

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

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|-------------------|--|
| <b>Institute</b>  | Institute of Engineering and Transport |
| <b>Department</b> | IET Foundation courses Department      |

|   |   |  |  |                    |   |
|---|---|--|--|--------------------|---|
| Programme Title   | Foundation Certificate in Construction Engineering  |  |  |                    |   |
| Course Code<br><i>To be filled in by Admissions Dept.</i> | ET2-O02-23  |  | If the programme includes a WBL element, How is it accredited? |                    | Not Applicable, does not include WBL                  |
| MQF/ EQF Level  | Level 2   | Type<br><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<br><i>(25 Total Learning Hours for each ECTS)</i>   |  | 1500 hours         |   |
| Target Audience   | Ages 16 - 65  | Target Group<br><i>(the type of learners that the educational institution anticipates joining this programme)</i>                    | -  |                    |   |
| Programme Fees  | There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)<br><br>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><br><br>One may consider checking about possible eligibility or otherwise for any exemption from fees by contacting the relevant section within MEYR (Floriana) – or visit the <a href="http://servizz.gov.mt">servizz.gov.mt</a> website <a href="#">here</a>   |  |  |                    |   |
| Date of Next Student Intake                               | For further information regarding upcoming student intake and applications time windows for same kindly <a href="#">click here</a>  |  |  |                    |   |
| Language of Instruction                                   | The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.   |  |  |                    |   |
| Application Method  | Applications to full-time courses are received online via the College Management Information System. Applicants can log-in using Maltese Electronic ID (eID) in order to access the MCAST Admissions Portal directly and create one's own student account with the identity being verified electronically via this secure service.<br><br>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 |  |  |                    |   |

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|  | <p>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>   |
| <b>Information for Non-EU Citizens</b>               | <p>Non-EU candidates require a study visa in order to travel to Malta and join the course applied for (on a Full Time delivery mode). For further information re study-visa please access <a href="https://www.identitymalta.com/unit/central-visa-unit/">https://www.identitymalta.com/unit/central-visa-unit/</a>.</p> <p>Further information International / TCN applicants should take note of before requesting to being considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on <a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>  |
| <b>IMPORTANT note to Non-EU Nationals / TCNs</b>     | <p>In instances where a TCN is applying for an MCAST programme of studies which includes Apprenticeship / Placement / Internship, it is the applicant's responsibility to check with the relevant Maltese Authority whether one would be eligible to have the necessary permits to be able to carry out the accredited Apprenticeship / Placement / Internship, success from which is expected in order to be able to successfully complete the selected programme of studies. Further information can also be obtained through the respective FAQ found on:</p> <p><a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>  |
| <b>Address where the Programme will be Delivered</b> | <p><i>MCAST has four campuses as follows:</i></p> <p><b>MCAST Main Campus</b><br/>Triq Kordin,<br/>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><br/>Mosta Campus<br/>Misraħ Ġhonoq Tarġa Gap,<br/>Mosta</p> <p><b>Institute of Applied Sciences</b><br/>Centre of Agriculture, Aquatics and Animal Sciences,<br/>Luqa Road, Qormi</p> <p><b>Gozo Campus</b><br/>J.F. De Chambray Street<br/>MCAST, Ġhajnsielem<br/>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> |

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|  | <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>   |
| <b>Course Description</b><br><i>(Refer to Programme Specification)</i>                   | <p>This programme of study provides the learner with an opportunity to get acquainted with the different vocational trades related to construction engineering. The vocational practice component is based on a 'taster' approach whereby the learner will learn about the tools, materials, processes and applications relative to:</p> <ul style="list-style-type: none"> <li>• Welding and Fabrication</li> <li>• Plumbing and Electrical Installation</li> <li>• Refrigeration and Air-conditioning</li> <li>• Woodwork</li> <li>• Trowel trades, including Restoration, Stone Masonry and Tile Laying.</li> </ul> <p>Technical Drawing will complement the five vocational areas listed above. Learners will also have the opportunity to enhance their key skills, such as English, Maltese, Mathematics, Science, Information Technology and Individual and Social Responsibility, all of which will be embedded in the vocational content.</p>   |
| <b>Deskrizzjoni tal-Kors</b><br><i>(Refer to Programme Specification)</i>                | <p>Dan il-programm ta' studju jipprovdi lill-istudent l-opportunità li jsir familjari mas-sinjura vokazzjonali differenti relatati mal-inġinerija tal-kostruzzjoni. Fil-komponent tal-prattika vokazzjonali l-istudent ikollu l-opportunità li jitgħalliem dwar l-għodod, il-materjali, il-proċessi u l-applikazzjonijiet relatati ma':</p> <ul style="list-style-type: none"> <li>• L-Iwweldjar u l-Fabbrikazzjoni</li> <li>• Il-Plumbing u l-Installazzjoni tal-Elettriku</li> <li>• Ir-Refrigerazzjoni u l-Kondizzjonament tal-Arja</li> <li>• Ix-Xogħol tal-Injam</li> <li>• Is-Sengħa tat-Tikħil, inkluż ix-Xogħol ta' Restawr, ix-Xogħol tal-Ġebel u t-Tqegħid tal-Madum.</li> </ul> <p>Flimkien mal-ħames oqsma vokazzjonali mniżżla hawn fuq, l-istudent jitgħalliem ukoll id-Disinn Tekniku. L-istudenti jkollhom anke l-opportunità li jsaħħu l-ħiliet ewlenin tagħhom, bħall-Ingliż, il-Malti, il-Matematika, ix-Xjenza, it-Teknoloġija tal-Infurmazzjoni u r-Responsabbiltà Individwali u Soċjali, li huma kollha inkorporati fil-kontenut vokazzjonali.</p> |
| <b>Career Opportunities:</b>   | -  |
| <b>Entry Requirements</b><br><i>(Refer to Prospectus / Course Page on MCAST website)</i> | <p>Internal Progression Route...<br/>Any MCAST MQF Level 1 Introductory Certificate</p> <p>OR</p> <p>Finished Compulsory Education<br/>(as will be documented by a full, official School Leaving Certificate / SSCP / SSQP)</p> <p>Initial Assessment Tests (depending on eligibility and applicability)<br/>(further / updated information regarding IATs can be found amongst the FAQs in <a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a>)</p>   |
| <b>Other Notes related to this Programme, and which are to be taken note of</b>          | -  |
| <b>Programme Learning Outcomes</b><br><i>(Refer to Programme Specification)</i>          | <p>At the end of the programme the students is able to</p> <ol style="list-style-type: none"> <li>1. Understand the basic characteristics of wood, plumbing, welding, fabrication, refrigeration and air-conditioning and trowel trades.</li> <li>2. Use basic hand tools effectively and safely to carry out specific practical tasks in a workshop environment.</li> <li>3. Apply the knowledge and skills gained throughout the programme to develop a practical project, under supervision.</li> </ol>   |

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|   | <p>4. Understand and use essential skills in mathematics, language communication, information technology and basic technical documentation to carry out simple assigned tasks and assessments responsibly.</p>   |
| <b>Teaching, Learning and Assessment Procedures</b> | <p>The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.</p> <p>Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').</p> <p>Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.</p> <p>Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.</p> <p>All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.</p> <p>The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.</p> <p>Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.</p> <p>The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.</p> <p>Coursework shall normally be completed during the semester in which the Unit is delivered.</p> <p>Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.</p> <p>Certain circumstances (such as but not limited to the COVID-19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a></p> <p>The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a>, apply.</p> |
| <b>Grading System</b>                               | <p>All MCAST programmes adopt a Learner-centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-</p>  |



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|   | <p>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:<br/> A* (90-100)<br/> A (80-89)<br/> B (70-79)<br/> C (60-69)<br/> D (50-59)<br/> 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:<br/> <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<br/>(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><br/> Tel: 2398 7135/6<br/> Email: <a href="mailto:career.guidance@mcast.edu.mt">career.guidance@mcast.edu.mt</a></p>  |
| <b>Regulatory Body/ Competent Authority Contact Details</b><br><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 |
|---------------------|----------------|---|------|------|----------|
|                     | ETBSV-206-1401 | Electrical, plumbing refrigeration and air conditioning | 6    | 1    | Year     |
|                     | ETTRT-206-1401 | Stone Heritage, Trowel and Tile Laying                  | 6    | 1    | Year     |
|                     | ETW&F-206-1401 | Welding and Fabrication                                 | 6    | 1    | Year     |
|                     | ETWWK-206-     | Woodwork  | 6    | 1    | Year     |



|  |                |                                 |   |   |      |
|--|----------------|---------------------------------|---|---|------|
|  | 1401           |                                 |   |   |      |
|  | 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 |

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



## **ETBSV-206-1401: Electrical, Plumbing Refrigeration and Air Conditioning**

Unit level (MQF): 2

Credits: 6

Delivery Mode: Face to Face/ Practical

Total Learning Hours: 150

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### **Unit Description**

This unit explores the materials, tools, equipment and working techniques used in electrical, plumbing and refrigeration and air conditioning trades.

The main content of the unit includes knowledge of hand and light portable power tools and access equipment (ladders etc.), as well as job risks and how to protect themselves and their co-workers using proper personal protective equipment (PPE), especially when using power tools.

Learners will acquire the ability to identify the correct tools for making/connection/installing pipework, fittings and fixtures. They will demonstrate various skills by carrying out a range of tasks under supervision and with limited responsibility.

Unit content also covers the making simple electrical, plumbing and refrigeration and air conditioning joints, applying compression/capillary fittings and their assembling for domestic use.

### **Learning Outcomes**

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

- 1. Identify and select appropriate tools and materials for electrical installation tasks, and produce a basic electrical installation in a safe manner.*
- 2. Identify and select appropriate tools and materials for plumbing installation tasks, and produce plumbing pipe-joining in a safe manner.*
- 3. Identify and select appropriate tools and materials, and carry out basic maintenance procedures on a refrigeration and air-conditioning systems in a safe manner.*

## **ETTTRT-206-1401: Stone Heritage, Trowel and Tile Laying**

Unit level (MQF): 2

Credits: 6

Delivery Mode: Face to Face/ Practice

Total Learning Hours: 150

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### **Unit Description**

Learners will acquire skills needed to make simple structures (single and double walls) made of limestone blocks and bricks tied with mortar, qualifying to be limestone layers and bricklayers. This unit also explores the materials, tools, equipment and working techniques used in the floor tile laying, plastering and rendering.

Learners will also learn the correct terminology, working procedures, and how to identify common materials and tools used in trowel trades.

Structures should be made according to given building drawings and by using measuring stone ruler. Learners will be able to learn basic skills in plastering, rendering, tile laying, drawing and building basic elements of constructions.

Learners are also introduced with risks at job and how to protect themselves and their co-workers using proper personal protective equipment (PPE).

### **Learning Outcomes**

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

- 1. Identify and explain brick and block work laying methods, and perform a brick or blockwork laying task in a safe way.*
- 2. Identify and explain tile laying procedure, and lay tiles in a safe way according to defined task.*
- 3. Identify and explain stone restoration procedures, and perform simple stone restoration tasks in a safe way.*

## **ETW&F-206-1401: Welding and Fabrication**

Unit level (MQF): 2

Credits: 6

Delivery Mode: Face to Face/ Practice

Total Learning Hours: 150

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### **Unit Description**

Welding and fabricating are basic activities with metals in construction, in the workshop and on site. There are different welding techniques for joining metal parts and they depend on the nature of the material as well as its thickness. Basic welding techniques covered in this unit are electric arc and gas welding.

This unit explores the materials, tools, equipment and working techniques used to perform welding tasks in a safe manner. The unit focuses on hand tools, basic portable power tools, access equipment, personal protective equipment (PPE) and safe work techniques.

The aim of this unit is to provide learners with knowledge of different types of materials commonly used in metal constructions, their properties and with the knowledge on how to select metals for given practical applications throughout the unit delivery.

The unit covers the technology that underpins welding processes, and the basic principles of welding will be covered as well. Learners will have the opportunity to apply their knowledge producing simple joints using welding technology in the workshop.

### **Learning Outcomes**

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

- 1. Identify and select appropriate tools, materials and consumables, and joints preparations to perform MMA and Gas welding tasks in a safe manner;*
- 2. Produce MMA and Gas welding tasks in a safe manner;*
- 3. Identify and select appropriate tools and materials for sheet metal fabrication tasks, and fabricate simple components from sheet metal in a safe manner.*

## ETWWK-206-1401: Woodwork

Unit level (MQF): 2

Credits: 6

Delivery Mode: Face to Face/ Practice

Total Learning Hours: 150

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### Unit Description

This unit introduces students to basic woodworking practices. The unit will approach the subject from both the practical and the technological aspects, with more emphasis placed on the practical side of the trade. The technological lessons will deal with, different types of materials used currently, the difference between soft and hard woods, the identification and safe use of basic hand tools, Personal protective equipment, power tools and main fasteners. Work drawings will be used to extract information to manufacture basic joints and finally to draw a workshop rod complete with a cutting list.

During the practical lessons the students will be taught how to execute basic joints (housing and halving joints), using hand tools effectively and safely. As a final exercise the students will produce a task, made up of different components, comprising the basic joints, which will finally be sanded down and varnished.

### Learning Outcomes

On completion of this unit the learner will be able to

- 1. Describe and discuss materials for carpentry and joinery, and the use of hand tools.*
- 2. Demonstrate skills of making/reading a drawing and completing a range of well-defined tasks.*
- 3. Understand facts and procedures of job risks and eliminate them using PPE.*
- 4. Make simple joints for a door/window, etc. according to proposed task in safe working conditions with responsibility for the quality of made items.*

## 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 be selected**

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

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