

Understanding the Malta Qualifications Framework

Educator:	Date:	Age of learners: Year 11 / Form 5
Lesson Title:	Duration: 40 minutes	No. of Learners:
Subject: PSCD	Topic: Using the Malta Qualifications Framework to Plan your Future	
Subject Focus: Career Planning and Exploration		

A. Learning Outcome to Strive Towards [taken from the Learning Outcomes Framework]

3. I can plan and discuss possible career options and paths.

B. Adapted Learning Outcome for this Specific Lesson

I can discuss possible career options and paths through the use of the Malta Qualifications Framework

C. Other Learning Outcomes [not the focus of this lesson, but still addressed]

1. I can discuss where to access information about different jobs, professions and continuing professional education.
17. I am aware of my post-secondary options and can make realistic choices e.g. higher education, vocational training and employment.

Activity Rationale (Why has this specific learning experience been prepared for the children in the way in has been prepared ?)

This lesson plan is aimed at helping PSCD teachers to address the Form 5 / Year 11 Syllabus: *PSCD 11.2 Understanding the importance of career planning: Enable students to reflect on one's future career goals and develop a career plan.* The lesson can be delivered in two distinct 40 minute sessions or in a single double-lesson of about an hour and a half. Clearly, one single Lesson Plan cannot fit the needs of all the PSCD classes in Malta and Gozo. Many teachers may feel the need to adapt it to fit the needs of the students in their classes.

Anticipated Difficulties and Suggested Solutions (Removing Barriers to Learning)

It could be the case that in some classes, students may find much of the vocabulary used in this lesson to be new. In such cases, the teacher should write the words on the white board, explain them and leave them written there so the students can refer to them along the lesson. The lesson is designed in a way so that no task [except one] is more than 7 minutes long. In this way, it is less likely that students get bored because they are all the time doing something different. The mode of interaction also changes continuously, from teacher-class interaction to pair work, to group work, to one-to-one. This should also help the lesson flow.

Teaching Resources

- Interactive White Board
- Appendix 1 - Picture of the Malta Qualifications Framework
- Appendix 2 - Copies of Booklet: What is the Maltese Qualifications Framework? [one per student or on tablet]
- Appendix 3 - Series of Calls for Applications to use during the group work activity.

Lesson Introduction	
8:00am Introductory technique.	<p>Teacher shows the Malta Qualifications Framework on the Interactive Whiteboard. [Picture Provided]</p> <p>Short Brainstorming Activity: Teachers tells students that s/he is fully aware that it is a very complex diagram and that she does not expect anyone to understand it completely yet. Teacher gives 2 minutes to students to look at the diagram and then asks: What could this represent ?</p>
8:07am Learning Intention (In the learners' language)	<p>At the upper side corner of the whiteboard the teacher writes “By the end of the lesson, you will start to understand what this diagram means and hopefully even how to use it”. Teacher explains as necessary.</p>

	Teacher Remarks: “We are doing this lesson today because only by understanding the Malta Qualifications Framework will you be able to decide accurately on your academic futures. This is really important for you. By the end of the lesson you should realise how relevant this is.”
8:10am Success Criteria (Enable students’ self- assessment)	Teacher explains: How will you know that you have achieved the objectives of this lesson? You will look at the diagram and understand its elements and what the different elements stand for. Teacher leaves the MQF on the Interactive Whiteboard and refers to it as required.

Development of Lesson		
	Method + Feedback Strategy	Assessment Indicators Key Questions:
8:13am Step 1	Teacher shows the following 1 Minute Video to the students: https://www.youtube.com/watch?v=wfgM29KrKQA Teacher tries to elicit all the answers from learners: <ul style="list-style-type: none"> • Used to make the local qualifications system easier to understand • Designed to help students compare local qualifications with international frameworks • To promote transparency • To promote mobility • To promote quality 	Teacher Ask: According to the Videoclip, what is the MQF used for? <u>Teacher may need to explain the following 3 key words:</u> Transparency: The better you understand the MQF, the easier it is for students to know which qualifications they should choose, both for employment purposes or for further learning. Mobility: Since the MQF is fully aligned with the European Qualifications Framework, it is useful to support cross-border movements. Qualifications issues in Malta are easily understood by all other European countries. This helps in case one is looking for employment or further studies elsewhere.

		<p>Quality: The very need for accreditation of qualifications means that since qualifications need to be vetted by the MFHEA to be included in the official database, these have necessarily gone through a Quality Assurance process. Only those qualifications that reach the necessary standards are included in the database.</p>
<p>8:20am</p> <p>Step 2</p>	<p>Teacher distributes the booklet to all students. [Appendix 2]</p>	<p>Teacher asks: What do you think is the booklet about? Teacher writes all the students' suggestions on the white board.</p>
<p>8:25am</p> <p>Step 3</p>	<p>Main Explanation Teacher reads selected abstracts from the booklet from pages 1, 2 and 3. Each time a qualification is mentioned, the teacher marks it on the MQF that still shows on the interactive whiteboard in the position where that specific qualification would be classified.</p>	<p>Teacher Asks: I have classified the qualifications in this specific place on the MQF, why did I do so?</p>
<p>8:35am</p> <p>Step 4</p>	<p>The teacher uploads the Booklet on the IWB and clicks the links on page 2. To explain to children what they lead to [different course prospectuses]. Teacher explains what a prospectus is and goes through the UoM, MCAST and ITS prospectuses online.</p>	<p>If students have access to technological devices. This part of the lesson can take place in the form of a group work. Students can access the links themselves and explore accordingly. In this case, students are asked what course they would choose out of each prospectus.</p>

<p>8:40am</p> <p>Step 5</p>	<p>Students are put in pairs. Students are asked to read pages 4, 5, 6, and 7. Students are asked to list what real use could the MQF have for them. While students are working in pairs, the teacher goes round to provide support as needed.</p>	<p>Expected Answers</p> <ul style="list-style-type: none"> • Classify qualifications according to Level (based on specific level descriptors) and number of credits. • Compare different qualifications. • Know exactly what course they are applying for. • In the future, be able to update their qualifications. • Identify equally valued qualifications (usually referred to as parity of esteem) • Helps in applying for jobs, knowing exactly what is being asked for
<p>8:50am</p> <p>Step 6</p>	<p>Teachers uploads the booklet on the board again and explains pages 8, 9 and 10. These are different information set-ups of the Malta Qualifications Framework.</p>	<ul style="list-style-type: none"> • Teacher asks Student A: Considering yourself today as a Year 11 student, where would you place yourself on the MQF? [Probable Answer: At year 11, most students are studying for their SEC examinations (O-levels) which are pegged at MQF Level3] • Teacher asks Student B: Where do you plan to be in 3 years' time in relation to the MQF? What qualifications do you wish to hold? [Probable Answer: Three years after Year 11, students may be starting a First degree, as first years University Students, therefore at MQF Level 6. Other may be reading for Higher National Diplomas at Level 5.] • Teacher asks Student C: Where do you plan to be in 5 years' time in relation to the MQF? What qualifications do you wish to hold? [Probable Answer: Five years after Year 11, students may be finishing a First degree, as final year University Students, therefore at MQF Level 6. Other may be in employment.] • Teacher asks Student D: Where do you plan to be in 7 years' time in relation to the MQF? What qualifications do you wish to hold? [Probable Answer: Seven years after Year 11, students may be in employment and possibly reading for a masters on part-time basis. This would put them at Level 7 of the MQF.]

<p>8:55am</p> <p>Step 7</p>	<p>The teacher puts learners in groups of 3. They need to ask the following questions to each other and discuss the differences in their answers.</p> <p>Where do you plan to be in 2 years' time? Where do you plan to be in 4 years' time?</p>	<p>While students are working in groups of three, the teacher goes round to provide support as needed.</p>
<p>9:00</p> <p>Step 8</p>	<p>Teacher accesses the webpage https://instituteforeducation.gov.mt/en/Pages/Courses/Stand-alone%20Modules.aspx.</p>	<p>Teacher asks: what do you think these courses are? Teacher tries to elicit the answer: That is a list of short courses. Teacher explains: You recognise that they are very short courses from the amount of ECTS credits that each course holds. As you can see, none of the courses in the list holds 60 ECTS credits [one full year of studies].</p>
<p>9:05am</p> <p>Step 9</p>	<p>The teacher distributes the class into groups of three. The teacher distributes one Call for Applications [Appendix 3] for a different Job to each group so that each group has different Calls for Applications.</p> <p>Students are to go through the Call for Applications/Course Eligibility Requirements, find out the qualifications requested and map them on the Malta Qualifications Framework.</p>	<p>While students are working in groups of four or five, the teacher goes round to provide support as needed.</p>
<p>9:10am</p> <p>Step 10</p>	<p>Groups are asked to come out in front of the class. One student reads out the specific qualifications asked for, while the other student shows where they are placed on the MQF shown on the IWB.</p>	<p>Teacher asks other students: Do you think they are correct?</p>
<p>9:20am</p> <p>Step 11</p>	<p>LESSON CLOSURE</p>	<p>Teacher Says: Let's have a look again at the very first picture we saw an hour and a half ago. Does it make more sense now?</p>



9:25am

Step 12

Teacher explains the HW below.

Homework

TASK 1

Watch this Video about the Malta Qualifications Framework.

<https://www.youtube.com/watch?v=84cNFLEcWEE>

Do you think that the higher the level the more difficult the course/qualification becomes?

TASK 2

Open page ten of your booklet. Choose 5 different qualifications that are listed on the page which you would like to know more about.

Access the MFHEA Database on the <http://qualifications.ncfhe.gov.mt/#/qualifications>.

- How many ECTS credits do these qualifications hold?
- Considering that it takes 1 academic year to complete 60 ECTS credits, how many years does it take to complete each qualification which you chose?

Evaluation of the Learning Experience (improvements for next time?) [self-evaluation]

SO WHAT?

- *Have goals been reached?*
- *What did students learn?*
- *Anything that might be done differently next time round? (allocate more/less time, use more props, different materials)*
- *Was the activity **pitched** at correct level?*
- *Was the topic interesting?*
- *To what degree did students participate/interact?*

What's the next step?



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