Roll-out of the governance structure of the CoVE "GIVE"

www.thegiveproject.eu

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.

Interview to build the website window-shop

To create our window shop we start to collect information.
Each partner has to complete the below sections for each course. All information will be collected by Cometa and publish on the window-shop.

Partner Organization	Malta College of Arts, Science and Technology (MCAST)
Email Service manager (for the client's requests of information/participation)	
Logistic and technical support	
Other collateral services (i.e field visits, connection with other courses/partners etc.)	

ID CARD for Homepage

Title of course:	Supporting Strategies for SEN Students: Conducting Making Action Plan Sessions
Mode of delivery (Presence, Distance, Blended)	Presence
Market size (Number of participants – min & max)	
Duration of the course (n. of days/session, where 1 session=1.5h)	10 hours
Other languages besides English (if any)	NA
Period of training (due dates, on demand, etc.)	
Target groups (market)	VET Managers, VET Teachers/Trainers, VET Professionals in support services, Counsellors, Educational Psychologist, Career Advisors
Pricing	

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.

Details Information about course to publish

Short description of the course (main aim, relevance, broad content to be covered)	This course is intended for professionals in the educational field, vocational education in particular, to familiarise themselves with the procedure of conducting a Making Action Plan Session (MAPS) and the contexts in which such a supportive practice would be relevant. Participants will also acquire a basic understanding of prevalent Special Educational Needs (SENs) and Assistive Technology (AT) in relation to MAPS.
Link of your organization website	www.mcast.edu.mt
Program of course	• Introduction to Special Educational Needs and Making Action Plan Sessions • Prevalent Special Educational Needs • Assistive Technology and Students with Special Educational Needs • Conducting Making Action Plan Sessions • Practical Integrative Case Study Analysis
Expected outcomes (learning results)	1. Understand the context of SEN students in a vocational college. 2. Relate the use of Assistive Technology to SEN. 3. Demonstrate ability to conduct MAPS. 4. Apply MAPS to support SEN students in one's respective context.
Photos or images to add to the course description	<to add photos for course description>
Trainers/faculty (with short bio and picture or link to personal profile)	Joseph Zammit holds a degree in Psychology and Philosophy coupled with a Post Graduate Certificate in Education focusing in Personal and Social Education. In addition to other inclusion, education and support training, he also earned an Executive Master's degree in business administration from the University of Malta. His primary responsibility is the provision of support in the Inclusive Education domain on a college-wide basis. He currently leads the Inclusive Education Unit which supports learners with particular needs and

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.

disabilities in making their learning experiences increasingly accessible, thereby enhancing training and employment prospects. Since 2009 he has also coordinated courses, delivered training, mentored students and worked on projects in the Inclusive Education sector. The transition from teaching to management fostered in him a wider appreciation of the various factors at play in the educational experience of learners with particular needs or disabilities. His past voluntary experience in youth work continues to shape his daily work, particularly by maintaining the student at the centre of his operations.

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.

ID CARD for Homepage

Title of course:	Recognition of Prior Learning
Mode of delivery (Presence, Distance, Blended)	Blended
Market size (Number of participants – min & max)	
Duration of the course (n. of days/session, where 1 session=1.5h)	6 hours
Other languages besides English (if any)	NA
Period of training (due dates, on demand, etc.)	
Target groups (market)	VET Managers, VET Teachers/Trainers, VET Professionals in support services, Counsellors, Educational Psychologist, Career Advisors, Employers
Pricing	

Details Information about course to publish

Short description of the course (main aim, relevance, broad content to be covered)	Recognition of Prior learning (RPL) is the concept and the process which enables individuals to have their prior learning and experiences evaluated and recognised for a number of purposes which can benefit the individual, employers and the economy
Link of your organization website	www.mcast.edu.mt
Program of course	• Introduction to RPL & Different Forms of Learning • RPL Process • Assessing RPL Evidence
Expected outcomes (learning results)	1. Describe the notion of Recognition of Prior Learning and its relevance in different contexts 2. Distinguish between different forms of Recognition of Prior Learning 3. Examine how RPL can be implemented in one's own context

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.

Photos or images to add to the course description	*<to add image>*
Trainers/faculty (with short bio and picture or link to personal profile)	Ramon Mangion holds a BA(Hons) in Tourism Studies, an MA in Adult Education, an Executive Master of Business Administration and Postgraduate Certificate in Research Methods. Mr Mangion joined MCAST in September 2010 as Quality Assurance Officer following a brief period in the private sector working in tourism & hospitality, EU funding, accreditation, and the development of training programmes for industry. He then progressed to the position of Curriculum Manager in January 2016. In April 2019, he served as Deputy Director-Apprenticeship & Work-Based Learning until November 2020, when he was appointed as Director Education & Training Programmes and Learning Support. At MCAST, he was also involved in curriculum development for key projects related to national vocational qualifications and homegrown curricula. He worked on piloting the ECVET credit system, EQAVET, and the National Quality Assurance Framework for Further and Higher Education. He is a member of Malta's national team of ECVET experts. He has lectured in various educational settings, including MCAST, Jobsplus, Corradino Correctional Facility (prison school), and local council community programmes. He has also contributed his expertise to the National Commission for Further and Higher Education as an external accreditation specialist, the Directorate for Lifelong Learning as Lecturer and Practicum Mentor for the National Diploma in Teaching Adults and the Ministry of Education as Curriculum Development Expert (VET) within the Learning Outcomes Framework Project.

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.

ID CARD for Homepage

Title of course:	Community Social Responsibility Initiative
Mode of delivery (Presence, Distance, Blended)	Presence
Market size (Number of participants – min & max)	
Duration of the course (n. of days/session, where 1 session=1.5h)	13 hours
Other languages besides English (if any)	NA
Period of training (due dates, on demand, etc.)	
Target groups (market)	VET Managers, VET Teachers/trainers, VET professionals in support services, Programme leaders
Pricing	

Details Information about course to publish

Short description of the course (main aim, relevance, broad content to be covered)	Community Social Responsibility can bring together different stakeholders through active community engagement by students or even others who are interested to give back to their community. This programmes provides an opportunity for learners to better understand the meaning of community social responsibility and how such initiatives can be integrated in curricula. Learners will also understand the logistical requirements and how to best support a community social responsibility initiative
Link of your organization website	www.mcast.edu.mt
Program of course	• Defining Community Social Responsibility • The Benefits of Community Social Responsibility • Key Community Social Responsibility Initiatives • Planing Implementing and Evaluating CSR initiative • CSR project

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.

Expected outcomes (learning results)	1. Recognise the benefits of Community Social Responsibility initiatives 2. Use Community Social Responsibility as a tool for personal or team enrichment 3. Formulate a community social responsibility programme
Photos or images to add to the course description	<to add image>
Trainers/faculty (with short bio and picture or link to personal profile)	Duncan Vella graduated with a B.Ed (Hons) in Mathematics from the University of Malta in 2011 and served as a lecturer at MCAST within the Learning Support Unit till April 2019. He has lectured Mathematics at various levels at MCAST in different institutes and also in the industry. He has also served as a mathematics verifier and a Mathematics Subject Coordinator. He also helped in the coordination of the Entrepreneurship unit for the past year. Duncan read for a Master in Education with specialization in Mathematics Education and E-learning with The Open University (U.K.) which he finished in 2017. He is actively involved in the management of various ERASMUS+ projects. In May 2019 Duncan was appointed Deputy Director of Curriculum where his main responsibilities include the day-to-day management of the Learning Support Unit, Intro A/B programmes, Level 1 Awards, as well as the coordination of all the key skills units.

Co-funded by the Erasmus+ Programme of the European Union

The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the Authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

G.I.V.E. - Governance for Inclusive Vocational Excellence", Erasmus+ Program, KA3 Support for Policy Reform, 621199-EPP-1-2021-1-IT-EPPKA3-VET-COVE.