



# TEACHER ELIGIBILITY POLICY

Medina Foundation for Music

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Medina Foundation for Music

# Teacher Eligibility Policy

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# 1

## Policy

### 1. Introduction

- 1.1. The Medina Foundation for Music (MFM) accepts expressions of interest from Teachers of Music to teach its courses in Malta and/or Gozo.
- 1.2. The functions of the MFM are established by its statute.
- 1.3. The aims of the MFM are outlined in the Teaching and Learning Policy and include the provision of high-quality music education to developing musicians in a supportive and nurturing environment where they can improve their technical and theoretical knowledge of music. In particular, it aims to provide possibilities for them to interact and share their love of music with their peers and rub shoulders with the world of professional music-making.
  - the teaching and education of students according to guidelines provided by the MFM in accordance with the standards of the National Commission for Further and Higher Education (NCFHE),
  - the teaching and education of according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care, and
  - keeping himself/herself well informed of all developments connected with the teaching of music be it in theory or performance.
- 1.4. The Foundation does not have its own premises and envisages a satellite system of teaching. Teachers are independent professionals and will be using their own premises to offer the MFM's program of studies.
- 1.5. Teachers are expected to carry out their work in utmost good faith, with due diligence and to the best of their abilities and shall act in all respects according to the policies, philosophies and principles of the MFM.
- 1.6. Teachers are required to follow professional development courses and training programmes and/or seminars as organized by the MFM.

### 2. Eligibility requirements

- 2.1. Teachers who wish to teach the program of studies as stipulated by the MFM (hereafter referred to as Prospective Teachers) must be;
  - a) (i) citizens of Malta; or

- (ii) citizens of other Member States of the European Union who are entitled to equal treatment to Maltese citizens in matters of employment by virtue of EU legislation and treaty provisions dealing with the free movement of workers; or
  - (iii) citizens of any other country who are entitled to equal treatment to Maltese citizens in matters related to employment by virtue of the application to that country of EU legislation and treaty provisions dealing with the free movement of workers; or
  - (iv) any other persons who are entitled to equal treatment to Maltese citizens in matters related to employment in terms of the law or the above-mentioned EU legislation and treaty provisions, on account of their family relationship with persons mentioned in paragraph (i), (ii) (iii); or
  - (v) third country nationals who have been granted long-term resident status in Malta under regulation 4 of the “Status of Long-Term Residents (Third Country Nationals) Regulations, 2006” or who have been granted a residence permit under regulation 18(3) thereof, together with family members of such third country nationals who have been granted a residence permit under the “Family Reunification Regulations, 2007”. The advice of the Citizenship and Expatriates Department should be sought as necessary in the interpretation of the above provisions. The appointment of candidates referred to at (ii), (iii), (iv) and (v) above would necessitate the issue of an employment licence in so far as this is required by the Immigration Act and subsidiary legislation. The Employment and Training Corporation should be consulted as necessary on this issue.
- b) able to communicate in the Maltese and English languages;
- c) of good moral character; Teachers may be required to produce a Certificate of conduct issued by the Police or other competent authority not earlier than one (1) month from their request to join the MFM;
- d) (i) in possession of a related first degree (MQF level 6) in addition to a related Master’s degree (MQF level 7) or a recognised appropriate comparable qualification in Music Theory and/or Performance in order to teach modules at MQF levels 6 and 7.
- d) (ii) in possession of a Bachelor of Education (Hons) or a First Degree (MQF level 6) and a Post-Graduate Certificate in Education (MQF level 6) or a recognised appropriate comparable qualification in Music Theory and/or Performance in order to teach modules up to and including MQF level 5 .
- d) (iii) in possession of an Advance Matriculation Level (minimum Grade C) or a related recognised comparable qualification (MQF level 4) or higher in Music Theory and/or



Performance or a relevant comparable qualification recognised by the NCFHE and passes at Ordinary Level Secondary Education Certificate (Grade 1-5) (MQF level 3) or comparable in English Language, Maltese and one other subject in order to teach modules up to and including MQF level 3.

- e) in possession of PA (previously MEPA) Compliance Certification in accordance with NCFHE requirements (Appendix).

3. Teachers who wish to teach the program of studies as stipulated by the MFM will attend an introductory meeting with the Principal and the Academic Director to discuss:

- familiarisation with the vision and policies of the MFM which will be available on the website and a copy of which will be presented to each teacher upon induction,
- knowledge of subject be it theory or practical,
- methodology of the teaching of music and differentiation,
- use of ICT and innovative learning strategies,
- knowledge about assessment methodologies,
- aptitudes and abilities,
- ability to communicate in Maltese and in English,
- ensuring order and discipline,
- organisational skills,
- ability to communicate the subject content to different age groups,
- related qualifications and experience,
- pedagogy related qualifications,
- previous teaching and/or performance experience and initiatives,
- personal qualities,
- experience in motivating students to learn,
- problem solving and planning skills, and
- self-awareness in relation to strengths and weaknesses.

4. Teachers must provide transcripts of their qualifications. Qualifications and experience claimed must be supported by certificates and/or testimonials.

5. (a) With respect to qualifications produced, Prospective Teachers are required to produce a recognition statement by the Malta Qualifications Recognition Information Centre (MQRIC) based within the National Council for Further and Higher Education, or by any other designated authority, as applicable.

(b) Prospective Teachers who are not in possession of such a statement may submit a copy of the statement to the Administration Board of the MFM as soon as it is available but not later than one month from the date of their introductory meeting.

(c) Prospective Teachers are exempt from the above requirements in respect of qualifications obtained from accredited universities or other accredited institutions that are listed and may be downloaded from the MQRIC page of the NCFHE website (<https://ncfhe.gov.mt/en>). In cases of doubt, however, the MFM may set aside this exemption and direct a prospective

teacher to procure a recognition statement from MQRIC. In such a case the teacher shall be given one month to procure the statement, subject to the possibility of extension as provided for in sub-paragraph (b) above.

6. Persons registered with the National Commission for Persons with a Disability (NCPD) may be given reasonable accommodation in terms of Section 7 of the Equal Opportunities (Persons with Disability) Act, (Cap 413), if they satisfy in full the eligibility requirements of the MFM.

7. Relationship between the parties:

The parties acknowledge that the Teacher is not an employee or an agent of MFM by virtue of this agreement but will be offering his/her services to the public as an independent professional.

*Teachers who wish to teach the MFM's program of studies should note the requirement to produce recognition statements in respect of their qualifications from the Malta Qualifications and Recognition Information Centre (MQRIC), or other designated authorities, as applicable, unless the awarding institution for the qualification being produced has already been recognised by the National Commission for Further and Higher Education (NCFHE) and published on their website. This list is accessible on the following link:*

<https://ncfhe.gov.mt/en/services/Pages/All%20Services/mqric.aspx>

# 2

## Agreement of Partnership

Whilst respecting the autonomy and individuality of teachers who wish to deliver courses offered by the Medina College of Music, The Medina Foundation for Music, as part of its Internal Quality Assurance protocol and in an effort to maintain the standards expected of the institution, enters into an agreement of partnership whereby the teacher undertakes to prepare students according to programmes leading to accredited certification awarded by the Medina College of Music. In return, the Foundation undertakes to support the teacher by providing personal development opportunities and networking possibilities. Furthermore the Foundation will list relevant details of teachers offering its courses on its website for the perusal of those wishing to pursue a musical education through the Medina College of Music. The Foundation, however, reserves the right to remove from the list the details of teachers who, after due consideration, are considered to be falling short of the standards required by the Foundation.

In respects of the above, the duties and responsibilities of a teacher offering tuition in programmes offered by the Medina Foundation for Music shall include the following:

### Overall Functions

- I. To teach and educate students according to guidelines provided by the Medina Foundation for Music under the overall guidance of the National Council for Further Education;
- II. To teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care

### Main Responsibilities

- I. Planning, preparing and delivering lessons to all students in the class;
- II. Teaching according to the educational needs, abilities and achievement of the individual students and groups of students;
- III. Assigning work, correcting and marking work carried out by his/her students;
- IV. Assessing and recording the development, progress and attainment of one's students;
- V. Providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students;
- VI. Making such records in IV above, as stipulated in the Foundation's Teaching and Learning Policy (Ref. Article 8- Effective Teaching and Learning, and Appendix B – Lesson Observation Feedback), readily available for review;
- VII. Promoting the general progress and well-being of individual students or groups of students;
- VIII. Providing guidance and advice to students on educational and social matters and on their further musical education and possible musical careers; providing information on sources of more expert advice;

- IX. Communicating, consulting and co-operating with other members of the College, including those having posts of special responsibility and parents/guardians to ensure the best interest of students;
- X. Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s;
- XI. Undertaking of mentoring in accordance to the Foundation's Teaching and Learning Policy (Art.10 – Quality Assurance).
- XII. Advising and co-operating with the Principal, Vice Principal, Heads of Department, and other teachers in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and examination arrangements;
- XIII. Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue and observation of class teaching practice by the Head of Department (subject/level) concerned;
- XIV. Participating in training courses as well as in professional development opportunities, and taking part in action research exercises;
- XV. Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times;
- XVI. Participating in meetings related to the College curriculum for the better organization and administration of the College;
- XVII. Providing the necessary information to the designated personnel in the College;
- XVIII. Abiding by the selection criteria and curriculum stipulated by the Medina College of Music when accepting students for programmes at respective levels;
- XIX. Registering and monitoring the attendance of students under one's care, and
- XX. Nurturing a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners.

**Agreement:**

I, \_\_\_\_\_ (ID Card No. \_\_\_\_\_) have read the terms and conditions offered by the Medina Foundation for Music and hereby undertake the responsibilities required of a Teacher of the Medina College of Music whilst abiding by the policies of the Medina Foundation of Music and seeking by all means to uphold its standards to the best of my ability.

Signature: \_\_\_\_\_

\_\_\_\_\_  
*Chairman  
Medina Foundation for Music*

\_\_\_\_\_  
*Date*

## Appendix

### COMMUNICATION TO LICENSED FURTHER AND HIGHER EDUCATION INSTITUTIONS

Title: Compliance with Regulations on Use of Venue for Provider Accreditation  
 Date: 8th April 2015  
 Comm. No.: 03/2015

Reference is made to Regulation 9 (6) of Legal Notice 296/2012:

*The Commission shall make and publish guidelines to establish such information to be supplied annually by licensees:*

*Provided that, by means of such guidelines, the Commission may establish different information requirements for different categories of licensees referred to in the Second Schedule.*

and to Regulation 11 (1) (d):

*the Commission may also refuse to issue, renew, change or extend a licence if it is satisfied that: (...)*

*(iii) the provider uses or proposes to use its premises in contravention of applicable development and planning regulations or for any purposes which are in any way improper, unethical or unlawful.*

To streamline the process of provider accreditation, and especially to facilitate the process of approval for entities that do not have a fixed venue because of the nature of their provision, the NCFHE is issuing the following regulations with respect to the compliance of regulation for use of venue.

The NCFHE distinguishes between:

- internal provision: regular provision within approved premises
- external provision: provision that takes place exclusively or for a significant proportion in the open air due to the nature of the provision itself, e.g. scuba diving, abseiling, camping, fire-fighting, etc.
- home provision: provision that takes place at the provider's home due to specific circumstances approved on a case-by-case basis by the NCFHE: e.g. teaching of music or academic subjects to small groups, etc.

#### A. Internal provision

1. A MEPA compliance certificate is required; OR documentation from MEPA confirming that the premises is in compliance with regulations for the purposes of tuition, OR confirming that MEPA has agreed on an implementation plan that will allow the provider to be in compliance with such regulations over a specified period of time.

2. If the tuition includes minors, then the National Minimum Conditions for schools (1994) apply.

3. If the premises are old and cannot have MEPA documentation as per the point above, a health and safety report that includes sanitation and fire safety is required every two years. This report is carried out at the expense of the applicant. In such cases, the licence issued would be valid for two years, and the licence fee, which normally covers accreditation for five years, is calculated pro-rata.

4. Sports grounds are considered venues for internal provision.

5. Local councils, licensed schools including English language schools, functioning sports venues, functioning religious venues (youth centres, church halls etc.) and functioning hotels are deemed to be fit for purpose for regular tuition that would normally be held in such venues. Applicants need only a letter of authorisation from the hosting venue. The NCFHE shall have the power to decide whether a particular venue is fit for purpose for the particular proposed tuition. In any case the NCFHE may request a MEPA compliance certificate as part of its due diligence.

6. Any venue that is subject to criminal investigation or MEPA regulatory action is disqualified as an eligible venue for accredited provision.

### **B. External provision**

1. A health and safety report is required for every external venue used. This report is carried out at the expense of the applicant. In such cases the licence issued would be valid for two years, and the licence fee, which normally covers accreditation for five years, is calculated pro-rata.

2. However, if the venue is already covered by a MEPA permit for this use, the venue is treated as with internal provision.

### **C. Home provision**

1. A health and safety report that includes sanitation and fire safety is required every two years. This report is carried out at the expense of the applicant. In this case the licence issued would be valid for two years, and the licence fee, which normally covers accreditation for five years, is calculated pro-rata.

2. Provider licences with home provision shall have a limit on the number of learners at any one time on the premises, which shall be determined by the size of the room used for tuition. This must have a minimum of two (2) square meters of space per learner, and shall not accommodate more than 10 learners at any one time.

These regulations come into force with immediate effect.

## References

Position of Part-Time Adult Educator within the Directorate for Life-long Learning and Early School-Leavers - Government Gazette nos. 19,562 dated 26/04/2016

<https://education.gov.mt/en/Documents/Vacancies/Position%20of%20Part-time%20Adult%20Educator%20Rolling%20EN.pdf>

Job Descriptions Handbook for Grades and Positions within the Directorate for Quality and Standards and the Directorate for Educational Services

[https://education.gov.mt/en/resources/Documents/Policy%20Documents/HandbookOfJobDescriptions\\_for\\_grades.pdf](https://education.gov.mt/en/resources/Documents/Policy%20Documents/HandbookOfJobDescriptions_for_grades.pdf)

Position of Supply Teacher in the Ministry for Education and Employment

<https://education.gov.mt/en/Documents/Vacancies/Supply%20Teacher%20ENG%20%202016.pdf>

Manual of Procedures for Provider Licensing and Programme Accreditation Version 1.1 | June 2016 – National Commission for Further and Higher Education, Malta

<https://ncfhe.gov.mt/en/resources/Documents/Publications/Accreditation/Accreditation%20Manual%20Version%201.1.pdf>

