

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

<b>Institute</b>	Institute of Community Services
<b>Department</b>	-

<b>Programme Title</b>	ALP + Extended Diploma in Social Care				
<b>Course Code</b> <i>To be filled in by Admissions Dept.</i>	CS3-W08-25alp+	<b>If the programme includes a WBL element, How is it accredited?</b>		Placement / Internship	
<b>MQF/ EQF Level</b>	Level 3	<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>	2 Years	<b>Mode of Attendance</b>	Full-Time
<b>Total Number of Credits</b>	36 credits at MQF Level 2 and 60 credits at MQF Level 3	<b>Total Learning Hours</b> <i>(25 Total Learning Hours for each ECTS)</i>		2400 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 successfully completed their studies at the Alternative Learning Programme of the Ministry for 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</p>				

	<p>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 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>
<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> <li>○ Online components – from the student’s preferred address.</li> </ul>
<p><b>Course Description</b> <i>(Refer to Programme Specification)</i></p>	<p>This course is aimed at learners who have successfully completed their studies at the Alternative Learning Programme of the Ministry for Education, and are interested in pursuing further vocational studies at MQF Level 3, related to social care. This course focuses on the knowledge and skills required for eventual employment at assistant technician level in the social care sector. The combination of practical experience and theoretical knowledge gained by successfully completing the course, will equip learners with the knowledge and skills with which they will be able to access the labour market, or alternatively, they will be eligible to continue their studies at MQF level 4 at MCAST, by selecting one of the various Advanced Diplomas offered by the College, in their preferred area of study.</p> <p>Prospective candidates who enrol in this course should have an interest in working with adolescents in supported accommodation, elderly persons and persons with disabilities. Lectures include a number of varied topics such as effective communication, creativity, human development, safe practices, rights and dignity for different service users and delivering personal care. The programme offers an opportunity for learners to carry out work-based learning in two different host organisations in the sector. Here they will be expected to carry out a range of assigned tasks under supervision.</p>
<p><b>Deskrizzjoni tal-Kors</b> <i>(Refer to Programme Specification)</i></p>	<p>Dan il-kors huwa mmirat lejn studenti li jkunu temmew b’suċċess l-istudji tagħhom fil-Programm ta’ Tagħlim Alternattiv (I-ALP) tal-Ministeru għall-Edukazzjoni, u huma interessati li jkomplu bit-tagħlim vokazzjonali fil-Livell 3 tal-MQF, relatat mal-kura soċjali. Dan il-kors jiffoka fuq l-għarfien u l-ħiliet meħtieġa biex eventwalment iwasslu għal impjeg fil-livell ta’ assistent tekniku fis-settur tal-kura soċjali. L-esperjenza Prattika u l-għarfien teoretiku li jakkwistaw l-istudenti li jispiċċaw il-kors, jgħin biex dawn ikollhom l-għarfien u l-ħiliet meħtieġa biex jaħdmu, jew inkella, ikunu eliġibbli biex ikomplu l-istudji tagħhom fil-livell 4 tal-MQF fl-MCAST, billi jagħzlu wieħed mill-bosta korsijiet tal Advanced Diploma fil-qasam li jippreferu.</p> <p>Il-kandidati prospettivi li jirreġistraw għal dan il-kors għandhom ikollhom interess li jaħdmu ma’ adolexxenti fil-komunità, persuni anzjani u persuni b’diżabilità. Il-lezzjonijiet jinkludu għadd ta’ suġġetti varjati bħal komunikazzjoni, il-kreattività, l-iżvilupp uman, prattiċi ta’ sigurtà, id-dinjità u d-drittijiet tal-individwi u kura personali. Barra minn hekk, dan il-programm ta’ studju joffri opportunità biex l-istudenti jirċievu tagħlim ibbażat fil-post tax-xogħol, f’żewġ organizzazzjonijiet ospitanti differenti li jiffurmaw parti mis-settur. Hawnhekk ikunu mistennija jwettqu, taħt superviżjoni, ix xogħol li huma jiġu assenjati.</p>
<p><b>Career Opportunities:</b></p>	-
<p><b>Entry Requirements</b> <i>(Refer to Prospectus / Course Page on MCAST website)</i></p>	Applicants are expected to have completed the one-year ALP programme and obtained at least an MQF Level 1 in Maltese, English and Mathematics and an MQF Level 2 in TWO vocational subjects forming part of the ALP Programme
<p><b>Other Notes related to this Programme, and which are to be taken note of</b></p>	-
<p><b>Programme Learning Outcomes</b> <i>(Refer to Programme Specification)</i></p>	<p>At the end of the programme the learner is able to</p> <ol style="list-style-type: none"> <li>1. Identify the basic requirements in terms of knowledge, skills and competences related to the vocational subject area chosen.</li> <li>2. Perform basic techniques related to the vocational subject of choice under</li> </ol>

	<p>supervision.</p> <p>3. Apply basic techniques related to the vocational subject of choice in a practical setting, either in a laboratory, in a workshop or in a workplace setting.</p> <p>4. Use standard tools and equipment in line with safety procedures.</p>
<p><b>Teaching, Learning and Assessment Procedures</b></p>	<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>
<p><b>Grading System</b></p>	<p>All MCAST programmes adopt a Learner-centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced</p>

	<p>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 applicable)</b>	<p>Where a student will not make it to the Final Certification achievable from this Programme of Studies (as per Programme Regulations), one might wish to look into Exit Point possibilities as may be applicable to this programme for studies. Further information, is available at <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a>, kindly refer to <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points</i>.</p>
<b>Contact details for Further Learning Opportunities</b>	<p>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.</p> <p><b>MCAST Career Guidance</b>  Tel: 2398 7135/6  Email: <a href="mailto:career.guidance@mcast.edu.mt">career.guidance@mcast.edu.mt</a></p>
<b>Regulatory Body/ Competent Authority Contact Details</b> <small>(where applicable - in the case of a programme leading to Regulated Profession)</small>	<p>Not Applicable</p>

Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	CSHSC-306-2301	Effective Communication and Creativity	6	1	Year
	CSHSC-306-2302	Human Development	6	1	Year
	CSHSC-306-2303	Social Care Safe Practices	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
	CSHSC-306-2304	Rights and Dignity	6	2	Year
	CSVOC-306-2301	Vocational Experience and Employability	6	2	Year
	CSHSC-306-2305	Providing Personal Care	6	2	Year
	CDKSK-304-2313	English	4	2	Year
	CDKSK-304-2314	Mathematics	4	2	Year
	CDKSK-304-2315	Il-Malti	4	2	Year
	CDKSK-304-2501	Community Social Responsibility	4	2	Year
	CDKSK-304-2317	Science and Technology	4	2	Year
	CDKSK-304-2316	Information Technology	4	2	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.

# CSHSC-306-2301: Effective Communication & Creativity

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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## Unit Description

This unit seeks to enhance communication practices in social care students. There are several actions one can take in order to make sure that the message one conveys comes across. The unit emphasizes on the multiple ways how one can communicate with other members of staff, colleagues, professionals, family members but mostly importantly focus on how to communicate effectively with different services users who have different conditions or are at different life stages. Different services users with different conditions have different needs. Poor communication can easily result in incidents or failure in social care, whilst good communication can serve as a tool for service user participation at all levels. The theoretical knowledge for this unit will be reinforced with practical exercises, workshops, simulation, role plays, and feedback sessions and the learner will be able to explore a whole range of creative tools like drama, music, art & craft, storytelling, cookery, online resources (amongst others) to be able to successfully convey the message and target service user's needs.

## Learning Outcomes

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

1. *Communicate effectively important information with service users, carers and other professional staff.*
2. *Identify barriers to ensure effective communication*
3. *Identify service users' needs whilst proposing effective solutions*
4. *Identify a variety of innovative and creative activities for different service users.*

## **CSHSE-306-2302: An Introduction to Lifespan Development**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit helps learners gain important knowledge related to human development. This is considered essential when working with people. The unit is devised in such a way that learners will understand the major physical, intellectual and socio-emotional changes that occur in the different life stages, from conception to the last days of the lifespan. Learners will also be introduced to some psychological theories related to development. The impact of life events on development will also be discussed. Learners will be able to associate various psychological issues to the different life stages. They will be encouraged to explore their own feelings about psychological difficulties which might arise in their interactions with service users. With this knowledge, learners should be able to better understand their own behaviours and also the behaviours of other people.

### **Learning Outcomes**

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

1. *Describe major physical, intellectual and socioemotional changes, which take place from conception till childhood.*
2. *Describe major developmental changes typically occurring from adolescence to old age.*
3. *Explain theories related to lifespan development.*
4. *Recognise the impact of life events on development.*

## CSHSE-306-2303: Social Care Safe Practices

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

Health and Safety encompasses various areas across the workplace including social care. The main objective is to instill in students following this unit a greater appreciation towards one's own health and safety and that of others around them being fellow workers, service users and third parties who can be effected in a health and social care setting. The unit will delve into individual perspectives with regards to health and safety at work, enabling students to identify potential hazards and controlling risks. It will include an introduction to the local legislative framework with regards to health and safety. Finally, should an emergency situation arise, deal with it in an effective way. It is empirical that learners have a basic understanding of these areas to ensure a healthy and safe environment at work and adopt a proactive approach for the benefit of all stakeholders. This unit is classroom based and includes a practical component to reinforce the participants' understanding and learning.

### Learning Outcomes

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

- 1. Be familiar with the individual perspectives with regards to health and safety at work*
- 2. Know Risk Assessment, basic principles identifying hazards and controlling risks in a social care setting.*
- 3. Comply with Occupational Health and Safety Authority Act and relevant legislations*
- 4. Deal with emergency situations such as basic first aid and safe evacuation of premises.*

## 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 prinċipalment 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 eżerċizzji 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 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

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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 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.*

## CSHSC-306-2304: Rights and Dignity

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

This unit aims to give learners an understanding of diversity in health and social care and its impact, both positive and negative, upon equality in terms of access and treatment. It also explores the rights of individuals to be treated equally, with dignity and respect.

In a multi-cultural society different groups will have different values, preferences and beliefs. Treatments and practices welcomed by some groups will be totally unacceptable to others on the basis of cultural norms or religious practices. Simple issues like diet, physical contact, certain treatments (i.e. blood transfusions) and even involvement after death can be the source of great anxiety for some people and their communities. These concerns can be major barriers to access for some groups and lead to significant in-equalities.

Language, customs and traditions can also be obstacles to care for people. It is important that health and social care workers are aware of these issues, respect individual's requirements and adjust their practice to accommodate these preferences wherever possible. Similarly, different people have different values and norms. It is extremely important that people in the health and social care field are as non-judgmental as possible and have unconditional positive regard for their service users. This unit will explore the common prejudices and stereotypes. Furthermore, the unit will highlight the different values and norms of different groups. It will encourage learners to examine their own values and beliefs and raise awareness of how such issue affect our behaviour both consciously and sub consciously.

### Learning Outcomes

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

5. *Describe the concept of diversity underpinning the health and social care sector.*
6. *Explain the core values required in the health and social care sector.*
7. *Describe the factors that influence equality and opportunity for individuals or groups in society.*
8. *Know the role of charters, codes of practice, legislation and organisations in promoting diversity.*

# CSVOC-306-2301: Vocational Experience and Employability

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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## Unit Description

The main reason people undertake further education is to enhance their chances of securing the job they aspire to or to progress to the next level. There are several obvious actions one can take to improve their chances of getting a job, such as practicing their interview skills, knowing where to look for jobs and presenting oneself as a competent and professional employee. Similarly, there are core skills that need to be mastered if learners aspire to progress in a professional career. This unit helps learners understand the social care job market, how to maximize their opportunities through different work placements, how to present their skills and attributes, and how to present themselves to potential employers. Furthermore, this unit helps learners to see themselves through the eyes of potential employers and service users besides helping them to improve the way they present themselves. Moreover, learners are encouraged to improve their work-related skills so as to be the confident, reliable and professional candidates that employers are looking for. The theoretical knowledge for this unit will be reinforced with practical exercises, simulation, role play and group feedback. The two work placements (lasting four weeks each) form the backbone for this unit since learners get the opportunity to work with different service users. Extensive preparation will be undertaken to equip learners for work placement and a 'reflective logbook' will be kept to help the learner reflect upon and gain from these experiences. Placement settings may provide the opportunity to work with elderly people, persons with disability, young people in residential care homes and hospitals.

## Learning Outcomes

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

1. *Identify employability skills required by employers in the social care sector.*
2. *Follow the appropriate procedure for a successful work interview.*
3. *Implement activities and evaluate own experiences whilst working within a social care sector.*
4. *Appraise the feedback received from professionals and/or mentors during the two work placement experiences.*

## CSHSC-306-2305: Providing Personal Care

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

The main function of health and social care work is to enable vulnerable people, who are unable to care of themselves, to live as independently as possible.

Learners will learn how to support service users to maintain and improve the quality of their lives through the provision of assistance, which meets their daily living needs. This will also help to maintain the service user's dignity, self-respect, privacy and esteem to the highest level possible.

Many people will, for one reason or another, be unable to care for themselves as a result of illness or injury. Sometimes this will be a transient problem as a person recovers from an illness. Other times it will be a permanent condition such as paraplegia or some neurological condition. In these situations, care will involve: washing and dressing service users; helping them to use the toilet; assisting them during feeding; and helping them with mobility.

This is a very practical unit which involves the physical act of providing care. It also takes account of the requirement for sensitivity, care, compassion and reliability in the emotional aspects involved in supporting service users. It explores values in social care and the principles relating to professional codes of practice in this field.

Training will be given in a simulated environment with learners working with partners to practice skills such as feeding and lifting. This will then be reinforced in care settings through work placements and working under the supervision of experienced staff.

The learners will also be provided with the basic principles and practice of infection prevention and control important to protect all individuals including service users, health care workers, family members and visitors. They will learn how to provide adequate care and improve the care given to service users by complying with regulatory requirements regarding infection prevention and control.

## Learning Outcomes

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

5. *Carry out personal hygiene functions for service users.*
6. *Help service users with basic physical functions.*
7. *Assist service users with limited mobility.*
8. *Understand the methods to prevent and control the transmission or acquisition of infections in the health care environment.*

## 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 inizzjattiva 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 prinċipalment 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 tekniçi u aktar kumplessi.*
4. *Jikkomunika b'Malti tajjeb dwar suġġetti tekniçi u aktar kumplessi permezz tat-taħdit.*
5. *Japplika r-regoli tal-grammatika tajjeb għal tisħiħ 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.*