

## MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

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|-------------------|-------------|
| <b>Institute</b>  | Gozo Campus |
| <b>Department</b> | -           |

|   |  |  |  |                                      |   |
|---|--|--|--|--------------------------------------|---|
| Programme Title   | Diploma in Business  |  |  |                                      |   |
| Course Code<br><i>To be filled in by Admissions Dept.</i> | BC3-O01-25G  |  | If the programme includes a WBL element, How is it accredited? | Not Applicable, does not include WBL |   |
| MQF/ EQF Level  | Level 3  | Type<br><i>(refer to Appendix 1 for Parameters)</i>  | Qualification  | Awarding Body                        | MCAST – Malta College of Arts, Science and Technology |
| Accreditation Status                                      |  | Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012) |  |                                      |   |
| Mode of Delivery  | Face to Face   | Duration <i>(Academic Years or Semesters)</i>  | 1 Year   | Mode of Attendance                   | Full-Time   |
| Total Number of Credits                                   | 60 credits   | Total Learning Hours<br><i>(25 Total Learning Hours for each ECTS)</i>   |  | 1500 hours                           |   |
| Target Audience   | Ages 16 - 65   | Target Group<br><i>(the type of learners that the educational institution anticipates joining this programme)</i>                    | Learners who have completed compulsory education.              |                                      |   |
| Programme Fees  | There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)<br><br>Fees apply for other International Applicants... for fee information and any related updates it is best to communicate with MG2i International through <a href="mailto:applyinternational@mcast.edu.mt">applyinternational@mcast.edu.mt</a><br><br>One may consider checking about possible eligibility or otherwise for any exemption from fees by contacting the relevant section within MEYR (Floriana) – or visit the <a href="http://servizz.gov.mt">servizz.gov.mt</a> website <a href="#">here</a>  |  |  |                                      |   |
| Date of Next Student Intake                               | For further information regarding upcoming student intake and applications time windows for same kindly <a href="#">click here</a>   |  |  |                                      |   |
| Language of Instruction                                   | The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.  |  |  |                                      |   |
| Application Method  | Applications to full-time courses are received online via the College Management Information System. Applicants can log-in using Maltese Electronic ID (eID) in order to access the MCAST Admissions Portal directly and create one's own student account with the identity being verified electronically via this secure service.<br><br>Non-EID applicants need to request account creation through an online form after that they confirm that their local Identification Document does not come with an EID entitlement. . Once the identity is verified and the account is created on behalf of the applicant, one may proceed with the online application according to the same instructions applicable to all other applicants.<br><br>For more information about how to apply online for a course at MCAST, please visit: <a href="#">here</a> |  |  |                                      |   |

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|  | <a href="https://mcast.edu.mt/how-to-apply-online-2/">https://mcast.edu.mt/how-to-apply-online-2/</a>   |
| <b>Information for Non-EU Citizens</b>               | <p>Non-EU candidates require a study visa in order to travel to Malta and join the course applied for (on a Full Time delivery mode). For further information re study-visa please access <a href="https://www.identitymalta.com/unit/central-visa-unit/">https://www.identitymalta.com/unit/central-visa-unit/</a>.</p> <p>Further information International / TCN applicants should take note of before requesting to being considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on <a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>   |
| <b>IMPORTANT note to Non-EU Nationals / TCNs</b>     | <p>In instances where a TCN is applying for an MCAST programme of studies which includes Apprenticeship / Placement / Internship, it is the applicant's responsibility to check with the relevant Maltese Authority whether one would be eligible to have the necessary permits to be able to carry out the accredited Apprenticeship / Placement / Internship, success from which is expected in order to be able to successfully complete the selected programme of studies. Further information can also be obtained through the respective FAQ found on:</p> <p><a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>   |
| <b>Address where the Programme will be Delivered</b> | <p><i>MCAST has four campuses as follows:</i></p> <p><b>MCAST Main Campus</b><br/>Triq Kordin,<br/>Paola, Malta</p> <p><i>All courses except for courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences and the Gozo Campus are offered at the Main Campus address (above).</i></p> <p><i>Courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences, or the Gozo Campus, are offered in one of the following addresses as applicable:</i></p> <p><b>Institute for the Creative Arts</b><br/>Mosta Campus<br/>Misraħ Għonoq Tarġa Gap,<br/>Mosta</p> <p><b>Institute of Applied Sciences</b><br/>Centre of Agriculture, Aquatics and Animal Sciences,<br/>Luqa Road, Qormi</p> <p><b>Gozo Campus</b><br/>J.F. De Chambray Street<br/>MCAST, Għajnsielem<br/>Gozo</p> <p><i>In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.</i></p> <p><i>Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:</i></p> <ul style="list-style-type: none"> <li>○ Face to Face components – as per above address instructions</li> <li>○ Online components – from the student's preferred address.</li> </ul> |

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| <b>Course Description</b><br><i>(Refer to Programme Specification)</i>                   | <p>This programme is aimed at preparing learners to further their studies in different areas of business. It is a preparatory course for those wishing to further their studies at MCAST on to MQF Level 4. The course aims to allow learners to improve in the areas of written and spoken English and Maltese as well as in their Mathematical and IT skills. The course however also goes into more detail, while starting from the very basics of different business areas and functions such as Accounts, Human Resources, Marketing, Purchasing, and others. This generic background allows the students to bring their academic level up to scratch, while acquiring enough knowledge about the different business areas to be able to progress onto further studies.</p>   |
| <b>Deskrizzjoni tal-Kors</b><br><i>(Refer to Programme Specification)</i>                | <p>Dan il-programm huwa mmirat lejn it-tnejn ta' studenti biex ikompli l-istudji tagħhom f'oqsma differenti tan-negozju. Huwa kors preparatorju biex wieħed ikompli l-istudji tiegħu fl-MCAST sal-Livell 4 tal-MQF. Il-kors għandu l-għan li jgħin lill-istudenti jtejbu l-ħiliet tagħhom fl-oqsma tal-kitba u t-taħdit bil-Ingliż u bil-Malti, kif ukoll il-ħiliet tagħhom fil-Matematika u l-IT. Madankollu, il-kors jidholl ukoll f'ħafna aktar dettall, filwaqt li jibda mill-kunċetti verament bażiċi ta' oqsma u funzjonijiet differenti tan-negozju bħall-Accounts, ir-Riżorsi Umani, il-Marketing, ix-Xiri u oħrajn. Dan l-isfond ġeneriku jippermetti lill-istudenti jtejbu l-livell akkademiku tagħhom sa standard aċċettabbli, filwaqt li jiksibu biżżejjed għarfien dwar l-oqsma differenti tan-negozju sabiex ikunu jistgħu jkomplu jistudjaw f'livell aktar avvanzat.</p>  |
| <b>Career Opportunities:</b>   | <p>Clerical Assistant, Shop Cashier</p>  |
| <b>Entry Requirements</b><br><i>(Refer to Prospectus / Course Page on MCAST website)</i> | <p>Internal Progression Route...<br/> Any MCAST MQF Level 2 Foundation Certificate</p> <p>OR</p> <p>2 SEC / SSC&amp;P or equivalent with a Pass Grade / Level 3</p>  |
| <b>Other Notes related to this Programme, and which are to be taken note of</b>          | <p>-</p>   |
| <b>Programme Learning Outcomes</b><br><i>(Refer to Programme Specification)</i>          | <p>At the end of the programme the students are able to</p> <ol style="list-style-type: none"> <li>1. Understand the functions and purposes of business organisations;</li> <li>2. Understand the role of people in business organisations, and how these communicate and provide support to the organisation;</li> <li>3. Apply basic skills to manage personal finances and to keep financial books of a business organisation;</li> <li>4. Understand basic concepts of branding and retailing as well as customer relations in a business organisation.</li> </ol>   |
| <b>Teaching, Learning and Assessment Procedures</b>                                      | <p>The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.</p> <p>Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').</p> <p>Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.</p> <p>Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.</p> |



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|                       | <p>All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.</p> <p>The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.</p> <p>Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.</p> <p>The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.</p> <p>Coursework shall normally be completed during the semester in which the Unit is delivered.</p> <p>Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.</p> <p>Certain circumstances (such as but not limited to the COVID-19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a></p> <p>The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a>, apply.</p> |
| <b>Grading System</b> | <p>All MCAST programmes adopt a Learner-centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and Assessment Criteria.</p> <p>For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved.</p> <p>All full time units are individually graded as follows:<br/> A* (90-100)<br/> A (80-89)<br/> B (70-79)<br/> C (60-69)<br/> D (50-59)<br/> Unsatisfactory work is graded as 'U'.</p> <p>Work-based learning units (where applicable) are graded on a Pass/Fail basis only.</p> <p>Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below.</p> <p>Detailed information regarding the grading system may be found in the Programme</p>   |



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|   | Regulations pertaining to this programme's MQF/EQF Level available at: <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a> (Refer to DOC 003, 004 and 005)  |
| <b>Exit Point<br/>(where and as applicable)</b>   | Where a student will not make it to the Final Certification achievable from this Programme of Studies (as per Programme Regulations), one might wish to look into Exit Point possibilities as may be applicable to this programme for studies. Further information, is available at <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a> , kindly refer to <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points</i> . |
| <b>Contact details for Further Learning Opportunities</b>   | The MCAST Career Guidance Team, offers the service of qualified and experienced Career Advisers who will be very willing to discuss with potential applicants the course which best achieves one's career ambitions, as well as exploring one's education route, or similar.<br><br><b>MCAST Career Guidance</b><br>Tel: 2398 7135/6<br>Email: <a href="mailto:career.guidance@mcast.edu.mt">career.guidance@mcast.edu.mt</a>   |
| <b>Regulatory Body/ Competent Authority Contact Details</b><br><i>(where applicable - in the case of a programme leading to Regulated Profession)</i> | Not Applicable  |

| Programme Structure | Unit Code      | Unit Title                          | ECTS | Year | Semester |
|---------------------|----------------|-------------------------------------|------|------|----------|
|                     | BCACC-306-1900 | Bookkeeping for Business            | 6    | 1    | Year     |
|                     | BCBST-306-1904 | General Business Concepts           | 6    | 1    | Year     |
|                     | BCBST-306-2405 | Introduction to Sales and Marketing | 6    | 1    | Year     |
|                     | BCHRM-306-1900 | The HR Role in Business             | 6    | 1    | Year     |
|                     | BCBST-306-2406 | Communication                       | 6    | 1    | Year     |
|                     | BCBST-303-2407 | Soft Skills                         | 3    | 1    | Year     |
|                     | BCBST-303-2408 | Critical Thinking and Innovation    | 3    | 1    | Year     |
|                     | CDKSK-304-2313 | English                             | 4    | 1    | Year     |
|                     | CDKSK-304-2314 | Mathematics                         | 4    | 1    | Year     |
|                     | CDKSK-304-2315 | Il-Malti                            | 4    | 1    | Year     |
|                     | CDKSK-304-2501 | Community Social Responsibility     | 4    | 1    | Year     |



|  |                |                        |   |   |      |
|--|----------------|------------------------|---|---|------|
|  | CDKSK-304-2317 | Science and Technology | 4 | 1 | Year |
|  | CDKSK-304-2316 | Information Technology | 4 | 1 | Year |

| Allocation of Total Learning Hours (per Unit)  | The total learning hours required for each unit or module are determined as follows: |                                       |   |   |
|--|--|---------------------------------------|---|---|
|  | Credits (ECTS)   | Indicative contact hours <sup>1</sup> | Self-Learning and Assessment Hours <sup>3</sup> | Total Student workload (hrs) <sup>2</sup> |
|  | 1  | 5 – 10 hrs                            | 20 - 15 hrs*                                    | 25 hrs                                    |
|  | 2  | 10 – 20 hrs                           | 40 - 30 hrs*                                    | 50 hrs                                    |
|  | 3  | 15 – 30 hrs                           | 60 - 45 hrs*                                    | 75 hrs                                    |
|  | 4  | 20 – 40 hrs                           | 80 - 60 hrs*                                    | 100 hrs                                   |
|  | 6  | 30 – 60 hrs                           | 120 - 90 hrs*                                   | 150 Hrs                                   |
|  | 9  | 45 – 90 hrs                           | 180 - 135 hrs*                                  | 225 hrs                                   |
|  | 12   | 60 – 120 hrs                          | 240 - 180 hrs*                                  | 300 hrs                                   |
| <i>Note: The 'Self-Learning and Assessment Hours<sup>3</sup>' amount to the difference between the 'Indicative Contact Hours<sup>1</sup>' and the 'Total Student Workload<sup>2</sup>'</i> |  |                                       |   |   |

## APPENDIX 1

### MINIMUM CREDITS FOR QUALIFICATIONS AT DIFFERENT LEVELS

| MQF Level | Minimum ECTS Required for a Qualification* |
|-----------|--|
| 8         |  |
| 7         | 30   |
| 6         | 180  |
| 5         | 30   |
| 4         | 30   |
| 3         | 60   |
| 2         | 60   |
| 1         | 40   |

\* Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig. 1: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024).  
Referencing Report, 5<sup>th</sup> Revised Edition.

## APPENDIX 2

### EXAMPLES OF QUALIFICATION TYPES AT A SPECIFIC MQF LEVEL

| MQF Level | Examples of qualification types at a specific MQF level<br>(The list in this column is not exhaustive) | Number of ECTS * |
|-----------|--|------------------|
| 8         | Doctoral Programmes:   |                  |
|           | PhD  | N/A              |
|           | Professional Doctorate   | 180              |
| 7         | Master's Degree  | 90               |
|           | Postgraduate Diploma   | 60               |
|           | Postgraduate Certificate   | 30               |
| 6         | Bachelor's Degree  | 180              |
|           | Bachelor's Honours   | 240              |
| 5         | Undergraduate Higher Diploma   | 90               |
|           | Undergraduate Diploma  | 60               |
|           | Undergraduate Certificate  | 30               |
|           | VET Level 5  | 60               |
| 4         | Advanced Diploma   | 120              |
|           | Pre-Tertiary Certificate   | 30 - 60          |
|           | MATSEC Matriculation Certificate (Advanced and Intermediate)   | N/A              |
|           | VET Level 4  | 120              |
| 3         | Certificate  | 60               |
|           | MATSEC Secondary Education Certificate   | N/A              |
|           | VET Level 3  | 60               |
| 2         | Foundation Certificate   | 60               |
|           | MATSEC Secondary Education Certificate   | N/A              |
|           | VET Level 2  | 60               |
| 1         | Introductory Certificate   | 40               |
|           | VET Level 1  | 40               |

\* Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig.2: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024).  
Referencing Report, 5<sup>th</sup> Revised Edition.



## BCACC-306-1900: Bookkeeping for Business

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

Transparency and accountability are the most important elements in a successful business organisation. It allows management to monitor the current situation of their organisation and to act on any issues that might jeopardize the running of the organisation, its financial situation and the overall organisational climate. Such transparency can be obtained through bookkeeping.

This unit introduces learners to the concept of book-keeping and the related methods and documentation. Learners will explore basic terms and elements such as cost, revenue, profit and stock taking as well as the concept of balance sheets and the underlying accounts.

Through a number of practical examples and exercises, learners will learn how to execute simple transaction records by affecting the relevant book-keeping entries. They will learn how to balance-off the accounts and extract a Trial Balance. Profit and loss accounts and balance sheets will be presented as the two main tools for financial decisions.

Learners will be introduced to the documentation, forms, procedures and accounting entries that are relevant for the purchasing of stock. These include forms that may be raised - quotation, invoice, delivery note ... and how the purchase of stock is recorded in the books of the business.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify costs, revenue and profit in a business organisation;*
2. *Understand the importance and functions of book-keeping within a business organisation;*
3. *Record basic transactions into the appropriate accounts and extract a trial balance;*
4. *Prepare the trading, profit and loss account (income statement) and balance sheet (statement of financial position) of a sole trader.*



## BCBST-306-1904: General Business Concepts

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

This unit addresses the importance of businesses in the society. It gives a comprehensive overview of basic business concepts, businesses in our society and the procedures of their establishment. Also, this unit considers the characteristics of different types of ownership in the private and public sector. In the case of the private sector, the focus is on sole trader, partnership and limited liability companies. The public sector concept is explained through the topics related to public corporations, public limited liability companies, local councils and government departments. Students will learn about the legal context of business organisations as well as the factors such as location, trends etc.

Additionally, students will explore the main functional areas of business organisations including finance, human resources, production, research & development and sales and marketing. Learners will also be introduced to the subject of international trade.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the basic business concepts and terms;*
2. *Know the forms of business ownerships and their characteristics;*
3. *Understand the economic context in which a business operates;*
4. *Understand the main functional areas in business organisations.*

## **BCBST-306-2405: Introduction to Sales and Marketing**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

The "Introduction to Sales and Marketing" course provides a thorough exploration of the fundamental concepts and practices that form the backbone of sales and marketing in today's dynamic business landscape. Aimed at learners who wish to establish a strong foundation in this field, the unit covers essential marketing principles, the interdependent relationship between sales and marketing, and the profound impact of digital technologies on these disciplines. Throughout the course, students will engage with key marketing concepts, learning how to analyse market trends, identify target audiences, and develop compelling value propositions. The course highlights the vital role that sales and marketing play together, illustrating how these functions work in harmony to drive business growth and success. Additionally, learners will explore how digital advancements, such as social media, data analytics, and e-commerce platforms, are reshaping traditional sales and marketing practices. By participating in a combination of theoretical study, case studies, and practical exercises, students will acquire practical skills and a deep understanding of how to apply marketing and sales strategies in real-world scenarios. This course is an ideal starting point for those wishing to pursue further studies or embark on a career in sales and marketing, equipping them with the knowledge and tools necessary to succeed in a competitive business environment.

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Explain fundamental marketing concepts and principles.*
- 2. Evaluate the role of sales within marketing and its significance in achieving organisational objectives.*
- 3. Analyse the transformative impact of digital technologies on sales and marketing functions.*
- 4. Apply marketing and sales principles to a brief.*

## **BCHRM-306-1900: The HR Role in Business**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit focuses on the core processes of Human Resources, that is advertising the vacancies available, drafting the job description, negotiating the conditions of work, what happens before, during and after the interview, selection and recruitment, the contract of employment, employment and dismissal. Moreover, the unit also highlights the importance of an efficient payroll system, on-going consultation with trade unions, induction and in-service training, organizing social events and issuing the company magazine regularly.

The HR Department is usually responsible for the overall health and safety of the company, the relations with the press (media) as well as any legal matters (internal and external) which arise. Learners will explore these core processes in order to obtain a deeper understanding of the role of all those who work within this department and its importance within a business organisation. The related documentation to such processes will also be discussed. Learners will obtain knowledge about the legislation related to the employment and the rights of employers and employees.

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Understand the different types of business organisations, the organisation chart and the different roles that normally exist within a small or large organisation;*
- 2. Explain the functions conducted in the recruitment process;*
- 3. Understand the employment process;*
- 4. Understand the main task of dismissal and redundancy, as well as the trade union relations.*

## BCBST-306-2406: Communication

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

Communication is crucial for expressing thoughts, fostering relationships, and solving problems. It facilitates the sharing of information, aiding decision-making, and conflict resolution. Effective communication influences, persuades, and motivates, shaping individual and collective actions. It fosters personal growth, enhancing interpersonal skills and social cohesion. Without communication, misunderstandings arise, hindering progress and causing discord. In essence, communication is the cornerstone of human interaction, driving understanding, collaboration, and achievement. This unit aims to equip learners with a comprehensive understanding of communication principles, fostering the development of effective verbal, non-verbal, visual, and written communication skills across diverse contexts. The aim of this unit is to enable learners to recognise and overcome barriers to communication, navigate cultural differences, and utilise various communication channels proficiently. Learners will be introduced to the theory of effective communication and will discover how effective communication can help to resolve conflicts in the workplace. Ultimately, this Unit seeks to empower individuals to engage confidently, empathetically, and productively in personal, professional, and societal interactions. By the end of the unit, learners will be able to confidently convey their ideas, build meaningful relationships, and navigate complex communication challenges.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. *Know the theoretical foundations of communication and its significance in personal and professional contexts.*
2. *Establish a rapport with others using different communication methods.*
3. *Recognise the importance of possessing effective intrapersonal and interpersonal communication skills to improve communication at work and in personal relationships.*
4. *Demonstrate the ability to communicate effectively in group settings.*

## **BCBST-303-2407: Soft Skills**

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 25

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### **Unit Description**

The goal of this unit is to equip learners with the fundamental soft skills required in the workplace, since employers are placing greater emphasis on these ‘people skills’, because they complement technical expertise, thereby contributing to workplace effectiveness and productivity. Hence, learners, will thoroughly examine a variety of soft skills, also known as transversal skills, that are necessary for succeeding in a personal and business environment. Topics covered will include self-awareness, self motivation, time management, teamwork, collaboration and adaptability. As a way to improve these abilities, students will explore theoretical frameworks and useful tactics, with an emphasis on how to use these skills in real life situations. Therefore , to promote active learning and skills acquisition case studies, role plays, interactive activities and reflection exercises will be employed. Furthermore, through this unit, learners will not only gain a deep awareness of the importance of soft skills in the professional setting, but will also cultivate the ability to effectively apply these skills to enhance their personal development. Finally, by the end of this unit, one will be better equipped to navigate the complexities of the modern business landscape, communicate effectively, collaborate productively, and adapt to changing circumstances

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Be familiar with the Concept and Importance of Soft Skills.*
- 2. Demonstrate an awareness and understanding of oneself and of own emotions*
- 3. Foster effective teamwork and collaboration.*
- 4. Develop effective interview skills for enhanced employability.*

## **BCBST-303-2408: Critical Thinking and Innovation**

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### **Unit Description**

The broad field of critical thinking studies the construction and examination of arguments, characterized as "the ability to analyse, interpret, evaluate, summarize, and synthesize information" (Trilling and Fadel, 2009), because it shields individuals from incorrect views by assisting in the identification of weak arguments, and rhetorical tactics. It consists of a set of tools and techniques aimed at asserting what is true, and whether one should believe in what is being said. Since individuals often lack the knowledge related to developing this skill, an important step in addressing this gap involves explicitly guiding learners in the practice of reflecting on their own thought processes and determining where their logic goes wrong. Hence developing one's critical thinking skills will offer assistance in scrutinizing the veracity of assertions whilst using language and succinct arguments. This unit introduces students to the fundamentals of creative thinking and problem-solving within a business context and aims to equip students with the essential skills and techniques necessary to generate innovative ideas and solutions for various scenarios. To meet this goal, learners are also introduced to a variety of cognitive biases, logical fallacies, and errors of perception that one generally falls victim to. Once understood, students can start to recognize these patterns in their own thought processes, with the aid of creativity techniques previously discussed. The aim is to foster a growth mindset, through a combination of theoretical learning and practical exercises, whereby students will develop their critical thinking abilities and enhance their capacity to approach challenges with creativity and insight. The unit emphasizes the importance of analytical thinking, lateral thinking, and collaboration in fostering innovation within organizations. By the end of the unit, students will have gained the confidence and competence to apply critical thinking principles to generate innovative solutions that drive business success. This unit will be delivered through a combination of lectures, tutorials, and practical exercises. Guest speakers from industry may be invited to share their experiences and insights into innovative thinking within business organizations. Students will also be encouraged to engage in independent study and research to deepen their understanding of critical thinking and innovation.

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

1. *Use creative thinking tools.*
2. *Be familiar with critical thinking skills.*
3. *Know how creative ideas feed the innovation process*
4. *Apply creativity and critical thinking to generate innovative ideas.*

## CDKSK-304-2313: English

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit is targeted at learners proceeding from a Level 2 vocational programme as well as those whose entry level is directly at Level 3. It therefore takes into consideration both learners who have successfully passed their L2 English unit as well as those who have sat for, or are resitting, their SEC English Language (Y11).

At Level 3, learners are expected to have an intermediate knowledge of English which allows them to independently communicate on topics and scenarios related to everyday situations, these ranging from home, school, and work to social and public settings. For the purposes of bridging linguistic skills with vocational contexts, general emphasis is laid on work and public settings.

English at Level 3 encourages learners to combine their technical knowledge of their vocational subject with their growing knowledge of general English. They will be introduced to specialised vocabulary and information related to their area of vocational interest, to descriptions of materials and their properties, equipment and its usage. They will be exposed to video content and a range of short texts of a technical and non-technical nature, as well as learn how to conduct basic research to produce short but effective work or discipline-specific documents. A fuller understanding of spoken and written English as well as proper association of ideas are also expected at this level.

### Learning Outcomes

**On completion of this unit the learner will be able to:**

5. *Retrieve and interpret information obtained from spoken conversation, a presentation, or a media source.*
6. *Communicate information and ideas verbally on a range of topics, ranging from the vocational to the discipline-specific.*
7. *Retrieve and interpret information present in vocational or discipline-specific texts.*
8. *Show how ideas, whether complementary or contrasting, are to be organised and presented.*
9. *Write short work-related texts, observing format, tone, and style.*
10. *Write longer vocation or discipline-specific texts based on researched information.*



## CDKSK-304-2314: Mathematics

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit aims to help students understand key mathematical concepts and gain the necessary skills, to be able to use mathematics as a problem-solving and a communication tool in their everyday life and the vocational area they are studying. This unit comprises of three main components: a compulsory component, an elective component and a compulsory final project.

The compulsory component includes one compulsory learning outcome whose mathematical content and respective criteria are key in everyday life and across all vocational areas. On the other hand, the elective component is made up of a set of elective learning outcomes which include mathematical content and respective criteria whose relevance varies across different vocational areas. Consequently, every Institute can select the learning outcomes (50 marks) whose content and criteria will help students in the particular vocational area.

Moreover, this unit will give students the opportunity to use mathematics in a project related to the vocational area they are studying. Consequently, students will experience the relevance of the subject at first-hand and hence engage better in their vocational studies.

Considering the importance of technology in today's world, technological tools, such as scientific calculators and computer software, will be used to assist students in their work and enhance their understanding and confidence in the subject.

By the end of this unit, students should demonstrate readiness and competency to independently apply mathematical techniques in solving problems and be able to communicate findings using appropriate vocabulary and rigor.

### Core Learning Outcomes

On completion of this unit the learner will be able to:

1. *Compute numerical calculations involving fractions, decimals, percentages and units of measure.*
2. *Apply Mathematics in a practical way.*

## Elective Learning Outcomes

**On completion of this unit the learner will be able to:**

1. *Apply basic numerical skills in personal, household and business financial contexts.*
2. *Carry out algebraic manipulations.*
3. *Use algebra and graphs to derive information from straight lines and their equation.*
4. *Work with shapes and angles.*
5. *Summarise and interpret statistical data both graphically and numerically.*

## CDKSK-304-2315: Il-Malti

Il-Livell tal-Unità: (MQF/EQF): 3

L-Għadd ta' Kreditu: 4

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 100

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### Deskrizzjoni Ġenerali tal-Unità

Il-Malti huwa l-ilsien nazzjonali tal-pajjiż. Huwa l-ilsien nattiv tal-istudenti li se jkunu qed isegwu din l-unità. Għaldaqstant m'hemmx dubju dwar l-importanza li l-istudenti għandhom ikunu profiċjenti fi lsien pajjiżhom, l-ilsien li ġeneralment iridu jikkomunikaw bih, kemm fil-ħajja tagħhom ta' kuljum u b'mod speċjali fuq il-post tax-xogħol.

Din l-unità hija msejsa fuq l-erba' ħiliet prinċipali tal-lingwa: 1) il-Qari; 2) is-Smigh; 3) il-Kitba u 4) it-Taħdit. L-għan prinċipali ta' din l-unità huwa li l-istudenti jiġu mħarrġa f'dawn l-erba' ħiliet biex jibnu fuq dak li diġà jafu u jkomplu jtejbuh. Fil-fatt, il-livell ta' din l-unità jkompli jittarraġ fuq il-livell miksub fl-unità tat-tieni livell. F'din l-unità, il-materjal kopert ikun aktar kumpless mill-materjal tal-unità preċedenti partikularment fejn jidhol vokabolarju tekniku marbut mal-qasam vokazzjonali. F'din l-unità l-istudenti huma mistennija wkoll jaħdmu b'aktar awtonomija u responsabbiltà u jkunu mhegġa jiehdu aktar inizjattiva waħedhom.

Il-kuntest tat-tagħlim u t-tgħallim tal-erba' ħiliet huwa ġeneralment marbut mal-qasam vokazzjonali tal-istudenti. Għaldaqstant, f'din l-unità l-istudenti se jkunu preżentati prinċiparjament b'materjal bil-Malti li jinteressahom mill-qrib u li se jkompli jkabbar l-għarfien ġenerali tagħhom dwar il-qasam vokazzjonali magħżul minnhom. Temi kurrenti oħra dwar il-ħajja ta' kuljum jistgħu wkoll jiġu preżentati u mistħarrġa. It-temi mistħarrġa f'dan il-livell jitolbu aktar impenn minn daww tat-tieni livell u l-kuntesti tat-temi jistgħu ma jkunx dejjem ta' natura familjari mal-istudenti.

Il-qari, is-smigh, il-kitba u t-taħdit huma l-qofol tal-komunikazzjoni. Kull persuna Maltija għandha tħossha kunfidenti meta tiġi biex tikkomunika bil-Malti, kemm verbalment u kemm bil-kitba. Biex l-istudenti jtejbu l-Malti miktub tagħhom, f'din l-unità se tkun qed tingħata wkoll importanza lill-ortografija, b'enfasi fuq ir-regoli tal-grammatika. L-għan mhuwiex li l-istudenti jsiru familjari ma' listi ta' termini grammatikali jew li l-istudenti jaħdmu eżerċizzji ripetuti tal-grammatika. L-għan hu li jkunu jafu jhaddmu r-regoli tal-grammatika biex jiktbu b'Malti ortografikament tajjeb. Dan se jkun qed isir dejjem f'kuntest, b'mod partikulari f'kuntest marbut mal-qasam vokazzjonali tal-istudenti. F'din l-unità, se tkun ukoll qed tingħata importanza partikulari lid-deċiżjonijiet meħuda mill-Kunsill Nazzjonali tal-Ilsien Malti fl-2008 (Deċiżjonijiet 1) u fl-2018 (Deċiżjonijiet 2).

## **Il-Kisbiet mit-Tgħallim**

**Biex l-istudent jikseb din l-unità irid juri li kapaċi:**

1. *Jidentifika t-tifsir primarju u sekondarju ta' testi moqrija aktar kumplessi.*
2. *Jagħraf il-messaġġi diretti u indiretti ta' kuntesti ta' smiġħ aktar kumplessi.*
3. *Jipproduċi kitbiet b'temi tekniċi u aktar kumplessi.*
4. *Jikkomunika b'Malti tajjeb dwar suġġetti tekniċi u aktar kumplessi permezz tat-taħdit.*
5. *Japplika r-regoli tal-grammatika tajjeb għal tishih fl-ortografija.*

## CDKSK-304-2501: Community Social Responsibility

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This key skill presents an opportunity for MQF level 3 learners to work upon their analysis and evaluation capabilities, whilst working upon various employability skills. Through the compilation of a write-up, the learners will be drafting a personal biography, which highlights some of their achievements and future aspirations. The write-up will also feature the rationale behind the selection of a specific community work experience. Additional information, descriptions and anecdotes related to the community work will be provided via visual and written means.

As each learner goes through this educational journey, opportunities for social interactions and practical groupwork activities will also be presented. Through these opportunities, students will further grasp the essence of teamwork and its relevance towards becoming more competitive and employable.

Following the delivery of a selected number of educational topics, some of which targeting 'The 2030 Agenda for Sustainable Development', the learners are to select a topic of preference and deliver relating information through a public speech. The main essence of the contents of the speech are to be acquired through referenced research. The learners are to increase the success rate of their speech delivery through the proper structuring and compilation of a visual medium compiled via software, such as PowerPoint / Canva.

Additionally, learners will also be presented with multiple opportunities to conduct self-reviews and evaluations during assessment periods. This practice is embedded within all of the assessments, these being the write-up, the teamwork activity, and the presentation. Educators will guide the learners into practicing and understanding the importance of analysing and evaluating information and oneself, as, apart from increasing one's employability skills, this brings forth numerous opportunities for growth.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. *Organise selections of information within a write-up.*
2. *Shows the ability to work in teams.*
3. *Elaborate upon a topic and/or issue in front of an audience.*
4. *Appraise the quality of one's own effort and contributions within assigned tasks.*

## CDKSK-304-2317: Science and Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit enables learners to explore the role of science in a wider context. **This unit has eight elective learning outcomes, from which four must be selected by the institute.** Depending on the selection of the elective criteria, this unit enables learners to explore the role of science in a wider context. The learning outcomes will focus on the ethical issues in science and health literacy. Learners will understand the meaning of ethics and the importance of ethics in scientific research and development. They will also learn about the importance of health literacy and to understand and use information to make decisions about their health. The learners may also more familiar with the physical and chemical principles related to their individual vocational area. Also, they will understand the connection between climate change and human health. This learning outcome will help the learner understand how our vocational area and everyday life contribute to climate change. Furthermore, the impact of climate change on own personal life will be assessed. Learners may also enhance their investigative skills through a site visit applicable to vocational areas, for example to include option to visit - quarry, scrap yard, waste disposal area, amongst other. During this session, the learners will be empowered to take action to develop a project that addresses, for example, an environmental issue.

### Elective Learning Outcomes

On completion of this unit the learner will be able to:

1. *Investigate ethical issues in science and scientific developments.*
2. *Use information and services to make informed health-related decisions.*
3. *Investigate processing of materials relevant to individual vocational area.*
4. *Apply chemistry principles to vocational area of practice.*
5. *Identify basic chemical reactions.*
6. *Identify the connection between climate change and human health.*
7. *Carry out a fieldwork session related to scientific research and development.*
8. *Identify the link between the physical world and everyday day life situations.*

## CDKSK-304-2316: Information Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit aims to develop basic computer knowledge and skills needed in real-life situations. In a supportive environment, the learner will be challenged to understand how to use various real-life applications belonging to a productivity suite with the aim of providing to our learners the necessary skills required to use common computer applications necessary during their studies. By the time learners complete this unit they will be increasingly independent users of personal computers and will have a broad understanding of how ICT can help their learning, their work, and their social life. They will have a well-developed ability to decide when and how to use ICT and will be aware of the limitations associated with this use.

Through this unit the learners will achieve a broad knowledge of ICT and will be able to use ICT to carry out several increasingly complex tasks. They will become competent in using word processing, spreadsheet, and presentation software to create, format and finish documents, workbooks and slide shows that contain various elements. This unit also introduces terms related to artificial intelligence and how it is being used in real life situations, information literacy and the use of online communities and online tools to build and maintain an online presence.

### Learning Outcomes

To choose 4 Learning Outcomes out of 5:

On completion of this unit the learner will be able to:

1. *Use Office Productivity Essentials to create documents and presentations.*
2. *Identify concepts related to Artificial Intelligence.*
3. *Use Online Essentials Tools.*
4. *Identify concepts related to Information Literacy.*
5. *Use a spreadsheet to produce accurate work outputs.*