



**Urgent joint KPS & KE Meeting minutes**  
**Friday 12th July 2019**  
**Take Off 18.00**

**Agenda Joint KE/KPS**

**Tentative Process:**

1. Consultation during KE/KPS followed by a short period gathering feedback from stakeholders.
2. Setting up of a taskforce to compile the feedback and recommendations into a formal document.
3. Meeting and presentation of document to KE, KPS and MATSEC.
4. Publication of the document's conclusions and possibly the document itself.

**Enhancement of Communication and Cultural Skills (S.O.K.)**

- Increased focus on 21st Century skills.
- Integration of culture within a communicative context.
- Communication in both English and Maltese.
- Removal of project work.
- A reduction in emphasis on knowledge.
- Assessed through school assessment.

**KSU Points:**

- Real problem with SOK was assessment not the content, by definition Systems of Knowledge must contain an element of knowledge.
- Civic Education must continue to be a priority in light of Vote16.
- Project work has been sensibly moved to the Recognition of Co-Curricular Activities.

**Recognition of Co-Curricular Activities**

- 80 hours for the 2 years.
- Supervised by a tutor.
- Contributes 3 point to the Matriculation Certificate.
- Assessed through a Reflective journal.

**KSU Points:**

- MATSEC should identify themes where this would complement the formation of students in post-secondary education (e.g. theatre, sport, enterprise, work in the community).
- Tutor should monitor the learning outcomes from this experience.
- A set of possible learning outcomes should be established by MATSEC to guide these tutors when mentoring students.



- Avoid excessive bureaucracy such as long reports or too many reports in the 'Reflective Journal'. This could be achieved by having presentations and/or interviews to supplement the report.

### Consolidation of Knowledge and Proficiency in a Foreign Language

- Requirement to study a language at Intermediate Level or Advanced Level being changed to a foreign language.
- Proficiency in German, French, Italian and Spanish being introduced alongside Intermediate and Advanced levels in these subjects.
- Proficiency syllabi equivalent to Intermediate level.

#### KSU Points:

- The principle giving importance to knowledge of a foreign language is one KSU agrees with, however this should be implemented alongside either improved standards of English and Maltese at SEC level or at I/A level. The emphasis should be on improving proficiency in these.
- Most secondary students are already exposed to a foreign language during a number of years at secondary school with minimal impact.
- Teachers who participated in the Working Group on the future of Post-Secondary Education (2017)<sup>1</sup> commented that what is particularly worrying is the low level on English competence, causing problems of comprehension and acquisition of knowledge. This is particularly worrying when considering that these students are teaching in Post-Secondary institutions where English at SEC level is compulsory.
- This should be used as an opportunity to replace the proficiency in English being taught at University level to supplement one's undergraduate studies, thus reducing the burden during one's University course.

### Talented Athlete Scheme

- Recognition of training of not less than 10 hours a week.
- 10 points towards the Matriculation Certificate.
- Replaces an Intermediate level subject.
- Student will be required to submit reports to MATSEC.

#### KSU Points:

- Agree with the principle, this a very positive development.
- The definition of promising talented athlete should be left to the Malta Olympic Committee or defined by Sport Malta by setting minimum standards. Consultation with different sporting federations could be carried out to better define this phrase.
- This should not extend solely to athletes but also to other disciplines such as music and drama amongst others. Special emphasis should be put on those which already have structures and examinations in place which can objectively determine whether a candidate is talented or not.



### Assessment

- All subjects at Advanced and Intermediate level will have an end-of-course examination alongside school assessment in all subjects.
- School assessment will contribute to at least 20% of the final grade.
- School assessments will be set and marked by the school.

### KSU Points:

- Many issues arise regarding the implementation of this.
- Regulation should ensure that these assessments are regulated equally and at the same level by all institutions.
- Measures should be taken to avoid disparity in the method of assessment employed by different institutions.
- Issues arise as to how school assessment will apply to mainly theory-based subjects.
- It is unclear whether the requirement of assessment over the two year, post-secondary period entails that this assessment actually takes place over two years, consequently formalising the educational structure at this level.
- A revamp of assessment methods should provide another method for one to earn the Matriculation certificate by sitting for 3 Advanced Level subjects, allowing students to focus and specialise more on the fields which interest them or which they would like to develop further.

## 18.00 Registration

### 18.13 Start of Meeting

**William Farrugia** | President KSU:

Basically, this joint KE KPE meeting has been held urgently with regards to the new Matsec reform. This document directly affects all students entering Higher Secondary as from next year (October 2019). The raw principle of this Matsec reform is a positive one, and we agree with it, however our biggest concern is how it is to be implemented. As KSU we are planning on going to MATSEC ourselves, rather than just filling in the MATSEC survey. As University Students, I think that we are able to give the best input in this situation, we have left Higher Secondary rather recently, and we have enough experience to identify how the Higher Secondary Matriculation Certificate system effects the entrance to University. Certain ideas need to be there earlier in the individuals' scholastic life.

Point for discussion 1:

### Enhancement of Communication and Cultural Skills (S.O.K.)



## KUNSILL STUDENTI UNIVERSITARJI

Students House, University of Malta, Msida, MSD 2080  
+356 2340 2014 – info@ksu.org.mt

- Increased focus on 21st Century skills.
- Integration of culture within a communicative context.
- Communication in both English and Maltese.
- Removal of project work.
- A reduction in emphasis on knowledge.
- Assessed through school assessment.

KSU Points:

- Real problem with SOK was assessment not the content, by definition Systems of Knowledge must contain an element of knowledge.
- Civic Education must continue to be a priority in light of Vote16.
- Project work has been sensibly moved to the Recognition of Co-Curricular Activities.

**Roxanne Grillo** | DESA: I do not really know exactly what they mean with “21<sup>st</sup> century skills” is it academic writing or any other related skills?

**William Farrugia** | President KSU: What we think that they were referring to are skills related to publications, public speaking, but yes, its very vague and subject to interpretation.

**Matthew Xuereb** | Education Coordinator KSU: The problem that we identified was not with the content as such, but more related to the assessment. From this reform there is a positive aspect since it will become more relaxed.

**William Farrugia** | President KSU: What we also talked about was the fact that civic education is vital, especially now that Vote 16 has passed. In addition to this, SOK provided generalised knowledge of Democracy, I think we all can agree that most of us here, have learned about Civic Education almost solely through Systems of Knowledge during higher secondary.

**Mariah Zammit** | S-Cubed: SOK was important since it tackled subjects which affect society as a whole. The students’ main arguments against SOK were mostly regarding the content. Therefore, what I think is the way forward regarding SOK, is to propose a more student friendly syllabus rather than just remove whole topics. If democracy or any other main topic is to be eliminated from the syllabus, it is as if we are removing the ‘knowledge’ from systems of knowledge.

**Celine Cuschieri Debono** | GHSL: As previously mentioned, the content is not the main issue, but the way it is being assessed. What we may propose is to remove the 60 percent exam and 40 percent project weighting and instead of an examination maybe a different mode of assessment such as a presentation instead of the written exam.





**Matthew Xuereb** | Education Coordinator KSU: On presentations we are going to speak about them at a later stage, and it's a very good point to raise, however to be clear this reform is already trying to remove the written component of the exam.

**Celine Cuschieri Debono** | G#SL: Personally, I do not agree with the complete elimination of the examination component.

**Matthew Xuereb** | Education Coordinator KSU: Unfortunately, an examination guarantees that the student knows the content. At the same time, there have been students whom haven't entered university just because they received an F in Systems of Knowledge.

**Celine Cuschieri Debono** | G#SL: I don't agree with eliminating the written component, for the reason that a written examination will provide an element of uniformity.

**Matthew Xuereb** | Education Coordinator KSU: Then again, we must identify the priorities. Do we need the confirmation that all students know the same content of democracy, or at least, that the student has tried to engage with the subject? Sometimes I am afraid that the exam itself is a barrier.

**Daniel Grech** | ASCS: I believe that the issue with this Matsec reform is the fact that it is so vague, the loss of detail renders this document uncriticisable. Personally, I cannot identify whether certain proposals are really positive, or really negative.

**William Farrugia** | President KSU: I think the aim of this document being so vague is to raise discussions, however I think the issue now is that there is too much to discuss.

**Luke Mifsud** | Pulse: What they meant with 21<sup>st</sup> century skills, is more about the inclusion and addition of more modern art and the removal of certain outdated knowledge. I really believe that knowledge of democracy should be enhanced, since we are living in a democratic country in a democratic world.

**Edward Degabriele** | Student Rep: Do they have a detailed and finalised syllabus yet, or are they waiting for the consultation period to end, and they work into creating the syllabus after?

**Matthew Xuereb** | Education Coordinator KSU: We are assuming that they have already started with creating the syllabus, at least we hope.

**William Farrugia** | President KSU: From the meeting that I have attended, they did not show us that they had a finalised syllabus in place, therefore this is open to complete interpretation. If anything, they want to know what the public thinks about their proposals.





**Celine Cuschieri Debono** | G#SL: It is vital to focus on the soft skills, so that these students will grow up to function coherently with society. One can argue that certain topics are not essential, such as History and Art, however, at the end of the day we want a cultured society. What I mean to say is, that in order to focus on the betterment of a certain topic we shouldn't just completely disregard another topic. The inclusion of soft skills is a great initiative, well and good, however we should not forget to what makes SOK, SOK.

**William Farrugia** | President KSU: I agree with you, however I think that the concept that you mentioned is most probably going to remain. They are calling it communication and cultural skills; therefore, the cultural part is most probably going to remain.

**Rachel Micallef** | MAKE: With regards to Science and Art, they are important, in addition to that I believe that we may include other topics such as how to apply for a loan, and other related life skills that we aren't thought, which are vital in my opinion.

**Denise Gatt** | Student Rep: From the aspect of science I would like to contribute that maybe we should emphasise more on things like vaccines, that the public has barely any knowledge about. Other things like basic first aid.

**Matthew Xuereb** | Education Coordinator KSU: I am afraid that if we keep on adding to syllabus, it will become so extensive that everything will get diluted and lose substance. Currently the content of SOK when it comes to Science, it is more focussed on the fundamental principles that everyone should know such as The Scientific Method. The general aim, is to teach its students to identify a reliable article from another, when it comes to conducting research.

**Denise Gatt** | Student Rep: I believe that Scientific Theory is crucial, at the same time I am afraid that we're losing touch with the practical side of science. So, I think that pairing practical skills and practical knowledge is a must.

**Matthew Xuereb** | Education Coordinator KSU: At the same time, I am afraid that, we have a very specialised system when it comes to the system of sixth forms since at sixth form level, you would have already started specialising in the subjects you want to specialise in. SOK calmed down this phenomenon, at the same time one subject should not be the solution to mend a flaw in the current matriculation certificate format. This may raise another discussion on whether the current matriculation certificate system, (ie. Having a two a-levels and four intermediates) is the right system. This format is not adopted by all countries around Europe, currently we adhere to the UK's system, others, such as the Americans, have a system in which students of the same age in Malta are sitting for their matriculation certificate, whilst in America their education is at secondary school level.





**William Farrugia** | President KSU: We can add a point in the document where we can propose the addition of 21st century skills that are being mentioned, including; financial literacy, including certain soft skills.

**Mariah Zammit** | S-Cubed: These particular skills are vital; however, I do not think that they should be implemented in SOK. It would make more sense if this knowledge is delivered through talks and workshops that teach us the practical skills of life.

**Eman Portelli** | ESO: I personally think, that these skills should start to be thought during Secondary school, rather than crammed in Sixth Form, where the student already has his a-levels and intermediates. I also think that the focus in Sixth form should be more on communication, especially now that in Uni we have the English proficiency and are proposing to introduce the compulsory foreign language in the Matriculation Certificate.

Student Rep: What I believe should be also implemented is having a fair distribution of exam weighting with the use of presentations. Personally, when I came to university and had to conduct a presentation, when I had had no experience whatsoever, I felt like a fish out of the water. Therefore, if presentations are included into the assessment mark, it would be beneficial to students entering university.

**Ben Cassar** | JEF: Just a point on the emphasis on knowledge, I think we go back to the first point on, the improvement of 21<sup>st</sup> century skills. The focus on basic soft skills is basically essential, more focus on media literacy such as identifying fake news, rather than focus on how much you know about the renaissance.

**Matthew Xuereb** | Education Coordinator KSU: However, I believe that the content in SOK provided a good basis of the knowledge particularly for university students.

**Ben Cassar** | JEF: I'm not saying it didn't, I am saying that if there should be a reduction in knowledge it should be replaced by these 21<sup>st</sup> century soft skills, such as presentations, which I believe are more important than

**Denise Gatt** | Student Rep: in relation to presentation skills, I think this shouldn't just be implemented in SOK itself, but in all aspects of teaching, like for example if I am studying biology, and chemistry, I feel that I should be thought presentation skills within those subjects that I within our field, as well. So I believe that the emphasis should be on teaching by doing in all systems of learning not just in Systems of Knowledge.



**Edward Degabriele** | Student Rep: To continue on what Denise said, and what the document also says that integration of culture and communicative context, I am interpreting as teaching an adapted version of whatever the content of system of knowledge is going to be and teaching that to these methods, so I think that till now they're on the right track. One thing that strikes me is the amendment regarding the SOK project.

**Matthew Xuereb** | Education Coordinator KSU: It is going to be replaced, with the recognition of co-curricular activities.

**Edward Degabriele** | Student Rep: I believe that the biggest problem with the SOK project was that it had a lot of potential for students who wanted to use their potential. What I mean by this is, that if you didn't care about the SOK project you would have probably taken an easy way out, and did something straight forward, and get it out of the way. Whereas if you wanted to do something that really interested you, and help you grow as person and improve your knowledge. The problem with this was that there was room for abuse, for example I made it a point that I wanted to do something that actually interests me, and it had a lot of work, but it offered an easy way out. So I understand that it is a flawed system, but I hope that the recognition of co-curricular activities, will replace this potential.

**Matthew Xuereb** | Education Coordinator KSU: We will be discussing this point further on.

**Ben Cassar** | JEF: I think that it would be great if presentations are implemented in all the different subjects, but the issue with that is, that at the same time we are discussing changing the syllabus of systems of knowledge, so we will be affecting a very small part of student body whom would like to teach Biology and teach Chemistry. Pragmatically it's a great idea but its impractical to a certain sense.

**William Farrugia** | President KSU:

### Recognition of Co-Curricular Activities

- 80 hours for the 2 years.
- Supervised by a tutor.
- Contributes 3 point to the Matriculation Certificate.
- Assessed through a Reflective journal.

### KSU Points:

- MATSEC should identify themes where this would complement the formation of students in post-secondary education (e.g. theatre, sport, enterprise, work in the community).
- Tutor should monitor the learning outcomes from this experience.
- A set of possible learning outcomes should be established by MATSEC to guide these tutors when mentoring students.







- Avoid excessive bureaucracy such as long reports or too many reports in the 'Reflective Journal'. This could be achieved by having presentations and/or interviews to supplement the report.

**Edward Degabriele** | Student Rep: DO we have any confirmation if the supervising tutor would be Matsec appointed?

**Matthew Xuereb** | Education Coordinator KSU: I would probably be a lecturer. I believe that this would be similar to the SAC system, the one of SRP. The tutor would be there to check and balance.

**Celine Cuschieri Debono** | G#SL: So what you're saying is that there would be a tutor who is assessing the co-curricular activities that the student is doing outside school hours?

**Matthew Xuereb** | Education Coordinator KSU: The system is going to be similar to the one of SOK.

**Denise Gatt** | Student Rep: I would like to make a point that this process of choosing or assigning a tutor, should include the smallest amount of possible bureaucracy, as possible.

**Edward Degabriele** | Student Rep: I completely agree, on the other hand, there is the case where people would abuse the system. Since the signatures can come from an external entity, the tutor would not know whom that signature is.

**Celine Cuschieri Debono** | G#SL: But logistically how can you do it ?

**Matthew Xuereb** | Education Coordinator KSU: The only way that this could be done is that, by the having Matsec approve a list of selected institutions that you can do your work with. So at the end of the day, to limit abuse you are going to limit opportunities.

**Edward Degabriele** | Student Rep: The system is going to have to compromise, like you said either A: you open up to abuse which is almost inevitably avoided, or B: limit the students. However this could never be a perfect system.

**Matthew Xuereb** | Education Coordinator KSU: However, I do believe that there should be selected priorities in Matsec, regarding your work. These will be based on national service, for example the government identifies a shortage in the disability homes, and therefore the government will initiate a call to matsec, and matsec will make this institution a priority and you have a number of students who will attend to this need.



**Denise Gatt** | Student Rep: For this to be implemented there should be strict guidelines implemented.

**Matthew Xuereb** | Education Coordinator KSU: there could be different schools of thought about this, they can be strict, and there would be nothing wrong about them being strict.

**Denise Gatt** | Student Rep: To add on what Edward Degabriele said, these students are 16-years-of age. We need to give them a bit of responsibility for them to take this seriously.

**Edward Degabriele** | Student Rep: In my opinion there should be a section of the Matsec board dedicated to this, because if they decide to regulate where and when these co-curricular activities can be done, there should be a professional appointed to take case by case basis where if a student believes that there is a co-curricular activity by which they can benefit themselves but does not fall within the specific MASTSEC guide lines, and they will discuss and choose whether their case should be applicable to this scheme.

#### Talented Athlete Scheme

- Recognition of training of not less than 10 hours a week.
- 10 points towards the Matriculation Certificate.
- Replaces an Intermediate level subject.
- Student will be required to submit reports to MATSEC.

**Edward Degabriele** | Student Rep: We have already discussed this point in an exec meeting of Wolves, and this was discussed at length. For the most part we agreed that this was a positive step forward, we looked at the document, however I think that this is probably the vaguest one. Is it allowing you to not take an intermediate from the very start, or do you have to continue all the subjects and at the end you're able to skip one of the exams.

**William Farrugia** | President KSU: You have to have proof that you have been doing co-curricular activity from before sixth form.

**Edward Degabriele** | Student Rep: So, this is basically to discourage what happens to current students who have a promising career in sports until they enter post-secondary, yet the workload of postsecondary ends up docking their career to try and focus on their studies.

**Matthew Xuereb** | Education Coordinator KSU: This is basically intended for students who play on a national or Olympic level. And that is how it should be, I do not think we should lobby for a system whereby if I start karate at 16 years of age, I would be considered a talented athlete.



**Edward Degabriele** | Student Rep: This is an extremely good system, the only good thing that was of concern, was the fact that there is no mention, on how these athletes are going to be verified and what are going to be the concessions of students. It is mentioned that students need to complete a minimum of 10 hours training a week, can the student reduce these hours during examination period, what is their concession period between seasons, how often are you allowed to stop training.

William: I believe that the 10 hours is an average, which is calculated in the whole year.

**Matthew Xuereb** | Education Coordinator KSU: I believe tht there will be entities that will regulate these things, for example if the MOCC identifies that you are no longer taking this seriously, they can decide to revoke your status.

**William Farrugia** | President KSU: They mentioned that this will be monitored throughout, there is even the reporting system, so that the student is asked to submit reports, this board will be verified by the federations and the MOCC board itself.

**Rachel Micallef** | MAKE: I belive that this is a god initiative, however why was it not expanded to include music, drama, theatre arts etc.

**Celine Cuschieri Debono** | GHS: With the same reasoning, one can alternatively have a promising career in theatre and performance rather than sports.

**Matthew Xuereb** | Education Coordinator KSU: Agreed one hundred percent, with the insurance that you are on track to get the required qualifications by the end of the 2 years in sixth form. To add to that, music has its own certified assessment system, which makes it more objective and easy to implement.

**Denise Gatt** | Student Rep: here it says that it would replace an intermediate subject, will it be recognised though as an intermediate subject?

**Matthew Xuereb** | Education Coordinator KSU: No, this is about the points that lead to university. This isn't reforming the a-levels and intermediates per se, this is reforming the results of those intermediates and a-levels.

**Edward Degabriele** | Student Rep: Do they specify, does it say from which group that you are missing the intermediate from.

**Matthew Xuereb** | Education Coordinator KSU: I am assuming that you will still have an intermediate from all the compulsory groups.





**William Farrugia** | President KSU:

### Consolidation of Knowledge and Proficiency in a Foreign Language

- Requirement to study a language at Intermediate Level or Advanced Level being changed to a foreign language.
- Proficiency in German, French, Italian and Spanish being introduced alongside Intermediate and Advanced levels in these subjects.
- Proficiency syllabi equivalent to Intermediate level.

#### KSU Points:

- The principle giving importance to knowledge of a foreign language is one KSU agrees with, however this should be implemented alongside either improved standards of English and Maltese at SEC level or at I/A level. The emphasis should be on improving proficiency in these.
- Most secondary students are already exposed to a foreign language during a number of years at secondary school with minimal impact.
- Teachers who participated in the Working Group on the future of Post-Secondary Education (2017)<sup>1</sup> commented that what is particularly worrying is the low level on English competence, causing problems of comprehension and acquisition of knowledge. This is particularly worrying when considering that these students are teaching in Post-Secondary institutions where English at SEC level is compulsory.
- This should be used as an opportunity to replace the proficiency in English being taught at University level to supplement one's undergraduate studies, thus reducing the burden during one's University course.

**Claire Bonello** | Betapsi: The idea of implementing this earlier in secondary school is very important, especially since the period to learn a language is in childhood.

**Roxanne Grillo** | DESA: That's a good point but it's not entirely true, the problem is the way languages are thought in Malta is not sufficient. Students do not speak in class, nor do they practice foreign languages at home. The problem is when we leave in secondary school we are barely proficient in the language.

**William Farrugia** | President KSU: The idea of the proficiency is to have equal standards within equal components in the subject; reading, writing, speaking and listening as equal components. Carrying 25 % of the mark each. They will be introduced at a level which is equivalent to an intermediate. However, we believe that the proficiency should be at secondary level. Also, this document will be submitted to the 'Future of Postsecondary Education' It was a consultation by the ministry of education 2017. This contains a lot of consultations with teachers at this level and at SAC level. Basically, there are a lot of comments about the low level of English competence,



causing problems in comprehension and acquisition of knowledge, and this is worrying since these students are in post-secondary.

**Denise Gatt** | Student Rep: To be admitted to a foreign university you need to do an English proficiency test to see where your level of English is, now because some universities do not recognise English one of the core languages of Malta. Considering that English is actually recognised as our secondary language, why should we do an English proficiency? If we moved the English proficiency test up from before, people would have an easier time applying to a foreign university later on in life.

**Matthew Xuereb** | Education Coordinator KSU: Would it make sense if students at secondary level would have to sit for TEFL?

**Denise Gatt** | Student Rep: I wouldn't be against that personally. It's quite basic.

**Matthew Xuereb** | Education Coordinator KSU: But I believe that there are standardised tests that are used by universities abroad, that determine your level of English.

**Celine Cuschieri Debono** | GHS: What I am afraid of is that students will no longer choose Maltese language in sixth form, now that it is a requirement, the Maltese language is subject to being eliminated.

**William Farrugia** | President KSU: The way that I have understood this reform is, that this will replace the requirement of a language, it has to be specifically a language.

**Matthew Xuereb** | Education Coordinator KSU: The biggest crisis that we have is that genuinely, we have students that do not know how to speak proper English, or you have other extremes, where students do not know how to speak proper Maltese. There are problems in orthography, syntax...

**Mariah Zammit** | S-Cubed: Moreover, we have patriotic Maltese students, who defend their language and don't even know how to write in Maltese!

**William Farrugia** | President KSU: With the influx of foreign people in Malta whom are currently in primary schools, these students will eventually come to sixth form and university and are faced with an expected level of Maltese and English. Therefore, it is vital to stress that these languages are thought and examined at a higher level, at an earlier stage in their education (from secondary level, rather than sixth form level). Personally, I would not like to do my English proficiency whilst I'm sitting for my a-levels.



**Daniel Cassar** | JEF: Most countries abroad that's the way they learn English. Not focussed in proficiency. I was more focussed on literature.

**Mariah Zammit** | S-Cubed: I'm not sure if I have understood this correctly, this reform is purely intended to cater for the drastic the integration and multi-culturalism that is going on, and why are we only limiting this to 4 foreign languages? Yes, they are the neighbouring countries, but we are putting them at a higher priority than the other subjects, such as computing and IT which is integrated in all sectors which 21<sup>st</sup> century students will definitely work in.

**William Farrugia** | President KSU: That is a very valid point I think we should stress the importance of computing and IT, I do not think it is being given the importance it needs. We should think long term, how we will be working 10 years from now, not short term.

**Celine Cuschieri Debono** | GHS: On this point, I believe that although that this language reform is a positive one and has potential, I am afraid that it may result in a decrease in students choosing Maltese and English. As previously mentioned we do have a high number of students today find it difficult to write in both Maltese and English. With this reform we are sacrificing that this will be worsened. At the moment in secondary schools, students are thought languages, granted, but the available languages are too limited. Moreover, there should be an alternative way of teaching languages, what I have learned during TEFL was, the importance to speak a language and listen a language, which made me realise that the current learning system in Malta which is focussed on reading and writing is not practicable in society today. So, this needs to be amended as quickly as possible.

**Rebecca Azzopardi** | ESO: Will this proposal replace the English intermediate requirement to enter university?

**Matthew Xuereb** | Education Coordinator KSU: To make this clear, you do not need an intermediate in English to enter university. You need to have any language to enter university, however, for those who do not have English intermediate or a-level, they are required to sit for the English proficiency.

**Mariah Zammit** | S-Cubed: The fact that in Maltese literature and language are graded in the same paper, it affects the students level of Maltese.

**Roxanne Grillo** | DESA: There is also the fact that a number of students in form three are trying to bypass choosing a language altogether. There is a number of students whom aren't even sitting for their language o-levels. Having it as a compulsory subject at secondary level, it is worrying that languages are being neglected to this level.



**Matthew Xuereb** | Education Coordinator KSU: The reality is, that there is bias towards languages. If my preferences are towards sciences for example, you're being faced with a system that you are not compatible with.

**Mariah Zammit** | S-Cubed: I did not mention science, since there is already a compulsory science subject in place.

**Roxanne Grillo** | DESA: We need to keep in mind that we are at sixth form for only two years, we are making sixth form sound like it is still secondary school.

**Chris Gatt** | Student Rep: What we can propose is that they leave the 2 a-levels and 4 intermediates as it is, and maybe introduce the system of degree plus, for example I wanted to do French at sixth form, I have the opportunity to do it on the side, at my own pace. Having a compulsory foreign language, all they are doing is encouraging school leavers.

**William Farrugia** | President KSU:

### Assessment

- All subjects at Advanced and Intermediate level will have an end-of-course examination alongside school assessment in all subjects.
- School assessment will contribute to at least 20% of the final grade.
- School assessments will be set and marked by the school.

### KSU Points:

- Many issues arise regarding the implementation of this.
- Regulation should ensure that these assessments are regulated equally and at the same level by all institutions.
- Measures should be taken to avoid disparity in the method of assessment employed by different institutions.
- Issues arise as to how school assessment will apply to mainly theory-based subjects.
- It is unclear whether the requirement of assessment over the two year, post-secondary period entails that this assessment actually takes place over two years, consequently formalising the educational structure at this level.
- A revamp of assessment methods should provide another method for one to earn the Matriculation certificate by sitting for 3 Advanced Level subjects, allowing students to focus and specialise more on the fields which interest them or which they would like to develop further.

**Matthew Xuereb** | KSU Education Coordinator: What will happen to those students who for example; are over 18 years of age



**Mariah Zammit** | S-Cubed: William mentioned a very important comment, with regards to some subjects do not allow for a 20% assessment mark, for example Maths. What kind of content will they cover in the assessment?

**William Farrugia** | President KSU: The probability is that the assessment is taken from tests done in class.

**Matthew Xuereb** | Education Coordinator KSU: However, a maths paper can be incredibly difficult, or incredibly easy, and over the same exact topic. This will induce a problem when introducing parity between schools.

**Daniel Grech** | ASCS: So, are the assessments going to be different, in different sixth form institutions?

**William Farrugia** | President KSU: In the document there is written that 'The assessments will be set and marked by the school'. This will eventually result into students choosing school on the basis of which schools have the higher probability of getting a higher assessment mark.

**Mariah Zammit** | S-Cubed: This concept will also force teachers into a restricted teaching practice. If teachers are withdrawn the possibility of choosing their own course work, you are sort of limiting their free will of teaching in their preferred way.

**Matthew Xuereb** | Education Coordinator KSU: The fact that some subjects have an extensive syllabus still remains and considering introducing this 20% assessment on top of everything else, may put too much pressure on the student.

**William Farrugia** | President KSU: in certain subjects it makes sense that you have a 20% assessment mark, however I do not believe that this is a one size fits all strategy that works on all subjects.

**Eman Portelli** | ESO: I think that you are implementing the university system into sixth form, not all study units carry a 100% written exam weighting.

**Mariah Zammit** | S-Cubed: What you are saying is, that you agree with this proposed amendment?

**Eman Portelli** | ESO: if you are implementing university's system in sixth form, I don't think it is a bad idea.





**Mariah Zammit** | S-Cubed: But isn't there already some sixth form exams which have different components, such as SOK which is 60% exam, and 40% project, and even biology and chemistry, where you have a percentage mark on lab work as well. I am not saying that this proposed system is not good for all subjects, however it isn't good for all the subjects either.

**Celine Cuschieri Debono** | GHSL: There are two main problems with this, the first problem is with regards to the definition of the assessment, so if you have five different sixth forms in Malta, are you going to impose an assessment type on all schools, or are you going to leave them in the liberty of choosing an assessment themselves. There are pros and cons to this point, the pros of having a universal assessment type, are fairness in marks, but on the other hand will limit the individuality of teachers in their teaching methods. So we need to choose where we want to go with this.

**Denise Gatt** | Student Rep: Not to mention the fact that we are discouraging more people from entering the teaching profession. With this reform you are just imposing more regulations, more rules and more bureaucracy, which when the teaching process is already extremely bureaucratic and there already is an enormous lack of sixth form teachers, so imagine how worse this problem will come, when more regulations and strictures are added. There is a need for the sixth forms to communicate with each other, they need to sit around a table and discuss this problem, they can't keep taking these things for granted.

**Matthew Xuereb** | Education Coordinator KSU: Personally, I believe that this proposed reform on assessment would be scrapped in general.

**Edward Degabriele** | Student Rep: Every subject is different at the end of the day.

**Denise Gatt** | Student Rep: At a general point, the whole education system needs to be reformed.

**Edward Degabriele** | Student Rep: We are all guilty that at some point in our university experience, we have had an assignment-based study unit and we have learnt absolutely nothing, because all we had to do is submit an assignment to a deadline, and we started the night before. We've all been there.

**Rebekah Attard Trevisan** | Student Rep: An assessment in the form of an assignment might be helpful in another way, I do acknowledge that not all subjects can have assignments, however you will learn certain research skills which will eventually be vital for university. Or for example when you have students like me personally who don't do well in written examination components but excel in assignments, because I prefer research. A written examination is not always reflective of the students' intellect.



**Denise Gatt** | Student Rep: On the flipside in medicine, you cannot have every single topic having an assignment-based component, because when it comes to practicing medicine, we need to know how to respond there in then.

**Mariah Zammit** | S-Cubed: Why aren't students on this board, these people haven't been in sixth form in such a long time that certain proposals do not make any sense.

**Matthew Xuereb** | Education Coordinator KSU: Mind you, there were working groups on this.

**William Farrugia** | President KSU: The points that you are raising are very valid, however the problem of this is that the consultation period was opened at a very late stage. In the working groups there were no students mentioned.

**Denise Gatt** | Student Rep: This directly effects students, so students should be on the board making decisions alongside the adults.

**Chris Gatt** | Student Rep: I still don't believe that the ideas are all bad.

**Matthew Xuereb** | Education Coordinator KSU: I believe that the document is well intended but requires some adjustments.

**William Farrugia** | President KSU: From what we discussed I believe that there has been a consensus, however there is a substantial number of absent students, therefore we will be sending an email, so whoever would like to put submissions in by Monday or Tuesday, so we can add some extra points especially for those who couldn't attend. The way forward is to compile together and organise what was discussed during this meeting. We will be opening a working group and realistically speaking we can finish working on this in around two weeks, to compile a document that we can present this document.

Thank you for coming and have a happy weekend.

18:32: Meeting Adjourned.

