

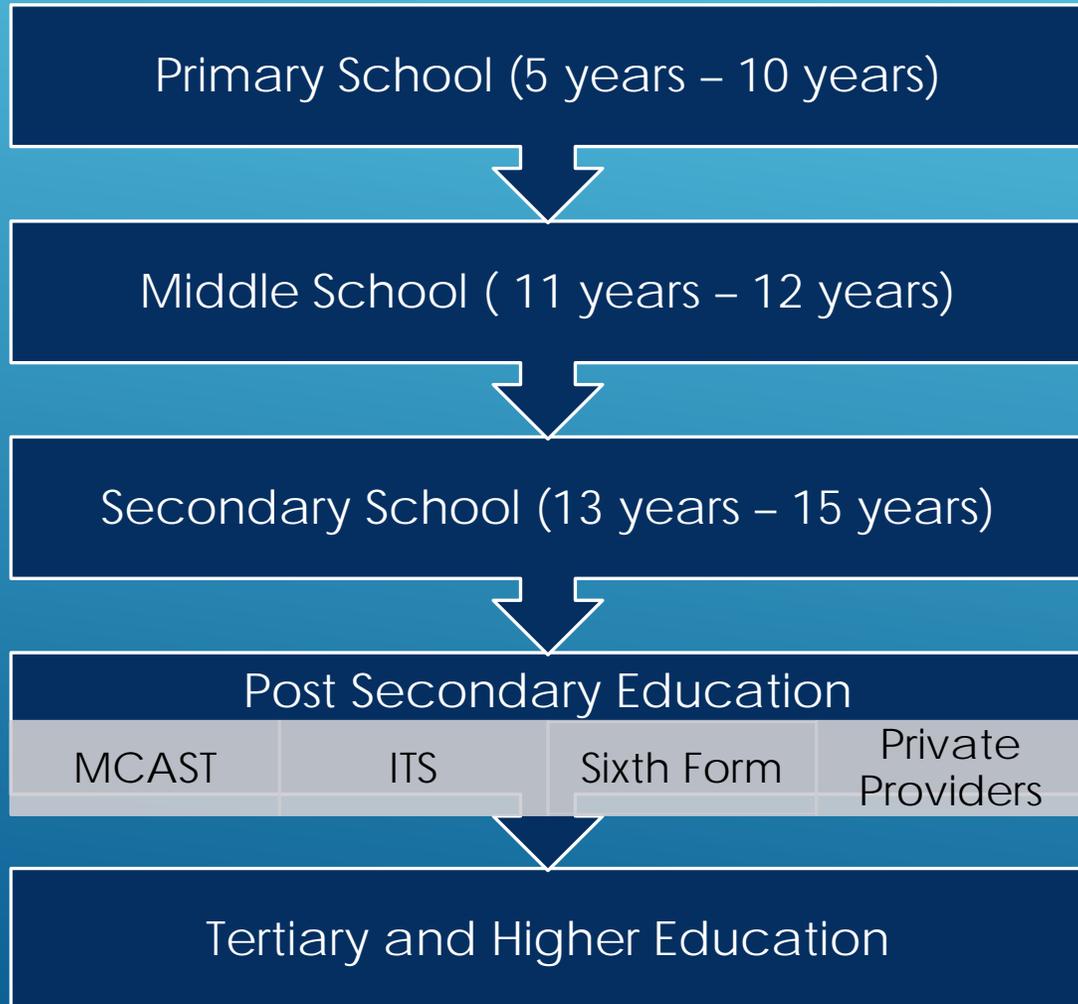
# THE MALTESE APPROACH TO WRITING LEARNING OUTCOMES



# CONTENTS

- ▶ Education in Malta
  - ▶ VET Institutions in Malta
  - ▶ SEC Vocational Subjects
  - ▶ Learning Outcomes and Grading Criteria
  - ▶ Learning Outcomes - A common language between the world of education and employment
  - ▶ Learning Outcomes - A common language between Countries
  - ▶ Main Challenges
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# EDUCATION IN MALTA



8	Doctoral Degree	
7	Master's Degree Post-graduate Diploma Post-graduate Certificate	
6	Bachelor's Degree	
5	Undergraduate Diploma Undergraduate Certificate	VET Higher Diploma Foundation Degree
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma (iv)
3	General Education SEC Grade 1-5	VET Level 3 (iii)
2	General Education Level 2 SEC Grade 6-7	VET Level 2 (ii)
1	General Education Level 1 School Leaving Certificate	VET Level 1 (i)
B	Introductory Level B*	
A	Introductory Level A*	

# MAIN VET INSTITUTIONS IN MALTA

## ▶ Malta College of Arts Science and Technology (MCAST)

- ▶ Institute of Applied Science
- ▶ Institute for Creative Arts
- ▶ Institute of Engineering and Transport
- ▶ Institute of Business Management and Commerce
- ▶ Institute of Community Services
- ▶ Institute of Information and Communication Technology

MCAST OFFERS COURSES FROM MQF LEVEL 1 to LEVEL 7.

## ▶ Institute of Tourism Studies (ITS)

ITS OFFERS COURSES FROM MQF LEVEL 2 TO LEVEL 5.

BOTH INSTITUTIONS GIVE STUDENTS THE OPPORTUNITY TO ATTEND WORK EXPERIENCES.



# SEC VOCATIONAL SUBJECTS

- ▶ Health and Social Care
- ▶ Hospitality
- ▶ Information Technology
- ▶ Engineering Technology
- ▶ Agribusiness
- ▶ Media Literacy Education

The first five SEC VET subjects were introduced in secondary schools in 2014 to run up to 2017. These syllabi were written by MCAST in collaboration with teachers who were already teaching BTEC (English qualification) in secondary schools. These syllabi were evaluated and reviewed the following year.

# SEC VET SYLLABI

All SEC VET syllabi (MQF Level 3) have a similar format:

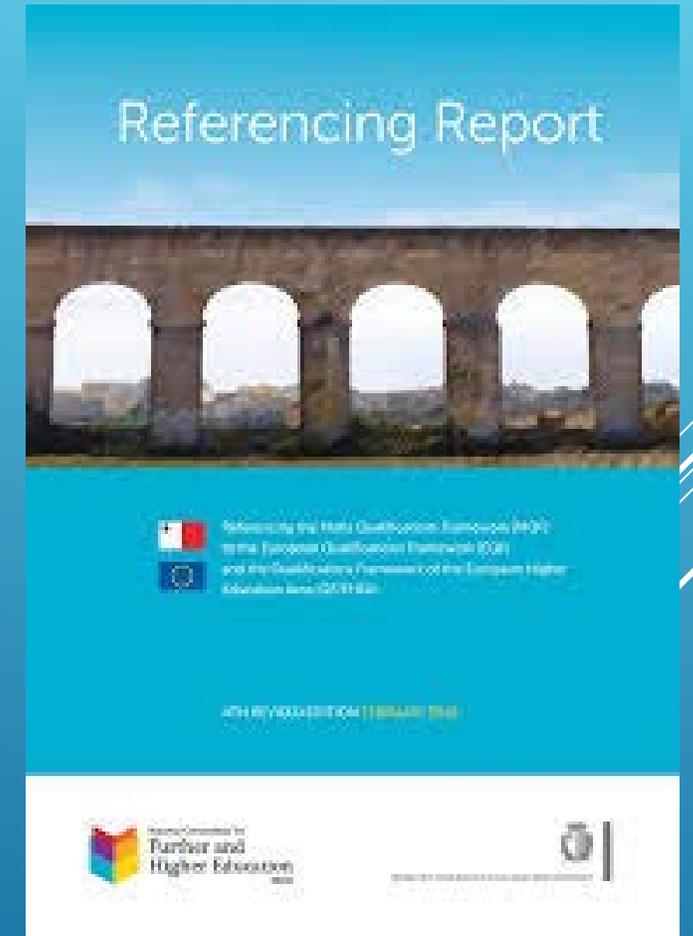
- ▶ 3 units - each unit to be taught in different scholastic years.
- ▶ Each unit has between 3 to 6 Learning Outcomes.
- ▶ Each unit has 18 assessment criteria.
- ▶ Assessment criteria are distributed into 3 forms of assessment- 2 assignments and a controlled assessment.
- ▶ All assignments are all internally and externally verified.
- ▶ Should the student fail, s/he can sit for a synoptic assessment.
- ▶ The syllabi and the Policy Document regulating these subjects are available online.

# WRITING THE LEARNING OUTCOMES

- ▶ A Syllabus Panel is convened with representatives from MCAST, ITS, University of Malta and secondary schools and coordinated by the MATSEC Support Unit.
- ▶ Main aim - finding a balance between the theoretical and the vocational aspects of the subject.
- ▶ Students' feedback obtained from external verification visits is taken into consideration.
- ▶ Referencing Report - a key report published by the National Commission for Further and Higher Education (NCFHE) is consulted whilst writing the Learning Outcomes.

# REFERENCING REPORT

- ▶ The Referencing Report is Malta's national document that *references* the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF).
- ▶ It describes the Malta Qualifications Framework and the different levels of qualifications in Malta.
- ▶ It provides details of the parameters which need to be adhered to by any awarding body in Malta in terms of the level of Learning Outcomes and their descriptors.



# DEFINITIONS

According to the SEC VET Syllabi:

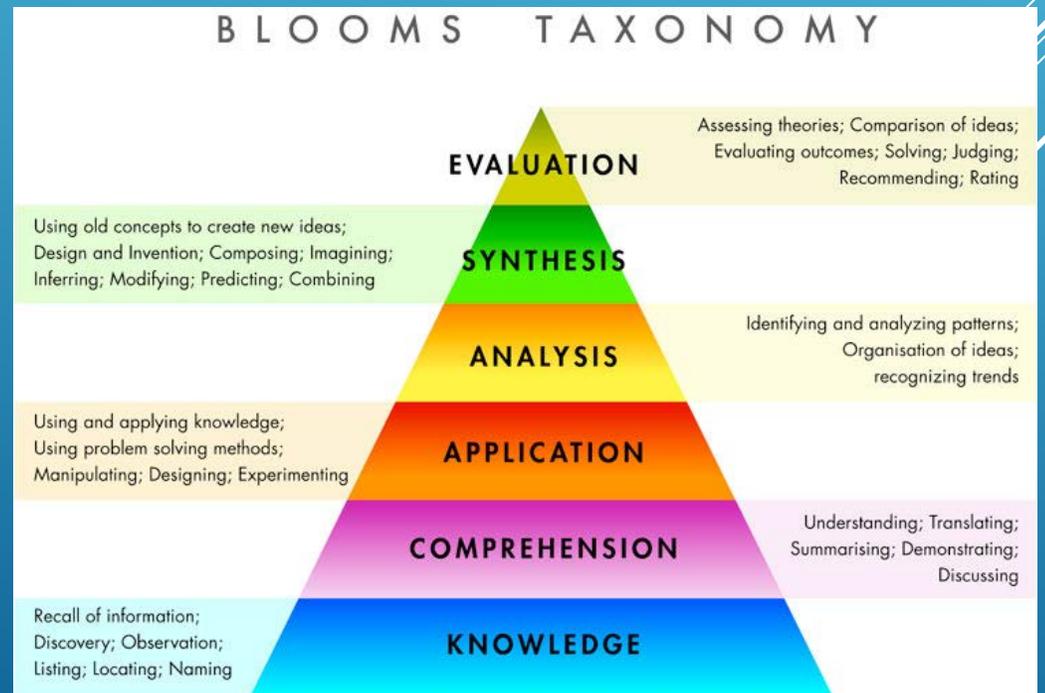
- ▶ **'Learning Outcomes'** - statements, which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as 'what a learner understands and is capable of doing at the end of the learning process.
- ▶ **'Knowledge'** - 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'** - the application of acquired knowledge and understanding in different contexts; may be the result of formal learning or of repetitive work in an informal setting.
- ▶ **'Competence'** - a combination of knowledge and skills; associated with the level of autonomy and responsibility that the person is expected to have at that level.

# GRADING CRITERIA

- ▶ Grading Criteria - descriptions of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
- ▶ In writing the grading criteria the Syllabus Panel takes into consideration, the Learning Outcomes and the level descriptors, Bloom's Taxonomy and the 21<sup>st</sup> century skills.

### WHAT ARE 21<sup>ST</sup> CENTURY SKILLS? THESE 4 C'S:

<b>C</b> <b>COMMUNICATION</b>	<b>C</b> <b>COLLABORATION</b>	<b>C</b> <b>CRITICAL THINKING</b>	<b>C</b> <b>CREATIVITY</b>
Sharing thoughts, questions, ideas & solutions	Working together to reach a goal. Putting talent, expertise, and smarts to work	Looking at problems in a new way and linking learning across subjects & disciplines	Trying new approaches to get things done equals innovation & invention



LO	Knowledge	Comprehension	Application
LO 1:- Communicate an original idea for a moving image production.	<p>K-1: Describe what constitutes a moving image.</p> <p>K-2: Describe the importance of the different forms and uses of sound in media moving image.</p> <p>K-3: Outline the main categories involved in moving image production.</p> <p>K-4: Identify key aspects of media language found in the moving image.</p>	<p>C-1: Explain how a story is told through media moving image.</p> <p>C-2: Outline how to prepare for a pitch presentation for a moving image production.</p>	<p>A-1: Pitch an original idea for a moving image production.</p>
LO 2:- Compile the preparatory building blocks required to complete an audio-visual production.	<p>K-5: Describe the stages required to produce a moving image production from concept to screen.</p> <p>K-6: Name the roles and responsibilities involved in completing a moving image production.</p> <p>K-7: Describe the collaborative operational process required to complete the production effectively and efficiently.</p> <p>K-8: List the key areas of risk assessment to ensure the well-being of all involved in the production.</p>	<p>C-3: Justify your role in and contribution towards the construction of your team's production folder.</p>	<p>A-2: Construct a production folder of the selected idea/s ready for production.</p>
LO 3:- Collaboratively produce an audio-visual production.	<p>K-9: Outline film making equipment essential to produce an original audio-visual production.</p> <p>K-10: Describe the processes involved in post-production.</p>	<p>C-4: Reflect critically upon the decisions taken throughout the production process.</p> <p>C-5: Outline the strengths and weaknesses of the finished products emphasising how they could be improved.</p>	<p>A-3: Co-construct and produce a short moving image production.</p>

# EXAMPLE OF LEARNING OUTCOMES AND ASSESSMENT CRITERIA OF THE MEDIA LITERACY EDUCATION

# LEARNING OUTCOMES - A COMMON LANGUAGE BETWEEN THE WORLD OF EDUCATION AND EMPLOYMENT?

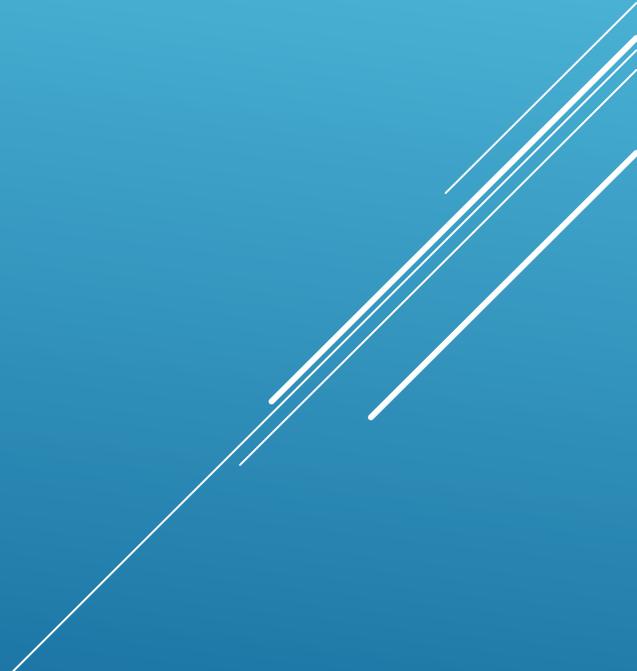
- ▶ Occupation Standards should be written with the input from all stake holders (employers, employees, trade-union, professionals coming from the educational sector).
  - ▶ Learning outcomes should be based on Occupational Standards.
  - ▶ The input of students should be factored in.
  - ▶ There should be open communication between the world of work and educational institutions to facilitate work placements, apprenticeship schemes and work based learning; and to develop courses according to the industry's needs thus preparing students for future employment.
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# LEARNING OUTCOMES - A COMMON LANGUAGE BETWEEN COUNTRIES?

- ▶ At European level, comparison between occupational standards existing in the different countries should be available.
- ▶ National documents should be available which map out the national qualifications to the EQF, and provide details of the parameters to be adhered to by any awarding body in terms of the level of Learning Outcomes and their descriptors and number of credits.
- ▶ Specific definitions for key words should be provided which leave no room for interpretation (for example should Learning Outcomes be general or specific, should these be criterion referenced or norm referenced or a mixture of both? Should there be any assessment criteria related to Learning Outcomes?)
- ▶ An agreement on the type of taxonomy/taxonomies and their domains should be reached.

# WRITING LEARNING OUTCOMES STATEMENTS – COUNTRY SPECIFIC ISSUES

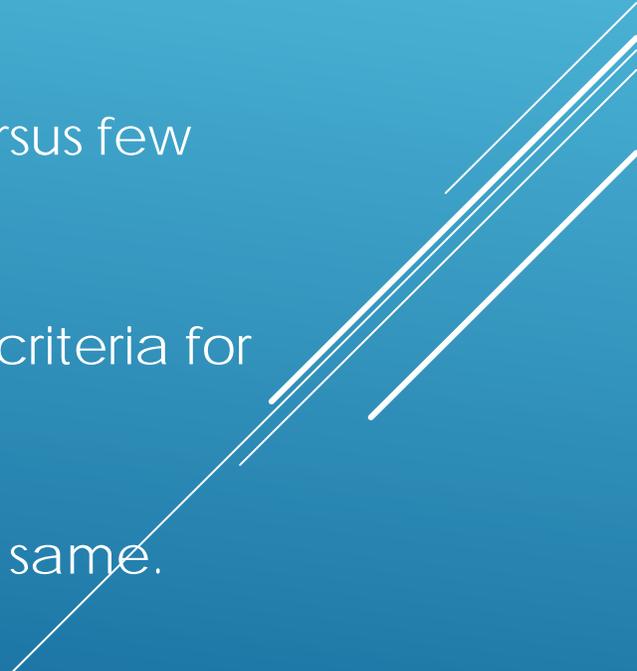
Learning Outcomes statements need to be left open to local adaptation in relation to:-

- ▶ Laws
  - ▶ Political Climate
  - ▶ Policy documents
  - ▶ Services/Businesses
  - ▶ Equipment used in industry
  - ▶ Environment
- 

# MAIN CHALLENGES

- ▶ Developing Learning Outcomes where Occupational Standards are non-existent.
- ▶ Formulating Learning Outcomes for secondary school students versus developing Learning Outcomes to upgrade skills of persons already working in industry.
- ▶ Formulating Learning Outcomes for a syllabus which is 'modular' versus one which is 'spiral'.
- ▶ Developing Learning Outcomes which take into account all the domains in Bloom's taxonomy (cognitive, psychomotor, affective) and find a balance between low order and high order skills.
- ▶ Should we make use of taxonomies or should we use concepts and principles as described by Robert Gagne ?

# MAIN CHALLENGES

- ▶ Interpreting all terminologies in the same manner.
  - ▶ Developing VET subjects without exposure to work placements.
  - ▶ Developing syllabi with a large number of Learning Outcomes versus few Learning Outcomes and a large number of grading criteria.
  - ▶ Having the same amount of Learning Outcomes and/or grading criteria for different subjects.
  - ▶ Making sure that the quality across subjects across countries is the same.
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# THANK YOU

For more information :

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