

MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

Institute	Institute of Information and Communication Technology
Department	-

Programme Title	Diploma in iGaming				
Course Code <i>To be filled in by Admissions Dept.</i>	IT3-O02-25	If the programme includes a WBL element, How is it accredited?		Not Applicable, does not include WBL	
MQF/ EQF Level	Level 3	Type <i>(refer to Appendix 1 for Parameters)</i>	Qualification	Awarding Body	MCAST – Malta College of Arts, Science and Technology
Accreditation Status	Accredited via MCAST’s Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)				
Mode of Delivery	Face to Face	Duration <i>(Academic Years or Semesters)</i>	1 Year	Mode of Attendance	Full-Time
Total Number of Credits	60 credits	Total Learning Hours <i>(25 Total Learning Hours for each ECTS)</i>		1500 hours	
Target Audience	Ages 16 - 65	Target Group <i>(the type of learners that the educational institution anticipates joining this programme)</i>		Learners who have completed compulsory education.	
Programme Fees	<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 applyinternational@mcast.edu.mt</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 servizz.gov.mt website here</p>				
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	<p>Applications to full-time courses are received online via the College Management Information System. Applicants can log-in using Maltese Electronic ID (eID) in order to access the MCAST Admissions Portal directly and create one’s own student account with the identity being verified electronically via this secure service.</p> <p>Non-EID applicants need to request account creation through an online form after that they confirm that their local Identification Document does not come with an EID entitlement. . Once the identity is verified and the account is created on behalf of the applicant, one may proceed with the online application according to the same instructions applicable to all other applicants.</p> <p>For more information about how to apply online for a course at MCAST, please visit: here</p>				

	https://mcast.edu.mt/how-to-apply-online-2/
Information for Non-EU Citizens	<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 https://www.identitymalta.com/unit/central-visa-unit/.</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 https://mcast.edu.mt/important-information/</p>
IMPORTANT note to Non-EU Nationals / TCNs	<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>https://mcast.edu.mt/important-information/</p>
Address where the Programme will be Delivered	<p><i>MCAST has four campuses as follows:</i></p> <p>MCAST Main Campus 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>Institute for the Creative Arts Mosta Campus Misraħ Għonoq Tarġa Gap, Mosta</p> <p>Institute of Applied Sciences Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi</p> <p>Gozo Campus 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"> ○ Face to Face components – as per above address instructions ○ Online components – from the student's preferred address.

Course Description <i>(Refer to Programme Specification)</i>	<p>The iGaming industry is a relatively new and dynamic sector which requires a number of technical people to cope with the constantly evolving technologies in iGaming. MCAST offers this course as the first step to become familiar with the iGaming industry. The course is designed to provide the basic knowledge and skills required to consider working in such an exciting and innovative industry. At this level of studies, the learners will be introduced to subjects which provide fundamentals in iGaming, Compliance, Customer Relationship Management, Web Development, Multimedia and Basic Data Analysis.</p>
Deskrizzjoni tal-Kors <i>(Refer to Programme Specification)</i>	<p>L-industrija tal-iGaming hija settur dinamiku li huwa relattivament ġdid u li jirrikjedi għadd ta' persuni tekniċi biex ilaħħqu mat-teknoloġiji tal-iGaming li qed jevolvu kontinwament. L-MCAST qed joffri dan il-kors bħala l-ewwel pass biex l-istudenti jsiru familjari mal-industrija tal-iGaming. Il-kors huwa mfassal biex jipprovdi l-għarfien u l-ħiliet bażiċi meħtieġa biex wieħed jikkunsidra li jaħdem f'industrija tant eċċitanti u innovattiva. F'dan il-livell ta' studju, l-istudenti jiġu introdotti għal suġġetti li jipprovdu elementi fundamentali fl-iGaming, fil-Konformità, fil-Ġestjoni tar-Relazzjoni mal-Klijent, fl-Iżvilupp tal-Web, fil-Multimidja u fl-Analiżi tad-Data f'livell bażiku.</p>
Career Opportunities:	<p>-</p>
Entry Requirements <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p>Internal Progression Route... Any MCAST MQF Level 2 Foundation Certificate</p> <p>OR</p> <p>2 SEC/ SSC&P or equivalent with a Pass Grade / Level 3 <u>Compulsory:</u> One subject from Mathematics OR Computer Studies OR Physics OR Information Technology OR IT -VET OR ICT C3 pass grade at level 3</p>
Other Notes related to this Programme, and which are to be taken note of	<p>In view of Entry Requirements for course, ECDL or ICDL Certification, are not considered as part of the pool of Compulsory Subjects</p>
Programme Learning Outcomes <i>(Refer to Programme Specification)</i>	<p>At the end of the programme the learner is able to</p> <ol style="list-style-type: none"> 1. Understand how the iGaming industry works; 2. Use multimedia systems and web development to satisfy requirements; 3. Use basic statistical tools to interpret data; 4. Apply ICT knowledge and skills independently.
Teaching, Learning and Assessment Procedures	<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 https://www.mcast.edu.mt/college-documents/</p> <p>The Programme Regulations pertaining to this Programme’s MQF/EQF level available at: link https://www.mcast.edu.mt/college-documents/, apply.</p>
Grading System	<p>All MCAST programmes adopt a Learner-centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners’ evidence against a pre-determined set of Learning Outcomes and Assessment Criteria.</p> <p>For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved.</p> <p>All full time units are individually graded as follows: A* (90-100) A (80-89) B (70-79) C (60-69) D (50-59) Unsatisfactory work is graded as ‘U’.</p> <p>Work-based learning units (where applicable) are graded on a Pass/Fail basis only.</p> <p>Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below.</p> <p>Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme’s MQF/EQF Level available at: https://www.mcast.edu.mt/college-documents/ (Refer to DOC 003, 004 and 005)</p>
Exit Point (where and as	<p>Where a student will not make it to the Final Certification achievable</p>

applicable)	<p>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 <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points</i>.</p>
Contact details for Further Learning Opportunities	<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>MCAST Career Guidance Tel: 2398 7135/6 Email: career.guidance@mcast.edu.mt</p>
Regulatory Body/ Competent Authority Contact Details <i>(where applicable - in the case of a programme leading to Regulated Profession)</i>	Not Applicable

Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	ITIGM-306-2001	Data Analytics and Spreadsheets	6	1	Year
	ITIGM-306-2101	Customer Relationship Management	6	1	Year
	ITIGM-306-2102	The IGaming Industry	6	1	Year
	ITMRK-306-2004	Digital Marketing	6	1	Year
	CDKSK-304-2313	English	4	1	Year
	CDKSK-304-2315	Il-Malti	4	1	Year
	CDKSK-304-2314	Mathematics	4	1	Year
	CDKSK-304-2501	Community Social Responsibility	4	1	Year
	CDKSK-304-2316	Information Technology	4	1	Year
	CDKSK-304-2317	Science and Technology	4	1	Year
	ITCGR-306-2001	Computer Graphics	6	1	Year
	ITWEB-306-2001	Website Design and Development	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 hours¹	Self-Learning and Assessment Hours³	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
<i>Note: The 'Self-Learning and Assessment Hours³' amount to the difference between the 'Indicative Contact Hours¹' and the 'Total Student Workload²'</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, 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.

ITIGM-306-2001: Data Analytics and Spreadsheets

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit introduces learners to the more advanced features and functions of spreadsheets. Learners will also be introduced to how spreadsheets can be used to support organisational activities such as credit control, marketing, sales forecasting and stock analysis.

Spreadsheets can be set up as reusable templates which produce immediate results when data is input such as payroll or invoice templates.

Utilities such as ordering, sorting and filtering will show the same data in different ways. Complex calculations can be carried out using library functions or users can choose to create their own formulae.

Charts and graphs help to display information more visually. Pivot Tables allow the extraction of significant and useful information from a large data set. Table and Chart Visualisations can be used to create a Dashboard.

One of the main advantages of spreadsheet software is that it can be customised with buttons and macros.

Learning Outcomes

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

1. *Understand how spreadsheets can be used to solve complex problems.*
2. *Create technically complex spreadsheets that are well structured and fit for purpose.*
3. *Use functions and formulae to solve complex problems.*
4. *Create efficient automated and customisable spreadsheets that enable easy analysis and interpretation.*

ITIGM-306-2101: Customer Relationship Management

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Customer relationship management (CRM) as a strategy and as a technology has gone through an amazing evolutionary journey. After the initial technological approaches, this process has matured considerably - both from a conceptual and from an applications point of view. Of course, this evolution continues especially in the light of the digital transformation. Today, CRM refers to a strategy, a set of tactics, and a technology that has become indispensable in the modern economy.

This module provides:

- A) a unified treatment of the strategic and tactical aspects of customer relationship management.
- B) an understanding of economic customer value as the guiding concept for marketing decision.
- C) a comprehensive treatment of CRM and database marketing.
- D) a practical approach to strategic CRM and implementing the CRM strategy together with various metrics aimed at gauging customer value.
- E) all the necessary steps in managing profitable customer relationships.
- F) an analysis of the implementation of CRM strategies in the areas of loyalty programmes, marketing campaigns, and channel management.
- G) insights into several customer level marketing strategies that can be implemented by adopting *a customer lifetime value approach* - also integrating the digital approaches that are prevalent these days.
- H) insights on the future of CRM.

Learning Outcomes

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

1. *Describe Strategic CRM and the IT revolution.*
2. *Develop a CRM Strategy.*
3. *Discuss how IT can help businesses generate new leads.*
4. *Implement CRM strategies through one or more artefacts.*

ITIGM-306-2102: The iGaming Industry

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides an extensive overview of the iGaming Industry, where the following points are addressed: (a) examine the Maltese iGaming Legislative Framework, (b) gain familiarity with games of chance, (c) recognise and mitigate risks commonly characterised with the iGaming industry, such as, Money Laundering, Problem Gambling and GDPR, and (d) distinguish and make use of various software tools which are commonly used in the iGaming Industry.

This unit serves as a fundamental stepping stone for those who wish to work in the iGaming Industry and fulfil roles primarily related to the compliance, regulatory and customer support departments.

Learning Outcomes

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

1. *Discuss the iGaming Industry in Malta.*
2. *Examine the Maltese iGaming Legislative Framework.*
3. *Outline the concepts of Games of Chance.*
4. *Recognise risks within the iGaming Industry.*
5. *Distinguish different tools used within the iGaming industry.*

ITMRK-306-2004: Digital Marketing

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Digital marketing is the active promotion of products and services using digital distribution channels as an alternative to the more traditional mediums such as television, print and radio. This unit introduces learners to the basic digital marketing strategy through the AIDA model (Awareness, Interest, Desire and Action).

The first part of the unit will focus on building brand identity using vector graphic design software such as logo, colour, font, email signature, business cards, and marketing collaterals.

The second part will allow the learner to create his/ her online identity through a website which will serve as the home base for selling products or services and give away free content so that one can grow a loyal base of customers. In the modern world, online identity must include media profiles as well and so this unit shall cover Facebook, Tiwitter, Google+, Pinterest and LinkedIn.

The third part of the unit will cover content marketing that is how you create that content. The best way to find ideas for content to create is to just serve your audience by figuring out what problem do they have and how do you solve their problem. This is all about understanding your target audience

Finally, the unit will also tackle how to grow one's fanbase through email marketing, blogs and social media pages.

Learning Outcomes

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

1. *Build a brand identity using vector graphic design software*
2. *Develop an online identity through a website and social media profiles*
3. *Create online content to serve a target audience*
4. *Grow a fanbase through email marketing, blogging, SEO and analytics*

CDKSK-304-2313: English

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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-304-2315: Il-Malti

Il-Livell tal-Unità: (MQF/EQF): 3

L-Għadd ta' Kreditu: 4

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 100

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 jtejbu l-Malti miktub tagħhom, f'din l-unità se tkun qed tingħata wkoll importanza lill-ortografija, b'enfasi fuq ir-regoli tal-grammatika. L-għan mhuwiex li l-istudenti jsiru familjari ma' listi ta' termini grammatikali jew li l-istudenti jaħdmu eżerċizzji ripetuti tal-grammatika. L-għan hu li jkunu jafu jhaddmu r-regoli tal-grammatika biex jiktbu b'Malti ortografikament tajjeb. Dan se jkun qed isir dejjem f'kuntest, b'mod partikulari f'kuntest marbut mal-qasam vokazzjonali tal-istudenti. F'din l-unità, se tkun ukoll qed tingħata importanza partikulari lid-deċiżjonijiet meħuda mill-Kunsill Nazzjonali tal-Ilsien Malti fl-2008 (Deċiżjonijiet 1) u fl-2018 (Deċiżjonijiet 2).

Il-Kisbiet mit-Tgħallim

Biex l-istudent jikseb din l-unità irid juri li 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 tishih fl-ortografija.*

CDKSK-304-2314: Mathematics

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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-304-2501: Community Social Responsibility

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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-304-2316: Information Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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

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..*

CDKSK-304-2317: Science and Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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:

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

ITCGR-306-2001: Computer Graphics

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit presents a general introduction to digital graphics. It enables learners to explore techniques associated with the development of both static and interactive graphics products. The learners will be introduced to graphics system concepts and terminology, graphics design principles and colour theory, digital media formats, publishing and output. Learners will get familiar with the basic types and characteristics of image files formats optimized for various purposes. In order to be able to apply the knowledge obtained, learners will learn how to acquire and manipulate images using graphics application software for media processing. By combining text, images, animations, and applying filters and effects, the learners will be able to produce and present a graphics project for a given creative brief.

Learning Outcomes

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

1. *Understand different types of digital media sources;*
2. *Use common media sources to gather graphics project content;*
3. *Process digital media with appropriate tools;*
4. *Present a graphics project.*

ITWEB-306-2001: Website Design and Development

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Learners will be introduced to design, creation, and maintenance of web pages and websites. This unit will enable learners to achieve basic understanding of the principles and practice of professional web design and development. One of the tasks is to improve judgmental skills to evaluate website usability. Learners will also learn about web design standards and why they are important. They will gain the skills and project-based experience needed for the design and development of a website.

Learners will learn how to structure web pages using HTML; how to control presentation using CSS and according to the World Wide Web Consortium (W3C) recommendations. Learners will become familiar with the uses of: low-fidelity and high-fidelity design prototypes; web browsers' developer tools; a web server; responsive design; and basic web interactivity.

Initially, learners will use a CMS framework, whereas as they progress along the course they will be exposed to manual coding of HTML and CSS scripting and as well as a web hosting service.

Learning Outcomes

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

1. *Describe the use of a web server and web developer tools;*
2. *Plan and design a website according to specific requirements;*
3. *Implement a website according to specification;*
4. *Test and deploy a website on a live web server.*