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Vocational Education and Training (VET) Credit Conversion System

Report 2

Strengths and Weakness regarding VET Qualifications for Conversion into ECVET System

Of the current 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 analysing the strengths and weakness 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 strengths and weaknesses of the current systems which have been presented by the four partner institutions through the templates provided and already described in Report 1. The key focus of the report is on the use of learning outcomes, the level rating and accreditation of the courses, the credit systems of the courses, assessment and teaching methodologies. Analysing the transparency, the integrated quality systems of these courses and their clarity, one could easily determine the strengths in the mechanisms that are in place and any weakness in the mechanism that may require improvement, and that needs to be addressed.

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, 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.

Although to a different extent, all the institutions can be considered to be on track to having their courses aligned for conversion into the ECVET system. Some of the institutions have their courses and qualifications well written and have the right systems in place for ECVET. Some Institutions still need to develop further their systems or enhance the details of their course descriptions. However, more than weaknesses, one finds that the development work needed is more of fine-tuning nature rather than an overhaul or major changes.

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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. 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 is to encourage and facilitate 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.

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.

This report looks at the current strengths and weaknesses of the courses submitted for evaluation as part of this project. The analysis is based mainly of the learning outcomes. Other areas to assess the strengths and weaknesses include the Level rating and accreditation of the courses, the Credit systems, the Assessment methodologies used, and the Teaching methodologies used. A brief analysis is also included regarding the Mechanisms to establish MoU and Learning agreements and Personal Transcripts.

Chapter 2: Strengths and Weaknesses

The key basis for identifying the strengths and weaknesses

This chapter looks at the current strengths and weaknesses of the courses submitted for evaluation as part of this project. The analysis is based mainly of the learning outcomes. Other areas to assess the strengths and weaknesses include the Level rating and accreditation of the courses, the Credit systems, the Assessment methodologies used, and the Teaching methodologies used. A brief analysis is also included regarding the Mechanisms to establish MoU and Learning agreements and Personal Transcripts

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 is being made by asking key questions about the current state of the study units within the courses. Courses and or qualifications including clearly defined learning outcomes in line with the European Qualifications Framework and its level descriptors are considered as a strength for the courses/qualifications vis-à-vis the conversion and readiness for use into the ECVET. The other end of the spectrum includes the courses and or qualifications that do not have the key elements regarding learning outcomes. These are being considered as being weak vis-à-vis the conversion and readiness for use into the ECVET.

The section below analysis the data provided in the project template compiled by the institutions by asking the following questions: Are the Learning Outcomes established for the study units within the courses? Are the Learning Outcomes clearly differentiated into Knowledge, Skills, and Competences? Are the Knowledge, Skills, and Competences sub sectioned into further components in line with MQF? Are the Learning Outcomes written in a specific or in a generic manner? Are the Learning Outcomes written in concise statements, using clear, simple wording and action verbs? Are the Learning Outcomes written in a manner which reduces assessor subjectivity? Are the Learning Outcomes written in line with the MQF level descriptors?

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

2.1 Are the Learning Outcomes established for the study units within the courses?

The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):	YES NO
From the Institute of Agribusiness:	
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	Yes
2. MCAST Foundation Certificate in Horticulture and Animal Care	Yes
3. MCAST-BTEC Diploma in Horticulture	Yes
4. MCAST-BTEC Diploma in Animal Care	Yes
5. MCAST-BTEC Extended Diploma in Agriculture	Yes
Total YES	5
Total NO	0
From the Institute of Art & Design:	
1. MCAST Introductory Certificate in Art and Design	Yes
2. MCAST Foundation Certificate in Art and Design	Yes
3. MCAST Diploma in Printing	Yes
4. MCAST-BTEC Foundation Diploma in Art and Design	Yes
5. MCAST-BTEC Higher National Diploma in Interactive Media	Yes
Total YES	5
Total NO	0
From the Institute of Mechanical Engineering:	
1. MCAST Foundation Certificate in Mechanical Engineering	Yes
2. City and Guilds in Automotive Maintenance	Yes
3. MCAST-BTEC Diploma in Mechanical Engineering	Yes
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	Yes
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):	
1. Foundation Certificate in Hospitality Trades	No
2. Certificate in Hospitality Trades	No
3. Craft Certificate in Food Preparation & Production	No
4. Diploma in Culinary Arts	Yes
5. Pre-Employment Scheme	Yes
Total YES	2
Total NO	3
The 5 qualifications/courses chosen from the Employment and Training Corporation (ETC):	
1. Basic Skills Level 1	Yes
2. Care Workers for Disabled Persons	Yes

3. Job Search Seminar and Job Skills	Yes
4. Project Management	Yes
5. Call Centre Agent	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):	
1. Cisco IT Essentials	Yes
2. Cisco Certified Network Associate	Yes
3. Junior Level Linux Certification LPIC-1	Yes
4. Cisco Certified Network Professional	Yes
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	Yes
Total YES	5
Total NO	0

The 15 qualifications selected from the MCAST Institutes of Agribusiness, Art and Design and Mechanical Engineering include Learning Outcomes for each of the modules within the qualifications. The Learning Outcomes are presented in detail for most of the modules, the knowledge, skills and competences are clearly differentiated.

All of the modules within the ETC qualifications include Learning Outcomes with clear differentiations between the competences and the underpinning knowledge and skills. While the Learning Outcomes for the qualifications selected from Clear Dimension Limited have been established for each of the units within the qualifications, these are high level, and general, rather than specific.

The Learning Outcomes for the modules within the qualifications selected from Clear Dimension Limited do not differentiate clearly between competences (what the learner can do with autonomy and responsibility) and the underpinning knowledge (the understanding of basic, factual and theoretical information) and skills (the application of the acquired knowledge and understanding in different contexts).

The Learning Outcomes for the qualifications selected from MCAST, ITS and ETC are expressed through a more comprehensive description of what a qualification represents in terms of its components, namely knowledge, skills and competences. This differentiation increases the transparency of the qualification and consequently facilitates assessment. It also allows for the use of different training methods to enable the learner to achieve the required knowledge skills and competences. This distinction also facilitates the alignment between qualifications and the occupational standards for the related occupations particularly since the National Occupational Standards are described in terms of the common and technical competencies and the underlying knowledge and skills required. It therefore contributes to the alignment between the world of education and the world of work.

2.2 The institutions that have Knowledge, Skills, and Competences included in the Learning Outcomes but not differentiated

The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):	Differentiated YES NO
From the Institute of Agribusiness:	
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	Yes
2. MCAST Foundation Certificate in Horticulture and Animal Care	Yes
3. MCAST-BTEC Diploma in Horticulture	Yes
4. MCAST-BTEC Diploma in Animal Care	Yes
5. MCAST-BTEC Extended Diploma in Agriculture	Yes
Total YES	5
Total NO	
From the Institute of Art & Design:	
1. MCAST Introductory Certificate in Art and Design	Yes
2. MCAST Foundation Certificate in Art and Design	Yes
3. MCAST Diploma in Printing	Yes
4. MCAST-BTEC Foundation Diploma in Art and Design	Yes
5. MCAST-BTEC Higher National Diploma in Interactive Media	Yes
Total YES	5
Total NO	0
From the Institute of Mechanical Engineering:	
1. MCAST Foundation Certificate in Mechanical Engineering	Yes
2. City and Guilds in Automotive Maintenance	Yes
3. MCAST-BTEC Diploma in Mechanical Engineering	Yes
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	Yes
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):	
1. Foundation Certificate in Hospitality Trades	No
2. Certificate in Hospitality Trades	Yes
3. Craft Certificate in Food Preparation & Production	No
4. Diploma in Culinary Arts	No
5. Pre-Employment Scheme	No
Total YES	1
Total NO	4
The 5 qualifications/courses chosen from the Employment and Training Corporation (ETC):	
1. Basic Skills Level 1	No
2. Care Workers for Disabled Persons	No

3. Job Search Seminar and Job Skills	No
4. Project Management	No
5. Call Centre Agent	No
Total YES	0
Total NO	5
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):	
1. Cisco IT Essentials	No
2. Cisco Certified Network Associate	No
3. Junior Level Linux Certification LPIC-1	No
4. Cisco Certified Network Professional	No
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	No
Total YES	0
Total NO	5

2.3 Are the Knowledge, Skills, and Competences sub sectioned into further components in line with MQF?

The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):	YES NO
From the Institute of Agribusiness:	
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	No
2. MCAST Foundation Certificate in Horticulture and Animal Care	No
3. MCAST-BTEC Diploma in Horticulture	No
4. MCAST-BTEC Diploma in Animal Care	No
5. MCAST-BTEC Extended Diploma in Agriculture	No
Total YES	0
Total NO	5
From the Institute of Art & Design:	
1. MCAST Introductory Certificate in Art and Design	No
2. MCAST Foundation Certificate in Art and Design	No
3. MCAST Diploma in Printing	No
4. MCAST-BTEC Foundation Diploma in Art and Design	No
5. MCAST-BTEC Higher National Diploma in Interactive Media	No
Total YES	0
Total NO	5
From the Institute of Mechanical Engineering:	
1. MCAST Foundation Certificate in Mechanical Engineering	No
2. Diploma in Automotive Maintenance and Repair	No
3. MCAST-BTEC Diploma in Mechanical Engineering	No
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	No
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	No
Total YES	0
Total NO	5
The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):	
1. Foundation Certificate in Hospitality Trades	No
2. Certificate in Hospitality Trades	No
3. Craft Certificate in Food Preparation & Production	No
4. Diploma in Culinary Arts	No
5. Pre-Employment Scheme	No
Total YES	0
Total NO	5
The 5 qualifications/courses chosen from the Employment and Training Corporation (ETC):	

1. Basic Skills Level 1	Yes
2. Care Workers for Disabled Persons	Yes
3. Job Search Seminar and Job Skills	Yes
4. Project Management	Yes
5. Call Centre Agent	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):	
1. Cisco IT Essentials	No
2. Cisco Certified Network Associate	No
3. Junior Level Linux Certification LPIC-1	No
4. Cisco Certified Network Professional	No
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	No
Total YES	0
Total NO	5

Progression in the MQF is recorded in terms of: knowledge and understanding; applying knowledge and understanding; communication skills; judgement skills; learning skills and autonomy and responsibility.

MCAST's and ITS's Learning Outcomes for its courses/ study units do include a 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 categories tend to vary according to the unit in question. For example, the subsections for skills within the Personal Development Modules for many of the MCAST qualifications are Communication, Working with Others, Problem Solving, Self Management and Civic Skills. Those for Information Technology are General ICT concepts, Computer Management, word Processing Software, Spreadsheet Software and Communication.

The Learning Outcomes for the qualifications selected from Clear Dimension Limited, which the Learning Outcomes have been developed are not broken down into subsections. Thus, although the learning outcomes do include, communication, judgement and learning skills, these are not clearly differentiated and articulated.

The knowledge, skills and competences presented in the qualifications selected from ETC are further subdivided as in line with the abovementioned MQF components. As will be elaborated further below, the breaking down of skills into communication, judgement, learning and applying skills, not only increases transparency and ensures that all of these dimensions are addressed for each of the units, but also facilitates alignment with the MQF level descriptors and progression throughout the MQF framework.

2.4 Are the Learning Outcomes written in a specific or in a generic manner?

The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):	Specific Generic Both
From the Institute of Agribusiness:	
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	Specific
2. MCAST Foundation Certificate in Horticulture and Animal Care	Specific
3. MCAST-BTEC Diploma in Horticulture	Specific
4. MCAST-BTEC Diploma in Animal Care	Specific
5. MCAST-BTEC Extended Diploma in Agriculture	Specific
Total Specific	5
Total Generic	0
From the Institute of Art & Design:	
1. MCAST Introductory Certificate in Art and Design	Specific
2. MCAST Foundation Certificate in Art and Design	Specific
3. MCAST Diploma in Printing	Specific
4. MCAST-BTEC Foundation Diploma in Art and Design	Specific
5. MCAST-BTEC Higher National Diploma in Interactive Media	Specific
Total Specific	5
Total Generic	0
From the Institute of Mechanical Engineering:	
1. MCAST Foundation Certificate in Mechanical Engineering	Specific
2. City and Guilds in Automotive Maintenance	Specific
3. MCAST-BTEC Diploma in Mechanical Engineering	Specific
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	Specific
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	Specific
Total Specific	5
Total Generic	0
The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):	
1. Foundation Certificate in Hospitality Trades	LOs not established
2. Certificate in Hospitality Trades	LOs not established
3. Craft Certificate in Food Preparation & Production	LOs not established
4. Diploma in Culinary Arts	Specific
5. Pre-Employment Scheme	Generic
Total Specific	1
Total Generic	1
Los not established	3
The 5 qualifications/courses chosen from the Employment and Training Corporation (ETC):	
1. Basic Skills Level 1	Specific

2. Care Workers for Disabled Persons	Specific
3. Job Search Seminar and Job Skills	Specific
4. Project Management	Specific
5. Call Centre Agent	Specific
Total Specific	5
Total Generic	0
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):	
1. Cisco IT Essentials	Generic
2. Cisco Certified Network Associate	Generic
3. Junior Level Linux Certification LPIC-1	Generic
4. Cisco Certified Network Professional	Generic
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	Generic
Total Specific	0
Total Generic	5

A balanced approach to Learning Outcomes must combine both the didactic and the regulative perspective encompassing the vision of the broad outcomes together with a detailed description of the knowledge, skills and competences to be achieved and demonstrated through assessment. Thus the Learning Outcomes need to be written in a manner which encompasses the higher level and general, as well as the more specific descriptions.

The Learning Outcomes for the qualifications from MCAST as well as the Learning outcomes for the qualifications from ETC, are written in a manner which encompasses both the general descriptions as well as the more specific descriptions of the component parts of the Learning Outcomes. Thus for example, in the MCAST Foundation Certificate in Mechanical Engineering the unit for Mathematics is first described in terms of the broad learning outcomes such as: “*Use simple probability theory*”. These are then broken down in more specific detail as per example below:

Use simple probability theory:
1. Understand why the outcome from a statistical experiment is unpredictable
2. Know the probability Scale
3. Calculate the probability of the incidence of single events
4. Interpret probability results using appropriate language

Most of the ITS Modules do not yet have learning outcome, from the modules with established LOs one is specific and the other generic. The learning outcomes for the 5 qualifications from Clear Dimension Limited tend to include the generic and the more specific detail. However these are not clearly differentiated.

2.5 Are the Learning Outcomes written in concise statements and are they written using clear, simple wording and action verbs?

The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):	YES NO NOT CONSISTANTLY
From the Institute of Agribusiness:	
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	Yes
2. MCAST Foundation Certificate in Horticulture and Animal Care	Yes
3. MCAST-BTEC Diploma in Horticulture	Yes
4. MCAST-BTEC Diploma in Animal Care	Yes
5. MCAST-BTEC Extended Diploma in Agriculture	Yes
Total YES	5
Total NO	0
From the Institute of Art & Design:	
1. MCAST Introductory Certificate in Art and Design	Yes
2. MCAST Foundation Certificate in Art and Design	Yes
3. MCAST Diploma in Printing	Yes
4. MCAST-BTEC Foundation Diploma in Art and Design	Yes
5. MCAST-BTEC Higher National Diploma in Interactive Media	Yes
Total YES	5
Total NO	0
From the Institute of Mechanical Engineering:	
1. MCAST Foundation Certificate in Mechanical Engineering	Yes
2. City and Guilds in Automotive Maintenance	Yes
3. MCAST-BTEC Diploma in Mechanical Engineering	Yes
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	Yes
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):	
1. Foundation Certificate in Hospitality Trades	N/A
2. Certificate in Hospitality Trades	N/A
3. Craft Certificate in Food Preparation & Production	N/A
4. Diploma in Culinary Arts	Not consistently
5. Pre-Employment Scheme	No
Total YES	0
Total NO	1
Total Not Consistently	1

The 5 qualifications/courses chosen from the Employment and Training Corporation (ETC):	
1. Basic Skills Level 1	Yes
2. Care Workers for Disabled Persons	Yes
3. Job Search Seminar and Job Skills	Yes
4. Project Management	Yes
5. Call Centre Agent	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):	
1. Cisco IT Essentials	No
2. Cisco Certified Network Associate	No
3. Junior Level Linux Certification LPIC-1	No
4. Cisco Certified Network Professional	No
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	No
Total YES	0
Total NO	5

To fulfil their role as standards for ensuring a uniform level of achievement across the country, the knowledge, skills and competences need to be clear and precise and use unambiguous language. The Learning Outcomes (where established) for the qualifications selected from the three MCAST Institutes, ITS, ETC and from Clear Dimensions LTD are generally written in simple and clear wording which can easily understood.

The same qualifications are less consistent in the use of concise statements. The Learning Outcomes from the selected qualifications from the three MCAST Institutes as well as those selected from ETC tend to include statements which are concise.

Since the learner's performance should be measurable, the verb chosen for each outcome statement should be an action verb which results in overt behaviour that can be measured. The Learning Outcomes presented by all the institutes generally make use of such action verbs (e.g. apply, discuss, critique, demonstrate, prepare, assess.)

However, the use of action verbs is not consistent and most of the Learning Outcomes include statements which a) do not start with an action verb and b) are devised in a manner which is not input based. An example of such statements is taken from the ETC Basic Skills Level One, from the learning outcomes for the study unit Mathematics, Science and Technology:

“During practical sessions adult learners can have the opportunity to discover science and simultaneously learn to handle safety lab equipment which is conducive to better self-learning and the acquisition of skills”

While it is important to note that such statements are the exception rather than the rule, it is clear that there is a degree of lack of clarity and that this sentence is subject to different interpretations as to what actions it is specifying. This makes it difficult for training providers, learners and assessors to know what is expected of the learner.

2.6 Are the Learning Outcomes written in a manner which reduces assessor subjectivity?

The 15 qualifications/courses selected from the Malta College of Arts, Science, and Technology (MCAST):	YES NO
From the Institute of Agribusiness:	
1. MCAST Introductory Certificate in Animal Husbandry and Horticultural Skills	Yes
2. MCAST Foundation Certificate in Horticulture and Animal Care	Yes
3. MCAST-BTEC Diploma in Horticulture	Yes
4. MCAST-BTEC Diploma in Animal Care	Yes
5. MCAST-BTEC Extended Diploma in Agriculture	Yes
Total YES	5
Total NO	0
From the Institute of Art & Design:	
1. MCAST Introductory Certificate in Art and Design	Yes
2. MCAST Foundation Certificate in Art and Design	Yes
3. MCAST Diploma in Printing	Yes
4. MCAST-BTEC Foundation Diploma in Art and Design	Yes
5. MCAST-BTEC Higher National Diploma in Interactive Media	Yes
Total YES	5
Total NO	0
From the Institute of Mechanical Engineering:	
1. MCAST Foundation Certificate in Mechanical Engineering	Yes
2. City and Guilds in Automotive Maintenance	Yes
3. MCAST-BTEC Diploma in Mechanical Engineering	Yes
4. MCAST-BTEC Extended Diploma in Manufacturing Engineering	Yes
5. MCAST-BTEC Higher National Diploma in Mechanical Engineering	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Institute of Tourism Studies (ITS):	
1. Foundation Certificate in Hospitality Trades	N/A
2. Certificate in Hospitality Trades	N/A
3. Craft Certificate in Food Preparation & Production	N/A
4. Diploma in Culinary Arts	Yes
5. Pre-Employment Scheme	No
Total YES	1
Total NO	1
Total N/A	3
The 5 qualifications/courses chosen from the Employment and Training Corporation (ETC):	

1. Basic Skills Level 1	Yes
2. Care Workers for Disabled Persons	Yes
3. Job Search Seminar and Job Skills	Yes
4. Project Management	Yes
5. Call Centre Agent	Yes
Total YES	5
Total NO	0
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):	
1. Cisco IT Essentials	Yes
2. Cisco Certified Network Associate	Yes
3. Junior Level Linux Certification LPIC-1	Yes
4. Cisco Certified Network Professional	Yes
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching	Yes
Total YES	5
Total NO	0

There are a number of factors which contribute to an increase in transparency and a consequent reduction in the scope for subjectivity and interpretation. Reference has already been made to the importance of the use of concise statements, clear and unambiguous language and the use of action verbs which result in observable behaviour that can be measured. As mentioned in the analysis above, the learning outcomes for the qualifications selected from MCAST, ETC, ITS (where established) and CDL include specific descriptions with substantial detail. This contributes towards reducing assessor subjectivity.

2.7 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	6	5	19	30

All the Institutions expect for CDL have either proposed their courses to be level rated by MQC. This shows that most of the courses submitted for analysis in the project are more prepared for mobility purposes due to ensuring that their courses is correctly level rated in line with the European Qualifications framework.

2.8 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

MCAST and ITS have a credit systems in place vis-à-vis the courses submitted as part of the project. They also have details regarding the distribution of hours in place. ETC and CDL do not have a credit systems in place vis-à-vis the courses submitted as part of the project. Further details are illustrated below.

Details regarding the credit systems used

CHART 2.8a – 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 2.8b – 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 2.8c – 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		N/A	
2. Care Workers for Disabled Persons		N/A	
3. Job Search Seminar and Job Skills		N/A	
4. Project Management		N/A	
5. Call Centre Agent		N/A	
The 5 qualifications/courses chosen from the Clear Dimension Ltd. (CDL):			
1. Cisco IT Essentials		N/A	
2. Cisco Certified Network Associate		N/A	
3. Junior Level Linux Certification LPIC-1		N/A	
4. Cisco Certified Network Professional		N/A	
5. CCIE (Cisco Certified Internetwork Expert) Routing and Switching		N/A	

2.9 Teaching Methodologies

As illustrated in the following pages, all the institutions use a variety of teaching methodologies including role play, discussion, presentation and hands on. However CDL does not make use of role play for its courses due to the nature of the courses. Although this can be considered strength, one may need to look closer at the ratio used for the different methodologies. One may pose questions such as ‘are the course thought through 90% presentation and 5% discussion?’ or if the course is skills based, ‘does it include more hands on than presentation?’

2.9a MCAST - Institute of Agribusiness – Teaching Methodologies

Teaching Methodologies

Courses/ Study Units	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

**2.9b MCAST -
Institute of Art &
Design – Teaching
Methodologies**

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

2.9c MCAST - Institute of Mechanical Engineering – Teaching Methodologies

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

**2.9d Institute of Tourism Studies
(ITS) - Teaching Methodologies**

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

2.9e Employment and Training Corporation (ETC) - Teaching Methodologies

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

2.9f Clear Dimension Ltd. (CDL) - Teaching Methodologies

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

2.10 Assessment Methodologies used

As illustrated in the following pages, MCAST and ITS use a wide variety of assessment methodologies including assignments, written tests, oral tests, practical tests, exams, mentoring, portfolio, long essays, dissertations and on-going assessment. The assessment methods used vary from one course to the other depending on the nature of the course especially between skills based courses and knowledge based ones and on the level of the course. On the other hand ETC and CDL use a limited variety of assessment methodologies. ETC use assignments, written tests and final exams. They do not make use of assessment methodologies such as oral tests, practical tests, mentoring, portfolio or long essays CDL use practical tests, on-going assessment and final exams. They do not make use of assessment methodologies such as oral tests, mentoring, portfolio or long essays. One can consider that the lack of use of certain assessment methodologies by ETC and CDL to be a weakness especially the lack of use of practical tests and portfolio given that the nature of the courses are very much skills based.

**2.10 a MCAST
Institute of
Agribusiness
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

**2.10 b MCAST
Institute of Art &
Design
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 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

**2.10 c MCAST
Institute of
Mechanical
Engineering
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 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

**2.10 d Institute of Tourism
Studies Assessment
Methodologies**

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

**2.10 e
Employment and
Training
Corporation
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
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
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2.10 f Clear Dimension Ltd 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
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

2.11 Mechanisms to establish MoU and Learning agreements and Personal Transcripts

Malta Qualifications Council distributed an extended questionnaire of the template (part 2)² 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

MCAST, ITS and ETC have an infrastructure to be able to work on partnership agreements with other institutions. However CDL does not have the facility to design individualised learning agreements for each student following a mobility process.

Personal Transcript

All the institutions apart from ETC and CDL 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.

² See Appendix 2

Chapter 3: Recommendations

Some Institutions still need to develop further their systems or enhance the details of their course descriptions. However, more than weaknesses, one finds that the development work needed is more of fine-tuning nature rather than an overhaul or major changes.

It is recommended that

- Some of the institutions re-write their learning outcomes in order to group them into knowledge, skills and competences separately.
- Some institutions look into making use of wider means of assessment such a practical assessment and the use of discussions.
- In order to bring more harmonisation among the VET courses and qualifications, institutions are encouraged to fine tune and create similarity in the guidelines regarding the use of MoUs and the use of personal transcripts.
- The institutions that do not yet have their courses/ qualifications level rated with MQC ensure that the necessary action is taken to redeem this aspect.
- The institutions that do not yet have a credit system for the courses and qualifications ensure to that the necessary action is taken to make them more aligned for ECVET .

Appendix 1 – template



16/18 Tower Promenade
St Lucia SLC1019
Malta

Tel: +356 2180 1411 / 2754 0051
Fax: +356 2180 8758

www.nche.gov.mt www.mqc.gov.mt



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 –



16/18 Tower Promenade
St Lucia SLC1019
Malta

Tel: +356 2180 1411 / 2754 0051
Fax: +356 2180 8758

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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)³

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 Agreement⁴

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 Transcript⁵

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: _____

³ Refer to appendix for the definition of a Memorandum of Understanding (MoU)

⁴ Refer to appendix for the definition of an Individualised Learning Agreement

⁵ Refer to appendix for the definition of a Personal Transcript

Appendix 3

Memorandum of Understanding (MoU)

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

A Learning Agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, which learning outcomes and units should be achieved together with the associated ECVET points. The learning agreement also lays down that, if the learner achieves the expected learning outcomes and these are positively assessed by the "hosting" institution, the "home" institution will validate and recognise them as part of the requirements for a qualification. Therefore, the learning agreement constitutes a commitment to the learner that his/her achievement, if in line with the expectations, will be recognised upon the learner's return. This is done without additional assessment or examination of the mobility period content. The learning agreement is signed by three parties, namely the home institution which will validate and recognise learning outcomes achieved by the learner; the hosting institution that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes; and the learner. The learning agreement should then contain information on the identity of the learner, the duration of the mobility period, and information on the learning outcomes to be achieved by the learner and the associated ECVET points corresponding to the relative weight of the unit in the home system. A Learning Agreement should not be mistaken for a MoU. A MoU is a framework document that defines the conditions under which credit achieved in partner systems can be recognised. It can concern a group or even a large number of qualifications. The Learning Agreement is a more specific document. It is written for a particular case of mobility and describes the learning outcomes concerned as well as how these will be assessed.

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.