

Malta Qualifications Council 



View from a National Qualifications Authority on the work carried out by the Sport and Active Leisure sector around VET issues

EOSE General Assembly and Working Conference
19 – 20 November 2009 , Brussels



 Malta Qualifications Council 

EUROPEAN TOOLS: 

EQF – ECVET – ECTS – EQARF – EUROPASS – CERTIFICATE/DIPLOMA SUPPLEMENT – DIR 36/2005

NATIONAL/REGIONAL TOOLS

- Quality Assurance and Accreditation Agencies
- Sectoral Skills Councils
- Regulated and Unregulated 'Professions'.



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What is the view of the Sport and Leisure sector from the Malta Qualifications Council?

- A **clear** view of a developing sector
- A **ambitious** view of a sector ready to value all sports and leisure activities
- A **challenging** view of sector which needs to create a sectoral qualifications framework





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Malta Qualifications Council (2005) works with the **Malta Sports Council** (2003) on issues related to **VET**


Sports Act 2002 – came into force 28th January 2003

- Responsibility to promote sport
- Implement government policy on sport
- Register sport organisations (**hopefully Qualifications/Licenses/Warrants**)



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FORMAL	INFORMAL & NON-FORMAL
State Schools (Compulsory education)	Validation of informal and non-formal learning (any activity outside formal learning)
State Educational Institutions (Further and Higher Education)	
Private Educational Institutions	



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Non/formal-Informal E&T Programmes:

- Girls on the Move
- Skola sajf (Summer School)
- Sport for All
- Summer on the Move
- Swimming Promotion Unit
- Walking Bus
- Active Youngsters
- After School Sports Programme
- CSP (Community Sports Programme)
- Sports Buzz



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Staff Development
 First aid; fire fighting, life guard, computer courses, management course and teaching skills development Programme.

Plans
 Investment for the advancement of training for all Sport Organisation in order to be self sufficient in the management of resources.

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What view from the Sport and Leisure Sector on the work carried out by the Malta Qualifications Council?

- Qualifications Framework
- Level-rating of qualifications
- QA and Qualifications Act 2010
- Referencing Process
- Better regulation

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Referencing the Malta Qualifications Framework to the European Qualifications Framework and the Qualifications Framework of the European Higher Education Area

www.mqc.gov.mt



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WHAT IS A REFERENCING PROCESS?

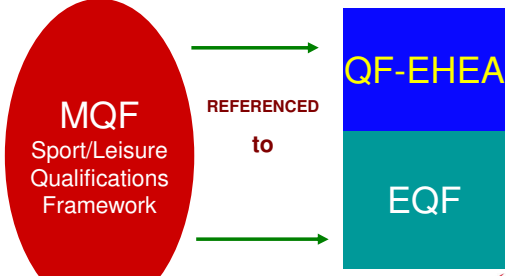
...an exercise which transforms a closed system of qualifications into a more **recognised** tool for employment!

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Bridging diversity in cultural educational and training activities

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MALTA QUALIFICATIONS FRAMEWORK
BY EXIT POINTS

8	DOCTORAL DEGREE		8
7	MASTER'S DEGREE POST-GRADUATE DIPLOMA POST-GRADUATE CERTIFICATE		7
6	BACHELOR'S DEGREE		6
5	UNDERGRADUATE DIPLOMA UNDERGRADUATE CERTIFICATE	VET HIGHER DIPLOMA FOUNDATION DEGREE	5
4	MATRICULATION LEVEL ADVANCED LEVEL INTERMEDIATE LEVEL	VET DIPLOMA	4(d)
3	GENERAL EDUCATION LEVEL 3 SEC grade 1-5	VET LEVEL 3	3(c)
2	GENERAL EDUCATION LEVEL 2 SEC grade 6-7	VET LEVEL 2	2(b)
1	GENERAL EDUCATION LEVEL 1 SCHOOL LEAVING CERTIFICATE	VET LEVEL 1	1

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The Question

What added value does a Referencing Process give to a SECTORAL system of qualifications?

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A blueprint for the design of a national qualification

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An essential link between Education and Employment – between qualifications and labour market needs and investment.

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National qualifications will have **currency** value and will now be efficiently/effectively recognised.

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EQF Level	MQF Level	QF-EHEA Level	SCQF Level	QCF Level	INQF Level	TQF Level	NZ NQF Level	SA NQF Level
8	8	3rd cycle	12	8	10	10	10	8
7	7	2nd cycle	11	7	9	9	9	7
6	6	1st cycle	10	6	8	7	7	6
5	5	short cycle	9	5	7	6	6	5
4	4		8	4	6	6	5	4
3	3		7	3	5	5	4	4
2	2		6	2	4	4	3	3
1	1		5	1	3	3	2	2
			4		2	2	1	1
			3	E3	1	1	1	1
			2					
			1					

Greater transparency

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Visibility



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Consistency and coherence

between our MQF, the EQF
and all other NQFs of EU
Member States and beyond!





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Catalyst for **reform** and
innovation.




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The Report's Structure

Part 1: European Education Reform	Part 2: The Malta Qualifications Framework
Part 3: Referencing the MQF to the EQF and to the QF/EHEA	Part 4: Beyond Referencing – stakeholders' involvement




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Malta's 10 overarching principles

<ol style="list-style-type: none"> 1. 8-levels: parity of esteem between VET and general education 2. Credit system 3. Learning Outcomes 4. Assessment 5. Key Competences 6. School Leaving Certificate 	<ol style="list-style-type: none"> 7. VINFL in MQF Levels 1, 2 and 3 8. Levels 4 and 5 give access to HE/VET-HE 9. ONE Higher Education Area 10. Protocol
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The Role of Stakeholders:

- Ongoing Communication Strategy;
- Writing of Learning Outcomes
- Link between social partners and education and training providers;
- Competence Matrices; Occupational Standards






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What are the lessons learnt from this process?

- ✓ the referencing process as a **TRANSPARENT** process and a learning experience – enriching diversities
- ✓ A **WIDER** territory' (opportunities)– the referencing process can go beyond EU zone and can serve as an attraction for economic growth, more and better jobs!
- ✓ a 'FAIR system' – only **QUALITY** will determine recognition and attraction!



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Challenges for S&L activities/MQC:

1. **Stocktaking** of all sport/leisure activities into formal, informal and non-formal *qualifications*
2. Set up a **National Sport Qualifications Framework** linked to the NQF
3. Accredite, QA and **register** all S&L activities. (Better regulation)



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Thank you for your kind attention.

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