Kunsill Malti għall-Kwalifiki
Malta Qualifications Council

Descriptors of Key Competences in the National Qualifications Framework

Levels 1 to 3

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Foreword

Having made steady progress in defining a National Qualifications Framework for Malta, as required of it by Legal Notice 347 of October 2005, the Malta Qualifications Council is setting out on the technical implementation of the policies and criteria that it has established.

The opening gambit is focused on Levels 1-3 qualifications. This is an intentional move. To date, on leaving compulsory schooling, a student is considered to have made the "basic grade" if she or he can profess having obtained a minimum package of six passes at SEC examinations set by the University of Malta, at Grades 1-5. Below that yardstick, there is a void – an untenable situation within contemporary European trends. To date, Malta has not distinguished between a minimum level of school leaving qualifications and a higher education acceptance of school leaving qualifications – a distinction that the European Qualifications Framework level descriptors imply should be made.

The Malta Qualifications Council's move to define a General Education Level 1 qualification as a School Leaving Certificate, a General Education Level 2 qualification in a subject as an SEC pass at Grades 6-7 and a General Education Level 3 qualification in a subject as an SEC pass at Grades 1-5, puts our National Qualifications Framework in alignment with that of EU member states that have already formulated their National Qualifications Frameworks. Concurrently, the Malta Qualifications Council is proposing a paradigm for VET Levels 1-3 qualifications that, on being culturally absorbed at a national level, is bound to lead to an increase in lifelong learning opportunities.

The Malta Qualifications Council is also proposing the establishment of parameters and criteria that would establish parity of esteem between local General Education Levels 1-3 qualifications and the corresponding Full VET Levels 1-3 qualifications.

Typical Full VET Levels 1-3 qualifications will consist of three strands at the appropriate level of difficulty…..the mastery of underpinning knowledge and practical skills in the particular vocational field being certified, together with the acquisition of the eight key competencies that are elaborated upon in the Preface that follows this foreword and in the body of the subsequent document.

The Malta Qualifications Council has been very careful not to make any move that would restrict any form of training that is in place, when its aim is actually that vocational training and education should proliferate and flourish. The proposed paradigm makes provision for partial training and certification at any of the three levels. Thus, training courses limited to underpinning knowledge, or, development of practical skills, or, one or more of the key competences are allowed to function. Successful completion of the partial training will be duly certified. The learner will then be in a position to use her entrepreneurial skills and shop around to fill the missing bits to complete a full certification at a particular VET level. Such is the vision of the future that beckons in the molding of a learning society in our Island home.

A marathon walk, whatever its length, necessarily starts with a first stride. The document in hand is that first stride.

Charles Mizzi
Chairman
April 2007.

Preface

The objective of this document is to present the learning outcomes of key competences at Levels 1-3 as defined in the European Qualifications Framework. The aim is to help training providers in planning vocational education and training courses enriched by key competences which cut across all areas of education and training.

In spring 2006, The Malta Qualifications Council appointed six working groups from among experts in the Education Division, the Malta College of Arts, Science and Technology and the University of Malta.

The goal was to design level descriptors for key competences as defined in the Commission Staff Working document *Towards a European Qualifications Framework for Lifelong Learning* (08.07.2005). The European Qualifications Framework identifies and defines the key competences needed for lifelong learning[1]. In this document, eight different key competences were identified, namely:

- Communication in Mother Tongue
- Communication in another Language
- Basic competences in Mathematics, Science and Technology
- Digital competence
- Learning To Learn
- Interpersonal and Civic Competences
- Entrepreneurship
- Cultural expression.

Key competences are defined as a combination of knowledge, skills and attitudes appropriate to the context and which every individual needs for personal fulfilment and development, active citizenship, social inclusion and employment[2]. According to the Commission, "these competences should be acquired by the end of compulsory education and training and maintained through lifelong learning… the development of an EQF – and in particular the common reference levels and descriptors – illustrates how the above key competences play an important role at all levels and areas of learning and for the entire scope of qualifications". (doc.pg 29, 6,4)

In view of these developments within the European Union, the Malta Qualifications Council has included these key competences as an integral part of the National Qualifications Framework.

The six working groups were composed as follows:

- Communication in Mother Tongue: David Muscat (Chairman), Tarcisio Zarb and Dr Charles Briffa.

- Communication in Another Language: Raymond Camilleri (Chairman), Dr Doreen Spiteri and Melissa Bagley.

- Basic competence in Mathematics: Peter Vassallo (Chairman), John Gauci and Dr Cettina Gauci.

- Science and Technology: Professor Frank Ventura (Chairman), Joe Buttigieg and Maria Pia Griscti.

- Digital competence: Dr Leonard Bezzina (Chairman), Lawrence Zammit and Vince Maione.

- Interpersonal and Civic Skills; Entrepreneurship; Cultural Competence and Learning to Learn: Sandro Spiteri (Chairman), Lawrence Muscat, Dr Charles Mifsud, Joe Micallef and Louise Cutajar Davis.

MQC defined the first five key competences as "content based" and the remaining competences as transversal competences. The terms of refence for each working group focused on the definition of level descriptors for each key competence upon which curriculum planners and policy makers can work to build the knowledge, skills and competence needed in all areas at the first three levels of qualifications as defined in the EQF.

MQC sought to initiate this design at an early stage of its process to establish a nationally agreed qualifications framework for lifelong learning. Key competences play a vital role in any qualifications framework particularly in establishing

- parity of esteem,
- progression and
- access to higher levels of qualifications

between and among the various strands within the framework itself. In many respects, MQC considers Key Competences as the common denominator among all qualifications whether taken in formal, informal or non-formal learning environments. It also considers key competences as vital anchor points within sectoral qualifications. Irrespective of the area or sector being studied or the training being undertaken, key competences feature in all learning contexts.

Following intensive work by the six working groups, MQC organized their work in this publication which I hope would initiate a new learning culture geared towards ensuring that **every learner** acquires key competences during education and training programmes. I also hope that these level descriptors will be used as a reference point in designing sylabbi, curricula and programmes of studies in education and training and in particular in vocational education and training.

In November 2006, the Malta Qualifications Council launched a consultation process which ends in April 2007, to establish a National Qualifications Framework (NQF). The function of the NQF is to position existing and emerging qualifications within the 8 levels as stated by law[3], as well as introduce a new framework for National Vocational Qualifications (NVQ) within the general qualifications framework. The National Qualifications Framework is also the tool through which National Qualifications can be compared with the European Qualifications Framework (EQF), which is also based on an 8-level qualifications system.

One of the strengths of the EQF is that it enables citizens to navigate between complex educational systems and locate the levels of their learning outcomes. It is also intended to provide support to authorities and institutions and other training providers to identify and position the learning outcomes of their training. The EQF also simplifies the process of recognition of qualifications between sectors, within a country as well as across the EU and beyond.

On behalf of MQC I wish to thank all Chairpersons and members of the working groups for their sterling work in bringing key competences to life and in facilitating a process of lifelong learning build upon basic tools which will certainly enhance the quality of life of every individual.

James Calleja
A/Chief Executive
April 2007

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1   EQF Document, Annex I
2   ibid.
3   Government of Malta, Legal Notice 347 of 2005

The European Qualifications Framework

On the 5th September 2006, the European Commission, adopted a Proposal for a Recommendation of the European Parliament and of the Council on the Establishment of the European Qualifications Framework for Lifelong Learning (EQF)[4] . This framework combines the Copenhagen and Bologna process which highlighted the need for an instrument to act as a translation device and neutral reference point to compare qualifications and to facilitate their transparency, comparability and transfer throughout Europe.

The EQF specifies the competences and outcomes for the full range of qualifications from the most basic level to the most advanced qualification for senior professionals. The emphasis on outcomes is also used to allow the recognition of competences acquired through non formal and informal learning and through lifelong opportunities other than the formal educational paths.

The EQF is built on 8 different reference points. The European Commission services' expert group has advised that qualifications at each level in the EQF should be described in terms of three types of learning outcomes: **knowledge; skills**; and **wider competences** described as personal and professional outcomes. These three types of learning outcomes reflect progression in all three aspects. They are described at each level of the framework in a way that facilitates amplification and exemplification by national and sectoral bodies. The level descriptors for the first three levels of the European Qualifications Framework are given in Table 1.

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[4]   European Commission, The European Qualifications Framework:
       a new way to understand qualifications across Europe, IP/06/1148 Brussels, 5 Sept. 2006
       http://ec.europa.eu/education/policies/educ/eqf/index_en.html

[5]   European Commission, The European Qualifications Framework:
       a new way to understand qualifications across Europe, IP/06/1148 Brussels, 5 Sept. 2006
       http://ec.europa.eu/education/policies/educ/eqf/index_en.html

Table 1: Descriptors defining levels in the European Qualifications Framework[5]

Level Learning Outcomes	Knowledge (theoretical and/or factual)	Skills (cognitive-logical, intuitive and creative thinking, practical-manual dexterity, use of methods, materials, tools and instruments)	Competence (responsibility and autonomy)
1	Basic general knowledge	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study. Adapt own behaviour to circumstances in solving problems

The National Qualifications Framework

The EQF has been developed in such a way that it does not have details of specific qualifications or systems that operate in particular countries or sectors. It, however, allows national and sectoral experts and competent bodies to peg national qualifications to the EQF. It is the task of each Member State, national authorities and sectoral bodies and training providers to review existing qualifications and programmes and to ensure that they can be understood as learning-outcomes qualifications. The MQC has already undergone this exercise through the National Qualifications Framework (NQF) that has been proposed and finalised in 2007. The agreed NQF positions the existing qualifications as well as introduces new National Vocational Qualifications (NVQ).

The National Qualifications Framework is based on the qualification and competence descriptions included in Legal Notice 347 of 2005. These levels indicate in general terms the level of educational attainment as well as the type of employment such levels of qualifications lead to. Table 2 gives the description of these qualifications up to Level 3. Level 3 is seen as the basic level at which individuals would have gained those competences needed in order to be able to participate in a lifelong education pathway.

Table 2: Description of levels in Legal Notice 347/2005 *

Level	Qualification and Competence Description
3	The holder of a qualification at this level will be able to gain access to semi-skilled employment, further training and higher education. **Level 3** achievements reflect formal learning in part of upper secondary or adult education in schools, colleges, training centres or learning in workplaces. It also reflects non-formal learning through work and basic training in an occupational field. This level can be a key stage in a lifelong education pathway.
2	The holder of a qualification at this level will be able to enter into qualification based training programmes and to gain access to unskilled employment that may include a further element of training. This level can also be the entry point to lifelong learning pathway. Learning at this level is formally acquired during compulsory education and can include an induction to work. The achievement of qualifications at this level may be regarded as the end of compulsory education.
1	The holder of a qualification at this level will be able to further learning opportunities and to gain access to unskilled employment that may include a further element of training. This level is often the entry point to a lifelong pathway for people with no qualifications. Learning is normally developed during compulsory education and contributes to general education but is also achieved through adult learning programmes and through non-formal and informal learning opportunities.

* Level descriptors in LN 347/2005 need to be fine tuned and aligned to the proposed national qualification framework.

Figure 1: National Qualifications Framework for Lifelong Learning

8	DOCTORAL DEGREE		8
7	MASTER'S DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE		7
6	BACHELOR'S DEGREE		6
5	UNDERGRADUATE DIPLOMA UNDERGRADUATE CERTIFICATE	VET HIGHER DIPLOMA	5
4	MATRICULATION LEVEL ADVANCED LEVEL INTERMEDIATE LEVEL	VET DIPLOMA	4(e)
3	GENERAL EDUCATION LEVEL 3 SEC Grade 1-5	VET LEVEL 3	3(d)
2	GENERAL EDUCATION LEVEL 2 SEC Grade 6-7	VET LEVEL 2	2(c)
1	GENERAL EDUCATION LEVEL 1 SCHOOL LEAVING CERTIFICATE	VET LEVEL 1	1(a/b)

Annotations:

* The National Qualifications Framework is designed in such a way as to be able to include diverse forms of qualifications not as yet covered by this Framework.

(a) The MQC recommends that a Full Vet Level 1 qualification should enjoy the same parity of esteem as a Full School Leaving Certificate .

(b) Attainment of the Basic Employment Passport together with either the Adult Skills Certificate or the MQC 8 Key Competences at Level 1 are also considered as a Full VET Level 1 qualification.

(c) The Malta Qualifications Council recommends that a Full VET Level 2 qualification should enjoy the same parity of esteem as 4 General Education Level 2 subjects.

(d) The Malta Qualification Council recommends that a Full VET Level 3 qualification should enjoy the same parity of esteem as 6 General Education Level 3 subjects.

(e) The Malta qualifications Council recommends that a Full Vet Diploma should enjoy the same parity of esteem as 3 Advanced Level Subjects.

The Key Competencies for Lifelong Learning

The European Qualifications Framework defines the key competences for lifelong learning as a combination of knowledge, skills and attitudes appropriate to the context and which every individual needs for personal fulfilment and development, active citizenship, social inclusion and employment[6]. These key competences are taken to include three aspects which include: **competences**, **knowledge** and **skills**. These three components are defined in the Table 3.

Table 3: Definitions of key competences, knowledge and skills

Term	Definition
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.
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.
Skills	'Skills' are 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).

These key competences, essential for lifelong learning, make up an integral part of the National Qualifications Framework. The eight key competences identified in the European Qualifications Framework also form part of the National Qualifications Framework, thus ensuring that Maltese citizens have the competences required to work and have an acceptable standard of quality of life within a European knowledge society.

Eight key competences have been identified each one of which is defined in terms of knowledge, skills and attitudes. The nine competences are described in short hereunder.

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, but applies to a second language, 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 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 representation. Scientific competence refers to the ability to use the body of knowledge and methodology employed to explain

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[6]   Ibid

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.

4. **Digital Competence:** the confident and critical use of Information Society Technology for work, leisure and communication.

5. **Learning to Learn:** the ability for 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. **Social and Civic Competences:** 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 to resolve conflict where necessary. It is based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

7. **Sense of Initiative and Entrepreneurship:** the ability to turn ideas into actions. 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 Awareness and 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.

All these competences are considered equally important because they are all essential within a knowledge-based society. There is great overlap between the various competencies as in practice one uses a combination of such competences concurrently in facing the challenges of everyday life at home, during leisure and at the workplace.

It is important that each of these key competences is incorporated in the different levels of the National Qualifications Framework. This will ensure a skilled and competent workforce as well as more active citizens in Malta.

The Role of Key Competencies in the National Vocational Qualifications

The Malta Qualifications Council aims to ensure that all the certified workforce have achieved these key competences to an acceptable level on reaching a Level 3 qualification. The MQC is to ensure this through its proposed weighting to key competence for each of the vocational qualifications at levels 1-3.

The distribution of emphasis on key competences is given in the table below. It can be observed that the percentage focus on key competences falls from 70% of the time dedicated to key competences in the VET Level 1 qualification to 40% at VET Level 3 qualification. It is envisaged that as one becomes more proficient in the key competences with each level, more time can be dedicated to developing sectoral skills and learning underpinning knowledge. It is important that attention is given to all the key competences, particularly when designing training programmes.

It is also to be clearly understood that one cannot obtain a FULL qualification without having achieved the required standards in the 8 basic key competences. PARTIAL qualification at any of the levels will however be possible.

Table 4: Percentage time to be dedicated to key competences in courses leading to VET Qualifications Levels 1-3

Level of Qualification	Distribution of KC, SS & UK for each Qualification		
Level 3	KC 40%	SS 30%	UK 30%
Level 2	KC 60%	SS 20%	UK 20%
Level 1	KC 70%	SS 15%	UK 15%

The section that follows considers each key competence in turn and the knowledge, skills and competences for each of the levels 1-3 are spelled out. These outcomes are to serve as guidance to training providers when planning their vocational training courses which are to be accredited by the Malta Qualifications Council.

1

Il-Komunikazzjoni bl-Ilsien Malti

B'Komunikazzjoni bl-Ilsien Malti nifhmu l-abilità li wieħed jesprimi u jinterpreta ħsibijiet, ħsus kif ukoll fatti, kemm fl-għamla orali kif ukoll bil-miktub - is-smigħ, it-taħdit, il-qari u l-kitba - u fl-istess ħin jieħu sehem, b'mod attiv u parteċipattiv, permezz tal-lingwa kif inhu xieraq fl-oqsma kollha tal-kuntesti soċjali u kulturali, b'mod speċjali fejn jidħol it-taħriġ f'oqsma speċifiċi, l-edukazzjoni, ix-xogħol, l-ambjent tad-dar u d-dinja tad-divertiment.

Spjega

L-indikaturi prinċipali tat-tagħlim huma t-taħdit u s-smigħ, il-qari u l-kitba.

Fl-**ewwel livell**, fit-taħdit u s-smigħ l-istudent irid juri li kapaċi jisma' lil xi ħadd jitkellem u jwieġeb għal dak li jkun qiegħed jisma' b'tali mod u manjiera li juri li qed isegwi l-fil ewlieni ta' dak li jkun qed jiġi diskuss jew indikat. Għal dan il-għan l-istudent irid juri li hu kapaċi:

• jagħti u jsegwi istruzzjonijiet sempliċi fil-ħajja ta' kuljum (eż. meta jintalab jiftaħ jew jagħlaq xi bieb, meta jingħata xi direzzjoni għal xi ħaġa/ xi mkien);

• iwassal u jifhem messaġġi sempliċi, ċari u diretti f'kuntesti familjari (eż. meta jieħu risposta, meta jwassal tislija);

• jitkellem dwar ħwejjeġ ta' kuljum li jkollhom x'jaqsmu max-xogħol li jkun qed jagħmel (eż. meta jkun irid ikompli fejn ħalla l-jum ta' qabel ħaddieħor, meta jkun irid jimxi minn pass għal ieħor biex ilesti ħidma li jingħata jagħmel);

• jikkomunika dwar ħwejjeġ ta' kuljum li jorbtu l-post tax-xogħol tiegħu mad-dinja ta' barra (eż. meta jwieġeb u jagħmel telefonati, meta jsegwi xi jkun qed jingħad madwaru).

Fil-qari, dan il-livell, jitlob li l-istudent juri li kapaċi jaqra siltiet qosra mibnija b'sentenzi sempliċi fuq livell litterali u referenzjali. Irid ikun kapaċi jaqra kitbiet ta' interess ġenerali b'lingwa sempliċi u li tinftiehem għax nieqsa minn ċerta kumplessità sintattika. Għal dan il-għan l-istudent irid juri li hu kapaċi jaqra:

• istruzzjonijiet sempliċi fil-ħajja ta' kuljum (eż. lista ta' xiri, riċetta sempliċi);

• messaġġi sempliċi, ċari u diretti f'kuntesti familjari (eż. nota personali, messaġġ f'kartolina, SMS, messaġġ elettroniku);

• testi ħfief dwar ħwejjeġ ta' kuljum li jkollhom x'jaqsmu max-xogħol li jkun qed jagħmel (eż. tabelli, avviżi);

• testi sempliċi dwar ħwejjeġ ta' kuljum li jorbtu l-post tax-xogħol tiegħu mad-dinja ta' barra (eż. formoli, applikazzjonijiet).

Fil-kitba, dan il-livell jitlob li l-istudent juri li kapaċi jikteb waħdu jew bi ftit għajnuna sentenzi u paragrafi li jirriflettu ħakma bażika ta' l-ilsien Malti u li fihom il-livell ta' l-ortografija u l-kumplessità sintattika tkun waħda sempliċi. Għal dan il-għan l-istudent irid juri li hu kapaċi jikteb:

• istruzzjonijiet sempliċi fil-ħajja ta' kuljum (eż. lista ta' xiri, riċetta sempliċi);

• messaġġi sempliċi, ċari u diretti f'kuntesti familjari (eż. nota personali, messaġġ f'kartolina, SMS, messaġġ elettroniku);

• testi ħfief dwar ħwejjeġ ta' kuljum li jkollhom x'jaqsmu max-xogħol li jkun qed jagħmel (eż. avviż, nota ta' talba, silta awtobijografika, *curriculum vitae*);

• testi sempliċi dwar ħwejjeġ ta' kuljum li jorbtu l-post tax-xogħol tiegħu mad-dinja ta' barra (eż. jimla formoli, jikteb applikazzjonijiet).

Fit-**tieni livell**, fit-taħdit u s-smigħ l-istudent irid juri li kapaċi jisma' lil xi ħadd jitkellem u jwieġeb għal dak li jkun qed jisma' b'tali mod u manjiera li juri li qed isegwi l-fil ewlieni ta' dak li jkun qed jiġi diskuss jew indikat kemm f'dak li għandu x'jaqsam mad-dinja tiegħu kif ukoll f'dak li jmur lil hinn minnha. Għal dan il-għan l-istudent irid juri li hu kapaċi:

- jagħti u jsegwi skeda ta' direzzjonijiet u istruzzjonijiet ta' xeħta speċifika u varja fil-ħajja ta' kuljum (eż. meta jingħata skeda biex idaħħal tagħrif f'kompjuter, meta jintalab iwieġeb telefonati u attivitajiet oħra fuq l-inizjattiva tiegħu);

- iwassal u jifhem messaġġi ta' xeħta varja li jkunu kemm dwar id-dinja tiegħu kif ukoll imorru lil hinn   minnha (eż. meta jisma' avviżi, reklami, aħbarijiet, telefonati eċċ., jifhimhom u jtennihom lil ħaddieħor);

- jitkellem dwar temi varji li jkollhom x'jaqsmu kemm mad-dinja ta' madwaru kif ukoll ma' dik li tmur li hinn minnha (eż. meta jitkellem dwar kunċetti ġodda u suġġetti ta' attwalità);

- jikkomunika dwar ħwejjeġ ta' xeħta varja li jorbtu d-dinja immedjata tiegħu mad-dinja ta' barra u bil-maqlub (eż. meta jwassal ideat innovattivi li jkunu qegħdin jinħadmu kemm fil-kuntest ta' xogħlu kif ukoll 'il barra minnu).

Fil-qari, dan il-livell jitlob li l-istudent juri li kapaċi jaqra siltiet meħudin minn sorsi varji ta' l-esperjenza tal-qari kemm dawk stampati kif ukoll dawk elettroniċi u jkollu l-ħila jaqrahom b'mod referenzjali u inferenzjali, jiġifieri jagħraf, jifhem u jinterpreta dak li jkun qiegħed jingħad. Għal dan il-għan l-istudent irid juri li hu kapaċi jaqra u jifhem:

- direzzjonijiet u istruzzjonijiet ta' xeħta speċifika u varja fil-ħajja ta' kuljum (eż. meta jingħata skeda tal-linja/ tal-vapur/ tat-titjiriet, meta jingħata pjan ta' direzzjoni kif jintrama mudell ta' xi għamara/ logħba/ apparat);

- messaġġi ta' xeħta varja li jkunu kemm dwar id-dinja tiegħu kif ukoll imorru lil hinn minnha (eż. meta jaqra avviżi, reklami, aħbarijiet, rapporti eċċ. minn gazzetta/ġurnal/rivista/sit elettroniku);

- testi b'temi varji li jkollhom x'jaqsmu kemm mad-dinja ta' madwaru kif ukoll ma' dik li tmur lil hinn minnha (eż. meta jaqra testi 'awtentiċi' dwar kunċetti ġodda u suġġetti ta' attwalità);

- testi dwar ħwejjeġ ta' xeħta varja li jorbtu d-dinja immedjata tiegħu mad-dinja ta' barra u bil-maqlub (eż. meta jaqra ideat innovattivi li jkunu qegħdin jinħadmu kemm fil-kuntest ta' xogħlu kif ukoll 'il barra minnu).

Fil-kitba, dan il-livell jitlob li l-istudent juri li kapaċi jikteb waħdu dwar id-dinja tiegħu nnifsu u dik li tmur lil hinn minnha billi jħaddem ix-xejriet lingwistiċi ewlenin skond ir-regoli ta' l-ortografija, il-kelma u s-sentenza. Għal dan il-għan l-istudent irid juri li hu kapaċi jikteb:

- skedi ta' direzzjonijiet u istruzzjonijiet ta' xeħta speċifika u varja fil-ħajja ta' kuljum (eż. meta jfassal pjan ta' ħidma, meta jibni sekwenza, meta jikteb għadd ta' regolamenti fi proċedura, meta jżomm il-minuti ta' laqgħa, meta jikteb komponiment espożitorju);

- testi ta' xeħta varja li jkunu kemm dwar id-dinja tiegħu kif ukoll imorru lil hinn minnha (eż. meta jikteb avviżi, reklami, aħbarijiet, rapporti, ittri, twissijiet, messaġġi elettroniċi);

- dwar temi varji li jkollhom x'jaqsmu kemm mad-dinja ta' madwaru kif ukoll ma' dik li tmur lil hinn minnha (eż. meta jikteb dwar kunċetti ġodda u suġġetti ta' attwalità fis-sura ta' komponiment deskrittiv u narrattiv);

- dwar ħwejjeġ ta' xeħta varja li jorbtu d-dinja immedjata tiegħu mad-dinja ta' barra u bil-maqlub (eż. meta jikteb ideat innovattivi li jkunu qegħdin jinħadmu kemm fil-kuntest ta' xogħlu kif ukoll 'il barra minnu fis-sura ta' komponiment argumentattiv).

Fit-**tielet livell**, fit-taħdit u s-smigħ l-istudent irid juri li kapaċi jisma' lil xi ħadd jitkellem u jwieġeb għal dak li jkun qed jisma' b'tali mod u manjiera li juri li qed isegwi, jifhem u jinterpreta dak li jkun qed jiġi diskuss jew indikat. Għal dan il-għan l-istudent irid juri li hu kapaċi:

- jagħti, isegwi, jinterpreta u japplika skedi ta' direzzjonijiet u istruzzjonijiet kemm fil-qasam ta' xogħlu kif ukoll f'oqsma aktar wiesgħa minn dawk immedjati (eż. meta jingħata ftit tagħrif dwar xi suġġett jew azzjoni li tkun trid tittieħed u jitħalla f'idejh/a biex jiddeċiedi kif l-aħjar jitkellem dwarha);

- iwassal, jifhem u jinterpreta messaġġi ta' xeħta varja li jkunu kemm dwar id-dinja immedjata tiegħu kif ukoll imorru lil hinn minnha (eż. meta jisma' avviżi, reklami, aħbarijiet, telefonati eċċ., jifhimhom u jgħidhom fi kliemu);

- jitkellem dwar u jinterpreta suġġetti varji li jkollhom x'jaqsmu kemm mad-dinja ta' madwaru kif ukoll ma' dik li tmur lil hinn minnha (eż. meta jiddiskuti u jagħti l-interpretazzjoni tiegħu dwar kunċetti ġodda u suġġetti ta' attwalità);

- jikkomunika u jinterpreta ħwejjeġ ta' xeħta varja li jorbtu d-dinja immedjata tiegħu mad-dinja ta' barra u bil-maqlub (eż. meta jagħti interpretazzjoni mistħoqqa ta' ideat ġodda li jkunu qegħdin jinħadmu kemm fil-kuntest ta' xogħlu kif ukoll 'il barra minnu).

Fil-qari, dan il-livell jitlob li l-istudent juri li kapaċi jaqra u jevalwa testi ta' xeħta varja kemm dawk stampati kif ukoll dawk elettroniċi li jkunu jeħtieġu interpretazzjoni li tixhed li huwa għandu ħakma kemm ta' dak li jkun qiegħed jingħad fid-deher kif ukoll ta' dak li jkun qiegħed jiġi implikat, b'tali mod u manjiera li juri li għandu l-ħila jagħżel bejn it-tnejn. Għal dan il-għan l-istudent irid juri li hu kapaċi jaqra u jevalwa:

- skedi ta' direzzjonijiet u istruzzjonijiet kemm fil-qasam ta' xogħlu kif ukoll f'oqsma aktar wiesgħa minn dawk immedjati (eż. meta jingħata programm ta' safra, meta jaqra mappa ta' post mhux midħla tiegħu, meta jagħmel tiftix b'mezzi elettroniċi);

- messaġġi ta' xeħta varja li jkunu kemm dwar id-dinja immedjata tiegħu kif ukoll imorru lil hinn minnha (eż. meta jaqra avviżi, reklami, aħbarijiet, rapporti, ittri, twissijiet, eċċ. minn gazzetta/ ġurnal/rivista/sit elettroniku);

- suġġetti varji li jkollhom x'jaqsmu kemm mad-dinja ta' madwaru kif ukoll ma' dik li tmur lil hinn minnha (eż. meta jaqra diskussjonijiet fuq kunċetti ġodda u janalizza suġġetti ta'attwalità);

- testi ta' xeħta varja li jorbtu d-dinja immedjata tiegħu mad-dinja ta' barra u bil-maqlub (eż. meta jaqra u jinterpreta ideat innovattivi li jkunu qegħdin jinħadmu kemm fil-kuntest ta' xogħlu kif ukoll 'il barra minnu).

Fil-kitba, dan il-livell jitlob li l-istudent juri li kapaċi jikteb dwar suġġetti ta' xeħta konkreta kif ukoll astratta b'mod awtonomu billi jħaddem ix-xejriet lingwistiċi varji tal-lingwa b'ħila u konsistenza fil-livell tal-kelma, is-sentenza, il-paragrafu u l-proża kontinwa. Għal dan il-għan l-istudent irid juri li hu kapaċi jikteb u jevalwa:

- skedi ta' direzzjonijiet u istruzzjonijiet kemm fil-qasam ta' xogħlu kif ukoll f'oqsma aktar wiesgħa minn dawk immedjati (eż. meta jikteb pjan ta' ħidma, meta jibni sekwenza, meta jikteb għadd ta' regolamenti f'lista li ssegwi, meta jikteb fi kliemu d-deċiżjonijiet ta' laqgħa, meta jikteb komponiment espożitorju);

- messaġġi ta' xeħta varja li jkunu kemm dwar id-dinja immedjata tiegħu kif ukoll imorru lil hinn minnha (eż. meta janalizza xi avviż, reklam, aħbar, rapport, twissija, ittra formali, ittra informali, ittra elettronika eċċ.);

- suġġetti varji li jkollhom x'jaqsmu kemm mad-dinja ta' madwaru kif ukoll ma' dik li tmur lil hinn minnha (eż. meta jikteb dwar kunċetti ġodda u suġġetti ta' attwalità fis-sura ta' komponiment deskrittiv u narrattiv);

- ħwejjeġ ta' xeħta varja li jorbtu d-dinja immedjata tiegħu mad-dinja ta' barra u bil-maqlub (eż. meta jikteb/jikkritika ideat innovattivi li jkunu qegħdin jinħadmu kemm fil-kuntest ta' xogħlu kif ukoll 'il barra minnu fis-sura ta' komponiment argumentattiv).

Ir-'riżorsa' ewlenija ta' kull sitwazzjoni ta' tagħlim hija l-interrelazzjoni bejn l-istudent u l-għalliem/a, u n-nies tal-komunità permezz tal-lingwa fl-aspetti varji tagħha tat-taħdit, is-smigħ, il-qari u l-kitba. Wieħed jitgħallem f'kuntest inter u intra personali kemm fid-dinja ta' l-iskola kif ukoll lil hinn minnha. Għal dan il-għan hija din ir-relazzjoni xprunata minn sens responsabbli ta' intraprenditorija (*entrepreneurship*), awtonomija u inizjattiva li twassal għat-tagħlim. Din ir-relazzjoni għandha tkun megħjuna minn riżorsi oħra ta' xeħta fiżika u materjali, kif jidher hawn taħt:

IT-TAĦDIT U S-SMIGĦ   radju, televiżjoni, siltiet irrekordjati jew iffilmjati, internet.

IL-QARI   kotba, testi 'awtentici', tabelli, tikketti, gazzetti, rivisti, fuljetti, manwali, programmi, siti elettronici.

IL-KITBA   noti, messaġġi, kitbiet fi djarju, ittri, avviżi, reklami, listi ta' xiri, talbiet, rapporti, stediniet, kitba bl-SMS, kitba bl-internet, ittri elettronici, iċċettjar.

L-assessjar irid ikun kemm kontinwu kif ukoll summattiv.   B'assessjar kontinwu nifhmu li l-istudent jagħmel xogħol fil-ħiliet tas-smigħ, it-taħdit, il-qari u l-kitba li jkun analizzat u evalwat mill-għalliem/a bil-għan li l-istudent itejjeb it-tagħlim tiegħu stess. Dan isir b'interventi kontinwi min-naħa ta' l-għalliem/a u -parteċipazzjoni attiva ta' l-istudent/i b'mod ħolistiku. B'hekk jitħaddem il-kunċett tan-'Nitgħallmu Nitgħallmu' (*Learning to Learn*) f'kuntest u skond il-ħtiġijiet ta' kull student/grupp. Għal dan il-għan il-punt tat-tluq għandu dejjem ikun l-individwu u l-grupp speċifiku li jkun qiegħed jieħu sehem u jibni l-esperjenza tat-tagħlim. B'assessjar summattiv nifhmu eżami fit-taħdit u s-smigħ kif ukoll fil-qari u l-kitba. Dan isir kemm wara kull taqsima speċifika kif ukoll fl-aħħar tal-perjodu/tas-sena skolastika ta' kemm itul il-kors. Kull eżami jrid ikun kumulattiv. Għal dan il-għan kull eżami jrid jibni fuq il-kontenut u l-ħiliet mgħallma u ttestjati fil-kors u fl-eżamijiet ta' qablu.

Tipi ta' testijiet/ xogħlijiet li jistgħu jingħataw huma:

Għat-taħdit u s-smigħ:	Għall-qari u l-kitba:
• Logħob ta' Rwol • Taqsira • Preżentazzjoni • Taħdita • Fehim mis-Smigħ • Konverżazzjoni	• Dettatura • Taħriġ il-Fehim • Kitba Kontinwa/Miftuħa (komponiment narrattiv/ deskrittiv/ espożitorju/ argumentattiv) • Kitba ta' xeħta funzjonali u prattika (ittra personali, formali, ta' ringrazzjament, ta' lment, elettronika, rapport, żamma ta' minuti, taqsira, l-għoti bil-Malti ta' l-ideat ewlenin li jkunu nstemgħu jew inqraw bil-Malti jew b'xi lingwa oħra, avviż, reklam, twissija, talba, stedina eċċ.)

L-Ewwel Livell	Il-Komunikazzjoni bl-Ilsien Malti		
L-istudent ikun kapaċi jisma', jifhem u juri opinjoni dwar suġġetti li għandhom x'jaqsmu mad-dinja tiegħu. Ikun kapaċi jaqra testi sempliċi, ċari u diretti li jirriflettu l-iżvilupp psikoloġiku u soċjali tiegħu. Ikun kapaċi jikteb dwaru nnifsu kif ukoll dwar dak li jkun jeħtieġ jikkomunika billi juri li għandu ħakma bażika ta' l-aspetti elementari tal-lingwa.			
	L-GĦERF	**IL-ĦILIET**	**IL-KOMPETENZI**
Deskrizzjoni Teknika	L-istudent juri li għandu għerf biżżejjed tal-lingwa, jiġifieri ħakma bażika tal-komunikazzjoni lingwistika. Dan ifisser li l-istudent:	L-istudent ikollu l-ħila jħaddem il-lingwa f'livell bażiku b'mod konsistenti u li jinftiehem. Dan ifisser li l-istudent:	L-istudent juri li għandu għerf kif ukoll ħiliet li jirriflettu kompetenza bażika fil-lingwa b'attitudni pożittiva. Dan ifisser li l-istudent:
It-Taħdit u s-Smigħ	• jifhem x'jiġifieri taħdit u smigħ f'kuntesti familjari ma' ħaddieħor, kemm fejn jidħol hu nnifsu kif ukoll fejn jidħol min ikun qiegħed jitkellem miegħu.	• ikun kapaċi joqgħod attent u b'mod attiv jisma' x'għandu xi jgħid ħaddieħor u jwieġeb għal dak li jkun qiegħed jingħad billi jieħu sehem fl- att tat-taħdit f'kuntesti familjari.	• juri li għandu kompetenza f'taħdit u smigħ ta' xeħta sempliċi, ċara u diretta f'kuntesti familjari.
Il-Qari	• jifhem x'jiġifieri qari u fehim tal-fil ewlieni ta' kitbiet sempliċi, ċari u diretti.	• ikun kapaċi jaqra testi sempliċi, ċari u diretti bi ftit li xejn għajnuna u minnhom jislet it-tagħrif ewlieni li jkun fihom.	• juri li għandu kompetenza f'qari li jgħinu jikseb tagħrif u informazzjoni minn testi sempliċi, ċari u diretti.
Il-Kitba	• jifhem x'jiġifieri kitba ta' siltiet qosra b'lingwa sempliċi, ċara u diretta dwar il-ħtiġijiet li hu jkollu skond is-sitwazzjoni li jsib ruħu fiha.	• ikun kapaċi jikteb dwar suġġetti sempliċi, ċari u diretti relatati miegħu nnifsu u mad-dinja ta' madwaru b'tali mod u manjiera li jinftiehem minn min ikun qed jaqrah, inkluż hu nnifsu.	• juri li għandu kompetenza f'kitba ta' testi sempliċi, ċari u diretti dwar suġġetti familjari li joqogħdu għas-sitwazzjoni li tkun.

It-Tieni Livell	Il-Komunikazzjoni bl-Ilsien Malti		
L-istudent ikun kapaċi jisma', jifhem u juri opinjoni dwar suġġetti li għandhom x'jaqsmu kemm mad-dinja tiegħu kif ukoll li jmorru lil hinn minnha. Ikun kapaċi jaqra testi ta' xeħta varja li jkunu jeħtieġu l-interpretazzjoni tiegħu bħala qarrej għaliex minkejja s-sempliċità tagħhom, joffru sfida. Ikun kapaċi jikteb dwar id-dinja tiegħu nnifsu u dik li tmur lil hinn minnha billi jħaddem ix-xejriet lingwistiċi ewlenin skond ir-regoli ta' l-ortografija, il-kelma u s-sentenza.			
	L-GĦERF	**IL-ĦILIET**	**IL-KOMPETENZI**
Deskrizzjoni Teknika	L-istudent juri li għandu għerf biżżejjed tal-lingwa, jiġifieri ħakma tajba tal-komunikazzjoni lingwistika. Dan ifisser li l-istudent:	L-istudent ikollu l-ħila jħaddem il-lingwa tajjeb, b'mod konsistenti u li jinftiehem. Dan ifisser li l-istudent:	L-istudent juri li għandu għerf kif ukoll ħiliet li jirriflettu kompetenza tajba fil-lingwa b'attitudni pożittiva. Dan ifisser li l-istudent:
It-Taħdit u s-Smigħ	• li jifhem x'jiġifieri taħdit u smigħ f'kuntesti familjari kif ukoll f'kuntesti li jmorru lil hinn mid-dinja immedjata tiegħu.	• ikun kapaċi joqgħod attent u b'mod attiv jisma' x'għandu xi jgħid ħaddieħor u jwieġeb għal dak li jkun qiegħed jingħad billi jieħu sehem f'atti tat-taħdit li jkollhom x'jaqsmu ma' kuntesti familjari kif ukoll m'oħrajn li jmorru lil hinn mid-dinja immedjata tiegħu.	• li juri li għandu kompetenza fit-taħdit, is-smigħ u l-għoti ta' opinjoni f'kuntesti marbuta mad-dinja immedjata tiegħu, kif ukoll dawk li jmorru lil hinn minnha.
Il-Qari	• li jifhem x'jiġifieri qari, fehim u interpretazzjoni ta' testi ta' xeħta varja li għalkemm sempliċi joffru sfida.	• ikun kapaċi jaqra u jinterpreta testi ta' xeħta varja li għalkemm sempliċi joffru sfida, kemm f'dak li huwa qari kif ukoll f'dik li hija interpretazzjoni.	• li juri li għandu kompetenza f'qari ta' testi varji li jkunu sempliċi imma joffru sfida minkejja s-sempliċità tagħhom.
Il-Kitba	• li jifhem x'jiġifieri kitba ta' siltiet ta' ċertu tul li jirriflettu ħakma tax-xejriet lingwistiċi ewlenin skond ir-regoli ta' l-ortografija, il-kelma u s-sentenza.	• ikun kapaċi jikteb dwar id-dinja immedjata tiegħu kif ukoll dik li tmur lil hinn minnha billi jħaddem ix-xejriet lingwistiċi ewlenin skond ir-regoli ta' l-ortografija, il-kelma u s-sentenza.	• li juri li għandu kompetenza f'kitba ta' testi dwar id-dinja immedjata tiegħu u dik li tmur lil hinn minnha b'ħakma tax-xejriet lingwistiċi ewlenin skond ir-regoli ta' l-ortografija, il-kelma u s-sentenza.

It-Tielet Livell	Il-Komunikazzjoni bl-Ilsien Malti		
L-istudent ikun kapaċi jisma', jifhem u jinterpreta b'mod awtonomu suġġetti ta' xejra konkreta kif ukoll astratta billi juri li għandu ħakma taż-żewġ xejriet. Ikun kapaċi jaqra b'mod awtonomu testi ta' xeħta varja li jkunu jeħtieġu interpretazzjoni li tixhed li l-istudent għandu ħakma kemm ta' dak li jkun qiegħed jingħad fid-deher kif ukoll dak li jkun qiegħed jiġi implikat, b'tali mod u manjiera li juri li għandu l-ħila jagħżel bejn it-tnejn. Ikun kapaċi jikteb b'mod awtonomu dwar suġġetti ta' xeħta konkreta u astratta billi jħaddem ix-xejriet lingwistiċi varji tal-lingwa b'ħila u konsistenza fil-livell tal-kelma, is-sentenza, il-paragrafu u l-proża kontinwa.			
	L-GĦERF	**IL-ĦILIET**	**IL-KOMPETENZI**
Deskrizzjoni Teknika	L-istudent juri li għandu għerf biżżejjed tal-lingwa, jiġifieri ħakma sħiħa tal-komunikazzjoni lingwistika. Dan ifisser li l-istudent:	L-istudent ikollu l-ħila jħaddem il-lingwa tajjeb, b'mod sħiħ, konsistenti u li jinftiehem. Dan ifisser li l-istudent:	L-istudent juri li għandu għerf kif ukoll ħiliet li jirriflettu kompetenza sħiħa fil-lingwa b'ħattitudni pożittiva. Dan ifisser li l-istudent:
It-Taħdit u s-Smigħ	• jifhem x'jiġifieri taħdit u smigħ ta' suġġetti konkreti u astratti.	• ikun kapaċi jisma', jifhem u jinterpreta suġġetti ta' xejra konkreta kif ukoll astratta billi juri li għandu ħakma taż-żewġ xejriet u jaf jagħżel bejniethom.	• juri li għandu kompetenza fit-taħdit, is-smigħ u l-interpretazzjoni ta' suġġetti ta' xejra konkreta kif ukoll astratta u l-mod kif dawn jinbnew ma' xulxin f'relazzjoni bejniethom.
Il-Qari	• jifhem x'jiġifieri qari u interpretazzjoni ta' testi kemm f'dak li jidher fil-wiċċ kif ukoll dak li jkun implikat.	• jaqra testi ta' xeħta varja li jkunu jeħtieġu interpretazzjoni li tixhed li għandu ħakma, kemm ta' dak li jkun qed jingħad fid-deher kif ukoll ta' dak li jkun qed jiġi implikat, b'tali mod u manjiera li juri l-ħila li jagħżel bejn it-tnejn.	• juri li għandu kompetenza f'qari u interpretazzjoni ta' testi ta' xeħta varja b'tali mod u manjiera li jagħraf dak li jkun qiegħed jingħad fid-deher kif ukoll dak li jkun qed jiġi implikat, u kif dawn jorbtu ma' xulxin.
Il-Kitba	• jifhem x'jiġifieri kitba varja ta' xeħta konkreta u astratta u x-xejriet lingwistiċi tal-lingwa li jmorru magħha fil-livell tal-kelma, is-sentenza, il-paragrafu u l-proża kontinwa.	• jikteb dwar suġġetti ta' xeħta konkreta u astratta billi jħaddem ix-xejriet lingwistiċi varji tal-lingwa b'ħila u konsistenza fil-livell tal-kelma, is-sentenza, il-paragrafu u l-proża kontinwa.	• juri li għandu kompetenza f'kitba ta' testi dwar suġġetti fattwali kif ukoll astratti b'seb'bnb'ħakma fuq ix-xejriet lingwistiċi varji tal-lingwa li jixhdu l-ħila fil-bini ta' testi li jissawru b'sentenzi li jorbtu ma' xulxin b'konsistenza, sens u unità.

2

Communication in Foreign Languages (English)

Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts — education and training, work, home and leisure — according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment and needs/interests.

Rationale

The description of the key competence 'Communication in Foreign Languages', in this case English, arises from an interactional view of language which places emphasis on language as a tool for communication. Also underpinning the descriptors is a view of the language learner as an individual who functions not only in the immediate community but also in a wider context in which proficiency in another language will be of great use.

The descriptions of the three levels of this key competence stress the use of language in the home, work, social and public domains reflecting the multiple spheres of life in which the learner is or will become active. Recognition of the interactional nature of language is reflected in the attention given to all the four language skills of listening, speaking, reading and writing according to the difference levels ofthe key competence showing that proficiency in a language is not viewed only

as knowing about a language, but knowing how to use the language. The types of learning activities envisaged in the descriptors are realistic and reflective of materials and situations that are typical of everyday life.

The descriptors are meant to be applied to various vocational settings and as such course providers are expected to bear this in mind when using these descriptors as a guide to designing course programmes. Therefore the course materials chosen, for example for listening, should reflect the language associated with the particular vocation that the learners are being trained for.

Apart from focusing on the knowledge and skills components the descriptors also include a section on language competence – that is the ability to demonstrate the ability to use language in a variety of work – related settings.

The assessment included with the descriptors is meant to give an indication of the criteria used in testing the four language skills. Guidance is given on the type of assessment that can be set during the various stages of the language training course.

At **Level 1**, the student is assessed on his/her ability to:

- read and understand;
- provide a sample of language in speech and in writing reflecting the knowledge, skills, and competences associated with this level. This will be carried out using direct and indirect assessment in which the student is placed in relatively authentic work-related situations which enable him/her to show what they can do with the language.

The following forms of Assessment may be used to assess the speaking and listening skills:

- simulations;
- role play;
- interviews.

Short paper and pencil tests such as selective deletion, gap-filling, multiple choice, short-answer questions, labeling diagrams, grid-filling, and table completion to assess are forms of assessment may be used to assess the reading, listening, and writing skills. It is recommended that assessment at this level should be carried out at regular pre-determined points during, and at the end, of the course. The assessment criteria should include:

- vocabulary control;
- basic fluency in speech and writing;
- basic sociolinguistic competence;
- basic phonological control;
- task achievement.

At **Level 2**, the student is assessed on his/her ability to:

- read and understand;
- provide a sample of language in speech and in writing reflecting the knowledge, skills, and competences associated with this level. This will be carried out using direct and indirect assessment in which the student is placed in relatively authentic work-related situations which enable him/her to show what they can do with the language.

The following forms of Assessment may be used to assess the speaking and listening skills:

- simulations;
- role play;
- interviews.

Short paper and pencil tests such as selective deletion, gap-filling, multiple choice, short-answer questions, labeling diagrams, grid-filling, and table completion are forms of assessment may be used to assess the reading, listening and writing skills. It is recommended that assessment at this level should be carried out at regular pre-determined points during, and at the end, of the course. The assessment criteria should include:

- vocabulary control and range;
- basic fluency in speech and writing;
- basic accuracy in speech and writing;
- basic sociolinguistic competence;
- turn-taking strategies;
- basic phonological control;
- co-operating strategies;
- task achievement.

At **Level** 3, the student is assessed on his/her ability to:

- read and understand,

- provide a sample of language in speech and in writing reflecting the knowledge, skills, and competences associated with this level. This will be carried out using direct and indirect assessment in which the student is placed in relatively authentic work-related situations which enable him/her to show what they can do with the language.

The following forms of Assessment may be used to assess the speaking and listening skills:

- simulations;

- role play;

- interviews;

- presentations/ prepared monologue.

Paper and pencil tests such as open-ended questions / tasks requiring long responses, short-answer questions, note-taking, selective deletion, gap-filling, multiple choice, labeling diagrams, grid-filling, and table completion are forms of assessment may be used to assess the reading, listening and writing skills. It is recommended that assessment at this level should be carried out at regular pre-determined points during, and at the end, of the course. The assessment criteria should include:

- vocabulary control and range;

- fluency in speech and writing;

- basic accuracy in speech and writing;

- basic sociolinguistic competence;

- turn-taking strategies;

- phonological control;

- co-operating strategies;

- coherence;

- asking for clarification;

- task achievement.

Level 1	Communication in Foreign Languages (English)		
The student is able to understand familiar everyday expressions and very basic phrases in the personal, public, occupational and educational domains.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Technical Module	The student has knowledge of very basic vocabulary and phrases related to everyday life and representative of the home, work social and public settings. This means that the student: • is aware that the act of communication involves an exchange of information between listener and speaker. • is able to recognise frequently occurring written text types such as newspaper articles, magazine articles, invitations, manuals, etc. • is able to understand the gist of very basic written texts. • is able to write personal details.	The student is able to use language at a very basic level. This means that the student can: • listen to and understand simple utterances delivered slowly and clearly articulated. • produce in speech, simple and direct exchange of information on topics and activities of immediate relevance. • read and understand short simple sentences, notices, and signs. • write personal details as required in basic form-filling.	The student demonstrates competence at a very basic level. This means that the student is able: • to use language in a predictable and specified context using the knowledge and skills learnt. • to demonstrate an awareness of linguistic strategies to solve communication difficulties. • to adopt a positive attitude in communicating.

Level 2	Communication in Foreign Languages (English)
The student is able to understand and use familiar everyday expressions and basic sentences in the personal, public, occupational and educational domains.	

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Technical Module	The student has knowledge of a basic range of vocabulary and frequently used expressions related to everyday life and representative of the home, work, social and public settings. This means that the student: • is aware of the interaction involved in the act of communication and is sensitive to the conventions of interaction including turn-taking. • is able to recognise and identify most frequently occurring text types such as newspaper articles, magazine articles, invitations, manuals, etc. • is able to understand the gist of basic written texts. • has knowledge of the basic conventions of grammar, spelling, sentence formation and format as exemplified in texts of short length.	The student is able to use language at a basic level. This means that the student can: • listen to and understand utterances related to areas of immediate personal relevance. • listen to and understand the main point in short, simple messages and announcements delivered slowly and articulated clearly. • produce connected speech of limited length regarding familiar topics and activities. • read and understand straightforward information within a known area such as labels on products and signs. • write short simple notes, messages, and basic correspondence in connection with matters of immediate relevance.	The student demonstrates competence at a basic level. This means that the student is able to: • communicate at a basic level in the home, work, social and public settings, using the knowledge and skills learnt. • use linguistic strategies to solve many communication difficulties that arise in familiar situations. • adopt a positive attitude to communicating in the target language.

Level 3	Communication in Foreign Languages (English)

The student is able to understand and use sentences and frequently used expressions related to the personal, public, occupational and educational domains.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Technical Module	The student has sufficient knowledge of language, which enables him/her to deal with everyday situations. This means that the student: • is aware that language needs to be used appropriately according to the context in which communication is taking place, including the setting and participants. • is able to recognize and identify most text types occurring in the above domains. • is able to understand texts that require some inferential reading. • has knowledge of the basic conventions of grammar, spelling, syntax, and format of text types related to the above domains.	The student has sufficient ability to use language. This means that the student can: • listen to and understand clearly articulated speech on familiar topics encountered in the home, work, social and public settings. • listen to and understand the gist of most radio and television programmes on subjects of popular interest. • produce connected speech using a limited variety of sentence structures and a sufficient range of vocabulary to achieve communication, on familiar topics. • read and understand short texts that consist of high-frequency everyday and job-related language. • write short texts both formal and informal regarding topics of familiar and topical interest. • write short, work-related memoranda, personal letters, letters of application, and a basic curriculum vitae.	The student demonstrates sufficient competence to allow him/her to: • communicate adequately in different contexts using the knowledge and skills learnt. • use linguistic strategies to solve communication problems arising in familiar situations. • to adopt a positive attitude to communicating in the target language. • to adopt an autonomous approach to learning the target language.

3a   Mathematics

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves - to different degrees - the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs/charts).

Rationale

Mathematics is a body of facts, skills, concepts and strategies used in the solution of a wide range of problems. It is useful because it equips learners with the necessary knowledge to help them understand and interact with the world around them. Mathematics is characterised by its order, precision, conciseness and logic. It forms the basis of science, technology, architecture, engineering, commerce, industry and banking. This pervasiveness makes Mathematics a very important area of study.

Appropriate programmes of study enable the learner to reach different levels of mathematical proficiency for which Level 1 is the lowest possible level of mathematical achievement. Each of the three levels describes the knowledge, skills and competences the learner is expected to achieve at the end of a specific programme of study. Collectively these programmes of study enable the learner to:

- understand and appreciate the place and purpose of Mathematics in society and apply mathematical concepts to situations arising in life;

- apply mathematical knowledge and understanding to solve problems;

- think and communicate mathematically - precisely, logically and creatively;

- develop a positive attitude to Mathematics, including confidence and perseverance;

- develop an ability to work independently and co-operatively when doing Mathematics;

- appreciate the interdependence of the different branches of Mathematics;

- acquire a secure foundation for the further study of Mathematics;

- use Mathematics across different areas;

- make efficient, creative and effective use of appropriate technology in Mathematics.

Before entry to a particular level, students must be assessed to determine their learning needs. Teachers can then identify and plan accordingly for the needs of potential learners. Entry to Level 3 assumes knowledge, skills and competences indicated in Levels 1 and 2. Likewise Level 2 assumes knowledge, skills and competences indicated in Level 1.

The programme of study for each level must promote individual learning and must facilitate learning in groups. Teaching techniques include demonstrations, questioning, investigations, explanations and modelling, including also spoken, written or practical exercises. Emphasis should be made on the use of effective interactive and participative learning activities to promote confidence and independence.

Assessment may be formal or informal, formative or summative, and may include ongoing diagnostic assessment of skills. At every level, assessment is based on

• the candidate's ability to recall, understand and apply mathematical knowledge;

• the candidate's ability to understand and analyse a problem, select an appropriate strategy, apply suitable knowledge and techniques to solve it, verify and interpret the results;

• the candidate's ability to understand, interpret and evaluate mathematical ideas that are presented in oral, written and visual forms.

The expectation at every level is however different. A learner working at Level 1 will be required to demonstrate the ability to understand the nature of numbers and make use of them. Assessment tasks will therefore involve simple mathematical reasoning and straightforward calculations and encountered in practical real-life situations presented in aural, oral and visual forms to reduce demands on reading and writing which may hinder the demonstration of these competencies. Pencil and paper jottings are accepted as a means of supporting the mental processes involved when solving simple mathematical problems or tasks.

A learner working at Level 2 will be required to display knowledge, understanding and application of numbers, basic properties of shapes and data representation. Assessment tasks will therefore involve harder problems set in real-life contexts that may be presented in aural, oral, visual and written forms. In the latter case, the learner is expected to present the problem solving process in a clear manner. The ability to use measurement scales may be demonstrated in practical real-life tasks.

A learner working at Level 3 will be required to show a deeper understanding of mathematical concepts and an ability to apply the acquired knowledge and skills with more proficiency. Assessment tasks will therefore be more demanding and

may not only relate to real-life contexts but also to simple formal mathematical contexts. The tasks should include opportunities for the learner to demonstrate the ability to communicate mathematically, to reason, to draw inferences and to apply the acquired knowledge and skills in solving familiar and unfamiliar problems. The assessment tasks may take different forms, including the use of portfolios, presentations requiring the use of ICT resources, brief reports on mathematical investigations and written solutions of problems on Number - Shape, Space and Measures - Data Handling.

Teachers use formative assessment to identify and analyse errors and give feedback sensitively and constructively. They should give learners the opportunity to give feedback on their perspective of the learning and assessment process, and to be involved in the formulation of future learning.

Level 1	Mathematical Competence		
In order to achieve Level 1 the learner is expected to demonstrate basic competency in applying mathematics in simple everyday situations. The student's competency is demonstrated by an ability to (a) carry out straightforward numerical calculations encountered in shopping, home, workshop or office environments (b) read basic measurement scales (c) extract and interpret straightforward information from tables and charts (d) solve problems that require a combination of basic mathematical knowledge and skills.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Technical Module	• knows how to count, read, write and order positive whole numbers. • understands the concepts associated with the four number operations (e.g. that multiplication is repeated addition). • understands the language and notation of simple fractions and simple decimals as applied in real life situations. • understands the purpose and meaning of a formula in words. • understands why coordinates are required to locate a point (in the first quadrant). • recognises simple solid and flat shapes.	• sorts out which operations can be used to work out simple problems situated in familiar everyday contexts (to include problems involving money, length, weight, temperature, etc). • rounds a figure to the nearest unit, ten, hundred or thousand. • carries out calculations and solves simple problems involving the use of the four operations. • uses the calculator to work out calculations involving any of the four operations. • uses simple fractions to find parts of a quantity in real life contexts (e.g. 1/2 cm, 1/100 m, ¼ h, Lm1/10).	• displays confidence in using mathematics in simple everyday applications of the subject. • attempts to understand a problem before trying to solve it. • checks the reasonableness of the solution in a supportive environment. • uses simple mathematical language to talk about the method and solution of a simple problem.

Level 1	Mathematical Competence (cont)		
In order to achieve Level 1 the learner is expected to demonstrate basic competency in applying mathematics in simple everyday situations. The student's competency is demonstrated by an ability to (a) carry out straightforward numerical calculations encountered in shopping, home, workshop or office environments (b) read basic measurement scales (c) extract and interpret straightforward information from tables and charts (d) solve problems that require a combination of basic mathematical knowledge and skills.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Technical Module	• understands time on a 12 hour and 24 hour clock. • knows the units of measurement for length, area, weight and capacity. • knows that data can be represented in pictorial forms by means of tables, diagrams and charts with simple scales.	• uses a simple formula in words. • describes the location of a point in the first quadrant using coordinates. • identifies, sorts and classifies solid and flat shapes. • reads analogue and digital clocks. • calculates time intervals. • displays a feel for the units of measurement as applied in real life contexts. • measures length, weight and capacity using appropriate metric units. • organises and presents data in simple tabular forms. • constructs, reads and interprets simple diagrams and charts (including timetables, bar charts and pictograms).	

Level 2	Mathematical Competence

To achieve Level 2 the learner is expected to demonstrate basic competency in applying mathematics in real-life situations. The student's competency is demonstrated by an ability to (a) carry out harder numerical calculations encountered in shopping, home, workshop or office environments (b) read measurement scales with a greater level of accuracy (c) classify shapes in terms of their properties (d) understand symbolic notation and work with simple formulae (e) extract, infer and interpret information from tables and charts (f) communicate in oral, graphic or written forms (g) solve problems that require an understanding and application of basic mathematical concepts.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Technical Module	• knows how to read, write and order numbers, including negative numbers, fractions and decimals. • knows the rules involved in carrying out simple combinations of the four number operations. • understands the use of square and square root notation. • understands the concept of ratio and proportion in simple everyday contexts. • interprets meaningfully an algebraic formula (e.g. $A = l \times b$; $P = 2 (l + b)$). • understands the Cartesian system for plotting points in all four quadrants • is aware of simple features of shapes, including perimeter, area and capacity/volume.	• uses fractions and decimals in simple everyday familiar contexts (including personal finance, shopping and measurement situations). • makes sensible estimates before carrying out a calculation. • carries out calculations (with or without a calculator) involving simple combinations of the four number operations. • calculates squares and square roots of numbers. • uses ratio, proportion and percentages in simple everyday contexts (including discounts, profit and loss, taxes). • substitutes values in a formula appropriately. • locates and describes the position of any point in 2-D space. • measures length, time and capacity with greater precision.	• in a supportive environment shows willingness to engage in problem solving and shows readiness to reflect about different methods that could be used to solve a problem and about the meaningfulness of an answer to a problem. • breaks down a complex problem into several smaller problems. • uses a calculator to carry out basic calculations. • shows understanding of simple reasoned arguments. • describes orally and in writing simple reasoning and solutions to simple problems making use of appropriate mathematical language and diagrams as necessary.

Level 2	Mathematical Competence (cont)		
To achieve Level 2 the learner is expected to demonstrate basic competency in applying mathematics in real-life situations. The student's competency is demonstrated by an ability to (a) carry out harder numerical calculations encountered in shopping, home, workshop or office environments (b) read measurement scales with a greater level of accuracy (c) classify shapes in terms of their properties (d) understand symbolic notation and work with simple formulae (e) extract, infer and interpret information from tables and charts (f) communicate in oral, graphic or written forms (g) solve problems that require an understanding and application of basic mathematical concepts.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Technical Module	• knows that an angle is a measure of turn. • knows that data can be represented in pictorial forms by means of tables, diagrams and charts. • knows that unpredictability is inherent in experimental outcomes. • knows the probability scale.	• reads and draws simple scale diagrams. • calculates perimeter and area of simple shapes (including that of a triangle and circle). • makes simple constructions of flat shapes. • calculates the volume of simple solids (including that of the cuboid and the cylinder). • estimates and measures the size of an angle. • presents and displays information in tables, diagrams and charts (including the use of dual bar charts) using pencil and paper or a graphical package. • calculates the probability of single events occurring. • interprets probability results using appropriate language to describe the likelihood of an event occurring (e.g. likely, very likely, unlikely, etc).	

Level 3	Mathematical Competence		
In order to achieve Level 3 the learner is expected to demonstrate a higher level of mastery in applying mathematics in real-life situations and in simple formal mathematical contexts. The student's competency is demonstrated by an ability to (a) work with numeric rigour, recognizing errors and limitations (b) check work with appropriate techniques (c) work to an appropriate degree of accuracy (d) apply mathematical techniques independently (e) communicates with mathematical correctness (e) understand what are the most appropriate ICT problem solving tools to use (f) solve problems that require a synthesis of knowledge and skills by understanding the links and relationships between the different mathematical strands.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Technical Module	• understands the inter-relationship between fractions, decimals and percentages. • understands the processes required to carry out combinations of calculations (with or without a calculator) involving the four number operations. • understands the use of letters as unknowns and as generalized numbers in meaningful contexts. • understands that the points on a Cartesian graph satisfy the equation of the graph. • knows the angle properties associated with polygons and parallel lines.	• uses fractions, decimals and percentages in a range of contexts. • carries out more complicated computations. • uses refined calculation skills including the use of powers, roots and numbers in standard form. • performs substitution in a formula appropriately. • solves simple equations in one unknown. • constructs an algebraic equation from a given relationship. • changes the subject of the formula. • uses Cartesian coordinates to describe the position of a point in any of the four quadrants. • plots a straight line graph, given the equation.	• displays willingness to engage in problem solving. • reflects about different methods that could be used to solve a problem. • uses more sophisticated strategies to solve problems. • checks the reasonableness and accuracy of the solution. • makes connections between different aspects of mathematics. • shows readiness to use ICT as a problem solving tool.

Level 3	Mathematical Competence (cont)

In order to achieve Level 3 the learner is expected to demonstrate a higher level of mastery in applying mathematics in real-life situations and in simple formal mathematical contexts. The student's competency is demonstrated by an ability to (a) work with numeric rigour, recognizing errors and limitations (b) check work with appropriate techniques (c) work to an appropriate degree of accuracy (d) apply mathematical techniques independently (e) communicates with mathematical correctness (e) understand what are the most appropriate ICT problem solving tools to use (f) solve problems that require a synthesis of knowledge and skills by understanding the links and relationships between the different mathematical strands.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Technical Module	• knows Pythagoras' Theorem and the trigonometric ratios. • understands the measures of central tendency and dispersion. • distinguishes between theoretical and experimental probability and appreciates that as the number of trials increases, the experimental probability approaches the theoretical probability. • understands the use of a possibility space in calculating theoretical probability for single events or compound events arising from a combination of two successive independent events.	• uses algebraic and graphical methods to solve linear equations. • uses geometrical properties to find missing angles and lengths. • uses and constructs scale diagrams. • determines the size of missing sides and angles in right angled triangles. • knows how to use simple statistical techniques to analyse data (including the mean, median, mode and range). • uses ICT to analyse data and display results. • carries out simple experiments to determine the experimental probability of an event occurring. • constructs the possibility space to display the outcomes from two successive independent events. • calculates the probability of different outcomes resulting from a combination of two successive independent events by making use of the possibility space.	• explains own reasoning confidently using the appropriate mathematics vocabulary. • uses short chains of deductive reasoning. • understands and follows a short proof. • appreciates the importance of proof in mathematics.

3b Science and Technology

> *Scientific competence refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Both areas of this competence involve an understanding of the changes caused by human activity and responsibility as an individual citizen.*

Rationale

The basic competences in Science and Technology are grouped in three parts -

- The Physical World,
- The Living World and
- The World of Technology.

At Level 1, knowledge of science and technology comprises the recall of the basic scientific and technological facts about the immediate natural environment that helps the learners to improve their quality of life and to take care of their health and safety at home, at work and during leisure. Skills include the ability to observe and identify objects and materials of scientific and technological interest, to use common appliances, machines and tools safely, and to communicate ideas orally. At this level, learners demonstrate their competences while following instructions and working under supervision. At Level 1, the purpose of assessment of learning is mainly formative, that is, on-going and intended to identify the learner's needs and to take effective action to enhance learning.   Assessment may take the form of practical tasks and may be recorded by means of checklists that build up to a learner profile.

At Level 2, knowledge of science and technology comprises recall and understanding of the basic scientific and technological facts and concepts about the immediate natural environment that help learners to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. Skills include the ability to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms, to use common appliances, machines and tools safely, and to communicate ideas orally and in writing. At this level, learners demonstrate their competences while following instructions and working with minimal supervision. Assessment at Level 2 may take the form of records of practical work, written assignments and time-controlled tasks that contribute to the compilation of a presentation portfolio.

At Level 3, knowledge of science and technology comprises recall, understanding and application of basic scientific and technological facts, concepts and principles that help learners to improve their quality of life and to take care of their health and safety and that of their family, colleagues at work and in their community. Skills include the ability to describe, explain and apply processes that occur at home, at work and in the local and global environment using appropriate scientific and technological terms; to use various appliances, machines and tools safely, and to communicate ideas orally, in writing and electronically using simple scientific and mathematical conventions. At this level, learners demonstrate their competences while working autonomously. Assessment at Level 3 may take the form of records of practical work, written assignments, time-controlled tasks, tests and examinations.

At all levels, teaching strategies that ensure effective learning should emphasise practical work, refer to applications in everyday life situations, encourage active participation of the learners in problem solving, develop systematic observation skills, recording of information, and communication skills. Teaching science and technology also includes the fostering of attitudes of enquiry, commitment, perseverance, openness to new ideas, responsibility, ethical and social considerations relating to science and technology, honesty and respect for evidence.

Level 1	The Physical World

Students are able to recall basic scientific and technological facts that help them improve their own personal quality of life and to take care of their health and safety at home and at work. They are able describe their immediate environment at home, at work and at leisure using simple scientific and technological terms. They are able to make careful observations and simple measurements, and report their findings using basic means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Matter	• recall the materials of which common objects in the immediate environment are made of and recall their basic physical properties.	• compare and classify objects and materials in the immediate environment based on their physical properties. • use common objects and materials appropriately.	• sort objects and materials by colour, hardness, odour, taste, solubility, and electrical conductivity. • follow instructions in the use of these objects and materials in an appropriate context.
Energy	• recall energy sources in the immediate environment. • recall basic facts about the flow of heat and electricity. • give examples of common uses of electricity.	• identify energy sources in the immediate environment. • use heat sources and electrical devices safely and economically.	• use sources of energy in the immediate environment safely and economically. • use heat sources and electrical devices safely and economically under supervision.
Motion	• recall that a force is needed to make an object move, speed it up, slow it down or change its direction of motion. • recall the positive and negative effects of friction and that lubrication reduces the effect of friction.	• note and describe changes in speed and direction of moving objects. • recognize the need of lubrication to reduce friction.	• observe moving objects and orally describe their motion using simple scientific terms. • recognize and report when a machine needs lubrication.

Level 1	The Physical World (cont.)		
Students are able to recall basic scientific and technological facts that help them improve their own personal quality of life and to take care of their health and safety at home and at work. They are able describe their immediate environment at home, at work and at leisure using simple scientific and technological terms. They are able to make careful observations and simple measurements, and report their findings using basic means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Forces	• recognise that the stability of an object depends on its shape, weight (the pull of gravity) and position. • recall that levers can be used to magnify a force. • recall that many appliances make use of electric motors, which depend on electrical and magnetic forces.	• observe that stable objects have a wide base. • recognize everyday life situations where levers are used. • recognize electrical appliances and tools that use electric motors and others that use electricity for other purposes.	• follow instructions in practical situations where it is important to ensure stability for safety and security (e.g. use of ladders, scaffolding). • use levers as instructed. • handle electrical appliances and tools confidently and safely under supervision.

Level 1	The Living World		
Students are able to recall basic scientific and technological facts that help them improve their own personal quality of life and to take care of their health and safety at home and at work. They are able describe their immediate environment at home, at work and at leisure using simple scientific and technological terms. They are able to make careful observations and simple measurements, and report their findings using basic means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Human Life: Body structure	• recall that the human body consists of an internal skeleton to which muscles are attached. • recall the position of the main body organs.	• describe movement of the human body as due to muscular contraction and relaxation. • identify the muscles associated with particular body movement. • identify the position of the main body organs.	• show behaviour (lifting, eating, drinking) that makes safe and healthy use of the body
Body function	• recognize that the human body needs food, water and air in order to function properly. • recognize that solid food needs to be turned to liquid before it can be carried by the blood to other parts of the body.	• describe the heart as an organ which beats in order to pump blood around the body. • describe the process of converting solid food to liquid which starts in the mouth, as a result of the secretion of saliva.	• recognize the importance of healthy food, clean water and unpolluted air. • recognize that blood circulation is necessary to carry food, water and air to all parts of the body.
Physical health	• recall that a balanced diet is the key to good physical health.	• describe regular exercise as essential for prevention of obesity and good health.	• recognize that drugs, alcohol and smoking have an adverse effect on the overall well-being of the individual.

Level 1	The Living World (cont.)		
Students are able to recall basic scientific and technological facts that help them improve their own personal quality of life and to take care of their health and safety at home and at work. They are able describe their immediate environment at home, at work and at leisure using simple scientific and technological terms. They are able to make careful observations and simple measurements, and report their findings using basic means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Diversity of Life	• distinguish between plants and animals in terms of their physical characteristics and the way they obtain food. • recall that plants and animals need different types of food. • recall that animals depend on plants for their survival.	• take care of plants and animals in their immediate environment.	• demonstrate an awareness of the interaction between plants and animals in a given environment.
Heredity	• describe similarities between parents and their offspring in various organisms.	• recognise that the similarity is a result of genetic material which is inherited from both parents and from one generation to the next.	• identify and describe similarities between parents and their offspring.
Cells	• recognize the cell as the basic unit of life. • recall that the body consists of many different types of cells.	• state that cells can vary in size, from a hen's egg to microscopic forms, and that cells are made of a central nucleus, in which the genetic material is contained.	• identify cells of different sizes, from a hen's egg to microscopic forms and recall that cells are made of a central nucleus, in which the genetic material is contained.

Level 1	The World of Technology		
Students are able to recall basic scientific and technological facts that help them improve their own personal quality of life and to take care of their health and safety at home and at work. They are able describe their immediate environment at home, at work and at leisure using simple scientific and technological terms. They are able to make careful observations and simple measurements, and report their findings using basic means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Basic Science and Technology	• recall general scientific and technological facts they need to improve their personal quality of life at home, at work and during leisure activities.	• receive and understand basic scientific and technical information and instructions presented orally, in print, pictorially and in simple electronic formats. • use energy sources and devices safely. • use basic equipment and common devices to obtain and transmit information.	• follow instructions and complete tasks under supervision. • use energy sources and devices safely and economically. • use basic equipment and common means of print and electronic communication confidently and prudently.
Health and Safety	• recall ways of reducing exposure to threats to health, increasing the body's resistance to disease and minimizing the bad effects of disease.	• recognize and take action to minimize basic threats to health and safety. • prevent disease by following guidelines on hygiene, sanitation, suppression of harmful organisms, and inoculations.	• recognize and take action regarding threats to health of self. • demonstrate social awareness and commitment in the prevention of the transmission and spread of disease.

Level 1	The World of Technology (cont.)		
Students are able to recall basic scientific and technological facts that help them improve their own personal quality of life and to take care of their health and safety at home and at work. They are able describe their immediate environment at home, at work and at leisure using simple scientific and technological terms. They are able to make careful observations and simple measurements, and report their findings using basic means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Efficiency and Cost-effectiveness	• recall the need to follow a sequence of tasks for efficiency and cost-effectiveness. • recall and describe energy-saving measures.	• follow a proper sequence of tasks efficiently and cost effectively. • follow instructions regarding energy saving measures.	• complete tasks efficiently and cost-effectively under supervision. • use energy saving measures appropriately.
Environmental Issues	• recall ways of reducing waste and avoiding pollution of the immediate environment.	• carry out simple tasks showing concern about waste and pollution of the immediate environment.	• demonstrate awareness of procedures for avoiding waste and maintaining a clean and healthy environment.

Level 2	The Physical World		
Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Matter	• recognize the materials of which common objects in the immediate environment are made of. • explain their basic physical properties in terms of particles.	• compare and classify objects and materials in the immediate environment based on physical properties. • relate the properties to the use made of these objects and materials.	• sort objects and materials by colour, hardness, texture, odour, taste, density, solubility, volatility, thermal and electrical conductivity. • follow instructions in the use of objects and materials in an appropriate context.
Energy	• give examples of various energy sources and explain their use locally. • describe the flow and transfer of heat and explain the importance of insulation. • give examples of conductors and insulators of electricity. • recall basic ideas about the combustion of fuels.	• identify various energy sources in the immediate environment. • use heat sources and electrical devices safely and economically. • recognize hazards in the use of fuels and take action to prevent accidents.	• use sources of energy in the immediate environment safely and economically. • use heat sources and electrical devices safely and economically under supervision. • follow guidelines in the use of fuels and in the case of fire and other accidents.

Level 2	The Physical World (cont.)

Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Motion	• give examples from everyday life where a force is needed to make an object move, speed it up, slow it down or change its direction of motion. • describe the positive and negative effects of friction and explain the effect of lubrication on moving parts of a machine.	• note and describe changes in speed and direction of moving objects using the concepts of speed and acceleration. • recognize the need of lubrication to reduce friction.	• make systematic observations of moving objects and orally describe their motion using simple scientific terms. • recognize and report when a machine needs lubrication.
Forces	• explain how the stability of any object depends on its shape, weight (the pull of gravity) and position using the concept of centre of gravity. • recall the concept of moment of a force to explain the use of levers. • recall that many appliances make use of electric motors, which depend on electrical and magnetic forces.	• identify the causes of instability in various situations • describe the use of levers in everyday life situations in terms of moments of forces. • describe the functions of electrical appliances and tools that use electric motors and others that use electricity for other purposes.	• follow instructions in practical situations where it is important to ensure stability for safety and security (e.g. use of ladders, scaffolding) • use levers safely and appropriately with minimum supervision. • handle electrical appliances and tools confidently and safely with minimum supervision.

Level 2	The Living World		
Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Human Life: Body structure	• describe and explain the human body as consisting of an internal skeleton to which muscles are attached and that the bones are hinged together by joints such as the elbow and the knee. • describe and explain the position of the main body organs.	• describe and explain that movement of the human body is due to muscular contraction and relaxation. • identify the muscles associated with particular body movement. • identify the position of the main body organs.	• show behaviour (lifting, eating, drinking) that makes safe and healthy use of body by applying facts and concepts.
Body function	• describe and explain that the human body needs food and water and air in order to function properly. • describe and explain that solid food needs to be turned to liquid, by a process referred to as digestion before blood can carry it to other parts of the body.	• describe and explain that the heart beats in order to pump blood around the body and that heart beat rate depends on physical activity. • describe the process of converting solid food to liquid starting in the mouth as a result of the secretion of saliva and the function of the teeth which are responsible for chewing up the food into small pieces.	• explain the importance of healthy food, clean water and unpolluted air for the proper functioning of a healthy body. • explain that blood circulation is necessary to carry food, water and air to all parts of the body.

Level 2	The Living World (cont.)		
Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Physical health	• describe balanced diets as the key to good physical health and explain that they consist of carbohydrates, proteins and lipids.	• describe and explain that regular exercise, related to age and lifestyle, is essential for the prevention of obesity and for good health.	• demonstrate understanding that drugs, alcohol and smoking have an adverse effect on the overall well-being of the individual, since they interfere with the body's immune system.
Diversity of Life	• distinguish between plants, animals and fungi in terms of their physical characteristics and the way they obtain food. • describe and explain that plants and animals need different types of food. • describe and explain that animals depend on plants for their survival.	• take care of plants and animals in their immediate environment, by applying facts and concepts.	• demonstrate an awareness of the interaction between plants and animals in a given environment, by applying facts and concepts.

Level 2	The Living World (cont.)		
Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Heredity	• describe and explain similarities (in both physical features and temperament) between parents and their offspring in various organisms.	• explain similarity as a result of genetic material (organised in the form of genes) which is inherited from both parents and from one generation to the next.	• identify and describe similarities between parents and their offspring, by applying facts and concepts.
Cells	• recognise the cell as the basic unit of life, for both unicellular and multicellular organisms • explain that the body consists of many different types of cells, organised into tissues.	• describe and explain that cells can vary in size, from a hen's egg to microscopic forms and that cells are made of a central nucleus, in which the genetic material is contained • identify prokaryotic and eukaryotic forms of cells.	• identify cells that vary in size, from a hen's egg to microscopic forms and recognize that cells are made of a central nucleus, in which the genetic material is contained, and cytoplasm, where the different organelles are found.

Level 2	The World of Technology		
Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Area of Work and Study	• recall and explain basic scientific and technical facts, and concepts relating to their area of work and study. • describe the function and proper use of tools and materials for their work. • recall and explain the use of various forms of energy, energy sources (gas, electricity, fuels) and devices, and describe energy-saving measures applicable at home and at work. • recall basic facts about the means used for presenting information. • describe and explain the processes used for recording and transmitting information and the need of security.	• read instructions, make observations and use equipment as instructed. • record and communicate findings orally and in writing. • use tools and materials as instructed. • recognize when energy is needed for efficient operation and use energy sources and devices safely and economically. • receive and understand basic information, verbal and mathematical, presented in print and electronic formats. • use common devices to record and transmit information. • maintain security in communication as necessary.	• follow instructions and complete tasks satisfactorily. • communicate findings using basic scientific and technical terms orally and in writing. • use tools and materials properly with minimum supervision. • demonstrate safe and economic use of energy sources and devices with the need of minimal supervision. • use common means of print and electronic communication for obtaining and transmitting information responsibly and with a commitment to security.

Level 2	The World of Technology (cont.)		
Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Health and Safety	• describe and explain ways of reducing exposure to threats to health, increasing the body's resistance to disease and minimizing the bad effects of disease. • describe how to minimise risks to safety at home and at work.	• foresee threats to health and take measures to minimize them. • explain the need of hygiene, sanitation, suppression of harmful organisms, and inoculations to prevent disease. • recognize situations of risk to safety and suggest how to avoid accidents.	• foresee and take action regarding threats to health to self, family and colleagues, showing responsibility and commitment in the prevention of the transmission and spread of disease. • take action to minimize risks to safety at home and at work.
Efficiency and Cost-effectiveness	• describe and explain how to carry out a sequence of tasks efficiently and cost-effectively.	• select and apply basic methods, tools and materials to carry out a sequence of tasks efficiently and cost effectively.	• carry out sequences of tasks accurately, efficiently and cost-efficiently with minimum supervision.

Level 2	The World of Technology (cont.)		
Students are able to recall and understand simple scientific and technological facts and concepts that help them to improve their quality of life and to take care of their health and safety and that of their family and colleagues at work. They are able to describe and explain simple processes that occur at home, at work and in the local Maltese environment using appropriate scientific and technological terms. They are able to make systematic observations, simple estimates and measurements of the required accuracy, and report their findings using simple verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Environmental Issues	• recall and explain ways of reducing waste, avoiding pollution and enhancing the immediate and the local environment.	• identify and apply methods to reduce waste at home and at work. • suggest and take action to avoid pollution and to enhance the immediate environment.	• take action to reduce waste and pollution and to enhance the immediate environment for the benefit of self, colleagues and community.

Level 3 — The Physical World

Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Matter	• describe the properties of materials of which common objects in the immediate environment are made of and explain their basic physical properties in terms of atoms, ions and molecules. • describe the basic properties of acids and alkalis.	• compare and classify objects and materials in the immediate environment based on physical properties. • relate the properties to the use made of these objects and materials. • carry out simple tests to identify acids and bases and to compare their strengths.	• sort objects and materials by colour, hardness, texture, odour, taste, density, solubility, volatility, thermal and electrical conductivity. • follow instruction in the use these objects and materials in an appropriate context. • handle acidic and basic substances safely.
Energy	• distinguish between renewable and non-renewable sources of energy. • describe the flow and transfer of heat and explain the importance of insulation. • explain the flow of electricity in terms of voltage, current and resistance. • explain the combustion of fuels as a chemical reaction.	• discuss the advantages and disadvantages of traditional and alternative sources of energy. • use heat sources and electrical devices safely and economically. • use Ohm's law to calculate voltage, current and resistance in simple circuits. • write a chemical equation for the combustion of a simple fuel (e.g. methane)	• use sources of energy in the immediate environment safely and economically. • use heat sources and electrical devices safely and economically under supervision.

Level 3	The Physical World (cont.)		
Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Motion	• recall Newton's laws of motion. • explain friction and how it can be controlled.	• use Newton's laws of motion for simple calculations of velocity, momentum and acceleration • recognize the effects of friction in various situations.	• observe moving objects and describe their motion verbally, mathematically and graphically. • recognize and report when friction needs to be controlled.
Forces	• explain the principle of moments and its application. • recall the concept of moment of a force to explain the use of levers. • recall that many appliances make use of electric motors, which depend on electrical and magnetic forces.	• carry out simple experiments to investigate the principle of moments. • select appropriate electrical appliances and tools for particular tasks; use them efficiently and maintain them in good working condition.	• apply the principle of moments in practical situations to ensure efficiency, safety and security. • handle various electrical appliances and tools confidently and safely, and maintain them in good working condition.

Level 3	The Living World		
Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.			
AREA	KNOWLEDGE	SKILLS	COMPETENCES
Human Life: Body Structure	• explain that the human body consists of an internal skeleton to which muscles are attached and that the bones are hinged together by joints such as the elbow and knee, where cartilage is found. • discuss the position of the main body organs.	• discuss body movements in terms of muscular contraction and relaxation and identify the muscles associated with particular body movements. • discuss the importance of the joints as pivots used during muscular movement. • identify the position of the main body organs.	• show behaviour (lifting, sitting, eating, drinking) that makes safe and healthy use of body by applying facts, concepts and principles.

Level 3	The Living World (cont.)

Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Body function	• discuss the need of food, water and air for proper body functioning. • explain the function of the epiglottis and uvula. • describe the process of digestion of food before blood carries it to other parts of the body. • explain the importance of enzymes in digestion.	• discuss the function of the heart and explain that heart beat rate depends on physical activity. • describe the function of teeth and saliva in the process of digestion and explain the importance of good oral hygiene. • discuss the importance of the kidney as a biological filter.	• pay attention to the need of healthy food, clean water and unpolluted air, by applying facts, concepts and principles. • demonstrate good eating habits and oral hygiene.
Physical health	• discuss balanced diets as the key to good physical health and as consisting of a mix of carbohydrates, proteins, lipids, vitamins and mineral salts. • explain the adverse effect of drugs, alcohol and smoking since they interfere with the body's immune system.	• discuss the importance of regular exercise related to age and lifestyle for the prevention of obesity, and for physical and emotional well-being • explain the negative effect of misuse of antibiotics.	• prepare and consume balanced diets and keep physically fit by means of appropriate exercises. • make good use of medicines and avoid the abuse of drugs, alcohol and smoking.

Level 3	The Living World (cont.)

Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Diversity of Life	• distinguish between plants, animals and fungi in terms of their physical characteristics and the way they obtain food. • discuss the dependence of animals on plants for their survival. • distinguish between bacteria and viruses.	• identify the different types of food that plants and animals need. • explain the interaction between plants and animals in a given environment, by applying facts, concepts and principles.	• take care of plants and animals in their immediate environment, by applying facts, concepts and principles. • take action to avoid contamination with bacteria and viruses.
Heredity	• discuss physical and behavioural similarities between parents and their offspring in various organisms. • explain why parents and offspring are different.	• explain that similarity is a result of genetic material inherited from both parents and from one generation to the next. • identify the structure of DNA as the molecule responsible for inheritance.	• identify and report similarities and variations between parents and their offspring using scientific facts, concepts and principles.

Level 3	The Living World (cont.)

Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Cells	• recognise the cell as the basic unit of life in all organisms. • explain how unicellular organisms are self-sufficient. • explain the relationship between cells, tissues and organs.	• describe cells of different sizes and explain that all have a central nucleus which contains the genetic material. • distinguish between prokaryotic and eukaryotic forms in terms of structure and function.	• identify cells of various types and sizes. • observe, draw and describe the structure of various types of cells and label the nucleus, the cytoplasm, the different organelles and the cell membrane.

Level 3	The World of Technology		

Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Area of Work and Study	• recall and explain basic scientific and technical facts, and concepts relating to their area of work and study. • describe the function and proper use of tools and materials for their work. • recall and explain the use of various forms of energy, energy sources (gas, electricity, fuels) and devices, and describe energy-saving measures applicable at home and at work. • recall basic facts about the means used for presenting information. • describe and explain the processes used for recording and transmitting information and the need of security.	• read instructions, make observations and use equipment as instructed. • record and communicate findings orally and in writing. • use tools and materials as instructed. • recognize when energy is needed for efficient operation and use energy sources and devices safely and economically. • receive and understand basic information, verbal and mathematical, presented in print and electronic formats. • use common devices to record and transmit information. • maintain security in communication as necessary.	• follow instructions and complete tasks satisfactorily. • communicate findings using basic scientific and technical terms orally and in writing. • use tools and materials properly with minimum supervision. • demonstrate safe and economic use of energy sources and devices with the need of minimal supervision. • use common means of print and electronic communication for obtaining and transmitting information responsibly and with a commitment to security.

Level 3	The World of Technology (cont.)

Students are able to recall, understand and apply a range of scientific and technological facts, concepts, principles and theories that help them to improve their quality of life and to take care of their health and safety and that of their family, their colleagues at work and their community. They are able to describe and explain processes and discuss possible solutions to problems in their environment at home, at work and in the local and global environment using a range of scientific and technological terms. They are able to make systematic observations, simple estimates, accurate measurements and simple calculations, and to report their findings using a range of verbal, mathematical, scientific and technological means of communication.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Health and Safety	• describe and explain ways of reducing exposure to threats to health, increasing the body's resistance to disease and minimizing the bad effects of disease. • describe how to minimise risks to safety at home and at work.	• foresee threats to health and take measures to minimize them. • explain the need of hygiene, sanitation, suppression of harmful organisms, and inoculations to prevent disease. • recognize situations of risk to safety and suggest how to avoid accidents.	• foresee and take action regarding threats to health to self, family and colleagues, showing responsibility and commitment in the prevention of the transmission and spread of disease. • take action to minimize risks to safety at home and at work.
Efficiency and Cost-effectiveness	• describe and explain how to carry out a sequence of tasks efficiently and cost-effectively.	• select and apply basic methods, tools and materials to carry out a sequence of tasks efficiently and cost effectively.	• carry out sequences of tasks accurately, efficiently and cost-efficiently outonomously.
Environmental Issues	• recall and explain ways of reducing waste, avoiding pollution and enhancing the immediate and the local environment. • recall and explain the main issues concerning the global environment.	• identify and apply methods to reduce waste at home and at work. • suggest and take action to avoid pollution and to enhance the immediate environment.	• take action to reduce waste and pollution and to enhance the immediate environment for the benefit of self, colleagues and community.

4

Digital Competence

> *Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.*

Rationale

Digital Competence is made up of a number of competences including the competence to use personal computers; the competence to manage efficiently a personal computer; the competence to operate effectively within the operating system and the competence to make productive, creative and efficient use of all the main office application software packages: word processing software, spreadsheet software, database software, presentation software, web-browsing software & e-mail management software. Providers of courses at this level should ensure that learners are not only taught the knowledge and skills associated with productive, creative and effective use of personal computers but should be given sufficient opportunities to find, exchange and share information; use information to develop their ideas in a critical and systematic way; and, review, modify and evaluate their products as they evolve. They should also ensure that learners develop the proper and correct attitudes associated with the use of information and ICT.

By the time learners complete Level 3 they are increasingly independent users of personal computers and have a broad understanding of how ICT can help their learning, their work and their social life. They have a well developed ability to decide when and how to use ICT and are aware of the limitations associated with this use. Learners can access and combine an increasing amount of information and are aware of reliability and quality issues associated with this information. They have a broad knowledge of ICT and can use ICT to carry out a number of increasingly complex tasks. In particular, they have a broad understanding of the main concepts of ICT including basic knowledge of the hardware and software components of a personal computer and their functions; a broad understanding of information networks and how they are used in society; a broad understanding of the health, safety, environmental, legal, confidentiality and security issues associated with ICT; competence in using the common functions of a personal computer and its operating system including operating effectively within the desktop environment, managing files and folders, handling computer viruses and printing; competence in using word processing software to create, format and finish a document that contains tables, pictures and images; competence in using spreadsheet software to create, format and finish a worksheet that contains standard mathematical and logical formulas and graphs/charts; competence in using database software to produce a database and competence to retrieve and manipulate information by using the query and sort tools; competence in using presentation software to produce a slide show that contains text, pictures, images and charts; a broad understanding of the main concepts associated with using the Internet and competence in accessing information on the WWW through web-browsing applications and search engines; and, a broad understanding of the main concepts associated with using e-mail and competence in receiving, sending and managing e-mail messages.

Competence can be assessed by:
- practical tests to assess skills & competences;
- paper & pencil tests to assess knowledge;
- portfolio (electronic and paper) containing specimens of work produced by using the main office application software packages together with an interview.

Level 1	Digital Competence		
The holder of a qualification at this level will be able to further learning opportunities and to gain access to basic skilled employment that may include a further element of training. This level is often the entry point to a lifelong pathway for people with no qualifications. Learning is normally developed during compulsory education and contributes to general education but is achieved through adult learning programmes and through non-formal and informal learning opportunities.			
AREA	KNOWLEDGE	SKILLS	COMPETENCES
General ICT Concepts	• learners are expected to have a basic understanding of the knowledge associated with: concepts of ICT, hardware and software, main hardware components, and main software types.	• learners have the basic skills associated with distinguishing between hardware and software and identifying the main parts of a computer.	• learners are capable of doing the following tasks under supervision in a structured context: distinguish between hardware and software, and identify the main parts of a personal computer.
Computer Management	• learners are expected to have a basic understanding of the knowledge associated with: the computer environment, the desktop environment, and printers.	• learners have the basic skills associated with: operating a computer, working within the desktop environment, and printing.	• learners are capable of doing the following tasks under supervision in a structured context: switch a computer on and off; work with desktop icons and windows, and use print management facilities available within the operating system.
Word processor Software	• learners are expected to have a basic understanding of the knowledge associated with: creating and producing small sized documents by using a word processor package, handling text, and printing documents.	• learners have the basic skills associated with operating word processing software handling text and printing documents.	• learners are capable of doing the following tasks under supervision in a structured context: open and close an application; open, save, close and print a document; insert, select and edit text; duplicate, move and delete text; and, printing documents.

Level 1	Digital Competence (cont.)		
The holder of a qualification at this level will be able to further learning opportunities and to gain access to basic skilled employment that may include a further element of training. This level is often the entry point to a lifelong pathway for people with no qualifications. Learning is normally developed during compulsory education and contributes to general education but is achieved through adult learning programmes and through non-formal and informal learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Spreadsheet Software	• learners are expected to have a basic understanding of the knowledge associated with creating and producing small sized spreadsheets by using a spreadsheet package, handling data, and printing worksheets.	• learners have the basic skills associated with operating spreadsheet software handling data, and printing worksheets.	• learners are capable of doing the following tasks under supervision in a structured context: open and close an application; open, save, close and print a spreadsheet; insert, select, duplicate, move, replace and edit data; and printing worksheets.
Communication	• learners are expected to have a basic understanding of the knowledge associated with the WWW, and e-mail.	• learners have the basic skills associated with operating web browsing software using a search engine, and operating electronic mail software.	• learners are capable of doing the following tasks under supervision in a structured context: open and close a web browsing application; access web pages use a search engine to find information; download text, image, sound, video; print from web pages; open and close an e-mail application; open a mail inbox; open, close and print a mail message; compose a new email; and reply to an e-mail.

Level 2	Digital Competence		
The holder of a qualification at this level will be able to enter into qualification-based training programmes and to gain access to basic skilled employment that may include a further element of training. This level can also be the entry point to lifelong learning pathway. Learning at this level is formally acquired during compulsory education and can include an induction to work. The achievement of qualifications at this level may be regarded as the end of compulsory education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
General ICT Concepts	• Learners are expected to have a general understanding of the knowledge associated with: concepts of ICT, hardware and software; main hardware components; main software types; main uses of software applications; basic knowledge of information networks; and health and safety issues.	• learners have the basic skills associated with: distinguishing between hardware and software; distinguishing between different types of computers; identifying the main parts of a computer and identifying the main input and output devices.	• learners are capable of doing the following tasks under supervision with some autonomy: distinguish between hardware and software and their different uses; identify the main parts of a personal computer and to identify the main input and output devices.
Computer Management	• Learners are expected to have a general understanding of the knowledge associated with: the computer environment; the desktop environment; file management; and printers.	• learners have the basic skills associated with: operating a computer; working within the desktop environment; managing and working with files; and printing.	• learners are capable of doing the following tasks under supervision with some autonomy: switch a computer on and off; deal with a non-responding application; work with desktop icons and windows; manage and organize files and directories/folders; duplicate, move and delete files and directories/folders; and, use print management facilities available within the operating system.

Level 2	Digital Competence (cont.)		
The holder of a qualification at this level will be able to enter into qualification-based training programmes and to gain access to basic skilled employment that may include a further element of training. This level can also be the entry point to lifelong learning pathway. Learning at this level is formally acquired during compulsory education and can include an induction to work. The achievement of qualifications at this level may be regarded as the end of compulsory education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Word processor Software	• learners are expected to have a general understanding of the knowledge associated with: creating and producing small sized documents by using a word processor package; handling text; formatting text; and printing documents.	• learners have the basic skills associated with: operating word processing software handling text; formatting text; and printing documents.	• learners are capable of doing the following tasks under supervision with some autonomy: open and close an application; create a new document; open, save, close and print a document insert, select and edit text; duplicate, move and delete text; search and replace text; format text; and printing documents.
Spreadsheet Software	• learners are expected to have a general understanding of the knowledge associated with: creating and producing small sized spreadsheets by using a spreadsheet package; handling data; handling worksheets; formatting of cell contents; and printing worksheets.	• learners have the basic skills associated with: operating spreadsheet software handling data; handling worksheets; formatting cell contents; and printing worksheets.	• learners are capable of doing the following tasks under supervision with some autonomy: open and close an application; create a new spreadsheet; open, save, close and print a spreadsheet; insert, select, duplicate, move, sort, search, replace and edit data; insert, select and modify rows/columns; handle worksheets; format and align cell contents; include border effects; and printing worksheets.

Level 2	Digital Competence (cont.)		
The holder of a qualification at this level will be able to enter into qualification-based training programmes and to gain access to basic skilled employment that may include a further element of training. This level can also be the entry point to lifelong learning pathway. Learning at this level is formally acquired during compulsory education and can include an induction to work. The achievement of qualifications at this level may be regarded as the end of compulsory education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Database Software	• learners are expected to have a general understanding of the knowledge associated with the internal structuring of a database in terms of records and fields with various data types.	• learners have the basic skills associated with operating database software.	• learners are capable to open/save/close and log onto an existing database under supervision but with some autonomy.
Presentation Software	• learners are expected to have a general understanding of the knowledge associated with creating and producing small sized presentations by using a presentation package, using text; and, printing presentations.	• learners have the basic skills associated with operating presentation software - inserting, duplicating, moving and deleting text - and printing presentations.	• learners are capable of doing the following tasks under supervision with some autonomy: open and close an application; create a new presentation; open, save, close and print a presentation; use design templates; insert, duplicate, move and delete text in slides; and printing presentations.
Communication	• learners are expected to have a general understanding of the knowledge associated with: the Internet, the WWW, e-mail and associated security considerations.	• learners have the basic skills associated with: operating web browsing software using a search engine and operating electronic mail software.	• learners are capable of doing the following tasks under supervision with some autonomy: open and close a web browsing application; access web pages use a search engine to find information; download text, image, sound, video; print from web pages; open and close an e-mail application; open a mail inbox; open, close and print a mail message; compose a new email; and reply to an e-mail.

Level 3	Digital Competence		
The holder of a qualification at this level will be able to gain access to semi-skilled employment, further training and higher education. Level 3 achievements reflect formal learning in part of upper secondary or adult education in schools, colleges, training centres or learning in workplaces. It also reflects non-formal learning through work and basic training in an occupational field. This level can be a key stage in a lifelong education pathway.			
AREA	KNOWLEDGE	SKILLS	COMPETENCES
General ICT Concepts	• learners are expected to have a broad understanding of the knowledge associated with: concepts of ICT, hardware and software; different types of computers; main hardware components; computer performance; main software types; main uses of software applications; process of software development; basic knowledge of information networks and of their uses in society; social, economic, ethical and moral issues related to the use of ICT; and, health, safety and environmental issues as well as security, confidentiality and legal issues associated with the use of ICT.	• learners have the basic skills associated with: distinguishing between hardware and software; distinguishing between different types of computers; identifying the main parts of a computer; identifying the main input and output devices; comparing computer performance; and comparing main storage devices.	• learners are capable of doing the following tasks without supervision and with full autonomy: distinguish between hardware and software and their different uses; compare different types of computers in terms of capacity, speed, cost and typical users; identify the main parts of a personal computer; identify the main input and output devices; compare the performance of different computers by comparing CPU speed and RAM size; and, compare main types of storage devices in terms of speed, cost and capacity.

Level 3	Digital Competence (cont.)		
The holder of a qualification at this level will be able to gain access to semi-skilled employment, further training and higher education. Level 3 achievements reflect formal learning in part of upper secondary or adult education in schools, colleges, training centres or learning in workplaces. It also reflects non-formal learning through work and basic training in an occupational field. This level can be a key stage in a lifelong education pathway.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Computer Management	• learners are expected to have a broad understanding of the knowledge associated with: the computer environment; the desktop environment; file management; computer viruses; and printers.	• learners have the basic skills associated with: operating a computer; working within the desktop environment; managing and working with files; handling computer viruses and printing.	• learners are capable of doing the following tasks without supervision and with full autonomy: switch a computer on and off; adjust main settings within an application within the operating system; use the help facilities; deal with a non-responding application; work with desktop icons and windows; manage and organize files and directories/folders; duplicate, move and delete files and directories/folders; compress and extract files; use virus-scanning software to remove viruses; use simple editing tools available within the operating system; and use print management facilities available within the operating system.

Level 3	Digital Competence (cont.)		
The holder of a qualification at this level will be able to gain access to semi-skilled employment, further training and higher education. Level 3 achievements reflect formal learning in part of upper secondary or adult education in schools, colleges, training centres or learning in workplaces. It also reflects non-formal learning through work and basic training in an occupational field. This level can be a key stage in a lifelong education pathway.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Word processor Software	• learners are expected to have a broad understanding of the knowledge associated with: creating and producing small sized documents by using a word processor package; adjusting settings within the application; handling text; formatting text; handling tables; handling pictures, images and charts; merging mail; preparing and printing documents.	• learners have the basic skills associated with: operating word processing software including adjusting the main settings of the application package and using the help facilities; handling text; formatting text; handling tables; handling pictures, images and charts; merging mail and preparing and printing documents.	• learners are capable of doing the following tasks without supervision and with full autonomy: open and close an application; create a new document; open, save, close and print a document; use the help facilities; adjust main application settings; insert, select and edit text; duplicate, move and delete text; search and replace text; format text, paragraph and document; handle objects such as tables, pictures, images and charts; use the mail merge facilities and prepare documents for output and printing.

Level 3	Digital Competence (cont.)		
The holder of a qualification at this level will be able to gain access to semi-skilled employment, further training and higher education. Level 3 achievements reflect formal learning in part of upper secondary or adult education in schools, colleges, training centres or learning in workplaces. It also reflects non-formal learning through work and basic training in an occupational field. This level can be a key stage in a lifelong education pathway.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Spreadsheet Software	• learners are expected to have a broad understanding of the knowledge associated with: creating and producing small sized spreadsheets by using a spreadsheet package; adjusting settings within the application; handling data; handling worksheets; using formulas and functions; recognising and understanding standard error values associated with using formulas; formatting of cell contents; creating charts/graphs; adjusting worksheet settings; checking spreadsheet calculations and text as well as printing worksheets.	• learners have the basic skills associated with: operating spreadsheet software including adjusting the main settings of the application package and using the help facilities; handling data; handling worksheets; using formulas and functions; formatting cell contents; creating and using charts/graphs; adjusting worksheet settings; preparing worksheets for output and printing.	• learners are capable of doing the following tasks without supervision and with full autonomy: open and close an application; create a new spreadsheet; open, save, close and print a spreadsheet; use the help facilities; adjust main application settings; insert, select, duplicate, move, sort, search, replace and edit data; insert, select and modify rows/columns; handle worksheets; generate arithmetic formulas; use cell referencing; work with numeric and logical functions; format and align cell contents; include border effects; create and use charts/graphs and modify their appearance; adjust worksheet settings and to prepare worksheets for output and printing.

Level 3	Digital Competence (cont.)		
The holder of a qualification at this level will be able to gain access to semi-skilled employment, further training and higher education. Level 3 achievements reflect formal learning in part of upper secondary or adult education in schools, colleges, training centres or learning in workplaces. It also reflects non-formal learning through work and basic training in an occupational field. This level can be a key stage in a lifelong education pathway.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Database Software	• learners are expected to have a broad understanding of the knowledge associated with: internal structuring of a database in terms of records and fields with various data types; primary key; index; creating and producing small sized database by using a database package; adjusting settings within the application; creating and using tables, queries, forms and reports; relating tables; retrieving and manipulating information through query and sort tools; preparing and printing outputs.	• learners have the basic skills associated with: operating database software including adjusting the main settings of the application package and using the help facilities; creating and using tables and forms; relating tables; retrieving and manipulating information through query and sort tools; handling reports; preparing and printing outputs.	• learners are capable of doing the following tasks without supervision and with full autonomy: open and close an application; create a new database; open/save and log onto an existing database; use the help facilities; adjust main application settings; create, save, delete and use tables and forms; retrieve and manipulate information through query and sort tools; creating, saving, closing and deleting reports; prepare a table, form and report for output and printing.
Presentation Software	• learners are expected to have a broad understanding of the knowledge associated with: creating and producing small sized presentations by using a presentation package; adjusting settings within the application; using different presentation view modes; using text, pictures, images, charts/ graphs and drawn objects; using slide show effects; preparing and printing presentations.	• learners have the basic skills associated with: operating presentation software including adjusting the main settings of the application package and using the help facilities; inserting, duplicating, moving and deleting text, pictures, images, charts, graphs and drawn objects in slides; using preset animation and transition effects in slide shows; preparing and printing outputs.	• learners are capable of doing the following tasks without supervision and with full autonomy: open and close an application; create a new presentation; open, save, close and print a presentation; use the help facilities; adjust main settings; adjust slide settings; use design templates; use master slide; insert, duplicate, move and delete text, pictures, images, charts, graphs and drawn objects in slides; use preset animation and transition effects in slide shows; prepare a presentation for output and printing.

Level 3	Digital Competence (cont.)

The holder of a qualification at this level will be able to gain access to semi-skilled employment, further training and higher education. Level 3 achievements reflect formal learning in part of upper secondary or adult education in schools, colleges, training centres or learning in workplaces. It also reflects non-formal learning through work and basic training in an occupational field. This level can be a key stage in a lifelong education pathway.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Communication	• learners are expected to have a broad understanding of the knowledge associated with the Internet, the WWW, e-mail and associated security considerations.	• learners have the basic skills associated with: operating web browsing software including adjusting the main settings of the application package and using the help facilities; using a search engine; operating electronic mail software including adjusting the main settings of the application package and using the help facilities.	• learners are capable of doing the following tasks without supervision and with full autonomy: open and close a web browsing application; access web pages and use bookmarks; use a search engine to find information; download text, image, sound, video, software files; print from web pages; open and close an e-mail application; open a mail inbox; open, close and print a mail message; compose a new email; reply to an e-mail; use address books; manage mail; use the help facilities and adjust main settings.

5   Learning to Learn

'Learning to learn' is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to handle obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work, in education and training. Motivation and confidence are cru cial to an individual's competence.

Rationale

Self-directed learning involves the learner initiating the learning, making the decisions about what training and development experiences will occur, and how. In the VET context this includes learning in the workplace. The learners select and carry out their own learning goals, objectives, methods and means to verify that learning has taken place. Learners diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes.

Probably the most important skill for today's rapidly changing workforce is skills in self-reflection. The highly motivated, self-directed learner with skills in self-reflection can approach the workplace as a continual classroom from which to learn.

Self-directed learning is more effective when it is systematic. One needs to decide:

1. What areas of knowledge and skills need to be gained in order to get something done (the learning needs and goals)?
2. How to gain the areas of knowledge and skills (learning objectives and activities)?
3. How to know that one has gained the areas of knowledge and skills (learning evaluation)?

The need for self-directed learning has arisen because of problems with coping with the short life span of useful knowledge; passing down acquired competencies to cohorts; accommodating the demands of the workplace while providing a continuity of learning and enabling learners to pursue activities that correspond to their learning styles and needs.

Only degrees of self-directedness are actually possible, given the frequent necessity of maintaining institutional standards and the impossibility of choosing freely among objectives unless all possible objectives are known.

At Levels 1 and 2, assessment is achieved through the completion of guided research tasks which demonstrate an ability to collect and validate evidence pertaining to one's accomplishment of various kinds of learning objectives.

At Level 3, assessment is achieved through the completion of free research tasks which demonstrate an ability to collect and validate evidence pertaining to one's accomplishment of various kinds of learning objectives.

Level 1	Learning to Learn		
Learning to learn at Level 1 opens up opportunities for basic skilled employment which may include further training as well as further learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Learning/Activity Specification	• learners will have a basic knowledge of the competences, knowledge, skills and qualifications required for a particular work or career goals. Learning to learn requires individuals to know and understand their preferred learning strategies, the strengths and weaknesses of their skills and qualifications, and to be able to search with assistance the basic education and training opportunities and the support most easily available to them.	• learners will be able to acquire the fundamental basic skills such as literacy, numeracy and ICT that are necessary for further learning, through a mix of formal approaches, as well as informal and non-formal ones in the workplace.	• learners will demonstrate that they have acquired the skills at this level by working or studying under direct supervision in a structured context.

Level 2	Learning to Learn		
Learning to learn at Level 2 enables entry into qualification-based training programmes and access to basic skilled employment that may include further training.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Learning/Activity Specification	• learners will acquire the knowledge of the competences, skills and qualifications required for a particular work or career goals. Learning to learn requires individuals to know and understand their preferred learning strategies, the strengths and weaknesses of their skills and qualifications, and to be able to search with some help the education and training opportunities and the support available to them from more than one source.	• learners will be able to: – access, gain, process and assimilate new knowledge and skills; – manage effectively their learning, career and work patterns; – persevere with learning; – concentrate for extended periods of time.	• learners will demonstrate that they have acquired the skills at this level by working or studying under supervision with some autonomy.

Level 3	Learning to Learn		
Learning to learn at Level 3 enables access to semi-skilled employment, further training or higher education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Learning/Activity Specification	• learners will have an advanced knowledge of the competences, knowledge, skills and qualifications required for a particular work or career goals. Learning to learn requires individuals to know and understand their preferred learning strategies, the strengths and weaknesses of their skills and qualifications, and to be able to search on their own the education and training opportunities and the support available to them across a wide range of sources.	• learners will be able to: – reflect critically on the purposes and aims of learning; – dedicate time to learning autonomously and with self-discipline; – work collaboratively as part of the learning process; – draw the benefits from a heterogeneous group; – share what they have learnt; – evaluate their work; – seek advice, information and support when appropriate.	• learners will demonstrate that they have acquired the skills at this level by: – taking responsibility for completion of tasks in work or study; – adapting their behaviour to circumstances in solving problems.

6

Social and Civic Competences

These competences - personal, interpersonal, intercultural, social and civic - 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.

Rationale

Interpersonal competences cover forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life in an increasingly diverse society, and to resolve conflict where necessary. Civil competences in a VET context equip individuals to fully participate in civic life, based on the knowledge of social and political concepts and the commitment to active and democratic participation in society and the world of work.

The competencies in Interpersonal and civic skills are presented in five strands: Communication, Working with Others, Problem Solving, Self-Management and civic skills. This five-fold distinction is consistent throughout the three levels under review namely:

a) the skill of communication develops a sense of care and respect for others and the facility to relate and communicate effectively in the place of work;

b) in working with others, Learners are required to contribute to the planning and carrying out of tasks and activities in co-operation with other people;

c) problem solving encourages Learners to develop a systematic approach to tackling problems and to reflect on their progress;

d) self-management skills foster a sense of personal responsibility for their own actions and behaviour;

e) in practising civic skills Learners are encouraged to develop a sense of social responsibility and appreciate the interdependent nature of the world in which they live and work. They also explore the need to work for the environment in particular in their place of work.

Each of these strands is revisited within a spiral and developmental approach, with an increasing complexity from Level 1 to Level 3. Attitudes and values are given their due importance in the competence section.

Assessment at Level 1 shall be by oral-guided questionnaires, informal interviews, guided structured self and peer assessments, simple oral presentations, role-plays, guided structured portfolios. At Level 2 assessment will take the form of questionnaires, formal interviews, semi- structured self and peer assessments, simple presentations, role-plays, semi- structured portfolios, simple projects. At Level 3, assessment is in the form of questionnaires, interviews, self and peer assessments, presentations (Individual/ group using power-point), role-plays, portfolios, projects, field-work, reflections.

Level 1	Social and Civic Competences		
Interpersonal and civic skills at Level 1 open up opportunities for basic skilled employment which may include further training as well as further learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**

Communication	• learners will have:
	  – a basic awareness of interpersonal communications;
	  – basic knowledge of simple reports related to work;
	  – the basic use and significance of non-verbal communication.
		• learners will be able to:
		  – report on an incident orally;
		  – take part in one-to-one and small group informal discussions;
		  – express an opinion in an informal and known group setting;
		  – take part in one-to-one informal interviews;
		  – express own on known topic to a known audience;
		  – respond appropriately to others, observe and act on clear and direct information received;
		  – fill out forms requiring basic personal information;
		  – write short messages based on familiar work situations.
			• learners will demonstrate that they have acquired the skills at this level by:
			  – communicating orally effectively with colleagues in the workplace;
			  – understanding direct instructions;
			  – writing simple reports related to work.

Level 1	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 1 open up opportunities for basic skilled employment which may include further training as well as further learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Working with Others	• learners will have: – basic conflict management skills; – an awareness of teamwork and co-operation in the workplace; – the understanding of the basic signs of harassment and abuse.	• learners will be able to: – relate constructively at the work place; – understand the nature of key relationships in the work place; – heed advice from superiors; – become aware of impact and key consequences of actions on others; – practise key ways of working with others; – observe and act on the various signs of harassment and abuse.	• learners will demonstrate that they have acquired the skills at this level by: – showing respect to superiors; – demonstrating attitudes of dealing constructively with criticism; – showing respect to the needs of others.

Level 1	Social and Civic Competences (cont.)

Interpersonal and civic skills at Level 1 open up opportunities for basic skilled employment which may include further training as well as further learning opportunities.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Problem Solving	• learners will know/have: – basic time management; – basic decision making; – basic problem solving.	• learners will be able to: – handle jobs that involve oral and simple written instructions; – read a simple employee handbook; – use prompted stages of problem solving; – know procedure to be followed in making a complaint; – utilise time more effectively in the work place; – identify skills of basic decision making and knowing the consequences of own decisions; – recognise the existence, nature and scope of a concrete problem; – identify relevant objectives.	• learners will demonstrate that they have acquired the skills at this level by: – showing readiness to read texts to gain knowledge about the workplace; – showing interest in writing for specific purposes; – making simple decisions and solving simple problems with guidance; – performing tasks with guidance to specified standards.

Level 1	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 1 open up opportunities for basic skilled employment which may include further training as well as further learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Self-Management	• learners will know/have: – knowledge of basic health and safety rules for personal safety and safety of others in the workplace; – awareness of bullying and teasing in the work place; – ground rules in the workplace; – the negative implications of smoking; – the concept of dependency, tolerance and addiction; – the effects of alcohol and drugs; – why people abuse drugs (i.e. peer pressure); – awareness of personal limits of intimacy.	• learners will be able to: – identify how basic personal safety and safety of others are threatened in the workplace; – knowing how to deal with dangers encountered in the workplace; – learn basic first aid skills related to minor injuries; – know how to make a telephone call for emergency services; – protect oneself and others from bullying; – protect own and others' property; – practise punctuality in the workplace; – respect smoking rules; – plan and manage personal use of alcohol; – refrain from taking drugs; – establish personal limits of intimacy.	• learners will demonstrate that they have acquired the skills at this level by: – following procedures related to safety and bullying in the workplace; – caring for own and others' property; – being punctual in the workplace; – demonstrating assertiveness in choices regarding smoking, alcohol and other habit-forming substances; – demonstrating responsible sexual behaviour.

Level 1	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 1 open up opportunities for basic skilled employment which may include further training as well as further learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Civic Skills	• learners will know/have: – how violence can arise with different people and in different situations; – the environment in the workplace; – the rights of animals; – appreciation of the right of association of workers and the role of trade unions.	• learners will be able to: – develop a sense of responsibility in the workplace; – refuse to resort to violence in the workplace; – respect other workers and accept differences; – take part in the development of organisational rules; – care about the environment in the workplace; – consider the issue of animal rights; – make an informed choice on whether to join and/or participate in a trade union.	• learners will demonstrate that they have acquired the skills at this level by: – practicing a sense of responsibility in the workplace; – practicing how to handle conflict without being aggressive; – practicing ways of working together and developing a sense of belonging; – protecting the environment of the workplace; – taking a decision on joining and/or participating in a trade union.

Level 2	Social and Civic Competences		
Interpersonal and civic skills at Level 2 enable entry into qualification-based training programmes and access to basic skilled employment that may include further training.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Communication	• learners will know/have: – how to communicate and listen effectively in different contexts of the work place; – the difference between assertive, non-assertive and aggressive forms of communication; – qualities that contribute to healthy relationships.	• learners will be able to: – listen carefully to what others say; – communicate specified information in the workplace; – communicate in an organisational context; – express assertiveness in situations involving opinions and attitudes; – build and keep strong, healthy and functional relationships.	• learners will demonstrate that they have acquired the skills at this level by: – showing empathy in the workplace – ability to say **No** in matters of principle.

Level 2	Social and Civic Competences (cont.)

Interpersonal and civic skills at Level 2 enable entry into qualification-based training programmes and access to basic skilled employment that may include further training.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Working with Others	• learners will know/have: – awareness of self-confidence; – factors that reduce stress; – importance of feedback in communication; – when to be assertive; – rules for a positive working environment; – the role of trust and respect in relationships.	• learners will be able to: – understand the changing nature of relationships in the work place; – appreciate one's work and those of others in the organisation; – show one-to-one negotiating skills; – disseminate knowledge of stress and ways of dealing with it; – give and receive feedback – be assertive in specified situations; – explore trust among work group members; – be aware of others' beliefs and opinions.	• learners will demonstrate that they have acquired the skills at this level by: – showing personal qualities that convey self-confidence; – managing and coping with change; – balancing work and leisure; – supporting other workers; – appreciating the qualities and diversity of other workers.

Level 2	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 2 enable entry into qualification-based training programmes and access to basic skilled employment that may include further training.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Problem Solving	• learners will know/have: – awareness of good decision making; – the place of conflicts in day-to-day living; – the impact of gender roles and gender equalities.	• learners will be able to: – organise and retrieve information; – learn importance of owning one's decisions and that values influence our decisions in work relations; – handle jobs that involve multi-step diagrams; – identify and master key conflict management skills; – link conflict management skills to workers' relationships; – solving more difficult problems with more options and consequences; – evaluate effectiveness of options; – learn that gender behaviour can influence work related behaviour.	• learners will demonstrate that they have acquired the skills at this level by: – taking co-responsibility in decision making; – applying decision-making skills to work decisions; – being capable of working independently for considerable periods of time; – showing good application of problem-solving skills within known parameters.

Level 2	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 2 enable entry into qualification-based training programmes and access to basic skilled employment that may include further training.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Self-Management	• learners will know/have: – the importance of keeping a portfolio; – awareness of personal work schedule to develop own career; – basic budgeting in the workplace; – preparatory plans for materials and resources in the workplace; – the implications of gambling; – the repercussions of irresponsible sexual behaviours, on self, others and society; – topics in sexuality eg. rape, internet chatting, sexual harassment, sexual orientation, sexual deviance, etc.	• learners will be able to: – explore importance of life-long learning; – manage own learning programmes; – visualise a long term planning for his career; – operate a small budget in the workplace; – plan materials and resources to complete a simple task; – explore the implications of different forms of gambling; – explore the feelings related to teenage pregnancy and its consequence; – appreciate the repercussions of irresponsible sexual behaviour on self, others and society.	• learners will demonstrate that they have acquired the skills at this level by: – implementing strategies to improve work and study practices; – managing personal budget; – showing responsibility for resources used and quality of action in the workplace; – resisting all forms of gambling; – demonstrating and supporting responsible sexual behaviour in the workplace; – recognising the rights and responsibilities of other workers.

Level 2	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 2 enable entry into qualification-based training programmes and access to basic skilled employment that may include further training.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Civic Skills	• learners will know/have: – equal opportunities and gender equality issues in the workplace; – the meaning of tolerance, prejudice and racism; – appreciation of industrial relations in the place of work and their role in workers' standard of living and the economic viability of the place of work.	• learners will be able to: – relate equal opportunities and gender equality issues to their workplace; – consider the treatment of workers with special needs; – prevent prejudice and racism; – able to tolerate other points of view; – take active part in the life of the organisation of own workplace while respecting the rules; – choose whether to be involved in industrial relations issues within the place of work to enhance working conditions and workplace effectiveness.	• learners will demonstrate that they have acquired the skills at this level by: – considering the needs of people with special needs including the elderly in reviewing one's working practices; – practicing work ethics in the workplace; – taking a decision on the degree of involvement, if any, in industrial relation issues within the place of work.

Level 3	Social and Civic Competences		
Interpersonal and civic skills at Level 3 enable access to semi-skilled employment, further training or higher education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Communication	• learners will know/have: – the importance of clear self-expression; – how to communicate differently in different situations; – how to communicate within a group; – awareness of common values and the effect these values have on one's life and the lives of others; – the importance of making good decisions.	• learners will be able to: – preserve ideas and information orally to a specified audience in the workplace; – communicate using graphs; – develop points and ideas, with an awareness of others' feelings, beliefs and opinions; – listen and respond sensitively; – show presentation and public speaking skills; – apply good decision-making skills in the work place.	• learners will demonstrate that they have acquired the skills at this level by: – practicing open, honest and sensitive communicative skills; – using multiple communication media to present a message effectively to a range of audiences.

Level 3	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 3 enable access to semi-skilled employment, further training or higher education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Working with Others	• learners will know/have: – styles of leadership; – characteristics of constructive criticism; – the different roles of members in a team; – different value and belief systems.	• learners will be able to: – give oral instructions in the work place; – respond to one-to-one complaints; – initiate and consult others; – participate in group decisions; – lead and represent other workers; – contribute to collective agreements; – respect diversity in value and belief systems.	• learners will demonstrate that they have acquired the skills at this level by: – a high degree of interdependence in the workplace; – demonstrating negotiating skills; – appreciating the consequences of gender complementarity in the workplace; – catering for different emotional needs arising due to different relationship situations; – balancing adherence with one's own value and belief systems with respect for others' different systems.

Level 3	Social and Civic Competences (cont.)

Interpersonal and civic skills at Level 3 enable access to semi-skilled employment, further training or higher education.

AREA	KNOWLEDGE	SKILLS	COMPETENCES
Problem Solving	• learners will know/have: – awareness of the different choices of careers; – the use of media and technology to gather information about employment; – strategies in making decisions on persons, systems and resources; – the associated contributions of decision-making, maintaining self-esteem and goal setting in the work place.	• learners will be able to: – plan and manage choices of careers; – make decisions on resource use; – detect problems relating to work and present viable solutions; – review chosen solutions to ensure objectives achieved ; – use media and technology critically to gather information on jobs.	• learners will demonstrate that they have acquired the skills at this level by: – using imaginative and integrated approaches in problem solving; – demonstrating critical examination skills of media- and technology-mediated information effecting the workplace; – ensure that objectives in the workplace are achieved; – use modern technology to understand technical principles and processes to solve related problems.

Level 3	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 3 enable access to semi-skilled employment, further training or higher education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**

Self-Management	• learners will know/have:
	  – knowledge of own career development;
	  – resource management (including the planning and monitoring of the use of resources and materials);
	  – time management;
	  – knowing one's strengths and weaknesses;
	  – the main S.T.I's and how they are transmitted;
	  – the difference between S.T.I. and AIDS.
		• learners will be able to:
		  – manage own career development;
		  – organise and maintain own resources;
		  – exercise time management;
		  – identify, using given criteria, own strengths and weaknesses;
		  – know ways of transmission of H.I.V. and Aids and any misconception about the subject.
			• learners will demonstrate that they have acquired the skills at this level by:
			  – acting to enhance one's own vocational training;
			  – using a personal work schedule;
			  – showing responsibility for quality of outputs;
			  – demonstrative individual responsibility for sexual health and own actions that support the sexual health and safety of others now and in the future, both in the workplace and in society.

Level 3	Social and Civic Competences (cont.)		
Interpersonal and civic skills at Level 3 enable access to semi-skilled employment, further training or higher education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**

Civic Skills	• learners will know/have:
	  – the rights and duties of workers;
	  – the Organisations that work for Human Rights;
	  – the United Nations Charter and human rights;
	  – the value of voluntary service and range of such services nationally;
	  – issues related to gender equality;
	  – awareness of conservation resources and recycle;
	  – how justice, fairness and equality may or may not be exemplified in society;
	  – appreciation of industrial relations in a national context and their role in workers' standard of living and the economic health and social cohesion of the nation.
		• learners will be able to:
		  – relate equal opportunities and gender equality issues to national contexts;
		  – learn about approaches to domestic conservatism and recycling;
		  – identify, respond and influence social, moral and political challenges and situations;
		  – understand the ways in which the lives of Maltese workers are linked to workers in Europe and the rest of the world;
		  – choose to be involved in industrial relations issues beyond the place of work to enhance working conditions and workplace effectiveness.
			• learners will demonstrate that they have acquired the skills at this level by:
			  – showing concern for human rights;
			  – recognising the rights and responsibilities of workers;
			  – taking a decision to participate in voluntary service;
			  – take a decision to participate in EU and similar international programmes;
			  – showing mutual respect to sensitivities to the different gender values and attitudes;
			  – participating in conservation and recycling;
			  – participating in individual and communal responsibility to the social, moral and political challenges in the workplace and in society;
			  – taking a decision on the degree of involvement, if any, in industrial relation issues beyond the place of work.

7 Entrepreneurship

Entrepreneurship is defined as "…an individual's creative capacity, independently or within an organsiation, to identify an opportunity and to pursue it in order to produce new value or economic success".

Thus important aspects of entrepreneurship include the ability to identify one's personal strengths and weaknesses, displaying pro-active behaviour, being curious and creative, understanding risk, responding positive to change and the disposition to show initiative.

Rationale

When mastered, Entrepreneurship skills will enable the person to empower his own personal latent abilities and talents. This will develop his personality and self not only as a whole social person but also enable his independent livelihood.

The competences in Entrepreneurship in the context of VET are presented under four main areas namely:

a. Motivation and Initiative:
    These are required to satisfy one's natural curiosity. Motivation provides the reason for the action taken whilst initiative drives the person to discover the ways how to solve problems and find answers to difficulties.

b. Critical Thinking :
    This enables the learner to analyse and assess the different ways of getting things done.

c. Creativity:
    Allows the person to provide a personal approach to get things done or provide a service.

d. Organsiation:
    Organsiational skills will then develop the person's abilities to combine productive resources at one's disposal to attain the most efficient mix and attain optimum results.

Level 1	Entrepreneurship		
Entrepreneurship at Level 1 opens up opportunities for basic employment which may include further training as well as further learning opportunities. A general knowledge of own personal characteristics and creative powers, have the ability to use basic skills, developed in a supervised environment by direct teaching methods, to perform simple tasks.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	Learners will have:	Learners will be able to:	Learners will demonstrate that they have acquired the skills at this level by:
Motivation and Initiative	• Awareness of own personal characteristics and qualities • Ability to respond to stimulated curiosity of how things work • Initiative to carry out necessary tasks under full supervision	• Recognize values like honesty and integrity • Recognize different forms of social and economic activitie • Use tools/instruments necessary to produce	• Being able to carry out a responsible role in peer group • Being able to know what learner can do best • Understanding and following instructions successfully.
Critical Thinking	• Ability to understand task processes • Ability to decide on ways of own possibilities • Ability to recognize limits of own possibilities	• Recognise different kinds of work situations • Distinguish between employment and self-employment • Choose role in productive organisation	• Distinguishing between different jobs and workplaces • Describing major tasks jobs entail as in retailing, teaching, nursing, etc. • Being able to carry out roles for chosen tasks being able to seek guidance for other skills required

Level 1	Entrepreneurship (cont.)		
Entrepreneurship at Level 1 opens up opportunities for basic employment which may include further training as well as further learning opportunities. A general knowledge of own personal characteristics and creative powers, have the ability to use basic skills, developed in a supervised environment by direct teaching methods, to perform simple tasks.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	Learners will have:	Learner will be able to:	Learners will demonstrate that they have acquired the skills at this level by:
Creativity	• Ability to envisage a different process for making a product • Ability to identify variety of tools available	• Identify resources available create a new product • Identify the proper tools required for a task	• Understanding and following instructions successfully • Use tools to create simple patterns, layouts,etc • Identify new processes to carry out tasks.
Organsiation	• Appreciation of work plans • Combine resources available to attain a tangible result • Ability to participate in formulation of a work plan	• Understand the need to plan work tasks • Understand necessity for coordinating efforts of different actors towards attainment of a common goal • Contribute towards the setting up of the work plan	• Perform tasks according to work plans • Understanding and following instructions successfully • Participating actively in organizing and carrying out a service under supervision such as preparing and serving a meal in a restaurant. • Preparing for the pertinent part of the plan
Assessment	Learner assessed through completion of simple set practical asks. Formal summative tests both written and oral.		

Level 2	Entrepreneurship		
Entrepreneurship at level 2 enables entry into qualifications-based training programmes and access to basic employment that may include further training. Broadening of basic skills and key competences in stable learning contexts. Formal Learning can be supplemented by induction to work. Development of basic skills is often closely associated with informal learning contexts in workplaces and communities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	Learners will have:	Learner will be able to:	Learners will demonstrate that they have acquired the skills at this level by:
Motivation and Initiative	• Confidence in own personal abilities/strengths. • Ability to perform tasks with little supervision • Readiness to undertake set tasks	• Show self reliance/confidence through ability to perform chosen role tasks. • Carry out required tasks without difficulty • Perform the tasks at expected level	• Taking initiative to carry out task in chosen social/economic role. • Carrying out the tasks successfully • Performing the tasks up to the required standards
Critical Thinking	• Ability to follow task processes • Recognise risks and rewards involved • Awareness of risk hedging possibilities	• Interpret instructions given • Understand risks of productive unit owners-sole traders, companies.etc. • Acknowledge use of insurance	• Solving problems using information that can be set up. • Being able to choose type of work unit that can be set up. • Getting information about these requirements

Level 2	Entrepreneurship (cont.)		
Entrepreneurship at level 2 enables entry into qualifications-based training programmes and access to basic employment that may include further training. Broadening of basic skills and key competences in stable learning contexts. Formal Learning can be supplemented by induction to work. Development of basic skills is often closely associated with informal learning contexts in workplaces and communities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	Learners will have:	Learners will be able to:	Learners will demonstrate that they have acquired the skills at this level by:
Creativity	• Ability to introduce own personal approaches to optimize success in opportunity undertaking • Ability to introduce new methods of operation	• Use different range of resources and choose the best for the opportunity • Perform required service in innovative way	• Utilising the best resources to get the best results. • Performing the service in a new way
Organisation	• Awareness of different organisational elements required for a small enterprise • Awareness of other organizations in the local macro business environment • Know of State regulatory bodies to liaise with	• Evaluate different approaches to carry out required tasks • Delegate tasks when necessary • Monitor quality of product or provision of service • Assess level and ability of competitors • Liaise with pertinent state bodies regulating small enterprise	• Using the best approaches to carry out required tasks • Being able to raise capital • Deciding on best product or service to offer • Use results obtained to assess the activity • Carrying out simple SWOT analysis • Reporting to and being able to obtain • Necessary aid from state institutions regulating small enterprise
Assessment	Self and peer assessments, presentations (individual and group), entrepreneurial projects, orals and interviews. Practical Trade Tests		

Level 3	Entrepreneurship		
Entrepreneurship at level 3 enables access to semi-skilled employment, further training or higher education. Learner not only exhibits knowledge of tasks and procedures but also adaptation to changes in these. This necessitates personal improvements or different choices of methods used in carrying out tasks.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	Learners will have:	Learners will be able to:	Learners will demonstrate that they have acquired the skills at this level by:
Motivation and Initiative	• Ability to identify opportunity to apply acquired knowledge and skills • Ability to assess feasibility of undertaking such opportunity	• Forecast customer requirements • Analyse market conditions	• Taking action to start the necessary • Setting up the necessary units for operation
Critical Thinking	• Ability to identify the resources required to undertake the opportunity • Ability to place offer in the market to gain the best market to gain the best	• Choose the required resources and coordinate the essential tasks to carry it out • Research the marketing mix elements of price, product, place and promotion	• Choosing the right resources and coordinating the required tasks • Being able to suggest corrective action. • Carrying out the required research in the field or using provided data.

Level 3	Entrepreneurship (cont.)		
Entrepreneurship at level 3 enables access to semi-skilled employment, further training or higher education. Learner not only exhibits knowledge of tasks and procedures but also adaptation to changes in these. This necessitates personal improvements or different choices of methods used in carrying out tasks.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	Learners will have:	Learner will be able to:	Learners will demonstrate that they have acquired the skills at this level by:
Creativity	• Ability to analyse different role tasks • Ability to coordinate own roles with that of peers	• Carry out chosen role using different approaches • Identify new ways of coordinating roles	• Carrying out tasks in different ways than usual with autonomy • Can make a product using different materials or a using different procedures. • Making use of different role combinations to provide a service
Organsiation	• Awareness of combination of resources and co-ordination of efforts • Awareness of levels of authority • Awareness of necessity of Control	• co-ordinate efforts of actors towards attainment of common goal • Recognize immediate superior and inferiors • Assess own level of performance under guidance	• Participate in common efforts to provide a service or make a product • Follow and provide work instructions • Carrying out the necessary control procedures
Assessment	Formal summative testing together with oral interviewing on a personal basis. Review products made personally or as a group. Assessment also by means of work placement and traineeships.		

8 Cultural Awareness and Expression

> *Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.*

Rationale

Cultural expression is the result of the creativity of individuals, groups and societies. It is the appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature and the visual arts. In the context of VET, cultural expression incorporates also the dimension of the workplace. The role of cultural and artistic expression is essential for all individuals, both for the learning process as means for acquisition of knowledge and skills, and as an enrichment of life in general. Education can counteract passive culture consumption and open up opportunities for the individual to make free choices and act in a self-determined way in the sense of active European citizenship.

The competencies in cultural awareness and expression in the context of VET are presented in two strands: a) Culture and the expressive arts and b) culture and the workplace. This two-fold distinction is consistent throughout the three levels under review.

a) **Culture and the expressive arts** includes the awareness and creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature and the visual arts, for one's own lifelong learning that includes enhanced prospects in the world of work.

b) **Culture and the workplace** encompasses two dimensions: the **culture *of* the workplace** and **culture *in* the workplace**. The **culture of the workplace** impacts working relationships as well as interactions with clients. The culture of the workplace involves the interplay between the work, the people who do the work, and the expected processes, practices and the structures relevant to a particular working context.

Culture in the workplace deals with how an increased awareness of cultural diversity, and in particular of different communication styles and expectations, can positively influence job and team performance. In this context, it is also important to consider that individuals also differ *within* cultures (sub-cultures). Cultural misunderstandings can be counterproductive for the effectiveness of the organisation or company. Therefore the intangible cultural heritage (or living heritage) is an important dimension which can affect work performance. The intangible cultural heritage includes the practices, representations, expressions, as well as the knowledge and skills that communities, groups and individuals recognise as part of their cultural heritage. This form of cultural heritage is transmitted from generation to generation and is constantly recreated by communities and groups in response to the world around them. Intangible cultural heritage includes:

- oral traditions and expressions, including language as a vehicle of the intangible cultural heritage;
- performing arts (e.g. traditional music, dance and theatre);
- pocial practices, rituals and festive events (traditional cultural expressions that allow individuals and peoples to express and share their ideas and values);
- knowledge and practices concerning nature and the universe;
- traditional craftsmanship.

Assessment at the various levels will take the following forms:

- at Level 1, through a guided structured portfolio, guided structured self-assessment, informal interviews/orals, oral/guided structured questionnaires, informal review of cultural artefacts produced;

- at Level 2, through a semi-structured portfolio, semi-guided self-assessment, formal interviews/orals in familiar contexts, questionnaires, peer and restricted external review of cultural artefacts produced; and

- at Level 3, through portfolio, self-assessment, formal interviews/orals in unfamiliar contexts, questionnaires, external review of cultural artefacts produced.

Level 1	Cultural Awareness and Expression		
Opens up opportunities for basic skilled employment which may include further training as well as further learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Culture and the Expressive Arts	• learners will know/have: – a basic knowledge of major national cultural works, including popular contemporary culture as an important part of human history; – awareness of the important contribution of local artists, others involved in the creative process, cultural communities, and organisations that support the work and their central role in nurturing the diversity of cultural expressions; – awareness of cultural diversity as a defining characteristic of humanity and of the cultural heritage of communities as the bearers of the traditions.	• learners will be able to: – express themselves artistically through a variety of media consistent with the individual's abilities; – choose cultural expression (by word or image) freely; – appreciate that different peoples and groups have different cultures and sub-cultures.	• learners will demonstrate that they have acquired the skills by: – producing cultural artefacts consistent with the individual's abilities and lifelong learning and workplace needs; – accepting and respecting diversity of cultural expression, within a framework of democracy, tolerance, social justice and mutual respect between peoples and cultures as a means of ensuring peace and security at the local and national levels.

Level 1	Cultural Awareness and Expression (cont.)		
Opens up opportunities for basic skilled employment which may include further training as well as further learning opportunities.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Culture and the Workplace	• learners will know/have: – the basic expectations and practices in leadership, decision-making, organisation and role differentiation, third-party relationship and personal presentation that impact on one's effective performance ; – how work really gets done on a day to day basis.	• learners will be able to distinguish between different roles, responsibilities, methods of communication and forms of presentation (including personal appearance) to ensure effective personal performance.	• learners will demonstrate that they have acquired the skills by: – projecting a positive self-image as a fellow worker, under direct supervision; – projecting a positive image of the workplace under direct supervision; – working effectively within a culturally diverse team under direct supervision.

Level 2	Cultural Awareness and Expression		
Enables entry into qualification-based training programmes and access to basic skilled employment that may include further training.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Culture and the Expressive Arts	• learners will know/have: – awareness of national and European cultural heritage, including the intangible cultural heritage, and their place in the world; – awareness of the importance of the intangible cultural heritage, of the interdependence between the intangible cultural heritage and the tangible and natural heritage, and of the need to safeguard them; – awareness of the importance of traditional knowledge as a source of intangible and material wealth and the need for its adequate protection and promotion.	• learners will be able to: – appreciate and enjoy works of art and performances based on a broad definition of culture; – recognize the role played by communities in the production and recreation of the intangible cultural heritage, thus helping to enrich cultural diversity and human creativity; – appreciate the relationship between cultural heritage (both tangible and intangible), the international human rights instruments (including the rights of minority groups) and the requirements of mutual respect.	• learners will demonstrate that they have acquired the skills at this level by: – producing cultural artefacts consistent with the individual's abilities and lifelong learning and workplace needs; – developing a strong sense of national and European identity; – reflecting on how their response to their environment, their interaction with nature and their history enhances their sense of identity and continuity.

Level 2	Cultural Awareness and Expression (cont.)		
Enables entry into qualification-based training programmes and access to basic skilled employment that may include further training.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Culture and the Workplace	• learners will know/have: – awareness of key factors that influence planning, scheduling, decision making, project management and performance. – how cultural diversity can influence job and team performance.	• learners will be able to: – acquire junior planning and organisation techniques; – appreciate how cultural diversity can enhance (rather than hinder) job and team performance.	• learners will demonstrate that they have acquired the skills at this level by: – projecting and enhancing a positive image of the workplace under some supervision; – participating in the planning and management of small and medium-sized projects within a culturally diverse team with some supervision.

Level 3	Cultural Awareness and Expression		
Enables access to semi-skilled employment, further training or higher education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Culture and the Expressive Arts	• learners will have an awareness of: – the cultural and linguistic diversity of Europe and the fundamental role that education plays in promoting and preserving it; – the evolution of popular taste and the importance of aesthetic factors in daily life; – natural spaces and places of memory whose existence is necessary for expressing the intangible cultural heritage; – the diversity of artistic and cultural expression, production, dissemination, distribution and enjoyment, whatever the forms and technologies used, as a means of enhancing motivation toward lifelong learning.	• learners will be able to: – relate one's own creative and expressive points of view to the opinions of others, and to realise that freedom of thought, expression and information, as well as diversity of the media, enable cultural expression to flourish within societies; – identify and realise economic opportunities in cultural activity.	• learners will demonstrate that they have acquired the skills by: – cultivating aesthetic capacity through artistic self-expression, interest in and active participation in cultural life of society; – taking responsibility to ensure the safeguard of the diversity of cultural expressions (includes intangible cultural heritage) against the threat of deterioration, disappearance and destruction and to recognise that protecting of intangible cultural heritage is of interest to humanity; – interacting with other cultures and to engage in the free expression and exchanges of ideas and values.

| Level 3	Cultural Awareness and Expression (cont.)		
Enables access to semi-skilled employment, further training or higher education.			
AREA	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Culture and the Workplace	• learners will have awareness of: – methods of speeding up culture changes to bring about organisational improvement; – cross-cultural ethics and etiquette that affect the workplace and can enhance work effectiveness.	• learners will be able to: – assess and implement changes that impact organisational culture; – identify and rectify areas of cross-cultural misunderstanding that may cause conflict in the workplace.	• learners will demonstrate that they have acquired the skills by: – working effectively with managers, supervisors, team members and others both as an individual and as a member of a group to bring about significant change within the workplace; – co-planning and managing of medium-sized projects within a culturally diverse team.

Appendices
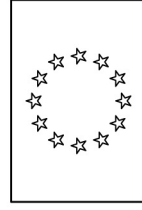
COMMISSION OF THE EUROPEAN COMMUNITIES

Brussels, 10.11.2005
COM(2005)548 final

2005/0221(COD)

Proposal for a

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

on key competences for lifelong learning

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(presented by the Commission)

EXPLANATORY MEMORANDUM

1. CONTEXT OF THE PROPOSAL

- **Grounds for and objectives of the proposal**

The Lisbon European Council in March 2000 recognised that Europe faces challenges in adapting to globalisation and the shift to knowledge-based economies. It stressed that "Every citizen must be equipped with the skills needed to live and work in this new information society" and that "a European framework should define the new basic skills[1] to be provided through lifelong learning: IT skills, foreign languages, technological culture, entrepreneurship and social skills". The recognition that people are Europe's most important asset for growth and employment was clear in 2000, and has been regularly restated, most recently in the relaunched Lisbon Strategy and at the European Council of March 2005, which called for increased investment in education and skills.

The mandate was reiterated and developed in the "Education and Training 2010" work programme (ET2010) adopted by the Barcelona Council in March 2002, which also called for further action to "improve the mastery of basic skills" and to strengthen the European dimension in education. This work was to focus on identifying the basic skills and how, together with traditional skills, they can be better integrated in the curricula, learned, and maintained through life. Basic skills should be genuinely available for everyone, including for those with special needs, school drop-outs and adult learners. Validation of basic skills should be promoted to support further learning and employability. The Commission Communication on lifelong learning (2001) and the subsequent Council Resolution (June 2002) further stressed the need to provide lifelong learning opportunities for all, particularly to acquire and update basic skills.

Based on this political mandate, a Working Group on basic skills, established in 2001 in the context of Education and Training 2010 work programme, has developed a framework of key competences[2] needed in a knowledge society and prepared with a number of recommendations on ensuring that all citizens can acquire them[3].

The 2004 Joint Interim report of the Council and the Commission on the progress of the Education and Training 2010 work programme[4] made the case for common European references and principles to support national policies, facilitate and encourage reform, and gave priority to the key competences framework.

The Recommendation proposed here therefore presents a European reference tool for key competences and suggests how access to these competences can be ensured for all citizens through lifelong learning.

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[1] 'Basic skills' is generally taken to refer to literacy and numeracy; the Lisbon Council called for adding the new skills needed in a knowledge society such as ICT and entrepreneurship.

[2] The Working Group preferred the term 'competence' that refers to a combination of knowledge, skills and attitudes and 'key competence' to define competences necessary for all. It thus includes basic skills, but goes beyond them.

[3] Working group on Basic skills, progress reports 2003, 2004:
http://europa.eu.int/comm/education/policies/2010/objectives_en.html#basic

[4] Joint Interim Report, Council document 6905/04 of March 2004.

More concretely, its objectives are to:

1)   Identify and define the key competences necessary for personal fulfilment, social cohesion and employability in a knowledge society.

2)   Support Member States' work on ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life, and that adults are able to develop and update them throughout their lives.

3)   Provide a European level reference tool, the annexed **Key Competences for Lifelong Learning – a European Reference Framework**[5] for policy makers, education providers, employers, and learners themselves to facilitate national and European level effort towards commonly agreed objectives.

4)   Provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes.

- **The demand for competences in a knowledge society**

In accordance with international studies, 'competence' is defined here as a combination of knowledge, skills and attitudes appropriate to a particular situation. 'Key competences' are those that support personal fulfilment, social inclusion, active citizenship and employment.

The development of the knowledge society is raising demand for the key competences in the personal, public and professional spheres. The way in which people access information and services is changing, as are the structure and make-up of societies. There is increasing concern about social cohesion and developing democratic citizenship; this requires people to be informed, concerned and active. The knowledge, skills and attitudes that everyone needs are changing as a result.

The growing internationalisation of economies affects the world of work, with rapid and frequent change, the introduction of new technologies and new approaches to organising companies. Employees need both to update specific job-related skills and to acquire generic competences that enable them to adapt to change. The knowledge, skills and attitudes of the workforce are a major factor in innovation, productivity and competitiveness and they contribute to the motivation, job-satisfaction of workers and the quality of work.

However, the High Level Group on the Lisbon Strategy made it clear in November 2004 that "far from enough is being done in Europe to equip people with the tools they need to adapt to an evolving labour market, and this applies to high- and low-skilled positions." It has been estimated that almost a third of the European labour force (80 million people) is low skilled. Further, a 2004 Cedefop report suggested that by 2010 only 15 % of newly created jobs will be for people with basic schooling, whereas 50% will require highly skilled workers.

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[5]   The annex of the Recommendation, the 'Key Competences for Lifelong Learning – A European Framework' is a revised version of the key competences framework developed by the Working Group on basic skills.

International surveys such as IALS (the International Adult Literacy Survey) show that in many European countries a considerable share of the adult population does not have the reading and writing skills necessary to function in society, and early school leavers are particularly at risk. Although rates of illiteracy in Europe appear relatively low, no society is immune to this phenomenon and there are a number of minorities among whom illiteracy is a major problem. The 2005 data on European reference levels ('benchmarks'), adopted by the Council in May 2003[6], show no progress since 2000 in reducing the percentage of low achievers in reading literacy at age 15, or in raising the completion rate for upper-secondary education. Progress towards achieving other reference levels is also too low: at current rates early school leaving would drop to 14% by 2010 while the reference level is 10%. Adult participation in education and training is growing only by 0.1-0.2 percentage points a year which will not lead to achieving the reference level of 12.5% by 2010. Moreover, data show that low skilled people are less likely to participate in further training, making it harder to support those who need it most.

● **Current provisions on key competences**

At European level, the Community programmes such as Leonardo da Vinci and the Grundtvig action within Socrates programme provide support for projects tackling the lack of basic skills.

Since the adoption of the Education and Training 2010 work programme, several working groups have focussed on specific subject areas such as ICT or broader themes (e.g.; social inclusion and active citizenship) to which the work on key competences has provided a context by collecting all essential competences into a single framework. This work has also included collecting and disseminating good policy practice, including on developing transversal competences within compulsory education, ensuring access to key competences for disadvantaged learners and developing coherent provision of key competences for adults.

The work on key competences is closely linked to other developments in improving European education and training systems such as the ongoing work on the development of a European Qualifications Framework, and initiatives seeking to strengthen transparency and recognition of qualifications and competences (such as principles of validation of non-formal and informal learning and credit transfer systems). The work on Common European Principles for Teacher Competences and Qualifications is also related as it seeks to address the changing role of schools in developing competences of young people.

At Member State level, there is substantial activity in the reform of initial education curricula, reflecting a shift of focus from imparting knowledge to developing transferable competences that equip young people for adult life and further learning. This requires different approaches in organising learning, and new competences from teachers. Consequently, there is a debate on what competences each young person should develop and how schools would be best supported through developing e.g. their governance and evaluation. The social aspects of learning have also been given a more important role: educational disadvantage is often a combination of personal, social, cultural and economic circumstances and needs to be tackled in collaboration with other sectors. Schools are seeking ways of engaging families and local

6 Progress Towards the Lisbon Objectives in Education and Training; Commission Staff Working Paper, report 2005, page 20. http://europa.eu.int/comm/education/policies/2010/doc/progressreport05.pdf

communities not only to support young people's learning but to promote lifelong learning in the whole community.

Many countries have begun basic skills programmes, for example on literacy, numeracy and ICT for adults, often through NGOs. However, a number of countries are not yet in a position that would allow all citizens to learn and update their basic skills, and while many recognise the need to provide adult learners with broader competences, there has not been a common understanding of what they are, and provision is still far from consistent.

The good policy practice examples from Member States show that provision for adults should focus on clearly defined national, regional and/or local priorities. It should lead to infrastructures that recognise and meet the differing needs of adults, with qualified teachers/trainers, measures to ensure access by incentives, guidance and counselling support. Learners' particular situations should be recognised: their prior experiences, learning needs and aspirations should be taken into account, as well as broader issues that link to social and employment policies, and require the engagement of all partners.

Despite many good examples of good practice, the provision for key competences is seldom adapted to meet the learning needs of citizens at all ages. In this context, this proposal brings considerable added value by providing a reference tool identifying those key competences considered necessary for all, and supporting Member States in their endeavours to ensure that the provision of key competences is fully integrated into their lifelong learning strategies and infrastructures.

● **Consistency with other policies and objectives of the Union**

The proposal contributes to the Lisbon goals of growth, employment and social cohesion:

– The Integrated guidelines for Member States' employment policies[7] recognise the importance of competences for employment (especially for vulnerable groups) and for adapting to change. This should be an important element of Member States National Reform Programmes in implementing the Integrated Guidelines.

– Social policy emphasises the role of education and training as a route out of poverty and/or a key factor for social cohesion.

– The Youth Pact[8] calls for ensuring that knowledge matches the needs of a knowledge-based economy and, to this end, encouraging the development of a common set of core skills.

– The Entrepreneurship Action Plan[9] recognises the essential role of education; entrepreneurship is one of the key competences.

– The 'Key Competences for Lifelong Learning – A European Reference Framework' includes knowledge, skills and attitudes that lead people to be more involved in both sustainable development and democratic citizenship.

7   Council Decision of 12 July 2005 on Guidelines for the employment policies of the Member States. OJ L 205 of 6.8.2005, p. 21.
8   The European Youth Pact, http://ue.eu.int/ueDocs/cms_Data/docs/pressData/en/ec/84335.pdf
9   http://europa.eu.int/comm/enterprise/entrepreneurship/promoting_entrepreneurship/doc/com_70_en.pdf

2. CONSULTATION OF INTERESTED PARTIES AND IMPACT ASSESSMENT

The basis of this proposal has been the 'European Framework of Key Competences', developed by a Working Group made up of experts from Member States, EFTA/EEA countries, candidate countries (from January 2003) and European associations. Expertise in the group included policy-makers, practitioners and academic researchers, covering both adult and compulsory education and European level stakeholders.

The work has been debated in a range of conferences and seminars organised by stakeholders or international organisations. Ministers of Education discussed the 'European dimension' of key competences at their informal meeting in Rotterdam in July 2004 and encouraged the Commission to continue working on this initiative.

A focus group of 5 experts (from Universities and government agencies on school development) was convened in spring 2005, to refine the framework on the basis of their expertise and the feedback gathered from debates in conferences and other sources and to discuss its implementation.

The Advisory Committee on Vocational Training was consulted in September/October 2005.

● **Collection and use of expertise**

A consultant was engaged to survey related international work. Specific themes such as the European dimension of the framework, provision for less advantaged learners, and entrepreneurship were prepared in smaller groups and approved by the larger working group[10].

The consultation and expertise provided, confirmed the need for an initiative at European level, and indicated that the proposed approach was in line with current trends and would be welcomed.

● **Impact assessment**

This proposal will support the development of Member States' lifelong learning strategies and education and training systems. It will facilitate curricular reforms and debates around them and give impetus to the creation of a coherent adult education and training provision. This will have a positive impact on individuals' personal, social and professional lives, and - at a broader level - on the Lisbon goals for social cohesion and economic competitiveness and growth. It should have most impact on disadvantaged groups who often do not acquire key competences at present.

3. LEGAL ELEMENTS OF THE PROPOSAL

● **Summary of the proposed action**

The proposed recommendation defines the key competences needed by all citizens in knowledge-based economies and societies. It acknowledges that implementation decisions are best taken at national, regional and/or local level. It calls for Member States to ensure the acquisition of key competences by all by the end of initial education and training and, in the

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[10] Working group on key competences, progress report 2004.

light of the European reference levels, encourages them to tackle educational disadvantage. As for adults, the Recommendation calls for comprehensive infrastructures to be created together with all relevant partners.

The proposal invites the Commission to support reforms at national level through:

– peer learning, exchange of good practice and reporting on progress in ET2010 biennial reports;

– support for relevant projects through the Community Education and Training Programmes;

– promoting a common understanding of key competences and their links to employment and social policies;

– promoting partnerships with social partners and other relevant organisations.

● **Legal basis**

According to the article149 of the Treaty the Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and complementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity. The proposed Recommendation aims to support Member States efforts to develop their initial education and training systems as well as their adult education and training provision by providing a reference tool on key competences, and to encourage them to continue cooperation within the Education and Training 2010 work programme. In conformity with the paragraph 2 of the Article, the proposed Recommendation aims at developing exchanges of information and experience on common issues related to key competences provision through lifelong learning.

Article 150 of the Treaty states that Community action shall support and supplement the action of the Member States and, in particular, as stated in paragraph 2 of the Article, improve initial vocational training, facilitate vocational integration and reintegration as well as to develop exchanges of information and experience on common issues. The objective of the proposed recommendation is to improve all these aspects of vocational education and training as it provides a reference tool of key competences that facilitates Member States efforts to adapt their vocational education and training systems to meet the changes in labour market and society in general.

● **Subsidiarity and proportionality principles**

The proposed recommendation contributes to the quality of education and training by facilitating the work in which Member States have committed themselves within the Education and Training 2010 work programme and by the adoption of European reference levels in the Council in May 2003. It encourages and supports national reforms and learning from good practice from other countries in order to help Member States to create a comprehensive and coherent provision of key competences as part of their lifelong learning strategies. Therefore, this proposal conforms to the principle of subsidiarity. The Recommendation establishes a European reference framework on key competences to be acquired by all citizens, and creates and enhances the political commitment for reforms that

cannot be achieved by using only e.g. the Community education and training programmes. However, it leaves the implementation of it entirely to Member States, and is therefore in conformity with the proportionality principle.

4. BUDGETARY IMPLICATION

The proposal has no implication for the Community budget.

2005/0221(COD)

Proposal for a

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

on key competences for lifelong learning

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 149 (4), and Article 150 (4) thereof,

Having regard to the proposal from the Commission[11] ,

Having regard to the opinion of the European Economic and Social Committee[12] ,

Having regard to the opinion of the Committee of the Regions[13] ,

Acting in accordance with the procedure laid down in Article 251 of the Treaty[14] ,

Whereas:

(1)   The Lisbon European Council in 2000 concluded that a European framework should define the new basic skills as a key measure in Europe's response to globalisation and the shift to knowledge-based economies, and emphasised that people are Europe's main asset. Since then, these conclusions have been regularly restated including by the European Councils of March 2003 and of March 2005, and in the re-launched Lisbon Strategy which was approved in 2005

(2)   The European Councils of Stockholm in 2001 and Barcelona in 2002 endorsed the concrete future objectives of European education and training systems and a work-programme (the Education and Training 2010 work programme) to achieve them by 2010. These objectives include developing skills for the knowledge society and specific objectives for promoting language learning, developing the spirit of enterprise and the overall need to enhance the European dimension in education.

(3)   The Communication of the Commission on lifelong learning[15] and the subsequent Council Resolution of 27 June 2002 on lifelong learning[16] identified "the new basic skills" as a priority, and stressed that lifelong learning must cover the preschool age to

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11   OJ C [...], [...], p. [...].
12   OJ C [...], [...], p. [...].
13   OJ C [...], [...], p. [...].
14   OJ C [...], [...], p. [...].
15   COM(2001) 678 final.
16   OJ C 163, 9.7.2002, p. 1.

that of post-retirement. The Youth Pact which is annexed to the conclusions of the Brussels European Council of March 2005 stressed the need to encourage the development of a common set of core skills.

(4) In the context of improving the Community's employment performance, the European Councils of March 2003 and December 2003 stressed the need to develop lifelong learning with a particular focus on active and preventive measures for the unemployed and inactive persons. This built on the report of the Employment Taskforce, which emphasised the need for people to be able to adapt to change, the importance of integrating people into the labour market, and the key role of lifelong learning.

(5) The report of the Council on the broader role of education adopted in November 2004 stressed that education contributes to preserving and renewing the common cultural background in society and is particularly important at a time when all Member States are challenged by the question of how to deal with increasing social and cultural diversity. Moreover, enabling people to enter and stay in working life is an important part of the role of education in strengthening social cohesion.

(6) Five European reference levels ('benchmarks') were adopted by the Council in May 2003, demonstrating commitment to a measurable improvement in European average performance. Reference levels relating to reading literacy, early school leaving, completion of upper secondary education and participation of adults in lifelong learning are closely linked to the development of key competences.

(7) The Report adopted by the Commission in 2005 on progress towards the Lisbon objectives in education and training[17] showed that there had been no progress in reducing the percentage of low achievers in reading literacy at age 15 or in raising the completion rate for upper-secondary education. Some progress was visible in reducing early school leaving, but at current rates the 2010 European reference levels adopted by the May 2003 Council will not be achieved. Participation of adults in learning is not growing fast enough to reach the 2010 reference level and data shows that low-skilled people are less likely to participate in further training.

(8) The Framework of Actions for the Lifelong Development of Competences and Qualifications, adopted by the European social partners in March 2002, stresses the need of business to adapt their structures more and more quickly in order to remain competitive. Team-work, flattening of hierarchies, devolved responsibilities and greater need for multi-tasking are leading to the growth of learning organisations. In this context, the ability of organisations to identify competences, to mobilise and recognise them and to encourage their development for all employees represent the basis for new competitive strategies.

(9) The Maastricht Study on Vocational Education and Training indicates a significant gap between the levels of education required by new jobs, and the levels of education achieved by the European workforce. More than one third of the European workforce (80 million persons) is low-skilled whilst it has been estimated that by 2010 almost 50% of new jobs will require tertiary level qualifications, just under 40% will require

17   SEC(2005)419.

upper secondary schooling, and only about 15% will be suitable for those with basic schooling.

(10) The need to equip young people with necessary key competences and improving educational attainment levels is an integral part of the Integrated Guidelines for Growth and Jobs 2005-2008, approved by the June 2005 European Council. In particular, the Employment Guidelines call for adapting the education and training systems in response to new competence requirements through better identification of occupational needs and key competences as part of Member States reform programmes.

(11) The report of the High Level Group on the Lisbon Strategy in 2004 made it clear that far from enough is being done in Europe to equip people with the tools they need to adapt to an evolving labour market, and that this applies to high- and low-skilled positions, and to both manufacturing and services.

(12) The Joint Council/Commission Report on the Education and Training 2010 work programme, adopted in 2004, reinforced the need to ensure that all citizens are equipped with the competences they need as part of Member States' lifelong learning strategies. To encourage and facilitate reform, the report suggests the development of common European references and principles and gives priority to the Key Competences Framework.

(13) The objective of this Recommendation is to contribute to the development of quality education by supporting and supplementing Member States' actions in ensuring that their initial education and training systems offer all young people the means to develop key competences to a level that equips them for further learning and adult life and that adults are able to develop and update their key competences through coherent and comprehensive lifelong learning provision. It provides a common European reference framework on key competences for policy makers, education and training providers, employers and learners themselves, to facilitate national reforms and exchange of information between the Member States and the Commission within the 'Education and Training 2010' work programme, aiming to achieve the agreed European reference levels. Furthermore, the Recommendation supports other related policies such as employment and social policies and other policies affecting youth.

(14) This recommendation conforms to the principle of subsidiarity referred to in Article 5 of the Treaty insofar as its objective is to support and supplement Member States action by establishing a common reference point that encourages and facilitates national reforms and further cooperation with Member States. This Recommendation conforms to the principle of proportionality referred to in that Article because it, by leaving the implementation of the recommendation to Member States, does not go beyond what is necessary to achieve the objectives pursued.

HEREBY RECOMMEND THAT MEMBER STATES:

1. Ensure that initial education and training offers all young people the means to develop the key competences to a level that equips them for adult life, and which forms a basis for further learning and working life;

2. Ensure that appropriate provision is made for those young people who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential;

3. Ensure that adults are able to develop and update the key competences throughout their lives, and that there is a particular focus on target groups identified as priorities in the national, regional and/or local contexts;

4. Ensure that appropriate infrastructure for continuing education and training of adults is in place including teachers and trainers, measures to ensure access, and support for learners that recognises the differing needs of adults;

5. Ensure the coherence of adult education and training provision for individual citizens via close links to employment and social policies and other policies affecting young people and collaboration with social partners and other stakeholders;

6. Use the "Key Competences for Lifelong Learning – A European Framework" in the Annex as a reference tool in developing the provision of key competences for all as part of their lifelong learning strategies.

TAKE NOTE OF THE COMMISSION'S INTENTION TO:

1. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European Reference Framework' as a reference to facilitate peer learning and the exchange of good practices and to follow up developments and report on progress through the biennial progress reports on the Education and Training 2010 work programme;

2. Use the 'Key Competences for Lifelong Learning – A European Reference Framework' as a reference in implementing the Community Education and Training programmes and ensure that they promote the acquisition of the key competences;

3. Promote the wider use of the 'Key Competences for Lifelong Learning – A European Reference Framework' in related Community policies, and particularly in the implementation of employment, youth and social policy, and develop further links with social partners and other organisations working in those fields;

4. Review the impact of the 'Key Competences for Lifelong Learning – A European Reference Framework' within the framework of the Education and Training 2010 work programme and report, four years after the adoption of this Recommendation to the European Parliament and to the Council on the experience gained and implications for the future.

Done at Brussels,

For the European Parliament
The President

For the Council
The President

ANNEX

Key Competences for Lifelong Learning
- A European Reference Framework

Introduction

This Framework sets out the eight key competences:

1. Communication in the mother tongue;
2. Communication in the foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Interpersonal, intercultural and social competences and civic competence;
7. Entrepreneurship; and
8. Cultural expression.

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. By the end of initial education and training young people should have developed the key competences to a level that equips them for adult life, and they should be further developed, maintained and updated as part of lifelong learning.

Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and ICT is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Framework: critical thinking, creativity, initiative taking, problem solving, risk assessment, decision taking, and managing feelings constructively play a role in all eight key competences.

Key Competences

1. Communication in the mother tongue[18]

Definition: Communication in the mother tongue is the ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts — education and training, work, home and leisure.

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[18] It is recognised that the mother tongue may not in all cases be an official language of the Member State, and that ability to communicate in an official language is a pre-condition for ensuring full participation of the individual in society. Measures to address such cases are a matter for individual Member States according to their specific needs and circumstances.

Essential knowledge, skills and attitudes related to this competence

Communication in the mother tongue requires an individual to have **knowledge** of basic vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts.

Individuals should have the **skills** to communicate in oral and written forms in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation. Competence also includes the abilities to write and read different types of texts, search, collect and process information, use aids, formulate and express one's own arguments in a convincing way appropriate to the context.

A positive **attitude** towards communication in the mother tongue involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others.

2. Communication in foreign languages

Definition: Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal contexts — work, home, leisure, education and training — according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions, different languages and according to their background, environment and needs/interests.

Essential knowledge, skills and attitudes related to this competence

Competence in additional or foreign languages requires **knowledge** of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.

Essential **skills** consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read and understand texts appropriate to the individual's needs. Individuals should also be able to use aids appropriately, and learn languages also informally as part of lifelong learning.

A positive **attitude** involves the appreciation of cultural differences and diversity, and an interest and curiosity in languages and intercultural communication.

3. Mathematical competence and basic competences in science and technology

Definition:

A. Mathematical competence is the ability to use addition, subtraction, multiplication, division and ratios in mental and written computation to solve a range of problems in everyday situations. The emphasis is on process and activity, as well as knowledge. Mathematical competence involves - to different degrees - the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs/charts).

B. Scientific competence refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Both areas of this competence involve an understanding of the changes caused by human activity and responsibility as an individual citizen.

Essential knowledge, skills and attitudes related to the competence

A. Necessary **knowledge** in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and of the questions to which mathematics can offer answers.

An individual should have the **skills** to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments. They should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids.

A positive **attitude** in mathematics is based on the respect of truth and willingness to look for reasons and to assess their validity.

B. For **science and technology**, the essential **knowledge** comprises the basic principles of the natural world, fundamental scientific concepts, principles, and methods, technology and technological products and processes. Individuals should have an understanding of the advances, limitations and risks of scientific theories, applications and technology in societies at large (in relation to decision-making, values, moral questions, culture etc), both in specific areas of science such as medicine, and also an understanding of the impact of science and technology on the natural world.

Skills include the ability to use and manipulate technological tools and machines as well as scientific data to achieve a goal or to reach a decision or conclusion, based on evidence. Individuals should also be able to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to them.

Competence includes an **attitude** of critical appreciation and curiosity, an interest in ethical issues and respect for both safety and sustainability - in particular as regards scientific and technological progress in relation to oneself, family, community and global issues.

4. Digital competence

Definition: Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Essential knowledge, skills and attitudes related to the competence

Digital competence requires a sound understanding and **knowledge** of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities of Internet and communication via electronic media (e-mail, network tools) for leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and the ethical principles of in the interactive use of IST.

Skills needed include: the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing real from virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services; they should also be able use IST to support critical thinking, creativity, and innovation.

Use of IST requires a critical and reflective **attitude** towards available information and a responsible use of the interactive media; an interest in engaging in communities and networks for cultural, social and/or professional purposes also supports competence.

5. Learning to learn

Definition: 'Learning to learn' is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to handle obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Essential knowledge, skills and attitudes related to the competence

Where learning is directed towards particular work or career goals, an individual should have **knowledge** of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand their preferred learning strategies, the strengths and weaknesses of their skills and qualifications, and to be able to search the education and training opportunities and guidance/support available to them.

Learning to learn **skills** require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT that are necessary for further learning. Building on this, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and in particular the ability to persevere with learning, to concentrate on extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. They should be able to evaluate their own work, and to seek advice, information and support when appropriate.

A positive **attitude** includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both learning and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life-wide contexts are essential elements of a positive attitude.

6. Interpersonal, intercultural and social competences, civic competence

Definition: 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.

Essential knowledge, skills and attitudes related to the competence

A. Personal and social well-being requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family, and **knowledge** of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work), and to be aware of basic concepts relating to individuals, groups, work organisations, gender equality, society and culture. Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

Skills to communicate constructively in different environments, express and understand different viewpoints negotiate with the ability to create confidence, and feel empathy are the core of this competence. Individuals should be able to cope with stress and frustration and to express it in a constructive way and should also distinguish between the personal and professional spheres.

As regards **attitudes**, the competence is based on collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic development, intercultural communication, value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

B. **Civic competence** is based on **knowledge** of the concepts of democracy, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the

European Union and international declarations and applied by various institutions at the local, regional, national, European and international levels. Knowledge of main events, trends and agents of change in national, European and world history and present, with a specific view on European diversity is essential, as is knowledge of the aims, values and policies of social and political movements.

Skills relate to the ability to engage effectively with others in the public domain, display solidarity and interest in solving problems affecting the local and wider community. It involves critical and creative reflection and constructive participation in community/neighbourhood activities as well as decision-making at all levels from local to national and European level, in particular by voting.

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive **attitude**. It comprises also the display of a sense of belonging to one's locality, country, EU and Europe in general and (one's part of) the world and the willingness to participate in democratic decision making at all levels. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

7. Entrepreneurship

Definition: Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.

Essential knowledge, skills and attitudes related to the competence

Necessary **knowledge** includes available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good for example through fair trade or through social enterprise.

Skills relate to proactive project management (involving skills such as planning, organising, managing, leadership and delegation, analysing, communicating, de-briefing and evaluating and recording), and the ability to work both as an individual and collaboratively in teams. The judgement to identify one's strengths and weaknesses, and to assess and take risks as and when warranted is essential.

An entrepreneurial **attitude** is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, and/or at work.

8. Cultural expression

Definition: Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

Essential knowledge, skills and attitudes related to the competence

Cultural **knowledge** includes a basic knowledge of major cultural works, including popular contemporary culture as an important part of human history in the contexts of national and European cultural heritage and their place in the world. It is essential to understand the cultural and linguistic diversity of Europe (and European countries), the need to preserve it and to understand the evolution of popular taste and the importance of aesthetic factors in daily life.

Skills relate to both appreciation and expression: self-expression through the variety of the media with individuals' innate capacities and appreciation and enjoyment of works of art and performances. Skills include also the ability to relate one's own creative and expressive points of views to the opinions of others and to identify and realise economic opportunities in cultural activity.

A strong sense of identity is the basis for respect and open **attitude** to diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and interest in cultural life.

Malta Qualifications Council

Ministry of Education, Youth and Employment

Mission Statement

To oversee the development of the National Qualifications Framework in the context of lifelong learning and to work in partnership with learners, employers and training and education providers to achieve and maintain excellence as a contribution towards the national effort of competitiveness.

The Malta Qualifications Council is governed by Legal Notice 347 of 2005, which entered into force on the 1st October 2006.

The overall objective of MQC is to steer the development of the National Qualifications Framework and to oversee the training and certification leading to qualifications within framework and which is not already provided for at compulsory education institutions or degree awarding bodies.

The Council also:

- promotes and maintains the National Qualifications Framework and established policies and criteria on which the Framework shall be based;

- approves and ensures the publication of national standards of knowledge, skills and competences and attitudes for each development sector:

- endorses and ensures the publication of the procedures to be implemented by training agencies offering programmes of education and training for access, transfer and progression;

- ensures that such standard and procedures are implemented;

- endorses vocational education and training programmes delivered by training agencies'

- endorses certificates awarded by training agencies;

- keep and issues official records of certification awarded.

MQC is currently leading a Leonardo da Vinci international project EQF-FRAME which aims at testing the European Qualifications Framework in the tourism studies sector and is partner is another LDV project on qualifications in the security personnel profession. MQC represents Malta on ENQA-VET and the EQF Implementation Preparatory Group.