



MCAST

MQF Level 4

Key Skills

Units Specification

Current Approved Programme Structure

Unit Code	Unit Title	ECVET
CDKSB-406-1906	Il-Malti Applikat għas-Settur Kummerċjali	6
CDKSI-406-1901	Il-Malti għall-Istitut tas-Servizzi fil-Komunità (ICS) u tax-Xjenzi Applikati (IAS)	6
CDKSK-402-2104	Community Social Responsibility	2
CDKSK-404-1915	Employability and Entrepreneurial Skills	4
CDKSK-406-2000	Critical Thinking	6
CDKSK-406-2001	English	6
CDKSK-406-2002	Individual and Social Responsibility	6
CDKSK-406-2004	Malti	6
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CDKSK-406-2109	Information Technology	6
Total ECVET		54

Unit: CDKSB-406-1906 - Il-Malti Applikat għas-Settur Kummerċjali

Unit level (MQF): 4

Credits : 6

Deskrizzjoni tal-Unità

Lingwistikament Malta dejjem aġġornat ruħha mal-ħtiġijiet tal-Ewropa u l-Mediterran. Bl-avanz fit-teknoloġija Malta ma baqgħetx iżolata mill-bqija tad-dinja, iżda wieħed jista' jgħid li d-dinja saret villaġġ wieħed. Is-sħubija ta' Malta bħala membru sħiħ tal-Unjoni Ewropea f'Mejju tal-2004 reġgħet qajmet, filwaqt li kkonfermat l-impjan tal-ilsien Malti kemm f'kuntest lokali kif ukoll dak internazzjonali. Għaldaqstant l-iskop ta' din l-unità huwa li jħejji lill-istudenti bl-aħjar mod sabiex ikunu jistgħu jużaw il-lingwa Maltija b'mod tajjeb f'kull aspekk tal-ħajja b'enfasi fuq is-settur kummerċjali.

Mat-tmiem ta' din l-unità, l-istudenti jkunu żviluppaw kif japplikaw firxa wiesgħa ta' kompetenzi lingwistiċi billi jkunu esperjenzaw attivitajiet lingwistiċi li jinvolvu l-ipproċessar u l-produzzjoni ta' testi ġeneriċi u tekniċi bil-Malti, l-interazzjoni ta' taħdit u diskors ma' klijenti varji, filwaqt li japplikaw dawk l-istrategiji meħtieġa fil-ħajja vokazzjonali tagħhom f'Malta. Għaldaqstant l-istudenti jkunu mgħammra b'dawk l-abbiltajiet meħtieġa għall-ħajja, kemm mil-lat akkademiku kif ukoll minn dak marbut mad-dinja immedjata tax-xogħol.

L-Għanijiet tat-Tagħlim

Fi tmiem din l-unità l-istudenti għandhom ikunu kapaċi:

1. Jaqraw testi tekniċi b'mod effettiv u effiċjenti filwaqt li jkabbru l-għarfien tagħhom fuq is-suġġett vokazzjonali;
2. Jifhmu informazzjoni ppreżentata b'mod orali fil-forma ta' diskussjonijiet, taħditiet u preżentazzjonijiet;
3. Jirrappurtaw informazzjoni b'mod dettaljat u koerenti filwaqt li juru għarfien tas-suġġett magħżul permezz tal-kitba;
4. Jitkellmu b'mod adegwat għal dan il-livell filwaqt li juru għarfien tas-suġġett magħżul permezz ta' preżentazzjonijiet orali.

Unit: CDKSI-406-1901 - Il-Malti għall-Istitut tas-Servizzi fil-Komunità (ICS) u tax-Xjenzi Applikati (IAS)

Unit level (MQF): 4

Credits : 6

Deskrizzjoni tal-Unità

Din l-unità hija intenzjonata li ssaħħaħ il-ħiliet tal-qari, is-smiġħ, it-taħdit u l-kitba bil-Malti għall-istudenti tar-raba' livell fi ħdan l-Istitut tas-Servizzi fil-Komunità (ICS) u l-Istitut tax-Xjenzi Applikati (IAS). Il-ħsieb aħhari huwa dejjem li l-istudenti jsaħħu dawn l-erba' ħiliet biex 'il quddiem ikunu jistgħu japplikawhom b'mod korrett fuq il-post tax-xogħol tagħhom.

L-istudenti se jkunu qed jitharrġu janalizzaw testi moqrija u jifhmu l-kontenut primarju tagħhom. Mhux biss, imma għandhom ukoll jagħrfu messaġġi mhux daqstant diretti fl-istess testi, għal fehim aktar sħiħ u komplut.

Dan jgħodd ukoll għal kuntesti differenti ta' smiġħ. Biex komunikazzjoni tkun effettiva jeħtieġ li wieħed jitharreġ jisma' sew u jifhem dak li qed jingħad. Xi drabi, minkejja li nkunu qed nitkellmu bl-ilsien nattiv tagħna, mhux dejjem niftehmu tajjeb u dan jista' jwassal għal diversi konverġenzi kemm fuq il-post tax-xogħol u anki fil-ħajja soċjali tagħna. L-istudenti se jkunu qed jitharrġu wkoll jiformolaw opinjoni fuq suġġetti u argumenti mismugħa minn lat kritiku.

L-istess punt jgħodd għat-taħdit. L-istudenti għandhom ikunu mħarrġa kemm fit-taħdit produttiv kif ukoll dak interattiv. Minkejja li l-influwenza tal-Ingliż qiegħda dejjem tkompli tikber u anki fuq il-postijiet tax-xogħol issib min jagħzel li jitkellem bl-Ingliż, madanakollu ma nistgħux niċħdu l-fatt li fuq il-postijiet tax-xogħol, it-taħdit, sew dak bejn min iħaddem, il-ħaddiema nfushom u anki l-klijenti, b'mod ġenerali jsir bil-Malti. Għalhekk l-istudenti għandhom ikunu kapaċi jitkellmu b'Malti tajjeb u ċar, b'vokabolarju addattat skont il-qasam partikulari u l-kuntest tax-xogħol tagħhom. L-għan ta' meta wieħed jitkellem huwa dak li jiġi mifhum, li jikkomunika tajjeb ma' ħaddieħor. Għaldaqstant wieħed għandu jitharreġ ukoll fit-taħdit interattiv; kif wieħed jikkomunika tajjeb mal-oħrajn. Nuqqas ta' komunikazzjoni ħafna drabi twassal għal diffikultajiet u xi drabi anki kunflitti, speċjalment fuq il-post tax-xogħol.

Se tkun qed tingħata wkoll l-importanza li jistħoqqilha, il-kitba. Persuna Maltija għandha jkollha bażi tajba ta' għarfien tar-regoli tal-ortografija u l-grammatika biex meta tuża l-ilsien nattiv fil-kitba tagħha tagħmel dan bl-inqas żbalji possibbli. L-istudenti se jkunu qed jitharrġu wkoll fi traduzzjonijiet mill-Ingliż għall-Malti. Minkejja li nistgħu nitqiesu fortunati li pajjiżna huwa pajjiż bilingwali u li l-Ingliż huwa wkoll lingwa uffiċjali tagħna, flimkien mal-Malti, xi drabi l-influenza tal-Ingliż mhux dejjem tgħin lill-individwu jagħmel użu tajjeb mill-Malti. Il-mezzi ta' komunikazzjoni u l-influenza ta' sorsi oħra bħall-midja soċjali, mhux dejjem qed iservu ta' influwenza pożittiva għal tfal u zgħażaġh Maltin f'dak li għandu x'jaqsam mal-kitba bil-Malti. Għalhekk f'din l-unità l-istudenti se jkunu qed jitharrġu wkoll f'dan il-qasam bl-iskop aħħari jkun li fuq il-post tax-xogħol jagħmlu użu tajjeb ukoll mill-Malti miktub. Dan jintrabat ukoll mal-fatt li jridu jibqgħu aġġornati ma' xi tibdil li jista' jsir minn żmien għal żmien fil-lingwa inkluz aġġornamenti fl-ortografija.

L-Għanijiet tat-Tagħlim

Fi tmiem din l-unità l-istudenti għandhom ikunu kapaci:

- 1. Janalizzaw testi tekniċi moqrija u jagħmlu distinzjoni bejn il-kontenut primarju u dak sekondarju;*
- 2. Jaddattaw strateġiji varji biex jifhmu u jsegwu kuntesti differenti ta' smiġh, b'mod partikulari dawk relatati ma' oqsma differenti tax-xogħol, u jiformolaw opinjoni dwar dak li jkunu semgħu;*
- 3. Ifissru ruħhom tajjeb u b'mod effettiv bil-Malti mitkellem kemm għal skop ta' komunikazzjoni produttiva kif ukoll dik interattiva;*
- 4. Jiktbu tajjeb bil-Malti skont ir-regoli ortografiċi u grammatikali tal-lingwa, jinqdew b'vokabolarju wiesa' u jhaddnu stili xierqa skont dak li hu mitlub f'kuntesti varji fuq il-postijiet tax-xogħol;*
- 5. Japplikaw b'mod tajjeb il-Malti meta jiġu biex jaqilbu kuntesti varji mill-Ingliż, relatati mal-qasam tagħhom, bil-kitba.*

Unit: CDKSK-402-2104 Community Social Responsibility

Unit level (MQF): 4

Credits : 2

Unit description

This unit focuses on Community Social Responsibility and provides an opportunity for learners to better understand themselves and the others and to establish goals in life. Community social responsibility enables learners to understand their strengths and areas for improvement and prepares them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, community social responsibility will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The set of sessions will tackle community social responsibility skills and will mostly focus on the self, the ability to work independently and important values in life. The second set of sessions will address interpersonal skills and will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, the learners will be introduced to the importance of active citizenship in life.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Identify personal goals through self-reflection.*
2. *Evaluate how collaboration with others can be more effective.*
3. *Explain the importance of giving and receiving feedback.*
4. *Contribute actively to make a difference in society.*

Unit: CDKSK-404-1915 - Employability and Entrepreneurial Skills

Unit level (MQF): 4

Credits : 4

Unit description

This unit complements the vocational and key skill units at Level 4 and provides an opportunity for learners to enhance their employability and entrepreneurial skills.

Quite often, learners tend to focus most on technical skills and competences required in a certain trade which enable them to access employment. On the other hand, employers expect employees to be appropriately skilled to follow instructions, take initiative, work effectively in a team, take a lead when necessary and more. In view of this the unit starts with an introduction to the 4th industrial revolution and proceeds to the transversal skills necessary to find employment, retain employment and advance at the place of work. Learners will be able to highlight their strengths and identify the areas that require improvement.

The rest of the unit focuses on entrepreneurial skills, a skill which is one of the most important transversal skills identified by UNESCO. Learners are introduced to methods which can be used to generate new and innovative business ideas and methods which help them evaluate ideas and choose the most feasible. Furthermore, learners will cover the various stages of product and/or service development, including market analysis, processes, pricing strategy, promotion and resources required.

Learners will work in a small team and by the end of the unit they will have the opportunity to develop a business idea which is commercially viable. Furthermore, they will present the idea to prospective investors/stakeholders.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the employability skills required for Industry 4.0;*
2. *Use idea generation techniques to come up with ideas and evaluate chosen ideas;*
3. *Understand the various stages of product and/or service development;*
4. *Work in a team to develop a business idea which is commercially viable.*

Unit: CDKSK-406-2000 - Critical Thinking

Unit level (MQF): 4

Credits : 6

Unit description

Critical Thinking is a vital skill, much in demand in all walks of vocational and academic life; indeed, it is one of the most sought after skills in the workplace and the teaching of this key skill will undoubtedly make students more competitive in the employment arena. Characterised by the careful, reflective consideration of reasoned argument and of the beliefs and claims that comprise arguments, the following level four course will present students with a range of diverse lectures. These will provide a number of opportunities to engage with informative discussions, texts and scenarios that will, in a range of contexts, be streamlined to suit their vocational area but will provide argument, opinion, and reasoning that will help them to hone the skills required. These skills will not only be useful across other academic disciplines, but also they are designed to promote use within the workplace.

Although Critical Thinking is predominantly a practical, skills-based discipline, each of the three sections in this level four course will introduce theoretical knowledge that underpins the skills to be learned and practised. The course will introduce brand new concepts and theories to the students that will allow them to expand their thinking skills and then reflect effectively upon their learning. The unit specification will comprise of a set of core themes and subjects, along with relevant texts to be used, but it allows teachers to implement and structure the learning in a manner that they find engages their students the most. It is a reasonably theoretical unit though it will encourage originality, creativity, innovation, and imagination and will encourage reflection as a natural action. There should be room for students to experience emotions of humour and of a more serious nature. This will allow them to see how these emotions impact upon others and indeed themselves and how these impact on the decision making process. The course should encourage students to respect the diverse opinions and views of others, even when they disagree. It will also give them the presence and strength of mind to be able to recognise persuasive language and react accordingly.

MCAST Critical Thinking Courses aim to develop the following intellectual attitudes and habits: fair-mindedness, independence, healthy scepticism, care and persistence, confidence in reasoning, effective reflection, intellectual courage.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Demonstrate theoretical underpinning knowledge of reflective practice in written form;*
- 2. Recognise reasoned arguments, claims and counter arguments and the value of evidence in oral formats;*
- 3. Present valid and coherent arguments within a contextual framework;*
- 4. Construct objective, analytical arguments and conclusions that are well supported by relevant use of information, evidence, and data, in written form.*

Unit: CDKSK-406-2001 - English

Unit level (MQF): 4

Credits : 6

Unit description

The main objective of this unit is to prepare students to use the English language to understand, analyse, organise and communicate specific technical knowledge by inferring meaning from, and using, embedded information, being able to evaluate information critically and communicate through different types of texts, as required by various but often specific technical contexts within the selected field of study.

The emphasis is on the processes needed to transition from use of the English language in General Education to that required for access to Higher Education.

In particular, L4 Key Skills English is targeted at learners who have completed Foundation College programmes (Levels 1 to 3) and seek to further their studies at Technical or Degree level.

In this respect, this unit recognises the necessity to meet two linguistic demands at this threshold level; strengthening students' linguistic competences to be able to communicate more specifically within their vocational area and stream and to prepare them for more rigorous academic thinking, research and writing as necessitated by degree courses.

Being introduced at this level are core and elective unit outcomes. Reading and writing outcomes are core components in this syllabus while listening and speaking are elective components. Every L4 programme must deliver the two core outcomes and any one of the two elective learning outcomes. The elective criteria to be assessed cannot be selected from and across both outcomes.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Read technical texts effectively to improve knowledge of the subject area;*
2. *Understand information presented orally in the form of recordings, or talks, discussions, seminars, interviews or presentations;*
3. *Demonstrate own understanding of the subject matter via oral presentation, mock interviews or similar oral delivery;*
4. *Write a research paper or technical report demonstrating cohesion, structure and appropriate style.*

Unit: CDKSK-406-2002 - Individual and Social Responsibility

Unit level (MQF): 4

Credits : 6

Unit description

Since time immemorial, humanity always had to face challenging questions and situations, related to the responsibilities, each individual and society at large, had to carry along their existence. In this unit, learners will understand what *existing* in today's world really means by reflecting on themselves, their roots, past, and their place in the community.

Learners will also have the possibility to build or enhance their sense of duty and obligation, as well as personal leadership. This will engage the student in forging own moral and ethical framework and *raison d'être*.

This process will then be linked to the various ideas and theories that developed throughout different historical epochs - which reflect man's commitment to better understand his and society's commitment to mould life according to chosen values, such as peace, helping those in need, promoting and implementing human rights, freedom of speech, movement and cult, protecting vulnerable members of society, as well as eliminating unfair discrimination against women, refugees and people with disabilities.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Identify the challenges faced in today's society, which impact own existence and social context;*
2. *Discuss the impact of today's challenges vis a vis current events;*
3. *Reflect about own values within today's social and cultural realities;*
4. *Debate the relevance of a moral framework in today's society.*

Unit: CDKSK-406-2004 - Malti

Unit level (MQF): 4

Credits : 6

Deskrizzjoni tal-Unità

Lingwistikament Malta dejjem aġġornat ruħha mal-ħtigijiet tal-Ewropa u l-Mediterran. Ġeografikament pajjiżna kien u għadu iżolat mill-bqija, u propju kien dan l-istess iżolament li ħalla impatt daqstant qawwi fuq l-iżvilupp tal-ilsien Malti. Bl-avvanz fit-teknoloġija Malta ma baqgħatx iżolata mill-bqija tad-dinja, iżda wieħed jista' jgħid li d-dinja saret villaġġ wieħed. Il-komunikazzjoni saret aktar faċli u propju għalhekk li l-Ingliż sar wieħed mill-mezzi l-aktar importanti fil-komunikazzjoni internazzjonali.

Is-sħubija ta' Malta bħala membru sħiħ tal-Unjoni Ewropea f'Mejju tal-2004 reġgħat qajmet, filwaqt li kkonfermat l-imporanza tal-ilsien Malti kemm f'kuntest lokali kif ukoll dak internazzjonali. Malta huwa pajjiż li jgħix il-bilingwiżmu l-ħin kollu. Studji riċenti sabu li l-għażla tal-lingwa tagħmel differenza kbira fil-livell ta' aċċettazzjoni, emozzjonijiet li jiġu ġġenerati u r-rabta ma' prodott partikolari.

Għaldaqstant l-iskop ta' din l-unità huwa li jhejji lill-istudenti bl-aħjar mod possibli sabiex ikunu jistgħu jużaw il-lingwa Maltija b'mod tajjeb minn kull aspett biex iċ-ċittadin Malti ma jiġix imċaħħad mill-użu tal-ebda servizz u/jew prodott mhux preżentati bil-lingwa nattivta ta' pajjiżu wkoll. L-istudenti jilħqu l-livell mixtieq ta' pproċessar u produttività lingwistika marbuta mal-ħajja ta' kuljum f'Malta llum il-ġurnata - il-qari, il-kitba, it-taħdit interattiv u l-komunikazzjoni iġenerali marbuta mad-dinja immedjata tagħhom.

Mat-tmiem ta' din l-unità, l-istudenti jkunu żviluppaw kif ukoll tgħallmu kif japplikaw firxa wiesgħa ta' kompetenzi lingwistiċi billi jkunu esperjenzaw attivitajiet lingwistiċi li jinvolvu l-ipproċessar u l-produzzjoni ta' testi ġeneriċi kif ukoll tekniċi bil-Malti, l-interazzjoni ta' taħdit u diskors ma' kliġenti varji, filwaqt li japplikaw dawk l-istrategġiji meħtieġa fil-ħajja vokazzjonali tagħhom f'Malta. Għaldaqstant l-istudenti jkunu mgħammra b'dawk l-abbiltajiet meħtieġa għall-ħajja - kemm mil-lat akkademiku kif ukoll dak marbut mad-dinja immedjata tax-xogħol.

L-Għanijiet tat-Tagħlim

Fi tmiem din l-unità l-istudenti għandhom ikunu kapaċi:

1. Jaqraw testi tekniċi b'mod effettiv u effiċjenti filwaqt li jkabbru l-għarfien tagħhom fuq is-suġġett;
2. Jifhmu informazzjoni pprezentata b'mod orali fil-forma ta' diskussjonijiet, taħditiet u preżentazzjonijiet;
3. Jirrappurtaw informazzjoni b'mod dettaljat u koerenti filwaqt li juru għarfien tas-suġġett innifsu permezz tal-kitba;
4. Jitkellmu b'mod aċċettabbli f'dan il-livell filwaqt li juru għarfien tas-suġġett innifsu permezz ta' preżentazzjonijiet orali.

Unit: CDKSK-406-2007 - Mathematics

Unit level (MQF): 4

Credits : 6

Unit description

This unit provides a framework for students to develop mathematical thinking skills further to the level 3 unit specification to solve problems related to real-life situations. Students also develop skills, attributes and knowledge that contribute to their personal growth and effectiveness within their training and work environment and also within the community.

The unit is designed to adapt for the needs of a particular field of study (business & finance or engineering & transport and others).

To reach this goal the unit was divided into four learning outcomes which are related to statistics, graphical representation, game theory and finance. Through these different areas students will be able to develop the effective skills for information processing, reasoning, evaluation creative thinking and enquiry, all fundamental skills for the problem solving process. This will prepare students in applying and evaluating a range of strategies to solve real-life problems. This is in fact shown throughout the unit content where the first two learning outcomes and the last two learning outcomes combine together to use all the knowledge, understanding applications and analysis learned throughout each learning outcome to synthesis and evaluate a real-life context. Through this unit the learner will also learn to present and communicate results and conclusions effectively.

On successful completion of the unit the learner will be equipped with mathematical thinking skills which make them aware of and understand their thought process, to reassess and identify areas for development. Students learn to evaluate, reflect about their strategies, understand and verify results to solve problems. These skills will equip students with managerial skills, to further their studies and for work employability.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Demonstrate visual and logical techniques in evaluating graphical representations and communication skills in presenting the results effectively;*
2. *Apply information processing skills to solve problems in a relevant statistical context;*
3. *Demonstrate evaluation and communication skills in solving and presenting problems applied to costing methods and techniques;*
4. *Apply creative thinking skills and demonstrate evaluation skills to solve problems in a relevant (game theory) context.*

Unit: CDKSK-406-2109 - Information Technology

Unit level (MQF): 4

Credits : 6

Unit description

This unit aims to impart to the learners the necessary skills to produce, report, and analyse their work in a digital environment. Based on five learning outcomes which when combined give the learners the possibility to create advanced reports, represent data visually, understand the target audience and prepare outstanding presentations as well as manipulate images. Finally, the unit shows the learners how to keep the files generated safe from various mishaps.

At this level, most of the reports being prepared by the learners will require a certain level of detail, possibly producing reports which contain a substantial number of pages. This unit will show the learners how to master such large documents. Some information is better represented in a visual form. Using spreadsheet software, this unit will demonstrate to the learners how to create advanced charts, create what-if scenarios as well as how to analyse and validate the data being inputted. Building upon previous learning, this unit demonstrates how to create presentations, which are adequate for the audience and the venue. Moreover, the presentations will be enriched with multimedia content to enrich the experience of the audience.

Throughout the unit, the learners will be making use of images. Hence image manipulation skills will also be conveyed during the delivery of the unit. This ensures that the images being used are adequate for the task and represent the message that the learner needs to convey.

With each unique file being created representing tens of hours of work, it is imperative that files are backed up properly. The final part of this unit deals with the various forms of data replication and will provide the learners with the possibility of implementing and testing their own backup strategy that fits their needs.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Use a word processing application to manage complex documents.*
2. *Present data visually and produce advanced outputs using a spreadsheet application.*
3. *Use a presentation application to produce multimedia centric outputs.*
4. *Use an image editing application to manipulate images.*
5. *Analyse and implement a data replication strategy.*