

# NATIONAL REPORT OF MALTA ON CURRICULUM INNOVATION

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(Most of the general information provided has been abbreviated from [www.um.edu.mt](http://www.um.edu.mt). Additional information may be sourced from this site.)

## INTRODUCTION

Malta, Gozo and Comino, the inhabited islands of the Maltese archipelago, lie at almost the exact geographical heart of the Mediterranean Sea. With Sicily some 60 miles to the North, Tripoli 220 miles to the South and Tunis 200 miles to the West, Malta is virtually at the crossroads between continents. The islands' strategic position has, in fact, made them subject to a succession of rulers, who in turn left their influence on the country and language as we know them today. Malta's pre-history dates back to 5000 B.C., whilst its documented past is traceable over a period of 2000 years.

In 1964 Malta obtained its political independence from Britain and in 1974 it became a Republic. Elections to the House of Representatives are held every five years. Malta is a member of the United Nations and its various organisations and ever since 1964 has taken an active role in United Nations affairs.

The national language is Maltese which is a complex derivative of Semitic and Romance languages using a primarily Latin alphabet but also including a number of additional letters which originate in the Arab language. English is also an official language. Malta has a population of 365,000 and is visited annually by over one million tourists. The majority of the population in Malta has a good command of English and Italian and in some cases of French, German and also Spanish.

### 1.1 THE SYSTEM OF HIGHER EDUCATION

Education in Malta is governed by the Education Act (1988) and is the responsibility of the Ministry of Education.

Educational institutions provide an extensive system of education catering for all requirements at kindergarten, primary, secondary and post-secondary levels. Schooling is compulsory from the age of 5 to the age of 16, but most children attend kindergarten classes from the age of 3. State Education is completely free in all institutions. Textbooks and transport are also free in primary and secondary schools. Study-grants are given to the majority of students attending post-secondary educational institutions and the University.

### PRIMARY AND SECONDARY EDUCATION

About 30% of all students attend non-State schools but education for children in special schools and technical courses is provided in State schools only. Church schools are heavily subsidised by Government. There are also a number of independent private schools which are fee-paying.

National Minimum Curricula, set by the State for the different levels of education, are binding for all schools, while National Minimum Conditions Regulations establish standards of hygiene, safety, size of classrooms, spaces and amenities.

Pupils in State schools follow a six-year course of primary education after which they sit for qualifying examinations for admission into the Junior Lyceums. The first three years of the secondary education course are followed in either a Junior Lyceum or a Secondary School. At the end of Form III, students can opt to attend a Trade School where students follow a technology course.

The curricula at both the primary and secondary levels are varied and cover languages, physical sciences, religious knowledge, social sciences, personal and social education, and practical subjects. Language learning is given great importance.

State school students sit for national annual examinations in both primary and secondary levels. At the end of their five-year secondary education course, students sit for the University of Malta's Secondary Education Certificate examinations although the General Certificate of Education examinations set by British University Boards are still quite popular.

#### **POST-SECONDARY EDUCATION**

On completing the compulsory school cycle, students are encouraged to continue their education. Academic courses, at the University's Junior College, as well as private sixth forms, generally lead to Advanced Level Matriculation while vocationally oriented students at the other State and Private Schools and Institutes generally sit for examinations set by the City and Guilds of the London Institute and other established institutions, both local and foreign. About 60% of the students continue their education and training beyond the school minimum leaving age.

A wide range of student services provided by the State aim at a holistic approach to the education of the individual student and at enhancing the quality of education. Although the State education system is still centralised, schools are expected to develop their own particular identities. Two apprenticeship schemes are provided by the State, the Extended Skills Training Scheme and the Technician Apprenticeship Scheme. Students joining these schemes receive allowances. A wide range of day and evening courses are also offered to adult learners.

In state institutions, the academic year runs from mid-September to mid-July, with holiday periods at Christmas and Easter. In primary and secondary schools, the medium of instruction is Maltese and English. At post-secondary schools and University, the medium of instruction is English, except in the case of a modern language and Maltese.

Post-compulsory non-university higher education has recently been reformed with most existing state institutions being incorporated into the new Malta College of Arts, Science and Technology. (MCAST) The College has six institutes, namely:

- ❑ Institute of Arts and Design
- ❑ Institute of Building and Construction Engineering

- ❑ Institute of Information and Communication Technology
- ❑ Institute of Business and Commerce
- ❑ Institute of Electronic Engineering
- ❑ Institute of Maritime Studies

The Institute of Tourism Studies is a separate entity accountable to the Tourism Authority.

These Institutes organize courses ranging from level 1 to 5 and comparable to the standards set through European Union Council Decision 85/385/EEC. Entry requirement varies with the type of course applied for and is generally dependent on successful completion of secondary education at the age of 16.

### **UNIVERSITY OF MALTA**

Tertiary education in Malta is provided by the University of Malta which offers degrees in various areas at Bachelors, Masters, and Doctoral levels. Further professional development certificate/diploma courses are also available, notably, the Postgraduate Certificate in Education in the field of teacher's training.

The University of Malta traces its origins to the founding of the Collegium Melitense in 1592. This college was run by the Jesuits and catered for non-Jesuit students. After the expulsion of the Jesuit Order from Malta in 1768, Grand Master Pinto appropriated all the revenue accruing from its property on the island and established a "Pubblica Universit' di Studi Generali". During the brief French interregnum of 1798, Napoleon abolished the University. Fortunately, shortly after the French were forced to leave, Sir Alexander Ball re-instituted the University. During the British period the University's statutes and regulations were brought into line with universities in the United Kingdom. Following the Second World War, the Library and support structures were strengthened. In 1968 a new Medical School was build near St Luke's Hospital in Guardamangia and, at the same time, the new campus at Msida was inaugurated.

The University is the highest teaching institution of the State and is open to all those who have the requisite qualifications. There are some 8,500 students including 750 foreign/exchange students from over 70 different countries, following full or part-time degree and diploma courses, many of them run on the modular or credit system. Some 2,000 students graduate in various disciplines annually. The degree courses at the University are designed to produce highly qualified professionals, with experience of research, who will play key roles in industry, commerce and public affairs in general. There are a further 3,000 pre-tertiary students at the Junior College which is also managed by the University.

The University has ten faculties: Architecture & Civil Engineering; Arts; Dental Surgery; Economics; Management & Accountancy; Education; Engineering; Laws; Medicine & Surgery; Science & Technology. A number of interdisciplinary institutes and centers have been set up in various fields. These include Agriculture, Anglo-Italian Studies, Baroque Studies, Communication Technology, Energy Technology, Forensic Studies, Health Care, Linguistics, Masonry and Construction Research, Public Administration and Management and the Mediterranean Institute, Workers' Participation Development Centre and the European Documentation and Research Centre (EDRC) which incorporates the European Documentation Centre established to serve as a repository of European Community documents as well as a

resource centre for students and the general public. A board of studies for Information Technology regulates courses in IT.

A University centre on Malta's sister-island, Gozo, offers a part-time evening degree course and facilitates short courses and seminars. Associated with the University is the Mediterranean Academy of Diplomatic Studies which was established by special agreement with the Graduate Institute of International Studies in Geneva. The campus is also home to the IMO International Maritime Law Institute and the International Ocean Institute Malta Operational Centre. International conferences and seminars are run by the University's Foundation for International Studies in Valletta.

The public response to the University of the Third Age has been very encouraging with membership constantly on the increase and all activities being well attended.

The University is mainly financed by the State but it has been developing its links with the banks and private companies; this has led to significant contributions being made to the development of different aspects of the University's teaching and research.

The main research interests of the University are reflected in the multi-disciplinary institutes which complement the fifty mono-disciplinary Departments.

University students receive a monthly stipend and are given the opportunity to work during the Summer vacation.

There are a number of fields which the University has identified as priority areas: relations with industry and the strengthening of the Engineering departments; the further development of information technology, computer science and artificial intelligence; the University's contribution to the improvement of primary and secondary education and the forging of inter-university links to stimulate a burgeoning of international educational exchange. A bold recent initiative taken was the opening of the University's Link Campus in Rome. Initially, three B.A. (Hons.) degree courses are being offered in the areas of international legal affairs, international studies and international management.

The University of Malta is a member of the Association of Commonwealth Universities, the Conference of European Rectors (CRE), the Utrecht Network, the Council for International Educational Exchange (CIEE), NAFSA, the International Student Exchange Program (ISEP), the European Access Network (EAN) as well as the Santander Network and the Compostela Group.

The UoM gives great importance to its international role, in particular to the creation of exchange opportunities for students and staff. The academic year 2000/2001 marks the first year of the UoM's participation in ERASMUS, the EU's educational programme for co-operation between higher education institutions in Europe. Malta's participation in such programmes places greater emphasis on the importance of harmonisation of courses, the introduction of the European Credit Transfer System (ECTS) and the provision of quality education.

The implementation of the European Credit Transfer System (ECTS) by the University of Malta has given rise to an increase in the number of exchange students. One credit at the University of Malta is equivalent to 2 ECTS. This conversion is used with reference to European students studying in Malta through the Erasmus Programme and for Maltese students obtaining ECTS accreditation while following an Erasmus placement at a partner institution of the University of Malta. Any student taking part in semester placements through Erasmus is entitled to ECTS conversion of credits.

The University is geared towards the infrastructural and industrial needs of the country so as to provide expertise in crucial fields. Whilst seeking new partners in industry, there is ongoing collaboration on three major fronts: marketing and management; science and engineering; medicine and health care whilst various services are also offered to industry.

### **1.1.1 RECENT CHANGES IN THE SYSTEM OF HIGHER EDUCATION**

- From October 1997, the Matriculation Certificate became the main qualification for acceptance by the University. Prospective students must also be in possession of six O levels in the Secondary Education Certificate Examination which must include Maltese, English, Mathematics and a Science Subject.

The Matriculation Certificate consists of two subjects taken at Advanced Level, three subjects taken at Intermediate Level together with Systems of Knowledge. To be awarded the Matriculation Certificate, passes are required in: a language, a science subject, a subject from the Humanities group and Systems of Knowledge. A grade is awarded for each subject whilst an overall grade is also assigned, calculated on the performance of the candidate in all subjects taken. Students must obtain a minimum of 44 points out of a maximum of 100, in order to be accepted. The level and syllabuses of the new Advanced Level are identical to the previous Advanced Matriculation. The Intermediate Level subjects cover a syllabus equivalent to one-third of the Advanced Level syllabus.

The Matriculation Certificate satisfies the University of Malta's General Entry Requirements. Students may also need to satisfy special course requirements for entry to particular courses.

Applicants who are graduates of a university, or who have other qualifications considered to be sufficient, may be exempted by the University of Admissions Board, on the advice of the Faculty Admissions Committee, from the whole or part of the Special Course Requirements.

- In recent years, the International Office of the University of Malta in conjunction with other European Universities has conducted a number of 'Summer Schools' and short courses for both foreign and local participants. These have included English Language Courses, Summer School in Archaeology, Maltese Lace Course, The Mediterranean Environment: an Overview and a Summer School in European Contract and Banking Law organized in conjunction with "La Sapienza" University, Rome. A number of programmes has also been organized jointly with Luther College, Iowa; James Madison University, Virginia; Bradley University, Illinois and South Texas College of Law (in collaboration with California Western School of Law, New England School of Law and William Mitchell College of Law) in the USA and in Australia, Australians Studying Abroad (The Sicilian Channel Programme).
- Higher education faces major changes characterised in particular by increased globalisation and competition on the international sphere, together with demands for transparency and accountability at home. Such changes create continuous challenges to which the University of Malta (UoM) must necessarily respond. In its mission statement

for 1999-2001 the University acknowledges the reality of these challenges by the goals it seeks to achieve:

'The University looks forward to a bright future, confident that the potential and dedication of its staff will help it overcome the challenges facing it. It aims to build on its past achievements. Growth in students' numbers and in the variety of courses will be enhanced by emphasis on the harmonisation of courses, on quality education, and on excellence in research. The University will continue to foster in the academic community, traditions that respect human dignity and that promote friendly collaboration among all its members. In the next three years, it plans to contribute to Malta's intellectual and material wealth. It supports further growth in teaching and learning activities through an expansion in investigative and applied research, and progressive managerial approaches.'

To succeed in its mission for quality education, the UoM has adopted an approach characterised by a self-critical attitude towards its procedures. External evaluation complements internal procedures. The UoM aims to refine a mechanism of quality assurance that represents a transparent system of accountability.

Statute 11 of the UoM stipulates that the University will establish and regularly review policies on academic standards. The Statute further provides for the setting up of a Quality Assurance Committee (QAC) and an Academic Audit Unit (AAU) to ensure the implementation of these policies and to meet the desired quality standards. In 1995, the University Council set up the QAC, and the AAU within it, directly responsible to the Rector and the Council of the University.

The QAC's remit is to enhance the University's strengths and to further the interests of the institution, its staff and its students by providing the appropriate support. The University Council has stressed that quality assurance is regarded as the collective responsibility of the University community.

As a first step towards the development of a system of more rigorous course validation, a Senate sub-committee was set up in 2000, in order to vet all new course proposals according to certain specific criteria prior to consideration of regulations by Senate.

### **1.1.2 THE IMPACT OF THE BOLOGNA DECLARATION**

The Bologna Declaration signed by twenty-nine countries (including Malta) aims at creating overall convergence of higher education systems at a European level. However it does not seek standardisation or 'uniformisation' of European higher education because the principles of autonomy and diversity are highly respected. It encourages a concerted approach to the common challenges facing European higher education systems.

The Bologna Declaration makes explicit reference to quality assurance including the 'promotion of European co-operation in quality assurance, with a view to developing comparable criteria and methodologies'. Initiatives towards the attainment of this objective have commenced: a series of surveys and studies on quality assurance are being carried out by a group of national contact persons of the signatory countries, the EU Presidency, the European Commission and higher

education associations and networks. The UoM, through its QAC plans to play a significant role in this initiative.

## *1.2 IDENTIFICATION OF RELEVANT CHANGES IN THE SOCIAL, POLITICAL, CULTURAL, PROFESSIONAL AND ECONOMIC ENVIRONMENTS*

Malta's foreign policy is geared towards promoting Malta's interests and safeguarding those of its citizens internationally, with an overriding commitment to global and regional peace and security. Over the years, and even more so today, this has meant that Malta has continually striven to maintain the best possible relations with other countries and has played an active role in a wide variety of international and regional institutions.

Malta's foreign policy today has as its main objective the achievement of membership of Malta within the European Union. As a European country that shares the values of democracy, the rule of law and respect for human rights, Malta's destiny quite clearly lies with the Union. It is Government's intention to further consolidate Malta's European identity, creating a more open economy and new opportunities for Maltese citizens, whilst also participating in the development of Europe in the twenty-first century.

Malta's commitment to Europe does not, however, lessen its determination to foster peace, security, stability and co-operation in the Mediterranean. Indeed, one of Malta's strongest arguments for membership of the European Union is precisely the enrichment, which, through its Mediterranean location and perspective, it brings to the Union's southern dimension. The Government has in the past, and continues today, to play an important role in the Mediterranean region. Malta has been an active player in the EuroMed process that has at its focus the political, economic and social integration of the Mediterranean peoples. This, among other initiatives, continues to receive Malta's full support as one of the fundamental pillars of Malta's foreign policy.

Another important dimension of Malta's foreign policy is its consistent and active participation in the work of a number of international and regional organisations. Primary among these are the United Nations, the Council of Europe, the Organisation for Security and Cooperation in Europe (OSCE) and the Commonwealth.

Malta's foreign policy is also aimed at promoting Malta as a business centre offering a full range of financial and investment opportunities to the international business community. Malta has a stable political and business environment with a highly skilled workforce that is conducive to commercially viable enterprises. It is Government's belief that the free flow of goods, services and peoples will enhance global and regional stability for the benefit of all.

(For more details see: <http://www.doi.gov.mt/EN/islands/periods/malta13.asp>)

In recent years the Maltese economy has grown at a consistently healthy rate that currently fluctuates around 4% per annum. The initial post-independence emphasis on mass tourism and low wage-driven manufacturing enterprises has given way to a wider, more comprehensive strategy.

This incorporates measures like the privatisation of state-owned companies. It caters for the encouragement of emerging sectors such as the film industry and oil exploration, as well as the drawing up of fresh policies for new business generation.

The Malta Development Corporation (MDC) was set up specifically to promote investment in local industry and attract foreign investment. It provides information to prospective investors, processes applications for industrial projects and liaises between investors and other government entities.

Efforts to revitalise this sector have not been in vain; Maltese industry has shown a shrewd ability to move up the value chain to more sophisticated lines. In fact in recent years IT & T has been the fastest growing sector.

Tourism, however, remains the mainstay of the Maltese economy. It accounts for a substantial percentage of the national GDP. Although saturation point as far as numbers are concerned has been reached, efforts to diversify and improve the tourist product mean that the industry still has the potential to grow further.

Success is also visible in other new sectors of the economy. Financial services now make up 12% of GDP and the aim is for this figure to increase to 25% within the next few years.

Maltese manufacturing is currently adapting itself to focus on higher value added production. The island is perfectly placed to take advantage of the European Union's focus on the Mediterranean and developing African markets, as well as US and Asian interest in the EU. Low labour costs and an incentive scheme aimed at value-added export manufacturing have attracted over 200 international companies to set up manufacturing sites in Malta.

(For more details see: <http://www.countryprofiler.com/malta/exec1.malta.html>)

## **LANGUAGE DEGREE PROGRAMMES**

### *2. INNOVATIONS IN LANGUAGE DEGREE PROGRAMMES OFFERED BY UNIVERSITIES*

Tertiary education in Malta is provided by the University of Malta which offers degrees in various areas at Bachelors, Masters and Doctoral level. Therefore, as yet, only the University of Malta offers language degree programmes.

#### *2.1 TRADITIONAL LANGUAGE PROGRAMMES*

The Faculty of Arts offers two parallel full-time courses of studies leading to either the degree of Bachelor of Arts or the degree of Bachelor of Arts (Hons), both of which extend over a period of three years.

A B.A. part-time evening course extending over five years may be offered from time to time.

##### **2.1.1 CONTENT, OBJECTIVES, AND STRUCTURES OF PROGRAMMES**

Each course consists of study-units to which at least 76 credits shall be assigned and shall be structured as follows:

- a. Year One shall be common for students admitted to either course and shall consist of study-units at Level 1 and Level 2 in two principal areas of study;

- b. Year Two and Three of the B.A. course shall consist of study-units at Level 2 and Level 3 in two principal areas of study;
- c. Year Two and Three of the B.A. (Hons) course shall consist of study-units at Level 2 and Level 3 in one principal area of study;
- d. Compulsory study-units in the History of Mediterranean Civilisation which must be obtained during Years One and Two of both Courses; and
- e. Optional study-units in any area of study approved by the University including the principal areas of study already chosen which must be obtained during Year Two and Year Three.

The course structure allows a degree of flexibility to students in their choice of the areas of study (either two principal areas or one principal and two secondary) as well as in the choice of credits they register for.

#### Assessment:

The method of assessment used in the Faculty of Arts is through a stepped 'credit accumulation scheme' that is called the 'Credit System'. A candidate is awarded a credit on successful completion of a 'study-unit'.

One study-unit normally entails the equivalent of 50 hours of study, including 14 hours of lectures spread over one semester, the preparation of an assignment or a test or a combination of both, tutorials, research and personal study.

#### Final Examinations

Final Examinations will be held once annually at the end of either course, normally in June, and shall consist of four papers in a one principal area of study in the case of B.A. (Hons), and two papers in each principal area of study and one paper in each secondary area of study in the case of B.A. A viva voce examination may also be held.

The Final Examinations carry fifty per cent of the weighting for the grading of the final result. The other fifty per cent will be calculated on the basis of an overall average of the credits obtained in the continuous assessment.

(For more details please see: <http://www.um.edu.mt/courses/prospectus/arts.html>)

### **2.1.2 CAREER PROSPECTS FOR GRADUATES**

B.A. graduates with, in most cases, additional professional qualifications, have found job opportunities connected with, amongst others, the following areas or jobs:

The Public Service, the Foreign Office, Librarianship, Public Records, Museum Curators, Secretarial careers, Political careers including M.P's, Translators and Interpreters, Police Officers, Military Officers, Musicians and Entertainers, School Teachers, Script Writers, Proof Readers, Professional Tourist Guides.

The above list is only intended as an indication of possible job opportunities that B.A. graduates may find.

(<http://www.um.edu.mt/courses/prospectus/arts.html>)

### **2.1.3 RECENT CHANGES IN CONTENT, OBJECTIVES, AND/OR STRUCTURE OF PROGRAMMES**

A recent development has been the harmonization of the regulations of all undergraduate degrees awarded by the University of Malta. The new framework falls within the guidelines laid down by the Bologna Declaration. It will facilitate the transfer of credits for Maltese students studying abroad and for international students studying in Malta according to the European Credit Transfer Scheme (ECTS).

### **2.1.4 EXAMPLES OF GOOD PRACTICE**

Among the good practices are:

- the modularization of courses
- better co-ordination of programmes
- reduction in the amount of assessment for students
- easier transfer from one degree to another and
- more well-defined parameters for the transfer of credits.

### **2.1.5 REASONS UNDERLYING THESE CHANGES**

These changes reflect the need for greater flexibility to be able to meet the needs of students and with regard to the mutual recognition of studies carried out in other universities.

### **2.1.6 IDENTIFICATION OF NEEDS**

#### **2.1.6.1 *Seen in relation to the development of language studies***

Increasingly we feel the need that our students of the various languages have the opportunity to be immersed in the target language. Therefore we are striving to ensure that our language students have the opportunity to spend one semester abroad. This should provide our students with an opportunity to practise the target language with native speakers in a variety of contexts.

#### **2.1.6.2 *Seen in relation to non-academic requirements***

We feel that student exchanges help also in the maturing process of our students as it provides them with an opportunity for independent living and exposure to other cultures. This is especially important for our students who live in a family homogeneous society.

### **2.1.7 MEASURES TO BE TAKEN AT INSTITUTIONAL, REGIONAL, NATIONAL, AND EUROPEAN LEVEL TO MEET THE NEEDS IDENTIFIED**

At an institutional level we need to ensure that we facilitate student exchange through programme flexibility and adequate financial support. Regionally it would be appropriate to have enhanced co-operation in the form of staff and student exchanges among Mediterranean universities. Areas of common linguistic interest may be explored further through joint projects etc.

At a European level the implementation of the European Credit Transfer System (ECTS) by the University of Malta has given rise to an increase in the number of exchange students. One credit at the University of Malta is equivalent to 2 ECTS. This conversion is used with reference to European students studying in Malta through the Erasmus Programme and for Maltese students obtaining ECTS accreditation while following an Erasmus placement at a partner institution of the University of Malta. Any student taking part in semester placements through Erasmus is entitled to ECTS conversion of credits.

#### **2.1.7.1 *At first-degree level***

Increased opportunities for both study and work periods abroad for undergraduate students.

### **2.1.7.2 At postgraduate level**

Opportunities for collaborative research work and joint projects. Transfer of knowledge and expertise through exchange of researchers and opportunity to conduct part of one's postgraduate studies at a collaborating university.

## **2.2 'ALTERNATIVE' PROGRAMMES (APPLIED LANGUAGE STUDIES, CULTURAL STUDIES ETC.)**

The European Documentation and Research Centre (EDRC) incorporates the European Documentation Centre established to serve as a repository of European Community documents as well as a resource centre for academics, students and the general public. The EDRC acts as a focal point for the promotion of European Studies. Courses offered include B.A., B.A.(Hons.), M.A., M.Phil. and Ph.D. in European Studies. The Centre undertakes and publishes research and collaborates with other university bodies and with governmental and non-governmental organisations in projects of mutual interest.

<http://www.um.edu.mt/courses/prospectus/edrcintro.html>

### **2.2.1 CONTENT, OBJECTIVES, AND STRUCTURES OF PROGRAMMES**

BACHELOR OF ARTS IN EUROPEAN STUDIES (B.A. in European Studies) BACHELOR OF ARTS (Honours) IN EUROPEAN STUDIES (B.A. (Hons.) in European Studies)

The B.A. in European Studies offers a multidisciplinary approach to the studies of European integration from the standpoint of law, economics, politics and history. Applicants can either join:

- ❑ The B.A. in European Studies, where they read another principal area of studies together with European Studies for the whole length of the course; or
- ❑ The B.A. in European Studies (Honours) degree course, where they concentrate on European Studies only, in the second part of the study programme.

Both courses are three years of full-time study.

Admission and Special Course Requirements:

Prospective candidates shall be required to indicate their choice of either the B.A. course or the B.A.(Hons) course. To be registered as regular students in either course, applicants must:

1. satisfy the General Entry Requirements of the University, namely the Matriculation Certificate and Secondary Education Certificate passes at Grade 5 or better in Maltese, English Language and Mathematics.
2. as from October 2003, be in possession of an Advanced Level Pass at Grade C or better in English; and
3. satisfy the Special Course Requirements of the faculty offering the area/s of study chosen, where applicable.

### Areas of Study:

Students who register for the B.A. and B.A.(Hons) have to choose another principal area of study in the first year of their course. B.A.(Hons) students will subsequently drop this second principal area of study from the second year, while B.A. students have to continue with their second principal area of study throughout the course.

### The Second Principal Area of Study

The second principal area of study is normally selected from the courses offered by the other faculties of the university, particularly the Faculty of Arts. In this case, candidates must satisfy the Special Course Requirements of the relevant subjects selected.

### European Language Component

Students taking the B.A.(Honours) in European Studies are encouraged to gain proficiency in a European language of their choice (other than one in which they are already fluent) but preferably in French, unless they have chosen such a European Language as another main or subsidiary area of study, in which case this requirement is waived. If the EDRC has concluded arrangements with the language Department concerned four credits will be allocated for language proficiency, otherwise students are to obtain four additional credits in European Studies.

### Course Structure

#### First Year:

The first year is common to both B.A. and B.A.(Hons) students. The following credits have to be achieved:

- 10 credits in European Studies
- 10 credits in another principal area of study
- 6 credits in History of Mediterranean Civilisation, provided by the Faculty of Arts

#### Second Year:

In the second year of the course students will either follow the B.A. or the B.A.(Hons ) programme and cover the following study units.

#### B.A.

- 10 credits in European Studies
- 10 credits in another principal area of studies
- 4 credits in History of Mediterranean Civilisation
- 2 credits in a European Language/ European Studies

#### B.A.(Hons)

- 20 credits in European Studies
- 4 credits in History of Mediterranean Civilisation
- 2 credits in a European Language/ European Studies

#### Third Year:

Study units to be followed are:

#### B.A.

11 credits in European Studies  
11 credits in another principal area of study  
2 credits in a European Language/ European Studies

B.A.(Hons)

22 credits in European Studies. (Students may opt to write a dissertation to which 6 credits are assigned).  
2 credits in a European Languages/ European Studies

Study-units:

The course list, which varies from year to year on the advice of the Board of the EDRC, currently includes the courses indicated below:

- The History of European Integration
- Theoretical Foundations of European Integration
- Basic Texts in European Integration
- Principles of Economics
- History of European Economic Thought
- The Law of the Internal Market
- Introduction to the Theories of International Relations
- Theories of Foreign Policy Analysis
- Introduction to the Legal Order of the EU
- The Social Policy Agenda of the EU
- Comparative Foreign Policies of the Major European States
- Theories of Foreign Policy Analysis
- Competition Law of the EU
- The Development of the Common Foreign and Security Policy of the EU
- Contemporary European Security
- The Economics of European Integration
- Financial Services Law in the EC
- Comparative Educational Policies in Europe
- The External Relations Law of the EU
- EU-Malta Relations
- Regional Development in the EU and the Structural Funds
- Consumer Law and Policies in Europe
- European Environmental Law
- Small and Medium Sized Enterprises in the EU
- The History of European Political Thought
- Freedom of Establishment and EU Company Law
- Banking in the EC
- EC Trade Relations
- Euro-Mediterranean Relations
- Legal Safeguards for Human Rights in Europe
- Culture and European Integration

(<http://www.um.edu.mt/courses/prospectus/edrc.html>)

MASTER OF ARTS IN EUROPEAN STUDIES

## M.A. in European Studies

### Admission Requirements:

To register for the degree of M.A. in European Studies candidates must be in possession of: a B.A.(Hons) not lower than second class Honours (Upper Division) in European Studies or in any other area of study deemed acceptable by the Board, or equivalent qualifications from this University or another university recognised by the Senate for the purpose provided that candidates holding the degree Bachelor of Arts in Law and Humanistic Studies with not less than Category IIA. Candidates in possession of an Honours degree with Second Class (Lower Division) may also be admitted, but in these cases only after an interview, and if the Board is satisfied that the candidates are able to follow the Course successfully. In such cases the Board may require that candidates follow a preparatory programme of studies and pass a qualifying examination prior to registration for the course or alternatively to satisfy' additional conditions during the course.

### Course Duration:

The course extends over a period of 12 months of full-time study. Students, however, may choose, with the permission of the Board, to study for the degree on a part-time basis, in which case the course extends over 24 months of part-time study.

### Course Structure:

The course leading to M.A. in European Studies shall be offered in the areas of Politics, Economics and Law as determined by the Board.

In order to complete the course students must obtain not less than 30 credits as follows:

20 credits for study-units, comprising 8 credits in one area of study and 6 credits in each of the other two areas of study.

Students must also submit a dissertation of 25 000 to 30 000 words, to which 10 credits are assigned and which shall be in one of the areas of study chosen, or of an interdisciplinary character involving two or more of these areas of study. The dissertation shall provide evidence of independent research and constitute an original contribution to the subject.

The following is a list (though not exhaustive) of courses available for the M.A. course in 2000/2001. The list may vary from year to year.

### Politics

- Theoretical Foundations of European Integration
- Theories of Peace and Conflict in Europe
- The Development of the EU's Common Foreign and Security Policy
- European Socio-political Thought: Historical and Contemporary Perspectives
- Euro-Mediterranean Relations
- Theories of International Relations and Foreign Policy Analysis

### Economics

- EC Trade Policies
- The Internal market and Monetary Union of the EU
- Regional Policy, Regional Development and Real Convergence in Europe
- Economic Aspects of European Environmental Policy

- Issues in European Banking and Finance
- EC Industrial Policy and SMEs

#### Law

- Law of the Institutions of the European Union
- EC Competition Law
- Money and the EU
- EC Internal Market Law and the Four Freedoms
- Law and Information Technology
- EU Environmental Law
- EU Social Law and Policy
- Comparative and European Company Law
- EC Financial Services Law
- EC Consumer Law
- EC Labour Law
- Judicial Protection in the EU
- EC Tax Law

In every taught unit course a paper is required as well as active participation. An examination covering all the topics taught is held at the end of the academic year. The overall final mark for each course is based both on the assessment paper submitted during the course and the final examination. The final overall mark for the M.A. is based on the final course mark (70%) and the thesis (30%).

## MASTER OF PHILOSOPHY

### M.Phil.

#### Admission Requirements

To register for the degree of Master of Philosophy candidates must be in possession of a Second Upper first degree (Honours) in European Studies.

Candidates who do not satisfy this requirement may, in special cases, apply to the Board of the EDRC for permission to register. Application for registration must include the title of the proposed dissertation and a brief account of it including a bibliographical survey.

#### Course Duration:

The course of studies leading to M.Phil. extends over a period of: not less than 15 months and not more than 2 years of full-time study, or not less than 30 months and not more than 4 years of part-time study.

#### Course Structure:

The M.Phil. degree is a research degree. Registered students are required to research a topic, approved by the Board of The EDRC, under supervision of a member of the academic staff of the University of Malta. At the end of the course, the student has to submit a dissertation for examination which should not exceed 50,00 words.

Areas of Research:

Areas of research where supervision for M.Phil can be provided:

European Studies - Politics

European Studies - Economics

Law of the European Union

### **2.2.2 CAREER PROSPECTS FOR GRADUATES**

European Studies' graduates are "specialised generalists" in European Studies. The career prospects for these graduates are inevitably influenced by the progression of Malta's application to join the European Union, but arguably will be needed just as much should Malta not become a full member, as relations with the EU and the world then become more nuanced.

The higher the specialisation in the area the more work opportunities one can have. Currently, several B.A.(Hons) graduates are furthering their studies in Malta and abroad. In Malta, European studies graduates, journalists, civil servants, and teachers follow the M.A. in European Studies.

European Studies' graduates have work opportunities in the civil service. As principals, or EU desk officers; in Malta's Diplomatic Services starting as Second Secretary, and in other governmental bodies such as the Malta-EU information Centre.

Local industries may also benefit from EU experts who will research information about EU policy and legislation and assess their impact on particular industries. While large businesses may employ EU experts on a full-time basis, small industries may make use of EU consultants.

European Studies graduates may work in Malta and abroad. Apart from employment in embassies and in the EU headquarters in Brussels, they have the opportunity to work in international organisations such as UNESCO and the Council of Europe.

<http://www.um.edu.mt/courses/prospectus/edrcintro.html>

### **2.2.3 RECENT CHANGES IN CONTENT, OBJECTIVES, AND/OR STRUCTURE OF PROGRAMMES**

This new programme has just been launched and will be reviewed on an on-going basis.

### **2.2.4 EXAMPLES OF GOOD PRACTICE**

Vide Section 2.1.4

### **2.2.5 REASONS UNDERLYING THESE CHANGES**

There are no changes in the programmes

### **2.2.6 IDENTIFICATION OF NEEDS**

Vide Section 2.1.6

#### ***2.2.6.1 Seen in relation to the development of language studies***

Vide Section 2.1.6.1

#### ***2.2.6.2 Seen in relation to non-academic requirements***

Vide Section 2.1.6.2

## **2.2.7 MEASURES TO BE TAKEN AT INSTITUTIONAL, REGIONAL, NATIONAL, AND EUROPEAN LEVEL TO MEET THE NEEDS IDENTIFIED**

Vide Section 2.1.7

### ***2.2.7.1 At first-degree level***

Vide Section 2.1.7.1

### ***2.2.7.2 At postgraduate level***

Vide Section 2.1.7.2

## **PROGRAMMES FOR LANGUAGE AND LANGUAGE RELATED PROFESSIONS NATIONAL REPORT OF MALTA, PARTS 3 & 4**

### *3. INNOVATIONS IN THE TRAINING OF LANGUAGE TEACHERS*

Tertiary education in Malta is provided by the University of Malta, which offers degrees in various areas at Bachelors, Masters and Doctoral level. Therefore, as yet, only the University of Malta is responsible for initial teacher training.

#### *3.1 LANGUAGE TEACHING AND LEARNING IN PRIMARY AND SECONDARY SCHOOL EDUCATION*

Education in Malta is governed by the Education Act (1988) and is the responsibility of the Ministry of Education.

Education is compulsory between the ages of five and sixteen. State education is completely free in all institutions. Textbooks and transport are also free in primary and secondary schools. Study-grants are given to the majority of students attending post-secondary educational institutions and the University.

Apart from State schools, a number of licensed non-state schools, for example church schools, also exist, providing free education up to pre-university level. The State provides a subsidy to these licensed non-state schools. There are also a number of independent private schools, which are fee-paying.

Kindergartens are available for children aged between 3 and 5 years of age. Subsequently, pupils in State schools follow a six-year course of primary education after which they sit for qualifying but non-competitive examinations for admission into the Junior Lyceums.

The first three years of the secondary education course are followed in either a Junior Lyceum or a Secondary School. At the end of Form III, students can opt to attend a Trade School where students follow a technology course.

The curricula at both primary and secondary levels are varied and cover languages, physical sciences, religious knowledge, social sciences, personal and social education, and practical subjects. Language learning is given great importance.

State schools students sit for national annual examinations in both primary and secondary levels. At the end of their five-year secondary education course, students sit for the University of Malta's Secondary Education Certificate examinations, although the General Certificate of Education examinations set by the British University Boards are still quite popular.

On completing the compulsory school cycle, students are encouraged to continue their education. Academic courses, at the University's Junior College, as well as private sixth forms, generally lead to Advanced Level Matriculation while vocationally-oriented students at the other State and Private Schools and Institutes generally sit for examinations set by established institutions, both local and foreign.

In state institutions, the academic year runs from mid-September to mid-July, with holiday periods at Christmas and Easter.

In primary and secondary schools, the medium of instruction is Maltese and English. At post-secondary schools and University, the medium of instruction is English, except in the case of a modern language and Maltese.

(<http://www.um.edu.mt>)

## 3.2 INITIAL TEACHER TRAINING

### 3.2.1 INSTITUTIONS RESPONSIBLE FOR TRAINING

The Faculty of Education was set up in 1978. Its main concern was pre-service teacher training, a role that had previously and since the post-war years been fulfilled first by the two training colleges - St. Michaels' for men, the Mater Admirabilis for women - and then, after 1972, by the Malta College of Education (up to 1974) and the Department of Educational Studies at the MCAST (up to 1978). Since 1980, the Faculty of Education has taken on a variety of roles that are linked to a wider conception of education and training.

### 3.2.2 CONTENT, OBJECTIVES AND STRUCTURES OF PROGRAMMES

The Faculty's main focus remains pre-service and in-service teacher education. Indeed, the largest proportion of students attached to the Faculty follow either the full-time B.Ed.(Hons.) or P.G.C.E. courses, or one of the part-time certificate, diploma, and masters courses that lead to specialisation in areas such as counselling, teaching children with special needs, the use of information technology in the classroom, the teaching of English as a Foreign Language, and educational administration and management. The Faculty, however, offers a wider repertoire of training that includes such fields as adult education, media studies, journalism, youth studies, and librarianship. The Faculty strives to promote quality education in all its aspects, primarily through teaching, research, consultancy work, and the provision of educational resources, and by modelling, through its own practice, the high standards that it strives to achieve in inculcate in all learning settings.

A key characteristic of the Faculty is the commitment to a dynamic and productive interplay between theory and practice, and between research and policy-making. The Faculty is indeed very much involved in the hurly-burly of everyday life in the community, providing services that are immediately useful to schools, media enterprises, libraries, industry, and other potentially educative sites. Indeed, Faculty staff often take on leadership roles in these settings, and enter into productive partnerships which weld together research, craft knowledge, and experience. This is true of teacher training and development, for instance, in which Faculty staff work closely with school-based mentors in helping students hone their skills in responding to the challenge of teaching. One of the

Faculty's two journals, *Education 2000*, is a particularly good example of how teachers and Faculty staff can enter into collaborative partnerships, with research and experience coming together in a way that promotes the ideal of the reflective practitioner. The Faculty has, since

1995, also produced the Mediterranean Journal of Educational Studies, thus taking on a leadership role in the hitherto under-developed field of regional comparative education studies.

The course leading to the Bachelor of Education (Honours) should appeal to men and women who can find fulfilment as educators, and who are ready to commit themselves to the teaching profession and its important role in Malta's social, cultural and economic development. The course aims to develop professionally based knowledge in the theory and practice of education, together with the ability to assist pupils to reach their full intellectual and social potential by understanding their abilities and potentialities and the social contexts within which they live and learn.

Prospective teachers are encouraged to communicate and share knowledge and skills with their pupils and colleagues, and to develop the ability and motivation to further their learning and professional growth throughout their lives. Each student is required to specialise in a chosen area of study and to understand its function in education, while developing competence in the marshalling of evidence on which reasoned judgment in the field of education may be reached.

#### Course Duration

The Course extends over a period of four years of full-time studies. The Board may allow students to complete the Course in not more than five years from the date of first admission to the Course. In special circumstances, Senate may allow a further extension of one year, on the recommendation of the Board. The Senate, acting on the advice of the Board, may allow students, for a good and sufficient reason, to suspend their studies for a maximum of twelve months.

#### Course Structure

The course of studies for the Primary Education area of specialisation shall normally consist of the following:

1. study-units in the following areas:

Primary Studies (Content and Professional)

Primary Subject Specialisation

Primary Cycle Specialisation

Foundations in Education

Personal Skills

Pedagogy

Research Methods

English Language Proficiency

Basic Computer Proficiency

2. four Field Placements; and

3. dissertation/project.

The course of studies for the Secondary Education area of specialisation shall normally consist of the following:

1. study-units in one or two Teaching Areas chosen, in the following areas:

Subject Content Studies

Methodology in the Teaching Area/s

Foundations in Education  
Personal Skills  
Resources, Information and Communication Technologies in Education  
Diversity in the Classroom  
Research Methods  
English Language Proficiency  
Basic Computer Proficiency  
2. four Field Placements; and

3. dissertation/project.

The study-units in English Language Proficiency and in Basic Computer Proficiency are compulsory for all students. The Board may exempt students from following these study-units if they are successful in appropriate tests held at a time specified by the Board. Students shall be required to pass in the tests in these subjects by the end of their second year of studies. If this requirement is not satisfied, students shall be required to withdraw from the Course.

The Board may exempt students from the requirement of obtaining a credit in the other study-units if they have obtained from the University, or from an institution recognised by Senate for the purpose, a qualification the study for which is, in the opinion of the Board, at least equivalent in content and standard to that required for the credit concerned, provided that:

exemption shall not be given for more than one-third of the minimum number of credits required for the award of the Degree;

the credits must normally have been obtained within the last five years; and exemption shall not be granted in the case of either the final field placement or the dissertation/project, unless in special circumstances.

The Board may allow students to follow study-units in another university or institution of higher education, provided that the credits obtained shall be evaluated according to criteria established by the Board.

#### Field Placement

There shall be a Field Placement in each of the four years of the Course, comprising a period of observation and teaching in schools under tutorial supervision as determined by the Board.

The Postgraduate Certificate in Education (P.G.C.E.) course is relevant to those who, after their first-degree studies, wish to pursue a teaching career. The P.G.C.E. enables holders to obtain a Teacher's Warrant and hence, to practice as a teacher in Malta. It provides intensive and professional preparation.

#### Course Duration

The course of studies leading to P.G.C.E. extends over a period of one year of full-time study.

#### Course Structure

The course consists of the following components to which 30 credits are assigned:

(a) study-units to which 15 credits shall be assigned in the following areas of study:  
Foundation Studies in Education (including Educational Psychology, Philosophy of Education, Sociology of Education, and an Options Programme)  
Pedagogy and Curriculum Studies

Resources and Information and Communication Technology in Education (RICTE);

(b) one credit each for four examination papers in: Educational Psychology, Philosophy of Education, Sociology of Education, and Pedagogy and Curriculum Studies;

(c) School Experience (2 credits) and Teaching Practice (5 credits); and

(d) Long Essay or Project (4 credits).

The Board stipulates which subject in the Pedagogy and Curriculum Studies area of study and which study-units students take in order to complete the appropriate course programme. The study-units to be followed in each case are determined by the Board of Studies before the commencement of the Course.

#### School Experience

Students are required to undertake three periods of School Experience throughout the Course in order to acquaint themselves with the world of the school and the classroom.

#### Teaching Practice

Students are required to undertake two six-week periods of Teaching Practice in secondary schools throughout the Course in order to gain experience in the classroom.

#### Long Essay/Project

Students are required to submit a Long Essay which must have an educational problem or issue as its focus either in the area of Foundation Studies in Education or in Pedagogy and Curriculum Studies, or a Project deemed to be of equivalent academic standard by the Board of Studies. The Long Essay shall consist of not more than 8000 words (excluding appendices) or not less than 12000 words if co-authored.

#### Course Objective

The Master of Education (M.Ed.) course sets out to develop research skills in professional educators who build on their experiences in schools and classrooms in order to generate new insights that make a contribution to both theory and practice. M.Ed. students generally follow a number of courses in educational theory and advanced research skills, besides writing out a dissertation. Despite the fact that the Faculty awards a general Masters in Education degree, candidates group themselves in research working teams around areas that are considered to be particularly important for Malta's educational development. Among these areas one can mention adult education, primary curriculum, teaching English as a foreign language, applied linguistics, and physical education and sports.

Generally speaking, the Faculty declares its areas of focus for the M.Ed. courses around May/June each year.

#### Course Structure

A candidate for the degree is expected to specialise in an area of Educational Theory and/or Pedagogy.

The course will consist of taught units and a dissertation. There will be eight taught units, each of which will be assessed by an assignment and/or test. Each unit must be successfully completed, but failed units may be repeated once. Students who fail the same unit a second time will not be allowed to continue the course.

A candidate for the degree of M.Ed. is required to complete a dissertation under tutorial supervision. The supervisor may refer to the Faculty Board through the Board of Studies in

respect of a candidate whose work is considered unsatisfactory. The dissertation is expected to be around 20,000 words in length.

(<http://www.um.edu.mt/courses/prospectus/educpost.html>)

### **3.2.3 CAREER PROSPECTS FOR GRADUATES**

The B.Ed.(Hons.) degree leads to Professional Teacher Status and the award of the Teacher's Warrant.

#### *Job Description*

Teachers work with people of almost any age: children from the age of five upwards, or adults. They may teach mixed ability or similar ability groups. Mixed ability groups require a variety of teaching methods enabling students to develop at different speeds.

Primary teachers usually teach a range of subjects to one class; others, for example secondary teachers teach two or more related subjects, for example Maths and Physics.

Teaching methods may include small group work, projects, and the use of audio-visual materials and computer packages, as well as more traditional teaching sessions. The use of different methods helps to stimulate interest and learning, and to develop a variety of skills.

Extra activities include preparing lessons, marking written work, writing assessment reports, and attending staff meetings and parents' evenings.

Some teachers also have the role of form tutor, which may involve duties such as taking a register, distributing general information and offering guidance.

#### **Personal Qualities and Skills**

Teachers need to be able to communicate effectively in order to establish a good working relationship with their students. However, not all students will respond positively, so teachers need to be patient and tactful, and a certain degree of discipline may be needed to maintain order. They also need good organisational ability, enthusiasm and self-discipline. Lessons may require detailed planning and preparation.

(<http://www.um.edu.mt/courses/prospectus/educ.html>)

### **3.2.4 RECENT CHANGES IN CONTENT, OBJECTIVES AND/OR STRUCTURE OF PROGRAMMES**

At present the faculty is undergoing major restructuring of the course. The above course description is the latest version up to this date.

### **3.2.5 EXAMPLES OF GOOD PRACTICE**

Recent Faculty Achievements:

- Focus on teacher education
- Focus on learning/inclusion
- New course structure/regulations for B.Ed (Hons)
  - better quality students
  - specialized training
  - sequential learning
  - superior opportunities for socialization
  - higher standards
  - strengthening of methodology

- Generation of new data on teacher education
- Strengthening of Faculty standing at University
- Consolidation of staff development
- Development of communication structures with educational partners
- Publication of student guidebooks (Teaching Practice/Dissertation/Assessment)
- Formulation of assessment policy and initiatives
- Refurbishment of Teachers' Resource Centre (TRC)
- Office for student peer support
- Clarification of vision for Field Placement
- Solid contribution of different Faculty programmes
- Improved international links (web; projects; etc)
- Increase in IT and other resources
- Work load auditing

### **3.2.6 REASONS UNDERLYING THESE CHANGES**

- Teaching practice disrupts continuity and focus of content courses
- Lack of balance in academic programme between semesters
- Courses not taken in a way that permits incremental learning
- Study experienced as fragmented
- Students have too much discretion in picking and choosing from content units – not necessarily exposed to a substantive framework in a discipline
- Difficult to meet both demands of subject specialization and Teaching Practice at the same time
- Time-tabling difficulties between faculties
- Content units taught during Teaching Practice placement
- Students sometimes feel that they are 'second class citizens'
- Poor socialization into the profession

### **3.2.7 IDENTIFICATION OF NEEDS**

- Monitoring and consolidation of new course
- Ensuring 'appropriate' socialization into profession
- A close look at the methods of teaching used
- Implementation of Field Placement plans: Mentoring & PSD (Personal and Social Development)
- TRC (Teachers' Resource Centre) as a curriculum production centre
- A structure for the delivery of RICTE (Resources and Information and Communication Technologies in Education).
- Implementation of portfolios
- Publication of Prospectus
- Closer integration of part-time staff
- Closer integration of staff not involved in teacher education
- Pre-School teacher education and training
- Post-Secondary teacher education and training
- How to be more relevant to the educational need of the community
- Strengthening of educational partnerships
- Challenge to avoid 'balkanisation' of Faculty
- Strengthening collegiality and team work in Faculty

- Challenge of tapping new sources of funding

**3.1.7.1** *Seen in relation to the development of language studies*

**3.1.7.2** *Seen in relation to non-academic requirements*

### **3.1.8 MEASURES TO BE TAKEN AT INSTITUTIONAL, REGIONAL, NATIONAL, AND EUROPEAN LEVEL TO MEET THE NEEDS IDENTIFIED**

**3.1.8.1** *at first-degree level*

**3.1.8.2** *at post-degree level*

## **3.3 CONTINUING TEACHER EDUCATION (IN SERVICE)**

### **3.3.1 INSTITUTIONS RESPONSIBLE FOR TRAINING**

As part of its on-going staff development initiatives, the Education Division of the Ministry of Education, Malta organizes In-Service Courses on a large scale in various subjects and educational areas, mostly at the beginning and end of each scholastic year as agreed upon between the Government and the Malta Union of Teachers. Moreover, it awards bursaries and scholarships offered under various bilateral and multilateral agreements and as a result of membership in international organizations such as the Council of Europe, the Commonwealth, and UNESCO.

### **3.3.2 CONTENT, OBJECTIVES AND STRUCTURES OF PROGRAMMES**

The Department of Education has a number of Resource Centres in order to augment and update the teaching of certain subjects in the curriculum, especially those catering for foreign languages e.g. French, German, Arabic, English, run in conjunction with the local Embassy. These centers organize regularly courses on the methodology of teaching that particular subject; they also lend books, magazines, teaching aids, and sound and video cassettes to teachers.

### **3.3.3 RECENT CHANGES IN CONTENT, OBJECTIVES, AND/OR STRUCTURE OF PROGRAMMES**

Through an agreement with Malta Union of Teachers such on-going professional training is now required for all teachers in Malta. Efforts are being made to meet the training needs of teachers as they implement new National Curriculum in schools.

### **3.3.4 EXAMPLES OF GOOD PRACTICE**

### **3.3.5 REASONS UNDERLYING THESE CHANGES**

### **3.3.6 IDENTIFICATION OF NEEDS**

**3.3.6.1** *Seen in relation to the development of language studies*

**3.3.6.2** *Seen in relation to non-academic requirements*

### **3.3.7 MEASURES TO BE TAKEN AT INSTITUTIONAL, REGIONAL, NATIONAL, AND EUROPEAN LEVEL TO MEET THE NEEDS IDENTIFIED**

At present, there are NO institutions on the island, either state or private, that offer training for translators and interpreters. Usually those who aspire to become translators and interpreters in the first instance follow an undergraduate degree in the target language/s. Then they are supported to proceed to specialist studies in this area.

**4.1 DESCRIPTION AND ANALYSIS OF THE CURRENT SPECTRUM OF PROFESSIONAL ACTIVITIES**

**4.2 INSTITUTIONS RESPONSIBLE FOR TRAINING**

**4.3 CONTENT, OBJECTIVES, AND STRUCTURE OF PROGRAMMES**

*4.3.1 At first-degree level*

*4.3.2 At postgraduate level*

*4.3.3 At the level of continuing education*

**4.4 CAREER PROSPECTS FOR GRADUATES**

**4.5 RECENT CHANGES IN CONTENT, OBJECTIVES, AND/OR STRUCTURE OF PROGRAMMES**

*4.5.1 At first-degree level*

*4.5.2 At postgraduate level*

*4.5.3 At the level of continuing education*

**4.6 EXAMPLES OF GOOD PRACTICE**

**4.7 REASONS UNDERLYING THESE CHANGES**

**4.8 IDENTIFICATION OF NEEDS**

*4.8.1 At first-degree level*

*4.8.2 At postgraduate level*

*4.8.3 At the level of continuing education*

**4.9 MEASURES TO BE TAKEN AT INSTITUTIONAL, REGIONAL, NATIONAL, AND EUROPEAN LEVEL TO MEET THE NEEDS IDENTIFIED**

*4.9.1 At first-degree level*

*4.9.2 At postgraduate level*

*4.9.3 At the level of continuing education*

**PROVISION FOR STUDENTS OF OTHER DISCIPLINES**

**5.1. LANGUAGE STUDIES INTEGRATED INTO NON-LANGUAGE PROGRAMMES**

**5.1.1 CONTENT, OBJECTIVES, AND STRUCTURES OF PROGRAMMES**

**5.1.2 RECENT CHANGES IN CONTENT, OBJECTIVES, AND/OR STRUCTURE OF PROGRAMMES**

**5.1.3 EXAMPLES OF GOOD PRACTICE**

**5.1.4 REASONS UNDERLYING THESE CHANGES**

**5.1.5 IDENTIFICATION OF NEEDS**

*5.1.5.1 Seen in relation to the development of language studies*

*5.1.5.2 Seen in relation to non-academic requirements*

**5.1.6 MEASURES TO BE TAKEN AT INSTITUTIONAL, REGIONAL, NATIONAL, AND EUROPEAN LEVEL TO MEET THE NEEDS IDENTIFIED**

**5.1.6.1 *At first-degree level***

**5.1.6.2 *At postgraduate level***

**5.2 GENERAL AND SUBJECT-ORIENTED LANGUAGE COURSES ACCOMPANYING NON-LANGUAGE PROGRAMMES**

**5.2.1 CONTENT, OBJECTIVES, AND STRUCTURES OF PROGRAMMES**

**5.2.2 RECENT CHANGES IN CONTENT, OBJECTIVES, AND/OR STRUCTURE OF PROGRAMMES**

**5.2.3 EXAMPLES OF GOOD PRACTICE**

**5.2.4 REASONS UNDERLYING THESE CHANGES**

**5.2.5 IDENTIFICATION OF NEEDS**

**5.2.5.1 *Seen in relation to the development of language studies***

**5.2.5.2 *Seen in relation to non-academic requirements***

**5.2.6 MEASURES TO BE TAKEN AT INSTITUTIONAL, REGIONAL, NATIONAL, AND EUROPEAN LEVEL TO MEET THE NEEDS IDENTIFIED**

**5.2.6.1 *At first-degree level***

**5.2.6.2 *At postgraduate level***

**5.3 LANGUAGE PROVISION AND SUPPORT FOR MOBILE STUDENTS**

**5.3.1 *For incoming students***

**5.3.2 *For outgoing students***

**5.4 NON-LANGUAGE PROGRAMMES OR PARTS OF PROGRAMMES TAUGHT THROUGH ONE OR SEVERAL OTHER LANGUAGES**

**5.4.1 DISCIPLINES INVOLVED**

**5.4.2 LEVEL OF WHICH (PARTS OF) PROGRAMMES ARE TAUGHT**

**5.4.3 LANGUAGES USED**

**5.4.4 TARGET GROUPS (MOBILE STUDENTS, HOME STUDENTS ETC)**

**5.4.5 POLICIES AND OBJECTIVES UNDERLYING THE PRACTICE DESCRIBED**

**5.4.6 NEW MEASURES PROPOSED**

## **CONTINUING EDUCATION**

**6 INNOVATIONS IN LANGUAGE STUDIES IN CONTINUING EDUCATION (EXCLUDING LANGUAGE SPECIALISTS)**

Opportunities for language studies are offered by both the private and state sectors in continuing education. Students may follow language studies within degree programmes like those of Commerce, Law, International Relations, European Studies, etc. The Ministry of Education offers various evening courses in different foreign languages and at different levels. There are also private Language centers, which cater for students who want to start or continue their studies in the language, or increase their command of the language for private or professional reasons, and/or to prepare themselves for examinations in that particular language. Mature students may

follow language courses in the evening at both the University or at one of the number of Language Resource Centres available on the island.

For further details visit the following websites:

The German Maltese Circle: <http://www.germanmaltesecircle.org/>

Italian Cultural Institute: <http://www.iicmalta.org/>

Alliance Francaise de Malte: <http://site.voila.fr/alliancefr.mt>

Circulo Cultural Hispano-Maltes: <http://www.spanishmaltesecircle.org/>

The British Council: <http://www.britishcouncil.org/malta/>

**6.1 TARGET GROUPS**

**6.2 CONTENT, OBJECTIVES AND STRUCTURES OF PROGRAMMES AND COURSES**

**6.3 RECENT DEVELOPMENTS**

**6.4 IDENTIFICATION OF NEW NEEDS**

**6.5 MEASURES PROPOSED TO MEET THE NEEDS IDENTIFIED**