

# The European credit system for vocational education and training (ECVET) implementation

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 MALTA

## Timeline



ID number 28669

## Background

The European credit system for vocational education and training (ECVET) ECVET project is a yearly project aimed to promote the European credit system for vocational education and training recommendation.

The National Commission for Further and Higher Education (NCFHE) (the organisation's name changed in 2021 to Malta Further and Higher Education Authority (MFHEA)) is the competent authority for licensing, accreditation and quality assurance of further and higher education in Malta. It accredits courses that may be provided by further and higher education institutions in Malta, including vocational education and training (VET) programmes.

Accreditation of VET programmes means that the programme:

- (a) is aligned appropriately to the European qualifications framework (EQF), the Malta qualifications framework (MQF), and to the European credit system for vocational education and training (ECVET) and is thus recognised in Malta and European Member States;
- (b) addresses and meets an established industry, enterprise, educational, legislative or community needs;
- (c) provides appropriate competence outcomes and a satisfactory basis for assessment;
- (d) meets national quality assurance requirements;
- (e) is based on the learning outcomes approach.

## Objectives

ECVET allows learners to accumulate, transfer and use their learning in units as these units are achieved. ECVET principles are at the foundation of the Maltese VET system. ECVET credit points are integrated in VET qualifications at EQF levels 1 to 4. Through this project the NCFHE aims to promote ECVET through various events and the publication of various leaflets and information.

## Description

The 2015 National vocational education and training policy proposed measures to:

- (a) mainstream modular structures (as they allow for unit transfer) by 2017;
- (b) use ECVET for MQF/EQF levels 1 to 4 and ECTS for VET and academic qualifications at levels 5 to 8;
- (c) base validation processes and assessment on ECVET.

All courses at EQF/MQF levels 1 to 4, including part-time ones, are modular-based on units and follow ECVET recommendations. Similarly, courses at EQF/MQF levels 5 to 8 are modular-based and follow ECTS recommendations. MCAST courses are audited by NCFHE and internal quality assurances processes.

### 2015 Implementation

### 2016 Implementation

### 2017 Implementation

In 2017, it was agreed between the NCFHE and the European Union Programmes Agency (EUPA) (MT NA) that the NCFHE is to be responsible for the implementation of the annual ECVET work plan. The Licensing, Accreditation and Validation Unit within the NCFHE has been acting as the National Authority (NA) with direct responsibility for implementing the ECVET. An updated ECVET manual was published in 2017 that builds on numerous past publications and aims to provide a comprehensive reference point for everyone in Malta wishing to become familiar with ECVET.

### 2018 Implementation

The ECVET manual, published in 2017, continued to be used and disseminated to all prospective VET providers. The ECVET approach continued to be promoted during events held through the ECVET Project. Additional effort was focused on promoting the validation of informal and non-formal learning through the ECVET project, and developing the use of the ECVET elements in validation processes. For another year, four ECVET cafes were organised, with all stakeholders involved in the validation of non-formal and informal learning. Further, 10 training sessions were developed and delivered by four national ECVET experts. These were attended by a total of 207 participants from public and private further and higher education providers in Malta. Training sessions covered ECVET, learning outcomes design and assessment, the ECVET manual, validation of non-formal and informal learning and RPL. The NCFHE also developed information leaflets to explain and answer the main questions related to the validation of non-formal and informal learning. A National ECVET Seminar was organised and attended by VET providers and experts involved in the validation process.

### 2019 Implementation

In 2019, additional effort was focused on promoting the validation of informal and non-formal learning and develop ECVET elements in the validation processes particularly in the childcare sector. Four ECVET cafes were organised; one during the European vocational skills week, where VET providers were invited and speakers from different state VET providers discussed different aspects of vocational education such as programme accreditation, quality assurance and recognition of prior learning. Two ECVET business breakfasts were held, where stakeholders directly involved in the childcare sector were invited to discuss the revised childcare national occupational standards (NOS) which will eventually help guide curriculum development in this sector. A leaflet on validation of non-formal and informal learning (VNFIL), the Malta qualifications framework (MQF) and ECVET in Malta was published.

## **2020 Completed**

During 2020, the ECVET project went through major amendments to ensure its yearly success in light of the pandemic and the measures that the EU was taking.

There were key areas of focus for the ECVET project during this year.

The national occupational standards (NOS)

The NCFHE contracted two ECVET experts to review the content of the first NOS published in building and construction and the childcare NOS, since these were published in 2016 and needed updating and reviewing. Following professional proofreading and translation, the building and childcare NOS will be published on the Malta qualifications database.

Digital education

During 2020, most of the education institutions had to undergo a very abrupt shift to online learning. The NCFHE, through the ECVET project, organised a digital education webinar with the participation of a local and a foreign expert who delivered presentations about the local approach to digital education and the basic elements of online teaching and learning. Following the success of this webinar, the NCFHE, organised another webinar in November with the participation of a local expert on digital education, the Scottish Credit and Qualifications Framework Partnership (SCQFP) and the Education Research Institute (IBE) of Poland. The topics discussed during this webinar included an update on the new communication on vocational education at EU level, quality assurance in digital education, recognition of prior learning and validation of non-formal and informal learning in Poland.

Validation of non-formal and informal learning (VNFIL)

Through the ECVET project, a promotional campaign has been organised on VNFIL. A video on the importance of occupational standards in both Maltese and English is available on the NCFHE YouTube channel. A leaflet with different definitions of key terms used in education in both Maltese and English will also be available by the end of Q1 of 2021.

Through the ECVET project, NCFHE organised four workshops to review subsidiary legislation in view of the forthcoming revision of the accreditation subsidiary legislation.

## **Bodies responsible**

- Malta Further and Higher Education Authority (MFHEA)
- Malta College of Arts, Science and Technology (MCAST)
- National Commission for Further and Higher Education (NCFHE) (until 2021)

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices

### **Entities providing VET**

VET providers (all kinds)

## **Thematic categories**

### **Modernising VET offer and delivery**

Modernising VET standards, curricula, programmes and training courses

Using learning-outcome-based approaches and modularisation

### **Transparency and portability of VET skills and qualifications**

Using EU transparency tools (EQF, Europass, ESCO, ECTS, ECVET principles)

Comprehensive national qualification frameworks

Developing and applying qualifications smaller/shorter than full

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

### **Teachers, trainers and school leaders competences**

Supporting teachers and trainers for and through digital

### **Supporting lifelong learning culture and increasing participation**

Promotion strategies and campaigns for VET and lifelong learning

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education

## **Subsystem**

IVET CVET

## **Further reading**

[Annual report 2017 - The National Commission for Further and Higher Education](#)

## **Related policy developments**

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**2024 Implementation**

### **Validation arrangements**

In 2015, the *National vocational education and training policy* highlighted the need for training programmes for staff involved in validation, and for validation for learners with disability or learning difficulties.

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#### **Type of development**

Practical  
measure/Initiative

#### **Subsystem**

IVET CVET

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**2020 Completed**

### **The National vocational and training policy (2015)**

The National vocational and training policy mapped the VET sector in Malta and identified areas for future actions.

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**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28669>