

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

<b>Institute</b>	Institute for the Creative Arts
<b>Department</b>	-

Programme Title	Diploma in Media				
Course Code <i>To be filled in by Admissions Dept.</i>	CA3-O03-25		If the programme includes a WBL element, How is it accredited?		Not Applicable, does not include WBL
MQF/ EQF Level	Level 3	Type <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 <i>(25 Total Learning Hours for each ECTS)</i>		1500 hours	
Target Audience	Ages 16 - 65	Target Group <i>(the type of learners that the educational institution anticipates joining this programme)</i>		Students leaving compulsory education	
Programme Fees	There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)  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>  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.  Non-EID applicants need to request account creation though 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>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>
<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> 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 Ġhonoq 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, Ġhajnsielem 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>The creative media sector is versatile and encompasses many job opportunities for young learners who are ready to take on this adventure. This programme aims to give learners an introduction to the various disciplines and elements that make up the creative media sector and it also allows learners to experience working on media-related projects first hand. This course provides learners with the ideal foundations upon which they can further specialise as media professionals.</p>
<b>Deskrizzjoni tal-Kors</b> <i>(Refer to Programme Specification)</i>	<p>Is-settur tal-midja kreattiva huwa versatili u jhaddan ħafna opportunitajiet ta' impjegi għal studenti żgħirażagħ li huma lesti jidhlu għal din l-avventura. Dan il-programm għandu l-għan li jintroduci lill-istudenti għad-diversi dixxiplini u elementi li jiffurmaw is-settur tal-midja kreattiva u jippermetti wkoll li l-istudenti jaħdmu fuq proġetti relatati mal-midja b'mod dirett. Dan il-kors jipprovdi lill-istudenti l-bażi ideali li fuqha jistgħu jkomplu jispeċjalizzaw bħala professjonisti tal-midja</p>
<b>Career Opportunities:</b>	<p>Production Office Assistant,          Studio Assistant,          Photography Assistant,          Graphic Design Assistant</p>
<b>Entry Requirements</b> <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p>Internal Progression Routes...          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>Applicants may be asked to sit for an Interview and/or present a Portfolio.</p>
<b>Programme Learning Outcomes</b> <i>(Refer to Programme Specification)</i>	<p>At the end of the programme the students is able to</p> <ol style="list-style-type: none"> <li>1. Identify different disciplines within the Media industry.</li> <li>2. Use video photography equipment to perform tasks according to clearly given instructions.</li> <li>3. Perform basic graphic design and animation tasks according to clearly given instructions.</li> <li>4. Apply basic techniques and generate ideas in the production of different media products.</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> <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</p>

	<p>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</b>	Where a student will not make it to the Final Certification achievable



<b>(where and as 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>
	CAMED-306-2201	Visual and Contextual Studies	6	Year 1	1
	CAMED-306-2202	Animation	6	Year 1	1
	CAMED-306-2203	Photography	6	Year 1	1
	CAMED-306-2204	Graphic Design	6	Year 1	2
	CAMED-306-2205	Moving Image	6	Year 1	2
	CAMED-306-2206	Idea Generation and Development	6	Year 1	2
	CDKSK-304-2313	English	4	Year 1	Year
	CDKSK-304-2314	Mathematics	4	Year 1	Year
	CDKSK-304-2315	Il-Malti	4	Year 1	Year
	CDKSK-304-2501	Community Social Responsibility	4	Year 1	Year
	CDKSK-304-2317	Science and Technology	4	Year 1	Year
	CDKSK-304-2316	Information Technology	4	Year 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



*Note: The 'Self-Learning and Assessment Hours' amount to the difference between the 'Indicative Contact Hours'<sup>1</sup> and the 'Total Student Workload'<sup>2</sup>*

## 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.



## **CAMED-306-2201: Visual and Contextual Studies**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

This unit aims to introduce the learners to art history and contemporary art, from paintings and sculptures to photography, film, and TV. They will be encouraged to analyse themes, elements and issues and consider the historical, anthropological, and philosophical factors influencing our understanding of art. This unit will help the learners to explore how ideas of beauty and aesthetics change in diverse cultures and periods, what constitutes beauty and what elements define aesthetics. Hence, it is a fundamental unit for three salient purposes: to develop the learners' ability to analyse how images work and are perceived critically; to enable learners to understand how media evolved; and finally, to provide visual and intellectual stimulation that will contribute to shared knowledge and understanding of visual communication and its relevant context.

This unit is imperative as it fuses all the other units that learners study in the Diploma in Media Production course. It delves into the underlying elements and concepts that media is constructed upon.

### **Learning Outcomes**

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

- 1. Demonstrate an ability to acquire visual material relevant to its context.*
- 2. Analyse various forms of visual communication in relation to the context.*
- 3. Present research findings through a visual project.*
- 4. Evaluate own creative work and overall experience.*

## **CAMED-306-2202: Animation**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

An introduction to the history of animation will give the students a good understanding of how the medium developed throughout the years. During the duration of the course, students are guided to understand the principles of animation as they put them into practice by experimenting with different animation techniques including traditional and digital animation. The exploration of frame-by-frame techniques like stop motion, flipbook, and working through basic digital animation techniques will help the students achieve a solid understanding of the medium. The creation of a storyboard and an animatic, along with the collection of assets will help the students relate to the process of creating an animation project.

The main aim of this course is that students are introduced to the different techniques of animation, understand how the process works, and experiment with different media.

### **Learning Outcomes**

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

- 1. Illustrate basic animation principles and techniques.*
- 2. Develop a storyboard for an animation.*
- 3. Compile an animatic and assets in preparation for a final animation.*
- 4. Create a final animation for a given brief.*

## **CAMED-306-2204: Graphic Design**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

This unit aims to develop learners' creative potential by enhancing their knowledge of colour and its properties and introducing them to design principles such as unity and harmony, balance, hierarchy, contrast, scale, and others. Knowing these principles is crucial in graphic design and in helping learners communicate through other visual media.

Basic knowledge and skills in using vector graphics computer application is also an important part of this unit. Practical knowledge in vector drawing software will help learners not only use program capabilities to make their graphic design life easier, but also to develop strategic thinking, self-discipline, planning and organizing workflow.

An important part of this unit is typography. Learners will get theoretical knowledge about the history of communication, types of typography and its anatomy, and how to use typography effectively.

Learners will be guided to explore the elements and principles of design through graphic design-based tasks. In such tasks creativity, planning, experimenting and a sense of measure will develop further.

### **Learning Outcomes**

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

- 1. Express how visual principles are used in graphic design to convey ideas and meaning.*
- 2. Apply knowledge of graphic media, tools, and techniques.*
- 3. Communicate visually using graphic media, tools, and techniques.*
- 4. Use design principles effectively in own creative work.*

## **CAMED-306-2203: Photography**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

In this unit, learners will be introduced to photography. The students will deal with the basic technical aspects of digital photography. They will learn about light and how it can be captured in a digital camera, they will learn all about camera and lenses, types and usage.

Learners will soon be able to test their knowledge in practical workshops. Students will learn to use cameras in proper manner and according to their intentions.

Learners will gain knowledge in the technical adaptation of photographic techniques using the camera as a tool and photographing using available light conditions. Outdoors photography will cover, landscape and street photography. Special and interesting task will be night photography.

Learners attending this unit will become proficient camera users capable of performing a variety of photographic tasks and continue to further develop their skills.

### **Learning Outcomes**

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

- 1. Explain elements and functions of a photographic camera and its parts.*
- 2. Apply formal elements while shooting images.*
- 3. Shoot properly exposed images using available light.*
- 4. Use photographic equipment to create images for a given brief following established technical and aesthetic elements.*

## **CAMED-306-2205: Moving Image**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

The aim of this unit is to introduce learners to moving image production. Under supervision of their lecturer, they will learn how to operate audio-visual equipment safely and use editing software to create a finish product which follows basic standard audio-visual formal elements and established technical standards.

Preliminary lectures will consist of first hand demonstrations in proper equipment use and care and provide a structured opportunity for students to develop their video production skills and create their own short form moving image projects.

During this highly practical unit, learners will become familiar with both formal visual conventions used in video as well as technical standards, which by the will enable them to be able to handle and make use of video and audio recording equipment confidently to record usable video material.

Along with their practical work learners will become familiar with basic concepts in media literacy as well, concepts surrounding film theory and film and television production, including an understanding of the various stages of production and how these contribute towards creating audio-visual work.

Furthermore, through this unit learners will be taught how to assemble video material into a finished piece using video editing software. This unit will offer learners a guided experience as they take their first steps towards a career in moving image production.

### **Learning Outcomes**

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

1. *Define elements of video equipment and video production.*
2. *Utilize video equipment to capture video.*
3. *Use audio recording equipment to capture audio.*
4. *Assemble a basic video edit using appropriate software.*

## **CAMED-306-2206: Idea Generation Development**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

In this unit, students will gain basic knowledge about creative thinking and idea generating. The aim of this unit is to provide the opportunity for students to learn and explore about creative techniques for generating ideas. Techniques such as brain storming, mind mapping, pitching of ideas etc. are also used in the industry. This unit also gives the opportunity for the student to explore the entire concept of establishing, perfecting and presenting a project of their own. In so doing, it is also aimed to give students an understanding of how the creative process works, how research can be further developed into an idea and ultimately into a finished product.

The students will be encouraged to produce work in a structured manner, giving importance by documentation to each phase of the creative process, enabling them to start building up a coherent and logical approach to how the industry works.

During this unit the student shall progress through understanding a brief, working towards a valid response to that brief (in any discipline chosen by the student - animation, photography, moving image or graphic arts), planning the response, executing it and finally reviewing it.

This will be an opportunity for the student to put the skills learned throughout the year, from the various disciplines to practice.

### **Learning Outcomes**

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

1. *Compile evidence to document own creative process.*
2. *Develop an idea for a creative media project.*
3. *Produce a finished piece that is based on own idea.*
4. *Show the ability to reflect on own strengths and weaknesses.*

## 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:**

1. *Retrieve and interpret information obtained from spoken conversation, a presentation, or a media source.*
2. *Communicate information and ideas verbally on a range of topics, ranging from the vocational to the discipline-specific.*
3. *Retrieve and interpret information present in vocational or discipline-specific texts.*
4. *Show how ideas, whether complementary or contrasting, are to be organised and presented.*
5. *Write short work-related texts, observing format, tone, and style.*
6. *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 jkunux 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 jtejbuh 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 kapaçi:**

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. *Jipproduci 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.*