MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

Institute	Institute of Community Services
Department	-

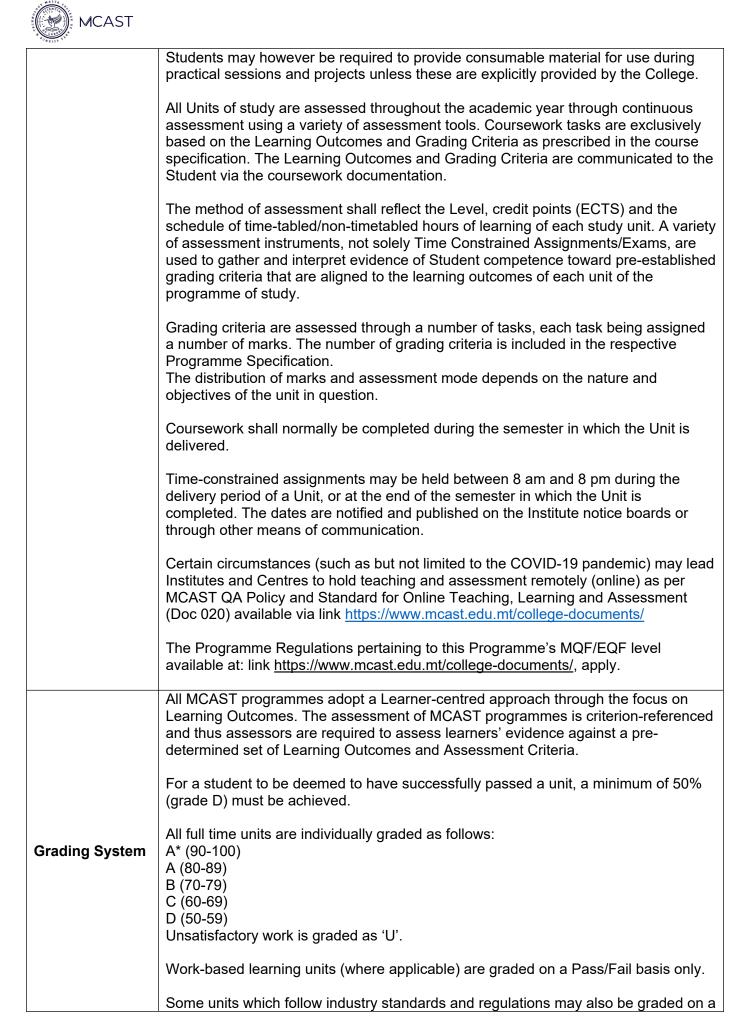| Programme Title	Foundation Certificate in Community Care Services			
Course Code *To be filled in by Admissions Dept.*	CS2-O01-23	**If the programme includes a WBL element, How is it accredited?**	Not Applicable, does not include WBL	
MQF/ EQF Level	Level 2	**Type** *(refer to Appendix 1 for Parameters)*	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** *(Academic Years or Semesters)*	1 Year	**Mode of Attendance**	Full-TIme
Total Number of Credits	60 credits	**Total Learning Hours** *(25 Total Learning Hours for each ECTS)*	1500 hours		
Target Audience	Ages 16 - 65	**Target Group** *(the type of learners that the educational institution anticipates joining this programme)*	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) Fees apply for other International Applicants… for fee information and any related updates it is best to communicate with MG2i International through applyinternational@mcast.edu.mt 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 servizz.gov.mt website here			
Date of Next Student Intake	For further information regarding upcoming student intake and applications time windows for same kindly click here			
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.			

	For more information about how to apply online for a course at MCAST, please visit: https://mcast.edu.mt/how-to-apply-online-2/
Information for Non-EU Citizens	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 https://www.identitymalta.com/unit/central-visa-unit/.
	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 https://mcast.edu.mt/important-information/
IMPORTANT note to Non-EU Nationals / TCNs	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:
	https://mcast.edu.mt/important-information/
Address where the Programme will be Delivered	*MCAST has four campuses as follows:* **MCAST Main Campus** Triq Kordin, Paola, Malta *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).* *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:* **Institute for the Creative Arts** Mosta Campus Misraħ Għonoq Tarġa Gap, Mosta **Institute of Applied Sciences** Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi **Gozo Campus** J.F. De Chambray Street MCAST, Għajnsielem Gozo *In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.* *Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:* o Face to Face components – as per above address instructions

	o Online components – from the student's preferred address.
Course Description *(Refer to Programme Specification)*	This programme of studies is aimed at those individuals who wish to embark on a future career in the Social Care or Early Years or Security Enforcement and protection sector. During the year the learners will have a variety of lectures which will give them an understanding of basic concepts related to these sectors. Lectures will focus on human behaviour and development and what constitutes a safe working environment. Learners will also be given the opportunity to strengthen their key skills and become acquainted with organisations in the sector.
Deskrizzjoni tal-Kors *(Refer to Programme Specification)*	Dan il-programm ta' studju huwa mmirat lejn dawk l-individwi li fil-futur jixtiequ jibdew karriera fis-settur tas-Saħħa u l-Kura Soċjali. Matul is-sena, l-istudenti jkollhom varjetà ta' lezzjonijiet li jwassluhom jifhmu l-kunċetti bażiċi relatati ma' dan is-settur. Il-lezzjonijiet jiffokaw fuq l-imġiba tal-bniedem, il-mod kif jaħdem il-ġisem u x'inhu dak li jagħmel ambjent tax-xogħol sikur. L-istudenti jingħataw ukoll l-opportunità li jsaħħu, mill-perspettiva vokazzjonali, is-suġġetti tal-ħiliet ewlenin tagħhom, inklużi l-Malti, l-Ingliż, il-Matematika u x-Xjenza. L-istudenti jkollhom l-opportunità li jżuru organizzazzjonijiet relatati ma' dan is-settur sabiex isiru familjari mal-ambjent.
Career Opportunities:	-
Entry Requirements *(Refer to Prospectus / Course Page on MCAST website)*	Internal Progression Route…. Any MCAST MQF level 1 Introductory Certificate OR Finished Compulsory Education (as will be documented by a full, official School Leaving Certificate / SSCP / SSQP) Initial Assessment Tests (depending on eligibility and applicability) (further / updated information regarding IATs can be found amongst the FAQs in https://mcast.edu.mt/important-information/)
Other Notes related to this Programme, and which are to be taken note of	-
Programme Learning Outcomes *(Refer to Programme Specification)*	At the end of the programme the students are able to – 1. Recognise the wide range of service user groups and community care settings. 2. Outline the behavioural science principles underpinning community care. 3. Identify the care needs of different service user groups and the basic skills required to deliver a professional service. 4. Recognise health and safety issues when providing community care services to contribute towards creating a safe working environment for everyone.
Teaching, Learning and Assessment Procedures	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. 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). 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.

| | Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

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.

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.

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.
The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

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.

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 https://www.mcast.edu.mt/college-documents/

The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link https://www.mcast.edu.mt/college-documents/, apply. |
|---|---|
| **Grading System** | 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.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved.

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'.

Work-based learning units (where applicable) are graded on a Pass/Fail basis only.

Some units which follow industry standards and regulations may also be graded on a |

Pass/Fail basis as per programme regulations referred below.

Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme's MQF/EQF Level available at: https://www.mcast.edu.mt/college-documents/ (Refer to DOC 003, 004 and 005)

Exit Point (where and as applicable)	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 https://www.mcast.edu.mt/college-documents/, kindly refer to *DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points.*
Contact details for Further Learning Opportunities	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. **MCAST Career Guidance** Tel: 2398 7135/6 Email: career.guidance@mcast.edu.mt
Regulatory Body/ Competent Authority Contact Details *(where applicable - in the case of a programme leading to Regulated Profession)*	Not Applicable

Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	CSH&S-206-2015	Providing a Safe Working Environment	6	1	Year
	CSCCS-206-2304	Working in Social Care	6	1	Year
	CSHSC-206-2017	Introduction to Health and Behavioural Science	6	1	Year
	CSCCS-206-2306	Developing Community Care Relationships	6	1	Year
	CDKSK-206-2307	English	6	1	Year
	CDKSK-206-2309	Il-Malti	6	1	Year
	CDKSK-206-2308	Mathematics	6	1	Year
	CDKSK-206-2310	Information Technology	6	1	Year
	CDKSK-206-2311	Science and Technology	6	1	Year
	CDKSK-206-2312	Community Social Responsibility	6	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[1]	Self-Learning and Assessment Hours[3]	Total Student workload (hrs)[2]
	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
	Note: The 'Self-Learning and Assessment Hours[3]' amount to the difference between the 'Indicative Contact Hours'[1] and the 'Total Student Workload'[2]			

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, 5th 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, 5th Revised Edition.

CSCCS-206-2304: Working in Social Care

Unit Level (MQF/EQF): 2
Credits: 6
Delivery Mode: Fully Face-to-Face Learning
Total Learning Hours: 150

Unit Description

This unit is aimed at those learners who would like to work in a wide range of settings. It provides them with the knowledge and understanding required to comprehend the context of social care, the various professionals that work in such context as well as the complex and varied problems that are presented to the social care field.

Social care involves working with many different service user groups in a variety of situations. Some will have complex social situations involving issues such as homelessness, domestic violence, drug and alcohol dependency, abuse, teenage pregnancy etc. Others will have complex physical and/or mental health problems. Some will be receiving care in hospital, residential and day care settings and other community settings.

There are many opportunities for workers in the health and social care sector. Some learners will go on to careers as health and social care workers; others will go on to pursue further professional training as nurses and other allied health professionals. This unit will get the student to meet various professionals; from social workers to doctors, occupational therapists and others through presentations, talks and placement visits.

Students will therefore also have the opportunity to learn about various types of organisations, the types of service users they care for and the types of roles/key responsibilities of care workers and several other professionals. Also, the way the system works, referral systems and barriers to access.

The unit will encourage learners to explore the social care sector including placement visits and talks by key organisations and to keep a logbook. Students will also have the opportunity to create a care plan for a service user. Finally, learners will be encouraged to explore the types of professional roles they may aspire to if their studies progresses to the appropriate level.

Learning Outcomes

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

1. *Know the types of care settings available for the elderly; adults; children; and young people;*
2. *List the types of professionals engaged in health and social care and give a brief description of their roles;*
3. *Be familiar with the types of health conditions and social circumstances that lead some people to need help and support from health and social care staff;*
4. *Assess the needs and care given to service users in a health and social care context through placement visits and talks;*
5. *Create a care plan that meets the general health and wellbeing needs of a service user.*

CSCCS-206-2306: Developing Community Care Relationships

Unit Level (MQF/EQF): 2
Credits: 6
Delivery Mode: Fully Face-to-Face Learning
Total Learning Hours: 150

Unit Description

In this Unit the learners have the opportunity to learn how to develop a professional relationship. Initially they read about the care values that are essential for a community worker to develop better professional relationships. When communicating, we use verbal and nonverbal communication, that both are of great importance to use well with service users. Professional community workers also need to learn how to read nonverbal communication and develop effective listening skills. In this course students learn how to make a good hand over to another worker. Relationships are highly influenced by the way one presents self both by the way one dresses and also with the behaviour used. Professional relationships improve when the worker is able to listen and consider the wants, needs and preferences of the service users. Developing healthy professional relationships instill trust to the service users. They want reliable, confident, trustworthy and workers of integrity. Keeping professional boundaries is essential in building healthy relationships in community care.

Learning Outcomes

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

1. *Know the importance of care values in community care whilst reflecting on the impact that personal values can have with care values for effective relationship.*
2. *Present oneself in a confident, competent, and professional way.*
3. *Communicate skills effectively and in a professional way when working in community care.*
4. *Know the importance of listening to the service users whilst considering their preferences and needs wherever possible.*
5. *Ensure reliability, integrity, and professionalism, whilst keeping professional boundaries so that the service users feel safe and looked after.*

CSH&S-206-2015: Providing a Safe Working Environment

Unit Level (MQF/EQF): 2
Credits: 6
Delivery Mode: Fully Face-to-Face Learning
Total Learning Hours: 150

Unit Description

This unit aims to help learners to explore the types of safety issues which might arise in health and social care situations including some of the safeguarding and protection issues that can arise when working with vulnerable people, sudden illness and possible injuries will be introduced within this unit. Furthermore, these issues will be related to national health and safety legislation.

Although care work can be rewarding and fulfilling at times, it can also present risks in terms of health safety, to both health and social care workers and service users. Some service users will need help to stand or go to the toilet or get into a bath. Some may need help to turn in bed or to stand. Lifting and handling service users, particularly service users with limited mobility, can cause damage to both the carer and the service user if the service is not done properly.

Similarly, students will be exposed to different techniques that will ensure the safe handling of body fluids. Carers need to know the techniques for hand washing to prevent a possible spread of infection to themselves and/or other service users. They will also need to know how to deal with fire emergencies the disposal of sharp objects such as needles to prevent injury and cross infection.

Care is sometimes delivered in confined spaces such as bed bays in hospitals and bedrooms in domestic houses. Making sure that the care environment is free of hazards such as electrical flexes, loose carpets, commodes etc., is important to prevent trips, falls and other injuries. When working with disadvantaged groups in the community some care settings may involve working in isolated places or with people coming from different social backgrounds.

This unit aims to raise the learners' awareness of possible risks in health and social care settings and the use of basic first aid techniques.

Learning Outcomes

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

1. *Describe basic safe techniques for moving and handling service users with limited mobility in accordance with health and safety legislation;*
2. *Appreciate the importance of hand washing and careful handling of bodily fluids, clinical waste, and sharp instruments to avoid cross infection;*
3. *Identify environmental hazards and risks for service users and carers;*
4. *Consider personal safety issues when working with service users;*
5. *Apply basic first aid in the case of an injury and emergencies.*

CSHSC-206-2017: Introduction to Health and Behavioural Science

Unit Level (MQF/EQF): 2
Credits: 6
Delivery Mode: Fully Face-to-Face Learning
Total Learning Hours: 150

Unit Description

This unit aims to give learners an introduction to human biology and behavioural sciences underpinning health and social care work. To understand the impact of illness and social isolation or disadvantage we need to understand a little about the human body and the human mind.

The unit begins to explore some of the basic biological and behavioural science principles which determine the health and well-being of an individual. It looks at the seven vital functions of the basic building blocks of the human body in terms of cell structures, organs and systems to understand a little of how they function. It then goes on to examine human development through the life stages, from birth through childhood, adolescence, adulthood and to old age. In addition to the physical and functional structure of the human body, the unit explores a number of physical functions including the vital role of nutrition and the basic ideas in the field of human behaviour to help understand a little about how we think, how we feel, our moods, our emotions, what motivates people and how they might behave in different circumstances.

The unit will link with other key skills units, particularly science, and emphasise the practical application of these basic scientific principles in understanding health, illness and human behaviour. Although there is a significant theoretical element to this unit, every effort will be made to show how theory applies to the practice of health and social care. Also, special attention will be given to raising care workers' consciousness of service users' basic needs. As with Unit 1, teaching and classroom activities will be reinforced with practical work to gain an appreciation of the issue of health and well-being. Many sessions will involve case studies and discussions around the types of issues that arise in care situations and how to respond to them in an appropriate manner.

Learning Outcomes

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

1. *Understand the basic structure of the human body, the functions of cells and major organs;*
2. *Describe the main systems in the human body and their functions;*
3. *Recognise major illnesses linked to the major systems in the human body;*
4. *Outline the importance of diet to human health;*
5. *Identify the main schools of psychology and their approach to explaining the human behaviour.*

CDKSK-206-2307: English

Unit Level (MQF/EQF): 2
Credits: 6
Delivery Mode: Fully Face-to-Face Learning
Total Learning Hours: 150

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

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

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-Smigħ; 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 mħeġġa 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-smigħ, 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 eżerċizzji ripetuti tal-grammatika. L-għan hu li jkunu jafu jħaddmu 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' smigħ 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 tisħiħ 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

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

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 fuelling 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 work place.*
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

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 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.*