of the situation. From part two of the template, all questions have been analysed.

The following key sections were analysed for the purpose of this first report:

6. Level rating status: (Please tick as appropriate)

Not yet applied Proposed to MQC Confirmed by MQC

15. Have the learning outcomes been established for this study unit? Yes / No

Yes No

16. If Yes, list the learning outcomes / course content for each study unit:

18. Do you have a credit system? (Please tick as appropriate)

Yes No

19. If Yes, describe the system, and describe how the credits are allocated:

¹ Regarding the 30 different courses. (See copy of template in Appendix 1)

20. Number of Credits according to your system described in Q 19.: (if applicable)

21. Teaching Methodology for this Study Unit:
 role play discussions presentations hands-on
 other please specify

22. Assessment Methodology for this Study Unit:
 assignment written test oral test practical test
 final exam mentoring portfolio long essay _____ words
 ongoing assessment dissertation _____ words
 other please specify _____

23. Reading List:

24. Minimum Formal Qualifications/Experience required for the instructor/tutor to teach this study unit

Chapter 4: The situation regarding the level rating of the courses

CHART 4.1 – Number of Courses included in the project

Number of Courses included in the project:	
MCAST	15
ITS	5
ETC	5
CDL (Private ICT courses)	5
Total	30

Chart 4.1 illustrates the number of courses per institute participating in the project

CHART4.2 – Number of Courses included in the project:

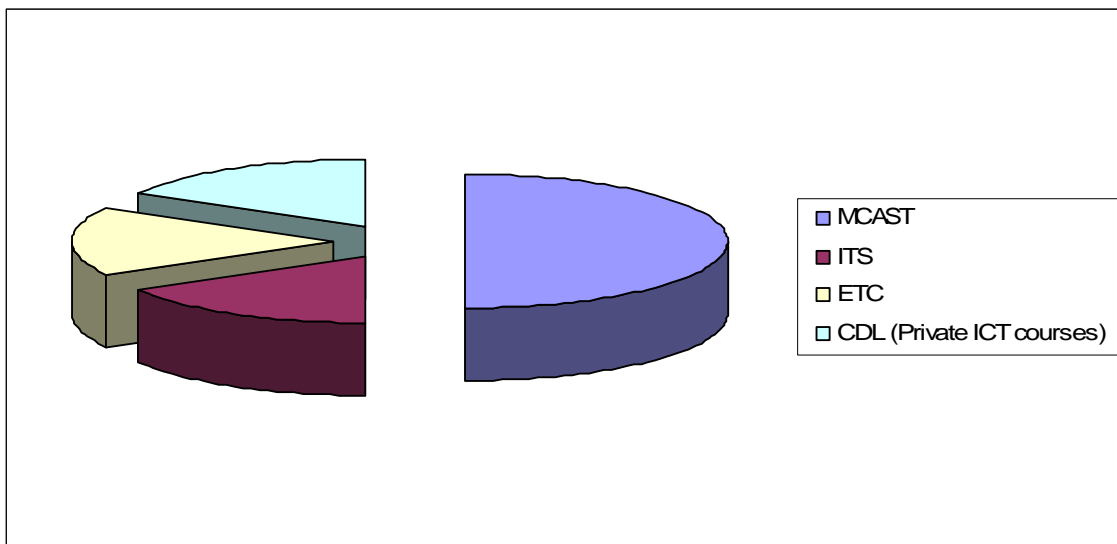


Chart 4.2 illustrates the ratio of courses per institute participating in the project

CHART 4.3 – Lists of courses illustrating if they have been level rated or not by MQC:

VET institution	Not Applied yet	Proposed to MQC	Confirmed by MQC	Total
MCAST	0	0	15	15
	Not Applied yet	Proposed to MQC	Confirmed by MQC	Total
ITS	0	3	2	5
	Not Applied yet	Proposed to MQC	Confirmed by MQC	Total
ETC	0	5	0	5
	Not Applied yet	Proposed to MQC	Confirmed by MQC	Total
CDL	5	0	0	5
Total	5	8	17	30

Chart 4.3 illustrates the level rating situation of the courses per institute participating in the project

CHART 4.4 – MCAST courses – current situation regarding level rating by MQC:

MCAST Courses Level Rating Status

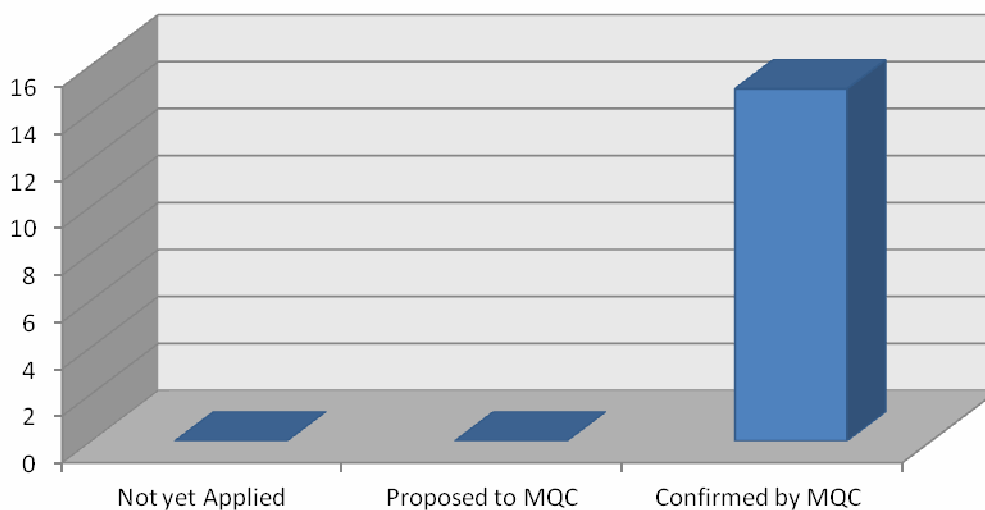


Chart 4.4 illustrates the status regarding level rating of the MCAST courses included in the project

CHART 4.5 – ITS courses – current situation regarding level rating by MQC:

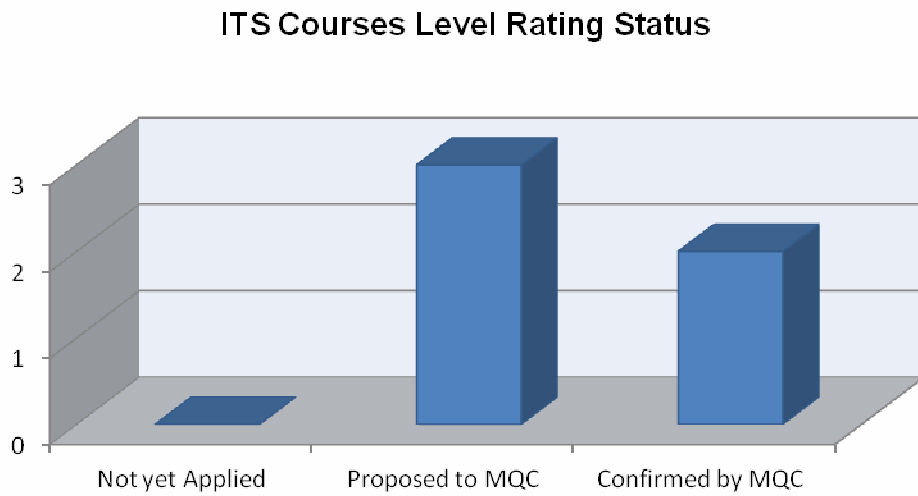


Chart 4.5 illustrates the status regarding level rating of the ITS courses included in the project

CHART 4.6 – ETC courses –current situation regarding level rating by MQC:

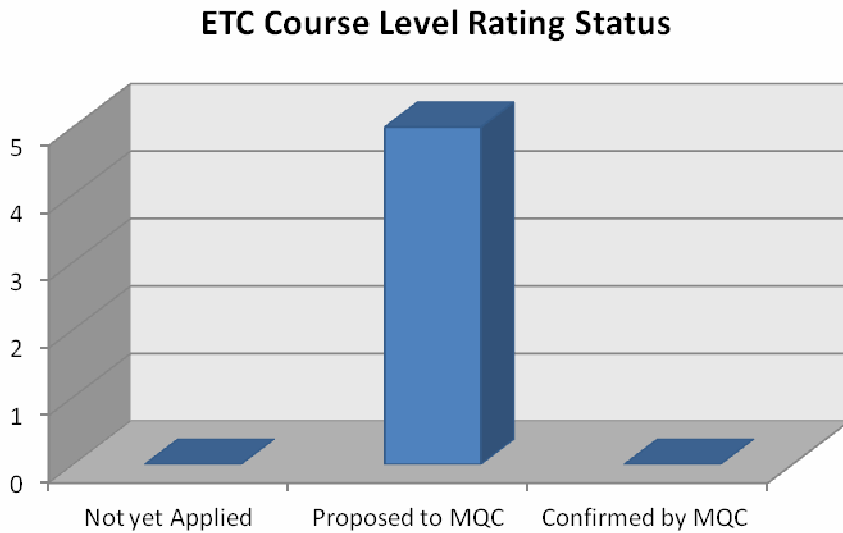


Chart 4.6 illustrates the status regarding level rating of the ETC courses included in the project

CHART 4.7 – CDL courses –current situation regarding level rating by MQC:

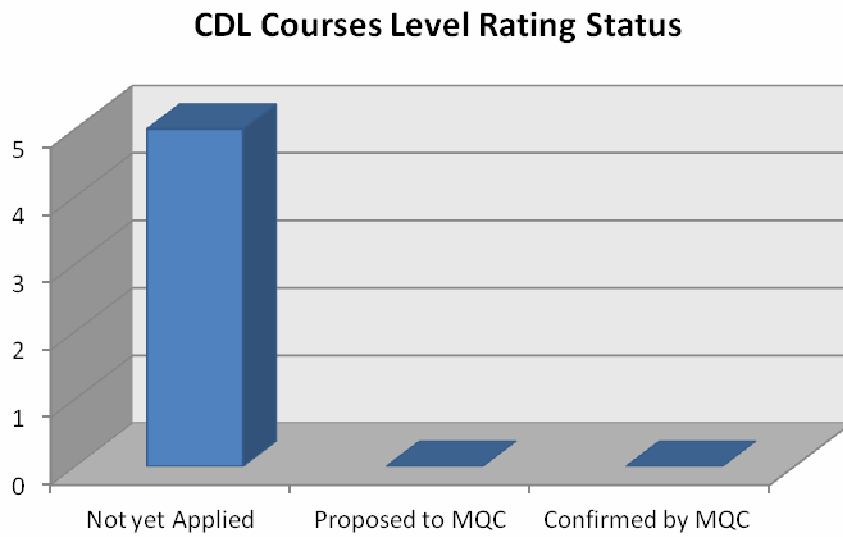
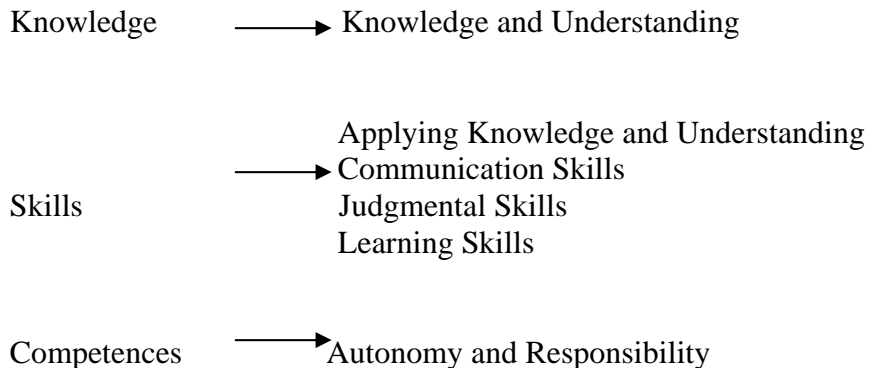


Chart 4.7 illustrates the status regarding level rating of the CDL courses included in the project

Chapter 5: Learning Outcomes Established for the courses

The Malta Qualifications Council is a national authority entrusted to implement the European Qualifications Framework (EQF) within the national context. In fact, a very significant project of the MQC was the launching of the Malta Qualifications Framework (MQF) for lifelong learning in 2007 which is referenced and lined to the EQF. The MQF is characterised by eight levels of qualifications; level one being the first level qualification, and level eight being the highest level of qualification that one can achieve.

For each level within the MQF, there are the level descriptors sub-divided into knowledge, skills, and competences as suggested by the EQF. Malta adopted the same system of EQF level descriptors yet elaborated these level descriptors to contextualise further what these reflect. Malta further sub-divides the Knowledge, Skills, and Competences into more detailed structures as follows:



Knowledge refers to the understanding of basic, factual and theoretical information which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning.

Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting.

Each Competence is therefore then defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level.

Hence, being the National Authority responsible for implementing the EQF and for coordinating the ECVET project, the MQC suggests that Learning Outcomes at a

national level should be written according to the level descriptors of the MQF, using the Bloom's Taxonomy as Chart 5.1 illustrates.

MQC recommends that the Learning Outcomes are written in line with the following format which is in line with the EQF and MQF

CHART 5.1 – MQF format for Learning Outcomes² :

The Language of Learning Outcomes	
1. Knowledge	
1.1 Knowledge and Understanding	know, understand, be familiar with
2. Skills	
2.1 Applying Knowledge and Understanding	apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange
2.2 Communication Skills	write, illustrate, report, describe, discuss, explain, state, name, express, review, speak, present, interact
2.3 Judgment Skills	choose, judge, identify, evaluate, analyse, assess, interpret, argue, select, compare, rate, measure, propose, appraise, estimate, examine, categorise
2.4 Learning Skills	evaluate own learning, proceed, study, undertake further studies
3. Competences	
3.1 Autonomy and Responsibility	Collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell

Learning Outcomes are statements which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as *what a learner understands and is capable of doing at the end of a learning process.*³

Learning outcomes may have different functions in the VET system, leading to different forms of operationalisation. Based on a comparative study of VET systems in

² MQC Learning Outcomes Report 2011

³Malta Qualifications Council (2010) *Classifying Qualifications A National Awards System Referenced to the Malta Qualifications Framework: a proposal.* p38

nine European countries⁴, CEDEFOP identified three categories of learning outcomes depending on the function they are ascribed in curricula:

- 1) defining the overarching goals of education and training,
- 2) specifying the learning outcomes of a study programme, and
- 3) stipulating the learning outcomes of specific units of training.⁵

1. When learning outcomes express overarching goals of education and training they are formulated in broad terms, rather than being specified at the level of subject or occupation. One such example is the Curriculum for Excellence in Scotland, where learning outcomes associated with the ‘four capacities’ (as successful learners, responsible citizens, confident individuals and effective contributors) are directed at all segments of education for 3-18 year olds, including general and prevocational education as well as further education. These learning outcomes are defined in terms of attitudes and competences (‘...able to ...’) general enough to apply to all age groups. Key competences can be considered to fall into this category of learning outcomes – fulfilling the function of overarching goals of education and training with a transversal character.⁶ Specifying learning outcomes at such a high level raises the question of how to integrate transversal competences into learning programmes, which are most often divided into either subjects or occupation-based training units. The Cedefop study identified two possible approaches (not necessarily mutually exclusive):

- The overarching goals are subsequently formulated in terms of competence or outcomes function as guiding principles to develop and assess the other elements of the curriculum and the learning programmes in all subjects and areas.
- The overarching goals are formulated in terms of key competences which are broken down into a list of knowledge, skills and attitudes providing a direct basis for assessment. In France, for instance, references to each of the key competences are included in the syllabi and recommendations are issued by the education authorities to explain to teachers how to link key competences with subject- or occupation-based learning programmes.⁷
-

2. A second function of learning outcomes in curricula is to define the specific competences, skills and knowledge which should be achieved by the end of a study programme. This function is typically fulfilled by learning outcomes expressed in qualification standards. These standards provide the basis for final assessment and for the planning and implementation of teaching and training actions, thus constituting an integral part of the curriculum. In Ireland for instance, such learning outcomes are included in general standards (level descriptors) and award-specific standards.

3. Finally, learning outcomes are found in some curricula at the level of units, where they express the specific outcomes/objectives of individual teaching units and thus precisely determine the contents of training and education programmes.⁸

⁴Cedefop (2010) *Learning outcomes approaches in VET curricula: A comparative analysis of nine European Countries*. p16

⁵Cedefop (2010) *Learning outcomes approaches in VET curricula*. p56-58

⁶ As above

⁷Cedefop (2010) *Learning outcomes approaches in VET curricula*. p62

⁸Cedefop (2010) *Learning outcomes approaches in VET curricula*. p57-59

Referring back to the template, in order to uncover whether the Learning Outcomes have been established by these institutions, and to analyse and study the way they are written, the MQC provided the following question:

Are the Los of the courses and study units described by the institutions illustrated in line with the above format and functionality?

Analysis of the results indicated that almost all the VET institutions have learning outcomes established for the courses presented for this project submitted for this project. The only exception is ITS, which has some of the courses with the learning outcomes still being developed; the reason being that these are new programmes of study. Most of ITS courses have Learning Outcomes established, however, for the scope of this project, the ITS presented also some of their newly developed programmes so that ITS could ensure their development in line with ECVET.

However, although all the institutions stated in the filled-in-template used for this project that they use a learning outcomes approach, there seems to be different understanding on how these are written and structured.

MCAST

MCAST's Learning Outcomes for its courses/ study units do include a very clear well structured description of the knowledge, skills and competences although these are not grouped under the 3 column grid which groups separately the knowledge skills and competences. The skills are not broken down into Applying Knowledge and Understanding, Communication Skills, Judgment Skills and Learning Skills. The criteria for differentiation of the skills vary across the different levels. The Learning Outcomes include both the generic style which provides an overarching vision of the learning outcomes, as well as more specific detail about the learning outcomes for the training units.

ITS

Although ITS did not submit all the courses with written Learning Outcomes, this was mainly due to the fact that ITS submitted brand new courses which were still being designed during the data collection period of this project. However, the courses submitted with learning outcomes are very well written differentiating between the knowledge, skills and competences. The skills are broken down into Applying Knowledge and Understanding, Communication Skills, Judgment Skills and Learning Skills.

ETC

ETC's Learning Outcomes for its courses/ study units include a description of the knowledge, skills and competences. The skills are broken down into Applying Knowledge and Understanding, Communication Skills, Judgment Skills and Learning Skills. The Learning Outcomes are written in a style which incorporates the higher

level generic overview, and the more detailed description of the specific knowledge, skills and competences to be achieved at the end of the learning process.

CDL

CDL's Learning Outcomes for its courses/ study units do include a description of the knowledge, skills and competences although these are not grouped under 3 column grid which groups separately the knowledge, skills and competences. The skills are not broken down into Applying Knowledge and Understanding, Communication Skills, Judgment Skills and Learning Skills. The Learning Outcomes are written in a generic style, although some of the outcomes do refer in some detail to more specific components of the learning outcomes.

Whilst the main aim of this first report is a presentation of the status quo, the second report following this report, will analyse the above in further detail to identify key strengths and weaknesses.

CHART 5.2 – Summary of the current situation regarding the courses included in this project vis-à-vis learning outcomes:

	Learning Outcomes	
VET Institution	YES (no. of Courses)	NO (no. of Courses)
MCAST	15	0
	YES (no. of Courses)	NO (no. of Courses)
ITS	2	3
	YES (no. of Courses)	NO (no. of Courses)
ETC	5	0
	YES (no. of Courses)	NO (no. of Courses)
CDL	5	0

CHART 5.3 – The Current Situation on the Learning Outcomes of MCAST's 15 Study Units:

MCAST

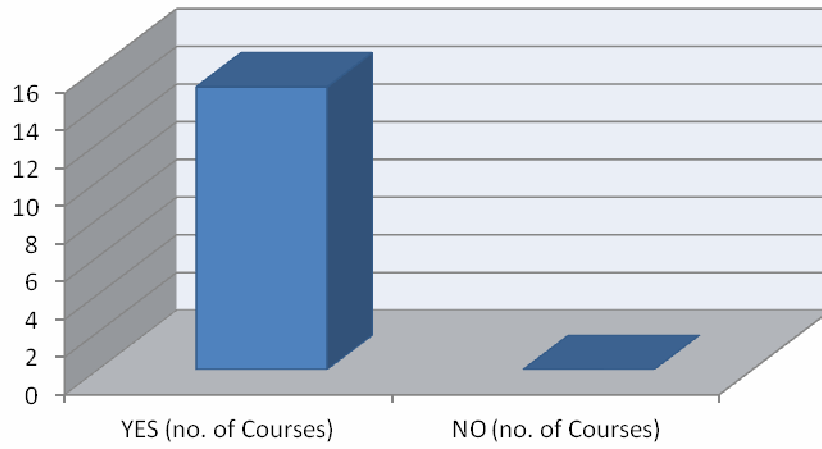


CHART 5.4 – The Current Situation on the Learning Outcomes of ITS’s 5 Study Units:

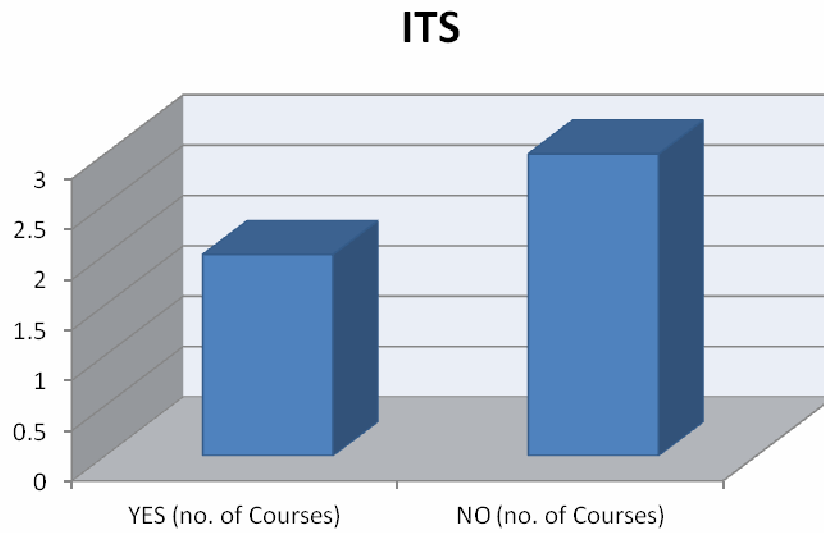


Chart 5.5 – The Current Situation on the Learning Outcomes of ETS’s 5 Study Units:

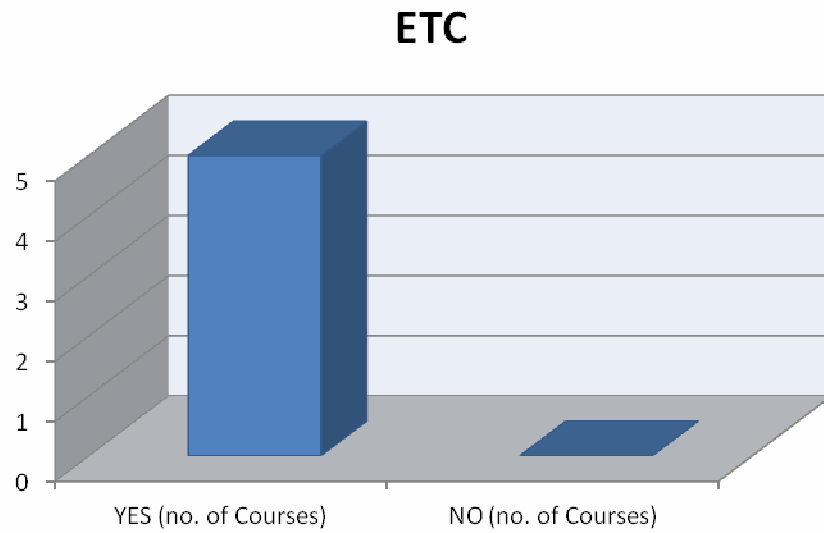
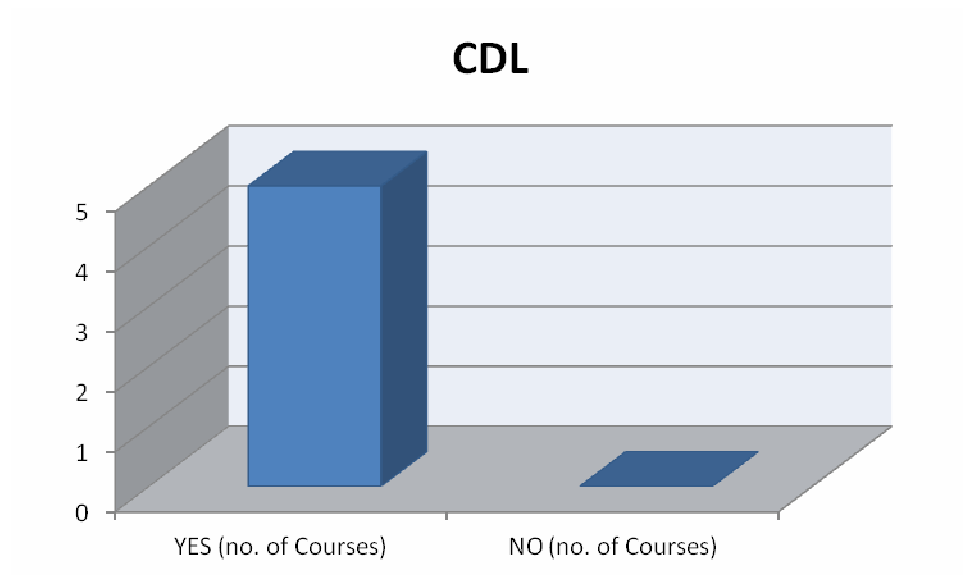


Chart 5.6 – The Current Situation on the Learning Outcomes of CDL’s 5 Study Units:



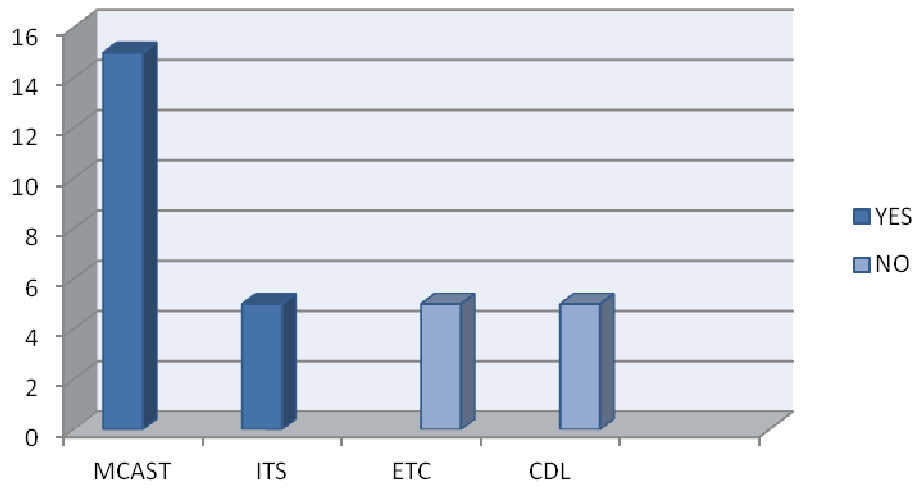
Chapter 6: Use of a credit system for the courses

As national authority, following consultation, MQC adopts a credit system of 1 credit = 25 hours of total learning to be used for the VET sector in Malta. This runs in parallel to the system used in ECTS and Higher Education Qualifications and therefore instils a further degree of comparability and possible permeability. However, the number of hours allocated to self-study, contact hours, hands-on practice and assessment is to be flexible due to the vast different areas and fields of study covered by VET which imply different exigencies according to the context and subject area. The underlying principle of quality assurance will nevertheless guarantee that the learning outcomes of the learning experience are being achieved. This will be done through quality assurance of course design teaching and assessment methodologies and through the assessment of learning outcomes being achieved. According to the filled templates submitted by the institutions, MCAST and ITS have a credit system for the courses whilst ETC and CDL do not. However there are differences in the number of hours allocated per credit. Some of the VET institutions include a breakdown of the hours but some did not provide any details in the template. The following pages include a chart illustrating the current situation in detail.

CHART 6.1 – The current situation regarding credit systems in place vis-à-vis the 30 courses in the project:

VET institution	YES	NO
MCAST	15	
ITS	5	
ETC		5
CDL (Private ICT courses)		5
Total	20	10

CHART6.2 – The current situation regarding credit systems in place vis-à-vis the 30 courses in the project:



Details regarding the credit systems used

CHART 6.3a – Detailed breakdown of the current situation of the credit system of the 30 courses of the project:

Courses/ Study Units	CREDIT SYSTEM		
	Number of Hours	Details re distribution of hours	
		Yes	No
The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):			
From the Institute of Agribusiness:			
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	1006	Yes	
2. MCAST Foundation Certificate in Horticulture and Animal Care	1508	Yes	
3. MCAST-BTEC Diploma in Horticulture	1506	Yes	
4. MCAST-BTEC Diploma in Animal Care	1506	Yes	
5. MCAST-BTEC Extended Diploma in Agriculture	3000	Yes	
From the Institute of Art & Design:			
1. MCAST Introductory Certificate in Art and Design	1006	Yes	
2. MCAST Foundation Certificate in Art and Design	1508	Yes	
3. MCAST Diploma in Printing	1518	Yes	
4. MCAST-BTEC Foundation Diploma in Art and Design	1510	Yes	
5. MCAST-BTEC Higher National Diploma in Interactive Media	3070	Yes	

CHART 6.3b – detailed breakdown of the current situation of the credit system of the 30 courses of the project:

Courses/ Study Units	CREDIT SYSTEM		
	Number of Hours	Details re distribution of hours	
		Yes	No
The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):			
From the Institute of Mechanical Engineering:			
1. MCAST Foundation Certificate in Mechanical Engineering	1508	Yes	
2. City and Guilds Diploma in Automotive Maintenance	730	Yes	
3. MCAST-BTEC Diploma in Mechanical Engineering	1508	Yes	
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	3000	Yes	
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	3446	Yes	
The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):			
1. Foundation Certificate in Hospitality Trades	1760	Yes	
2. Certificate in Hospitality Trades	1610	Yes	
3. Craft Certificate in Food Preparation & Production	1735	Yes	
4. Diploma in Culinary Arts	609	Yes	
5. Pre-Employment Scheme	574.5	Yes	

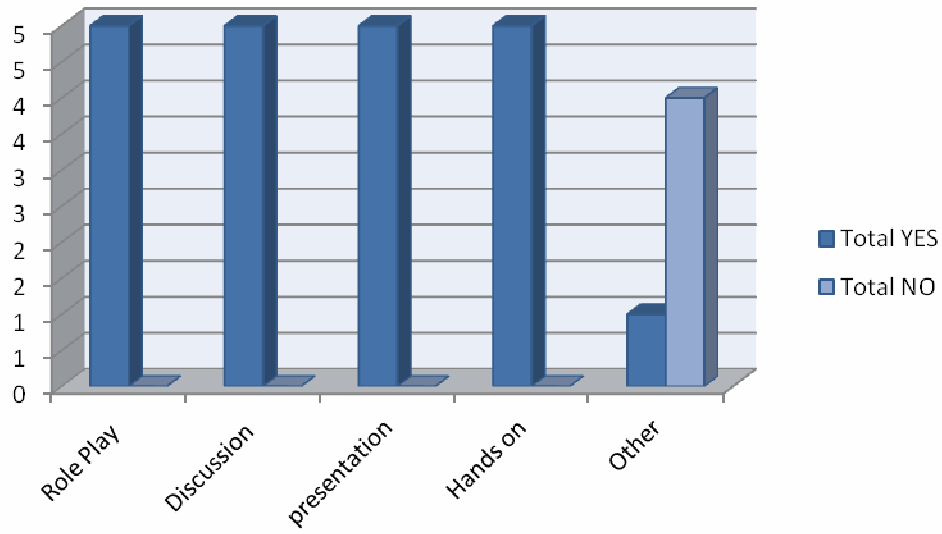
CHART 6.3c – detailed breakdown of the current situation of the credit system of the 30 courses of the project:

Courses/ Study Units	CREDIT SYSTEM		
	Number of Hours	Details re distribution of hours	
		Yes	No
The 5 qualifications/courses chosen from the Employment and Training Corporation (ETC):			
1. Basic Skills Level 1	837	Yes	
2. Care Workers for Disabled Persons	215	Yes	
3. Job Search Seminar and Job Skills	134.5	Yes	
4. Project Management	182	Yes	
5. Call Centre Agent	100	Yes	
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):			
1. Cisco IT Essentials	295.5	Yes	
2. Cisco Certified Network Associate	482.5	Yes	
3. Junior Level Linux Certification LPIC-1	156	Yes	
4. Cisco Certified Network Professional	437.5	Yes	
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	375	Yes	

Chapter 7: Teaching Methodologies

Courses/ Study Units	Teaching Methodologies				
	Role Play	Discussion	Presentation	Hands on	Other
MCAST - Institute of Agribusiness:					
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	Yes	Yes	Yes	Yes	No
2. MCAST Foundation Certificate in Horticulture and Animal Care	Yes	Yes	Yes	Yes	No
3. MCAST-BTEC Diploma in Horticulture	Yes	Yes	Yes	Yes	No
4. MCAST-BTEC Diploma in Animal Care	Yes	Yes	Yes	Yes	No
5. MCAST-BTEC Extended Diploma in Agriculture	Yes	Yes	Yes	Yes	Yes
Total YES	5	5	5	5	1
Total NO	0	0	0	0	4

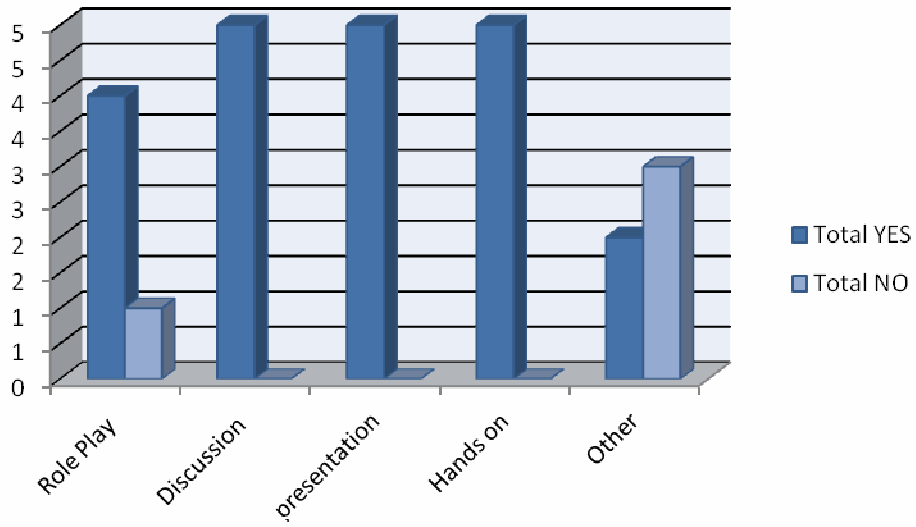
Chart 7.1 MCAST - Institute of Agribusiness - Use of different teaching methodologies in the 5 courses analysed



Teaching Methodologies

Courses/ Study Units	Role Play	Discussion	Presentation	Hands on	Other
MCAST - Institute of Art & Design:					
1. MCAST Introductory Certificate in Art and Design	Yes	Yes	Yes	Yes	No
2. MCAST Foundation Certificate in Art and Design	Yes	Yes	Yes	Yes	Yes
3. MCAST Diploma in Printing	Yes	Yes	Yes	Yes	Yes
4. MCAST-BTEC Foundation Diploma in Art and Design	Yes	Yes	Yes	Yes	No
5. MCAST-BTEC Higher National Diploma in Interactive Media	No	Yes	Yes	Yes	No
Total YES	4	5	5	5	2
Total NO	1	0	0	0	3

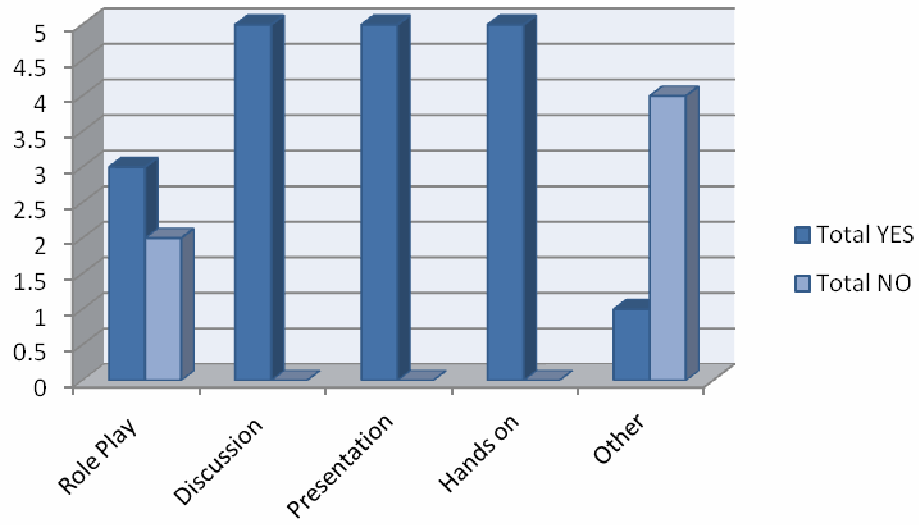
Chart 7.2 MCAST - Institute of Art and Design - Use of different teaching methodologies in the 5 courses analysed



Teaching Methodologies

Courses/ Study Units	Role Play	Discussion	Presentation	Hands on	Other
MCAST - Institute of Mechanical Engineering:					
1. MCAST Foundation Certificate in Mechanical Engineering	Yes	Yes	Yes	Yes	No
2. City and Guilds Diploma in Automotive Maintenance	No	Yes	Yes	Yes	No
3. MCAST-BTEC Diploma in Mechanical Engineering	Yes	Yes	Yes	Yes	No
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	Yes	Yes	Yes	Yes	Yes
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	No	Yes	Yes	Yes	No
Total YES	3	5	5	5	1
Total NO	2	0	0	0	4

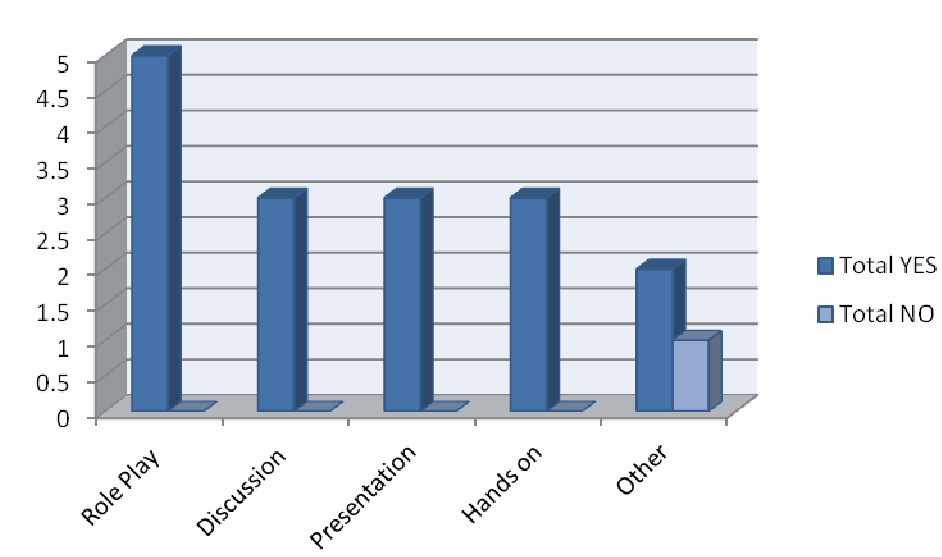
Chart 7.3 MCAST - Institute of Mechanical Engineering - Use of different teaching methodologies in the 5 courses analysed



Teaching Methodologies

Courses/ Study Units	Role Play	Discussion	Presentation	Hands on	Other
Institute of Tourism Studies (ITS):					
1. Foundation Certificate in Hospitality Trades	Yes	Yes	Yes	Yes	Yes
2. Certificate in Hospitality Trades	Yes	Yes	Yes	Yes	Yes
3. Craft Certificate in Food Preparation & Production	Yes	Yes	Yes	Yes	Yes
4. Diploma in Culinary Arts	Yes	Yes	Yes	Yes	Yes
5. Pre-Employment Scheme	Yes	Yes	Yes	Yes	No
Total YES	5	5	5	5	4
Total NO	0	0	0	0	1

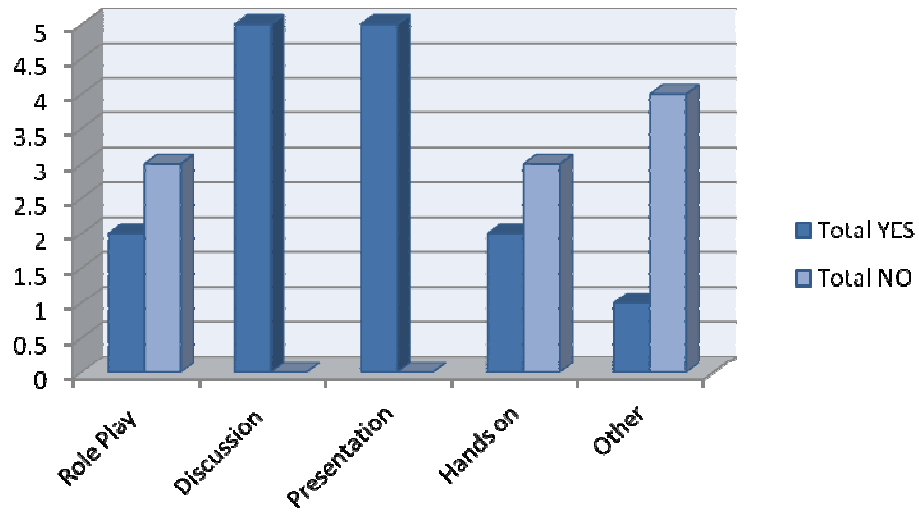
Chart 7.4 ITS - Use of different teaching methodologies in the 5 courses analysed



Teaching Methodologies

Courses/ Study Units	Role Play	Discussion	Presentation	Hands on	Other
Employment and Training Corporation (ETC):					
1. Basic Skills Level 1	No	Yes	Yes	No	No
2. Care Workers for Disabled Persons	No	Yes	Yes	Yes	No
3. Job Search Seminar and Job Skills	Yes	Yes	Yes	No	No
4. Project Management	No	Yes	Yes	No	No
5. Call Centre Agent	Yes	Yes	Yes	Yes	Yes
Total YES	2	5	5	2	1
Total NO	3	0	0	3	4

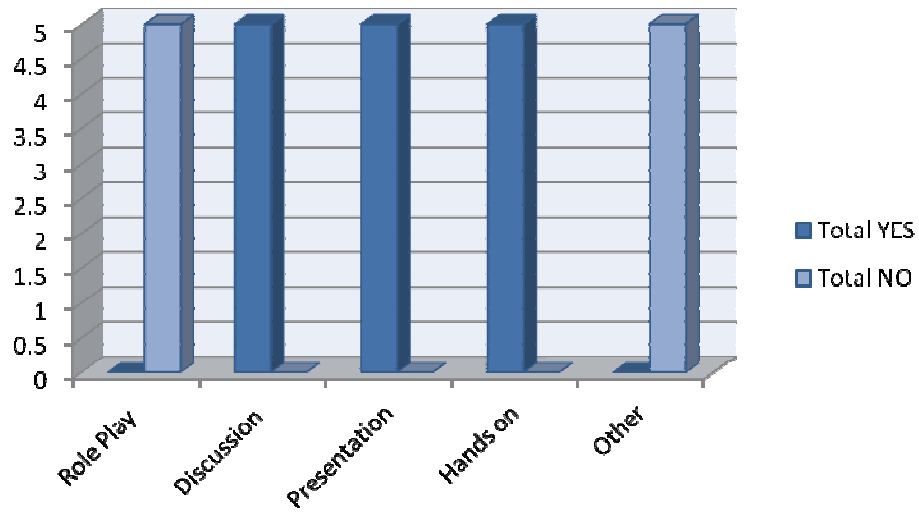
Chart 7.5 ETC - Use of different teaching methodologies in the 5 courses analysed



Teaching Methodologies

Courses/ Study Units	Role Play	Discussion	Presentation	Hands on	Other
Clear Dimension Ltd. (CDL):					
1. Cisco IT Essentials	No	Yes	Yes	Yes	No
2. Cisco Certified Network Associate	No	Yes	Yes	Yes	No
3. Junior Level Linux Certification LPIC-1	No	Yes	Yes	Yes	No
4. Cisco Certified Network Professional	No	Yes	Yes	Yes	No
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	No	Yes	Yes	Yes	No
Total YES	0	5	5	5	0
Total NO	5	0	0	0	5

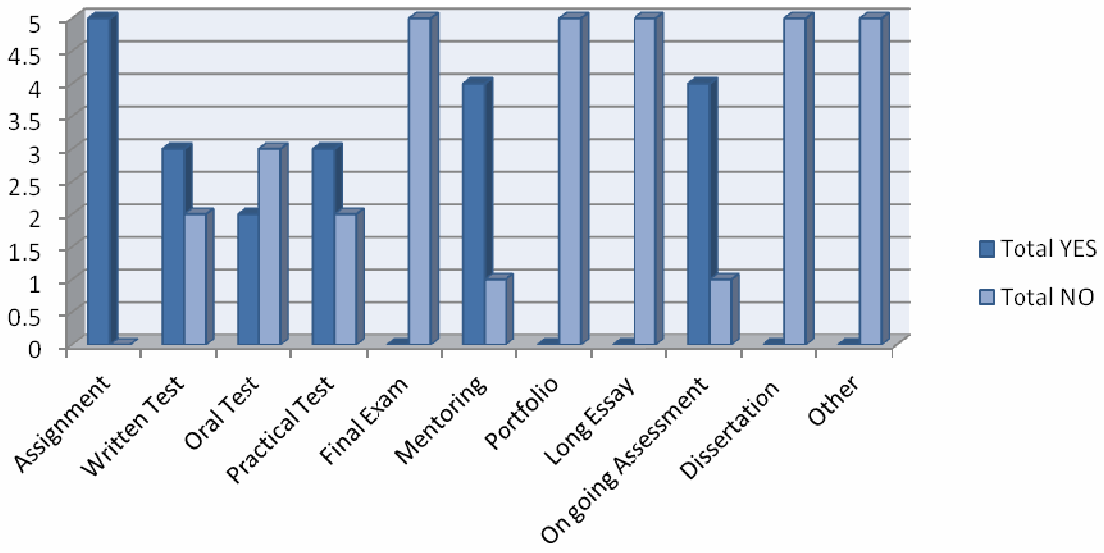
Chart 7.6 CDL - Use of different teaching methodologies in the 5 courses analysed



Chapter 8: Assessment Methodologies

Assessment Methodologies											
Courses/ Study Units	Assignment	Written Test	Oral Test	Practical Test	Final Exam	Mentoring	Portfolio	Long Essay	On going Assessment	Dissertation	Other
MCAST - Institute of Agribusiness											
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	Yes	No	No	No	No	No	No	No	Yes	No	No
2. MCAST Foundation Certificate in Horticulture and Animal Care	Yes	No	No	No	No	Yes	No	No	Yes	No	No
3. MCAST-BTEC Diploma in Horticulture	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	No	No
4. MCAST-BTEC Diploma in Animal Care	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	No	No
5. MCAST-BTEC Extended Diploma in Agriculture	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No
Total YES	5	3	2	3	0	4	0	0	4	0	0
Total NO	0	2	3	2	5	1	5	5	1	5	5

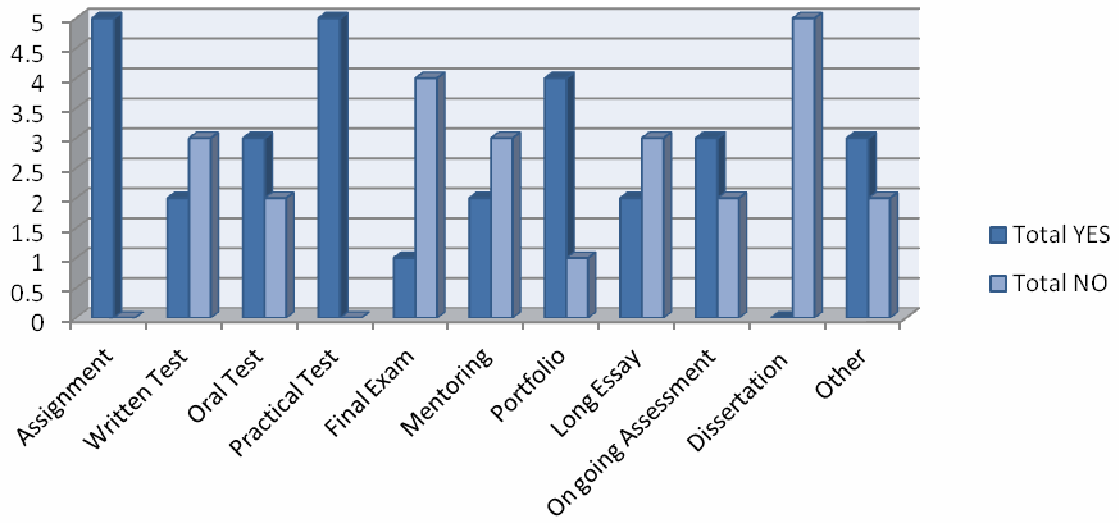
Chart 8.1 MCAST - Institute of Agribusiness - Use of different teaching assessment in the 5 courses analysed



Assessment Methodologies

Courses/ Study Units	Assignment	Written Test	Oral Test	Practical Test	Final Exam	Mentoring	Portfolio	Long Essay	On going Assessment	Dissertation	Other
MCAST - Institute of Art & Design:											
1. MCAST Introductory Certificate in Art and Design	Yes	No	No	Yes	No	No	Yes	No	Yes	No	No
2. MCAST Foundation Certificate in Art and Design	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
3. MCAST Diploma in Printing	Yes	Yes	Yes	Yes	No	No	No	No	Yes	No	No
4. MCAST-BTEC Foundation Diploma in Art and Design	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes
5. MCAST-BTEC Higher National Diploma in Interactive Media	Yes	No	No	Yes	No	No	Yes	Yes	No	No	Yes
Total YES	5	2	3	5	1	2	4	2	3	0	3
Total NO	0	3	2	0	4	3	1	3	2	5	2

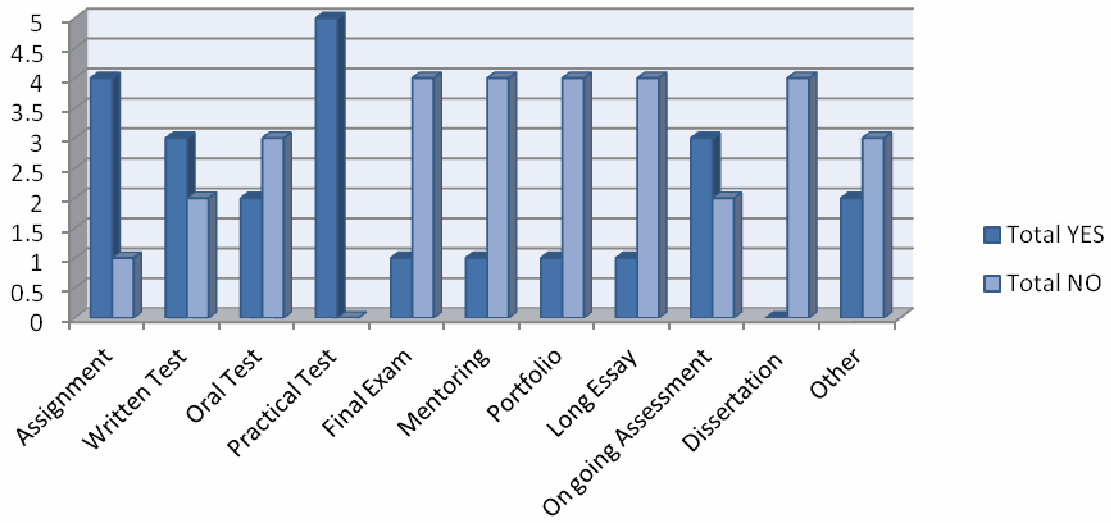
Chart 8.2 MCAST - Institute of Art and Design- Use of different teaching assessment in the 5 courses analysed



Assessment Methodologies

Courses/ Study Units	Assignment	Written Test	Oral Test	Practical Test	Final Exam	Mentoring	Portfolio	Long Essay	On going Assessment	Dissertation	Other
MCAST - Institute of Mechanical Engineering											
1. MCAST Foundation Certificate in Mechanical Engineering	Yes	No	No	Yes	No	No	No	No	Yes	No	Yes
2. City and Guilds Diploma in Automotive Maintenance	No	No	No	Yes	Yes	No	No	No	No	No	No
3. MCAST-BTEC Diploma in Mechanical Engineering	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	No	No
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No
Total YES	4	3	2	5	1	1	1	1	3	0	2
Total NO	1	2	3	0	4	4	4	4	2	4	3

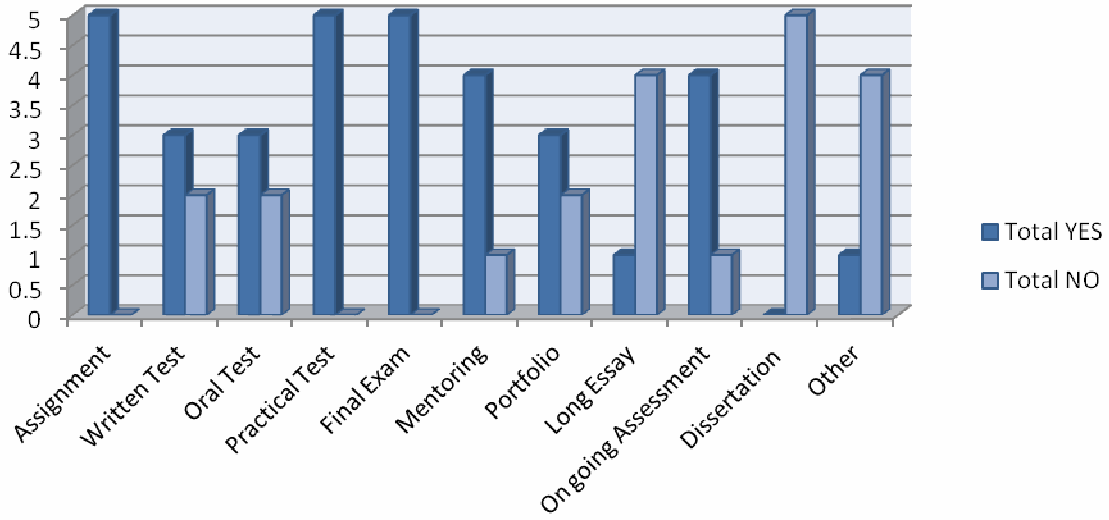
Chart 8.3 MCAST - Institute of Mechanical Engineering - Use of different teaching assessment in the 5 courses analysed



Assessment Methodologies

Courses/ Study Units	Assignment	Written Test	Oral Test	Practical Test	Final Exam	Mentoring	Portfolio	Long Essay	Ongoing Assessment	Dissertation	Other
Institute of Tourism Studies (ITS)											
1. Foundation Certificate in Hospitality Trades	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No
2. Certificate in Hospitality Trades	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
3. Craft Certificate in Food Preparation & Production	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No
4. Diploma in Culinary Arts	Yes	No	No	Yes	Yes	Yes	No	No	Yes	No	No
5. Pre-Employment Scheme	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	Yes
Total YES	5	3	3	5	5	4	3	1	4	0	1
Total NO	0	2	2	0	0	1	2	4	1	5	4

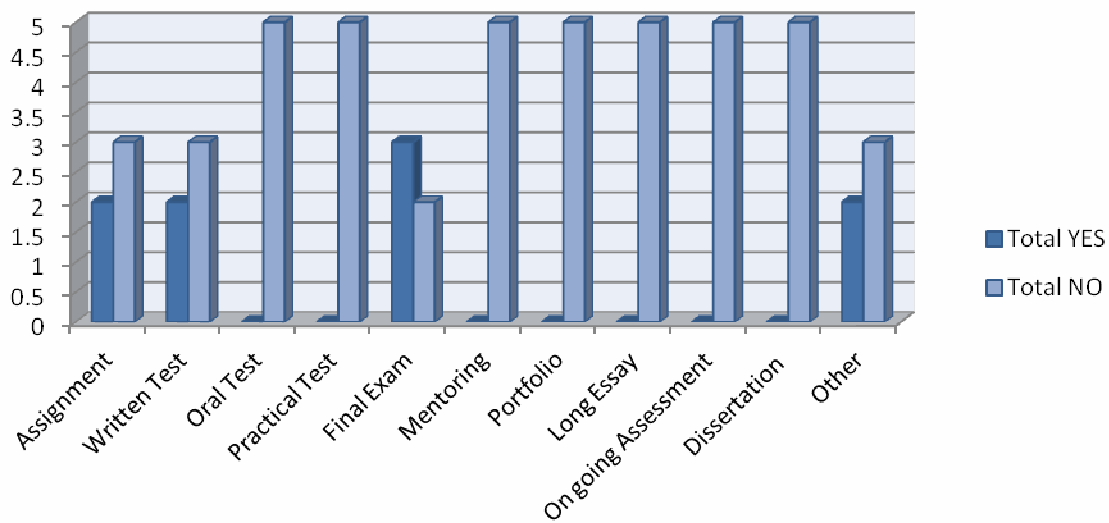
Chart 8.4 Institute of Tourism Studies (ITS) Use of different teaching assessment in the 5 courses analysed



Assessment Methodologies

Courses/ Study Units	Assignment	Written Test	Oral Test	Practical Test	Final Exam	Mentoring	Portfolio	Long Essay	On going Assessment	Dissertation	Other
Employment and Training Corporation (ETC)											
1. Basic Skills Level 1	No	Yes	No	No	No	No	No	No	No	No	No
2. Care Workers for Disabled Persons	Yes	Yes	No	No	Yes	No	No	No	No	No	Yes
3. Job Search Seminar and Job Skills	No	No	No	No	No	No	No	No	No	No	Yes
4. Project Management	Yes	No	No	No	Yes	No	No	No	No	No	No
5. Call Centre Agent	No	No	No	No	Yes	No	No	No	No	No	No
Total YES	2	2	0	0	3	0	0	0	0	0	2
Total NO	3	3	5	5	2	5	5	5	5	5	3

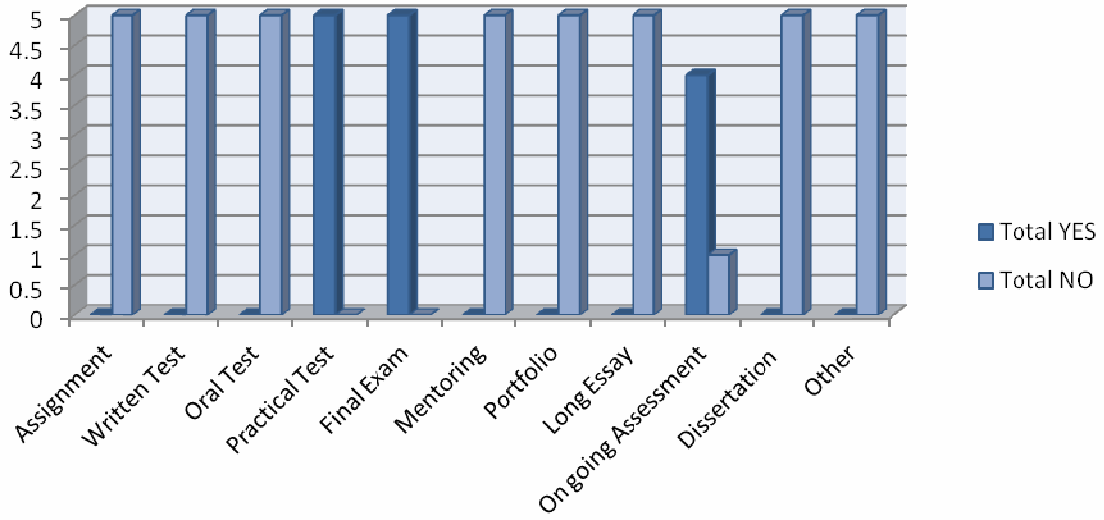
Chart 8.5 Employment and Training Corporation (ETC) - Use of different teaching assessment in the 5 courses analysed



Assessment Methodologies

Courses/ Study Units	Assignment	Written Test	Oral Test	Practical Test	Final Exam	Mentoring	Portfolio	Long Essay	On going Assessment	Dissertation	Other
Clear Dimension Ltd. (CDL)											
1. Cisco IT Essentials	No	No	No	Yes	Yes	No	No	No	No	No	No
2. Cisco Certified Network Associate	No	No	No	Yes	Yes	No	No	No	Yes	No	No
3. Junior Level Linux Certification LPIC-1	No	No	No	Yes	Yes	No	No	No	Yes	No	No
4. Cisco Certified Network Professional	No	No	No	Yes	Yes	No	No	No	Yes	No	No
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	No	No	No	Yes	Yes	No	No	No	Yes	No	No
Total YES	0	0	0	5	5	0	0	0	4	0	0
Total NO	5	5	5	0	0	5	5	5	1	5	5

Chart 8.6 Clear Dimension Ltd. (CDL) Use of different teaching assessment in the 5 courses analysed



Chapter 9: Mechanisms for Validation of informal and non-formal learning

CHART 9.1 – Validation, assessment and recording of informal and non-formal learning within the VET Institutions

VET Institutions	1. Does your institution validate informal and non-formal learning?	2. What assessment methods do you use for the recognition of informal and non-formal learning?	1. How do you record the recognition of a learner's informal and/or non-formal learning?
MCAST	NO	/	/
ITS	YES	A point system during selection process. (Accreditation of prior learning)	During the selection process
ETC	YES	Written, oral and practical exams-different types of exams for specific courses	Inputting data. No information on actual grades is kept in database
CDL	NO	/	/
Total YES	2		
Total NO	2		

Chapter 10: Mechanisms to establish MoU and Learning agreements and Personal Transcripts

Malta Qualifications Council distributed an extended questionnaire of the template (part 2)⁹ to the project VET institutions requesting them to comment on whether the institutions somehow have any mechanisms in place to be able to communicate with other institutions (locally or abroad) in view of establishing partnership agreements such as the Memorandum of Understanding and to develop an individualized learning agreement for each student following mobility. The questionnaire requested information also about whether the institutions issue a personal transcript for each and every student. Malta Qualifications Council provided the following definitions to the VET institutions together with the extended questionnaire.

Memorandum of Understanding

Credit transfer is supported by mutual trust between the competent institutions involved. Hence, a MoU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnership's procedures for cooperation. Such a tool was recommended to be established in the ECVET Recommendation Documentation of the European Parliament and of the Council of June 18th 2009. MoU are conducted by competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. By setting up a MoU, competent institutions should acknowledge their partners' approaches to designing units, assessment, validation, and recognition as well as quality assurance. Through this process, they make informed judgements about the conditions under which they can recognise credit achieved in partner systems. Therefore, a MoU contains statements through which the parties concerned accept each other's status as competent institutions; accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer; agree on the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU; agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF; and identify other actors and competent institutions that may be involved in the process concerned and their functions.

Learning Agreement

'In the case of a training pathway comprising a transfer of units and credits, the learning agreement is drawn up jointly by the sending and receiving institutions. The learning agreement must be agreed by the mobile learner. It contains the list of units and credits covered during the mobility period and the corresponding modules and courses to be proposed to the learner. These modules and these courses are regarded as forming an

⁹ See Appendix 2

integral part of the programme envisaged by the sending establishment, even if they are presented differently. The learning agreement is written in the languages of the sending and receiving countries. It is established before the learner's departure and must be updated immediately when changes in organisation and contents of modules or courses occur.¹⁰

Personal Transcript

A Personal Transcript is a document that belongs to the learner. While the learning agreement describes what the learner is expected to achieve, the personal transcript documents what s/he has achieved. Hence, it is a record of learning achievements that contains information on learner's assessed learning outcomes, units, and ECVET points awarded. It also specifies the identity of the learner and the competent institution/s that assessed, validated and recognised the learner's credit.

¹⁰ European Commission (2005) *European Credit System for VET (ECVET) Technical Specifications (Report of the Credit Transfer Technical Working Group)* Brussels, 28/06/2005 EAC/A3/MAR pg 20

CHART 10.1 Infrastructure for MoU, Partnership Agreement and Personal Transcript between the institution and another

VET Institutions	1. Infrastructure to be able to work on MoU partnership agreements between the institution and another	2. Infrastructure to be able to work on partnership agreements between the institution and another to design individualised learning agreements for each student following a mobility process	3. Does the institution currently provide a personal transcript to the students at the end of a course or by the end of his/her learning experience at the institution even if the course is not fully finished?
MCAST	YES	YES	YES
ITS	YES	A point system during selection process. (Accreditation of prior learning)	During the selection process
ETC	YES	Written, oral and practical exams- different types of exams for specific courses	Inputting data. No information on actual grades is kept in database
CDL	NO	/	/

All the institutions that participated in the project have an infrastructure in place to be able to work on MoU partnership agreements between the institution and another. MCAST has an international office that coordinates various projects in relation to programmes such as Erasmus and Leonardo Da Vinci . Learning agreements are also coordinated by the college’s international office. MCAST and ITS have an infrastructure to work on partnership agreements between the institution and another to design individualised learning agreements for each student following a mobility process. However ETC and CDL do not have such a system in place. All the institutions except for ETC and CDL provide a personal transcript to the students at the end of a course or by the end of his/her learning experience at the institution even if the course is not fully finished.

Chapter 11: Conclusion

Analysis of the data provided through the filled in template indicated that almost all the VET institutions have learning outcomes established for the courses submitted for this project. Most of the learning outcomes are written very clearly, lined with the level descriptors that facilitate the choice of teaching and assessment methodologies, however some of the learning outcomes are not necessarily grouped into knowledge, skills and competences separately. The situation regarding learning outcomes is analysed in Report 2 which focuses on the current strengths and weaknesses of the institutions vis-à-vis the VET Qualifications for Conversion into ECVET System.

As described earlier the use of Learning Outcomes has two key functions. These include the use of learning outcomes in curricula to define the specific competences, skills and knowledge which should be achieved by the end of a study programme. This function is typically fulfilled by learning outcomes expressed in qualification standards. These standards provide the basis for final assessment and for the planning and implementation of teaching and training actions, thus constituting an integral part of the curriculum. Learning outcomes are also found in some curricula at the level of units, where they express the specific outcomes/objectives of individual teaching units and thus precisely determine the contents of training and education programmes.^[1]

The above functions are considered essential for ECVET to operate. Therefore, the key basis for identifying the strengths and weaknesses will be made by asking key questions about the current state of the study units within the courses.

Other areas that need to be addressed to bring more harmonisation among the VET courses and qualifications to facilitate the conversion into ECVET especially for mobility purposes are the credit systems and guidelines regarding the use of MoUs, validation of informal and non formal learning and the use of personal transcripts. Nonetheless, other systems need to also be analysed such as transparency in teaching and assessment methodologies. Report 2 will look into these from an analytical point of view, highlighting the strengths that the four institutions have and the weaknesses that they may need to address to become fully in line with the ECVET necessary conditions.

Summary of current situation:

The situation regarding level rating

Of the 15 qualifications from the three MCAST institutes, all are level rated with the approval of MQC. All 5 ITS qualifications involved in this project have been level rated by MQC. Of the 5 ETC courses, 5 have applied for Level rating by MQC but have not yet been approved. The 5 qualifications selected from Cisco have not yet applied for MQC for Level rating.

^[1]Cedefop (2010) *Learning outcomes approaches in VET curricula*. p57-59

The situation regarding Learning Outcomes

The Learning Outcomes have been developed for all 15 qualifications selected from the MCAST Institutes of Agribusiness, Art and Design and Mechanical Engineering, for the 2 qualifications of ITS, the 5 selected from CDL and the 5 qualifications from ETC.

The Learning Outcomes vary significantly in the amount of detail included for each of the units within the qualifications, in the alignment with MQF level rating and in the identification and sub-sectioning of the component parts in line with MQF level descriptors. Thus for example, while some of the Learning Outcomes, include only the overarching competences which the learner is expected to have by the end of the study unit, others differentiate between knowledge, skills and competences, while others include all the component parts in line with MQC framework and level rating.

The situation regarding credit systems

All the qualifications selected from the three MCAST institutes and 2 qualifications from ITS have credit systems. The 5 qualifications selected from ETC and the 5 qualifications selected from CDL do not yet have credit systems.

Appendix 1 – template



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Kindly fill in the details using Arial font, font size 11, single line spacing.

Institution Details

1. Name of the Institution:

2. Brief Profile of the Education and Training Provider:

(Example: The Institution XYZ is one of the three pillars upon which the Human Resources section is built. It has been in function for about 15 years and it caters for 2000 clients with the main premises located in San Gwann and 7 other classrooms which are geographically spread around Malta and Gozo. The institution has an administrative staff of 10, a permanent staff of 70, and 35 part-timers and 15 minor staff to maintain and service the premises. The training which the institution offers is based on a three yearly Training Needs Analysis which is either carried out in-house, outsourced, or while holding the courses on site. Training is delivered by specialized trainers who are well experienced in the field of training. The institution also organizes group training with established Institutions or organizations that can provide the employees with accredited tuition of a recognized body. It is the institution's aim to maintain a high level of training which raises the quality of skills and competences throughout the workforce.)

Qualification Details

3. Qualification Name: *(Example: BTEC Higher National Diploma in Mechanical Engineering)*

4. Entry Requirements: *(Example: An MQF/EQF Level 3 qualification related to the subject or equivalent)*

5. Qualification Title obtained at the end of the course: *(Example: Higher National Diploma)*

6. Level rating status: (Please tick as appropriate)

Not yet applied Proposed to MQC Confirmed by MQC

7. Please indicate as appropriate:

(Example: MQF Level 5)

Level Proposed by Institution : _____

Level Confirmed by MQC: _____

8. Course Type: (Please tick as appropriate)

Full-time Part-time Short Course

9. General Course Objectives: (Example: to impart the necessary knowledge and skills necessary to inspect a scaffold structure and to verify its fitness for use and purpose and compliance to safety standards and regulations.)

10. Course Outline (modules/structure/timeline): *Imp. Note: In point form*

(Example:

- The qualification encompasses 10 study units namely: Business Management Techniques, Analytical Methods for Engineers, Engineering Science, Project, Mechanical Principles, Engineering Design, Manufacture Option, Mechatronics, Operations and Maintenance Option, and Marine Option.
- The 10 study units are spread throughout the two year programme, 4 are delivered in the 1st year while 6 are delivered in the 2nd year.
- The Study Unit **Business Management Techniques** mainly focuses on these key topics: xyz, abc, mno, uvw.
- **Analytical Methods for Engineers** focuses on these key topics: xyz, abc, mno, uvw.
- **Engineering Science** focuses on these key topics: xyz, abc, mno, uvw.
- **Project** focuses on these key topics: xyz, abc, mno, uvw.
- **Mechanical Principles** focuses on these key topics: xyz, abc, mno, uvw.
- **Engineering Design** focuses on these key topics: xyz, abc, mno, uvw.
- **Manufacture Option** focuses on these key topics: xyz, abc, mno, uvw.

- *Mechatronics focuses on these key topics: xyz, abc, mno, uvw.*
- *Operations and Maintenance Option focuses on these key topics: xyz, abc, mno, uvw.*
- *Marine Option focuses on these key topics: xyz, abc, mno, uvw and includes an internship of 2months.*
- *Regarding assessment, every year there will be a one month period assessment at the end of the scholastic year based on written examinations and practical examination sessions.)*

11. Duration of the whole Qualification in hours of total learning:

Contact hours*:

Self-study:

Hands-on:**

Assessment*:**

- * these contact hours should refer to theoretical (non-practical) hours
- ** hands-on hours should refer to practical sessions which can also be supervised
- *** time allocated to assessment should incl. the time needed to prepare the assignment
(Ex: if a student has to spend 6hrs reading book in order to be able to work on an assignment, those 6 hrs should be included. In the case of an exam, indicate only the time allocated to the exam example: 2hrs)

12. Number of Study Units of the Qualification (if any): (E.g.: 4) _____

Profile for each Study Unit

(IMP: Please fill in this form for each module)

13. Name of the Study Unit:

14. Duration of the Study Unit in total hours:

15. Have the learning outcomes been established for this study unit? Yes / No

Yes No

16. If Yes, list the learning outcomes / course content for each study unit:

17. Total Number of Hours allocated to the study unit in:

Contact hours*:

Self-study:

Hands-on:**

Assessment*:**

* these contact hours should refer to theoretical (non-practical) hours

** hands-on hours should refer to practical sessions which can also be supervised

*** time allocated to assessment should incl. the time needed to prepare the assignment
(Ex: if a student has to spend 6hrs reading book in order to be able to work on an assignment, those 6 hrs should be included. In the case of an exam, indicate only the time allocated to the exam example: 2hrs)

18. Do you have a credit system? (Please tick as appropriate)

Yes No

19. If Yes, describe the system, and describe how the credits are allocated:

20. Number of Credits according to your system described in Q 19.: (if applicable)

21. Teaching Methodology for this Study Unit:

role play discussions presentations hands-on
 other please specify

22. Assessment Methodology for this Study Unit:

- assignment written test oral test practical test
- final exam mentoring portfolio long essay _____ words
- ongoing assessment dissertation _____ words
- other please specify _____

23. Reading List:

24. Minimum Formal Qualifications/Experience required for the instructor/tutor to teach this study unit:

Appendix 2 – template (part 2)



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Questionnaire tackling:

Validation of informal and non-formal learning

1. Does your institution validate informal and non-formal learning?

Yes

No

If No kindly proceed to question 4.

2. What assessment methods do you use for the recognition of informal and non-formal learning?

3. How do you record the recognition of a learner's informal and/or non-formal learning?

Memorandum of Understanding (MoU)¹¹

4. Does your institution currently have any infrastructure to be able to work on MoU partnership agreements between the institution and another (be it locally or abroad)?

Yes No

Any other comments

.....

Learning Agreement¹²

5. Does your institution currently have any infrastructure to be able to work on partnership agreements between the institution and another (be it locally or abroad), to design individualised learning agreements for each student following a mobility process?

Yes No

Any other comments

.....

Personal Transcript¹³

6. Does the institution currently provide a personal transcript to the students at the end of a course or by the end of his/her learning experience at the institution even if the course is not fully finished?

Yes No

Any other comments

.....

¹¹ Refer to appendix for the definition of a Memorandum of Understanding (MoU)

¹² Refer to appendix for the definition of an Individualised Learning Agreement

¹³ Refer to appendix for the definition of a Personal Transcript