

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

<b>Institute</b>	Institute of Business Management and Commerce
<b>Department</b>	-

<b>Programme Title</b>	Foundation Certificate in Business				
<b>Course Code</b> <i>To be filled in by Admissions Dept.</i>	BC2-O01-24	<b>If the programme includes a WBL element, How is it accredited?</b>		Not Applicable, does not include WBL	
<b>MQF/ EQF Level</b>	Level 2	<b>Type</b> <i>(refer to Appendix 1 for Parameters)</i>	Qualification	<b>Awarding Body</b>	MCAST – Malta College of Arts, Science and Technology
<b>Accreditation Status</b>	Accredited via MCAST’s Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)				
<b>Mode of Delivery</b>	Face to Face	<b>Duration</b> <i>(Academic Years or Semesters)</i>	1 Year	<b>Mode of Attendance</b>	Full-time
<b>Total Number of Credits</b>	60 credits	<b>Total Learning Hours</b> <i>(25 Total Learning Hours for each ECTS)</i>		1500 hours	
<b>Target Audience</b>	Ages 16 - 65	<b>Target Group</b> <i>(the type of learners that the educational institution anticipates joining this programme)</i>		Learners who have completed compulsory education	
<b>Programme Fees</b>	<p>There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)</p> <p>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></p> <p>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></p>				
<b>Date of Next Student Intake</b>	For further information regarding upcoming student intake and applications time windows for same kindly <a href="#">click here</a>				
<b>Language of Instruction</b>	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.				
<b>Application Method</b>	<p>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.</p> <p>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.</p>				

	<p>For more information about how to apply online for a course at MCAST, please visit: <a href="https://mcast.edu.mt/how-to-apply-online-2/">https://mcast.edu.mt/how-to-apply-online-2/</a></p>
<p><b>Information for Non-EU Citizens</b></p>	<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 be 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>
<p><b>IMPORTANT note to Non-EU Nationals / TCNs</b></p>	<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>
<p><b>Address where the Programme will be Delivered</b></p>	<p><i>MCAST has four campuses as follows:</i></p> <p><b>MCAST Main Campus</b> Triq Kordin, 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> Mosta Campus Misraħ Għonoq Tarġa Gap, Mosta</p> <p><b>Institute of Applied Sciences</b> Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi</p> <p><b>Gozo Campus</b> J.F. De Chambray Street MCAST, Għajnsielem 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> </ul>

	<ul style="list-style-type: none"> <li>○ Online components – from the student’s preferred address.</li> </ul>
<b>Course Description</b> <i>(Refer to Programme Specification)</i>	<p>This programme provides learners with an introduction to business-related topics such as Basic Bookkeeping and Financial Literacy, Human Resources, Sales and Business Concepts. These different topics are introduced at a basic level through a variety of teaching methods as well as assessment techniques with the aim of catering for different learning styles.</p>
<b>Deskrizzjoni tal-Kors</b> <i>(Refer to Programme Specification)</i>	<p>Dan il-programm jintroduċi lill-istudenti għal suġġetti relatati man-negozju, bħall-Bookkeeping bażiku u l-Litteriżmu Finanzjarju (l-abbiltà li wieħed jifhem u juża ċerti ħiliet marbuta mal-finanzi), ir-Riżorsi Umani, il-Bejgħ u Kuncetti tan-Negozju. Dawn is-suġġetti differenti huma introdotti f’livell bażiku permezz ta’ varjetà ta’ metodi ta’ tagħlim u modi ta’ valutazzjoni differenti bil-għan li dawn jolqtu stili differenti ta’ kif wieħed jitgħallem.</p>
<b>Career Opportunities:</b>	-
<b>Entry Requirements</b> <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p>Internal Progression Route  Any MCAST MQF Level 1 Introductory Certificate</p> <p>OR</p> <p>Finished Compulsory Education  (as will be documented by a full, official School Leaving Certificate / SSCP / SSQP)</p> <p>Initial Assessment Tests (depending on eligibility and applicability)  (further / updated information regarding IATs can be found amongst the FAQs in <a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a>)</p>
<b>Other Notes related to this Programme, and which are to be taken note of</b>	-
<b>Programme Learning Outcomes</b> <i>(Refer to Programme Specification)</i>	<p>At the end of the programme the students are able to</p> <ul style="list-style-type: none"> <li>• Describe basic business principles and concepts;</li> <li>• Understand functional areas of business organisations;</li> <li>• Communicate effectively in a business environment;</li> <li>• Apply mathematical and IT skills in everyday life and in business.</li> </ul>
<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> <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:  A* (90-100)  A (80-89)  B (70-79)  C (60-69)  D (50-59)  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 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)</p>
<b>Exit Point (where and as</b>	<p>Where a student will not make it to the Final Certification achievable</p>

<b>applicable)</b>	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.  <b>MCAST Career Guidance</b> Tel: 2398 7135/6 Email: <a href="mailto:career.guidance@mcast.edu.mt">career.guidance@mcast.edu.mt</a>
<b>Regulatory Body/ Competent Authority Contact Details</b> <i>(where applicable - in the case of a programme leading to Regulated Profession)</i>	Not Applicable

<b>Programme Structure</b>	<b>Unit Code</b>	<b>Unit Title</b>	<b>ECTS</b>	<b>Year</b>	<b>Semester</b>
	BCBST-206-2404	Basic Bookkeeping and Financial Literacy	6	1	Year
	BCBST-206-2002	Introduction to Business Concepts	6	1	Year
	BCBST-206-1902	Introduction to Human Resources	6	1	Year
	BCBST-206-1903	Sales : An Introduction	6	1	Year
	CDKSK-206-2307	English	6	1	Year
	CDKSK-206-2308	Mathematics	6	1	Year
	CDKSK-206-2309	Il-Malti	6	1	Year
	CDKSK-206-2312	Community Social Responsibility	6	1	Year
	CDKSK-206-2311	Science and Technology	6	1	Year
	CDKSK-206-2310	Information Technology	6	1	Year

<b>Allocation of Total Learning Hours (per Unit)</b>	The total learning hours required for each unit or module are determined as follows:			
	<b>Credits (ECTS)</b>	<b>Indicative contact hours<sup>1</sup></b>	<b>Self-Learning and Assessment Hours<sup>3</sup></b>	<b>Total Student workload (hrs)<sup>2</sup></b>
	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 (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.

## **BCBST-206-2404: Basic Bookkeeping and Financial Literacy**

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Face to Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit is designed for learners to understand the importance of bookkeeping and financial literacy. Learners will be introduced to a variety of terms relating to accounting and bookkeeping. Learners will acquire knowledge relating to the different types of documents that are used as sources to obtain accounting information (invoice, credit note, receipts, bank statement).

Learners will learn about costs and cost behaviour. Throughout this unit learners will learn to record transactions in the books of a business, to balance off accounts and to prepare a trial balance from a given set of balances. Learners will learn about the preparation of a set of financial statements. Learners will develop an understanding of the importance of borrowing sensibly and managing money. Learners will acquire skills to prepare a personal budget.

### **Learning Outcomes**

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

- 1. Know the terms and calculations related to basic bookkeeping, cost behaviour and the payroll system.*
- 2. Process simple transactions in a bookkeeping system.*
- 3. Process a basic set of financial statements of a sole trader from a trial balance.*
- 4. Be familiar with the importance of budgeting, managing personal finances and the impact of borrowing.*

## **BCBST-206-2002: Introduction to Business Concepts**

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit introduces the business topics focusing on the internal and external aspects of business and community organisations. It looks at business organisations as drivers of economies and identifies what the driving business types are for Malta. It gives learners basic knowledge about the core economic principles and concepts, for example the problem of economic demand and limited resources. It also addresses the importance of businesses in society and the community. Selected types of business ownerships of the private sector will be introduced with a special focus on their main characteristics and differences.

Additionally, learners will learn about the public sector, and non-government organisations. The unit will also focus on internal aspects of business organisations, and the responsibility of organisations towards the environment and the community.

### **Learning Outcomes**

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

- 1. Understand the basic business concepts and terms.*
- 2. Identify major forms of organisations in relation to business and community activities.*
- 3. Describe the selected functional areas in business organisations.*
- 4. Understand the principles of responsible business activity.*

## **BCBST-206-1902: Introduction to Human Resources**

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit provides learners with an insight into the functional area of human resources (HR). It makes learners understand the main processes that are carried out within this functional area, which is fundamental and critical within an organisation.

Learners will be introduced to the three core processes that exist within the human resources area, namely: recruitment, employment and dismissal. These three processes are being presented in a practical manner since they are also relevant to learners as future employees.

### **Learning Outcomes**

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

- 1. Understand the Human Resource function and the main stages of the recruitment and selection process;*
- 2. Outline how to search and apply for a job as a jobseeker;*
- 3. Recognise the responsibilities and the rights of the employer and the employee during employment;*
- 4. Outline the legal obligations during employment and the rights of the employer and the employee upon termination of employment.*

## **BCBST-206-1903: Sales: An Introduction**

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit provides an introduction into the field of sales that is considered to be a critical element of business success. The unit encompasses the subjects related to different expectations of customers regarding behaviour and appearance of sale staff. Moreover, the unit presents different rules and expectations in the sales process depending on the industry and business sectors. In the sales situations, the sale staff have to be aware of different customer types; therefore, the unit considers different types of customers including their specifics. Role plays of the sales process equip students with the ability to differentiate between different types of sales staff and customers with a special focus on cultural differences. Additionally, such role-plays also enable learners to recognise and understand different sales situations with their phases and their specifics.

### **Learning Outcomes**

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

- 1. Recognise and assess expectations of customers;*
- 2. Distinguish between different customer types;*
- 3. Identify features and specifics of a sales situation;*
- 4. Explain the structure and operations of local retail stores.*

## CDKSK-206-2307: English

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit description

In this unit, the importance of communicating in our second language is highlighted as both a necessity for life as well as for education and work. The unit is built with the view that communicative competencies are the targets of the teaching process. The unit aims to empower and help students to develop communicative competences through a range of meaningful activities presented in the classroom.

Communicating in English considers all four language skills of listening, speaking, reading and writing in meaningful situations or contexts with different objects to meet one's own communication needs or social communication requirements. Communicative competencies are analysed and practised, closely related to themes and topics in a meaningful, contextualised environment. Emphasis is placed on knowing how to use a language rather than just knowing about a language.

This unit is targeted at learners proceeding from Level 1 (therefore considering successful completion of Level 1 English) as well as those whose entry level is directly at Level 2. It is assumed that no entry qualifications such as SEC English (Ordinary Level) are necessary for learners to undertake this unit. This unit is internally assessed and verified. Assessment is carried out through assignments based on the Learning Outcomes below.

### Learning Outcomes

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

1. *Listen to connected speech on a range of vocational topics.*
2. *Speak effectively using appropriate register and vocabulary during communication scenarios to deliver a clear message.*
3. *Read a level-appropriate given text to identify suitable responses.*
4. *Produce organised level-appropriate text in paragraphs of simple, complete and syntactical sentences.*

## CDKSK-206-2308: Mathematics

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit description

Mathematics is a universal language and an important tool in everyday life. From a vocational education and training perspective, mathematics is an important subject due to its direct and indirect uses in various vocational practices. Mathematics helps students improve their problem-solving skills and supports their logical reasoning.

The aim of this unit is to help students reinforce their basic mathematical knowledge and develop their skills to endure and further their studies in vocational education.

In a supportive environment, students will be challenged to understand mathematical problems, reflect on the solutions that can be used, attempt an answer and check the validity of the answer to the problem.

In addition, considering the importance of technology in today's world, technological tools such as 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 will be able to apply simple mathematical techniques in solving problems and to describe the reasons behind the mathematical arguments used.

### Learning Outcomes

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

1. *Use the basics of the number system.*
2. *Carry out numerical calculations.*
3. *Perform basic algebraic manipulations.*
4. *Draw and work with basic shapes and objects.*
5. *Use and convert basic units of measure.*
6. *Collect data and represent it graphically.*

## CDKSK-206-2309: Il-Malti

Il-Livell tal-Unità: (MQF/EQF): 2

L-Għadd ta' Kreditu: 6

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 150

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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 ewlieni 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 f'din l-unità jkompli jibni fuq il-ħiliet miksuba fl-unità tal-ewwel livell. F'din l-unità, l-istudenti se jkunu qed ikopru materjal li ma jibqax bażiku imma li javvanza kemm fil-kontenut u anki fit-tul tiegħu. F'dan il-livell, l-istudenti se jkunu mhegġa u megħjuna jaħdmu b'aktar responsabbiltà u awtonomija.

Il-kuntest tat-tagħlim u t-tgħallim tal-erba' ħiliet jibqa' 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 dawk tal-ewwel livell, għalkemm xorta waħda jibqgħu temi ġeneralment 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 jkomplu jtejbu l-Malti miktub tagħhom, f'din l-unità se tkompli tingħata importanza lill-ortografija, b'enfasi fuq regoli importanti tal-grammatika. L-għan mhuwiex li l-istudenti jsiru familjari ma' listi ta' termini grammatikali jew li l-istudenti jaħdmu eżercizzji ripetuti tal-grammatika. L-għan hu li jkunu jafu jhaddmu regoli importanti 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.

## Il-Kisbiet mit-Tgħallim

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

1. *Jidentifika t-tifsir primarju ta' testi moqrija aktar impenjattivi.*
2. *Jagħraf il-messaġġi ewlenija ta' kuntesti varji ta' smiġħ aktar impenjattivi.*
3. *Jipproduċi kitbiet aktar impenjattivi dwar suġġetti familjari u s-settur vokazzjonali.*
4. *Jikkomunika b'Malti tajjeb u b'mod kunfidenti dwar suġġetti differenti permezz tat-taħdit.*
5. *Japplika regoli importanti tal-grammatika għal aktar tishih fl-ortografija.*

## CDKSK-206-2312: Community Social Responsibility

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit description

This key skill presents an opportunity for MQF level 2 learners to work upon their self-awareness, whilst contributing within a contained social environment. Learners will take time in identifying aspects of their personal self which might be seen as advantageous, and others which require attention to promote further growth. This information is to be utilised during the process of community work opportunities identification, as learners will be required to match their skills with a potential preference. The journey of identifying possible opportunities to initiate and conduct a community work experience will be mapped in advance through the development of a plan of action. A particular dedication towards compiling and abiding to classroom ground rules will directly address the need to practice and hone self-management skills and capabilities.

In line with self-regulation, the learners will be given the opportunity to practice upon their public speaking skills and the development of any tools which might boost and increase success in conveying one's message. Apart from the regular contact time, opportunities for public speaking will be presented during most of the assessment.

Learners will also be presented with multiple opportunities to conduct self-evaluation exercises - these will be regularly promoted during assessment periods, starting from an individual interview performance, followed by regular behaviour performance, and finishing with a public speaking performance evaluation. Educators will guide the learners into practicing and understanding the importance of self-evaluation, as apart from increasing one's chances for employability, this brings forth numerous opportunities for growth.

### Learning Outcomes

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

1. *Execute a plan in preparation for a community work initiative.*
2. *Demonstrate self-reflective capabilities.*
3. *Carry out public speaking in front of a concise audience.*
4. *Demonstrate the real-time practice of rules and regulations.*

## CDKSK-206-2311: Science and Technology

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit description

In this MQF Level 2 key skill, the learners will be offered three core learning outcomes. Core learning outcomes are compulsory and will be the same for every course followed at this level. The first part of this unit specification enables learners to explore the role of science in fueling technology. Because of science, we have complex devices like cars, X-ray machines, computers, and phones. But the technologies that science has inspired include more than just hi-tech machines. The notion of technology includes any sort of designed innovation. Whether a flu vaccine, the technique and tools to perform open heart surgery, or a new system of crop rotation, it's all technology. Even simple things that one might easily take for granted are, in fact, science-based technologies: the plastic that makes up a sandwich bag, the genetically-modified canola oil in which your fries were cooked, the ink in your ballpoint pen, a tablet of ibuprofen – it's all here because of science.

Learners will then go on to deal with sustainable energy in the Maltese Islands. The learner will review different sustainable measures both already available like photovoltaic panels and solar heater and also future possibilities like offshore wind farms.

In the third part of this unit, the learner will be taught how to formulate scientific questions and how to use these questions to understand scientific concepts. The scientific concepts to be investigated will be identified according to the learners' personal and/or vocational interests. The learners will ask scientific questions, make predictions about their findings and learn how to present the results obtained from their investigation.

**This unit has five other elective learning outcomes, from which one must be selected by the institute.**

Depending on the selection of the elective criteria, the learners may have the opportunity to understand basic chemical formulae. Also, they will understand Investigate the types of science related business in the Maltese islands and their socio-economic impact. Another elective is concerned with safety at the workplace. The learner will appreciate the availability and use of health and safety practices, safety clothing and other equipment. 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 visit, the learners will be empowered evaluate critically the impacts of the area related to their vocational practice. Finally learners may have the opportunity to explore organs and organ systems in more detail while also seeing the effects of daily practices on such systems.

## **Core Learning Outcomes**

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

1. *Apply science to enhance the quality of everyday life (technology).*
2. *Identify the impact of sustainable measures for electricity generation in the Maltese Islands.*
3. *Formulate simple scientific questions to understand scientific concepts*

## **Elective Learning Outcomes**

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

1. *Recognise basic chemical formulae.*
2. *Investigate the application of science in the agriculture and food business sector in the Maltese Islands.*
3. *Investigate health and safety at the workplace.*
4. *Carry out a fieldwork session.*
5. *Identify the link between the living world and everyday life situations.*

## CDKSK-206-2310: Information Technology

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit description

This unit is made up of a number of competences including the competence to use personal computers; the competence to manage efficiently a personal computer; the competence to operate effectively within the operating system and the competence to make productive, creative, and efficient use of the main office application software packages: word processing software, spreadsheet software, presentation software, web-browsing software & e-mail management software.

Learners will also be able to demonstrate basic knowledge skills and values of artificial intelligence, its uses, advantages and disadvantages with special attention to machine learning and computer vision in the real-world.

This unit is designed to ensure that learners are not only taught the knowledge and skills associated with productive, creative, and effective use of personal computers but should be given sufficient opportunities to find, exchange and share information. This should also ensure that learners develop the proper and correct attitudes associated with the use of information and ICT.

This unit should guide the learners to have a broad understanding of how ICT can help their learning, their work, and their social life. Learners will start to develop the ability to decide when and how to use ICT and be aware of the limitations associated with this use.

### Learning Outcomes

**Only 5 electives from 6 learning outcomes need to be selected**

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

1. *Manage computer essentials and file management.*
2. *Recognise online essentials and tools for students.*
3. *Use a word processing application to accomplish basic everyday tasks.*
4. *Use a spreadsheet application to input, format data and prepare charts.*
5. *Create basic presentations using presentation software.*
6. *Use Artificial Intelligence and realize its applications in everyday and industry use.*