

# **The Malta Qualifications Framework referenced to the European Qualifications Framework: An Overview**

*26<sup>th</sup> June 2014*

# The MQF referenced to the EQF

- The European Context
- The MQF
  - Learning Outcomes
  - Key Competences
  - Credit Systems
- Awards
- School Leaving Certificate & Profile
- Further Developments
- Dissemination Initiatives



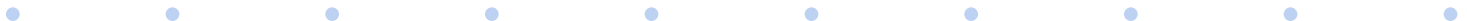
# The European Context

- EQF Recommendation (2008)
  - Over-arching meta-framework
    - Readability
    - Mobility
    - Lifelong Learning
- QF/EHEA (Bergen 2005)
- The EU 2020 targets – education & employment
  - Enhancing VET



# Referencing the NQF to the EQF

- Referencing Report as a *Snapshot*
- Set up **NQF in 2005**: LN 347/2005
- IE, **MT**, UK, FR (by 2010 deadline)
- **Next deadline**: EQF level on qualifications



|   |  |                           |   |
|---|--|---------------------------|---|
| 8 | <b>DOCTORAL DEGREE</b>   |                           | 8 |
| 7 | <b>MASTER'S DEGREE<br/>POSTGRADUATE DIPLOMA<br/>POSTGRADUATE CERTIFICATE</b> |                           | 7 |
| 6 | <b>BACHELOR'S DEGREE</b>   |                           | 6 |
| 5 | <b>UNDERGRADUATE DIPLOMA<br/>UNDERGRADUATE CERTIFICATE</b>                   | <b>VET HIGHER DIPLOMA</b> | 5 |
| 4 | <b>MATRICULATION LEVEL<br/>ADVANCED LEVEL<br/>INTERMEDIATE LEVEL</b>         | <b>VET DIPLOMA</b>        | 4 |
| 3 | <b>GENERAL EDUCATION LEVEL 3<br/>SEC grade 1-5</b>                           | <b>VET LEVEL 3</b>        | 3 |
| 2 | <b>GENERAL EDUCATION LEVEL 2<br/>SEC grade 6-7</b>                           | <b>VET LEVEL 2</b>        | 2 |
| 1 | <b>GENERAL EDUCATION LEVEL 1<br/>SCHOOL LEAVING CERTIFICATE</b>              | <b>VET LEVEL 1</b>        | 1 |



# Why is it important?

- A tool rather than an end – in the context of other tools

Progression

Parity of Esteem

Permeability

Including all forms of learning (VINFL)

Shift towards Learning Outcomes

Facilitates Access

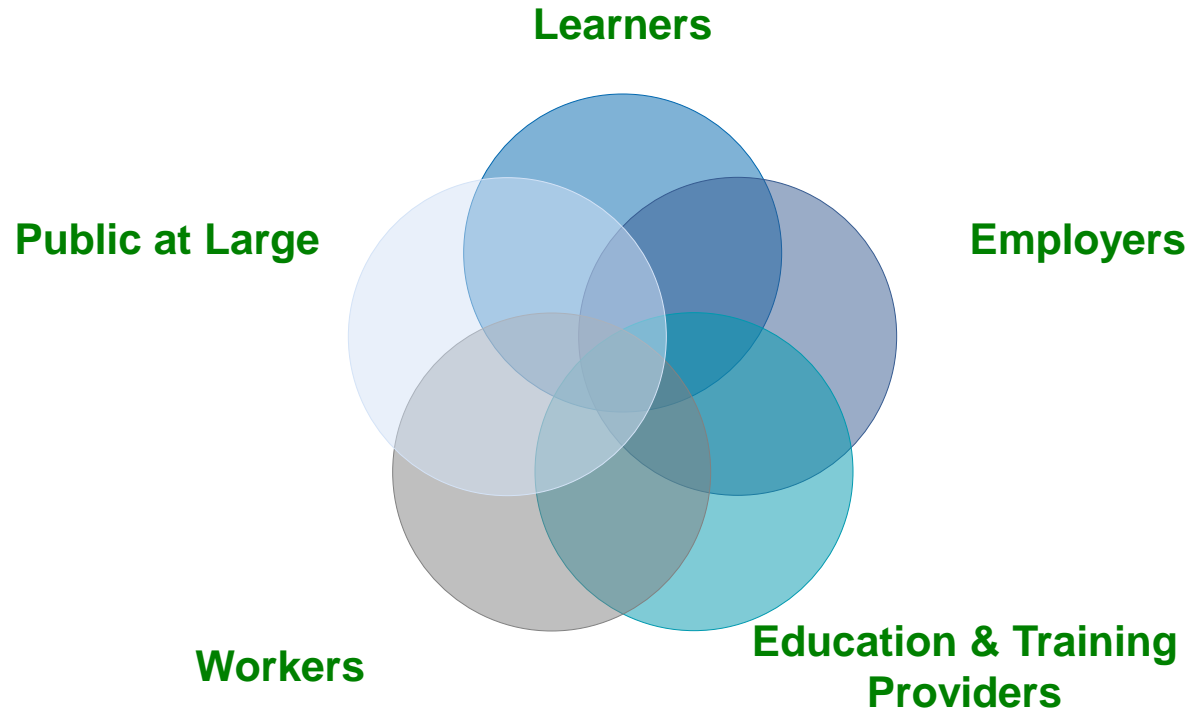
Transferability

Mutual Trust

Transparency



# Who Benefits?



# Learning Outcomes

Knowledge



What a person **knows** and **understands** (theory)

Skills



What a person is **able to do** (practice)

1. Applying Knowledge & Understanding
2. Communication Skills
3. Judgemental Skills
4. Learning Skills

Competences

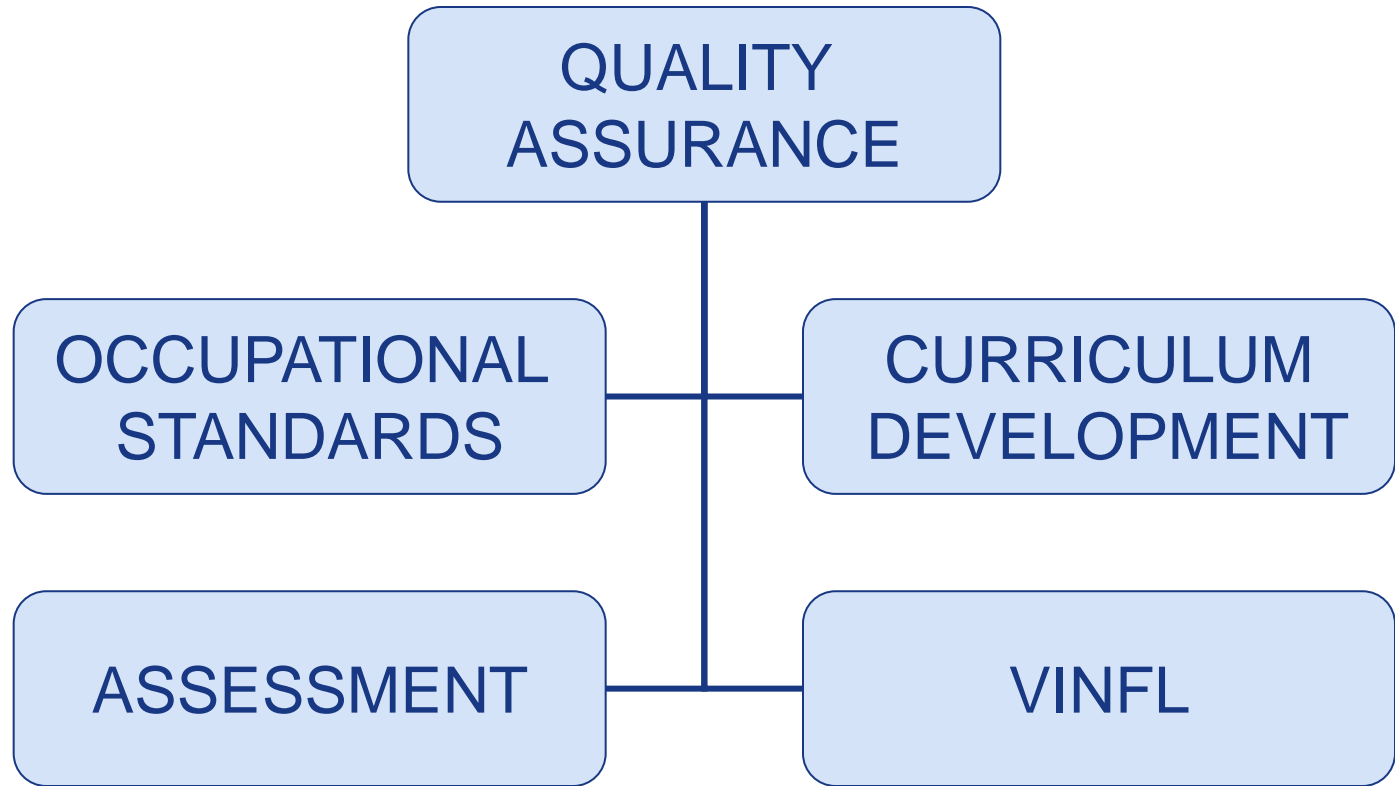


What a person is responsible for (**autonomy & responsibility**)

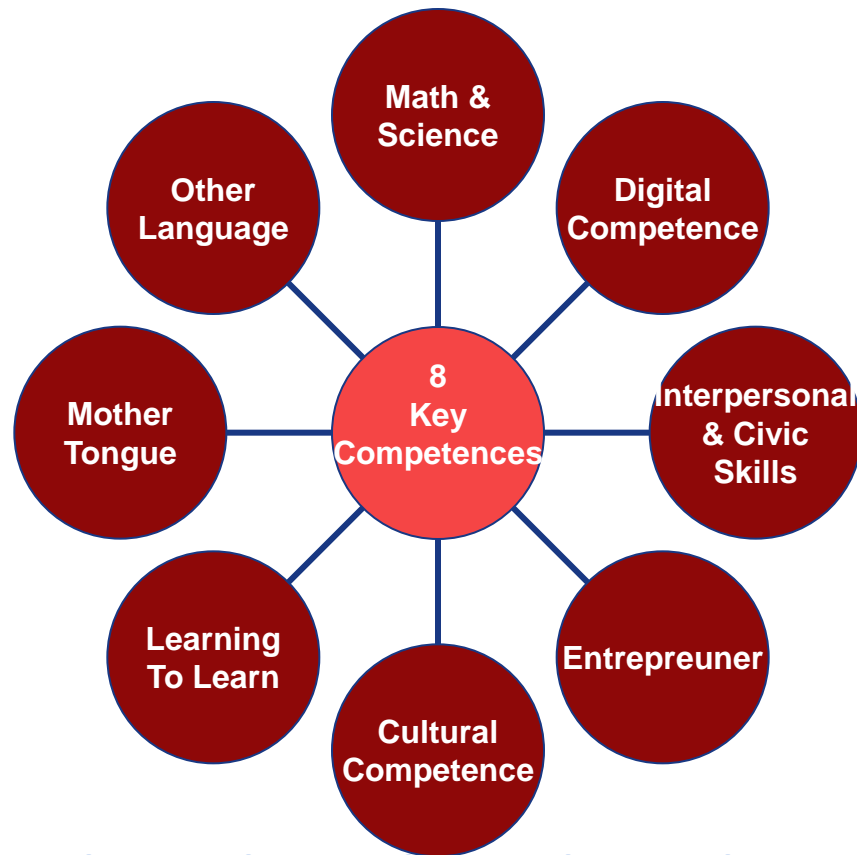




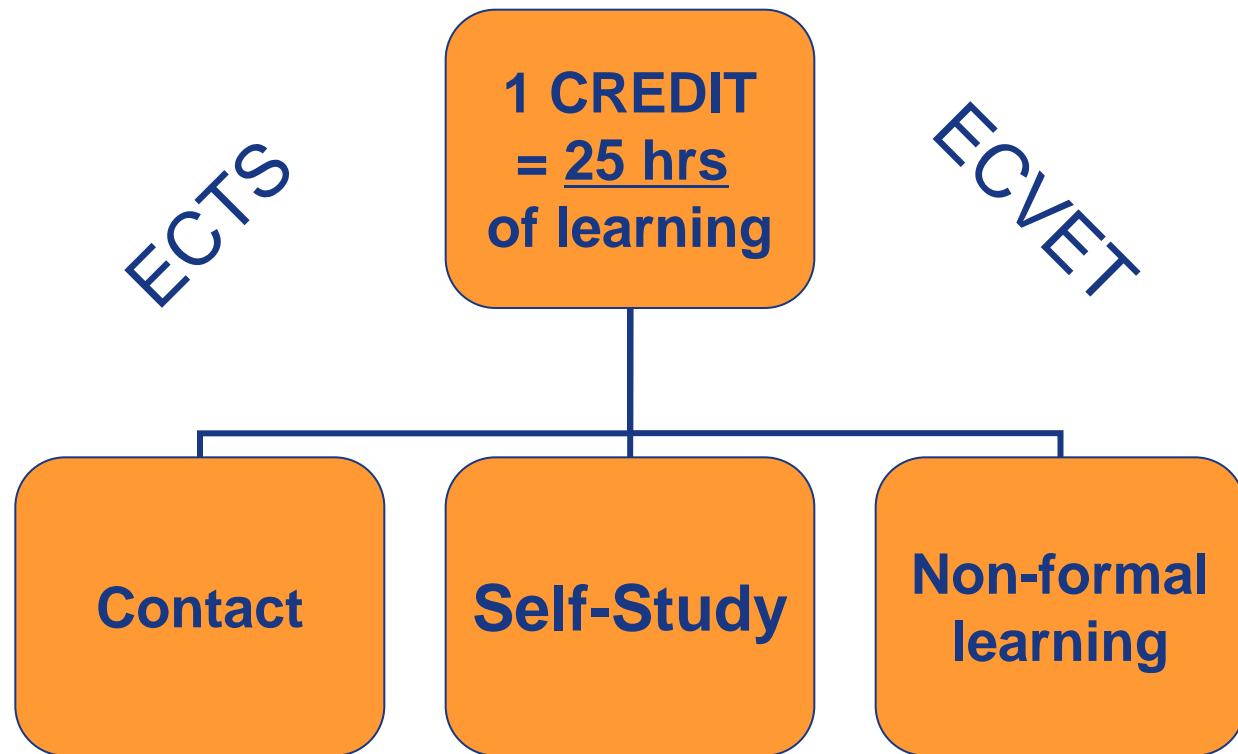
# Why learning outcomes?



# Including Key Competences



# One Credit System



# Level Rating Procedures

## Formal Qualifications

### Locally-Designed

Standards:  
Level of difficulty;  
Workload in credits;  
Learning outcomes;  
Quality Assurance;  
Method of assessment;  
Comparative assessment;  
Consultation with the Designated  
Authority/Board

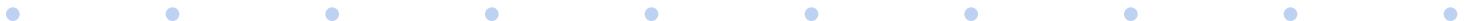
### Foreign Awarding Body

Recognition:  
Level of difficulty at the country of origin;  
The level compared to the EQF

# Classification of Awards

By:

- **Sector**: Mainstream (Academic/VET) or Prior Learning?
- **Definition**: Distinction between one awards and another through description
- **Credits**: Official acceptance and recording of work undertaken
- **Level of Difficulty**: Level of doing or understanding
- **Workload**: Working time expected or assigned



# A Proposal for an Awards System

Academic Higher Education Awards

Higher VET Awards

School Awards

VET Awards

CPD Awards

Customised Awards

Work-Based Awards

Legacy Awards (GE/HE)

Legacy (VET Awards)

MQF Levels 5-8

MQF Levels 5-8

MQF Levels 1-4

MQF Levels 1-4

MQF Levels 5-7

MQF Levels 1-6

MQF Levels 1-5

MQF Levels 1-8

MQF Levels 1-5



# Conceptual developments through Awards

- Establishing the achievement of **full level qualifications**
- Awards: **Minimum 4 credits** (100 hrs of total learning)
- Recognition of **blocks of learning**
  - Giving value to different experiences
  - Relating Awards
  - Identifying and addressing gaps of learning achieved
- **Sectoral Awards** through Sectoral Frameworks
- **Application Procedure** and **Appeals**

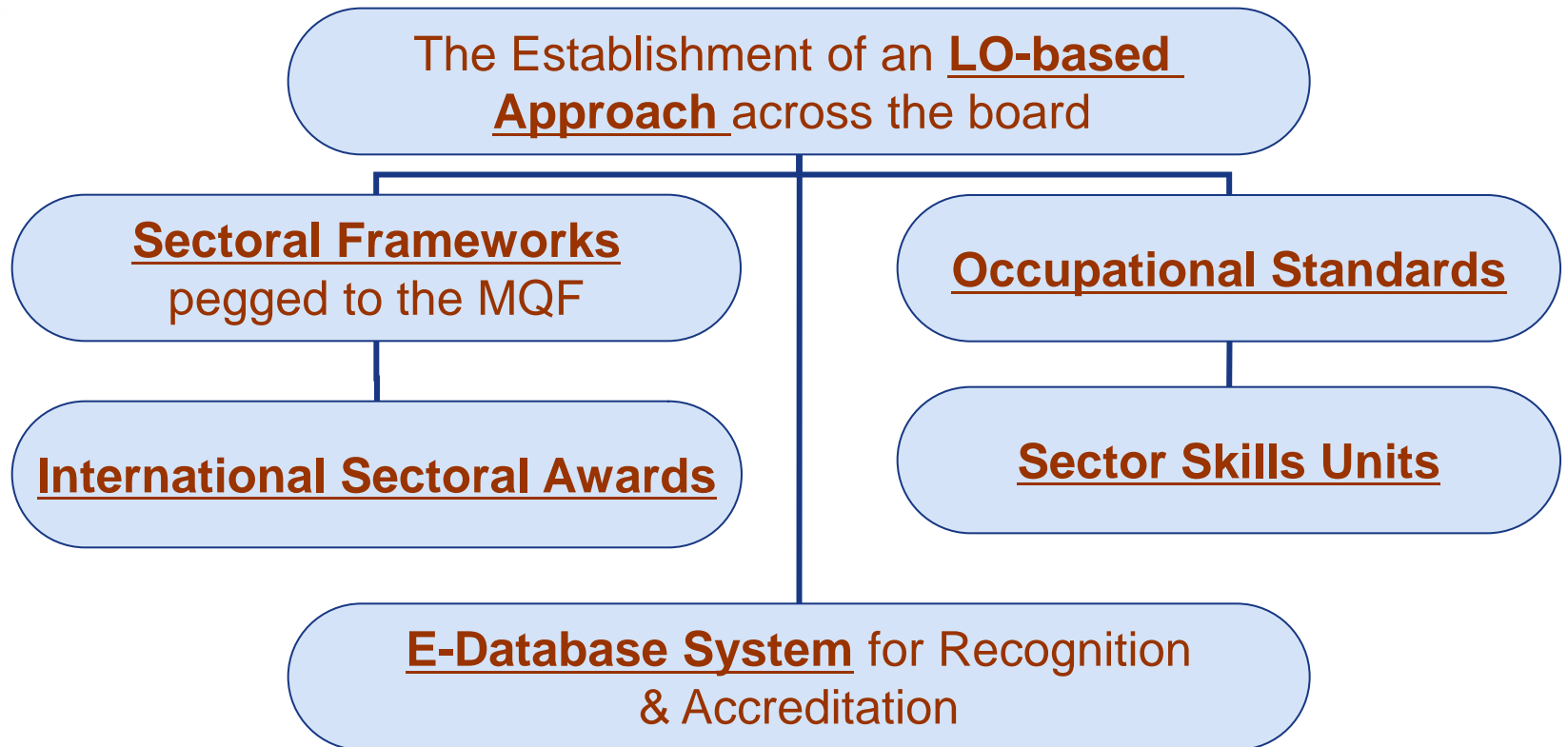
## International Sectoral Awards (Stateless)

- Different forms, types and levels
- Developed/Recognised by Industry:
  - Relevance of EQF put to the test
- Valuing all learning
- Quality Assurance
- A Centralised Approach?
- Referencing Groups of Countries: a pilot phase
  - Standards & Procedures





# Further Developments



# More competences for NCFHE

- Validation of Informal and Non-Formal Learning
- Sector Skills Units
- Accreditation of Institutions and Programmes
- Quality Assurance
  
- Maintaining and Elaborating the MQF



# Ongoing Consultation

**National  
Conferences**

**Sector Councils**

**Ongoing Discussion  
Of Developments**

**Dissemination  
Initiatives/Material**

**Project-Based/  
Piloting Projects**

**Participation in EU/  
International Fora**

**One-to-One  
Meetings**

**Consultation/  
Steering Committee**

**Peer-Learning  
Activities**

**Policy Consultation  
Documents**

**Meetings with  
Focused Groups**

**Regional  
Seminars**

**Online Fora/  
Provision of Info**



Thank You!

