

Secondary School Certificate and Profile

Handbook

1 General Statements

- 1.1** Students finishing their Secondary Education cycle as from June 2013 may qualify to receive a Certificate at Level 1 or Level 2 of the Malta Qualifications Framework (MQF) and of the European Qualifications Framework for Lifelong Learning. The grades (Distinction, Merit, and Pass) and marks allocated to Non-Formal and Informal Education and Personal Qualities in the former Secondary School Certificate and Profile (SSC&P), have been eliminated. This will further emphasise the **profiling aspect** of the SSC&P thereby giving a clearer picture of what the student has accomplished and participated in during the secondary cycle.
- 1.2** The profiling aspect will be further highlighted by listing the Non-Formal and Informal activities that the student participates in and by assigning descriptors to the Personal Qualities.
- 1.3** In order for a Certificate at Level 1 or Level 2 to be issued, the following pre-requisites are necessary:
- (a) proof that the student has the necessary skills in Basic Literacy and Mathematics and
 - (b) an attendance record of at least 85% per year.
- 1.4** The SSC&P will be raised from Level 1 to Level 2 of the MQF for all students provided they fulfil the necessary criteria (see section 7.1). Those students who do not achieve a SSC&P at Level 2, may qualify for a SSC&P at Level 1, provided they fulfil the necessary criteria set for this level (see section 7.2 below). Students who do not satisfy any of these criteria will be entitled to a certificate indicating that they have completed their Secondary Education. This certificate, however, will not be endorsed by the National Commission for Further and Higher Education (NCFHE) (see section 7.3 below).
- 1.5** In line with the current educational reform that is promoting autonomy, decentralisation, identity and creativity within a general framework of accountability, individual schools can design and issue their own Certificate which includes all components of the SSC&P. This Certificate is subject to approval by the NCFHE. The overall responsibility of the SSC&P lies with the respective Head of School.
- 1.6** During the five years of Secondary Education, students are given credit in the following five areas:

Attendance / Formal Education / Informal Education / Non-Formal Education / Personal Qualities

2 Attendance

A student is considered to have an acceptable attendance record if s/he has attended at least 85% of school days during each of the five years of her/his compulsory education, in line with policy direction in Malta and within the EU. Exception to this clause is applicable in the case of a student who is absent due to ill health with valid medical certification.

This section refers to the subjects/areas of study on the timetable. The formal section includes the annual examination marks and school assessment (where available) for the five years. The tier/level of the examination needs to be reflected in the Certificate. One has to take into consideration the fact that students may be following programmes of learning at different levels of difficulty in a number of subjects.

These educational programmes may be referred to as Track 3, Track 2 and Track 1 (Track 3 being the most demanding). However choice of nomenclature depends on the school/college.

Isem tal-istudent (Student's name):

Numru tal-ID (ID number):

Rekord ta' Kisbiet – Edukazzjoni Formali

Record of Achievement – Formal Education

Skola Sekondarja – Suggetti Secondary School – Subjects	L-1 Sena Form 1				It-2 Sena Form 2				It-3 Sena Form 3				Ir-4 Sena Form 4				Il-5 Sena Form 5			
	Retta [1] Track	Assessment tal-Għaliema Teacher Assessment	Marka tal-Eżami Exam Mark	Livell ta' Kisbiet [2] Level of Achievement	Retta Track	Assessment tal-Għaliema Teacher Assessment	Marka tal-Eżami Exam Mark	Livell ta' Kisbiet Level of Achievement	Retta Track	Assessment tal-Għaliema Teacher Assessment	Marka tal-Eżami Exam Mark	Livell ta' Kisbiet Level of Achievement	Retta Track	Assessment tal-Għaliema Teacher Assessment	Marka tal-Eżami Exam Mark	Livell ta' Kisbiet Level of Achievement	Retta Track	Assessment tal-Għaliema Teacher Assessment	Marka tal-Eżami Exam Mark	Livell ta' Kisbiet Level of Achievement

[1] Jista' jkun hemm rotot fi-educazzjoni sekondarja f'Malta.
Tracks are introduced as necessary in secondary education in Malta.

[2] Fi-educazzjoni obligatorja, l-istudent jista' jagħmel progress mill-ewwel livell ta' kisbiet għat-tieni, għat-tielet, għar-raba'... u potenzjalment sal-ogħla livell ta' kisbiet fi-educazzjoni sekondarja.
In compulsory schooling, learners may progress from Level one of achievement to Levels two, three, four ... and potentially to the highest level of achievement in secondary schooling.

This refers to students' participation in activities held outside school hours. Students attending courses or forming part of organisations, clubs, etc., will be accredited for their learning. A maximum of ten (10) regular Informal activities per year that students participate in will be listed in their SSC&P without the allocation of marks. Students will be given the signed and stamped (where applicable) form for their Informal Education (see Appendix 1) by the provider ONLY if they attend at least 85% of the course. Providers of Informal activities are obliged to be registered by the NCFHE. This can be done online on <http://www.mqc.gov.mt/qualificationform?l=1> and it is free of charge. For students commencing the secondary cycle in September 2012 to be given a level 1 or a level 2 SSC&P, they must participate regularly (at least in 85% of the time) in an Informal activity during at least three of the five years of the Secondary School cycle.¹

¹ For further information about Informal Education activities, kindly refer to sections 7.4 and 7.5.

5 Non-Formal Education

Any activity happening at school during school hours but is not time-tabled (i.e. outside the set curriculum) will be considered as a Non-Formal activity. These activities can happen during break time or be one-off activities which the teachers organise during the year. A maximum of ten (10) regular Non-Formal activities per year that students participate in may be listed in their SSC&P, without the allocation of marks. Students will be given the responsibility to keep the Non-Formal Education form (see Appendix 2) and hand it in at school towards the end of May. Students fill the Non-Formal Education form with the necessary details. The teacher organising the Non-Formal activity will sign the form at the end of the activity. For students commencing the secondary cycle in September 2012 to be given a level 1 or 2 SSC&P, they must participate regularly (at least in 85% of the time) in a Non-Formal activity per year during the 5-year course.² Timetabled activity lessons can be considered as Non-Formal Education as long as they do not lead to a recognised certification. Examples of Non-Formal activities can be found in Appendix 4 (page 10).

6 Personal Qualities

A student may be assigned up to a maximum of FIVE Personal Qualities per year out of a possible list of ten. No marks are awarded for the Personal Qualities. Each Personal Quality has five (5) descriptors assigned to it which will assist the teachers in deciding whether to assign the particular quality or not (see Appendix 3).

It should be noted that the eight Personal Qualities in Appendix 3 are the national ones, i.e. they apply to all schools/colleges. Each school/college is then responsible for the other two Personal Qualities and their descriptors.

7 SSC&P Levels

7.1 SSC&P MQF Level 2 Formal Component

Students commencing Form 1 in September 2012 will obtain an MQF Level 2 certificate if they fulfil the following criteria:

- have an 85% attendance per year throughout the five-year course;
- have participated regularly in a Non-Formal activity per year during the five-year course;
- have participated regularly in an Informal activity during at least three of the five years;
- have achieved MQF Level 2 in at least Maltese³, English, Mathematics, and any two subjects by the end of Form V.

The MQF Level 2 of the Mother Tongue, Second Language and Numeracy Competences is defined in the Descriptors of Key Competences in the National Qualifications Framework. This document can be downloaded from <http://www.mqc.gov.mt/descriptors-key-competences?l=1>.

2 For further information about Non-Formal Education activities, kindly refer to sections 7.4 and 7.5.

3 Foreign citizens are exempted from this requirement but in total they should present at least five subjects.

7.2. **SSC&P MQF Level 1 Formal Component**

Students commencing Form 1 in September 2012, will be awarded an MQF Level 1 certificate if they fulfil the following criteria:

- have an 85% attendance per year throughout the five-year course;
- have participated regularly in a Non-Formal activity per year during the five-year course;
- have participated regularly in an Informal activity during at least three of the five years;
- have achieved MQF Level 1 in at least Maltese⁴, English and Mathematics by the end of Form V.

The MQF Level 1 of the Mother Tongue, Second Language and Numeracy Competences as described in the Descriptors of Key Competences in the National Qualifications Framework. This document can be downloaded from <http://www.mqc.gov.mt/descriptors-key-competences?l=1>.

7.3 **Certificate & Profile**

Students who do not obtain the minimum in any one of the sections within SSC&P, MQF Level 1 will receive a Secondary School Certificate and Profile from the school which is not a SSC&P qualification at MQF Level 1 or 2.

7.4 **Pro-rata Informal and Non-Formal Education concessions for SSC&P**

With reference to Informal and Non-Formal Education, the following criteria have to be taken into consideration when assigning a Level 1 or Level 2 SSC&P to students ending their secondary cycle as from 2013:

students ending their secondary education cycle in June 2013 are expected to have a minimum of one (1) Informal Education activity and two (2) Non-formal education activities, carried out at least over two (2) years;

students ending their secondary education cycle in June 2014 are expected to have a minimum of two (2) Informal Education activities and two (2) Non-formal Education activities, carried out at least over two (2) years;

students ending their secondary education cycle in June 2015 are expected to have a minimum of three (3) Informal Education activities and three (3) Non-formal education activities carried out at least over three (3) years;

students ending their secondary education cycle in June 2016 are expected to have a minimum of three (3) Informal Education activities and four (4) Non-formal education activities, carried out at least over four (4) years.

The concessions above are time-bound as explained in 7.4.

4 Foreign citizens are be exempted from this requirement but in total they should present at least three subjects.

Schematic outline of Informal and Non-Formal concessions per year:

Secondary cycle ending in...	In September 2012, cohort will be in...	Number of Informal Activities	Number of Non-formal activities	Time frame
2013	Form 5	1	2	at least in 2 years
2014	Form 4	2	2	at least in 2 years
2015	Form 3	3	3	at least in 3 years
2016	Form 2	3	4	at least in 4 years

- 7.5** Students who commence Form 1 in September 2012 are governed by the amended regulations updated in this document (sections 7.1 and 7.2). The following is a schematic reference with reference to Informal and Non-Formal education requirements for students starting in September 2012:

Secondary cycle ending in...	In September 2012, cohort will be in...	Number of Informal Activities	Number of Non-formal activities	Time frame
2017	Form 1	3	5 (minimum of one per year)	in 5 years

- 7.6** DQSE and NCFHE will conduct Quality Assurance measures to monitor standards in the awarding of this certificate. For this reason, schools need to retain all paperwork and form V examination scripts related to the SSC&P for two school years after the award of the SSC&P.
- 7.7** Appendix 5 is a facsimile of the Secondary School Certificate and Profile transcript (Level 2) for those students ending their secondary course of studies in June 2013.

DIRETTORAT GĦAL
KWALITÀ U STANDARDS FL-EDUKAZZJONI
MINISTERU TAL-EDUKAZZJONI U X-XOGĦOL



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
MINISTRY OF EDUCATION AND
EMPLOYMENT



Informal Education: Courses

Name of student: _____

Address: _____

Course followed: _____

(Name and address of institution)

Stamp (if available)

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MQC Registration Number

The course is weeks / months / year/s long.

The student has been attending regularly.* Yes No

*not less than 85% attendance

Skills achieved during the course:

ORGANISATION: Declaration Form

I, _____ ID number _____
teach _____ in the above mentioned course, and declare
that all the information provided is correct.

Signature

PARENT/GUARDIAN:

Name and surname of parent/guardian of student (BLOCK LETTERS)

Signature

ID Number

The information provided shall be processed in accordance with the provisions of the Data Protection Act (2001) and processed for the purpose(s) of the Secondary School Certificate and Profile.

College Logo

Name of student _____ Class _____

Date of activity	Activity	Name and signature of overseeing teacher

Adherence to regulations

- accepts discipline as exercised by teacher/s
- attends class punctually and regularly
- follows class and school rules
- shows respect for the school environment
- work or tasks given are handed in on time

Altruism

- assists peers and teachers
- dedicates own time to activities in schools
- places the good of others before her/his own
- recognizes and is aware of the needs of others
- shares with others

Communicative Skills

- is able to allow others to express themselves
- is able to ask questions
- is able to express her/himself clearly
- is able to listen attentively
- is able to voice her/his opinions, thoughts and feelings

Entrepreneurship

- is able to take up initiatives
- is confident in own personal abilities and strengths
- is willing to accept new challenges
- manages to work well within a group
- shows creativity and innovation

Leadership

- encourages and motivates others to work
- is able to handle assigned tasks appropriately
- is hard-working and persistent
- is organised and flexible
- shows and takes initiatives

Sense of Respect

- keeps her/his word and practises restraint
- respects diversity
- shows acceptable behaviour towards authority
- shows acceptable behaviour towards peers
- uses respectful language

Sense of responsibility

- admits when s/he is wrong
- completes assigned tasks
- is able to take responsibility of personal belongings
- manages time well
- shows capability to work independently

Teamwork

- collaborates and works with different persons
- deals effectively with challenging situations
- listens actively and cares about her/his peers
- motivates the group to achieve more
- shows perseverance in the task assigned

Animal Club	Jazz/Music Club
Art Links	Job Shadowing
Athletics, Badminton, Basketball, Chess, etc.	Karate
Bike Day	Language Day
Billiards	Learning Support Zone Activities – LSZ
Book Club	Library Helpers
Business Studies Programme	Library Week Activity
Card Making	Live-In
Carnival Costume making	Maltese Day
Ceramics Club	Maltese Writing Competition
Choir	Maratona bir-Roti
Christian Recreation through Expressive Arts	Maths Club
Christmas Concert	Media Literacy
Cinema Day	Model Making
College Band	Outdoors Club
College Student Council	Parchment Craft
Connecting Classrooms	Parents' Day Activity
Cooking Club	Pastoral Care
Crafts	Photography Club
Cross Country	Piano Playing
Dance	President's Award
Debating Club	Price Day
Drama	PSD Day
Design, Arts and Crafts	Reading Club
Ekoskola	Religious Activity
Entrepreneurship	Revolving Around Yourself (RAY)
Environmental Walk	Robotics Programming
E-Twinning	Rugby
Exchange Programmes	School Band
Film Club	School Newsletter
Focus Magazine	School Students' Council
Folklore Club	Science Club
Football/Futsal	Science Festival
Francofête	Scoops
Fund Raising	Sports Day
Gardening Club	STC Radio (School Radio)
Geography Club	Sustainability Club
Glass Paining	Swimming
Global Action Schools 2 Communities	Talent Show
Green Club	Tapestry
Gymnastics	Timetabled activities (not leading to a certification, e.g. activity lessons)
Healthy Life Style	Voice Training
ICT Club	Writers Club
Italian Club	Young Reports for Environment


Ministeru tal-Edukazzjoni u x-Xogħol
 Ministry of Education and Employment


National Commission for Further and Higher Education
 Malta

Direttorat għal Kwalità u Standards fl-Edukazzjoni
 Directorate for Quality and Standards in Education (DQSE)

Kulleġġ
 College

Skola
 School

Isem l-Istudenti:
 Student Name:

Data tat-Twelid:
 Date of birth:

Karta tal-Identità:
 Student I.D.:

College / School Logo

Il-Kummissjoni Nazzjonali għal Edukazzjoni Avanzata u Ogħla tqis dan iċ-Certifikat bħala tat-Tieni Livell tal-Qafas Malti tal-Kwalifiki u tal-Qafas Ewropew tal-Kwalifiki għat-Tagħlim Tul il-Hajja.

The National Commission for Further and Higher Education deems this Certificate to be at Level 2 of the Malta Qualifications Framework and of the European Qualifications Framework for Lifelong Learning.

Livell 2
 Level 2

Prinċipal tal-Kulleġġ
 College Principal

Kap tal-Iskola
 Head of School

Data
 Date

Rekord ta' Kisbiet – Edukazzjoni Informali (Attivitajiet barra mill-iskola)

Record of Achievement - Informal Education (Activities outside school)

It-3 Sena Form 3	Ir-4 Sena Form 4	Il-5 Sena Form 5
<i>Attività / Awtorità Kompetenti</i> <i>Activity / Competent Authority</i>	<i>Attività / Awtorità Kompetenti</i> <i>Activity / Competent Authority</i>	<i>Attività / Awtorità Kompetenti</i> <i>Activity / Competent Authority</i>

Kwalitajiet Personali

Personal Qualities

It-3 Sena Form 3	Ir-4 Sena Form 4	Il-5 Sena Form 5

Kummenti Addizzjonali

Additional Comments

