



Malta College of Arts, Science & Technology

IMPACT OF QUALIFICATIONS FRAMEWORK ON EDUCATION AND TRAINING AND FUTURE DEVELOPMENTS: **A NATIONAL COLLEGE PERSPECTIVE**



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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*	

* These are not yet included in legislation

Annotations

- i. A Full VET Level 1 qualification should enjoy the same parity of esteem as a Full Secondary School Certificate and Profile (SSC&P) Level 1.
- ii. A Full VET Level 2 qualification should enjoy the same parity of esteem as 4 Secondary Education Certificate (SEC) subjects at Grade 6 and 7.
- iii. A VET Level 3 Qualification should enjoy the same parity of esteem as 6 Secondary Education Certificate (SEC) subjects at Grades 1 to 5.
- iv. A VET Diploma should enjoy the same parity of esteem as the Matriculation Certificate.

VET colleges is where REAL vocational education and training takes place.

VET combines theory with work-based learning - employability

VET is learning/work environment – it significantly bridges the world of education with that of employment.

INDUSTRY 4.0 is having a new impact on:

- education and training
- jobs
- skills and competences
- forms of employment
- work practices



- undiscovered frontiers of knowledge sharing, productivity and service provision
- industrial relations in which employees are subject to work-life lifelong learning

Formal acknowledgement of knowledge, skills and competences is becoming a **NECESSARY internationalised** tool which enables :-

1. Mobility
2. Relentless transfer of knowledge
3. Employee power and choice of modes of employment
4. Search for talent
5. Systemic automation of work processes
6. Increased access to higher education
7. More structured roles for social partners





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OVER THE LAST DECADE+ A NEW QUALIFICATIONS CODE HAS BEEN BORN [CAPTURED IN QUALIFICATIONS FRAMEWORKS]

One key beneficiary: VOCATIONAL COLLEGES/VET SCHOOLS/UNIVERSITY COLLEGES

WHY?

LEVEL OF AUTONOMY AND RESPONSIBILITY IN EMPLOYMENT ARE REFLECTED IN LEVELS OF QUALIFICATIONS

LEVELS OF REMUNERATION ARE CONSTANTLY BEING ATTACHED TO LEVELS OF QUALIFICATIONS

LEVELS OF EXCELLENCE ARE ALSO BEING LINKED TO LEVELS OF DIVERSE SYSTEMS OF QUALIFICATIONS



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- A College **prospectus** is the passport to learning experiences.
- A Qualifications framework is today determining the same structure OF A PROSPECTUS OR PROGRAMME OF STUDIES within a college.

eg. **MCAST MALTA**



Three key structures:

Foundation MQF/EQF L1 to MQF/EQF L3

Technical MQF/EQF L4 – short cycle of EQF L5

Higher Education MQF/EQF L6 and MQF/EQF L7...

The impact of QFs can be verified (from a country's perspective) from at least six perspectives:

1. Clarity in the learning pathway

Learners, workers and other stakeholders can share the language of E&T in a better way; non educators are speaking about qualifications

2. Transparency in the learning process

QFs are transparent; levels clearly defined; levels of difficulty spelt out; quality assurance in control and certification standardised and transparent.

3. A learning outcomes approach with measurable credited targets

Learners know their expected outcome; targets are measurable a priori; learning is valued by what a person knows and is capable of doing...work-based learning is adding attraction to lifelong learning and diversification of content and employment possibilities. A QF governed by a cross-cutting **CREDIT SYSTEM**

4. A quality assurance mechanism to match learning with working

QFs have increased the importance of quality (accountability) and drastically reduced mediocrity and repetition of learning experiences; learning for learning sake is further exposed and reduced.

5. A guaranteed roadmap for permeability.

QFs have rebuilt the bridges of learning between sectors of education and sectors of employment; a new work practice has started and learners are given roadmaps that can link theory with practice and vice-versa.

6. An assessment process documented in transferable and transnational forms of verification and certification.

Assessment, verification and certification are increasingly becoming a global language of education and employment.

SIX FUTURE CHALLENGES

1 VISIBILITY

more exposure to QFs

2 USABILITY

diversified use of QFs

3 OWNERSHIP

QFs inclusivity among stakeholders



4. SUSTAINABILITY

financing QFs is paramount to stability

5. EVOLUTION

a permanent process of development

6. SPONSORSHIP

Social partners support will make or break QFs



Thank you for your attention.

