

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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FOREWORD

BY THE MCAST PRINCIPAL & CEO

The ethos underlying the remit of MCAST is employability. Preparing a young person for the world of employment requires more than the sectoral skills for a particular job. Our programmes are fundamentally designed to give every individual the basic skills necessary to be able to be a lifelong learner. If that is achieved during the stay at the College, then we also aspire to give the individual learner a qualitative experience of the real world of employment. This Guidebook is about spelling out the necessary conditions that give young people a positive and qualitative apprenticeship in areas of their choice. An apprenticeship programme is part of the students' learning experiences. It is about working but in a different manner than the usual employment that we have during our working life. This experience is shared between three important partners: the student, the learning organisation and the employers. All have different but equally important roles. At the heart of this way of instruction or training is learning by doing.

Apprenticeship is as old as humankind is. Learning by being told how to do things has been one of the most important methodological aspects of development. It saves time and money and in the end, it is also a good investment in young talent and in future employees. Getting to know the talent of young people is a privilege for employers. This is why many countries have invested so heavily in apprenticeship programmes. In Switzerland, for instance, there are more demands for apprentices than society can actually supply. There is a shortage of human capital available for apprenticeship programmes. In Germany, Austria, the Netherlands and to a lesser extent the UK, apprentices are highly valued and the industry itself financially supports these programmes. Over ten years ago, the EU launched a European Alliance for Apprenticeship to encourage more countries to support this mode of learning which appeals to an increasing number of young learners.

In 2018, Malta enacted a new law to support this form of learning. The Work-based Learning and Apprenticeship Act aims at strengthening work-based learning and apprenticeship through definitions and operational parameters for work placements, apprenticeships and internships. It outlines responsibilities and governance structures, while defining rights and obligations for VET providers, employers and learners. This Guidebook supports employers in understanding the value of apprenticeships, how such experience can be in the



long-run truly profitable for the company and how individual apprentices can add value to the business itself. In addition, the Guidebook gives employers guidelines on how to assist apprentices during their experience on the workplace through structured mentoring assisted by MCAST.

Although this booklet is prepared by the College, it should remain an open Guidebook to all those involved in an apprenticeship programme. Such a Guidebook requires updating from time-to-time as well as shared experiences to enable everyone to support such form of learning in the most positive way possible. Young people today learn in different manners. Technology has made it much easier for them to acquire knowledge from anywhere at any time. Nevertheless, acquiring the right skills and competences is a different matter altogether. Skills require guidance and methods accumulated through experience. Competence (which is the practice of autonomy and responsibility) can only be acquired while you work with others and in different circumstances.

Through coordinated efforts between MCAST and employers, apprenticeships can truly become the new mode of life-long learning for hundreds of students. These Guidelines can also serve to unravel hidden local talents of emerging generations and sustain our labour market with long-term native human capital. These values are the foundations of business continuity and growth.

MCAST and employers can truly bring a new dawn of talent to our workplaces, capacity that combines technology and artificial intelligence with cognitive and hands-on experiences at the same time. Pooling efforts and lifting apprenticeships to higher values of quality is also a prerequisite to restoring dignity to manual work and trades in Malta. These Guidelines are a valuable step towards achieving these objectives.

PROF JOACHIM JAMES CALLEJA
MCAST PRINCIPAL & CEO



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

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

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

EFFECTIVE INTRODUCTION OF THE APPRENTICES AT YOUR WORK PLACE

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

SECTION

4

ASSISTING APPRENTICES IN LEARNING TO WORK-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.

As a new or current MCAST Industry Partner, you can meet with MCAST Institute Management to explore further cooperation with MCAST. 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.

ING PIERRE DALMAS

DEPUTY PRINCIPAL QA, STUDENT ACADEMIC MANAGEMENT AND WORK-BASED LEARNING

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/college-forms/>.

"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 MCAST full-time programmes. MCAST offers over 170 full-time programmes at MQF Levels Intro A, Intro B, MQF Levels 1 to 8. Qualifications at MQF Levels 3, 4, 5, and 6 include an apprenticeship unit with a workload of between 6 or 12 credits.

3

Contact the MCAST Work-Based Learning Office. 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 (Cluster Online Application)

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.

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:

- a. **Your facilities:** Adapting or providing certain facilities, furniture or equipment to assure easy access and mobility, appropriate working environment and efficient communication.
- b. **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 shall 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)).

5

The company representative is to upload vacancy/ies to Classter, 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.

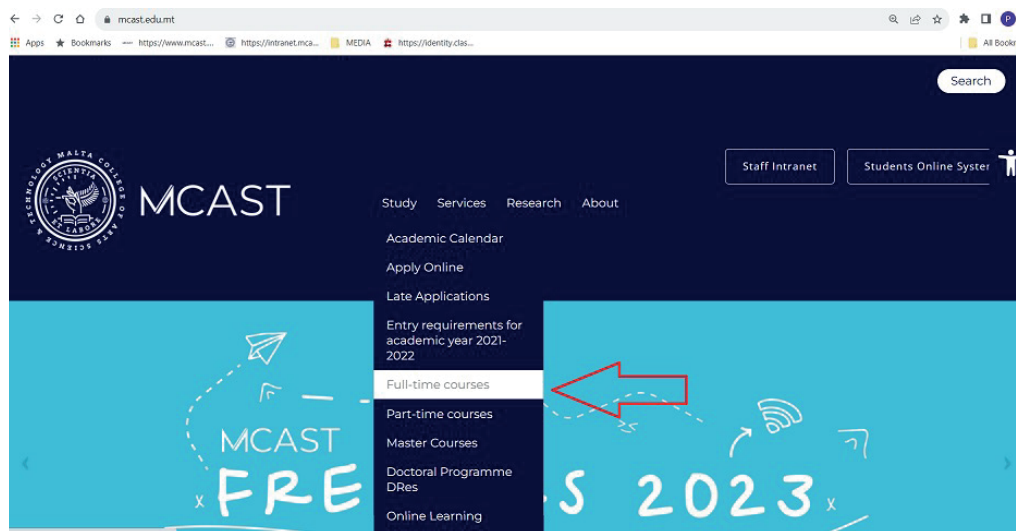
MCAST APPRENTICESHIP FLEXIBLE STANDARD MODALITIES																
Qualification Level	Year 1					Year 2					Year 3		Total Days / hrs available on apprenticeship		Start date of apprenticeship	End date of apprenticeship
	Semester 1	Semester 2	July	Aug	Sept	Semester 1	Semester 2	July	Aug	Sept	Semester 1	Semester 2				
	Days	Hrs														
MQF Level 3 - excluding hairdressing courses (1-year duration)	Taught units	25	43	Fall-back									68	544	March (Year 1)	End-August (Year 1)
MQF Level 4 (2-year duration)	Taught units	25	64		22	26	Fall-back						137	1,096	March (Year 1)	End-June (Year 2)
MQF Level 6 (3-year duration)	Taught units	25	64		22	26	Fall-back		Taught units and fallback				137	1,096	March (Year 1)	End June (Year 2)

ANNEX 3 :

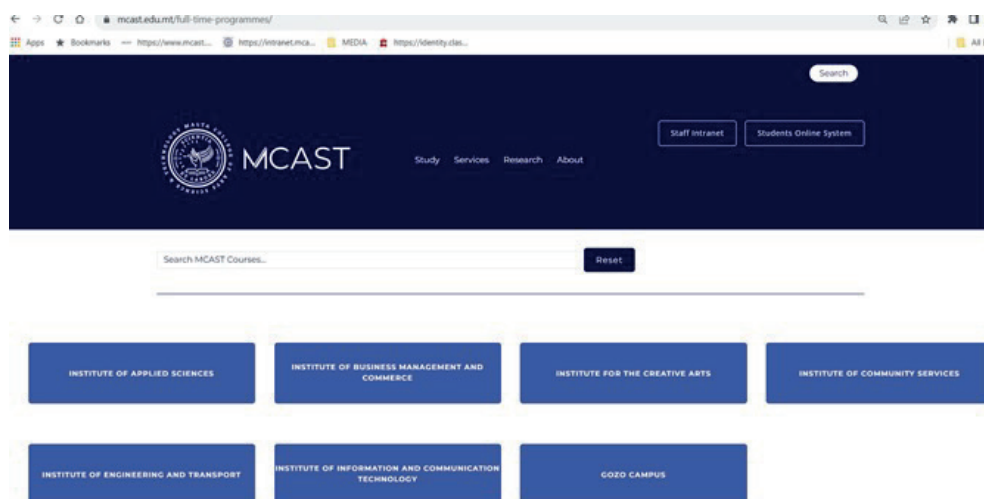
SELECTING THE MCAST APPRENTICESHIP PROGRAMME COURSE MOST RELATED TO YOUR BUSINESS OR ACTIVITY

This section describes the process to be followed by the Industry Partner to identify the apprenticeship programme that is best related to your activity.

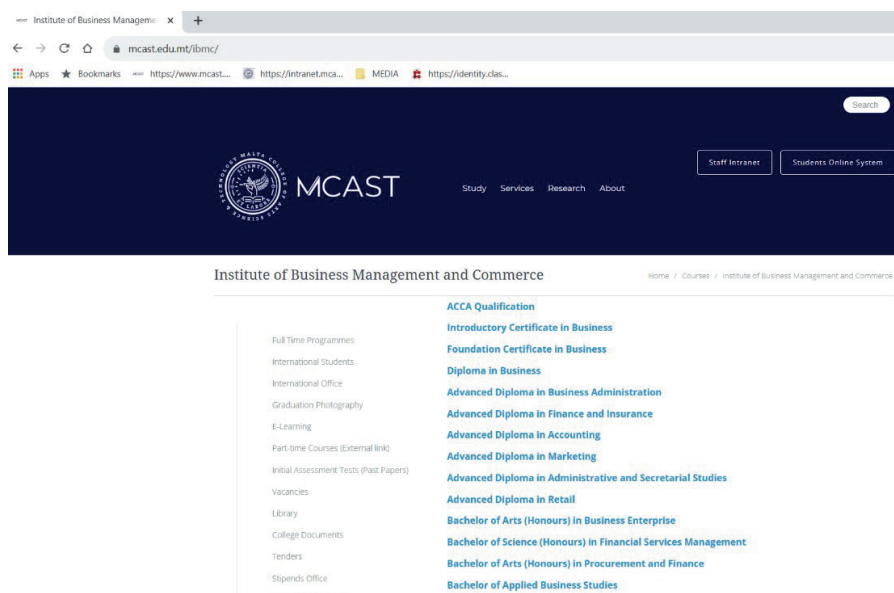
- Go to link <https://mcast.edu.mt/full-time-programmes/>
- Select drop-down 'Full-time courses'



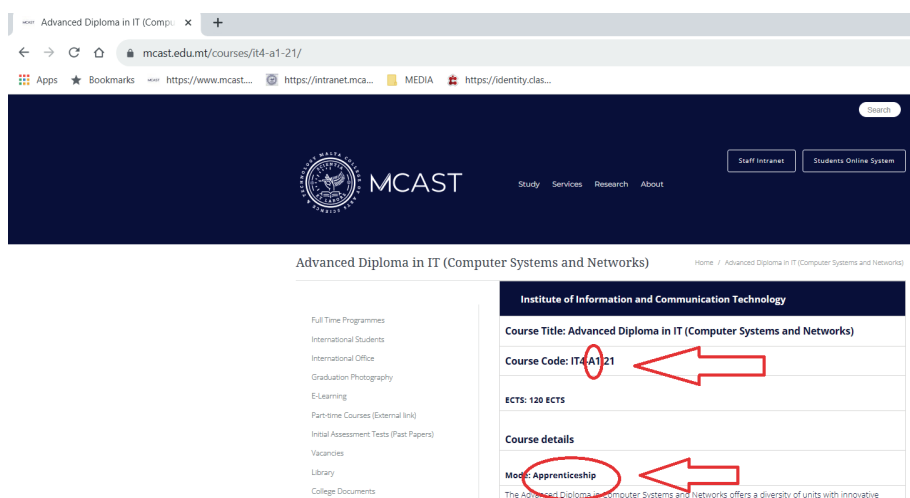
- The courses are listed under the respective six Institutes and the Gozo Campus



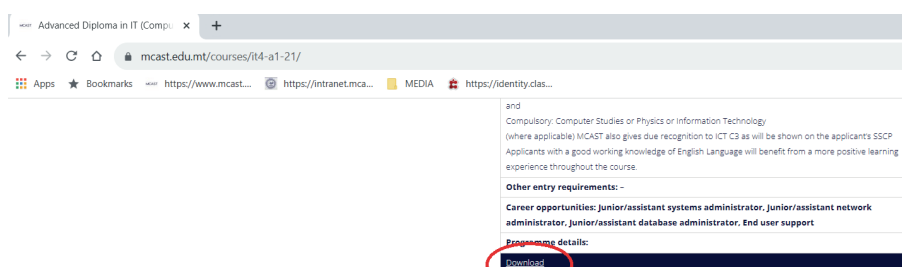
- Explore and identify the MCAST course offer related to your business or activity delivered by the six Institutes at MCAST. The Gozo Campus delivers a selection of the (same) courses delivered at the Malta Campus.



- The apprenticeship units are available under a number of courses at the Diploma Level (MQF Level 3), Advanced Diploma Level (MQF Level 4) and Bachelor level (MQF Level 6).
- The course titles that include an apprenticeship component are identified via the course code with the letter 'A'.
- All courses that include 'A' as part of the course code, therefore, include an accredited apprenticeship unit that has an accredited workload from between 6 to 12 credits (ECTS).



- Every course page includes (at the very end) the 'Course Outline' that can be downloaded. The Course Outline provides the overall learning outcomes of the course, the list of units and the respective unit learning outcomes, workload (ECTS) and the academic year when the units are delivered. This information will help you determine which course code and title is most likely to help you engage an apprentice that best relates to the work environment at your organisation.



- Prepare a list of course codes that you consider could be related to your business activity and your capacity-building plans.

ANNEX 4 :

APPRENTICESHIP AGREEMENT TERMS AND CONDITIONS

The following section provides an overview of the Apprentices' 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.
- 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 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.** Should the apprentice exceed eight (8) working hours per day (as applicable) or forty (40) hours/week when on a full-time basis / on block release, then the overtime rate shall 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 shall be responsible for the payment of National Insurance (Pro Rata) for the purposes of Social Security in terms of the Social Security Act (Chapter 318 of the Laws of Malta).
- 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. These days should be marked as 'EXCUSED' on the attendance record via the MCAST Student MIS (Classter Application).
- 12.** Pro-rata hours of vacation leave (fully paid) and certified sick leave (fully paid) are computed as part of the apprenticeship training hours at the workplace.
- 13.** The apprentice must input his record of attendance and upload the necessary documents (including sick certification) 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 5 : 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 2023 is €4.82/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.

€1.25/hour – 1st year of the course of studies

€1.31/hour – 2nd year of the course of studies

€1.84/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 2023 are:

€3.57/hour – 1st year of the course of studies

€3.51/hour – 2nd year of the course of studies

€2.98/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 6 :

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).

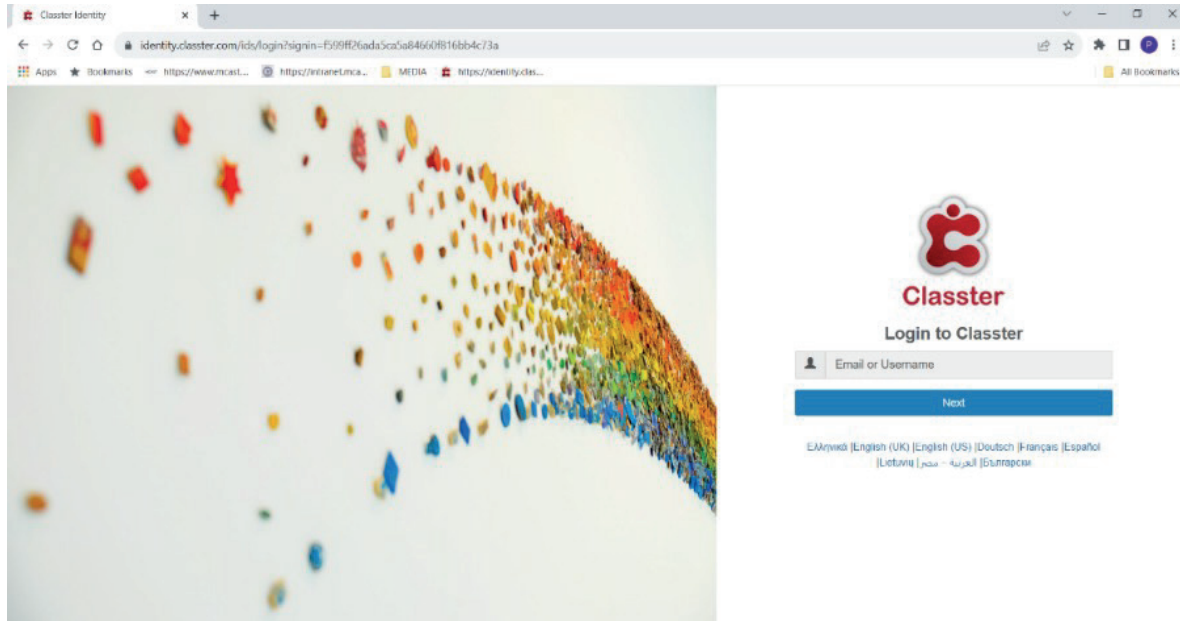
Self-employed

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 7 :

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 apprenticeship vacancies by the Industry Partners according to the respective course title(s). (Note: Once the Industry Partner selects a course title (code), the CMIS automatically sends an email to ALL students registered in the respective cohort for that course title(s)).
- A platform for MCAST students to apply for vacancies uploaded by the Industry Partner.
- Management of interviews of prospective apprentices by the Industry Partner.
- Confirmation of selection of apprentices by Industry Partner.
- 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.

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 7145, 2398 7149 or via email at industrypartner@mcast.edu.mt

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