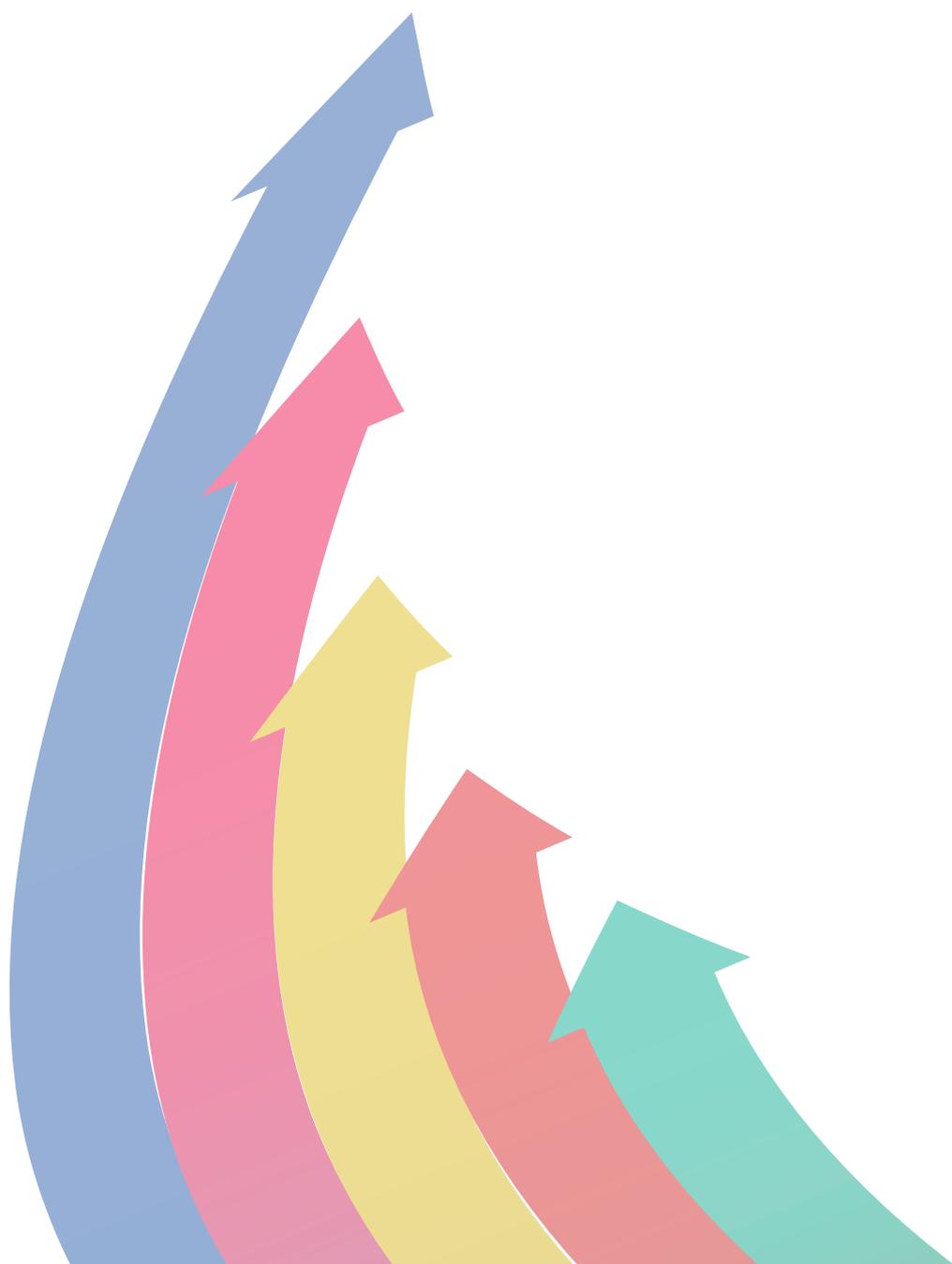


Vocational Education and Training (VET) Credit Conversion System

Manual for the Conversion
of qualifications into the ECVET System



Disclaimer

This 'Manual for the Conversion of qualifications into the ECVET System' is a result of 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 National Commission for Further and Higher Education (NCFHE) in collaboration with partners involved in the project. Several meetings were held 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 for the study were selected. CDL, ETC, ITS and MCAST, collaborated and the total of 30 forms were 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.

The subcontracted researcher Outlook Coop took the responsibility to analyse and evaluate the data of the template forms together with the NCFHE. The report was compiled by the researcher and is intended for the sole use of the project. The NCFHE reserves the right for this manual. No part of this publication shall be replicated and represented as an official version, nor as having been produced in affiliation with or without the endorsement of the NCFHE.

This project has been funded with the support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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The ECVET Conversion Manual has been developed with the whole piloting experience of the conversion exercise. It includes the main background information on the requirements for the implementation of ECVET in VET qualifications. The manual also includes the templates to be used as well, as guidelines highlighting the steps to be followed in the conversion of qualifications, as well as the best way to tackle difficulties which may arise. The manual is aimed at offering a set of guidelines to VET training institutions to carry out the conversion of their qualifications into the ECVET System.

Project Partners ◀



Partner 1

National Commission for Further and Higher Education – Malta



Partner 2

The National Centre for TVET Development (CNDIPT) – Romania



Partner 3

University of Florence – Department of Educational Sciences (UNIFI) – Italy



Partner 4

Institute of the RS for vocational education and training (CPI) - Slovenia



Partner 5

Malta College of Arts, Science and Technology (MCAST) - Malta



Partner 6

Institution of Tourism Studies (ITS) – Malta



Partner 7

Employment and Training Corporation (ETC) - Malta



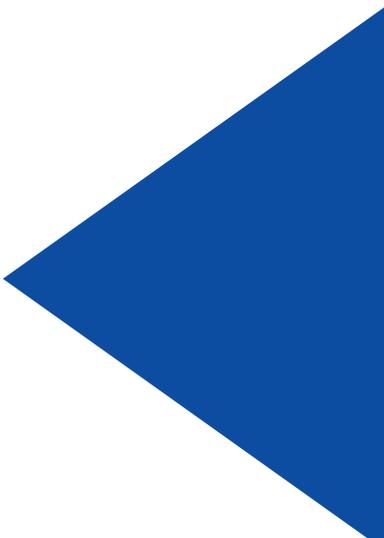
Partner 8

Clear Dimension Ltd. (CDL) - Malta

► List of Acronyms

CDL	Clear Dimension Ltd
CVET	Continuous Vocational Education and Training
ECVET	European Credit System for Vocational Education and Training
EQAVET	European Quality Assurance for Vocational Education and Training
EQF	European Qualifications Framework
ETC	Employment and Training Corporation
EU	European Union
ITS	Institution 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
NCFHE	National Commission for Further and Higher Education
NQF	National Qualifications Framework for Lifelong Learning
OS	Occupational Standards
VET	Vocational Education and Training
VINFL	Validation of Informal and Non-formal Learning

1. Introduction



The National Commission for Further and Higher Education (NCFHE) has been awarded European Union funding through the Leonardo da Vinci Programme for Lifelong Learning to coordinate the project on the European Credit Transfer System for Vocational Education and Training (ECVET).

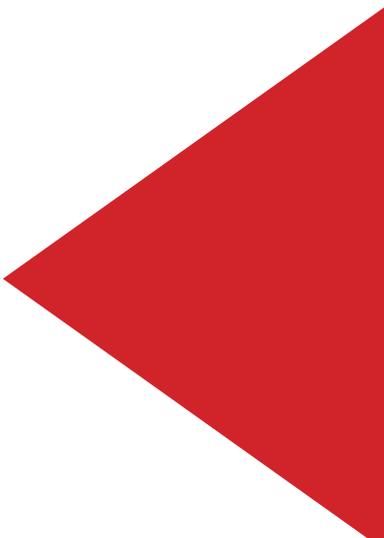
The National Commission for Further and Higher Education (NCFHE), within the Ministry of Education and Employment, is responsible for the development and enhancement of further and higher education, including vocational education and training, in Malta. The NCFHE promotes and maintains the Malta Qualifications Framework and the policies and criteria this structure is based upon. The Commission is the competent authority for licensing, accreditation, quality assurance and the validation of informal and non-formal learning. In addition to this, the NCFHE advises the Government on the development, planning and governance of further and higher education policy. The Commission also performs the function of the Malta Qualifications Recognition Information Centre (MQRIC) under the Mutual Recognition of Qualifications Act.

The Commission recommends financial policies and alternative financing systems of further and higher education and addresses the issue of financing and accountability in the provision of further and higher education. The formulation of policies related to the international dimension of further and higher education and its expansion and diversification also falls under the remit of the Commission.

Having such an important role in the further and higher education sector, NCFHE 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 NCFHE 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, through this project NCFHE shall be encouraging and facilitating student mobility, and lifelong learning in the vocational education and training sector. The implementation of the ECVET European tool in Malta has been initiated through this project.

2. The Scope of the project

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2. The Scope of the project ◀

The NCFHE has developed and tested an ECVET conversion system. This system tested 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 VET qualifications have been chosen to include both full VET qualifications as well as short VET courses/awards part of CVET at different NQF levels. These short courses allow learners to accumulate ECVET in their quest to obtain a full VET qualification.

This study has resulted in the main instrument. Based on the templates and methodologies developed and tested on the 30 VET qualifications/ awards, a manual has been drawn up. This manual is to provide background knowledge, guidelines, and information which will 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) was not intended to focus solely at the national level. The manual developed has been designed in a way which will also be sensitive to other forms of VET provision in Europe. This was achieved through the input of the European partners whose main responsibilities was 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 focussed on the 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 *Institution of Tourism Studies* (ITS) and a private run Information and Communications Technology specialised training company *Clear Dimensions Ltd.* (CDL), which are partners in the project have been asked to compile a template with regards to a number of their courses. MCAST submitted 15 templates, while 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 these 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.

► 2.1 The Manual - Its Importance and function

This 'Manual for the Conversion of qualifications into the ECVET System' contains guidelines and information for vocational education institutions on how to implement ECVET and also how to convert existing qualifications in line with the ECVET system.

ECVET: Why is it important?

- (a) Mobility of students during study;
- (b) Recognition of periods of study in different VET institutions and countries;
- (c) Recognition of VET qualifications across EU borders;
- (d) Mobility of workers;
- (e) Collaboration between VET institutions across Europe.

The manual reflects the work done and the contributions given by the project partners. Their input has made it possible to develop this tool which should provide guidance to all those who are interested in implementing ECVET.

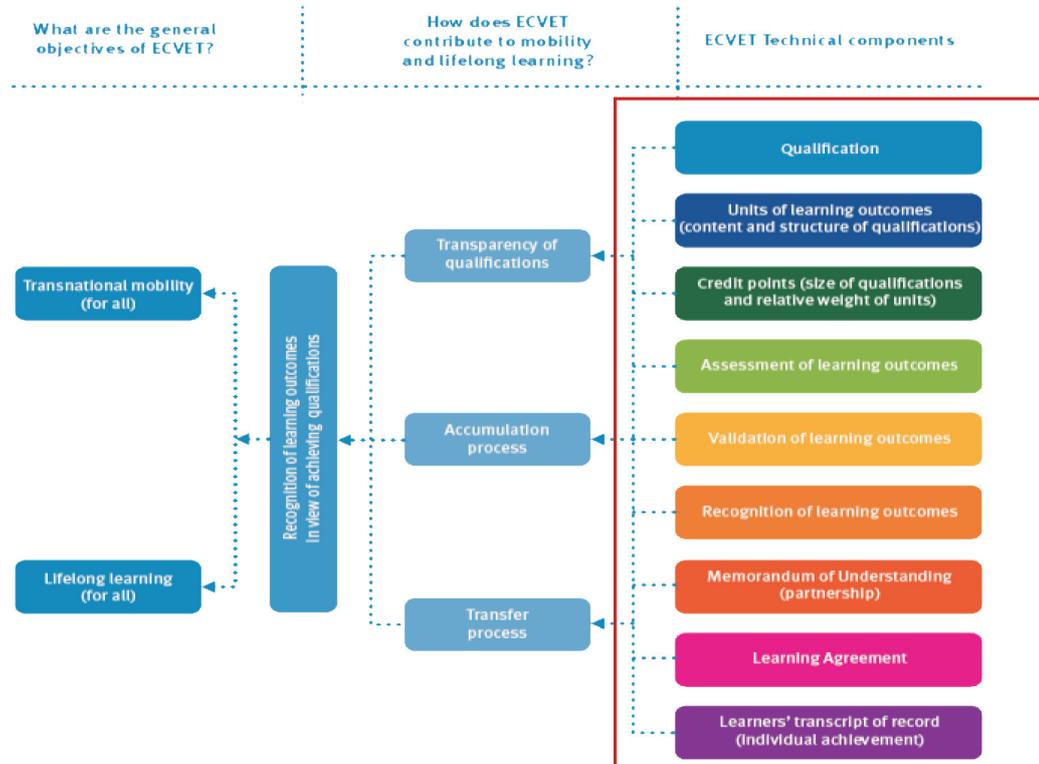
This manual can help educational institutions to facilitate student mobility, and lifelong learning in the vocational education and training sector. It starts off by providing information on ECVET defining its purpose, its aims and its features. It also provides a definition of all the features such as Learning Outcomes. The Malta Qualifications Framework and Level Descriptors are also illustrated.

Most importantly, this manual includes an application template and guidelines for education institutions and organisations to compile the application. Furthermore, a flow chart illustrating graphically the process for developing a course, from setting learning outcomes linked to occupational standards up to setting the assessment methods is included.

3. What is ECVET?



Figure 1 ECVET objectives and technical components



Source: European Commission 2011 ECVET guide, part ii

The development of the European Credit System for Vocational Education and Training was initiated in 2004 following requests made by the Member States for a European credit system to increase transparency and portability of learning achievements of learners across Europe.

ECVET is a European instrument to support lifelong learning, the mobility of European learners and the flexibility of learning pathways to achieve qualifications. ECVET came into effect following its adoption by the European Parliament and by the Council (18 June 2009)¹.

The purpose of the Recommendation was ‘to create a European Credit System for Vocational Education and Training (“ECVET”) intended to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification. This will improve the general understanding of citizens’ learning outcomes and their transparency, transnational mobility and portability across and, where appropriate, within Member States in a borderless lifelong learning area, and will also improve the mobility and portability of qualifications at national level between various sectors of the economy and within the labour market; furthermore, it will contribute to the development and expansion of European cooperation in education and training’.²

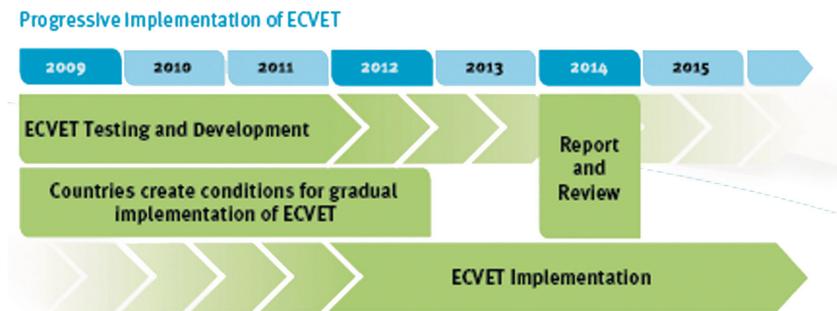
³The implementation phases include preparation for ECVET implementation until 2012; gradual application of ECVET, with the first European evaluation in 2014; and full implementation of ECVET to VET qualifications at all levels of the European Qualifications Framework (EQF) over the long term.³

1 European Commission Education and Culture (2011) *The European Credit System for Vocational Education and Training ECVET: Get to know ECVET better Questions and Answers*

2 European Parliament and European Council (2009) *On the establishment of a European Credit System for Vocational Education and Training (ECVET) Text with EEA relevance*. Official Journal C 155 , 08/07/2009 P. 0011 - 0018

3 Cedefop (2012) *Necessary conditions for ECVET implementation*.

Figure 2 - Gradual implementation of ECVET



Source: Image above taken from the European Commission's *European Credit system for Vocational Education and Training leaflet*, available here http://ec.europa.eu/education/lifelong-learning-policy/doc/ecvet/flyer_en.pdf

► 3.1 What are the main aims of ECVET?

For individuals:

- To support students and ultimately employee mobility for European citizens through recognition of units of learning outcomes across Europe;
- To encourage and facilitate lifelong learning through the flexibility of programmes and pathways to achieve qualifications.

For VET providers:

- To define clear learning objectives;
- To support in designing training programmes which are more relevant to industry;
- To provide individualised, tailored and flexible training programmes;
- To communicate better about the training programmes offered by the institution;
- To co-operate with other institutions both local and transnational;
- To better manage the mobility of the learners.

For Sectors and employers:

- To develop job profiles;
- To select training programmes which answer the needs of the company or the sector;
- To understand better the qualifications acquired by prospective employees;
- To look at any skills gaps within the sector.

► 3.2 Process of Conversion

Conversion of courses from their traditional format to one which uses the ECVET needs to be done in adherence to ECVET specifications.

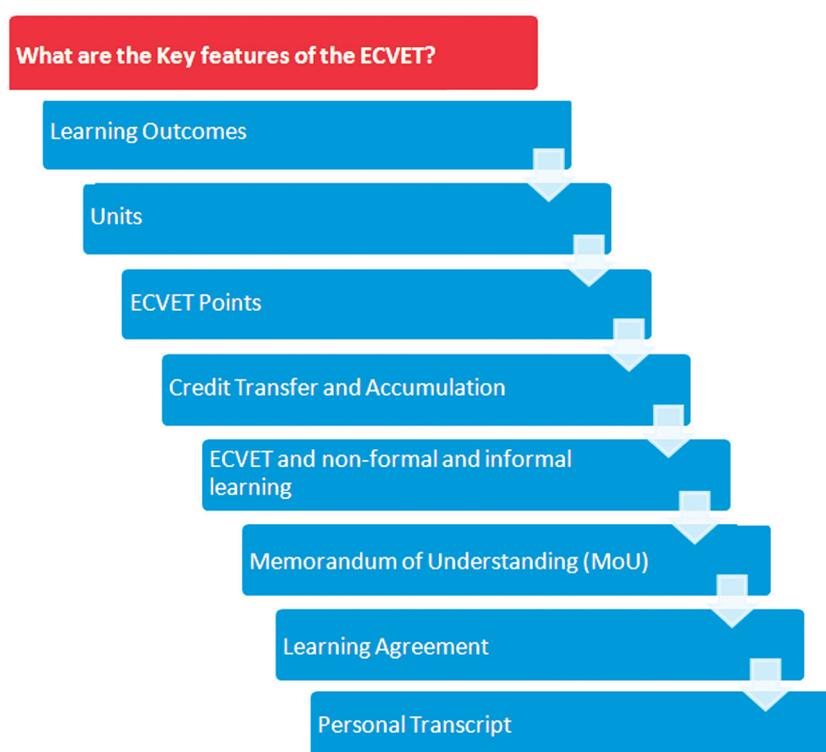
ECVET is dependent upon 8 key features that must be in place for the conversion process.

These include:

Learning outcomes, units, ECVET points, credit transfer and accumulation, the validation of non-formal and informal learning, memorandum of understanding (MoU), learning agreement, and personal transcript.⁴

4 Malta Qualifications Council (2011) *Implementing ECVET in Malta: A New European Tool for Promoting, Facilitating and Enhancing Lifelong Learning and Mobility*

► 3.3 Descriptions of the Key Features:

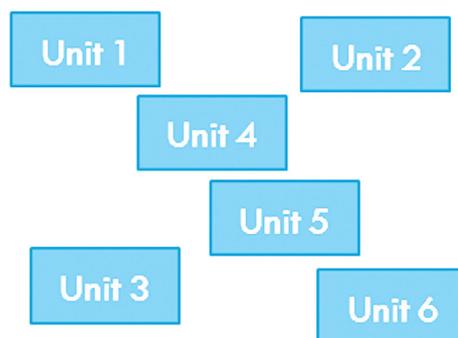


Learning Outcomes (LO)

Learning Outcomes are statements of what a learner knows, understands, and is able to do on completion of a learning process defined in terms of knowledge, skills, and competences. Learning Outcomes can be used to establish descriptors of qualifications frameworks, define qualifications, design curricula, to guide assessment based on knowledge, skills, and competences, etc. For each level of the EQF, the learning outcomes are established in line with the respective level according to the level descriptors for each level within the EQF. A set of learning outcomes make up a study unit, and a collation of study units make a full qualification. To implement ECVET, it is necessary that qualifications are described using units of learning outcomes so as to be able to relate the outcomes of assessed or validated learning experiences in a common methodology.

Units

A Unit / Study Unit is a component of a qualification, consisting of a coherent set of knowledge, skills, and competence of the established learning outcomes that can be assessed, validated, and recognised. The assessment should verify and record that the learner has or has not achieved the learning outcomes expected. Once a Unit is assessed, proving that a learner has achieved the learning outcomes established for that Unit, the learner acquires credit for this achievement. The credit achieved for each Unit can then be transferred. Hence once a Unit is assessed, validated, given credit for and recognised, these contribute to the accumulation of credits and can form a full qualification. Thus Units enable progressive achievement of qualifications through the recognition, transfer and accumulation of learning outcomes. The recognition of units also enables learners to obtain recognition of the learning outcomes achieved in different contexts without the need of re-assessment.



ECVET Points

ECVET points provide additional information about units and qualifications in a numerical form. The ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. The number of ECVET points allocated to a qualification, together with other specifications such as descriptions of study units in learning outcomes, and information about the level of qualifications, can indicate the scope of the qualification. From the total number of ECVET points allocated to a qualification, each Unit has a relative weight within that qualification. This is thus reflected in the number of ECVET points which are allocated to each unit in order to contribute towards achieving the qualification. When a learner satisfies the criteria for a Unit or a qualification, meaning that s/he has achieved the expected learning outcomes and these are assessed and validated, s/he is awarded the corresponding ECVET points. These are recorded together with the learning outcomes of each study unit in the person's personal transcript. ECVET points are linked to the qualification structure and description irrespective of whether someone has achieved the qualification or not. This implies that ECVET points which are allocated to a study unit describe the weight of that unit in a numerical form. Therefore, there is recognition of the ECVET points achieved through completed units, even if the learner has not successfully completed the full number of units needed to obtain the full qualification.

Credit Transfer and Accumulation

Credit refers to the fact that a learner has achieved the expected learning outcomes, which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit is not to be confused with ECVET points. Credit does not exist on its own without someone having achieved it. In other words, while credit is related to a person and his/her personal achievement, ECVET points are linked to the qualification structure and description independent of whether someone has achieved the qualification or not. ECVET points provide information about the qualification and the units. In simpler terms, when a person proves to have achieved the set of learning outcomes expected for a particular study unit, the person would have gained the ECVET points allocated to that study unit, and hence would have obtained credits. Therefore ECVET points are numerical representations of the weight of a particular unit in the framework of a qualification. Credit is what a learner obtains for the learning outcomes s/he has proven to acquire. Credit Transfer then refers to the process through which learning outcomes achieved in one context can be taken into another context. In order to be transferred, learning outcomes have to be assessed. The outcome of the assessment is recorded in a learner's personal transcript and constitutes credit. On the basis of the assessed outcomes, the credit can then be validated and recognised by another competent institution. Credit accumulation is a process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes. In the framework of ECVET partnerships, credit transfer is foreseen in the learning agreement.

ECVET shall facilitate the development of flexible and individualised pathways and also the recognition of those learning outcomes which are acquired through informal and non-formal learning. For applying ECVET to learning outcomes achieved in an informal and non-formal learning contexts or outside the framework of a MoU, the competent institution which is empowered to award units/qualifications or to give credit should establish procedures and mechanisms for the identification, validation, and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points. ECVET facilitates the validation of informal and non-formal learning because it describes the knowledge, skills, and competences required for a qualification and the associated units. This makes it easier for the competent institution to identify what learners have already achieved in comparison to what is required in view of a qualification. This may serve to avoid duplication of learning processes where a learner might have already achieved a set of learning outcomes from an external context. Moreover, it can also be used to enable learners to achieve some

units through validation of informal and non-formal learning and others through formal learning, as well as facilitates the documentation of learning outcomes achieved through the use of tools such as personal transcripts.

Memorandum of Understanding (MoU)

Credit transfer is supported by mutual trust between the competent institutions involved. 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 the partnership's procedures for cooperation. 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 judgments 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. The MoU also expresses the agreement on the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU, as well as the agreement on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF. It also identifies other actors and competent institutions that may be involved in the process concerned, together with 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 return. This is done without additional assessment or examination of the learning covered during the mobility period. The learning agreement is signed by the following three parties: 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 to be aware of the forthcoming learning process and to commit oneself to the agreement. The learning agreement should then contain information on the identity of the learner, the duration of the mobility period, 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. 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.⁵

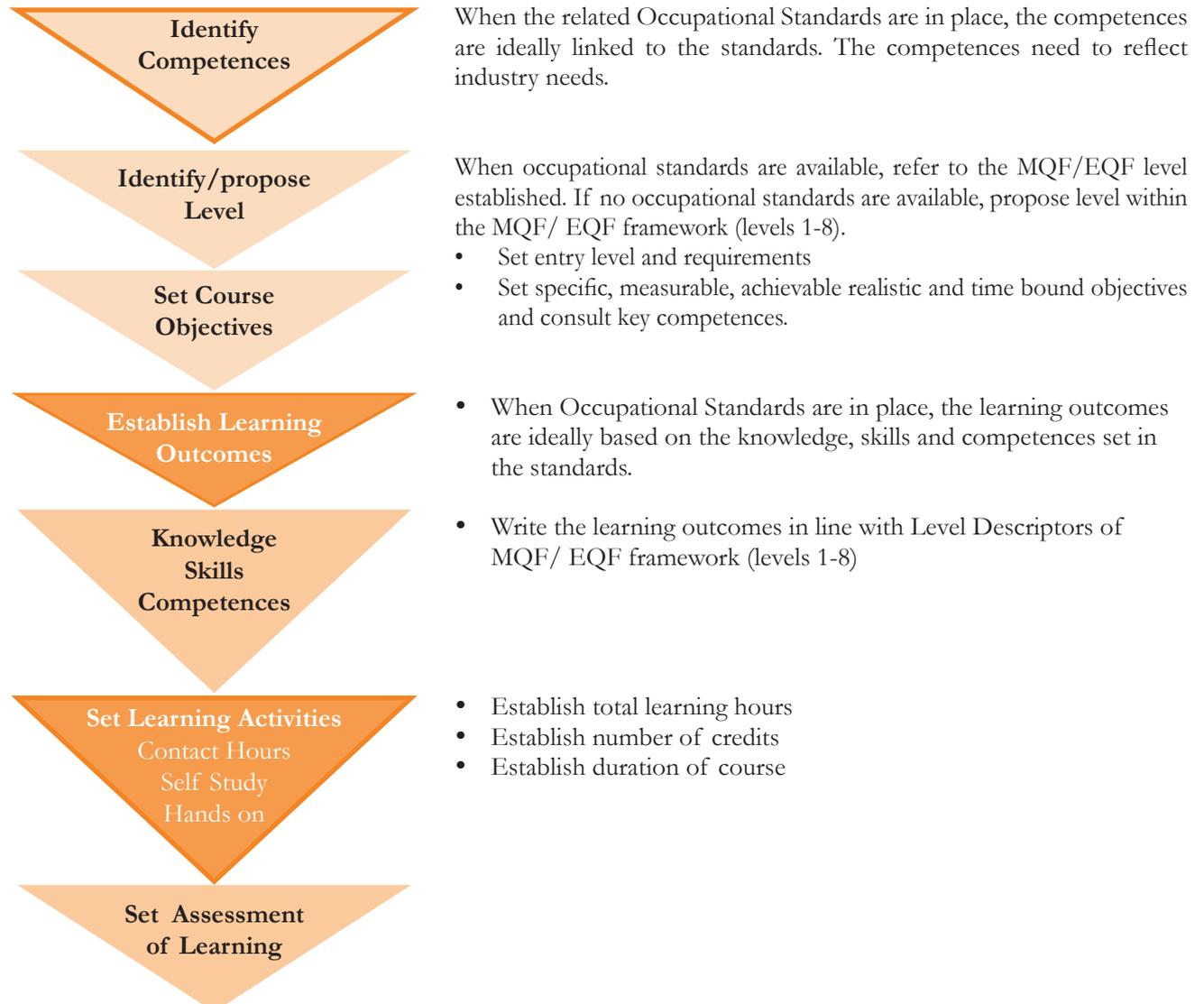
(The above information has been retrieved from the European Commission documentation: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011).

4. Process of Conversion

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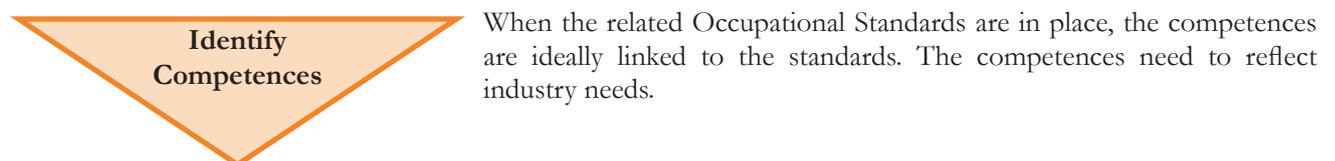
4. Process of Conversion ◀

The table below illustrates the process that one needs to undertake to develop a qualification in line with ECVET.



This section will help any educational institution interested in either developing a training programme or converting already existing courses into the ECVET system according to ECVET specifications. The following steps have been developed as to provide knowledge, guidelines and checklists that would serve as a tool for all VET providers to implement the ECVET tool for mobility and life long learning. The flowchart includes the necessary steps that should be taken gradually and include the identification of competences, the proposed MQF/EQF level, the course objectives, establishing learning outcomes, the knowledge, skills and competences to be developed, the learning activities and finally the assessment methods. This chapter attempts to guide interested institutions in preparing step by step a training programme for accreditation purposes.

Step 1



Vocational qualifications need to feed in to the needs of the industry. Ideally vocational courses are pegged against Occupational Standards. In the case that occupational standards have not been developed for the specific sector, it is highly recommended that meetings are set with the relevant industry and other important stakeholders to establish the key competences required.

What are Occupational Standards?

Occupational standards describe what a person in a particular occupation must know and be able to do to be considered 'competent' at that occupation.

Occupational standards consist of

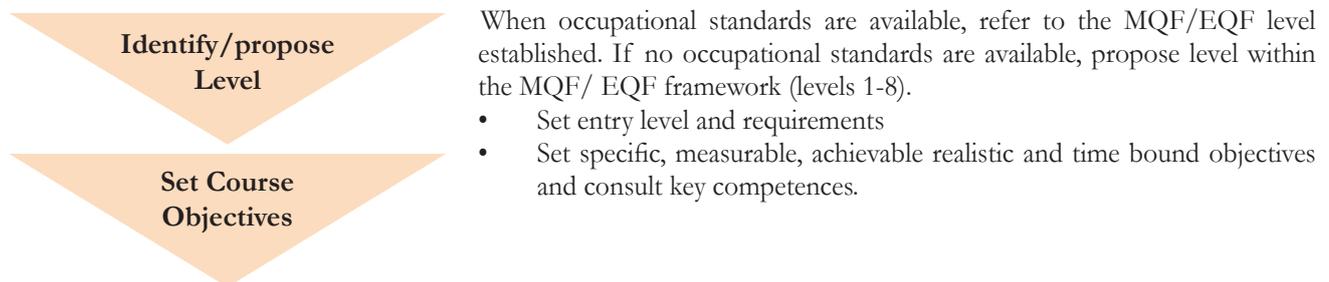
- skills and abilities to perform the job in a competent fashion;
- the core knowledge required to perform the job in a competent fashion;
- The standards of ethical practice expected of practitioners in the occupation.

Why have occupational standards?

- As guidelines for designing and delivering training for the occupation;
- As a reference point against which the success of training can be judged;
- Assist training institutions to explain their expectations;
- As a reference point against which actual practice can be judged;
- Assist in the identification by the individual of required additional training;

Determine whether a person who has trained in another jurisdiction has the necessary skills and knowledge

Step 2



What are Level Descriptors?

Level descriptors express the level of knowledge, skills and competences acquired by an individual based on the level descriptors of the National Qualifications Framework.

The MQF for Life Long Learning

8	Doctoral Degree		8
7	Master's Degree Postgraduate Diploma Postgraduate Certificate		7
6	Bachelor's Degree		6
5	Undergraduate Diploma Undergraduate Certificate Higher Education Certificate	VET Higher Diploma	5
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma	4
3	General Education Level 3 SEC Grade 1-5	VET Level 3	3
2	General Education Level 2 SEC Grade 6-7 Secondary School Certificate and Profile	VET Level 2	2
1	General Education Level 1 Secondary School Certificate and Profile	VET Level 1	1

Source: *The Malta Qualifications Framework for Lifelong Learning*⁶

Level descriptors in the MQF

The MQF is characterised by eight levels of qualifications, each level encompassing a set of progressive level descriptors i.e. qualifications criteria which measure complexity, range and the level of learning expected for the particular qualification. The level descriptors are generic in nature and serve as reference points for all forms of qualifications be they formal, informal and non-formal as well as sectoral.⁷

Levels covering general education or vocational education and training enjoy parity of esteem. This means that the National Commission for Further and Higher Education (NCFHE) recommends to employers that the market value of an individual should reflect the qualification level irrespective of whether a specific qualification was obtained through formal education or through some other mechanism.

⁶ Malta Qualifications Council (2012) *Referencing of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA)* 3rd Updated Edition.

⁷ Malta Qualifications Council (2012) *Referencing of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA)* 3rd Updated Edition.

The level descriptors of the MQF include a list of learning outcomes which encompass knowledge, skills and competences and highlight communication, judgement and learning skills. Progression in the MQF is recorded in terms of knowledge and understanding, communication skills, judgement skills, learning skills and autonomy and responsibility. A distinctive feature of the level descriptors in the MQF is that they are focused on the individual. Thus, they are always written in the singular form, to reflect the fact that they are designed with the individual in mind.⁸

Learning Outcomes	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Knowledge	Basic general knowledge;	Basic factual knowledge of a field of work or study;	knowledge of facts, principles, processes and general concepts, in a field of work or study;	Factual and theoretical knowledge within a field of work or study;	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundary of that knowledge;	Advanced knowledge of a field of work or study involving a critical understanding of theories and principles;	Highly specialised some of which is at the forefront of knowledge in a field of work or study as the basis for original thinking and/or research;	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields;
							Critical awareness of knowledge issues in a field and at the interface between different fields;	
Skills	Basic skills required to carry out simple tasks;	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools;	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information;	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study;	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;	Advanced skills demonstrating mastery and innovation required to solve complex and unpredictable problems in a specialized field of work or study;	Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields;	The ability to apply the most advanced and specialized skills and techniques including synthesis and evaluation to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice;

Competences	Work or study under direct supervision in a structured context;	Work or study under supervision with some autonomy;	Take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems;	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change;	Exercise management and supervision in contexts of work or study activities where there is unpredictable change;	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts;	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches;	Competence at the forefront in work or study including research contexts demonstrating substantial authority, innovation, autonomy, scholarly or professional integrity and sustained commitment to the development of new ideas or processes;
				Supervise the routine work of others, take some responsibility for the evaluation and improvement of work or study activities;	Review and develop performance of self and others;	Take responsibility for managing professional development of individuals and groups;	Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams;	

The MQF is an eight-level system which addresses all levels of education from compulsory to post-doctorate degrees, and incorporates continuous professional development and adult education. It is modelled on the EQF and the Framework of the European Higher Education Area (QF/EHEA). It is an evolving system which must always be maintained to meet the challenges of a changing knowledge society.

Key Competences

The MQF places great emphasis on a series of **key competences** which are intended to provide the possibility for learners to move from one occupation to another and possibly even across different sectors.

Competences involve concepts such as whether one is competent to implement skills with or without supervision, responsibility and autonomy. At the end of 100 months of compulsory education one is expected to achieve basic key competences which are fundamental to pursuing studies at a post-secondary level and for employability of low-skilled, basic jobs⁹.

Eight key competences have been included within the MQF, based on the key competences identified within the EQF¹⁰.

- 1. Communication in the mother tongue:** The ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written format, and to interact linguistically in an appropriate and creative way in the full range of societal and cultural contexts – education and training, work, home and leisure.
- 2. Communication in foreign languages:** This is similar to that for the mother tongue and refers to the understanding, expression and interpretation of thoughts, feelings and opinions in both oral and written form. It also calls for skills such as mediation and intercultural understanding.
- 3. Mathematical competence and basic competences in science and technology:** Mathematical competence refers to the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations and includes a mastery of numeracy, as well as a willingness to use mathematical modes of thought and presentation. Scientific competence refers to the ability to use the body of knowledge and methodology employed to explain the natural world in order to identify and question and draw evidence-based conclusions. Competence in technology involves the application of that knowledge and methodology in response to perceived human needs or wants.

9 Malta Qualifications Council (2012) *Referencing of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA)* 3rd Updated Edition.

10 European Commission, (2005) *Proposal for a Recommendation of the European Parliament and of the Council on Key Competences for Lifelong Learning (presented by the Commission)*, COM (2005) 548 final.

4. **Digital competence:** The confident and critical use of Information Technology for work, leisure and communication.
5. **Learning to learn:** The ability of individuals to organise their own learning through being aware of their own learning processes or needs. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.
6. **Interpersonal, intercultural and social competences, civic competence:** These competences cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation..
7. **Entrepreneurship:** The ability to turn ideas into action. It involves creativity, innovation and risk taking as well as planning and management of projects in order to achieve objectives. It is a foundation needed for establishing social and commercial activities.
8. **Cultural expression:** The appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, arts, literature, and the visual arts.

Key competences, such as the ability to communicate effectively, are what employers look for. They must be complimented by personal qualities such as self-presentation and team work, which more often than not are the result of informal (experiential) learning and not necessarily acquired from school.¹¹

Step 3

Establish Learning Outcomes

- When Occupational Standards are in place, the learning outcomes are ideally based on the knowledge, skills and competences set in the standards.
- Write the learning outcomes in line with Level Descriptors of MQF/ EQF framework (levels 1-8)

What are Learning Outcomes?

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.

The potential benefits of the learning outcomes approach in Vocational Education and Training (VET) have been widely acknowledged both within the European Union as well as in numerous other countries. The European Commission has used learning outcomes as the core mechanism in the development of European instruments, such as the EQF and the European Credit System for VET (ECVET), which are being developed to meet the goal formulated at the Lisbon summit to make Europe ‘the most competitive and dynamic knowledge-based economy in the world’.

The Further Education and Training Awards Council in Ireland has published guidelines for writing learning outcomes based on best national and international experience good practice criteria.¹² LOs in Malta are written based on these guidelines.

These include generic guidelines such as:

- LOs will be concise statements, devised independent of delivery and setting, worded in clear, unambiguous language.
- LOs will be written in the future tense and commence with an *active* verb which most precisely describes the actual or preferred outcome. In general only one verb will be used to structure each outcome, verbs will be appropriate both to the level and the strand.
- LOs will clearly reflect the level of the award. When writing learning outcomes, one needs to refer to the level descriptors so as to ensure that the proper level is being targeted.

11 Malta Qualifications Council (2009). *Referencing of the Malta Qualifications Framework*
 12 FETAC (2005) *A policy for determining standards*. p20

- LOs will be observable and measurable. Learners must clearly know what is expected of them.
- LOs will enable and encourage a range of assessment methodologies to be applied.
- 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.

Sample action verbs are: Compile, create, plan, revise, analyse, design, select, utilise, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, critique.

Excessively detailed and narrowly defined learning outcomes, oriented solely on functional performance, risk imposing constraints on the learning process and can hinder rather than encourage a learner-centred approach, resulting in such effects as 'teaching to the test'. Additionally, learner-centred approaches require autonomy for teachers and training providers to define learning programmes as they deem necessary.

On the other hand, to fulfil their role as standards for ensuring a uniform level of achievement across the country, learning outcomes for each training unit must be clear and precise. Otherwise, curricula may not be perceived as relevant in practice for the definition of learning programmes.

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 set of descriptions of knowledge, skills and attitudes to be achieved and demonstrated through assessment.¹³

The Following is a checklist used for designing learning outcomes, aligned with the Malta Qualifications Framework – Level Descriptors in terms of Knowledge, Skills, and Competences:

1. Do the Learning Outcomes provide guidelines for content, instruction, and evaluation?
2. Are they defined and described in clear and simple language?
3. Do they encourage students' active participation?
4. Do they demonstrate achievement within a set timeframe?
5. Can the Learning Outcomes be assessed?

Before finalising the learning outcomes, ask your colleagues if the learning outcomes make sense to them.

Benefits of Learning Outcomes

A learning outcomes approach can have the following impact on:

Individuals

- Demonstrates an individual's acquisition of depth of knowledge
- Demonstrates an individual's ability to apply learning in real world settings
- Demonstrates an individual's destination of the educational journey
- Facilitates the validation of informal and non-formal learning
- Facilitates the transfer of learning from one situation to another
- Facilitates flexibility to learning methods
- Facilitates self-assessment which contributes to lifelong learning
- Invites individuals to think about learning as a process which focuses on knowledge, skills and competences

VET Providers

- Facilitate internal and external monitoring and quality assurance
- Guide assessors on what, when and how to ask individuals to demonstrate their learning
- Can be used as assessment indicators for the validation of informal and non-formal learning
- Guide the teaching process and encourage students' active participation
- The use of a common language by education and training providers facilitates cross-border institutional co-operation
- Enhances the dialogue between education and training providers and interested stakeholders so that labour market demands are addressed

13 Cedefop (2010) *Learning outcomes approaches in VET curricula*. p142

Sectors and Employers

- facilitate mobility – the transfer and use of qualifications across countries
- facilitate in house training
- provide a better match between education, training provisions and the labour market needs
- provide transparency
- facilitate the involvement of employers in designing courses
- facilitate interviewing individuals for employment opportunities

Step 4



- Write the learning outcomes in line with Level Descriptors of MQF/ EQF framework (levels 1-8)

Malta Qualifications Framework

The National Commission for Further and Higher Education is the national authority entrusted to implement the EQF within the national context. In fact, a very significant project of the NCFHE 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	<i>Knowledge and Understanding</i>
Skills	<i>Applying Knowledge and Understanding</i>
	<i>Communication Skills</i>
	<i>Judgmental Skills</i>
	<i>Learning Skills</i>
Competences	<i>Autonomy and Responsibility</i>

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 NCFHE suggests that Learning Outcomes at a national level should be written according to the level descriptors of the MQF, using the Bloom's Taxonomy.

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

MQF format for Learning Outcomes¹⁴

The Language of Learning Outcomes	
1. Knowledge	
1.1 Knowledge and Understanding	count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write
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 Judgmental 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 may have different functions in the VET system, leading to different forms of operationalisation. Based on a comparative study of VET systems in nine European countries¹⁵, 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.¹⁶
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.¹⁷ 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.¹⁸

14 MQC (2011) *Learning Outcomes Report 2011*

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

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

17 Ibid.

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

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.¹⁹

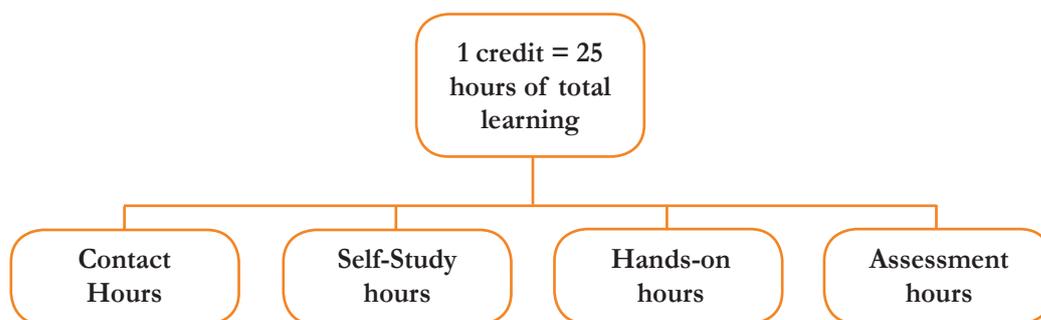
Step 5



Use of a credit system for the courses

As the national authority, following consultation, NCFHE adopts a credit system of 1 ECVET point = 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.

1 credit = 25 hours of total learning
(contact hours, practical sessions, mentoring, self-study such as reading, research, seminars, conferences, tutorials, assignments and assessment and related organized activities such as informal and non-formal learning)



Contact hours should refer to theoretical (non-practical hours). In case of live teleconferencing contact sessions, if it is conducted in school setting and supervised, then it is considered as part of the contact hours.

Self-study hours should refer to the study of something by oneself without direct supervision or attendance in a class. In case of site visits, if not supervised, are considered as self-study.

Hands-on hours should refer to practical sessions which can also be supervised. In case of site visits, if supervised, are considered as hands-on practice.

Assessment hours should include the time needed to prepare the assignment (eg. If a student has to spend 6 hours reading a book in order to be able to work on an assignment, those 6 hours should be included). In the case of an exam, indicate only the time allocated to the exam example 2 hours.

19 Ibid. p57-59

Benefits of Credit System

For Individuals

A credit system makes it possible for individuals to obtain a vocational diploma, or certificate or any award qualification step by step, according to national rules Thus individuals :

- Can Obtain units at their own pace
- Have more accessibility to qualifications and are also motivated and encouraged to maintain their efforts and to follow their learning pathway up to the end.
- Can enrich their professional profile within a lifelong learning perspective

For VET Providers

The implementation of a credit system leads VET providers to define clear and precise learning objectives and, consequently, support them to provide more attractive and relevant VET supply and provision.

At the European level, ECVET helps VET providers :

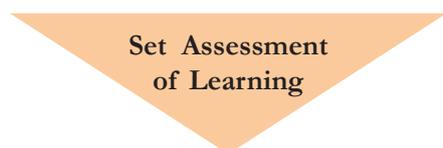
- To communicate about their training supply and provision
- To co-operate at an international level
- To manage, to plan and to organise mobility of individual learners
- To design and implement the guidance provision for mobile learners

For Sectors and Employers

- A credit system makes vocational training supply and provision more transparent for the Industry sectors, stakeholders and employers. It also
- facilitates partnerships and interaction.
- enables employers to select and design training courses and modules which answer to the training needs of their employees.
- facilitates matching between industry demand and the design of qualifications
- supports lifelong learning

(http://ec.europa.eu/education/policies/2010/doc/ecvt2005_en.pdf)

Step 6



The assessment methods used should be aligned to the Learning Outcomes. Different methods can be used.

- ▶ 4.1 This section illustrates an example of how a unit/module of qualification is developed based on existing occupational standards



MQF Level 4 Occupational Standards for Child Care Workers (unit from)

CDC 406 Support children with disabilities or individual educational needs and their families
<p><i>Childcare facilities must be able to offer a good service to all children, without discriminating against children with disabilities and/or individual educational needs. The workplace must be geared towards providing full accessibility not only to the physical premises and equipment but also to the activities that go on with the facility.</i></p>
<p>The candidate must show an understanding:</p> <ol style="list-style-type: none"> of the skills that contribute to the inclusion of children with disabilities, and of individual educational needs; of how to help children with disabilities and individual educational needs participate in the full range of activities and experiences; acknowledge the fact that certain parents are capable of providing information and knowledge on how to cater for the needs of children with disabilities. <p>The candidate must also be aware of the resources available to support children with disabilities and their families, and must be able to guide them on how to access such resources.</p> <p>The candidate must:</p> <ol style="list-style-type: none"> be able to plan his/her work according to the developmental requirements of the children; be able to adapt her/his practice to each individual's requirements; know how to use various approaches when working with children with disabilities and how to use specialist equipment; be aware of the importance of early assessment and intervention to reduce the worsening of developmental and educational difficulties.

Required Knowledge	Required Skills
<p>Level 4 child care worker must know:</p> <ol style="list-style-type: none"> 1. The possible impact of having a child with a disability or individual educational needs within a family and the varied responses of carers, siblings, and the wider family 2. The legislation, regulations and codes of practice affecting provision for disabled children and children with individual educational needs within the carer's home country 3. The assessment and intervention frameworks for children with individual educational needs 4. The rights of all children to participation and equality of access and how this affects provision 5. About the specialist local and national support and information that is available for the carer and for the children and families 6. How to develop and nurture partnerships with parents and families because these are at the heart of provision, as the parents and families know most about their child 7. That there are 'expert parents' with wide-ranging and in-depth knowledge of their child and the disability or individual educational need, who can offer support to others 8. About integration/inclusion works in the carer's setting and local area and the reasons for its benefits or otherwise 9. The details about particular disabilities or individual educational needs as they affect the children and the carer's ability to provide a high quality service 10. The expected pattern of development for the children for whom he/she is responsible 11. The possible effects of communication difficulties and attention deficits 12. The purpose and use of Alternative and Augmentative Communication and assisting children through use of all available senses and experiences. While also be aware of the benefits that all children gain from an inclusive setting 13. How to plan for each child's individual requirements according to his/her age, needs, gender and abilities 14. How to adapt one's practice to meet the needs of all the children for whom one is responsible, according to the children's age, needs and abilities 15. What specialist aids and equipment are relevant and available for the children the carer works with and how to use these safely 16. About the importance of early recognition and intervention to prevent learning or other difficulties from developing 17. Of and be able to use, specialist terminology in the interest of the children with whom the carer works, whilst ensuring that use of such terminology does not act as a barrier to communication 18. Different levels of modifications that may be needed to deliver a service to children with disabilities. 	<p>Level 4 child care worker is able to:</p> <ol style="list-style-type: none"> 1. Contribute to the inclusion of children with disabilities and individual educational needs <ol style="list-style-type: none"> a. Seek information about children from families and external support agencies in order to assess and respond to the child's individual needs b. Identify barriers to participation; take steps to remove these and support children's participation and equality of access c. Involve and consult children and families at each stage of determining the steps that have to be taken to support participation and access d. Develop individual plans to meet each child's needs e. Contribute to the drawing-up of child development reports, which will be shared with professionals f. Request additional resources or a statutory assessment where appropriate g. Support children appropriately through transitions to ensure continuity of experiences h. Refer concerns about children, according to setting procedures 2. Help children with disabilities and individual educational needs to participate in the full range of activities and experiences <ol style="list-style-type: none"> a. Identify and take steps to overcome barriers to communication b. Identify and take steps to overcome barriers to participation in the full range of activities and experiences c. Offer alternative activities if appropriate d. Implement adaptations that can be made without the use of special aids and equipment e. Identify and deploy specialist aids and equipment as necessary f. Adapt the environment, including layout of furniture and accessibility of equipment, where this is necessary and within one's role and responsibility g. Support colleagues in learning about children's disabilities and individual educational needs and in delivering a service to children with such needs h. Agree boundaries for behaviour with children and families 3. Support families to respond to children's needs <ol style="list-style-type: none"> a. Encourage family members to participate in observing and identifying the needs of children b. Actively encourage family members to participate in activities with children c. Establish partnerships with families in recognition that they are the child's primary carers and may have detailed specialist knowledge about their child d. Tailor support to families' different needs, recognising that the material and personal resources available to them will vary e. Encourage family members to express their feelings in a non-judgmental environment f. Adapt the use of complex specialist language to ensure clarity and understanding

**Application Form for the Accreditation of Home-Grown Qualifications
with the Malta Qualifications Framework
VET Award in Child Care (0-5 years)**

Section A – Overall Application Form

1. Name of the education and training provider:
Employment and Training Corporation
2. Brief profile of the education and training provider:
<p>The Employment and Training Corporation (ETC) is Malta's public employment agency. 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 suitable employees through its job-brokering services. ETC also provides a range of training services to clients seeking employment and to those already in employment but wish to enhance their knowledge, skills and competences.</p> <p>ETC offers a variety of training programmes at different levels, starting from basic competences in literacy and soft skills, to more trade and technical courses. 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. On average ETC trains over 10,000 persons per year.</p>
3. Tuition license:
<input type="checkbox"/> Licensed (kindly attach a copy of the tuition license) <input checked="" type="checkbox"/> Not licensed
4. Title of the qualification/ award:
VET Award in Child Care (0-5 years)
5. Proposed MQF level:
MQF level 4
6. Course type: (please tick as appropriate)
<input type="checkbox"/> full-time <input checked="" type="checkbox"/> part-time <input type="checkbox"/> short course
7. Target group:
<p>This course is targeted for those persons who would like to work as childcare workers or childcare assistants. To successfully complete this course a learner, besides learning about the pedagogy of children, must feel a connection with children, has enough physical energy to keep up with a group of children, is motivated, possesses a positive attitude and stays calm under pressure.</p>
8. Entry requirements:
<p>Jobseekers or inactive persons (over 16 years of age) <i>either</i> in possession of O' Level passes in the Maltese Language, English Language and Mathematics <i>or</i> a pass in the ETC Childcare Eligibility examination in the respective subject/s.</p> <p>Learners must hold a clean Police Conduct Certificate.</p>



9. Overall course objectives: (the overall knowledge, skills and competences acquired by the learner at the end of the course)

The overall objective of this course is to impart the necessary knowledge and skills required to take care of children aged 0 to 5. The course is meant for childcare workers working under the supervision of a supervisor / principal / manager within a childcare facility. The childcare worker has the responsibility for the care of individual or groups of children and of making lower-level day-to-day planning and decisions-making as regards to the care of the children, aged 0-5, who are under her/his care.

11. Course outline: (provide a numbered list of modules/units)

Phase 1 Child Development and Care (Off the job training)

Section A: Child Development

Physical Development
Intellectual Development
Socio-Emotional Development
Development of Imagination and Creativity
Development of Communication and language

Section B: Child care

Nutrition
Health and Safety
Hygiene²⁰

Phase 2 Child care and education (Off the job training)

Section A: Child Education

Early childhood educators
Play activities
Child study and observation

Section B: Supporting children

Equal opportunities
Disability Issues
First Aid: First Aid in children
General First Aid course by authorized organization
Child welfare
Physical Care of the young child
Policies and Procedures

Phase 3 Tutored and assessed practice in a child care environment (On the job training)

Placement in a functioning childcare centre. The participants will put into practice the theoretical principles, knowledge and methodology learnt in the previous units. Participants completing this phase will be entitled to sit for the Skills Assessment which confirms their competency or other wise.

²⁰ Participants will be also referred to another course at ETC: Good hygiene principles (in terms of Category B of the Schedule of LN 178/2001) which is independently certified by an official on behalf of the Superintendent of Public health

1. Title of the module/unit:
Dealing with children with disability or special needs
2. Learning Outcomes:
2.1 Knowledge – at the end of the module/unit the learner will have been exposed to the following:
2.1.1. Attain a sound knowledge of issues related to supported services for children with disability;
2.1.2. Be conversant with the different types of disabilities;
2.1.3. Acquire an overview of the services offered to children with disability and their families;
2.1.4. Be acquainted with different methods of dealing with children with disability;
2.1.5. Acquire the knowledge of lifting and moving a child with disability;
2.1.6. Be acquainted with child’s background, abilities and needs;
2.1.7. Be proficient in the understanding of working with other support teams.
2.2 <i>Skills – at the end of the module/unit the learner will have mastered the following skills:</i>
2.2.1 <i>Applying knowledge and understanding</i> <i>The learner will be able to:</i>
i. Access sources of information from different agencies or non-governmental organisations offering services to children with disability and their families;
ii. Follow good working practices;
iii. Establish child’s requirements in such a manner that bridges the relationship with other children and his/her relatives;
iv. Determine the type of approach needed to handle a child with disability;
v. Adjust actions or decisions in relation to the type and/or severity of the disability;
vi. Draw an individual plan in accordance with the child’s needs and discuss it with child’s parents;
vii. Keep updated records of the child’s progress and reactions to the activities made.
2.2.2 <i>Communication skills</i> <i>The learner will be able to:</i>
i. Establish a communication channel with the child regardless of the type and/or severity of disability;
ii. Pay attention to the needs of the child;
iii. Maintain a dialogue without imposing anything on the child’s parents;
iv. Co-operate in multi-professional teams;
v. Consult and discuss with other coworkers or superiors about the child’s needs.
2.2.3 <i>Judgmental skills</i> <i>The learner will be able to:</i>
i. Assess which practice should be used for the child’s wellbeing;
ii. Appreciate progress and recognise the difficulties encountered by the child;
iii. Identify the influencing factors to achieve positive achievements from the child;
iv. Evaluate the activities organized to suit the child’s needs;
v. Keep child’s parents informed about services offered by government entities or non-governmental entities.



<p>2.2.4 Learning skills <i>The learner will be able to:</i></p>	
<p>i. Gain confidence in approaching persons with disability and working in support teams;</p> <p>ii. Learn both the theoretical and practical necessities for performing the job description correctly;</p> <p>iii. Learn to treat people humanely and empathically;</p> <p>iv. Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability;</p> <p>v. Manage own learning in terms of time, self-study and practice.</p>	
<p>2.3 Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>	
<p>2.3.1. Provide personal assistance and emotional support to the child, their relatives and co-workers;</p> <p>2.3.2. Be responsible for analyzing and evaluating the conditions and development of the child;</p> <p>2.3.3. Observe, receive and obtain information on the developments of services offered to persons with disability;</p> <p>2.3.4. Identify the different needs of the child with disability;</p> <p>2.3.5. Set up differentiated care plans to support and assist the developments and special educational needs for the child in preparation of the different stages in the child's life;</p> <p>2.3.6. Organise activities that stimulate life-long learning processes with the goal of helping child become autonomous;</p>	
<p>3. Hours of total learning for the module/unit</p>	
Contact hours:	<input type="text" value="24"/>
Self-Study hours:	<input type="text" value="25"/>
Hands-on hours:	<input type="text" value="0"/>
Assessment hours:	<input type="text" value="1"/>
<p>4. Total Number of ECTS/ECVET of the module/unit</p>	
ECTS	<input type="text"/>
or ECVET	<input type="text" value="2"/>
<p>5. The module will be delivered through:</p>	
<p><input checked="" type="checkbox"/> discussions</p> <p><input type="checkbox"/> fieldwork</p> <p><input type="checkbox"/> hands-on</p> <p><input type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> lessons</p> <p><input type="checkbox"/> placement</p> <p><input type="checkbox"/> practicum</p> <p><input checked="" type="checkbox"/> presentations</p> <p><input type="checkbox"/> project</p> <p><input type="checkbox"/> role-play</p> <p><input type="checkbox"/> seminar</p> <p><input type="checkbox"/> tutorials</p> <p>Other (please specify _____)</p>	



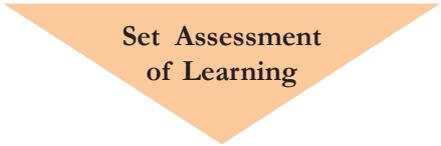
Please provide information regarding methods of delivery: The delivery of this Unit will be mainly held through lessons that will be delivered by the trainer, who will engage learners in class discussions. There will also be a presentation delivered by a lawyer whom will also be going through the laws governing issues related to disability.

6. The module will be assessed through:

- assignment _____ words
- clinical assessment
- clinical report
- dissertation _____ words
- examination
- fieldwork
- logbook
- long essay _____ words
- mentoring
- ongoing assessment
- oral examination
- oral exercises
- placement
- portfolio
- practical
- presentation
- project
- reflective diary
- report
- research paper
- seminar paper
- thesis _____ words
- transcription
- workbook
- workshop
- written exercises
- written test

Other (please specify) _____

Please provide information regarding methods of assessment: Learners will be assessed through a written exam, which will assess their grasping of the material discussed in class and any further material explored during self-study.



**Set Assessment
of Learning**

► 4.2 Guidance Notes to the ECVET Application Form

The following section indicates a step by step guide in compiling the ECVET application form.

Section A – Overall Application Form

1. Name of the education and training provider:

Write the full name of institution

2. Brief profile of the education and training provider:

Write a short profile about your institution (about 100 words)

3. Tuition license:

Confirm that your institution is in possession of a tuition license.

Registration and renewal on:

<https://www.education.gov.mt/Page.aspx?pid=205&depid=2&pageid=12>

4. Title of the qualification/ award:

Indicate the full title of the qualification

5. Proposed MQF level:

Indicate the approved / proposed MQF level, Refer to: Malta Qualifications Council (2007) *A National Qualifications Framework for Life Long Learning – A Second Guide June 2007* from: <http://www.mqc.gov.mt/malta-qualifications-framework>

6. Course type:

Indicate whether the course is:

Full Time, Part Time or a Short Course

7. Target group:

Identify the potential target group for this course:

General Education, SEC, Matriculation Certificate, Diploma, Undergraduate, Post Graduate

8. Entry requirements:

Identify the minimum entry requirements for a student to be able to enrol in this course.

9. Overall course objectives:

Identify the overall knowledge, skills and competences acquired by the learner at the end of the course.

10. Course outline: (provide a numbered list of modules/units)

Write out a short and concise course description in point form:

What the course entails, the titles of the study units, a time frame of how the study units will be spread out throughout the course, the main focus of the study units and key topics, information about the course assessment.

11. Number of modules/ units:

State the number of modules or study units in the course.

12. Hours of total learning:

Indicate the time dedicated to: Contact hours, Self-Study hours, Hands-on hours, Assessment Hours.

Contact Hour: A standard one hour (at least 50 minutes) classroom period.

Self-study: The educational process where individuals learn independently, often in terms of their own unique objectives and at their own pace

13. Total Number of ECVET/ECTS:

Indicate the total number of ECVET or ECTS. Refer to Chapter 4 (What is ECVET?) for ECVET and European Commission (2004) *European credit transfer and accumulation system (ECTS) Key features* on: http://ec.europa.eu/dgs/education_culture/publ/pdf/ects/en.pdf for ECTS. (1 credit is equivalent to 25 hours of total learning)

Section B – Profile for each module/unit of the qualification

Fill in Section B for each module/unit listed in Section 10

1. Number and name of the module/unit:

Specify the number of the module/unit and its full title.

2. Hours of total learning for the module/unit

Indicate the total hours of learning for this module/ unit according to: Contact hours, Self-Study hours, Hands-on hours and Assessment hours.

3. Learning Outcomes

Knowledge – at the end of the module/unit the learner will have been exposed to the following

Skills – at the end of the module/unit the learner will have mastered the following skills:

Applying knowledge and understanding

Communication skills:

Judgmental skills:

Learning skills:

Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

Refer to Chapter 4. (Malta Qualifications Framework) of the Manual.

4. Number of ECVET/ECTS of the module/unit

Indicate the total number of ECVET or ECTS of the module/unit. Refer to Chapter 4 of the NCFHE ECVET Manual 2012 (What is ECVET?) for ECVET and European Commission (2004) *European credit transfer and accumulation system (ECTS) Key features* on:

http://ec.europa.eu/dgs/education_culture/publ/pdf/ects/en.pdf for ECTS.

(1 credit is equivalent to 25 hours of total learning)

5. The module will be delivered through:

Indicate how the module/unit will be delivered. Select from the following options:

Discussions, fieldwork, hands-on, lectures, lessons, placement, practicum, presentations, project, role-play, seminar, tutorials or other (please specify)

6. The module will be assessed through:

Indicate how the module/unit will be assessed. Select from the following options:

assignment (state word count), clinical assessment, clinical report, dissertation (state word count), examination, fieldwork, logbook, long essay (state word count), mentoring, ongoing assessment, oral examination, oral exercises, placement, portfolio, practical, presentation, project, reflective diary, report, research paper, seminar paper, thesis (state word count), transcription, workbook, workshop, written exercises, written test, Other (please specify)

7. Reading list:

Identify the reading list to be used throughout the module/unit. (Books, journals, websites etc)

8. Minimum formal qualifications and experience required to deliver this module/unit:

Indicate the minimum formal qualifications and experience required for an individual to be able to deliver this module/unit.

9. Enclose the Curriculum Vitae of the person who will be delivering this module/unit

Refer to the Europass website on:

<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae> for CV template, instructions and examples.

10. Enclose a copy of the policy on the recognition and accreditation of prior learning

Include the learning institutions' policy on the recognition and accreditation of prior learning. Refer to the Malta Qualifications Council, information on Accreditation and Validation on <http://www.mqc.gov.mt/accreditation-and-validation?l=1>

11. Enclose a copy of the Memorandum of Understanding partnership agreement

Include a copy of the institutions' Memorandum of Understanding partnership agreement. Refer to Chapter 3 of the NCFHE ECVET Manual (What is ECVET?) for information on the Memorandum of Understanding.

12. Enclose a copy of the draft Learning Agreement

Include a draft copy of the institutions' Learning Agreement. Refer to Chapter 3 of the NCFHE ECVET Manual (What is ECVET?) for information on the Learning Agreement.

13. Enclose outline/ template of the Personal Transcript/ Diploma Supplement

Include an outline of the Personal Transcript or Diploma Supplement. Refer to Chapter 3 of the NCFHE ECVET Manual (What is ECVET?) for information on the personal transcript. Refer to the European Commission website on Education and Training: http://ec.europa.eu/education/lifelong-learning-policy/ds_en.htm for information on the diploma supplement.

5.
**Application Form
for ECVET - Template**

A large teal triangle is positioned on the right side of the page, pointing towards the left. Its right edge is flush with the right margin, and its left edge is a straight line that tapers from the top to the bottom, meeting the text.

5. Application Form for ECVET - Template ◀



▶ National Commission for Further and Higher Education (NCFHE) Application Form for ECVET

Section A – Overall Application Form

1. Name of the education and training provider:
2. Brief profile of the education and training provider:
3. Tuition license:
<input type="checkbox"/> Licensed (kindly attach a copy of the tuition license) <input type="checkbox"/> Not licensed
4. Title of the qualification/ award:
5. Proposed MQF level:
MQF level: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>
6. Course type: (please tick as appropriate)
<input type="checkbox"/> full-time <input type="checkbox"/> part-time <input type="checkbox"/> short course
7. Target group:
8. Entry requirements:
9. Overall course objectives: (the overall knowledge, skills and competences acquired by the learner at the end of the course)

10. Course outline: (provide a numbered list of modules/units)

11. Number of modules/ units:

12. Hours of total learning:

Contact hours:

Self-Study hours:

Hands-on hours:

Assessment hours:

13. Total Number of ECVET/ECTS:

ECTS

or ECVET

Section B – Profile for each module/unit of the qualification
 (fill Section B for each module/unit listed in Section 10)

1. Number and name of the module/unit:	
2. Hours of total learning for the module/unit:	
Contact hours:	<input style="width: 80px; height: 25px;" type="text"/>
Self-Study hours:	<input style="width: 80px; height: 25px;" type="text"/>
Hands-on hours:	<input style="width: 80px; height: 25px;" type="text"/>
Assessment hours:	<input style="width: 80px; height: 25px;" type="text"/>
3. Learning Outcomes:	
<i>3.1 Knowledge – at the end of the module/unit the learner will have been exposed to the following:</i>	
3.1.1 3.1.2 3.1.3 etc.	
<i>3.2 Skills – at the end of the module/unit the learner will have mastered the following skills:</i>	
<i>3.2.1 Applying knowledge and understanding</i>	
i. ii. iii. etc	
<i>3.2.2 Communication skills:</i>	
i. ii. iii. etc	
<i>3.2.3 Judgmental skills:</i>	
i. ii. iii. etc	
<i>3.2.4 Learning skills:</i>	
i. ii. iii. etc	

3.3 Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

3.3.1
3.3.2
3.3.3
Etc

4. Number of ECVET/ECTS of the module/unit

ECTS or ECVET

5. The module will be delivered through:

- discussions
- fieldwork
- hands-on
- lectures
- lessons
- placement
- practicum
- presentations
- project
- role-play
- seminar
- tutorials

Other (please specify) _____

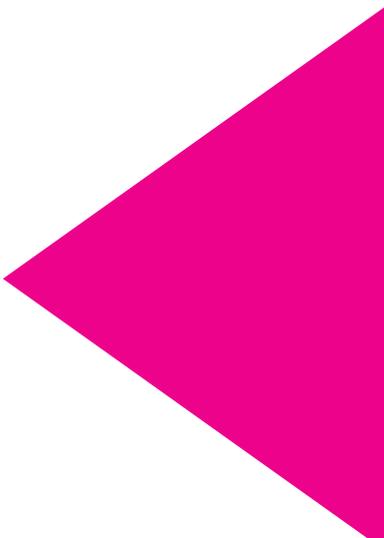
6. The module will be assessed through:

- assignment _____ words
- clinical assessment
- clinical report
- dissertation _____ words
- examination
- fieldwork
- logbook
- long essay _____ words
- mentoring
- ongoing assessment
- oral examination
- oral exercises
- placement
- portfolio
- practical
- presentation
- project
- reflective diary
- report
- research paper
- seminar paper
- thesis _____ words
- transcription
- workbook
- workshop
- written exercises
- written test

Other (please specify) _____

7. Reading list:
8. Minimum formal qualifications and experience required to deliver this module/unit:
9. Enclose the Curriculum Vitae of the person who will be delivering this module/unit
<input type="checkbox"/> CV included
10. Enclose a copy of the policy on the recognition and accreditation of prior learning
<input type="checkbox"/> Copy of Policy included
11. Enclose a copy of the Memorandum of Understanding partnership agreement
<input type="checkbox"/> Copy of Memorandum included
12. Enclose a copy of the draft Learning Agreement
<input type="checkbox"/> Copy of draft Learning Agreement included
13. Enclose outline/ template of the Personal Transcript/ Diploma Supplement
<input type="checkbox"/> Copy of Personal Transcript/ Diploma Supplement outline/template included

Glossary



Competence

Competence is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'competence' is described in terms of responsibility and autonomy.

Credits

Credits are one of the tools designed to facilitate the implementation of credit transfer systems at national and European level. They are used by authorities, education and training providers, competent bodies and learners to support arrangements for accumulation and recognition of learning outcomes towards a qualification and for Trans-National mobility. Credits [credit points] are allocated to the qualifications and to the units of which a qualification is made up.

ECVET

European Credit Transfer System for Vocational Education and Training is a European instrument to support lifelong learning, the mobility of European learners and the flexibility of learning pathways to achieve qualifications. ECVET came into affect following its adoption by the European Parliament and by the Council (18 June 2009)²¹

European Qualifications Framework (EQF)

EQF acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. EQF

Key Competences

The knowledge, skills and competences needed to function in contemporary society, e.g. listening, speaking, reading, writing, digital competence and mathematics among others.

Knowledge

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

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.

Learning Outcomes

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

Level Descriptors

Level descriptors express the level of knowledge, skills and competences in relation to higher or lower levels of achievements by the individual.

Memorandum of Understanding

The memorandum of understanding is a key device which creates the climate of trust in which credit transfer can operate. The Memorandum is a document drawn up in accordance with ECVET rules by partner organisations. It provides information about:

- The nature of the sending and receiving institutions,
- The equivalence of the learning involved,
- The validation (and recognition if appropriate) agreement,
- The quantification of the credit,
- The volume of the learning activities²²

21 European Commission Education and Culture (2011) *The European Credit System for Vocational Education and Training ECVET: Get to know ECVET better Questions and Answers*

22 European Commission (2005) *European Credit System for VET Technical Specifications. Report of the credit transfer technical working group.*

Malta Qualifications Framework (MQF)

The National Commission for Further and Higher Education is the national authority responsible to implement the EQF within the national context. This is done through the Malta Qualifications Framework. It 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.

National Qualifications Framework (NQF)

A National Qualifications Framework is a common reference point to all nationally recognised qualifications indicating level of education and training and progression from one level to another.

Personal Transcript

Document containing information on credit (positively assessed learning outcomes) the learner has achieved. It is a record of his/her learning achievements.²³

Skills

A skill is the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).²⁴

Unit

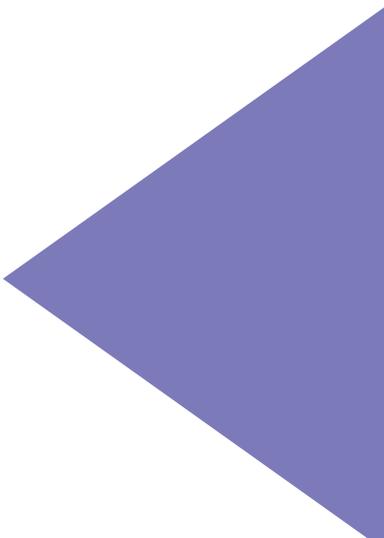
A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected.²⁵

23 European Commission (2011) *The European Credit System for Vocational Education and Training: Get to know ECVET better. Questions and Answers*

24 Malta Qualifications Council. *Glossary of Terms*

25 Ibid.

References



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- Cedefop (2011). *The development of ECVET in Europe: 2011*. Luxembourg: Publications Office. Cedefop working paper; No 14. http://www.cedefop.europa.eu/EN/Files/6114_en.pdf [accessed 14.3.2012].
Further reading 27
- Cedefop (2012). *Development of national qualifications frameworks in Europe: October 2011*. Luxembourg: Publications Office. Cedefop working paper; No 12. http://www.cedefop.europa.eu/EN/Files/6112_en.pdf [accessed 14.3.2012].
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- European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European quality charter for mobility (2006/961/EC). *Official Journal of the European Union*, L 394, p. 5-9 of 30.12.2006. http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00050009.pdf [accessed 14.3.2012].

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Malta Qualifications Council (2007) *A National Qualifications Framework for Life Long Learning – A Second Guide June 2007*

Malta Qualifications Council (2009). *Referencing of the Malta Qualifications Framework (MQF)* p 33, 20 – 38, 38, 62

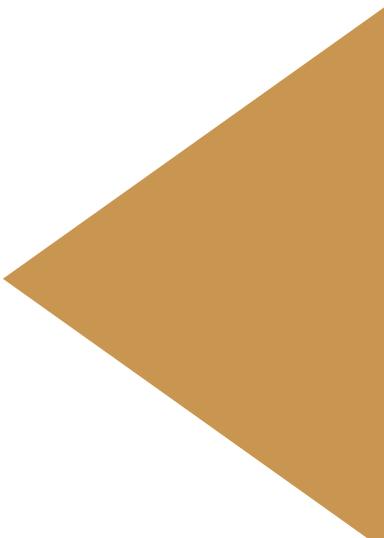
Malta Qualifications Council (2010) *Classifying Qualifications A National Awards System Referenced to the Malta Qualifications Framework: a proposal*. P 11, 38

Malta Qualifications Council (2011) *ECVET in Europe A New European Tool for Promoting, Facilitating and Enhancing Lifelong Learning and Mobility*. P 3 – 7

Malta Qualifications Council (2011) *Implementing ECVET in Malta: A New European Tool for Promoting, Facilitating and Enhancing Lifelong Learning and Mobility*

Malta Qualifications Council (2012) *Referencing of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA)* 3rd Updated Edition.

Appendix 1



- Examples of units of qualifications/awards developed by MCAST (Diploma in Financial Services (a unit from) – MQF/EQF Level 4) and ETC (VET Award for Care Workers for Persons with Disability) which are based on a learning outcomes approach

MCAST Diploma in Financial Services (a unit from) – MQF/EQF Level 4

1. Number and name of the module/unit:			
1.The local Financial Services Environment			
2. Learning Outcomes:			
<i>2.1 Knowledge – at the end of the module/unit the learner will have been exposed to the following:</i>			
2.1.1 Understand the nature, functions, operations and role of various Financial Services Institutions			
2.1.2 Understand why and how the financial services sector impacts on the economy			
2.1.3 Understand the cause and effect of the financial crisis			
2.1.4 Understand the role, functions, characteristics and operations of the key financial services institutions in Malta			
2.1.5 Knows about the specific legislation for the financial services sector			
2.1.6 Be familiar with the major services offered by the local key financial services players			
<i>2.2 Skills – at the end of the module/unit the learner will have mastered the following skills:</i>			
<i>2.2.1 Applying knowledge and understanding</i>			
i. Follow the latest developments in the financial services sector			
ii. Reason out current financial services affairs			
iii. Outline the main facets of the Euro and how it is managed by the ECB and related to Euro Zone institutions			
<i>2.2.2 Communication skills:</i>			
i. Describe the banking services for personal and business customers			
ii. Explain the various services offered by the Financial Services sector to both individuals as well as the business community			
iii. Describe the basic insurance products for individuals and business customers			
<i>2.2.3 Judgmental skills:</i>			
i. Discuss the various delivery channels used in the financial services sector			
ii. Identify the effects of the Financial Services Sector on the individual and the economy			
iii. Identify the appropriate delivery channels for a particular activity within financial services			
<i>2.2.4 Learning skills:</i>			
i. Carry out independent research using various sources about the daily developments in financial services			
<i>2.3 Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</i>			
2.3.1 Deal with clients to explain basic features of a financial services product			
3. Hours of total learning for the module/unit			
Contact hours:	120	Self-Study hours:	100
Hands-on hours:	NA	Assessment hours:	80
4. Number of ECVET/ECTS of the module/unit			
_____ ECTS	or	12 ECVET	

5. The module will be delivered through:

- discussions
- fieldwork
- hands-on
- lectures
- lessons
- placement
- practicum
- presentations
- project
- role-play
- seminar
- tutorials

Other (please specify) On site visits to various financial services organisations

6. The module will be assessed through:

- assignment _____ words
- clinical assessment
- clinical report
- dissertation _____ words
- examination
- fieldwork
- logbook
- long essay _____ words
- mentoring
- ongoing assessment
- oral examination
- oral exercises
- placement
- portfolio
- practical
- presentation
- project
- reflective diary
- report
- research paper
- seminar paper
- thesis _____ words
- transcription
- workbook
- workshop
- written exercises
- written test

Other (please specify) _____

7. Reading list:

Recommended Textbooks

- *Financial Services, the commercial environment*; David Brighthouse, Janet Hontoir; Publisher: Global Professional Publishing ISBN – 1906403287
- *Bank 2.0: How customer behaviour and technology will change the future of financial services*, Brett King; Publisher: Marshall Cavendish International Asia; 1st edition. ISBN-10: 9814302074
- *Retail Financial Services*, Claire Bateson; Publisher: Global Professional Publishing; ISBN-10: 1906403295
- *Retail Banking, 2nd Edition*; Keith Pond; Publisher: Global Professional Publishing; ISBN-10: 1906403546
- *The Business of Banking; an introduction of the modern financial services Industry 2nd Edition*; Keith Pond & Geoff Lipscombe ; Publisher : Financial World Publishing; ISBN-10: 0852976712
- *Financial Institutions, Markets, and Money*; David S. Kidwell, David W. Blackwell, David A. Whidbee and Richard W. Publisher: Wiley; 11 edition Sias ISBN-10: 0470561084
- *The Financial System and the Economy: Principles of Money and Banking 5th Ed*; Maureen Burton; Publisher: M.E. Sharpe ; ISBN-10: 076562246
- *Financial Times Guide to How the Stock Market Really Works*: Leo Gough; Publisher: Financial Times/ Prentice Hall; ISBN-10: 0273743554
- *The Future of Retail Banking*; Joseph A. DiVanna; Publisher: Palgrave Macmillan; ISBN-10: 1403911266
- *The Money Machine*; Philip Coggan; Publisher: Penguin; ISBN-10: 0141042893
- *Introduction to Financial Services*; (CIOBS)
- *Banking Operations*; (CIOBS)
- *Finance Malta: Invest guide & Business directory*

Journals

- Financial World Magazine
- The Economist
- Financial Times
- Central Bank of Malta Quarterly Reviews
- Times of Malta: Business Supplement
- The Malta Business Weekly
- The Malta Economic Update
- Money Management magazine

Websites

- www.centralbankofmalta.org
- www.mfsa.org.mt
- www.financemalta.org
- www.ft.com
- www.ecb.int
- www.mymoneybox.mfsa.com.mt
- www.borzamalta.com.mt
- www.bbc.co.uk/news/business
- www.fsonline.com
- www.guardian.co.uk/money

8. Minimum formal qualifications and experience required to deliver this module/unit:

A relevant degree

Or: level 5 (MQF) relevant vocational qualifications and at least five years relevant and appropriate industrial or teaching experience (teaching experience has to be at secondary level or higher)

► **Application Form for the Level-rating of Home-Grown Qualifications with the Malta Qualifications Framework**
VET Award for Care Workers for Persons with Disability

Section A – Overall Application Form

1. Name of the education and training provider:
Employment and Training Corporation
2. Brief profile of the education and training provider:
The Employment and Training Corporation (ETC) is Malta's public employment agency. 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 finding suitable employees through its job-brokering services. ETC also provides a range of training services to clients seeking employment and to those already in employment but wish to enhance their knowledge, skills and competences.
ETC offers a variety of training programmes at different levels, starting from basic competences in literacy and soft skills, to more trade and technical courses. 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. On average we train over 10,000 persons per year.
3. Tuition license:
<input type="checkbox"/> Licensed (kindly attach a copy of the tuition license) <input checked="" type="checkbox"/> Not licensed
4. Title of the qualification/ award:
VET Award for Care Workers for Persons with Disability
5. Proposed MQF level:
MQF level 4
6. Course type: (please tick as appropriate)
<input type="checkbox"/> full-time <input checked="" type="checkbox"/> part-time <input type="checkbox"/> short course
7. Target group:
This course is targeted for those persons who would like to work as support workers with persons with disability. To successfully complete this course a participant, besides learning about the needs and abilities of persons with disability, must feel a connection with persons with disability, is motivated, possesses a positive attitude and stays calm under pressure.
8. Entry requirements:
Individuals who are able to communicate in the Maltese Language and English Language, and hold a clean Police Conduct Certificate.
9. Overall course objectives: (the overall knowledge, skills and competences acquired by the learner at the end of the course)
This course is aimed at providing the learner with general knowledge, skills and competences required to work in this caring profession. Through this training programme, the learner will be able to identify and understand the needs and abilities of persons with disability, and will also be exposed to the work and activities carried out by professionals and agencies who work with persons with disability.
10. Course outline: (provide a numbered list of modules/units)
1. Personal and social development skills for staff; 2. Working with persons with disability; 3. Personal and social development skills for persons with disability; 4. Activities for persons with disability; 5. An independent life for persons with disability; 6. Communication and behaviour at the workplace; 7. Practicum (practical sessions)

11. Number of modules/units:

7 modules

12. Hours of total learning:

Contact hours:

Self-Study hours:

Hands-on hours:

Assessment hours:

13. Total Number of ECVET/ECTS:

ECTS

or ECVET

Section B – Profile for each module/unit of the qualification

(fill Section B for each module/unit listed in Section 10)

1.	Number and name of the module/unit:
2.	Personal and Social Development Skills for Staff
2.	Learning Outcomes:
2.1	<i>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</i>
2.1.1.	Attain a sound knowledge of issues related to supported services for persons with disability;
2.1.2.	Be conversant with the different types of disabilities;
2.1.3.	Acquire an overview of the services offered to persons with disability;
2.1.4.	Be acquainted with different methods of dealing with persons with disability;
2.1.5.	Show an understanding of the relationship between the support worker and the client, including his/her relatives;
2.1.6.	Show an understanding of the relationship between the support worker and the administration/management;
2.1.7.	Be proficient in the understanding of working in the support teams.
2.2	<i>Skills – at the end of the module/unit the learner will have mastered the following skills:</i>
2.2.1	<i>Applying knowledge and understanding</i>
i.	Access sources of information from different agencies or non-governmental organisations offering services to persons with disability;
ii.	Perform general duties of a support worker;
iii.	Follow good working practices;
iv.	Establish persons' with disability requirements in such a manner that bridges the relationship with the client and his/her relatives;
v.	Determine the type of approach needed to handle a person with disability;
vi.	Adjust actions or decisions in relation to the type and/or severity of the disability.
2.2.2	<i>Communication skills:</i>
i.	Communicate with persons with disability regardless of the type and/or severity of disability;
ii.	Listen to the needs of persons with disability and show empathy;
iii.	Maintain a dialogue without imposing anything on the person with disability;
iv.	Co-operate in multi-professional teams;
v.	Consult and maintain contact with the person with disability and their families;
vi.	Consult and discuss with other support workers or superiors about the person's with disability needs.
2.2.3	<i>Judgmental skills:</i>
i.	Assess which practice should be used for the client's wellbeing;
ii.	Appreciate progress and recognise the difficulties encountered by persons with disability;
iii.	Identify the influencing factors to achieve positive achievements from persons with disability;
iv.	Evaluate the medical treatments and social model that suit the person's needs;
v.	Identify persons with disability that overcame their disabilities and use them as role models;
vi.	Refer persons with disability to services offered by government entities or non-governmental entities.
2.2.4	<i>Learning skills:</i>
i.	Gain confidence in approaching persons with disability and working in support teams;
ii.	Learn both the theoretical and practical necessities for performing the job description correctly;
iii.	Learn to treat people humanely and empathically;
iv.	Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability;
v.	Manage own learning in terms of time, self-study and practice.

2.3 *Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:*

- 2.3.1. Provide personal assistance and emotional support to the persons with disability, their families and co-workers;
- 2.3.2. Be responsible for analyzing and evaluating the conditions and development of the person with disability;
- 2.3.3. Encourage and build mutual trust, respect and cooperation among support workers;
- 2.3.4. Observe, receive and obtain information on the developments of services offered to persons with disability;
- 2.3.5. Identify the different needs of persons with disability;
- 2.3.6. Set up differentiated care plans to support and assist the developments and training processes in all stages of the life of persons with disability;
- 2.3.7. Accompany people with disability in their life-long learning processes with the goal of helping them become autonomous;
- 2.3.8. Encourage persons with disability to take part in activities or events organised by different entities.

3. Hours of total learning for the module/unit

Contact hours:	<input type="text" value="25"/>
Self-Study hours:	<input type="text" value="24"/>
Hands-on hours:	<input type="text" value="0"/>
Assessment hours:	<input type="text" value="1"/>

4. Number of ECVET/ECTS of the module/unit

ECTS or ECVET

5. The module will be delivered through:

- discussions
- fieldwork
- hands-on
- lectures
- lessons
- placement
- practicum
- presentations (delivered by persons with disability)
- project
- role-play
- seminar
- tutorials
- Other (please specify _____)

6. The module will be assessed through:

- assignment 1,500 words (forms part of final assessment)
- clinical assessment
- clinical report
- dissertation_____ words
- examination
- fieldwork
- logbook
- long essay_____ words
- mentoring
- ongoing assessment
- oral examination
- oral exercises
- placement
- portfolio (forms part of final assessment)
- practical
- presentation
- project
- reflective diary
- report
- research paper
- seminar paper
- thesis_____ words
- transcription
- workbook
- workshop
- written exercises
- written test
- Other (please specify)_____

1. Number and name of the module/unit:

3. Working with persons with disability

2. Learning Outcomes:

2.1 *Knowledge – at the end of the module/unit the learner will have been exposed to the following:*

- 2.1.1. Attain a sound knowledge of the importance of health and safety;
- 2.1.2. Acquire the knowledge of lifting and moving a person with disability;
- 2.1.3. Understand the problems associated with improper lifting;
- 2.1.4. Be conversant with the use of large equipment;
- 2.1.5. Be acquainted with basic first aid;
- 2.1.6. Identify the correct use of medication and treatment in the case of different injuries;
- 2.1.7. Identify the correct use and dosage of medication in the case of illnesses;
- 2.1.8. Recognise the importance of preparing a balanced diet for persons with disability.

2.2 *Skills – at the end of the module/unit the learner will have mastered the following skills:*

2.2.1 *Applying knowledge and understanding*

- i. Access sources of information on the importance of health and safety;
- ii. Provide suitable aftercare advice for the persons with disability
- iii. Communicate them to their relatives about the persons with disability physical and psychological well-being;
- iv. Build confidence and trust with and among persons with disability;
- v. Determine the type of approach needed to handle the client;
- vi. Consult and discuss with the person with disability about food and nutrition
- vii. Make a person with disability aware of the benefits of a healthy lifestyle.

2.2.2 Communication skills:	
i.	Communicate with persons with disability regardless of the type and/or severity of disability;
ii.	Listen to the needs of persons with disability and show empathy;
iii.	Maintain a dialogue without imposing anything on the person with disability;
iv.	Communicate with persons' with disability relatives;
v.	Communicate with volunteers;
vi.	Describe to persons with disability how to prepare a simple healthy meal.
2.2.3 Judgmental skills:	
i.	Assess which health and safety practice should be used for the client's safety;
ii.	Evaluate the medical treatments that suits the person's needs;
iii.	Identify the personal equipment that is suitable for the client;
iv.	Classify common medications used to cure injuries or illness;
v.	Select the appropriate food for the wellbeing of the client.
2.2.4 Learning skills:	
i.	Gain confidence in approaching persons with disability and working in support teams;
ii.	Learn both the theoretical and practical necessities for performing the job description correctly;
iii.	Learn to treat people humanely and empathically;
iv.	Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability;
v.	Manage own learning in terms of time, self-study and practice.
2.3 Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:	
2.3.1.	Observe health and safety principles within the working environment;
2.3.2.	Handle emergency procedures;
2.3.3.	Identify the different medications needed by persons with disability;
2.3.4.	Provide personal assistance, medical attention, emotional support or other personal care to persons with disability, their relatives and co-workers;
2.3.5.	Be responsible for analysing and evaluating the dietary needs of the client.
3. Hours of total learning for the module/unit	
Contact hours:	<input type="text" value="30"/>
Self-Study hours:	<input type="text" value="38"/>
Hands-on hours:	<input type="text" value="6"/>
Assessment hours:	<input type="text" value="1"/>
4. Number of ECVET/ECTS of the module/unit	
ECTS <input type="text"/>	or ECVET <input type="text" value="3"/>

5. The module will be delivered through:

- discussions
 - fieldwork
 - hands-on
 - lectures
 - lessons
 - placement
 - practicum
 - presentations
 - project (develop a dietary plan for a person with disability to be healthy)
 - role-play
 - seminar
 - tutorials
- Other (please specify) _____

6. The module will be assessed through:

- assignment 1,500 words (forms part of final assessment)
 - clinical assessment
 - clinical report
 - dissertation _____ words
 - examination
 - fieldwork
 - logbook
 - long essay _____ words
 - mentoring
 - ongoing assessment
 - oral examination
 - oral exercises
 - placement
 - portfolio (forms part of final assessment)
 - practical
 - presentation
 - project
 - reflective diary
 - report
 - research paper
 - seminar paper
 - thesis _____ words
 - transcription
 - workbook
 - workshop
 - written exercises
 - written test
- Other (please specify) _____

1. Number and name of the module/unit:

4. Personal and social development skills for persons with disability

2. Learning Outcomes:

2.1 *Knowledge – at the end of the module/unit the learner will have been exposed to the following:*

- 2.1.1. Understand how the Individual Service Plan is carried out;
- 2.1.2. Learn how to keep records about the person with disability;
- 2.1.3. Be acquainted with the clients' background, abilities and needs;
- 2.1.4. Appreciate ethical considerations in respect to persons with disability;
- 2.1.5. Attain a sound knowledge of the Data Protection Act and issues pertaining to confidentiality;
- 2.1.6. Learn how to address sexuality and spirituality with persons with different abilities;
- 2.1.7. Show an understanding about the experiences lived by the parents or relatives of persons with disability.

<i>2.2 Skills – at the end of the module/unit the learner will have mastered the following skills:</i>	
<i>2.2.1 Applying knowledge and understanding</i>	
i.	Draw an Individual Service Plan and communicate it to person with disability;
ii.	Perform routine checks to ensure the validity and consistency of the Individual Service Plan;
iii.	Advise and establish clients' requirements and consult their records;
iv.	Deal with confidentiality and data protection;
v.	Give full attention to what relatives of persons with disability are saying, taking time to understand the points being made, asking questions as appropriate without interrupting at inappropriate times;
vi.	Be aware of persons with disability reaction to a situation and being aware of the reason/s why they acted in that manner.
<i>2.2.2 Communication skills:</i>	
i.	Consult and discuss with persons with disability their needs in a confident and trustful manner;
ii.	Provide suitable care advice to persons with disability;
iii.	Communicate progress made by person with disability with the person him/herself and relatives;
iv.	Listen to the needs of persons with disability and show empathy;
v.	Convey a sense of reassurance to the person with disability as well as his/her relatives and calm anxiety.
<i>2.2.3 Judgmental skills:</i>	
i.	Identify which practice should be used for the wellbeing of the person with disability;
ii.	Identify the influencing factors that might affect the achievement of the milestones set in the Individual Service Plan;
iii.	Evaluate the type of job coaching and occupational therapy needed by the person with disability;
iv.	Deal with issues raised by anxious and over protective relatives of persons with disability.
<i>2.2.4 Learning skills:</i>	
i.	Gain confidence in approaching persons with disability and working in support teams;
ii.	Learn both the theoretical and practical necessities for performing the job description correctly;
iii.	Learn to treat people humanely and empathically;
iv.	Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability;
v.	Manage own learning in terms of time, self-study and practice
<i>2.3 Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</i>	
2.3.1.	Be responsible for analysing and evaluating the Individual Service Plan;
2.3.2.	Provide personal assistance and emotional support to the persons with disability, their families and co-workers;
2.3.3.	Maintain clients' profile, daily diaries and medical records;
2.3.4.	Maintain good communication with relatives of persons with disability;
2.3.5.	Identify the different needs of persons with disability.
3. Hours of total learning for the module/unit	
Contact hours:	<input type="text" value="28"/>
Self-Study hours:	<input type="text" value="37"/>
Hands-on hours:	<input type="text" value="9"/>
Assessment hours:	<input type="text" value="1"/>
4. Number of ECVET/ECTS of the module/unit	
ECTS	<input type="text"/>
or	ECVET
	<input type="text" value="3"/>

5. The module will be delivered through:

- discussions
 - fieldwork
 - hands-on
 - lectures
 - lessons
 - placement
 - practicum
 - presentations (made by persons with disability and relatives)
 - project (to develop an individual service plan)
 - role-play
 - seminar
 - tutorials
- Other (please specify) _____

6. The module will be assessed through:

- assignment 1,500 words (forms part of final assessment)
 - clinical assessment
 - clinical report
 - dissertation _____ words
 - examination
 - fieldwork
 - logbook
 - long essay _____ words
 - mentoring
 - ongoing assessment
 - oral examination
 - oral exercises
 - placement
 - portfolio (forms part of final assessment)
 - practical
 - presentation
 - project
 - reflective diary
 - report
 - research paper
 - seminar paper
 - thesis _____ words
 - transcription
 - workbook
 - workshop
 - written exercises
 - written test
- Other (please specify) _____

1. Number and name of the module/unit:

5. Activities for persons with disability

2. Learning Outcomes:

2.1 *Knowledge – at the end of the module/unit the learner will have been exposed to the following:*

- 2.1.1. Understand the importance of teamwork;
- 2.1.2. Learn how to cooperate with co-workers and representatives from other agencies in the organisation of social activities or events for persons with disability;
- 2.1.3. Attain a sound knowledge of organising activities;
- 2.1.4. Be proficient in engaging persons with disability in different social activities, where they can show their abilities;
- 2.1.5. Attain a sound knowledge of arts, crafts, drama, music and other physical activities to stimulate the creativity of persons with disability.

2.2	<i>Skills – at the end of the module/unit the learner will have mastered the following skills:</i>
2.2.1	<i>Applying knowledge and understanding</i>
	<ul style="list-style-type: none"> i. Access sources of information in own organization as well as other organisations that promote independence amongst persons with disability; ii. Keep updated records on the activities made and the benefits reaped out by persons with disability during activity; iii. Establish the requirements needed by persons with disabilities to use their creativity; iv. Select suitable products in arts and crafts; v. Provide information and schedule timetables for different activities; vi. Establish the importance of physical activities, drama and music.
2.2.2	<i>Communication skills:</i>
	<ul style="list-style-type: none"> i. Describe the activity to persons with disability in an understandable manner; ii. State the benefits of participating in activities to both persons with disability and their relatives; iii. Promote the concept of leading an independent life and making one's own decisions; iv. Talk to others to convey information effectively; v. Communicate with persons with disability by using different activities to develop their abilities; vi. Listen to the needs of persons with disability and show empathy.
2.2.3	<i>Judgmental skills:</i>
	<ul style="list-style-type: none"> i. Select appropriate communication channels to ensure that activities involve the persons with disability and proof their abilities; ii. Be able to judge appropriately important physiological data changes with respect to persons' with disability interaction and reaction to activities; iii. Assess which activities should be used for the clients' wellbeing; iv. Appreciate progress made by persons with disability; v. Recognize the difficulties encountered by persons with disability and their relatives.
1.1.4	<i>Learning skills:</i>
	<ul style="list-style-type: none"> i. Gain confidence in approaching persons with disability and working in support teams; ii. Learn both the theoretical and practical necessities for performing the job description correctly; iii. Learn to treat people humanely and empathically; iv. Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability; v. Manage own learning in terms of time, self-study and practice.
2.3	<i>Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</i>
	<ul style="list-style-type: none"> 2.3.1. Be responsible for analyzing and evaluating the developments and improvement of the persons with disability; 2.3.2. Identify the different needs of persons with disability; 2.3.3. Set up different activities to support and assist the developments and training process; 2.3.4. Create activities that transform disability into ability; 2.3.5. Identify the educational needs of persons with disability and develop formal educational plans for the latter to develop their skills; 2.3.6. Observe, receive and obtain information on the developments achieved by persons with disability; 2.3.7. Engage persons with disability in daily chores like cooking, eating, cleaning, washing clothes and dishes; 2.3.8. Encourage persons with disability with personal care like washing and using the toilet; 2.3.9. Accompany people with disability in their life-long learning processes with the goal of helping them become independent.

3. Hours of total learning for the module/unit

Contact hours:
Self-Study hours:
Hands-on hours:
Assessment hours:

4. Number of ECVET/ECTS of the module/unit

ECTS or ECVET

5. The module will be delivered through:

- discussions
 - fieldwork
 - hands-on
 - lectures
 - lessons
 - placement
 - practicum
 - presentations (speakers from KNPD will be invited to deliver a presentation about activities organised for persons with disability)
 - project (design an activity for persons with disability)
 - role-play
 - seminar
 - tutorials
- Other (please specify) _____

6. The module will be assessed through:

- assignment 1,500 words (forms part of final assessment)
 - clinical assessment
 - clinical report
 - dissertation _____ words
 - examination
 - fieldwork
 - logbook
 - long essay _____ words
 - mentoring
 - ongoing assessment
 - oral examination
 - oral exercises
 - placement
 - portfolio (forms part of final assessment)
 - practical
 - presentation
 - project
 - reflective diary
 - report
 - research paper
 - seminar paper
 - thesis _____ words
 - transcription
 - workbook
 - workshop
 - written exercises
 - written test
- Other (please specify) _____

1. Number and name of the module/unit:
6. An independent life for persons with disability
2. Learning Outcomes:
<i>2.1 Knowledge – at the end of the module/unit the learner will have been exposed to the following:</i>
2.1.1. Understand the importance of inclusion; 2.1.2. Appreciate ethical considerations in respect to persons with disability and their rights; 2.1.3. Understand the importance of legislation; 2.1.4. Acquire knowledge of employment opportunities for persons with disability; 2.1.5. Understand the health and safety measures needed to protect persons with disability at the workplace; 2.1.6. Be proficient in the social assistance that can be offered to persons with disability; 2.1.7. Understand the limitations of persons with disability in terms of accessibility.
<i>2.2 Skills – at the end of the module/unit the learner will have mastered the following skills:</i>
<i>2.2.1 Applying knowledge and understanding</i>
i. Access sources of information on organizations, services, education and employment opportunities for persons with disability; ii. Access sources of regulation that promote equal opportunities for persons with disability; iii. Identify the competent authority to assist persons with disability in reporting any discrimination; iv. Identify best practices that promote the inclusion of persons with disability in different fields; v. Identify different equipments that can facilitate the inclusion of persons with disability in schools, at the workplace and at different stages in life.
<i>2.2.2 Communication skills:</i>
i. Promote the social inclusion of persons with disability through examples; ii. State the benefits to companies and schools when integrating persons with disability; iii. Promote the concept of leading an independent life and making one's own decisions; iv. Talk to others to convey information effectively; v. Listen to the needs of persons with disability and show empathy.
<i>2.2.3 Judgmental skills:</i>
i. Select appropriate communication channels to instill the importance of leading an independent life; ii. Recognize the difficulties encountered by persons with disability when searching for work; iii. Identify the competent authority to assist persons with disability in reporting any discrimination; iv. Assess which activities should be used for the person with disability to increase the chances of being employed; v. Appreciate progress made by persons with disability; vi. Recognise accessibility issues for persons with disability.
<i>2.2.4 Learning skills:</i>
i. Gain confidence in approaching persons with disability and working in support teams; ii. Learn both the theoretical and practical necessities for performing the job description correctly; iii. Learn to treat people humanely and empathically; iv. Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability; v. Manage own learning in terms of time, self-study and practice.
<i>2.3 Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</i>
2.3.1. Promote the rights of persons with disability; 2.3.2. Accompany people with disability in their life-long learning processes with the goal of helping them become autonomous; 2.3.3. Encourage persons with disability to take part in activities or events organised by different entities; 2.3.4. Use the services offered by the Employment and Training Corporation to assist person with disability in finding employment; 2.3.5. Assist person with disability in overcoming their limitations at different stages in life.

3. Hours of total learning for the module/unit

Contact hours:

Self-Study hours:

Hands-on hours:

Assessment hours:

4. Number of ECVET/ECTS of the module/unit

ECTS or ECVET

5. The module will be delivered through:

- discussions
- fieldwork
- hands-on
- lectures
- lessons
- placement
- practicum
- presentations (delivered by persons with disability)
- project
- role-play
- seminar
- tutorials

Other (please specify) _____

6. The module will be assessed through:

- assignment 1,500 words (forms part of final assessment)
- clinical assessment
- clinical report
- dissertation _____ words
- examination
- fieldwork
- logbook
- long essay _____ words
- mentoring
- ongoing assessment
- oral examination
- oral exercises
- placement
- portfolio (forms part of final assessment)
- practical
- presentation
- project
- reflective diary
- report
- research paper
- seminar paper
- thesis _____ words
- transcription
- workbook
- workshop
- written exercises
- written test

Other (please specify) _____

1.	Number and name of the module/unit:
7.	Communication and Behaviour at the workplace
2.	Learning Outcomes:
2.1	<i>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</i>
2.1.1.	Understand the fundamental importance of communication;
2.1.2.	Learn how to encourage persons with disability to speak;
2.1.3.	Learn how to create a communicative environment;
2.1.4.	Understand the importance of making own decision;
2.1.5.	Understand why a person shows challenging behaviour;
2.1.6.	Acquire knowledge of behaviour as a means of communication;
2.1.7.	Show an understanding in day or night shift, time keeping and taking handovers;
2.1.8.	Explore other people's work and develop a personal response to follow up or complete the work started by other co-workers.
2.2	<i>Skills – at the end of the module/unit the learner will have mastered the following skills:</i>
2.2.1	<i>Applying knowledge and understanding</i>
i.	Access sources of information on communication skills and different behaviour;
ii.	Deal with persons with different behaviours;
iii.	Use knowledge to create a communicative environment;
iv.	Determine the type of approach needed to handle persons with disability.
2.2.2	<i>Communication skills:</i>
i.	Describe the importance of communication;
ii.	Communicate with persons with disability regardless of the type and/or severity of disability;
iii.	Maintain a dialogue without imposing anything on the person with disability;
iv.	Communicate information effectively, courteously and politely with persons with disability;
v.	Dialogue with relatives of persons with disability;
vi.	Communicate information effectively to co-workers for smooth handover of tasks.
2.2.3	<i>Judgmental skills:</i>
i.	Assess which practice should be used for the persons' with disability wellbeing;
ii.	Identify the influencing factors to achieve positive achievements from persons with disability;
iii.	Evaluate the fundamental importance of communication;
iv.	Identify behaviour as a means of communication;
v.	Select appropriate communication channels for a given task to be followed-up or completed by co-workers.
2.2.4	<i>Learning skills:</i>
i.	Gain confidence in approaching persons with disability and working in support teams;
ii.	Learn both the theoretical and practical necessities for performing the job description correctly;
iii.	Learn to treat people humanely and empathically;
iv.	Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability;
v.	Manage own learning in terms of time, self-study and practice.
2.3	<i>Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</i>
2.3.1.	Be responsible for analyzing and evaluating the importance of communication;
2.3.2.	Identify the different needs of persons with disability;
2.3.3.	Encourage and build mutual trust between persons with disability and care workers;
2.3.4.	Provide personal assistance and emotional support to the persons with disability, their families and co-workers;
2.3.5.	Provide information to persons with disability, their relatives, superiors and co-workers by telephone, in written form or in person.

3. Hours of total learning for the module/unit

Contact hours:

14

Self-Study hours:

10

Hands-on hours:

0

Assessment hours:

1

4. Number of ECVET/ECTS of the module/unit

ECTS

or ECVET

1

5. The module will be delivered through:

- discussions
- fieldwork
- hands-on
- lectures
- lessons
- placement
- practicum
- presentations
- project
- role-play
- seminar
- tutorials

Other (please specify: Site-visit to an organisation for persons with disability to observe communication channels)

6. The module will be assessed through:

- assignment 1,500 words (forms part of final assessment)
- clinical assessment
- clinical report
- dissertation_____ words
- examination
- fieldwork
- logbook
- long essay_____ words
- mentoring
- ongoing assessment
- oral examination
- oral exercises
- placement
- portfolio (forms part of final assessment)
- practical
- presentation
- project
- reflective diary
- report
- research paper
- seminar paper
- thesis_____ words
- transcription
- workbook
- workshop
- written exercises
- written test

Other (please specify)_____

1.	Number and name of the module/unit:
8.	Practicum (Practical session)
2.	Learning Outcomes:
2.1	<i>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</i>
2.1.1.	Understand the importance of personal and social development skills for care workers;
2.1.2.	Acquire knowledge on how to work with persons with different disabilities;
2.1.3.	Understand personal and social development skills of persons with disability irrespective from the type and/or severity of disability;
2.1.4.	Identify the type of activities that need to be organized so as to stimulate the creativity and personal development of persons with disability;
2.1.5.	Be proficient in the understanding of different behaviours and needs of persons with disability.
2.2	<i>Skills – at the end of the module/unit the learner will have mastered the following skills:</i>
2.2.1	<i>Applying knowledge and understanding</i>
i.	Access sources of information on organizations, services, education and training opportunities and follow good working practices;
ii.	Adjust actions or decisions in relation to the type and/or severity of the disability;
iii.	Determine the type of approach needed to handle the person with disability;
iv.	Perform general duties of a care worker;
v.	Deal with persons with different behaviors.
2.2.2	<i>Communication skills:</i>
i.	Communicate with persons with disability regardless of the type and/ or severity of disability;
ii.	Show active listening with respect to persons with disability, their relatives and co-workers;
iii.	Demonstrate sensitivity, respect, empathise when communicating with persons with disability and their relatives;
i.	Dialogue with other professions within the organization and outside the organization.
2.2.3	<i>Judgmental skills:</i>
i.	Assess which practice should be set for the persons' with disability wellbeing;
ii.	Identify the influencing factors to achieve positive achievements from persons with disability;
iii.	Identify persons with disability that overcome their disability and use them as role models;
iv.	Identify the influencing factors to achieve the required needs.
2.2.4	<i>Learning skills:</i>
i.	Gain confidence in approaching persons with disability and working in support teams;
ii.	Learn both the theoretical and practical necessities for performing the job description correctly;
iii.	Learn to treat people humanely and empathically;
iv.	Gain the required knowledge of the different policies and regulations governing individual homes or sheltered homes for persons with disability;
v.	Manage own learning in terms of time, self-study and practice.
2.3	<i>Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</i>
2.3.1.	Assist persons with disability when requiring first aid;
2.3.2.	Engage persons with disability in daily chores like cooking, eating, cleaning, washing clothes and dishes;
2.3.3.	Encourage persons with disability with personal care like washing and using the toilet;
2.3.4.	Accompany people with disability in their life-long learning processes with the goal of helping them become independent;
2.3.5.	Set up differentiated care plans to support and assist the developments and training processes in all learning stages of persons with disability; and
2.3.6.	Maintain continuous professional development.

3. Hours of total learning for the module/unit

Contact hours:

0

Self-Study hours:

25

Hands-on hours:

50

Assessment hours:

0

4. Number of ECVET/ECTS of the module/unit

ECTS

or ECVET

3

5. The module will be delivered through:

- discussions
- fieldwork
- hands-on
- lectures
- lessons
- placement
- practicum
- presentations
- project
- role-play
- seminar
- tutorials

Other (please specify _____)

6. The module will be assessed through:

- assignment _____ words
- clinical assessment
- clinical report
- dissertation _____ words
- examination
- fieldwork
- logbook
- long essay _____ words
- mentoring
- ongoing assessment
- oral examination
- oral exercises
- placement
- portfolio (forms part of final assessment)
- practical
- presentation
- project
- reflective diary
- report
- research paper
- seminar paper
- thesis _____ words
- transcription
- workbook
- workshop
- written exercises
- written test

Other (please specify _____)

7. Reading list:

Attwood, T. (1998) *Asperger's Syndrome: A Guide for Parents and Professionals*. London: Jessica Kingsley Publishers.

Ball, J. (2008) *Early Intervention and Autism: Real-Life Questions, Real-Life Answers*. Arlington: Future Horizons.

Cordina, Gordon. 2004. *The Economic Dimensions of Independent Supported Living for People with Disability*. Malta: National Commission Persons with Disability.

Employment and Training Corporation, (2005) *Job search and Persons with Disability*, Malta: Employment and Training Corporation.

European Commission. 2003. *Communication from the Commission on the Equal Opportunities for People with Disabilities: A European Action Plan*. Brussels: Commission of the European Communities.

KNPD Website (2008) *European Union Directives and Regulations* [Online]. Available from: <http://www.knpd.org/legislation/eu.html> [Accessed: 9th October 2012]

Laws of Malta, (2000) *Equal Opportunities (Persons with Disability) Act*, Malta: Government of Malta.

Mills, R. (2006) *SPELL Introduction to the Autistic spectrum and the SPELL framework for intervention*. London: National Autistic Society.

Osman, B. (1997) *Learning Disabilities and ADHD*. Hoboken: John Wiley & Sons, Ltd.

Weitzman, E. (1992) *Learning Language and Loving it*. Toronto: The Hanen Centre.

Course handbook and PowerPoint presentations developed by the trainers on behalf of the Employment and Training Corporation.

The above reading list is applicable for all modules.

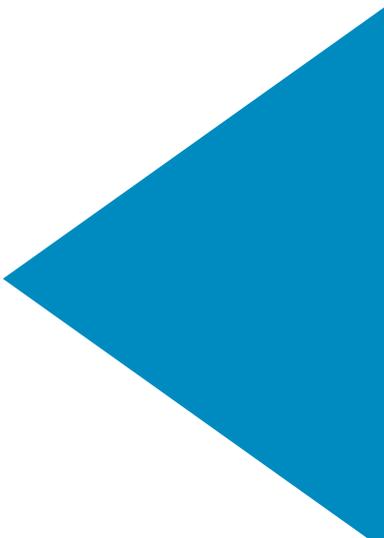
8. Minimum formal qualifications and experience required to deliver this module/unit:

The trainer must have at least an MQF level 5 qualification in the subject matter related to persons with disability and at least 5 years related work experience and 3 years experience in training adults in a related subject.

Other persons, namely persons with disability and representatives from organizations for persons with disability will be invited to deliver presentations.

N.B. Attach the Curriculum Vitae of the person who will be delivering this module/unit

Appendix 2





▶ **Application form for the level-rating of home-grown qualifications with the National Commission for Further and Higher Education (NCFHE)**

Section A – Overall Application Form

1. Name of the education and training provider:
2. Brief profile of the education and training provider:
3. Tuition license:
<input type="checkbox"/> Licensed (kindly attach a copy of the tuition license) <input type="checkbox"/> Not licensed
4. Title of the qualification/ award:
5. Proposed MQF level:
MQF level
6. Course type: (please tick as appropriate)
<input type="checkbox"/> full-time <input type="checkbox"/> part-time <input type="checkbox"/> short course
7. Target group:
8. Entry requirements:
9. Overall course objectives: (the overall knowledge, skills and competences acquired by the learner at the end of the course)
10. Course outline: (provide a numbered list of modules/units)
11. Number of modules/units:

12. Hours of total learning:

Contact hours:

Self-Study hours:

Hands-on hours:

Assessment hours:

13. Total Number of ECVET/ECTS:

ECTS or ECVET

Section B – Profile for each module/unit of the qualification

(fill Section B for each module/unit listed in Section 10)

1. Number and name of the module/unit:	
2. Learning Outcomes:	
<i>2.1 Knowledge – at the end of the module/unit the learner will have been exposed to the following:</i>	
2.1.1 2.1.2 2.1.3 Etc.	
<i>2.2 Skills – at the end of the module/unit the learner will have mastered the following skills:</i>	
<i>2.2.1 Applying knowledge and understanding</i>	
i. ii. iii. etc	
<i>2.2.2 Communication skills:</i>	
i. ii. iii. etc	
<i>2.2.3 Judgmental skills:</i>	
i. ii. iii. etc	
<i>2.2.4 Learning skills:</i>	
i. ii. iii. etc	
<i>2.3 Competences – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</i>	
2.3.1 2.3.2 2.3.3 etc	
3. Hours of total learning for the module/unit	
Contact hours:	<input type="text"/>
Self-Study hours:	<input type="text"/>
Hands-on hours:	<input type="text"/>
Assessment hours:	<input type="text"/>

4. Number of ECVET/ECTS of the module/unit

ECTS or ECVET

5. The module will be delivered through:

- discussions
 - fieldwork
 - hands-on
 - lectures
 - lessons
 - placement
 - practicum
 - presentations
 - project
 - role-play
 - seminar
 - tutorials
- Other (please specify) _____

6. The module will be assessed through:

- assignment _____ words
 - clinical assessment
 - clinical report
 - dissertation _____ words
 - examination
 - fieldwork
 - logbook
 - long essay _____ words
 - mentoring
 - ongoing assessment
 - oral examination
 - oral exercises
 - placement
 - portfolio
 - practical
 - presentation
 - project
 - reflective diary
 - report
 - research paper
 - seminar paper
 - thesis _____ words
 - transcription
 - workbook
 - workshop
 - written exercises
 - written test
- Other (please specify) _____

7. Reading list:

8. Minimum formal qualifications and experience required to deliver this module/unit:

N.B. Attach the Curriculum Vitae of the person who will be delivering this module/unit

Appendix 3



▶ Memorandum of Understanding - MOU

MEMORANDUM OF UNDERSTANDING (MOU)

between

_____ [insert name of Institution A]

and

_____ [insert name of Institution B]

This is an agreement between “Institution A”, hereinafter called _____ and

“Institution B”, hereinafter called _____.

1. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...
In particular, this MOU is intended to:

Examples:

- Enhance
- Increase
- Reduce costs
- Establish

2. BACKGROUND

Brief description of institutions involved in the MOU with a brief description of their relation with the purpose of the MOU

3. [Institution A] RESPONSIBILITIES UNDER THIS MOU

[Institution A] shall undertake the following activities:

Examples:

- Develop
- Deliver
- Share
- Support
- Provide
- Promote
- Refer
- Review
- Comply
- Train
- Maintain records
- Sponsor
- Evaluate

4. [Institution B] RESPONSIBILITIES UNDER THIS MOU

[Institution B] shall undertake the following activities:

Examples:

- Develop
- Deliver
- Share
- Support
- Provide

- *Promote*
- *Refer*
- *Review*
- *Comply*
- *Train*
- *Maintain records*
- *Sponsor*
- *Evaluate*

5. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. *Modification*
2. *Termination*

6. FUNDING

This MOU *does (does not)* include the reimbursement of funds between the two parties.

7. INFORMATION ABOUT THE QUALIFICATIONS COVERED BY THE MOU

Explanatory note:

Qualification in country [A]:

Title of qualification

EQF level/MQF level (if applicable)

Unit(s) of learning outcomes of relevance for the mobility phases (refer to enclosure in the annex, if applicable)

Enclosures in annex - please tick as appropriate

document for a more detailed overview of the learning outcomes associated with the qualification

Europass certificate supplement

description of the unit(s) of learning outcomes with relevance for the mobility phases

Qualification in country [B]:

Title of qualification

EQF level/NQF level (if applicable)

Unit(s) of learning outcomes of relevance for the mobility phases (refer to enclosure in the annex, if applicable)

Enclosures in annex - please tick as appropriate

document for a more detailed overview of the learning outcomes associated with the qualification

Europass certificate supplement

description of the unit(s) of learning outcomes with relevance for the mobility phases

8. Competent institutions with regard to ECVET technical specifications

Functions – Who is responsible for:	Qualification A	Qualification B	Qualification C
Identifying the unit(s) of learning outcomes suitable for mobility			
Delivering the education and training programme/ learning activities preparing for the unit(s) of learning outcomes addressed by the mobility			
Assessing whether the learner(s) has(have) achieved the expected learning outcomes			
Validating and recognising learners' credit on their return to the home institution			
Others (if applicable):			
Recognition			

9. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Institutions A and B authorised officials. It shall be in force from _____, ____ to _____.

Institutions A and B indicate agreement with this MOU by their signatures.

Signatures and dates

[insert name of Institution A] *[insert name of Institution B]*

Signatures

Date

