

MCAST



APPRENTICESHIP GUIDEBOOK for Industry Partners



MCAST



The content of this guidebook has been compiled and adapted to the local context by MCAST based on the publication 'Easy Apprenticeships for Small Business – Four booklets on how to Boost your Business with Apprenticeships' with the kind permission of the authors SAPS Consortium, led by EURASHE European Association of Institutions in Higher Education. The source publications are available via the URL <https://learntowork.eu/>

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WELCOME NOTE

STEPHEN VELLA PRINCIPAL & CEO

MCAST prepares young people for employment by providing them with technical skills and real-world experience. Apprenticeships offer businesses an opportunity to nurture emerging talent while equipping students with practical knowledge that complements their formal education.

In preparing this guidebook, we aim to empower employers with practical steps to establish meaningful work-based learning experiences for our students. The collaboration of students, educational institutions, and businesses is crucial, and with this guidebook, you will be well-equipped to ensure that everyone gains from these experiences.

Countries such as Switzerland, Germany, and the Netherlands have long recognised the value of apprenticeships, investing in structured programmes supporting workforce development and economic growth. In Malta, the Work-Based Learning and Apprenticeship Act of 2018 established clear guidelines for training and mentorship, reinforcing the importance of apprenticeships in bridging education and industry.

Employers who take on apprentices play a pivotal role in shaping the future workforce. This guidebook is designed to provide practical advice on integrating apprentices into the workplace, offering meaningful mentorship, and helping them develop skills that benefit both the individual and the business. Your contribution is invaluable and greatly appreciated.



While technology continues to reshape education, there is no substitute for hands-on experience. Apprenticeships allow students to apply what they learn in real-world settings, ensuring they are well-prepared for the demands of their chosen careers. Skills are refined through structured training, teamwork, and exposure to real-world challenges. At MCAST, we are keen to collaborate with employers to ensure that work-based learning offers practical learning that responds to industry needs.

The college will use a multifaceted industry-on-campus approach that includes regular onboarding events, industry meetings, and curriculum design that directly involves stakeholders.

Working together, we can develop a skilled workforce and contribute to Malta's economic growth through well-prepared professionals.



INTRODUCTION TO THE MCAST APPRENTICESHIP SCHEME GUIDEBOOK FOR INDUSTRY PARTNERS

MCAST apprenticeships are a particularly effective form of work-based learning that eases the transition of students from education and training into work. The MCAST Apprenticeship scheme provides the skills employers need and enhances the competitiveness and productivity of companies and workplaces.

A successfully implemented apprenticeship is a win-win situation for the Industry Partner and the student. The student gains an opportunity to complement the learning done at the College with practical knowledge gained from the workplace. The Industry Partner also acquires an opportunity to recruit a future, potential new employee and access new knowledge, techniques and resources from MCAST.

This Guidebook is meant to help Industry Partners who are considering to onboard an apprentice(s) as well as companies who are already employing MCAST apprentices.

The Guidebook includes four main sections.

SECTION 1

1

DECIDING TO EMPLOY AN MCAST APPRENTICE

This section provides a general overview of how to identify the need for an apprentice and how to reach out to MCAST.

SECTION 2

2

ENSURING A PROFITABLE APPRENTICESHIP EXPERIENCE

This section provides suggestions on how the Industry Partner can achieve maximum return on its investment from onboarding an apprentice(s) while at the same time ensuring that each student gains the experience they require for their training.

SECTION 3

3

EFFECTIVE INTRODUCTION OF THE APPRENTICES AT YOUR WORK PLACE

This section outlines how to implement an effective apprenticeship onboarding process.

SECTION 4

4

EFFECTIVE MENTORING - ASSISTING APPRENTICES IN LEARNING TO WORK

This section provides tips on how to structure the mentoring process to encourage a long-term partnership between the Industry Partner and its apprentices.

As a new or current MCAST Industry Partner, you can meet with MCAST Institute Management to explore further cooperation with the college. We invite you to participate in Fresher's Week and other events organised during the academic year. MCAST also welcomes Industry Partners to sponsor and organise on-campus branded student awards and recognition events that recognise student achievement while promoting your brand.

We thank you for supporting our students and your future workforce.

DR ROMINA BORG

DIRECTOR STIPENDS' OFFICE APPRENTICESHIP & WORK-BASED LEARNING DEPARTMENT

OVERCOMING MISCONCEPTIONS ABOUT APPRENTICESHIP

"APPRENTICESHIPS ARE TOO DEMANDING"

It will take an effort to create an internal process for hosting apprentices. However, by investing in MCAST apprentices, companies secure their talent flow and establish a long-term competitive advantage in human capital.

"I DO NOT KNOW HOW TO ENGAGE APPRENTICES"

The Apprenticeship and Work-Based Learning Department at MCAST is available to support all prospective and current Industry Partners. The annexes of this Guidebook provide information to facilitate the onboarding process. Additionally, training sessions are held regularly by the MCAST Apprenticeship and Work-Based Learning Department for current and prospective Industry Partners. More than 200 employers attend these training sessions every year.

"I DO NOT HAVE THE CAPACITY OR LEGAL SUPPORT TO DRAW UP A CONTRACT FOR THE APPRENTICES"

MCAST provides a standard template of a tri-partite Apprenticeship Training Agreement (contract) that is signed by the student, employer and the MCAST Apprenticeship and Work-Based Learning Director. The agreement includes all the roles, responsibilities and duties of the three parties. A template of the Apprenticeship Training Agreement (Document 363) is available for viewing via the URL <https://mcast.edu.mt/apprenticeship-tool-kit/>.

"WE ARE TOO SMALL TO OFFER APPRENTICESHIPS"

Employers often think that they are too specialised to offer a comprehensive apprenticeship programme. However, Industry Partners are encouraged to discuss their work experience offer with the Apprenticeship Department as even one-person companies can successfully host an apprentice.

"I DO NOT KNOW WHICH COURSE IS MOST APPROPRIATE TO CHOOSE AN APPRENTICE FROM"

The Apprenticeship and Work-Based Learning Department guides the Industry Partners on how to identify the course that is most relevant to their requirements.

"I DO NOT GET TO CHOOSE THE APPRENTICE"

It is the Industry Partner that organises and conducts interviews with the students who apply for their vacancy. MCAST is not involved in the interviewing and selection process, nor does it solicit specific students for employment with Industry Partners as their apprentices.

"WE DON'T HAVE AN OFFICE WHERE TO TRAIN APPRENTICES"

All successful apprenticeships involve practice at the actual place of work - whether that be at the premises of clients, on-site or remotely.

"APPRENTICESHIPS ONLY SERVE TO TRAIN WORKERS FOR MY COMPETITION"

Industry Partners refusing to train apprentices due to competition concerns ignore the benefits of creating an ecosystem of highly skilled potential employees, jointly trained and available to all employers. Additionally, simple instruments such as non-compete and nondisclosure agreements can ensure that proprietary information is not shared at the end of apprenticeships.

"APPRENTICES MAKE GREAT LOW-SKILL TEMPORARY WORKERS"

All too often, Industry Partners deploy apprentices to low-skill temporary jobs, which their full-time staff would prefer not to deal with. While this approach may reduce the effort needed to train an apprentice, it voids many of the benefits of apprenticeships, in particular, improved recruitment, knowledge transfer and potential value created by apprentices for the Industry Partner.

"APPRENTICES ARE INEXPERIENCED IN PERFORMING SERIOUS TASKS"

Students should not be considered as young and inexperienced but rather as motivated and eager to learn, which pushes them to learn and perform well in their apprenticeship. The better we prepare and train the apprentices, the better they will perform their tasks and contribute to the Industry Partner's daily work.

"MENTORING REQUIRES A FULLY DEDICATED STAFF MEMBER"

While assigning a mentor to each apprentice is good practice, that does not mean the mentor should spend all their time with the apprentice. The cost of an employee's time spent on mentorship needs to be evaluated and offset by the gains of having an additional person doing an apprenticeship with the organisation.

"MENTORS SHOULD BE EXPERIENCED IN HUMAN RESOURCES"

Training and apprenticeship management often falls to the organisation's HR Department. However, the job of a mentor is to impart their personal skills and ways of doing things to an apprentice. Thus, with a bit of basic training in mentoring skills, anyone can be a mentor.



WHY SHOULD I EMPLOY AN MCAST APPRENTICE?

There are several benefits to onboarding MCAST students as apprentices, namely:

- 1

An opportunity to help build a pool of high-quality future recruits.
- 2

The possibility of having access to the latest academic knowledge and skills for finding solutions to existing challenges and unresolved issues.
- 3

Cost-effectiveness since apprentices contribute to the workplace while they are learning (learn and earn).
- 4

An improved image through the onboarding of apprentices can lead to marketing opportunities and an increase in the value of an Industry Partner's brand.
- 5

Contributing to the social good by offering apprentices important skills for life.
- 6

Government tax incentives to Industry Partners who employ apprentices (refer to Annex 6)
- 7

The revised MCAST Apprenticeship modalities (apprentice attendance schedules) provide built-in flexibility to ensure that the student can fulfil 100% of the apprenticeship hours (Refer to Annex 2).
- 8

The possibility to offer full-time employment by Industry Partners to the apprentice after finishing an apprenticeship.
- 9

Enthusiastic apprentices promote a better image of the Industry Partner amongst peers and amongst the Industry Partner's clients.
- 10

Apprentices help in performing work. By sharing responsibility with apprentices on routine or time-consuming tasks, other employees can optimise their work and increase productivity.
- 11

Assisting and training apprentices gives the Industry Partner mentor another insight into their work. In these situations, one often sees their job from a distinct perspective, learns new things about it, and often discovers new opportunities and improvement possibilities in the job.
- 12

Apprentices can increase collaboration in the workplace. Typically, apprentices need to learn a multitude of tasks spread across different departments and interact with people throughout the organisation. This can often help break down silos between departments and improve collegiality.



SECTION 1

DECIDING TO EMPLOY AN MCAST APPRENTICE

This section provides a general overview of how to identify the need for an apprentice and how to reach out to MCAST.

1

Identify the challenges in your business and your future skill needs. Apprenticeships are all about preparing and training your future workforce. Identify which areas of your business are likely to grow in the coming years, such as new markets or product areas, as well as which specific skills will be needed to fill those positions, and integrate these areas into your apprenticeship placement offer.

2

Explore the On-Line Apprenticeship Course Catalogue to find Course Descriptions and Learning Outcomes which fit your needs, amongst other valuable information such as course MQF Level, Apprenticeship Scheduling (Modality), payment rates, Government Incentives and more.

3

Contact the Apprenticeship and Work-Based Learning Department. They help you understand the resources and time commitments involved and support you in the process. They also offer support in matching the interests of the student with the Industry Partner's needs, as well as support in the use of the MCAST Student MIS (Classter) and the On-Line Limesurvey Vacancy Uploading Portal.

4

Identify your own capacity to integrate an apprentice as an active participant. Allocate resources for the apprenticeship (financial, mentoring, working space and equipment, etc.) and develop a plan which outlines what you intend to gain from the partnership with MCAST.

5

Identify a staff member as a Student Mentor to be overall responsible for the apprenticeship. This person is your liaison with the MCAST College Mentor, the apprentice and the MCAST Apprenticeship Department staff, thus having an overview of the whole apprenticeship scheme.

SECTION 2

ENSURING A PROFITABLE APPRENTICESHIP EXPERIENCE

This section provides suggestions on how the Industry Partner can achieve maximum return on its investment from onboarding an apprentice(s) while at the same time ensuring that each student gains the experience they require for their training.

1

Identify the Apprenticeship Vocational Competences

The Apprenticeship Training Agreement includes under 'Annex 1' a list of the MCAST approved 'Apprenticeship Programme Learning Outcomes'. Make sure that the tasks assigned to your apprentice align with these Learning Outcomes. The College Mentor is available to discuss the implementation of these outcomes with you.

2

Find out what the student has recently learned in the classroom to see how this can benefit your organisation.

Good quality apprenticeships align with the content of the subjects that are taught at the educational institutions, and tasks assigned during the apprenticeship should build on these. The curriculum and content are available on the MCAST website (refer to Annex 3).

3

Design an evaluation system. An effective evaluation system does not assume that mere attendance to the apprenticeship automatically imparts skills. Rather, an effective evaluation would control the quality of the services and products delivered by the apprentice.

4

Involve and trust your apprentice with a current unsolved problem.

By involving and trusting apprentices with unsolved issues your organisation is facing, you trigger a sense of curiosity, competitiveness, and innovation in your apprentice while giving them the feeling of integration into the team. They can then apply an unbiased, fresh look to existing problems while bringing in their academic knowledge and technical skills, which they are eager to apply.

5

Considering Special Needs: While considering the special needs you have decided your organisation is able to cope with, you should also decide how to implement needed measures to address them. These will include preparing:

- Your facilities:** Adapting or providing certain facilities, furniture or equipment to assure easy access and mobility, appropriate working environment and efficient communication.
- Your staff:** Creating staff awareness of those special needs and disabilities and the way to deal with them, including the adequate attribution of responsibilities and authorities.

SECTION 3

EFFECTIVE INTRODUCTION OF THE APPRENTICE TO YOUR WORKPLACE

This section outlines how to implement an effective apprenticeship onboarding process.

1

Introduce your organisation to the apprentice. Allocate enough dedicated time to welcome the apprentice on the first day.

2

Provide the apprentice with the necessary practicalities. This might include an overview and guided visit of the infrastructure, the organisation schedules and house rules, any relevant safety instructions and protective equipment needed, a personalised email address and access codes needed to start working, etc.

3

Introduce the apprentice and his/her placement to your staff and vice-versa. While escorting the apprentice on the guided visit to the Industry Partner facilities, take the opportunity to introduce them and their placement to all your staff. This will give them the opportunity to get to know each other from the earliest stage and open doors for future collaboration between them. The apprentice needs to know the key staff of your organisation and their job roles, so they know how to move around and whom to address different issues. On the other hand, your staff should have a clear idea of the placement so they know what outputs to expect from the apprentice and how to collaborate with and mentor them. This will avoid unnecessary delays in the communication and in the performance of the tasks, compromising the outcomes of the placement on both ends.

4

Create an onboarding plan to ensure a comprehensive experience. Create a formal plan covering what the apprentice should know, whom they should meet, and which parts of the organisation they should visit to understand your organisation. Create a timeline for these activities, and share this information with staff dealing with the apprentice.

5

Make contact with the MCAST Mentor: Every apprentice is assigned an MCAST College mentor. The mentor is required to follow and support the apprentices throughout the engagement period via site visits.

SECTION 4

ASSISTING APPRENTICES IN LEARNING TO WORK THROUGH EFFECTIVE MENTORING

This section provides tips on how to structure the mentoring process to encourage a long-term partnership between the Industry Partner and its apprentices. For the implementation of an effective apprenticeship scheme, Industry Partners should consider these steps in setting up their system for mentoring:

1

The College will appoint a Mentor to supervise the learning of the apprentice at the place of work.

2

Designate a responsible person or persons (Organisation Lead Trainer) to guide, mentor and monitor the apprentice throughout the apprenticeship period. This person should be in regular contact with the apprentice.

3

Organise for the prospective mentor to take training on how to be a mentor. MCAST can provide training or guidance in this area.

4

Share the description and aim of the apprenticeship scheme and placement with your staff. The relevant staff of your organisation must have a clear idea of the placement and its characteristics so they know what outputs to expect from the apprentice in the framework of the placement and what supporting role they should play in the mentorship.

5

Plan regular monitoring during the apprenticeship. To enable an effective apprenticeship, organisation mentors should produce a clear plan of outcomes that need to be achieved with a pre-defined time schedule and monitoring indicators, which should be checked regularly.

6

Regular discussion with the apprentice looking into satisfaction, issues and possible problems that take place daily at the workplace. An apprentice who is being listened to, whose opinion is considered and who is doing tasks they find relevant will surely perform to higher standards.

7

Keep apprised of the progress of theoretical studies. In consultation with the MCAST Mentor and the apprentice, monitor how the studies are developing, what new knowledge has been obtained, and how this can be applied to the tasks the apprentice is performing at the workplace.

ANNEX 1 : BECOMING AN MCAST INDUSTRY PARTNER

The procedure to become an MCAST Industry Partner is described below:

- 1
- Set an appointment with the Apprenticeship and Work-Based Learning Department to discuss your apprenticeship recruitment plans. The department can also facilitate contact with the respective Institute Management, who can also provide you with further understanding of which apprenticeship programme is most appropriate to address your future human capacity-building plans.
- 2
- Once you decide to onboard an MCAST student(s) as your apprentice, forward details of your firm to the Apprenticeship and Work-Based Learning Department.
- 3
- The Apprenticeship and Work-Based Learning Department will conduct its due diligence to ensure that MCAST apprentices are placed with registered and compliant companies.
- 4
- Your company representative (as per the details provided) will receive credentials to access the MCAST Management Information System (MIS, also referred to as Classter CMIS – Refer to Annex 7) , and an Access Code to upload Vacancies on our Limesurvey platform.
- 5
- The company representative is to upload vacancy/ies through the Limesurvey platform, conduct interviews and select candidate/s for an interview.
- 6
- Once interviewed and selected by the Industry Partner, the student is to fill in, sign and initialise each page of the Apprenticeship Training Agreement.
- 7
- Upon acceptance, the student has to submit the agreement to your firm to be filled in, signed and initialised by your company's legal representative.
- 8
- Your firm needs to register the apprentice with Jobsplus as a 'Full-Time Apprentice'.
- 9
- Once the 'Engagement Form' has been processed, the apprentice needs to download an updated 'Employment History Sheet' showing his full-time apprenticeship status with your firm.
- 10
- The apprentice is to submit the original 'Apprenticeship Training Agreement' and 'Employment History Sheet' to the MCAST Apprenticeship and Work-Based Learning Department.
- 11
- Once the Apprenticeship Training Agreement is endorsed by MCAST, a scanned copy will be uploaded on Classter for your perusal.
- 12
- Once the apprentice commences the apprenticeship at the Industry Partner, the company representative is to start approving attendance hours of the students through Classter.

ANNEX 2 : APPRENTICESHIP SCHEME MODALITIES

The MCAST has revised and launched during 2023 a number of standard apprenticeship modalities for the various MQF levels.

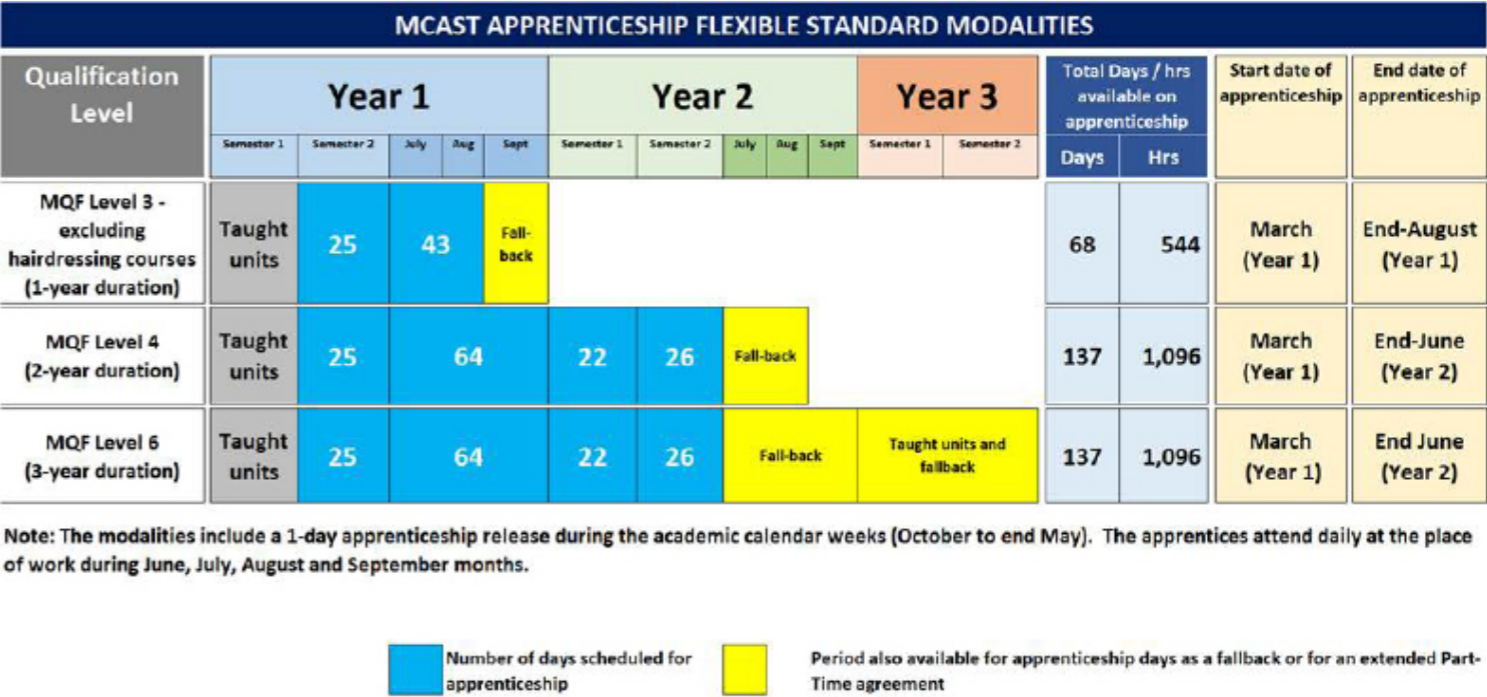


Figure 1 : Examples of standard apprenticeship modalities at MQF Level 3, MQF Level 4 and MQF Level 6

1.
- The above schematic provides examples of the MCAST standard apprenticeship modalities for MQF Levels 3 (1-year duration), MQF Level 4 programmes (2-year duration) and MQF Level 6 programmes (3-year duration).
2.
- The schematic also provides the start and end date of the apprenticeship periods for the respective MQF Levels (Semester 1 : October to mid-February; Semester 2 : Mid-February to end June).
3.
- Apprenticeship intakes take place in November, February and July of each year, depending on the apprenticeship program the student is registered on.
4.
- Apprenticeship Hands-On hours vary according to Modalities and Programme Duration. Details can be found on our FT Apprenticeship Programme Catalogue.
5.
- Apprentices are required to attend 100% of the assigned apprenticeship hours to achieve the assigned credits.
6.
- In agreement with the Industry Partner and the MCAST Apprenticeship Department, apprentices can make up for the balance of any missing days in the fallback periods.
7.
- The Industry Partners are encouraged to offer students part-time employment (against payment) beyond the mandatory apprenticeship period.
8.
- The MCAST timetables include a 1 or 2-day release (depending on the course modality) for apprenticeship throughout the academic year and an apprenticeship block release during Easter, Christmas and Summer holidays.
9.
- Industry Partners are encouraged to contact the MCAST Apprenticeship and Work-Based Learning Department to discuss different apprenticeship (attendance) modalities.

ANNEX 3 : APPRENTICESHIP AGREEMENT TERMS AND CONDITIONS

The following section provides an overview of the Apprentcies’ terms and conditions of the MCAST / Industry Partner Apprenticeship Training Agreement

- 1.** One-third (1/3) of the total hours for the apprenticeship agreement contract shall be considered the Probationary Period. Should either party terminate the apprenticeship before the completion of one-third of the hours specified, the MCAST shall be informed in writing within three (3) working days.
- 2.** The parties agree that during the probationary period, all the rules and regulations contained in the Employment and Industrial Relations Act (Chapter 452 of the Laws of Malta) governing the probation period shall apply.
- 3.** MCAST allows for a 4-day school College timetable throughout the duration of the MQF Level 3, 4 and 6 programmes. Hence, apprentices can avail themselves of at least one day per week to fulfil the contractual apprenticeship hours as well as block release during Easter, Christmas and Summer recess. * In some courses, Students have a Two-Day Release for Apprenticeship.
- 4.** During the term of the Apprenticeship Training Agreement, the apprentice shall attend at the Industry Partner's place of work on the release day/s and for any number of hours per week when not engaged in school-based learning and as per course requirements.
- 5.** Provided that, during the VET providers' Christmas, Easter and Summer recess, and any other span of time when not engaged in College activity, the apprentice may attend at the Industry Partner’s place of work for forty (40) hours/week (full-time basis) as agreed with the sponsor in the training programme plan.
- 6.** Apprentices under 18 years of age are precluded from working in excess of eight (8) hours a day or forty (40) hours a week, the provisions of Subsidiary Legislation 452.92 - Young Persons (Employment) Regulations, shall mutatis mutandis apply to this training agreement, in cases where the student apprentice is below the eighteen (18) years of age. However, for Apprentices over the age of 18, Over-Time Rates apply. Overtime shall be regulated in terms of the Employment and Industrial Relations Act (Chapter 452 of the Laws of Malta). Overtime rates are those applicable to full-time employees (1:1.5 or 1:2) and not less than the National Statutory minimum wage rate per hour.
- 7.** The College consents, on a case by case basis, to the allocation of overtime to the apprentice by the Industry Partner.
- 8.**The Industry Partner is responsible for the payment of the National Insurance Contributions as per Chapter 318 Social Security Act - 10th Schedule CLASS 1 – Category E (Students under 18 years of age in Full-Time Apprenticeship) or Category F (Students over 18 years of age in Full-Time Apprenticeship) on the TOTAL remuneration being received by the Apprentice (therefore Employer’s Remuneration PLUS the Government Top-Up to Stipends). The Contributions to be paid by the Apprentice and the Employer are the same.
- 9.** The apprentice is entitled to time off for the purpose of school-based learning, which shall include days when the apprentice has to attend any form of assessment at the MCAST. The MCAST shall endeavour to, as far as possible, not schedule assessments on days when the apprentice is due to attend at the place of work.
- 10.** The apprentice shall be entitled to paid leave on a pro-rata basis, which leave shall include but is not limited to normal vacation leave and sick leave. In this regard, the laws and regulations in relation to leave, and particularly the provisions of the Employment and Industrial Relations Act (Chapter 452 of the Laws of Malta), shall apply.
- 11.** Provided that the sponsor shall not deduct any vacation leave for any day during which the learner shall be required to attend school-based learning as part of the training programme.
- 12.** Pro-rata hours of vacation leave (fully paid) and certified sick leave (fully paid) are not computed as part of the apprenticeship training hours at the workplace and are to be fully remunerated by the Industry Partner. The payment rate for Vacation/Sick/Special leave entitlements is the Total made up of the two components – Employer’s Hourly Rate AND the Top-Up to Stipend Rate which applies.
- 13.** The apprentice must input his record of attendance to the College MIS (Classter) by the stipulated deadlines. These records will only be processed by the College after due approval by the respective Industry Partner.
- 14.** The apprentice shall apply all Occupational Health and Safety measures in line with any activity that the Industry Partner is operating in and in line with current legislation, technical requirements and any management instructions.
- 15.** For the avoidance of doubt, the parties agree that this Apprenticeship Training Agreement does not impose any obligation on the Industry Partner to offer employment to the apprentice upon the successful completion of the apprenticeship.

ANNEX 4 : REMUNERATION OF APPRENTICE

The apprentice is entitled to the minimum wage rate per hour for hours spent at the workplace as stipulated in the Apprenticeship Agreement training programme plan. The minimum wage rate for 2025 is €5.54/hour. The Industry Partner shall directly compensate (via payroll) the apprentice the following (minimum) rates per hour. These rates are revisable every calendar year by a pro-rata yearly COLA increase.

€1.43/hour – 1st year of the course of studies
€1.50/hour – 2nd year of the course of studies
€2.12/hour – 3rd year of the course of studies

In addition to the payment as stipulated above (and irrespective of the student’s eligibility for students’ maintenance grants and the amount thereof), the apprentice is also entitled to the payment of the Top Up stipend. When added to the employer contribution, this amount makes up the established minimum wage rate per hour.

Applicable top-up rates payable from the Government of Malta for 2025 are:

€4.11/hour - 1st year of the course of studies
€4.04/hour – 2nd year of the course of studies
€3.42/hour – 3rd year of the course of studies

The Top up payment rates above are revisable every calendar year by a pro-rata yearly COLA increase.

Full remuneration details are included in the tri-partite MCAST Apprenticeship Training Agreement (contract) that is signed by the Industry Partner, the Apprentice and an MCAST representative.

ANNEX 5 :

TAX INCENTIVES FOR EMPLOYERS ONBOARDING MCAST APPRENTICES

Industry Partners may benefit from a deduction from their taxable income for each apprenticeship contract (of 6 months continuous duration). The following guidelines apply:

Conditions:

- Where a qualifying person provides a paid apprenticeship in the year preceding the year of assessment, a deduction equivalent to €1,200 for each apprenticeship for each apprenticeship (and a deduction of €600 in the case of work placements) shall be allowed against the said person's income charged to tax for such year of assessment;
- Provided that the deduction shall only be allowed where the apprenticeship is of at least 6 months continuous duration;
- Provided further that, to the extent that the deduction cannot be wholly set off against the income of the qualifying person for the year during which the expenditure was incurred, it shall be carried forward and set off against the income of subsequent years in succession;
- Provided also that, where the qualifying person is an individual, to the extent that the deduction cannot be wholly set off against the income of the individual or of his spouse, where applicable, for the aforesaid year, it shall be carried forward and set off against the income for subsequent years in succession.
- The deduction shall only be allowed where the qualifying person does not benefit from any deduction, tax credit or any other form of assistance in relation to the said expenditure by the Government or any Government entity.

Procedure to be adopted:

Companies

There is a specific TRA in the tax return to cater for L.N. 179 of 2014 (SL 123.158). The company has to complete TRA (tax return attachment) 84. The company's tax practitioner/accountant (registered with CFR) will have access to this form through the CFR portal. Whilst downloading the income tax return of the company, this form will become available (as one of the attachments to the sheets).

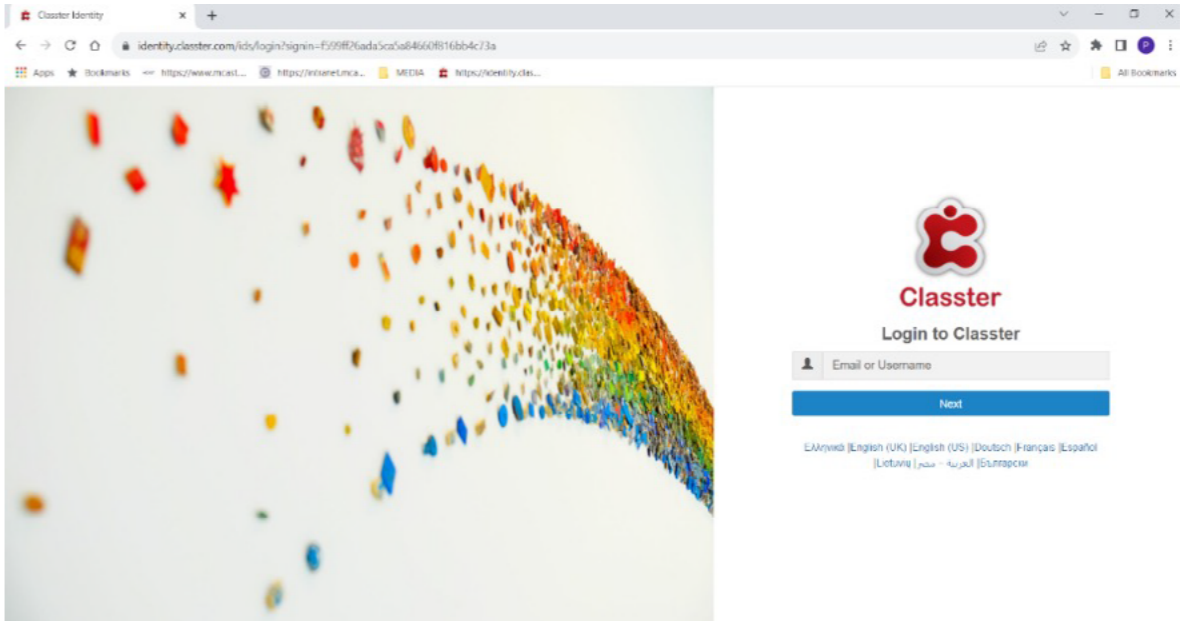
Self-employed

The individual who has income deriving from self-employment must fill in a Tax Return form that is normally issued near the end of May. Expenses are to be listed on the Profit and Loss statement, which comes attached with the Tax Return form. In case one needs assistance in filling the Profit and Loss statement, an accountant should be contacted.

ANNEX 6 :

MCAST MIS DATABASE (CLASSTER CMIS)

The College MIS (also referred to as CMIS Classter) is the College database online platform which provides for:



- Registering Industry Partners to onboard apprentices; providing a login to the Industry Partner to access the MCAST database platform.
- Uploading of the signed copy of the tri-partite apprenticeship agreement and also the Jobs Plus Employment History Sheet (that confirms that the MCAST student has been accepted by your organisation as an MCAST apprentice).
- Entering by the student of the apprenticeship attendances at the employer's place of work.
- Approval by the Industry Partner of the attendances uploaded by the student. Timely approval of the hours approved by the Industry Partner is essential in order to ensure that the apprentice is timely paid a top-up stipend via the Government payroll every four weeks and achieves the credits assigned to the apprenticeship unit in order to graduate from the course.

ANNEX 7 : UPLOADING APPRENTICESHIP VACANCIES TO OUR DEDICATED WEB-PAGE

In order to upload a vacancy, Industry Partners must access <https://mcastlimesurvey.westeurope.cloudapp.azure.com/387735?lang=en>

Access Codes are provided upon registration.

The screenshot shows the MCAST Apprenticeship Vacancy Submission Form. At the top, there is a blue header with the MCAST logo. Below the header, a message states: "To participate in this restricted survey, you need a valid access code." Below this message is a form field labeled "Access code:" with a "Continue" button. Further down, the title "MCAST Apprenticeship Vacancy Submission Form" is displayed, followed by "Terms and Conditions:" and a list of seven conditions. A "Next" button is located at the bottom right of the form.

MCAST

To participate in this restricted survey, you need a valid access code.

If you have been issued an access code, please enter it in the box below and click continue.

Access code:

Continue

MCAST

MCAST Apprenticeship Vacancy Submission Form

Terms and Conditions:

1. Vacancies submitted by the Industry Partners will be uploaded to the MCAST Apprenticeship Vacancies web-site, which is accessible to all users (students and staff) with an MCAST email.
2. Whereas the Industry Partners are not limited as to the number of vacancies that are pledged per course title, it is very important that the number of vacancies being offered (per course title) can actually be fulfilled by the Industry Partner. An exaggerated number of vacancies will distort the internal planning processes and forecasting of the College.
3. The Industry Partner can withdraw the vacancy at any time by sending an email to industrypartner@mcast.edu.mt
4. The vacancy published on the website will include the email and contact telephone number of the Industry Partner.
5. As soon as a vacancy is filled, the College will remove the vacancy from the website. However, the College cannot guarantee that no further requests for interviews are no longer received from students AFTER the vacancy is removed from the website.
6. The College cannot guarantee that the Industry Partner will not receive requests for interviews from students who are not eligible for an apprenticeship for the vacancy offered, in which case, the Industry Partner is not required to hold an interview.
7. It is important that the job description (offer uploaded by the Industry Partner):
 - a. Is aligned with the course objective (refer to MCAST Course Catalogue of Apprenticeship Programmes).
 - b. Includes the contact email and telephone number that will enable the student to contact the Industry Partner for an interview
 - c. Is attractively designed (logo, branding etc) as, once uploaded on the MCAST website, will 'sell' the vacancy to the prospective apprentices

Next

The screenshot shows the "Section 1 - Programme sectors and relative course selection" form. It features a dropdown menu labeled "Please choose..." with a "Next" button. The form is titled "Section 1 - Programme sectors and relative course selection".

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Section 1 - Programme sectors and relative course selection

* Choose Programme Sector

Choose one of the following answers

Please choose...

Previous Next

The screenshot shows the "Section 1 - Programme sectors and relative course selection" form with the dropdown menu open, displaying a list of programme sectors. The list includes: Hairdressing, Applied Sciences, Food Technology, Accounting, Financial Services, Business Administration, Insurance, Marketing, Heritage and Conservation, Fashion and Retail, Aviation and Aircraft Maintenance, Automotive Maintenance and Repair, Construction Engineering, Mechanical / Marine Engineering, Electrical and Electronics Engineering, HVAC, Joinery, Manufacturing - Welding and Fabrication, and Computer Systems / Networks. A "Next" button is visible at the bottom right.

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Section 1 - Programme sectors and relative course selection

Please choose...


- Hairdressing
- Applied Sciences
- Food Technology
- Accounting
- Financial Services
- Business Administration
- Insurance
- Marketing
- Heritage and Conservation
- Fashion and Retail
- Aviation and Aircraft Maintenance
- Automotive Maintenance and Repair
- Construction Engineering
- Mechanical / Marine Engineering
- Electrical and Electronics Engineering
- HVAC
- Joinery
- Manufacturing - Welding and Fabrication
- Computer Systems / Networks

Please choose...

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Section 1 - Programme sectors and relative course selection

* Choose Programme Sector

Choose one of the following answers

joinery

* Select Course from Institute of Engineering and Transport

Choose one of the following answers

Please choose...

Please choose...


Advanced Diploma in Joinery, Furniture Design and Manufacturing (22406,1899,171,13)

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Section 2 - Vacancy Details

* Enter vacancy title

* Please enter a Job Description for the apprentices. Note that Apprentices will be regularly supervised and the job needs to be relevant to the students' course of studies.

* Select the work location for this apprenticeship vacancy

Check all that apply

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☐ Ta' Sannat (SNT) - Gozo

☐ Marsalforn (MFN) - Gozo

☐ Ix-Xlendi (XLN) - Gozo

* Enter the number of students you require for this vacancy

* Enter Contact Email

* Enter Contact Number

Only numbers may be entered in this field

Please upload a file with the official job description / vacancy

Please upload at most one file


Upload file

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Section 3 - Consents

* I authorize MCAST to maintain and process the data of the data subject for the purposes of MCAST in line with the provisions of Article 5 of the General Data Protection Regulations (https://idpc.org.mt/for-organisations/legislation). You can withdraw consent at any time by sending an email to dpo@mcast.edu.mt


Choose one of the following answers

Please choose...

Previous

Submit

Students access this website <https://apprenticeship.mcast.edu.mt/> to view vacancies;

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Keywords

Location

Choose a category...

Search Jobs

MCAST organises on Campus (and online) regular, brief training meetings (including question and answer sessions) for new and current Industry Partners.

Employers who are interested in joining these sessions or registering as Industry Partner with MCAST are to contact the Apprenticeship Department on 2398 7120, 2398 7144, 2398 7272, 2398 7149 or via email at industrypartner@mcast.edu.mt

The Malta College for Arts, Science &
Technology
AWBL Department Office
Reno C Borg Building
Triq Kordin
Paola, PLA 9032
Malta



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