

# MCAST LINK

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 **MCAST**  
MALTA COLLEGE of ARTS, SCIENCE & TECHNOLOGY

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Lara Muscat at the Institute of Building and Construction Engineering

# EDITOR'S MESSAGE



**Caroline Balzan**  
Communications  
and PR Manager

MCAST has reached another milestone – that of awarding vocational degree certificates to its students. These degree programmes, which address the demands of industry through innovative and creative approaches to vocational degree studies, are offered in collaboration with Fraunhofer-Gesellschaft. Due to this collaboration MCAST students now have the opportunity to further their studies up to degree level while at College, without having to fork out huge sums of money to study abroad. This September the College will be introducing new degree programmes within the Institutes of Agribusiness, Building and Construction Engineering, Mechanical Engineering and Community Services.

This issue introduces the newly appointed President of the MCAST Board of Governors, Mr Joseph Farrugia. An interesting interview held with Mr Farrugia reveals his wealth of experience and expertise as well as his vision and goals for the College.

MCAST students were once again awarded gold and silver medals at the EuroSkills Competition 2010 held in Lisbon in September 2010. EuroSkills is an international competition which offers a platform for jointly improving the quality and attractiveness of vocational education. Malta competed with more than 500 competitors from 31 different countries in more than 50 vocational skills. The College congratulates the MCAST team for their hard work, perseverance and determination to succeed. Well done!

Lara Farrugia and Ninette Pace Balzan, Learning Support Assistant and Senior Lecturer respectively within the MCAST Learning Support Unit (LSU), contributed two interesting articles. Lara Farrugia writes about the positive effects that the new social networking phenomenon, Facebook, has on students with social, emotional and behaviour difficulties (SEBD), while Ninette Pace Balzan writes about the benefits of the Level 1 Foundation Certificate Embedded Learning Programme introduced by the College last October.

Damian Spiteri, Senior Lecturer at the Institute of Community Services and Kriss Law, student at the Institute of Electrical and Electronics Engineering, provide an article on the paper they presented at the Education and Citizenship Globalizing World Conference. The article focuses on the findings of their research study entitled 'Citizenship Education and Young People in Care in a Maltese Context.'

Hope you enjoy this issue. You are welcome to send your contributions to [carolinebalzan@gmail.com](mailto:carolinebalzan@gmail.com).

Wish you a peaceful Easter!

A handwritten signature in blue ink that reads "Caroline Balzan".

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## INTERVIEW WITH MR JOSEPH FARRUGIA, THE NEW PRESIDENT OF THE MCAST BOARD OF GOVERNORS

**Can you provide some information on your background?**

During my career I have held various posts in management and education. I have taught Art, Marketing and Economics at 'A' level standard at the Junior College and at St. Edward's College. I have also lectured in marketing related subjects at University. I have worked as a Time and Motion Study Engineer in a local manufacturing company and as a Human Resources Manager with a leading group of companies. I have also gained experience as a consultant in Human Resources and Marketing. For the past nine years I have occupied the position of Director General of the Malta Employers' Association (MEA). MEA is one of the constituted bodies and specialises in issues related to employment and social policy. As Director General of MEA, I also participated in the Malta Council for Economic and Social Development, and on an international level I represent Maltese employers on the International Labour Organisation (ILO).

I hold a first degree in Economics and a Masters Degree in Marketing. I have a strong passion for art and painting, having organised numerous exhibitions locally and abroad. My latest artistic achievement is a 90ft mural which I painted for a literacy room at Lija Primary School. I have also participated on television programmes as a cartoonist. I enjoy reading and travelling. It must be said that I am a great fan of superhero comics, cinema and classic rock music. I have been married for the past twenty five years and have one daughter.

**You are also the Director General of the Malta Employers Association. How will this contribute to your new position as President of the MCAST Board of Governors?**

There is definitely a need for enhanced synergy between the educational sector and industry in general. The management of the country's current and upcoming human resource will depend on how well we manage to generate the necessary skills that will attract investment to Malta in value added areas of economic activity. My position as Director General of MEA, together with my experience in education, should help in bringing these two perspectives together in the interest of the country, and most especially the students.

**What is your vision for MCAST?**

Since its inception, MCAST has expanded at a rapid rate in terms of courses offered and number of students. I think it is correct to say that the positive response to MCAST

exceeded expectations and this created problems of its own. In the coming years, MCAST will be developing a modern campus which reflects the need to cater for more courses and a higher intake of students. MCAST will be instrumental in reaching the EU2020 targets of students following courses at post secondary level. The fact that MCAST is already offering courses from levels 1 through 6 is an achievement which has to be maintained in the years to come. I believe that MCAST should remain focused on vocational education, which also includes courses at degree level which have a different character than those offered by the University.

The main characteristic of MCAST should remain that it is the educational institution that offers the opportunity to practically everyone to develop themselves by following courses ranging from levels 1 to 6 on the Malta Qualifications Framework. To quote the film 'Robots' : 'You can still shine no matter what you're made of'. It should also be a vehicle to promote life-long learning, which is essential in the development of our human resources. However, in spite of this general thrust towards career development, one cannot ignore the fact that the main mission of any educational institution is character formation. MCAST should essentially be an institution which enables students to embrace positive values and develop them into responsible and productive citizens.

Another priority is to emphasise quality assurance. I think that our alumni are already establishing MCAST's reputation with employers and other educational institutions – both locally and abroad – through the work which they are doing, but we must remain vigilant to ensure that our current and future courses are of the highest standard. In the coming years I also envisage a higher foreign student population at MCAST, and that the College itself could reach out to other students through distance learning.

MCAST should also be highly proactive to the needs of the labour market through fast response to any skills requirements that may emerge. One of the strengths of our economy is our adaptability. Malta has been able to transform its economy to move out of declining sectors and into areas which offer better employment opportunities (e.g. a decline in the textile industry and an expansion in the aircraft maintenance sector). Such flexibility is only possible if sustained by educational institutions that can also respond to changing needs by skilling and re-skilling the labour force to reflect current and future needs. I believe in MCAST's future, and I also believe that a strong MCAST will be an essential element in Malta's sustained economic development.





# LIBRARY & LEARNING RESOURCE CENTRE

## New Features on the On-line Public Access Library Catalogue (OPAC)

The Library OPAC page, [www.mcast.edu.mt/llrc/](http://www.mcast.edu.mt/llrc/) 'Search our Catalogue', was recently redesigned to include some new, important and useful features as follows:

1. Simple Search - search for fields including Keyword/Title/ISBN/Author.
2. Advanced Search – search for anything in one or more specific fields alone or in combination using operators like AND, OR, AND NOT. One can also limit the search to a particular library, collection or item format.
3. Search results now also show the format of the items found through a pictogram.
4. One can now search the 'Notes Field' which allows the search for actors in films, and for student projects from a particular Institute.
5. Scanning the Title page, Table of Contents and Index of all new books such that one can search all words besides title, author, subject. One can do this in advanced search by choosing the 'Document Contents' field. One can also read these pages in pdf format through the detailed search results page using the 'Digital, other' section. This scanning programme is being extended to include past collections as well.
6. The Simple Search page now also graphically portrays the four most popular titles borrowed over the past 6 months.
7. Finally one can also browse through the list of the most recently purchased items, month by month over the last 5 months.

### GROWING LIBRARY COLLECTIONS

Over the past months the library collections have been steadily growing in all areas to meet the demands by students and lecturers. The new collections are related to the new courses currently being offered by the College, including new Diplomas and the new Degree programmes. The English

fiction collection has grown substantially due to the donation of paperback books by Mr. David Muscat, Learning Support Unit Co-ordinator. The Library has also purchased new feature films and acquired final year student projects.

### MY LIBRARY ACCOUNT

'My Library Account' is a feature accessed through the library home page found at [www.mcast.edu.mt/llrc/](http://www.mcast.edu.mt/llrc/). It allows the creation of a personal password protected account that allows one to:

1. View current and past loans
2. Renew most items on loan from 3 days before they should be returned without having to physically visit the library
3. Reserve books that are presently borrowed by others and get notified when they are returned
4. Suggest the purchase of books which are not found in the library collections
5. Keep track of the progress of the suggestion from the stage of being registered as a Purchase Request to becoming an Order to actual receipt in the library.

One can create this account by going to [www.mcast.edu.mt/llrc/](http://www.mcast.edu.mt/llrc/), accessing the My Library Account section and then following the on-line instructions.

### DAILY COMMUNICATION THROUGH EMAILS

Since January 2011 the MCAST library has started communicating with its registered users exclusively through the MCAST e-mail account that all students, lecturers and staff have been assigned. The library sends out e-mail reminders about borrowed items that are about to become due, giving the opportunity to renew them on-line or return them on time avoiding having to pay fines.

# INFORMATION

## MCAST STUDENTS AWARDED GOLD AND SILVER MEDALS IN THE EUROSKILLS COMPETITION HELD IN LISBON



Lisbon was chosen as the European capital to host the EuroSkills Portugal 2010 Competition held between the 9 and 12 December 2010. This competition, the second of its type, was the largest international event involving vocational education and training ever held in Portugal. EuroSkills is an international competition which offers organisations within the European member states a platform for jointly improving the quality and the attractiveness of their vocational education, training and skills. It is centred on the professional performance of hundreds of talented participants selected through competitions held in each country.

This year's competition welcomed more than 500 competitors from 31 different countries competing in more than 50 vocational skills. The first edition was organised in Rotterdam, the Netherlands in 2008. Malta had competed and won three silver medals in the areas of Electronics Technician and Web Design.

Preparing for EuroSkills is not an easy task. Each skill competition has got its own specific approach where experts from all over Europe contribute and work together for two years in preparation for the event. Forums are used to discuss



*The Maltese Team*



and prepare the right Test Project and Technical Outline to be used during the competition. Skills Portugal carried out a superb job and was supported by partners from education and business society.

The European Skills Promotion Organization (ESPO), founded in 2007, aims to promote skills' excellence, vocational education and training and craftsmanship amongst European youngsters. Members of ESPO are authorised national skills' organisations in all European member states, European Free Trade Association states (EFTA) and candidate member states. ESPO supports the European Lifelong Learning Policy and aims to raise an awareness of the importance of high quality VET throughout Europe. EuroSkills 2010 is the main event in which these objectives are realised. EuroSkills 2010 was developed in cooperation with the members of ESPO. All European countries can join ESPO and this membership is necessary to compete during a EuroSkills competition.

The Maltese team in Lisbon competed in Electronics Technician (Darren Abela and Jonathan Abela from the Institute of Electrical and Electronics Engineering), Light Vehicle Technician (Daniel Zarb from the Institute of Mechanical Engineering), Web Design (Thomas Gatt from the Institute of Information and Communications Technology) and Graphic Design (Andrea Meli from the Institute of Art and Design). Prior to the competition the five Maltese competitors were all prepared and trained in their respective vocational skill. Local experts gave their professional support and guidance on how best to carry out the tasks that were to be given during the competition.

On Wednesday 8 December 2010 all competitors together with the experts visited their respective site to check the tools, machinery and set ups. Briefings were held and on Thursday at 9 am all competitions started. All competitors participated in the opening ceremony and paraded carrying their respective country's flag. During the three days that followed one had the possibility to observe the development of the test project selected for each competition. All competitors had to read the test project well and carefully follow instructions as well as health and safety regulations. The results obtained in all challenging tasks presented within the three days of competition were of the highest level. At the end of each day marks were given and thereafter entered directly into the Competition Information System (CIS) to which only the Chief Expert has access.

The experts, technical delegates and team leaders played an important role in order to ensure fair competition between the

competitors. Daily meetings were held where Jury Presidents forwarded and discussed best solutions for any problems encountered. This also helped to ascertain a fair and good competitive atmosphere between the participants.

This second EuroSkills experience confirmed once again the students' potential, skills and competitive spirit. One must understand that countries like The Netherlands, England, Finland, Portugal, Turkey, Spain and Poland came up with a large contingent of competitors whilst small countries like Malta could only afford 3 to 6 competitors. Nonetheless, as happened the year before, the results obtained were very encouraging. Thomas Gatt from the Institute of Information and Communication Technology received a gold medal in Web Design and Andrea Meli from the Institute of Art and Design a silver medal in Graphical Design. The competitors, led well by the team leader, Adele Muscat, did their utmost during the competition. The Technical Delegate/Jury President coordinated the deputy chief experts, experts and the team leader. Team work is crucial in such high technological level competitions and competitors must feel at ease in order to give their very best during the 3 days of competition. Malta's representatives professional behaviour showed full dedication and commitment.

The next challenge is World Skills Europe from which there is so much to learn. There is even the possibility to participate in EU projects with other European partners. The Institute of Electrical and Electronics Engineering has just completed the Transfer of Innovation, a multilateral Leonardo da Vinci (LdV) programme, with six other European countries. The aim of the programme was to discuss and standardize the electronics curriculum internationally. Also, all participating members had the task to jointly develop the robot for the EuroSkills Portugal competition. Malta played an important role in the task assigned to it. The final robot which was used during the competition worked perfectly and was praised by the organizing board.

Congratulations to the medal winners, all competitors, chief experts, experts, team leader and technical delegate for their commitment and long hours worked during the competition. Success is the result of dedication, commitment and team effort. Well done everyone - you made us proud of being Maltese!

The Maltese contingent was composed of John Sciberras Technical Delegate and Jury President, Vince Maione and Mario Aquilina, Deputy Chief Experts, Conrad Vassallo and Adolf Dominic Formosa, Experts, and Adele Muscat as the Team Leader.

The next World Skills Europe competition will be held in Belgium in October 2012 and as always MCAST's team will be well prepared to take up the challenge.



# Action Time!



Following the first taste of success savoured from the TV production, “Int Min Int?” last year, the MCAST Institute of Art and Design is once again embarking on the design and production of a series of cultural programmes to be aired on national television. This is, to say the least, a huge success, considering that the Media programmes were only launched in September 2009. Thus, for the second year running, students following the Higher National Diploma in Media (Moving Image) will be guided by their experienced tutors in the realisation of this project.

Last year’s programme was at face value a great experience for these budding creatives. However, the success of “Int Min Int?” had other positive ramifications, with the main one necessarily being the promotion given to the Institute and the Media programme itself. Indeed, the 2010 intake for both the National Diploma and the Higher National Diploma in Media have grown exponentially, and already host over eighty students!

Audiences are encouraged to watch “Int Min Int?” because it is sure to present a different perspective on ongoing cultural activities, events and people. It is also expected to feature some of Malta’s finest contemporary pop music artists, such as Red Electric and five-time Bay Music Awards winners Airport Impressions, apart from giving exposure to less mainstream artists from different areas of the creative sector.



# VISIT TO SCOTLAND

Last November, the MCAST Institute of Art and Design and Institute of Community Services merged their talents and resources together to present a project abroad on a Leonardo da Vinci exchange project with Colleges from Scotland and Denmark.

The feat had to result in a Hair Show presented to Scottish professionals and students in the field at the Adam Smith College, Scotland. All three colleges from each respective country agreed upon a common theme for all three nations and the creative teams from all the different colleges had to come up with a hairstyle and make-up inspired by this common theme. The theme chosen was the sea and the Maltese creative team united forces to present their work from a different point of view whereby the sea was viewed as a source of threat for the Maltese citizen throughout the ages. Thus two Maltese folk stories were chosen: that of "Katrin tal-Imdina" (a traditional poem by Dwardu Cachia) and the folk story of the "Wied tal-Isperanza", both of which illustrated the threat of invaders from the sea.



Rosanne Debrincat and Krista Zammit were the two students from the Institute of Community Services who also modelled during the Hair Show, while lecturers Kathleen Cassar and Helen Bottiglieri explained how the idea of the theme inspired their hair and make-up respectively. In the meantime, the Institute of Art and Design helped put this together since Jean Pierre Briffa and Gianluca Mercieca (HND Media students) and Alexandra Aquilina and Adrian Gauci (HND Graphic Design students) united their creativity and skills to provide moving image features which were projected on the screens during the Hair Show.

"Being chosen to go up to Scotland was a wonderful experience. It was interesting to see how students from other colleges work and it was very fun integrating and socialising with the other students," argues Alexandra Aquilina, HND Graphic Design student. Apart from the Hair Show, the exchange also incorporated other visits to the local Scottish region while all students from the different countries had the opportunity to share ideas, background and adventures together.

"The Scotland students' exchange was a wonderful experience. During this excursion, apart from having the chance to appreciate the mountains, the snow, the countryside and other characteristics the country has to offer, we also learned to communicate and collaborate with other students from other colleges. We also had an excursion to the Adam Smith College, where we had a taste of what it can offer to students who would like to broaden their knowledge abroad. The fashion show was one of the main focuses of this excursion. It was interesting to see the different approaches students from other countries have towards hair and make-up, and how the media students worked to set up the studio and film the show. Malta's attempt was quite successful in my opinion. The models reflected perfectly certain local characteristics, and the approach was quite avant-garde, compared to what the other countries came up with, especially with the use of hand-made costumes and complementary hair and make-up." Jean Pierre Briffa, HND Media (Moving Image) students.

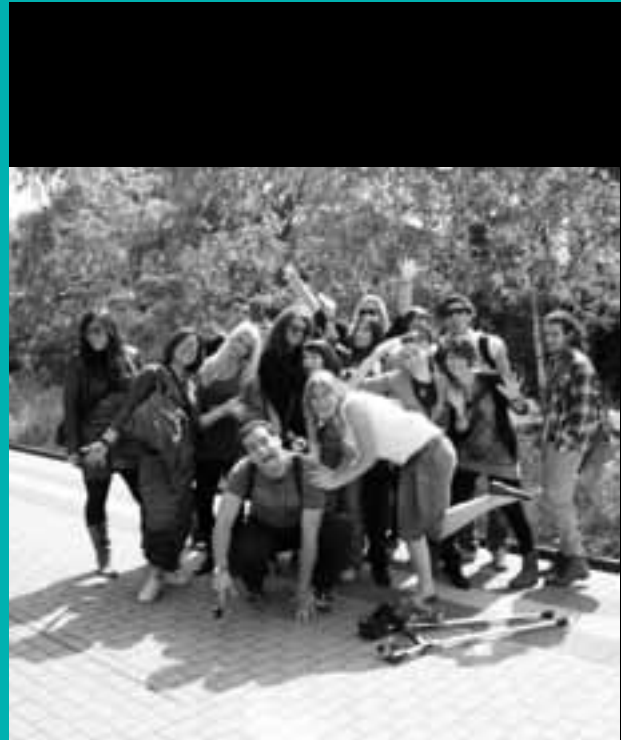
# GERMANY...

## A GLASS FULL OF EXPERIENCE

It's not common to get opportunities, so it is best that once you see one you grab it and make the most out of it. Comenius, a life-long learning programme, which is part of the EU Education Commission such as Erasmus and the Leonardo da Vinci programme, gives the students a chance to go abroad and be part of a major EU project with foreign students.

The MCAST Institute of Art and Design took part in the Comenius project entitled 'Disturbia: Disturbing the Peace, Seeking Silence'. The project was organized by tutor Mr. Charles Pace Briffa, who needed fifteen students to accompany him to Eisenberg, Germany. He chose the fifteen students from three different courses namely the Access Course, the National Diploma in Media Course and the Higher National Diploma in Graphics. All of the students worked hard on their respective assignments that included a mammoth mask, a colourful bathrobe, a website, logos, posters, filming and interviews which were going to be used in the theatrical play named Disturbia.

Germany had much to offer including the Gutenberg Museum, green scenery, historical places such as Mainz and Heidelberg, a chance to meet different people, to taste the German 'schnitzel' and more. But what was astonishing was the bonding that took place between the students. From bike riding, to BBQs, to staying up late... every moment was soaked up with energy, motivation and most of all fun. Over ten hours of video footage were captured and over fifteen gigabytes of pictures taken to bring back memories of the days spent in Germany. The students all wished that there was a rewind button somewhere. Angela Cassar, who was the main photographer of the journey, closed this chapter by saying that Germany was 'a glass full of experience'.



*Funny poses while waiting for the train*



*just arrived in Germany*

# PROGRESS WEEK

For the third consecutive year, the MCAST Institute of Art and Design has embarked on a one-week programme of activities, which has now become part of its academic calendar. Indeed, the Progress Week breaks the academic year as it falls in between semesters, so that lecturers are given time to assess and gear themselves up for the second term, while students put their talents to good use within the community.

This time round over 400 students from all levels carried out voluntary work within various primary and secondary schools. Additionally, two rooms at Inspire Foundation were redecorated anew, and turned into magical environments for their young users. Finally, a group of Media students conducted crafts exercises with year 3 students at St Francis Primary School in Cospicua.

As this activity grows in scope and reach, so does the intensity of the coordination involved between the Institute of Art and Design and the respective organisations. This coordination includes student allocation, scheduling, preparing and organising materials and planning custom-made activities targeting the needs of the different groups. However it is always worth the effort, especially when seeing how all parties involved are enthused by the process as well as the outcomes!

“Progress Week is fast becoming an activity that is awaited for by students and external entities alike,” said Melanie Mizzi, Deputy Director of the Institute of Art and Design. “In fact, there has been a drastic increase in the number of schools/entities that have contacted us to participate in this activity, and no wonder, considering the great work our students are producing, and the reputation they are thus building for themselves!”

Throughout all the projects, the Art and Design students have once again given witness to their great talents, as well as demonstrating their ability to perform and work to given briefs within set time constraints. “I am very pleased and extremely satisfied with all our students’ efforts,” said Mr Stephen Vella, Director of the Institute. “Indeed, as initiator of this initiative, I still firmly believe that giving young people the opportunity to participate in this type of extra-curricular activity forms part of a more holistic educational experience.”



*In front of mural*



*Busy at work*



# INSTITUTE OF AGRIBUSINESS

## THE ART OF SOILLESS GROWING

by John Gauci, student following the National Diploma in Agriculture

Hydroponics (from the Greek hydro, water, and ponos, labor) is a method of growing plants using mineral nutrient solutions, in water, without soil. Terrestrial plants may be grown with their roots in the mineral nutrient solution only or in an inert medium.

Researchers discovered that plants absorb essential mineral nutrients as inorganic ions in water. In natural conditions, soil acts as a mineral nutrient reservoir but the soil itself is not essential to plant growth. When the mineral nutrients in the soil dissolve in water, plant roots are able to absorb them. When the required mineral nutrients are introduced into a plant's water supply artificially, soil is no longer required for the plant to thrive. Almost any terrestrial plant will grow with hydroponics.

Hydroponics was introduced to eliminate the use of soil in agriculture. The advantage of this system on other conventional practices is that one can sow the same crop in the same field over and over again because the plant will not be touching the soil and thus the problems associated with temporal monoculture (the sowing of one crop in the same field one year after another) are eliminated. Other advantages include the lack of weeding because no soil is present and fewer diseases because soil-borne pathogens and diseases are absent in a soilless medium. This system also helps a grower to produce a product in a place where one does not have soil such as roofs and window sills. This system has potential locally because arable land is decreasing and the soil is getting poorer and limited. It is a viable alternative by which the farmer can produce his or her crop. It is important that the grower regularly checks the pH levels of the water. Also it is important to ensure that there is no blockage in the system, that the timing of the water flow is right for the plant, that the right nutrients are given at the right time, and also that the plants are well-spaced out depending on the size of the plant. Hydroponics is a very efficient practice that has the potential to increase the overall yield.

## OPEN WEEKEND

The MCAST Agribusiness Institute will be organizing a 3-day Open Weekend between the 27 and 29 May 2011. The aim of this Open Weekend is to provide prospective students and their parents with a clear idea of the various learning and training opportunities and resources available at the Institute of Agribusiness.

Students will showcase their work, provide educational content on the origins of food, delve into the scientific concepts of food-processing and other agriculture-related topics and also deliver talks together with experts in the field. Activities will include pet grooming, fancy poultry and rabbit shows, guided tours of the Institute amongst others. An area for kids will also be provided.

## GIVING A HELPING HAND

On Tuesday 21 December 2010, a number of students attending the Agribusiness Institute visited St. Joseph Home at Santa Venera. The home is a shelter for a number of boys who cannot live with their own family due to various problems.

The aim of this visit was for the students to give some of their time in order to help the administration of this home. As soon as the students arrived they were welcomed by the person in charge of the home and were then asked to help in preparing the annual magazine ready for distribution. In the short time the Agribusiness students spent there, they managed to prepare over 1,000 of these magazines.

The students enjoyed this experience and committed themselves to continue participating in such voluntary activities.





# INSTITUTE OF BUILDING AND CONSTRUCTION ENGINEERING

## COLLABORATION BETWEEN THE INSTITUTE OF BUILDING AND CONSTRUCTION ENGINEERING AND BT COMMERCIAL

TRAINING VISIT AT ZHUHAI, CHINA



*From left: Carmel Cassar and Daniel Privitera with Macau in the background.*

The need for training on Variable Refrigerant Flow (VRF) air-conditioning systems has long been felt within the HVAC training section. There could not have been a better way than to install such a system at the Institute, providing hands-on experience to the students. BT Commercial were awarded the relative tender which besides supply, installation and commissioning, also included training. BT Commercial are the local representatives of Gree Electric Appliances, with a vast experience in air-conditioning, innovative energy-saving solutions and most of all VRF systems.

In conjunction with BT Commercial, the Institute of Building and Construction Engineering was able to offer the opportunity to two of its HVAC lecturers, namely Daniel Privitera and Carmel Cassar to undergo a week long training programme in China. The training programme agenda was meticulously planned. The first day kicked off with an introduction of the company's

profile and history, including its many achievements so far. Gree is a partly state-owned company, founded in 1991, and reposes itself to be the world's largest air-conditioning enterprise in China, integrating R&D, manufacturing, marketing and other services. Not only does Gree produce its own units but it also assembles units for other world renowned air-conditioning companies.

Gree's range of products spreads from small portable humidifiers to large industrial centrifugal chillers. Over these 20 years Gree pride themselves with the creation of over 7000, different models supplied to over 100 million clients spread over 100 countries. Besides the production area, warehouses, and the administration block, the Zhuhai complex visited incorporates training institutes and a Research and Development Centre. The complex employs over 50,000 workers working around the clock and is similar in size to a small village.



*Fault simulation on VRF Modular systems in the training room*



*Gree factory*

There are over 600 vehicles operating inside the complex and over 200 containers leave the factory every day! Almost everything is made in-house except for the carton boxes, stickers, insulation and the refrigerants. It takes just around 30 minutes to produce and test a basic split air-conditioning unit. For the large industrial centrifugal chillers the process takes about a week.

The R&D Section visited is extremely well-equipped. It houses around 3,000 engineers who are constantly developing their range of products and registering new patents. The visit included various laboratories such as the noise and vibration, p.c.b. components reliability, microbiology, electrical safety, electromagnetic compatibility, air enthalpy method calorimeter and most of all the environmental simulator which is capable of testing the operation of the equipment between snow conditions with temperature down to -15°C and extreme hot climates at 50°C.

The following day focused on one of Gree's domestic range of products, namely the U-Match series, highlighting the selection, installation procedure, control mechanisms, servicing and trouble shooting. The third day focused on the GMV series which is their variable refrigerant flow (VRF) range. Apart from the installation, servicing and trouble shooting, the training session included various workshop exercises on the software tool available which facilitates the system design, control and trouble shooting.

Training on Day 4 focused on the portable commissioning devices and on the long distance monitoring system. More time was dedicated to the 'Versati' series which is an innovative unit capable of supplying a household's air-conditioning requirements together with its hot water and under-floor heating demand. The final day was dedicated to Gree's industrial units, namely the screw and centrifugal compressor chillers.

The programme was concluded with visits to projects carried out in buildings in the immediate vicinity of the Training Complex and a brief visit to various attractions of the beautiful city of Zhuhai.

This training experience has proven to be a success. It provided the lecturing staff with a deep insight of where the air-conditioning technology is heading. It seems that the inverter technology has come a long way and has sent the traditional on/off (constant speed) A.C. units to their death bed. New developments such as the auto clean function, the golden fin condenser, the plasma filter and many other options are just a few of the technologies available to satisfy the demand for cleaner and more energy saving air-conditioning technology. Moreover, the VRF technology is proving to be a strong competitor to the traditional water chillers technology especially for small and medium sized tall buildings. The VRF units may provide an alternative solution to today's

energy saving and environmental friendly demands. Finally, our great appreciation goes to all those who contributed towards the success of this visit. All the knowledge gained by the lecturers during this visit, together with the suggested practical exercises on the newly installed VRF system at the Institute, will result in a more positive and fruitful learning experience to the students. This project has satisfied the much sought after request by students, eager to acquire knowledge, on the VRF systems which are nowadays so popular amongst the local HVAC industry. The strong collaboration developed between BT Commercial and the Institute yielded further local training sessions to our HVAC and Building Services students by Gree engineers themselves. The resulting positive feedback by the students gives us more enthusiasm to embark in other future projects towards a more positive and comprehensive learning experience at MCAST.

## BE IN EUROPE - PARTICIPATION IN A COMENIUS PROGRAMME

BY MARIO BUGEJA, ASSISTANT LECTURER, INSTITUTE OF BUILDING AND CONSTRUCTION ENGINEERING

In the last week of January, five students currently following a HND in Construction and two lecturers from the Institute of Building and Construction Engineering participated in the fourth meeting of the Comenius project entitled Building Efficiency In Europe. This was held at the Alfa College in Groningen, Holland and included other participants from Italy, Scotland and Finland.

The scope of the project is to bring students and lecturers from different European countries together in a learning environment.

This time round the theme was 'Water and the Impact on the Environment and Buildings'. The task of each participating college was to carry out research and prepare presentations.

The week long programme consisted of classroom activities, site visits and cultural tours of the city of Groningen and the nature reserve on the island of Schiermonnikoog.

Groningen is the capital city of the province of Groningen, with a population of around 188,000. It is by far the largest city in the north of the Netherlands. Groningen is a university city, inhabited by about 50,000

students, and is also known as the "World Cycling City" since about 60% of the journeys within the city are made by bicycle.

Alfa College is a Regional Training Centre for vocational training and staff education. There are over 10,000 students in the age range of 16-60 and 1,000 members of staff at different campuses in the northeast of the Netherlands.

During the first two days, students from each country submitted presentations on their situation regarding the supply, use and disposal of water. All present became aware of the different situations arising from the different geographical positions in Europe, the most obvious being the realities of Finland and Malta.

Our students researched the theme and put forward a presentation that dealt with the importance of water for all living in Malta. This included identifying our water resources; water consumption in Malta for domestic, commercial and agricultural use. Also identified were other water related problems such as rainwater flooding; land use and rainwater catchment areas; and sustainable urban drainage systems in both private and public spaces.

The subsequent phase of the meeting saw the formation of international groups. These groups were made up of students from the different participating colleges and gave all the opportunity to work together on the assigned task spread over the next days.

The task required to discuss the different methods of water 'management' and then go around Groningen identifying and photographing what could be adapted to their local situation and what could be adapted in the host city.

This helped them to integrate more with other cultures and to learn from each other's experience on the issue. At the end of the meeting, all the groups had to present their findings to the participants.

Other issues discussed were the problems that arise when dealing with water and the built environment such as flooding, storm water management and icing conditions.

Of significant importance was the visit to the water treatment plant at Scheemda. There we were taken around the various areas, and the resident engineers explained the different stages of the water treatment process and of the dangers involved when working in such an environment. Needless to say, the smell wiped all smiles from our faces.

A guided tour rich in history and the construction of Groningen's architectural gems was next. These included the Main Rail Station (1895), the Goudkantoor (Gold Office, 1635), the Martini Tower (15th century) and the Martini Church (1450).

Next was a visit to the historic village of Bourtange. This star-shaped fortified village was built in 1593 at the time when Groningen was occupied by Spain. A guide explained the history, construction and use of various elements and buildings in this village.

This was followed by a visit to the Blue City (Blauwe Stad) project, which began in 2004, aimed at developing one of the country's remotest rural areas into a desirable, luxury residential zone surrounding an artificial lake. The project covers an area of 15 square kilometres, of which 8.5 sq. km is water, 5 sq. km is nature and the rest is for 1,800 dwellings.

The final event took us to the nature reserve on the island of Schiermonnikoog, where the temperature was -5°C even though it was sunny. We were all amazed to see ice forming on the sand at the edge of the sea.

Discussions between vocational colleges are underway with the objective of extending this collaboration further.



*From left: Maltese students Bradley Vella, Tiziana Gatt, Kurt Micallef, George Grima and Mark Attard at Alfa College*



*The Water Treatment Plant at Scheemda*



*Mark during the presentation*



*All the participants at the end of the meeting*



# INSTITUTE OF COMMUNITY SERVICES

## Collaboration between the Institute of Community Services and the Office of the Commissioner for Children



*Dorianne Cutajar one of the students receiving the certificate from the Commissioner for Children Ms. Helen D'Amato*

Last November the Institute started collaborating with the Commissioner for Children's Office by helping out in the activities organized to commemorate the 20th anniversary of Malta's Ratification of the United Nations Convention on the Rights of the Child. The event was held at Verdala Palace in Buskett. Various government departments and agencies involved in children's health, education, social protection, sports and cultural sectors as well as the Kunsill Nazzjonali taż-żagħzagh and the Kummissjoni Nazzjonali Persuni b'Diżabilta' took part in this event by setting up information stands in order to educate the public and inform them of the different services available to children. During this event various fun and educational activities were held.

About thirty students from the Institute of Community Services following the BTEC First Diploma in Health and Social Care, the National Diploma in Health and Social Care (Social Care) and the National Diploma in Children's Care, Learning and Development volunteered throughout this activity. The students were asked to distribute yoghurts, fruit cups and water; play with children; help children fill in

questionnaires; distribute leaflets regarding children's rights and about the Verdala Palace; and help in many other tasks as was required. Some of the students were also entrusted to wear the 'Ġuġinu' costume, the mascot of the Office of the Commissioner for Children.

The Commissioner for Children was very pleased with the support offered by the students. So much so, the Commissioner for Children also asked one of the volunteers to wear the 'Ġuġinu' costume on the 21 December 2010 when visiting children at Mater Dei Hospital. On the 12 January 2011, the Commissioner for Children, Ms. Helen D'Amato, paid a visit to the Institute of Community Services. She thanked all the volunteers for their valuable contribution and for helping make the activity a success. She also presented the students with a certificate of participation.

The Institute of Community Services intends to continue to intensify this type of collaboration with such entities in the best interest of students.

# THE ARGOTTI GARDENS

Students following the Pharmacy Technicians' Diploma at the Institute of Community Services recently participated in an educational visit to the botanical gardens, namely Argotti Gardens in Floriana. The aim of this visit was to learn about the various properties of plants.

Despite the cold temperature all the students turned up for what proved to be a very interesting tour around the garden's extensive paths. Dr Joseph Buhagiar, Senior Lecturer at the Chemistry Department of the University of Malta, provided the detailed tour.

The Argotti Gardens in Floriana feature a vast collection of plants with special emphasis on those capable of thriving in a Mediterranean climate. This climate is characterised by cool, wet winters and warm, dry summers. Places like California, South Africa, Chile and certain parts of Australia also possess this type of climate. Plants are static, in that they run off in defense if attacked by animals whose diet is mainly vegetarian. These plants have evolved and developed a number of chemicals within their structures which help them defend themselves against attack from other organisms in the food web. These chemicals may also serve to attract other animal species such as insects and birds. These help by dispersing the plant seeds and therefore aid in the propagation and germination process of pollen and seeds.

Organic molecules produced by plants for protection are called secondary metabolites. The term "secondary" refers to the fact that these chemicals are not directly needed for growth and development of the plant although they do play an important role in the plant's ability to survive in its immediate surroundings. Secondary metabolites are of primary

importance to mankind. They have been used and studied since time immemorial to provide prevention from allergies, diseases, and generally promoting body vitality. People of different ages and from various civilizations, such as the Indians, Chinese and Egyptians came to realise the importance of these chemicals in plants, especially those which were thought to possess medicinal properties.

Examples of secondary metabolites extracted from common plants include morphine - extracted from the poppy plant and used for pain relief; and salicylic acid - the main component of aspirin, extracted from the willow tree and used as an analgesic and anti-inflammatory compound. In the kitchen garden, most of us are undoubtedly familiar with sage, rosemary, and lemon balm. Sage, known botanically as *Salvia officinalis*, is one of about a thousand species of this particular plant. Besides being both fragrant and ornamental, it also has culinary and medicinal properties. It is a tough plant not adversely affected by drought and therefore very suited for our Mediterranean climate. The oils present in the plant's leaves possess antiseptic properties. Rosemary or *Rosmarinus officinalis* is another plant native to the Mediterranean climate and possesses several metabolites with antioxidant properties. Antioxidant molecules are capable of slowing down or preventing the oxidation of other molecules within our body. Certain oxidation processes produce harmful free radicals which must be mopped up as soon as they are produced. Lemon balm or *Melissa officinalis* is a mosquito repellent and has a mild calming effect when used in teas. The contribution of plants to the pharmaceutical sector cannot be undermined and the above is but a brief summary of some of the topics discussed during the interactive tour. The Institute would like to take this opportunity to thank Dr Buhagiar for the very interesting tour.



*Dr Buhagiar providing information on plants at Argotti Gardens*

# CITIZENSHIP EDUCATION AND YOUNG PEOPLE IN CARE IN A MALTESE CONTEXT

RESEARCH STUDY BY  
DAMIAN SPITERI AND  
KRISS LAW

Dr. Damian Spiteri, Senior Lecturer at the Institute of Community Services, and Kriss Law, first year student reading for a National Diploma in Electrical/Electronic Engineering, presented a paper at the Education and Citizenship - Globalizing World Conference that took place on the 19 and 20 November 2010, in London.

The conference was convened jointly by the Institute of Education of the University of London and the Beijing Normal University. In this two day event, over one hundred papers based on studies conducted in over thirty countries including Asia, Europe, North America and Africa were presented. Dr. Spiteri and Mr. Law were the only participants from Malta.

Their presentation was entitled 'Citizenship Education and Young People in Care in a Maltese Context'. It analysed the messages on citizenship that a cohort of young men who had been in care at St. Patrick's Home as teenagers had received. While the focus was on showing the relevance of citizenship education to effective care practice, it also showed the role that foster parents (and sometimes foster parents in liaison with natural parents) had in promoting ideas and beliefs about citizenship. The paper touched upon a number of interlinking themes, including these young people's evolving identity, their need for a sense of belonging, their fathers' and mothers' wounds and the role of resilience in assisting them to script different possible futures in spite of past setbacks.

The main finding that was extrapolated by Spiteri and Law's research study is that young people who had been in care perceive themselves as having been positively empowered when they felt they were understood by their carers. This understanding was shown in different ways but was particularly consolidated by treating each person as an individual and by engaging them in actuating their potential. This was done by encouraging them to participate in numerous outdoor activities both locally and abroad. This understanding empowered them and helped them to face the transition out of care with greater confidence.

# INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERING

## MCAST INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERING OFFERS PLASMA AND LCD TECHNOLOGY COURSE



*Dominic Azzopardi giving an explanation of a fault finding procedure*

In December 2010 the Institute of Electrical and Electronics Engineering offered a course entitled 'Plasma and LCD Technology'. This innovative course provided service engineers, technicians and students with the unique opportunity to familiarise themselves with the theory and the practical aspect of this new exciting technology.

The two-day course covered various aspects of Plasma and LCD Technology related to today's television receivers. It included modules on Panel Construction and Specifications, Video and Display Processing, Power Supply Generation and Distribution as well as Testing and Faultfinding. The participants were very satisfied with the outcome of the course and were very appreciative of the hands-on experience acquired.

The course tutor, Mr Fawzi Ibrahim, is a Senior Lecturer at the College of North West London and author of several books on electronics, television and computers. He is also a regular contributor to the London-based television and consumer electronics monthly journal.

### CHRISTMAS ACTIVITIES ORGANISED BY THE INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERING

The Christmas period brings with it a festive atmosphere, and as in the past years the students of the Institute of Electrical and Electronics Engineering were eagerly waiting to challenge the Institute staff in a number of sporting events.

This year the Institute started the activities with a Paintball game. More than 60 students, under the supervision of members of staff, took part in this strategic game, where a team tries to eliminate the opponent and finally captures the enemy's flag, whilst still protecting his base. The students and staff were divided in teams and played for a number of hours.

The Institute once again organised the yearly Volleyball and Football Tournaments, in which staff and students participated in a friendly competitive environment. The events were very successful and the students won both tournaments! Well done to their determination!

More than thirty students and members of staff participated in a Badger Karting session. All participants took part in a number of timed laps, following which the best drivers were chosen for the final race. The race was breathtaking and places changed continuously, except for student Ryan Tufigno, who took the lead in the first lap and secured first place in every lap. The Institute would like to thank all staff and students who, through their participation, made these events possible and a success.

### VOLUNTARY WORK AT INSPIRE

For another consecutive year, students following the City and Guilds 2330 Certificate in Electrotechnical Technology at the Institute of Electrical and Electronics Engineering carried out voluntary work at Inspire, Marsascala under the supervision of Mr Alfred Mizzi.

The group had the task to set up the Christmas Village lights. This proved to be a fruitful task as, besides helping other people and contributing to the community, the students gained hands-on practical experience. During their stay a fault in part of the electrical system occurred, and the students, together with their supervisor, carried out the necessary fault-finding and solved the problem.

These activities promote team work, commitment and social consciousness and are extremely important for the overall holistic development of the students.



# INSTITUTE OF MECHANICAL ENGINEERING

## MCAST STAFF ON LUFTHANSA TECHNICAL TRAINING IN GERMANY

by Mariella Fenech,  
Assistant Lecturer



*The staff members from Institute of Mechanical Engineering at the Lufthansa Technical Training Centre in Hamburg, Germany.*

For the first time a group of six staff members from the Institute of Mechanical Engineering had the opportunity to attend Lufthansa Technical Training in Hamburg and Erfurt, Germany. Co-organised by Lufthansa Technical Training and MCAST, the training was held between the 9 and 12 February 2011, during which Mr. Trevor Caruana, Ing. Ted Darmanin, Mr. Alfred Galea, Ing. Leo Scicluna, Ing. Martin Mifsud, and myself, Ms. Mariella Fenech, attended for the five day course. At the Lufthansa Technical Training Centre, just a few minutes away from our hotel in Hamburg, we had the opportunity to review and discuss Lufthansa's well organised technical training structure. Accompanied by two German training managers, Mr. Detlef Schwertmann and Mr. Eckart Schumacher, we spent the first day discussing very important aspects of our teaching programmes. Lufthansa representatives went into depth to explain to us how they organise their CAT-A course, how they deliver related subjects such as M8 (Aerodynamics), M9 (Human Factors), M6 (Materials and Hardware), and also the process taken to compile an exam paper. We had the opportunity to see how exam papers are compiled using highly advanced software called QuickSilver, GEMS and EJAMF.

Inside the Lufthansa Technical Training Centre at Hamburg, we could see the latest mechanical workshops used for Aviation Maintenance such as Exercise Workshops, Composite Workshops and also a Mock up room where we could physically see a section of an Airbus A320 fuselage. Impressive to see, were also the high-end storage facilities used by the Lufthansa Technical Training and we also had the opportunity to visit the hangar used by Lufthansa Aviation Maintenance.

After two days of training at the Lufthansa Technical Training Centre in Hamburg, we had a five hour drive to Erfurt, where Lufthansa has another Technical Training Centre. Though five hours could seem a long time, we took the opportunity to discuss what we had just experienced in Hamburg and what could be learnt to improve our technical training here in Malta. This made the clock tick fast and before we knew it we had arrived at Erfurt.

In rather cold but sunny weather, we lodged at Victor's Hotel just fifteen minutes away from Lufthansa's Technical Training Centre. There we were shown how the training facilities were organised for Lufthansa to teach M11 and M15 (Gas Turbines). We were impressed by the fact that students had the opportunity to train inside a real hangar, using the same tools used by qualified technicians and with an aircraft Boeing 737-200, a CF6 engine and two helicopters, which were all being used for training purposes only. We noticed the way students took care of their tools and the diligence shown in handling and storing very expensive working tools.

During the evenings, we also found the time to visit places of interest within the area, appreciating local cuisine and German culture. Though very quiet, Erfurt Centre was a very pleasant place to be and we took the opportunity to peep around several idyllic places within this German city.

This training visit to Lufthansa's Technical Training Centres helped us review our teaching programmes here in Malta. We will be working to further improve our training programmes. Surely, this does not depend solely on our contribution in class, but definitely requires further investment by the College and companies such as Lufthansa itself. As I always stress, I do believe that MCAST should not limit itself to in-class education, but open up as much as possible to on-the-job training, as this gives our students a more realistic opportunity to better understand the subjects being taught and to excel in their work. Such an investment will definitely be beneficial to both the private and the public sector, which both stand to gain economically from a highly qualified and well trained labour force.



*The staff members from Institute of Mechanical Engineering at the Lufthansa Technical Training Centre in Hamburg, Germany.*



# STUDENT PAGE

By Jurgen Borg

## A sneak peak at Eller van Buuren

Welcome to the third issue of the clubbing section of our magazine. Following the huge success and feedback received from you with regards the previous issues, I am glad to share with you an interview with a well renowned international figure. His name... Eller van Buuren, who will definitely strike a chord.

Born on the 5 February 1981, at the age of 8 Eller started to show his musical abilities and now is able to play the guitar, the drums, whilst also lending his voice for some vocal work. Eller attended Stedelijk Gymnasium Leiden and later on was admitted to both the Conservatory of Rotterdam and the Rockacademy in Tilburg. He decided to attend the Rockacademy in Tilburg, after which he studied for a short while at the University of Amsterdam. He is trained as an all-round musician, his capabilities range from pop to rock, and from heavyweight solos to "less is more-music". From jazz to dance/house/trance, blues to heavy metal. Studio work to commercials, cover bands and freelance work also feature part of his daily chores. Current projects include Bagga Bownz, Armin Only and many more. Eller has played at numerous venues all around the world, from homeland Holland to Australia, the US, Poland, Romania, Indonesia and Malta. He has also attended several award shows, countless radioshow, and TV-shows. Having performed here in the island of Malta on two occasions, he has received the audiences' praise for his musical capabilities. And for those of you who have failed to make the connection, he is none other than Armin Van Buuren's brother, having said that both make up a phenomenon in the music industry around the world today!

Interview:

**Q: How were you first introduced to music?**

*My parents were both very much into music, so since I was a baby I started to listen to classical, rock, ambient etc. I started playing the guitar when I was 8 years old. At first it was just playing children's songs, but soon I found out that playing the guitar was like eating for me.*

**Q: Have you always wished to become a musician?**

*I still do not know if I am a musician! It is just something I do, but I never thought it would be my job! It still feels like a hobby, only a serious one now. It does not feel like something you can become. It more likely overcomes you. I had dreams though, when I saw my heroes playing.*

**Q: Bagga Bownz. Tell us a bit about that...**

*Bagga Bownz ([www.baggabownz.com](http://www.baggabownz.com)) is a rock/hiphop band from Holland. I am very proud that I form part of a group of such great musicians, all with so much talent. We have played in countries all around the world, from Indonesia to the US, and we are currently finishing our next album. Our first album "Done With The Pain" has been widely appreciated. Bagga Bownz collaborated with Armin and is also greatly involved in the Armin Only tour. My brother loves our music, so he wanted us in the show. I think that is very cool, to be involved in a heavy rockband. Bagga Bownz has been nominated and awarded a few times, as well as having been in Billboard Magazine.*

**Q: Acoustic guitar or electric guitar?**

*What do you want to hear? I can play both for you! No, honestly, there's no preference for me. I have done acoustic versions of the Armin Only shows, which can be found on YouTube, but I love rocking out on stage with my electric guitar.*

**Q: Your job requires a lot travelling: would you consider that as being an added plus or a major hassle?**

*This year started badly for me. During the Armin Only show I broke my foot on stage (in front of 25,000 people). That made travelling very difficult for me. But I managed to do all the other shows. And people around me (like the guys from Bagga Bownz)*

*helped me a lot. Normally I am not too bothered about the travelling. It forces you to sit down. And sometimes I need that...*

**Q: You have collaborated with many other artists... how does working with these guys feel?**

*It still feels like an honour. I still feel like that same bedroom guitarist I was about ten years ago and when somebody asks me to collaborate, I feel really happy about that. Usually I do not have a lot of time, though. I wish I could play more. It is also very cool to work with people from different genres. Fortunately everybody speaks the same language, but in different words. That language is called music. But sometimes collabs just do not work. I needed to learn that that is the case sometimes.*

**Q: You have performed on a number of occasions here in Malta and also on the island of Gozo... how would you describe these experiences?**

*When I play there, it feels like visiting one big family in a way. Must have something to do with the small amount of people living there, I do not know. The people are a great crowd, I love their enthusiasm. Really, that is something I cannot get used to.*

**Q: Future plans?**

*Exploring more new music, making more music, in different styles and genres. Show the world how good my band members are. I am proud of them.*

**Q: Any advice for aspiring artists?**

*Use your ears, and listen to what you are doing. That is all you need. If it's good, you will know it.*

*That's it for this issue... I really hope that you have enjoyed what this section had to offer. A huge thanks goes to Eller who offered some of his time, I really appreciate it. Keep an eye out for what's next and as always be safe!*

[www.ellervanbuuren.com](http://www.ellervanbuuren.com)

[www.twitter.com/ellervanbuuren](https://www.twitter.com/ellervanbuuren)

[www.facebook.com/ellervanbuuren.fansbook](https://www.facebook.com/ellervanbuuren.fansbook)

Send suggestions to:

[jurgen@oldskoolpromo.com](mailto:jurgen@oldskoolpromo.com)



# GOZO CENTRE NEW CHAPLAIN FOR THE MCAST GOZO CENTRE



*Fr Joseph Magro OFM*

Fr Joseph Magro OFM has been appointed Chaplain and Spiritual Director of both MCAST Gozo Centres by His Grace Mgr Mario Grech, Bishop of Gozo.

Fr Joseph Magro was born in Rabat, Malta in 1975. He joined the Franciscan Friars Minor in 1993 and later pursued his studies in Philosophy and Theology at the University of Malta and obtained a Degree in Sacred Theology. A year before qualifying for the priesthood, he became a Deacon and was sent to study at the Studium Biblicum Franciscanum in Jerusalem. He was ordained a priest in 2002 and soon after he resumed his studies at the University of Malta where he commenced a five year course reading for a B.A. (Hons) Degree in Youth and Community Studies.

Fr Magro has worked extensively with youth groups both in Malta and in Gozo and is currently the Guardian of the Franciscan Fraternity in Ghajnsielem.

Fr Joseph loves working with youth and he has accepted his new mission with enthusiasm. He will be available for spiritual guidance and support for all the Gozo Centre students.



*Fr Joseph Magro celebrating mass at the end of term*

## PERSONAL AND SOCIAL DEVELOPMENT SEMINARS

Every academic year the Gozo Centre organises a number of personal and social development seminars. The aim of these seminars is to provide students with important lifeskills and civic competencies. They are part of a programme of extra-curricular activities intended to provide a holistic education to students.

A half-day seminar on the theme of sexuality was organised on 19 January 2011 at the Xaghra Centre hall. Special guest speakers were invited to cover various aspects related to sexuality. Dr. Anna Vella from Sedqa covered the medical aspect, including STDs and contraceptives. A young single mother shared her personal experiences and explained the change of lifestyle and all the repercussions of her teenage pregnancy. Fr Joseph Magro M SSP, the MCAST Gozo Centre Chaplain and Spiritual Director, dealt with the spiritual aspect of sexuality. Students' queries were addressed during the seminar by the various guest-speakers.





At the Electrical Workshop



Secondary school students visiting Mechanical Engineering Laboratory

## GOZO CENTRE OPEN DAYS

On the 9 and 10 December 2010, the Gozo Centre organised Open Days whereby hundreds of secondary school students visited the Centre. The aim of the Open Days was to impart knowledge on the vocational training provision offered by the College in Gozo as well as giving the students the opportunity to visit the new training facilities that have been developed, particularly the workshops, labs, language lab and hairdressing salon.

In collaboration with the Principal of the Gozo College, Chev. Frank Gatt, and the various Heads of Schools, all Form 5 students from the various state and church schools were hosted at the Xewkija Centre in a well-organised orientation and informative tour. The students were greeted by the Director who delivered a short presentation about MCAST and details about the scope and programme of this informative visit. For the event, a number of stations were set up, with each station representing a particular vocational area of study available at the MCAST Gozo Centre. Secondary school students and their accompanying teachers were presented with appropriate power-point presentations and/or practical demonstrations by the Gozo Centre lecturers. The visiting students had the opportunity to get a first-hand account of training in various vocational sectors.

As in previous years, the event was a success and the feedback received was extremely positive. This initiative is now becoming a regular event in the Centre's academic year calendar.

# CHAPLAIN'S MESSAGE

## SOME THOUGHTS FOR THE DAY



Fr John Curmi  
MCAST Chaplain

## THE SEVEN LAST WORDS OF JESUS

### FATHER, FORGIVE THEM FOR THEY KNOW NOT WHAT THEY DO

Biblical scholars agree that this first word was said by Jesus while soldiers were pinning Him to the cross. It was a horrible, dreadful experience. Roman soldiers carefully fetched the pulse of the criminal's hand to be then tactfully pierced by the hammered nails. A moment of terrible pain. Seneca and Cicero tell us that those who were crucified cursed the soldiers so much, that at times, soldiers had to cut off their tongues as they could not bear them!

But in this terrible moment of torture Jesus did not curse. Instead He prayed for forgiveness. The loving Jesus prayed for His and our Father to forgive his enemies. Jesus's enemies resemble very much our own enemies. In more ways than one they resemble those people who make us suffer in our life: Pilate, a self-seeking politician, represents those who make us suffer injustice; Herod, who robbed the suffering Jesus, represents those who in some way or other try to ridicule us in life; the cruel Roman soldiers represent those who hurt us and make us suffer all sorts of violence; the Scribes and the Pharisees represent those who, jealous of us, say and invent all sorts of lies about us ... The list goes on and it also includes us who, in our turn, play their part on life's stage. The cross of torture remains to this day the cross of love and forgiveness. We are all sinners and we all need God's love and forgiveness.

In front of the cross we must acknowledge our sins, and renounce them. We are called to repent and humbly ask God for forgiveness. Jesus calls us to a life of holiness. He also calls us to forgive.

### THIS DAY YOU WILL BE WITH ME IN PARADISE

The cross was the torturous death for criminals. The worst of criminals were crucified and Jesus, innocent and holy, received the death of a criminal.

Jesus came to the world but the world did not receive Him. Not only that, but the world dismissed Him as a criminal! Yet amidst the clamour of the raving crowd under the cross, amidst the delirium of humanity dismissing God and nailing Him to the cross, one voice, the voice of a repentant thief, was raised to acknowledge and proclaim Jesus as the loving Saviour, the King of the world and humanity. The cross of torture remains the cross of love and mercy. Jesus, unlocking the keys of Paradise, said to him; "This day you will be with me in paradise."

Jesus is our only Saviour. He is more anxious to save us than we are to save ourselves. Very often we are too busy to think of Jesus. We are often sceptic. Faith is not our priority. We are careless when it comes to live our faith. We are even people of little faith. Are we to acknowledge Jesus as our Saviour and as our King on our deathbed or when illness strikes home?

Today, yes today, in front of the cross of Jesus, let us acknowledge Jesus as our Lord and Saviour and open our hearts to Him and invite Him to come in. Come, Lord come. Let us start living the vision of heaven from today!

### WOMAN BEHOLD YOUR SON

Under the cross there were some of Jesus's followers. Amongst them were the weeping Mary Magdalene (representing continuous conversion), the silent John (representing love) and the grieving Mary (representing total obedience and service). They stand for three important attitudes to follow Jesus. And those who choose Jesus and decide to follow Him with a life of conversion, love and obedience in service, have now a caring Mother. Again the cross of torture becomes the cross of love, of care and of belonging. Mary becomes the mother of us all and, not only sees her son in every one of us, but, in the name of Jesus and obedient to Him, gathers us all into a family, one community of people, called the Body of Her Son, the Church.

Today in front of the cross of Jesus, we ask how much we are part of this Church. It may be that we realise that we have made a self made religion based on mere human logic, based on our way of seeing and understanding reality. It is perhaps more ours than God's. In front of Jesus's cross it is time to rethink.

### MY GOD! MY GOD! WHY HAVE YOU FORSAKEN ME?

This was another terrible moment for Jesus. This word portrays anxiety, loneliness, emotional suffering and abandonment. When our Lord Jesus spoke this word, darkness covered the earth. Was this just an artistic detail? Did this happen by chance? Or was it nature voicing its protest against the killing of its Lord?

This word is the beginning of Psalm 22. Most probably Jesus prayed the whole psalm not just its first lines. It may

# ON THE CROSS JESUS DELIVERED HIS LAST SERMON: HIS SEVEN LAST WORDS. WORDS OF GREAT LOVE. HERE ARE SOME REFLECTIONS.

seem a prayer of despair but it is not, notwithstanding the deep anxious feeling of abandonment, it praises a faithful, living God.

This word is the voice of the lonely world suffering because it discards God, because it puts God aside. On the cross, Jesus burdens this sin of the world upon himself. It is the voice of the suffering world crying because of its sins. Sins push out God away from humanity's vision. And on the cross Jesus burdens upon himself all the sins of the world and with them, emptiness of God. My God! My God! Why have you forsaken me, is also the voice of all our desperate, doubting questions, when we ask questions like 'Why did God take away my son?' 'Why does God allow earthquakes to happen?' 'Why does God not answer my prayers?' 'Why all this evil in the world?'

At this moment of his passion Jesus burdens himself with all these questions of humanity and the despair and sorrow that they cause in our hearts. Once again the cross of torture becomes the cross of embracing love, of healing, of empathy, of understanding and of forgiveness.

In front of Jesus's cross it is time to put aside our sins, our scepticism, our indifference towards God, our resistance to God, our forgetfulness and our doubting in God's love for us. It is a moment to pray for a renewal of our faith in Him, to trust Him, to love Him wholeheartedly, to let go in Him.

## I THIRST

Jesus had lost a lot of blood and water. Most probably He was not given anything to eat or to drink in those torturous hours of his passion. Indeed He was thirsty!

But He was not only thirsty for water. He was even more thirsty for humanity, for every man and woman, for you and for me. This is the second time in the Gospels that Jesus asks for water. The first time was to the Samaritan woman (John 4), a woman living with the sixth man of her life. He asked her for water but only much later did she realise that Jesus was thirsty for her soul! It was she who later proclaimed that she had met the Saviour of the world.

Once again the cross of torture becomes the cross of love that thirsts for us, that wants to embrace all of us, however sinful we are. In front of the cross we must learn to let ourselves be embraced and cuddled by Jesus. We must pray for his embrace, for his loving care, for his tender, saving love. We need them so much! Jesus please save me for I am a sinner.

## IT IS FINISHED

What's finished? His work of redemption? His work of restoring us to his image? His work to save humanity? His work to make us sons of His and Our Father? All

this work was done and completed in obedience, obedience inspired by his great love for us.

Indeed the work which His Father had given Him to do was accomplished. We were bought and paid for not with silver or gold but his sacrifice, with the shedding of his blood on the cross, with his passion, death and resurrection. In this word, Jesus shows his remarkable love and faithfulness to God, and his remarkable love and faithfulness to us! Jesus is our salvation. Yes it is finished and it is finished in such completeness that when Jesus's side was pierced with a spear there came out the very last drops of blood and water!

In front of the cross of Jesus we have to ask what it means to be saved, to be restored to God's image, to be a son of God. Salvation is done, once and for all, but not its acceptance, not its appreciation, not its distribution so as to be known by all. Little do we think or even believe that we have acquired divine life. Little do we pray Jesus to make it flood our souls and our lives. Little do we work to make it reach our homes, our places of work, our institutions, our stories, our cultures, our world. On the cross Jesus asks us all to continue his work of redemption. The world still needs the person of Jesus and we are the little 'Jesuses' in everyday life.

## FATHER, INTO YOUR HANDS I COMMEND MY SPIRIT

Jesus is put to death. These are his last moments. Death seems to be victorious. It seems that the last words belong to her. Little did death know that Jesus's death was his victory over all its power! Jesus is returning to His Father and making it possible for us all to follow suite. We all have a place in the Father's House. The Father's House is now open to us all. The cross of torture is once again the cross of abundant, never ending love.

In front of the cross it is important to ask: What is life? Why did God create me? What am I living for? Where am I heading to? Is there life after death? Does life end up with death? Do the passion, the death and the resurrection of Jesus have any meaning for me? Do they open up my vision to life here on earth and to life everlasting? It is a moment to commend our spirit, our life into the hands of our loving Father. It is the time to renounce to our pride, to our human logic, to our autonomy and let God lead the way, let God's light shine on our decisions, let God guide us, knowing that He alone is the Way, the Truth, and the Life.



# MARITIME INSTITUTE

## THE DIFFERENCE BETWEEN LIFE AND DEATH AT SEA - THE GLOBAL MARITIME DISTRESS AND SAFETY SYSTEM (GMDSS)

by Mr Stephen Farrugia,  
Lecturer Maritime Institute

In this day and age, communication is part of our daily lives. This is also true with regards to communications at sea. Gone are the days when a ship sailed over the horizon and was then out of communication until it reappeared over someone else's horizon at its destination. Some ships never reappeared and their fate remains unknown. The use of signalling of flags has limited use and the once popular Morse code is no longer used today due to developments in the maritime communications sector.

Through my experience as an ex Search and Rescue Mission Coordinator (SMC), I strongly believe that even small boat owners undergoing the nautical licence should have at least a basic VHF DSC radio, and thus apply for the basic course, that is the VHF DSC Short Range Certificate.

The Global Maritime Distress and Safety System (GMDSS) is one of the biggest milestones in maritime safety communications since the invention of radio. The advances in mobile radio and satellite communications technologies and automatic distress alerting techniques, a new set of regulations for safety at sea, took effect on February 1, 1992. The GMDSS applies to all ships over 300 gross tons and all passenger ships on international voyages subject to the SOLAS convention.

In 1979 the International Maritime Organization (IMO) Assembly, considered the existing arrangements for maritime distress and safety communications. It was decided that a new Global Maritime Distress and Safety System, to improve distress and safety,, should be established which, in conjunction with a coordinated search and rescue infrastructure on land, would significantly improve the safety of life at sea.

The introduction of modern technology, including the Inmarsat satellite system and the Digital Selective Calling, better known as DSC terrestrial communications techniques, through medium, high or very high frequencies, to anywhere around the world, enable a distress alert or an urgency and safety alert to be transmitted and received automatically over a long range and irrespective of meteorological and interference conditions. It is also highly recommended that the GMDSS equipment be used for routine calling.

The Maritime Institute at MCAST provides GMDSS courses at three different levels, namely the VHF DSC Short Range Certificate, the Restricted Operators Certificate (ROC) and the General Operators Certificate (GOC). The General Operators Course is also provided to the Officer Cadets attending the Maritime Institute. The GMDSS GOC, ROC and VHF DSC SRC courses are all approved by Transport Malta.

The candidates attending the above courses come from different backgrounds. They may be local small boat enthusiasts, fishermen, members of the Armed Forces of Malta that work at the Rescue Co-ordination Centre or the Maritime Squadron. So far 249 students attended one of the above courses.

### Officer Cadets at Sea

The following Officer Cadets were at sea on the following vessels during the period this article was written:

Cadets at sea	Embarking Vessel	Date Embarked on leave
Szabolcs Pocza	Conti Sharjah	29th August 2010
Tim Fenech	Conti Sharjah	20th October 2010
Stephanie Bugeja	Eurocargo Salerno	3rd August 2010
Patrick Darmanin	Eurocargo Istanbul	5th August 2010
Lyden Zerafa	Maria Dolores	26th July 2010
Karl Cutajar	POS Alexandrit	3rd September 2010
Anthony Agius	Maersk Drammen	28th September 2010
Francesco Zerafa	Eurocargo Genova	15th September 2010
Alexei Borg		on leave
Robert Mifsud	Paradise Bay	7th October 2010
Joseph Fenech	MV Eurocargo Valencia	24th October 2010
Yannik Grixti		awaiting new vessel
Stefanie Scicluna		December 2010
Damien Fenech	Libra J	December 2010
Christian Abela	Libra J	December 2010
David Borg	Salina Bay	awaiting embarkation
Katia Fenech	Virtu Ferries	28th October 2010
Martina Bonanno	Jean de la Valette	awaiting embarkation
Dominic Borg	Paradise Bay	January 2011





*The Transas Simulator and live radio equipment is used during all GMDSS courses*



# MCAST GRADUATION CEREMONIES SIXTY THREE STUDENTS RECEIVE THE MCAST VOCATIONAL DEGREES



*Mr Joe Farrugia delivering speech*



On the 30 November 2010, the Malta College of Arts, Science and Technology made history when it held the first graduation ceremony for the first cohorts of MCAST students who were awarded a vocational degree.

The degree award ceremony, which was held in the Grandmaster's Suite at the Hilton, befitted the occasion. Celebrating their accomplishment and the successful completion of their honours programmes, a total of sixty-three students from the MCAST Institutes of Electrical and Electronics Engineering, Art and Design, Information and Communication Technology and Business and Commerce, proudly sported their graduation regalia, the







Professor Grech delivering speech

symbols of academic achievement, in the established Institute colours. Mr Joseph Farrugia, newly appointed President of the MCAST Board of Governors, presided over the ceremony, while Professor Maurice Grech, MCAST Principal and CEO, conferred the degrees and congratulated the new graduates.

Stephen Zahra, from the Institute of Electrical and Electronics Engineering, addressed the audience on behalf of the students. He highlighted the benefits of studying at MCAST as a result of the strong practical dimension of its courses and the industry-led programmes of study. He spoke of the advantages of a learner-centred progression, one which rejects the creation of artificial barriers for learning.

Professor Grech, the mastermind behind the introduction of vocational degrees at MCAST, stressed that the student is at the heart of all College initiatives. He said that, in line with its mission statement, the College was obliged to ensure the existence of programmes of study which are accessible to all, and to establish the structures it deems necessary for a quality education and training, and a truly robust practical experience.

Both academic and vocational education form an integral part of an educational process for the holistic development of a person. The Education Act itself states that "they should enjoy parity of esteem." The Act empowers MCAST "to award such degrees, diplomas, certificates or other distinctions which it may deem suitable to such candidates who satisfy the prescribed conditions after following the required study courses." "This is what MCAST is doing today," Professor Grech said. "Up to a year ago, students who successfully completed their Higher National Diploma, had been constrained to seek refuge elsewhere by joining the final year in a foreign university, if they wished to continue studying for a degree. Many students were not in a position to fork out thousands of euro to achieve this."











The College has not only managed to fill this gap. "We managed to attract a remarkable team of professors from various universities in Germany and elsewhere to design and deliver the new vocational degree courses under the quality assurance guarantees of none other than Fraunhofer, the largest organization for applied research in the whole of Europe. Our quality management practices in turn reflect the indicators established in the European Quality Assurance Reference Framework for Vocational Education and Training. Fraunhofer has more than 80 research units and over 60 institutes spread over 40 different locations in Germany. Fraunhofer staff reaches a staggering 15,000 between qualified scientists and engineers. For the degree courses delivered at the MCAST Institute of Art and Design, Fraunhofer also provided us with a list of eminent professors from the renowned University of the Arts in Berlin," stated Prof Grech.

In his address, Mr Joseph Farrugia emphasised the phenomenon of rapid technological change and the need for training on key competences and flexibility among the labour force. MCAST is responding to these needs by offering courses ranging from level 1 to level 6. It is offering young people the opportunity to further their education irrespective of qualifications obtained at secondary level.

## 799 STUDENTS RECEIVE NATIONAL DIPLOMAS

Besides the sixty three students awarded degree certificates this year a record seven hundred and ninety nine students successfully completed their National Diploma in eight different specialist vocational areas. As a result, the College organized three separate diploma award ceremonies on as many different days.

Two hundred ninety three students graduated from the Institute of Information and Communication Technology on Wednesday 26 January 2011. Two hundred and forty four students from the Maritime, Agribusiness, Art and Design and Community Services Institutes received their diploma on Thursday 27 January 2011. A further 262 students from Business and Commerce, Electrical and Electronics Engineering, Mechanical Engineering and Building and Construction Engineering Institutes graduated on Friday 28 January 2011.

# SPEECH BY STEPHEN ZAHRA, GRADUATE FROM THE INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERING

Jien Stephen Zahra, student mill-Istitut tal-Inginerija Elettrika u Elettronika. Il-Hejja, bħal numru sabih ta' studenti oħra tal-MCAST, ser nircievi l-lawrja li tant hdimt għaliha matul dawn l-aħħar snin.

Dal-mument ifakkarni meta, seba' snin ilu, kont gġibt l-O levels u bdejt l-istudji tiegħi l-MCAST bid-diploma fl-Industrial Electronics. Dawn l-ewwel erba' snin tad-diploma ma kinux faċli għalija għax matulhom segwejt żewġ korsijiet oħra part-time filgħaxxijiet; iżda nammetti li kien żmien li fih hassejtni tgħallimt ħafna.

Wara l-ewwel sena tal-kors, aħna l-istudenti kellna bżonn nibdew l-interviews biex insibu xogħol fl-iskema tal-apprentistat. Jien kont intgħażilt biex naħdem l- ST Microelectronics, u għalhekk mis-sajf ta' wara d-diploma kont diġà sibt ix-xogħol.

Għaddew kważi tliet snin u bqajt naħdem fl-apprentistat matul is-sena skolastika, u naqleb full-time fis-sajf. Bla dubju, din l-esperjenza fuq il-post tax-xogħol hi waħda mill-vantaġġi ta' dal-kors peress li l-istudent ikun qed jikseb taħriġ u esperjenza filwaqt li jkun qed isahħaħ it-tejorija fil-klassi.

Meta spiċċajna d-diploma, jien u shabi l-istudenti kellna għażla importanti x'naġhmlu: jew insibu impjeg jew inkomplu nistudjaw biex niksbu l-Higher National Diploma; iżda jien sa mill-bidu nett kont determinat li nkompili nistudja sal-ogħla livell possibbli.

Il-kors tal-HND, kif mistenni, kien iktar iebes: niftakarni nagħmel mis-sitta sad-disgħa ta' filgħaxija l-Istitut, nimxi lejn id-dar fid-dlam, niekol, norqod, u l-għada terġa' tibda r-rutina tax-xogħol. Niftakar ukoll li tul il-lekċers ta' filgħaxija konna, bħala klassi, nagħmlu hilitna biex nuru l-kapaċità tagħna. Din id-determinazzjoni għenet biex jien u shabi rnexxielna nkompilu għaddejnin sal-aħħar.

Matul is-snin tagħna fl-Istitut tal-Inginerija, id-Direttur kemm-il darba kien jagħtina xi opportunitajiet. Fl-2008, qaluli li kont intgħażilt ma' iehor minn shabi għall-kompetizzjoni tal-EuroSkills li kienet se ssir f'Rotterdam. F'Ottubru ta' dik is-sena konna tlajna Rotterdam, u nghaqadna ma' grupp ta' studenti minn Istituti differenti tal-MCAST. Dawn it-tlett ijiem kienu esperjenza liema bħala: ilkoll nikkompetu ma' studenti minn pajjiżi differenti tal-Ewropa, kulhadd fil-qasam tiegħu. Inżilna lura bi tliet medalji prestigjużi. Urejna li l-istudenti tal-MCAST huma kapaċi jikkompetu ma' oħrajn barra minn Malta u jaqtgħu figura tajba. Jiena konvint li fis-snin li għejjin l-istudenti tal-MCAST jibqgħu jingħataw dawn l-esperjenzi uniċi.

Opportunità oħra għalina l-gradwati tal-HND kienet il-possibbiltà li nghaqqu d-tliet snin studju biex, bħalma jiġri f'kulleġġi barra minn Malta, nersqu għad-degree. Għall-ewwel jien u shabi



konna sibnieha daqsxejn diffiċli li nieqfu mix-xogħol iżda meta kellna nagħmlu deċiżjoni kibret fina d-determinazzjoni li nkompilu nistudjaw u nilhqu l-mira li dejjem xtaqna – fil-każ tagħna dik li nispeċjalizzaw fl-inginerija.

Il-kors li wassalna biex niehdu l-BSc Hons kien tassew intensiv. Kellna bosta professuri minn universitajiet barranin li ntgħażlu apposta biex jgħallmuna diversi suġġetti u mill-esperjenza tagħhom jaqsmu magħna problemi u soluzzjonijiet li ltaqgħu magħhom f'pajjiżhom u fl-industrija. Fil-lekċers ta' kull suġġett kienu jingħaqdu magħhom il-lekċerers Maltin bħala job shadowers. Dawn tal-aħħar kellhom ikunu responsabbli mid-degrees fis-snin li għejjin. Dawn il-lekċerers xorta waħda kellhom rwol siewi fostna u kienu jwettquh b'ħafna dedikazzjoni. L-għajjnuna tagħhom sibnieha dejjem, l-iktar meta kellna bżonn nifhmu aħjar billi nirrevedu xi partijiet tal-lezzjoni kif ukoll għal xi parir siewi anke matul it-tezi tal-aħħar.

Qabel nagħlaq nixtieq niringrazzja 'l-MCAST għax f'dan il-Kulleġġ sibt il-post ideali fejn stajt nitgħallim u fejn stajt inkun kreattiv, fl-istess waqt li nikseb ħafna esperjenza Prattika. Ta' dan niringrazzja wkoll lil shabi l-istudenti li taw il-kontribuzzjoni tagħhom fid-diskussjonijiet imqanqla li kien ikollna. Kellna argumenti jaħarqu fuq kważi kull suġġett. Madankollu hloqna hbiberiji bejnietna li żgur mhux ser jieqfu wara l-gradwazzjoni tal-lum!

Nixtieq niringrazzja lill-familja tiegħi li kienet dejjem sors ta' kuraġġ u perseveranza waqt l-istudji tiegħi. F'isem shabi niringrazzja wkoll lill-staff tal-MCAST: lid-diretturi, l-amministrazzjoni, u l-ħaddiema kollha li kienu jaħdmu wara l-kwinti. B'mod speċjali niringrazzja lil-lekċerers li bis-saħħa tagħhom kellna esperjenza akkademika mill-aqwa. Naf li din hi gurnata speċjali wkoll għall-Prinċipal tal-MCAST, il-Professur Maurice Grech, li illum qiegħed jara l-holma tiegħu u dak li tant stinka għalih f'dawn l-aħħar tliet snin, iseħħ b'tant suċċess.

Nixtieq nagħlaq billi nifrah lil dawk kollha li sa jiggradwaw magħna, mhux biss dawk tal-Istitut tal-Inginerija Elettrika u Elettronika, iżda wkoll dawk tal-ICT, dawk tal-Istitut tan-Negożju u l-Kummerċ, u dawk tal-Arti u d-Disinn.

Prosit lil kulhadd. Hbiebi l-istudenti, illum jixirqilna nifirfu u niċċelebraw bil-għaqal għax hemm barra għandna d-dinja tax-xogħol u opportunitajiet sbieħ li qegħdin jistennewna.

**TUESDAY 30 NOVEMBER 2010**

## **INSTITUTE OF ART & DESIGN**

### **LEVEL 6**

#### **Bachelor of Arts (Honours) in Graphic Design and Interactive Media**

Mallia, Julian	Cutajar, James Raymond	Grech, Glenn	Stroud, Matthew Karl
Bonello, Chiara	Cutajar, Joel Benjamin	Portelli, David	Tonna, Jessica
Cassar, Raycine	Delia, Manuel	Sciqluna, Mark	

#### **Bachelor of Arts (Honours) in 3D Design and Interiors**

Mamo, Antoinette	Calleja, Antonella	Cilia, Rebecca	Sant, Joseph
Bartolo, Sarah Ann	Callus, Lorraine	Coleiro, Tatiana	Vella, Amadeo
Borg, Sadie	Cassar, Donna	Grech, Melania	Vella, Audrey
Busuttill, James Francis	Cassar, Nadege	Mamo, Lana	Xuereb, Trudy

## **INSTITUTE OF ELECTRICAL & ELECTRONICS ENGINEERING**

### **LEVEL 6**

#### **Bachelor of Science (Honours) in Electronics Engineering**

Cachia, Anne Marie	Camilleri, Mark	Formosa, Nicholas
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#### **Bachelor of Science (Honours) in Electronics and Control Engineering**

Zahra, Stephen	Borg, Johann	Cachia, Nicholas	Galea, Kenneth	Pisani, Daniel
Azzopardi, Ephraim	Bugeja, Janet	De Giovanni, Edmund	Mifsud, Jonathan	Sciberras, Shawn Roderick

## **INSTITUTE OF BUSINESS & COMMERCE**

### **LEVEL 6**

#### **Bachelor of Science (Honours) in Electronics Engineering**

Bonavia, Karen	Bartolo Parnis, Jack	Catania, Judy Marie	Incorvaja, Tanita
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**WEDNESDAY 1 DECEMBER 2010**

## **INSTITUTE OF ART & DESIGN**

### **LEVEL 5**

#### **MCAST-BTEC Higher National Diploma in 3D Design**

Anastasi, Kevin	Cauchi, Jonathan	Mallia, Julian	Tabone, Enrique	Zammit, Jessica
Attard, Christiana	D Amato, Mauro	Micallef, Stephanie	Tanti, Kenneth	Zammit, Stefano
Azzopardi, Desiree	De Gabriele, Mikaela	Miggiani, Francesca	Tweraser, Roberto	
Bonnici, Sven	Diacono, Luisa	Stivala, Krysta Maryann	Vella, Kurt	
Camilleri, Marika	Farrugia, Elisa	Dannielle	Zahra, Felicienne	

#### **MCAST-BTEC Higher National Diploma in Interactive Media**

Agius, Michael	Calleja, Stephen	Curmi, Christopher	Farrugia, Thomas	Zammit Cordina, Keith
Anastasi, Paula	Caruana, Justin	Ellul, Stefano	Vella, Marlon	

#### **MCAST-BTEC Higher National Diploma in Fine Arts**

Aquilina, Kamy	Camilleri, Daniella	Falzon, Jennings	Farrugia, Jamie	Mamo, Sarah
Calleja, Sabrina	Camilleri, Sean	Falzon, Ryan	Fenech, Kirsten	Micallef Eynaud, George

## **MCAST-BTEC Higher National Diploma in Graphic Design**

Aquilina, Krista	Borg, Claire	Demarco, Matthew	Gambin, Adrian	Martin, Neil
Azzopardi, Keith	Borg, Glen	Dingli, Edward	Keith, Matthew Anthony	Spagnol, Daniel
Bonello, Francesco	Buttigieg, Jessica	Ellul, Sabrina	Macdonald, Craig	Zammit, Adrian
Bonnici, Chanelle	Cremona, Marie Claire	Galea, Ryan Lee	Mamo, Matthew	Zammit, Gabriel Rosario

## **INSTITUTE OF AGRIBUSINESS**

### **LEVEL 5**

#### **MCAST-BTEC Higher National Diploma in Animal Management**

Caruana, Jessica	Farrugia, Nicholas	Puglisevich, Nicola
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## **INSTITUTE OF BUILDING & CONSTRUCTION ENGINEERING**

### **LEVEL 5**

#### **MCAST-BTEC Higher National Diploma in Construction**

Farrugia, Ethel	Grech, Kurt	Grima, Elaine	Vassallo, Bernardette
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#### **Diploma in Quantity Surveying**

Borg, Clive	Cutajar, Christopher J	Grech, Lucienne	Said, Chris	Vella Crocker, Melanie
Camilleri, Matthew	Desira, Delcimo	Lia, Daniel	Sammut, David	Zerafa, Richard
Cardona, Clint	Gatt, Kevin	Mallia, Antoine	Schembri, Marlon	

#### **Diploma in Construction Management**

Cachia, Andrei	Caruana, Roderick	Ferrante, Alfred	Vassallo, Nicholas	Zammit, Mark
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## **INSTITUTE OF ELECTRICAL & ELECTRONICS ENGINEERING**

### **LEVEL 5**

#### **MCAST-BTEC Higher National Diploma in Electrical / Electronic Engineering**

Camilleri, Kevin	Farrugia, Sean	Grima, Josef	Xuereb, Matthew
Cassar, Jonathan	Galea, Matthew	Sciberras, Juan	

#### **MCAST-BTEC Higher National Diploma in Electrical / Electronic Engineering (Electronic)**

Aquilina, Kirsten	Busuttill, Kai	Demanele, Tristan	Muscat, Waylon	Warne, Matthew
Bondin, Johann	Buttigieg, Charlon	Fenech, Sacha	Scicluna, Norbert	Zahra, Warren
Borg, Alex	Camilleri, Antoine	Grima, Franklyn	Vella, Sharon	Zammit, JeanPierre

## **INSTITUTE OF INFORMATION & COMMUNICATION TECHNOLOGY**

### **LEVEL 5**

#### **MCAST-BTEC Higher National Diploma in Computing (Software Development)**

Abdilla, Daniel	Buttigieg, Joseph	Cauchi, Michael	Demicoli, Aaron	Falzon, Pierre
Agius, Neil	Cachia, Justin	Chetcuti, Ian	Demicoli, Christopher	Farrugia, David
Attard, George	Camilleri, Andrew James	Cini, Alan	Demicoli, Darren	Galea, Christine
Attard, Stephen	Camilleri, Neil	Cristiano, Alessio	Dimech, Jeffrey	Galea, Stefania
Bonnici, Joseph	Caruana, Christopher	Debono, Norbert	Dimech, Sandro	Grech, Christopher
Bonnici, Mark	Caruana, Paul	Debono, Paul	Facciol, Simon	Grech, Roderick
Briffa, Joanne	Cassar, Clayton	Debrincat, Samuel	Faenza, Gilbert	Grima, James



Hannan, Rashid	Muscat, Jason	Saliba, George	Schembri, Daniel	Xuereb, Matthew
Meli, Adrian	Porsella Flores, Andrew	Sammut, Clifton	Vella, Christian	Zammit, Andrew
Mifsud, Gilbert	Saliba, Gabriel	Sammut, Marlon	Vella, Kevin	Zammit, Justin

### **MCAST-BTEC Higher National Diploma in Computing (ICT Systems Support)**

Attard, David	Cassar, Manuel	Galea, Gordon	Said, George Mario	Zahra, Kim
Bezzina, Patrick	Curmi, Christian	McCarthy, Cecil Anthony	Sant, Gerald John	Zahra, Matthew
Borg, Timothy Antoine	Duncan, Sarah	Mizzi, Jonathan	Tonna, Victoria	Zerafa, Ian
Camilleri, Charlene	Ellul, Jacqueline	Muscat, Joanne	Vella, Joseph	Zerafa, Tiziana
Camilleri, Martin	Frendo, Daniel	Pace, Clayton	Vella, Paul	

## **INSTITUTE OF MECHANICAL ENGINEERING LEVEL 5**

### **MCAST-BTEC Higher National Diploma in Marine Engineering**

Aquilina, David	Camilleri, Matthew
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### **MCAST-BTEC Higher National Diploma in Mechanical Engineering**

Busuttil, Daniel	Fenech, Frank	Muscat, James	Sciriha, Philip	Zammit, Leonard
Debono, Darren	Frendo, Walton	Muscat, James	Vella, Stefan	Zarb, Andrew Emanuel
Farrugia, Adam	Gauci, Daniel	Sacco, Jonathan	Xuereb, Christopher	
Farrugia, Andrew	Grech Calafato, Emanuel	Sammut, Adrian	Zammit Mckeon, Andrew	

### **Technician Advanced Diploma in Motor Vehicle Engineering (C&G 3905)**

Buttigieg, Roderick	Caruana, Alan	Curmi, Jamie	Mulvaney, Steven	Vella, John
Camilleri, Stephen	Caruana, Glen	Grima, Thomas	Saffrett, Eldrich	Zarb, Daniel
Cardona, Glen	Ciappara, Christian	Micallef, Daniel	Schembri, Mark	

## **INSTITUTE OF BUSINESS & COMMERCE LEVEL 5**

### **Diploma in Banking and Financial Services**

Agius, Maynie	Caruana, Bernardette	Farrugia, Maria	Magro, Maria	Scerri, Kirsten
Attard, Christian	Caruana, Laura	Fenech, Sarah	Mercieca, Felicie	Schembri, Nicola
Attard, Rodianne Maria	Cassar, Maria A.	Frendo, Kirsty	Mercieca, Mark	Spina, Frances
Azzopardi, Andrei	Chetcuti, Marilyn	Galea, Abigail	Micallef, Anastasja	Spiteri, Annabel
Azzopardi, Trisianne	Curmi, Gabrielle	Galea, Greta Ann	Micallef, Maria	Spiteri, Maria
Barbara, Jessica	Cutajar, Carl	Gauci, Roberta	Mifsud, David	Vella, Maria
Bezzina, Christian	Damato, Ritianne	Grech, Andrea	Mizzi, Anthea	Zammit, Andrew
Borg, James	Darmanin, Cristian	Grima, Caroline	Pace O Shea, Lara	Zammit, Bernice
Busuttil, Daniel	Debono, Jean Pierre	Grima, Laura	Pace, Isabel	
Calleja, Liam	De Carlo, Adriana	Hussain, Emman	Parnis, Chantelle	
Camilleri, Steve	Farrugia, Jurgen	Magri, Josianne	Rapa, Joseph	

### **MCAST-BTEC Higher National Diploma in Business**

Attard, Sharon	Busuttil, Marlene	Ciantar Aguis, Gail	Falzon, Spiridione	Piccinino, Alexandra
Bongalais, Daniel	Chetcuti, Karsten	Cutajar, Nadia	Fenech, Alan	

### **AAT Diploma in Accounting**

Aquilina, Joshua	Bonnici, Tanya	Caruana, Trisha	Mizzi, Stephanie
Attard, Judith	Borg, Yanika	Cassar, Clive	Vella, Paula
Attard, Sabrina Jill	Camilleri, Emanuel	Cauchi, Mario	Vella, Yana
Bartolo, Maria Nicolette	Caruana, Nathan	Micallef, Yanika	Zammit, Elenora

# MARITIME INSTITUTE

## LEVEL 5

### Chief Mate

Borg, Clive

Farrugia, Terrence

Mallia, Clive

Psaila, Josef

Refalo, Matthew

## WEDNESDAY 26 JANUARY 2011

# INSTITUTE OF INFORMATION & COMMUNICATION TECHNOLOGY

## LEVEL 4

### MCAST-BTEC National Diploma in Computing (Software Development)

Abela, Diandra

Abela, Emmanuel

Abela, Mandy

Abela, Noeleen

Agius, Christian

Attard, Robert

Azzopardi, Janice

Ballocci, Joseph

Balzia, Dylan

Briffa, Daniel

Buttigieg, Jonathan

Cachia, Brian

Caffari, Jonathan

Camenzuli, Deborah

Camilleri, Alexander

Camilleri, Andrew

Camilleri, Charles

Camilleri, Dexter

Caruana, Annalisa

Caruana, Pierre

Caruana, Rowena

Cassar, Conrad

Cauchi, Clive

Cauchi, Jonathan

Chetcuti, Brian

Chircop, Kersten James

Ciantar, Alan

Ciantar, Benjamin

Cilia, Darren

Cilia, James

Cortis, Kevin

Cumbo, Matthew

Abraham

Curmi, Vania

Cutajar, Julian

Dalli, Michelle

Darmanin, Francesco

Debono, Christian

Debono, Claude

Debono, Damien

Decesare, Ian

Degiorgio, Raphael

Deguara, Royston

Delceppo, Graziella

Dingli, Amadeo

Ellul, Greta

Falzon, Jonathan

Farrugia Roberts, Ryan

Farrugia, Simon

Fenech, Janice

Frendo, Fabron

Galea, Conrad

Gatt, Sean

Gatt, Thomas

Gauci, Carl

Gauci, Ilaria Deandra

Gauci, Miguel

Gellel, Conrad

Georgakopoulos, Stathis

Grech, Francesco

Grech, Kyle

Griffiths, Luke

Grima, Daniel

Grima, Keith

James, Clayton

Jones, Darren

Magri, Christopher

Mallett, Jonathan

Mallia, Anarita

Mallia, Bernice

Mallia, Clayton

Mallia, Kurt

Mercieca, Abigail

Micallef, Robert

Mifsud, Kimberly

Mifsud, Ryan

Muscat, Christopher

Muscat, Ryan

Pace, Andrew

Pace, Yanica Rachelle

Pintley, Clizman

Piscopo, Clayton

Psaila, Justin

Rizzo, Dassier

Sacco, James

Said, Charles

Sammur, Audrey

Saydon, Sarah

Scerri, Nathanael

Schembri, Deon

Schembri, Mark George

Schembri, Wayne

Scicluna, Daniel

Scicluna, Eric

Scicluna, Luke

Spiteri, Ariana

Spiteri, Keith

Spiteri, Nicholas

Spiteri, Sharon

Stringer, Kurt

Sultana, Christopher

Sultana, Gary

Tabone, Clayton

Tabone, Daniel

Tabone, Owen Joseph

Tanti, Sarah

Vassallo, Vanessa

Vella Catalano, Dario

Vella, Christian John

Vella, Emanuela

Vella, Kevin

Vella, Philip

Vella, Renzo

Vella, Sarah Marie

Xerri, Silvan

Xuereb, Ivan

Zammit Xuereb, Jacob

Zammit, Rebecca

Zammit, Shawn

Zerafa, Eman

### MCAST-BTEC National Diploma in Computing (Networking & ICT Support)

Abela, Julian

Agius, Denise

Agius, Matthew

Almerigo, Fabian

Anastasi, Chiara

Anastasi, Louisa

Apap, Nomar

Aquilina, Abel Joseph

Aquilina, Gary

Atkins, Elton Lee

Attard, Aaron

Attard, Charlot

Attard, Daniel

Attard, Elena

Attard, Eric

Attard, Kurt

Axiaq, Luke

Azzopardi, Andrew

Azzopardi, Kurt

Barbara, Kurt

Benn, Matthew

Bianco, Matthew

Bianco, Stephen Paul

Bigeni, Mario Paul

Bonello, Etienne

Bonnici, Darren

Bonnici, Maria

Borg, Antoinette

Borg, Jean Claude

Borg, Jessica

Borg, Joseph

Borg, Sammy

Bray, Duncan

Briffa, Bjorn

Brincat, Carlo

Bruno, Melchior

Bugeja, Jacques

Bugeja, Justine

Bugeja, Tamara

Buhagiar, Darryl Mark

Busutil, Kevin

Buttigieg, Duncan

Buttigieg, Glen

Cachia, Gary

Cachia, Robert

Calafato, Fortune

Calleja, Gianluca

Calleja, Maria

Camenzuli, Jean Pierre

Camilleri, Dorothy

Camilleri, Kristienne

Camilleri, Luke

Camilleri, Matthew

Carbonaro, Rudi

Caruana, Aurelio

Caruana, Liam James

Caruana, Melvin

Casha, Johann

Cassia, Andre

Cauchi, Henri

Cesare, Antoine

Chetcuti, Samuel

Ciantar, Christian

Ciantar, Kirsten

Cilia, Terryann

Coleiro, Kurt

Cremona, James

Cutajar, Estevan

Cutajar, Kyle

Cutajar, Melvin

Cutajar, Stacey

D Anastasi, Ignatius

Daccache, Joseph

Dalli, Enrico

Darmanin, Joseph

Debono, Steven

Deguara, Kristie

Demicoli, Bjorn

Desira, Mark Anthony

Ellul, Glenn

Ellul, Josef

Falzon, Jolene

Falzon, Leeroy

Farrugia, Andre

Farrugia, Andrew

Farrugia, Cain

Farrugia, Daniel

Farrugia, David

Farrugia, Glen

Farrugia, Jessica

Farrugia, Julian

Farrugia, Keith

Farrugia, Tonio

Frendo, Kenny

Galea, Jason

Galea, Ryan

Gatt, Olaf

Gauci, Alexander

Gauci, Jurgen

Gauci, Karl

Genovese, Keith

Gerada, Jeremy

Ghigo, Maria

Grasso, Matthaeus

Grech, Luke

Grech, Sean Carl

Jones, Wayne

Leone, Christian

Lia, Stefania

Mallia, Darren

Mallia, Darren

Mallia, Marvin

Mallia, Neville

Mallia, Stephanie

Mamo, Mark

Marmara, Nicholas

Marmara, Warren

Massa, Kurt

Micallef, Eleonora

Micallef, Robert

Micallef, Sheldon

Mifsud, Marietta

Mifsud, Marius

Mizzi, Clayton

Mizzi, Ryan Hector

Mumford, Francisco

Muscat, Brian

Muscat, Gabriel

Muscat, Ian

Muscat, Ian

Muscat, Jacqueline  
Muscat, Justin  
Muscat, Robert  
Muscat, Sean  
Pace, Anthony Neil  
Pace, Bernard  
Pace, Brandon  
Pullicino, Luke  
Saliba, Brady

Saliba, Paul Sebastian  
Sant, Sarah  
Scerri, Alessandro  
Scerri, Joseph  
Schembri, Emanuel  
Schiaivone, Daniel  
Sciberras, Simon Paul  
Scicluna, Jonathan  
Spiteri, Jurgen

Swain, Matthew  
Tabone, Dunstan  
Tedesco, James  
Triganza, Dana  
Tufigno, Karl  
Urry, Neil  
Van Avendonk, Jan  
Willem  
Vassallo, Sean

Vella, Duncan James  
Vella, Joseph Ryan  
Vella, Joshua  
Vella, Julian  
Vella, Melchior  
Vella, Rutger  
Vella, Venora  
Vidolich, Ivan  
Yeomans, Bernice

Zahra, Dulsimo  
Zammit, Diane  
Zammit, Dirk  
Zammit, Nathanael  
Zarb, Shawn

## THURSDAY 27 JANUARY 2011

### MARITIME INSTITUTE

#### LEVEL 4

##### OIC Navigational Watch

Aguis, Andre  
Attard, Daniel

Cassar, Charlot  
Falzon, Laura

Grima, Christian  
Spiteri, Jacqueline

Vassallo, Jesmer  
Van Rooy, Remy

Marshall, Keith  
Vella, James

### INSTITUTE OF AGRIBUSINESS

#### LEVEL 4

##### MCAST-BTEC National Diploma in Agriculture

Cassar, Sylvania  
Dimech, Charlene

Farrugia, Christabel  
Farrugia, Josef

Farrugia, Mandy  
Hannan, Zeinab

Micallef, Mario  
Pizzuto, Charlene

Pulis, Christian Ray  
Scerri, Karl

### INSTITUTE OF ART & DESIGN

#### LEVEL 4

##### MCAST-BTEC National Diploma in Design Crafts

Abela, Ruth  
Agius, Marlene  
Attard, Christina  
Attard, Kurt  
Azzopardi, Angele  
Baldacchino, Christian  
Bezzina, Francesca  
Bezzina, Maria  
Bonello, Mariella

Bonello, Sheryl  
Borg, Debbie  
Bosios, Alixandra Noel  
Brincat, Rene  
Camilleri, Francelle  
Cassar, Nicholas  
Cefai, Maurizio  
Ciantar, Monica  
Cremona, Malcolm

Cutajar, Daniela  
Degiorgio, Melissa  
Dimech, Rick  
Doublet, Sarah  
Farrugia, Georganete  
Farrugia, Shaun  
Fenech, Shale  
Galea, John Nicholas  
Grech, Roberta

Grima, Shawn  
Lewis, Leanne  
Lia, Roberta  
Mallia, Maria  
Micallef, Jeanette  
Rostkowski, Matthew  
Said, Michela  
Schembri, Charlene  
Sciberras, Victoria

Scicluna, Charlene  
Spiteri, Alfred  
Testa, Roxanne  
Vassallo, Christ  
Vella, Carolyn  
Zarb Cousin, Laura Ann

##### MCAST-BTEC Foundation Diploma in Art and Design

Agius, Naomi Marie  
Aquilina, Nicky  
Attard, Dorianne  
Azzopardi, Isaac  
Bonaci, Rebecca  
Brincat, Keith Matthew  
Buttigieg, Christopher  
Callus, Maris  
Camilleri, Kirsten  
Camilleri, Lara

Caruana Dingli, Sarah  
Caruana, Nicholas  
Cassar, Daniel  
Cauchi, Luca  
Cini, Rachel  
Cremona, Daniela  
Darmanin, Chiara  
De Cesare, Maria Stefania  
Degiorgio, Audrienne  
Degaetano, Philip

Dimech, Talitha  
Farrugia, Matthew  
Fenech, Shaun  
Fenech, Tammy  
Galea, Matthew  
Grech, Kyle  
Grech, Tracy  
Grech, Wayne  
Hickey, Emma  
Mallia, Jennifer

Mallia, Joseph  
Maniscalco, Nadia  
Meli, Andrea  
Mifsud, Sarah  
Mifsud, Sefora  
Montanaro, Antonella  
O'Neill, Kimberly  
Pisani, Tessa  
Saliba, Elaine  
Scicluna, Sarah

Scudamore, Sarah  
Shah, Yousaf Umar  
Tanti, Mireille  
Tanti, Rebecca  
Vella, Emerson  
Vella, Kirsty  
Zammit Endrich, Lisa

## **MACAST Access Course to Foundation Diploma in Art and Design**

Abdilla, Mariella	Bezzina, Aaron	Camilleri, Vittorio	Gialanze, Tony	Spiteri, George
Abela, Shannen	Bugeja, Gary	Cassar, Angela	Mallia, Shirley	Zarb, Nadine
Agius, Claudia	Buttigieg, Andria	Chircop, Layla	Polyakova, Daria	
Attard, Kurt	Camilleri Haber, Michael Maximilian	Cutajar, Petra Marie	Portelli, Christopher	
Baldacchino, Julian		Dalli, Matthew	Saliba, Stephanie	

## **INSTITUTE OF COMMUNITY SERVICES**

### **LEVEL 4**

#### **MACAST-BTEC National Diploma in Applied Science**

Bonello, Bernice	Camilleri, Roberto	Farrugia, Paula	Saliba, Marton
Cachia, Lorna	Degiorgio, Sarah	Grech, Daniel James	Zammit, Anthea
Calleja, Dorianne	Farrugia, Maria	Grech, Roderick	

#### **MACAST-BTEC National Diploma in Children's Care, Learning and Development**

Agius, Francesca	Camilleri, Chantelle	Cortis, Adriana	Mizzi, Deandra	Vella, Tiziana
Azzopardi, Marica	Caruana, Jessica	Custo, Claire	Pisani, Gabriella	Xuereb, Rodianne
Baldacchino, Romina	Cassar, Mandy	Grech, Stephanie	Pisani, Theresian	Zanghi, Adriana
Bartolo, Fabiana	Catania, Jessica	Grima, Marilyn	Scicluna, Stephanie	
Buttigieg, Liona	Cauchi, Stephanie	Micallef, Marilyn	Spiteri, Graziella	

#### **MACAST-BTEC National Diploma in Early Years**

Scicluna, Paula

#### **MACAST-BTEC National Diploma in Health Studies**

Attard, Larissa	Calleja, Nabille	Craus, Amy	Farrugia, Charlene	Mifsud, Loraine
Buttigieg, Charlene	Cassar, Manuela	Dalli, Kimberley	Micallef, Noel	

#### **MACAST-BTEC National Diploma in Health and Social Care**

Ancilleri, Tiziana	Borg, Maria	Cordina, Karen	Farrugia, Maria	Muscat, Margaret
Apap, Lorna	Buttigieg, Rodianne	DAmato, Kylie	Grima, Josianne	Sciberras, Josienne
Attard, Marlon	Camilleri, Amanda	Debrincat, Joeline	Haber, Kay	Vella, Jonathan
Azzopardi, Solita	Camilleri, Christabelle	Dimech, Caroline	Magro, Silvan	
Bartolo, Jean Claude	Cini, Aaron George	Duca, Amie	Mallia Bonello, Annalise	
Bonello, Christian	Conti, Charlene	Farrugia, Larissa	Mercieca, Josiann	

#### **MACAST-BTEC National Diploma in Sport (Development, Coaching & Fitness)**

Agius, Jonathan	Debattista, Maria Angela	Kershaw, Kyle	Pullicino, Rowena
Borg, Adrian	Falzon, Edward	Monreal, Charlene	Ripard, Emma
Damato, Joseph	Flores, Antonio	Pryke, Daniel	Torpiano, James

#### **MACAST Diploma for Dental Surgery Assistants**

Abdilla, Leanne	Delceppo, Stephanie	Farrugia, Miriam	Lanzon, Lyanne	Xuereb, Caroline
Buhagiar, Sarah	Falzon, Christina	Fenech, Erica	Scicluna, Sherilyn	
Caruana, Adriana	Farrugia, Carmelo	Gauci, Caroline	Spagnol, Mandy	

#### **MACAST Diploma Course for Pharmacy Technicians**

Aquilina, Christine	Bonello, Ingrid	Degiorgio, Manuel	Mifsud, Jessica	Portelli, Emanuel
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## **ITEC Diploma in Holistic Massage, Facial Electrical Treatments, Diet & Nutrition for Complementary Therapists**

Abdilla, Leanne	Delceppo, Stephanie	Farrugia, Miriam	Lanzon, Lyanne	Xuereb, Caroline
Buhagiar, Sarah	Falzon, Christina	Fenech, Erica	Scicluna, Sherilyn	
Caruana, Adriana	Farrugia, Carmelo	Gauci, Caroline	Spagnol, Mandy	

## **FRIDAY 28 JANUARY 2011**

## **INSTITUTE OF BUILDING & CONSTRUCTION ENGINEERING**

### **LEVEL 4**

#### **MCAST-BTEC National Diploma in Construction**

Abela, Craig	Caruana, Justin John	Farrugia, Robert John	Micallef, Christian	Vella, Christian
Azzopardi, Stephen	Cassar, Eric	Galea, Luke	Sacco, Alex	Vella, Karl
Bonello, Frank	Cassar, Godwin	Gauci, Glenn	Sacco, Reuben	Vella, Karl Vincent
Borg, Mario	Cefai, JeanPaul	Gauci, Michael	Sant, Luke	Vella, Marianne
Buhagiar, David	Cirillo, Christian	Grech, Brady	Schembri, Glen	Vella, Marita
Buttigieg, Christopher	Curmi, Roberto	Grech, Matthew	Sciberras, Neil	
Calleja, Clive	Dalli, Mario	Mercieca, Marlon	Tanti, Christine	
Callus, Gianluca	Debono, Christopher	Mercieca, Sarah	Tanti, Jessica	

#### **MCAST-BTEC National Diploma in Building Services Engineering**

Agius, Andrew	Attard, Eloise Marie	Buttigieg, Jean Paul	Fenech, Chantelle	Micallef, Steven
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#### **MCAST Advanced Diploma in Heating, Ventilation and Air Conditioning**

Caruana, Mark	Debattista, Jonathan	Micallef, Roderick	Schembri, Anton	Vassallo, Antoine
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#### **MCAST Technician Diploma in Masonry Heritage Skills (MASTRU)**

Baldacchino, Elica	Brincat, Russell	Caruana, Cliff		
Bonnici, Emanuel	Camilleri, Joseph	Vella, Anthony		

## **INSTITUTE OF ELECTRICAL & ELECTRONICS ENGINEERING**

### **LEVEL 4**

#### **MCAST-BTEC National Diploma in Electrical/Electronic Engineering**

Abdilla, Michael	Buhagiar, Philcolin	Cini, George	Gauci, Geoffrey	Saliba, Mario
Abela, Norbert	Buttigieg, Shawn	Cini, Michael	Gauci, Matthew	Scerri, Terence
Aquillina, Justin	Camilleri, Jean Paul	Falzon, Maurizio	Montanaro, Petra	Schembri, Dario
Attard, Andrew	Carter, Edgar	Fava, Sean	Muscat, Patrick	Scicluna, Adrian
Bonello, Melvin	Caruana, Matthew	Galea, Daniel	Pace, Claudio	Vella, Christopher
Bugeja, Peter	Church, Ryan	Gatt, Johan	Portelli, Malachy	

#### **Certificate in Electrical Installation/Maintenance (C&G 2330)**

Calleja, Roderick	Farrugia, Daniel	Gravina, Dean	Tonna, JeanPaul
Falzon, Simeron	Galea, Yorrick	Grima, Silvan	Vassallo, Shannon
Farrugia, Charlot	Gauci, Adrian	Refalo, Josmar	Xerri, Giuseppe

#### **MCAST Diploma in Industrial Electronics**

Abela, Dominic	Bonavia, Kevin	Cassar, Mario	Gauci, Brian	Spiteri, Justin
Agius, Luke	Borg, Christian	Cutajar, Charmaine	Scerri, Paul	Vella, Kurt
Barbara, Christian	Camenzuli, Clifton John	Fenech, Joseph	Schembri, Clint	

#### **MCAST Diploma in Computer Engineering**

Bianco, Luke	Caruana, Robert			
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# INSTITUTE OF MECHANICAL ENGINEERING

## LEVEL 4

### MCAST-BTEC National Diploma in Manufacturing Engineering

Attard, Mario	Borg, Ryan Anthony	Cassar, Stephen	Grima, Vince	Spiteri, Paul
Azzopardi, Karl	Busuttill, Sean	Cutajar, Brendan	Micallef, Dorian	Vella, Christopher
Azzopardi, Raymond	Buttigieg, David	Cutajar, Francesco	Micallef, Nathan	Vella, David Mario
Anthony	Buttigieg, Francis	Debono, Jeremy	Muscat, Ayrton	Zahra, Paul
Bonnici, Louisa	Buttigieg, Martin	Debono, Joseph	Muscat, Justin	
Borg, Christian	Cachia, Loren	Duncan, Ryan Eliot	Pullicino, Daniel	
Borg, Christopher	Camilleri, Jonathan	Farrugia, Steve	Spagnol, Christopher	
Borg, Darren	Camilleri, Matthew	Grech, Noel	Spiteri, Daniel	

### MCAST-BTEC National Diploma in Operations and Maintenance Engineering

Abdilla, Ryan	Busuttill, Gabriel	Delia, Jordan	Magro, Justin	Scerri, Maverick
Attard, Jurgen	Camilleri, Paul	Farrugia, Ryan	Mifsud, Steven	Sciberras, Steve
Azzopardi, Jason	Ceci, Julian	Fenech, Eman	Mizzi, Matthew	Spiteri, Clayton
Bonnici, Hector	Cutajar, Avian	Formosa, Karl	Parascandolo, Emmanuel	
Borg, Lee	Darmanin, Mark Anthony	Haber, Laura Marie	Sant, Leeroy	

### Technician Diploma in Motor Vehicle Engineering (City & Guilds 3905)

Galea, Emmanuel

# INSTITUTE OF BUSINESS & COMMERCE

## LEVEL 4

### MCAST Certificate in Administrative and Secretarial Studies

Baldacchino, Christina	Camilleri, Sarah	Fenech, Marianne	Pace, Yanika
Bartolo, Paula	Cefai, Ruth	Galea, Edwina	Sammut, Etienne
Borg, Janice	Farrugia, Clarissa	Mifsud, Nadine	Sammut, Georgette
Camilleri, Angelica	Felice, Olivierne	Muscat, Anabel	Schembri, Josepha

### MCAST-BTEC National Certificate in Business

Bezzina, Elisa	Caruana, Jean Luca	Fabri, Yanika	Mifsud, Jurgen	Tanti, Joseph
Borg, Omar	Cassar, Natasha	Farrugia, Jeffrey	Mizzi, Gian Paul	Zammit, Sarah
Borg, Sarah	Debono, Michael	Fiedler, Raffael	Parfitt, Lauren	Zerafa, Maria Lisa
Brown, Kimberly	Demanele, Ryan	Hili, Dalton	Rostkowski, Irena	

### Certificate in Insurance

Attard, Leon	Calleja, Claire	Grech, Miguel	Alexander	Schembri, Jean Paul
Attard, Michelle	Gafa, Kurt	Haber, Leanne	Magro, Glen	Zammit, Jessica
Azzopardi, Alexia	Grech, Luana	Hudson, Robert James	Scerri, James	

### Matriculation Certificate Course

Aquilina, Eleanor	Borg, Sandra	Carter, Gordon	Farrugia, Jessica	Mifsud, Cynthia
Baldacchino, Peter	Bugeja, Caroline	Chircop, Luke	Fenech, Aaron	Vella, Katia
Balzan, Maria	Busuttill, Joanne	Curmi, Lisa	Grech, Jeanette	
Borg, Charlene	Busuttill, Nathalie	Delia, Gail	Grech, Kersten	

# THE MCAST DIPLOMA IN MANUFACTURING EXCELLENCE GRADUATION CEREMONY



On Wednesday 16 March 2011 twenty-five workers from a total of sixteen manufacturing companies successfully completed the Diploma Course in Manufacturing Excellence which was launched by MCAST two years ago. The eleven study modules, each of which had a 30-hour taught component, were designed with an aim to equipping candidates with the ability to understand and critically analyse various aspects of manufacturing, from strategy to systems and techniques.

Speaking at the Graduation Ceremony for the first group of employees who benefited from this programme, Professor Grech, Principal and CEO of MCAST gave a brief account of the idea behind this initiative which was born from the close collaboration between the College and the Malta Chamber of Commerce, Enterprise and Industry and the employers themselves. The course, accredited by the City and Guilds, was aimed at individuals who were already working at supervisory level in a manufacturing environment. The benefits for employers and employees were reciprocal and as a result the successful students have been prepared to

participate and contribute to the development process of manufacturing at their place of work in the knowledge that, with the right level of maturity, one could progress to higher levels of responsibility.

A quick reference to a selection of module titles would give a good idea of the contents of the course, e.g., Operations Management – Manufacturing, Planning and Scheduling. Materials in Manufacturing, Quality Management, Product Development and Innovation, Internationalisation in Manufacturing amongst others.

Following the successful take-up of this Diploma, MCAST and the Malta Chamber have once again undertaken the Diploma in Manufacturing Excellence in March 2010 and is planning another launch shortly. The diploma course will once more benefit from the support of the main employers on the Island, and is directed to those employees in industry who have not followed a formal route of education and are interested in developing their skills and advance in the career ladder.

# STUDENT SUPPORT SERVICES

# NQF INCLUSIVE

# PROJECT

The NQF Inclusive Project is an EU project under the Leonardo da Vinci Programme – ‘Transfer of Innovation’. This project aims at providing a model for accreditation and certification of basic vocational education for disadvantaged people via the National Qualifications Framework.

People with learning disabilities and individuals with low academic achievement tend to join basic vocational training courses through which they manage to acquire knowledge, certain skills and competencies which are however not officially accredited. This project aims to develop a model for accreditation and certification of basic vocational training courses specifically designed for people with specific needs and learning disabilities. Through this model potential employers would have a clear picture of the abilities and skills possessed by the potential employee, consequently resulting in better prospects of employment.

The project consortium is made up of MCAST, the Malta Qualifications Council, Chance B – Austria, the European Association of Service Providers for Persons with Disabilities - Belgium, the Nordic Centre for Welfare and Social Issues and Varstveno Delovni Centre Polz Maribor.



*From left to right: Richard Curmi, Senior Manager , MOC; Joseph Zammit, Inclusion Coordinator, MCAST; Jennifer Sammut, Pathway LSA, MCAST; Carmen Dalli, Manager Finance and Administration, MOC; John Bartolo, Director, Information and Support Services, MCAST and students*

The aims of the project are the development of:

- *An accreditation model and certificate for non-formal education*
- *Standards for basic vocational training at level 1 and 2*
- *Defined learning outcomes*
- *Tested assessment/examination procedures*
- *Certificate draft*
- *Advanced opportunities in the labour market for people with learning disabilities*
- *Transparency for employers*
- *Guidelines for education providers concerning educational design*
- *Equal opportunities and inclusion.*

The project is spread over two years, from October 2009 to September 2011. Three partners’ meetings were held so far. The first was held in Maribor Slovenia, the second one took place in Malta and the third one was held in Copenhagen.

During the last partners’ meeting in Copenhagen, two students following the Pathway to Independent Living Programme had the opportunity to accompany the group.



## FEDORA PSYCHE CONFERENCE

FEDORA, Forum Europeen de l'Orientation Academique, is a network that offers the opportunity of sharing ideas and experiences in the fields of guidance and counselling within European Higher Education. It aims at bringing various professionals together to work for the benefit of students. Some of these are counsellors, psychologists, career counsellors, career advisers, special needs advisers and international student advisers.

PSYCHE, Psychological Counselling in Higher Education, is a working group of FEDORA and came into existence in 1990 after student counsellors met in Amsterdam. It currently consists of 35 members from 13 different countries in the European Union. PSYCHE strongly believes that in order to build up communication and cooperation between student counsellors and universities/higher education colleges, it is important that student counselling is perceived as a part of the university/college and part of the curriculum. Furthermore, PSYCHE members promote the idea that successful academic learning implies personal growth and development. Taking a holistic view of the student as a person, PSYCHE members underline the importance of mutual respect and understanding of different cultures. Last November FEDORA PSYCHE organised a conference that was held in Alicante, Spain with the theme 'Transitions'. MCAST was introduced to FEDORA and invited to this conference by the Counselling Unit at the University of Malta and for the first time MCAST was represented by Marthese Vassallo, Senior Counsellor. This event provided participants with the opportunity to share professional practices between the various countries in the European Union and also served to further establish a network of counselling services in higher education. Ideas were also exchanged and discussed in defining common standards and qualifications in the field.

The next event to be organized by FEDORA is the Summer University 2011, in June in Ioannina, Greece. The theme for this event is 'Modern Times: Counselling students in the 21st Century'.



University of Alicante, Spain



From left: Mirjam Lindpere, Counsellor, Tallinn University of Technology, Estonia and Marthese Vassallo, Senior Counsellor, MCAST, during a welcome cocktail at Santa Barbara Castle

## OPEN DAYS

The MCAST Information and Support Services Unit organised several Open Days at the nine different Institutes between November 2010 and January 2011. Students from twenty eight secondary schools had the opportunity to visit the Institutes and get a glimpse of the vocational programmes on offer. The sessions started by the students viewing an informational video on the College. Following this the students had the opportunity to visit the Institute of their choice. During the visit they were welcomed by the management of the Institute that also gave an overview of the courses, the progression routes and the career opportunities available. Students also had the chance to visit the laboratories, the workshops, classrooms and facilities of the Institutes. These visits were a follow up of the information talks provided on a regular basis by the Guidance Team at various secondary schools.



*Benjamin Grech at Farsons work placement*

## STUDENT SUPPORT SERVICES THE PATHWAY TO INDEPENDENT LIVING PROGRAMME

### Away from the Classroom Setting

The aim of the MCAST Pathway to Independent Living Programme is to provide students with mild to moderate learning difficulties with the skills required to live independently as well as gain and maintain employment. This is done through a structured programme of study that focuses on 'hands on' learning in all subjects. The 'hands on' learning activities usually take place away from the classroom setting. This proves to be beneficial to the students as they get exposed to different settings and environments that aid the learning experience.

### Job Orientation Visits

The Pathway to Independent Living Programme is a stepping stone and a transitional period to guide students to gain the acquired skills needed for a future career. Job orientation visits are essential since students experience a firsthand feel of the vocational industry. The first year students attended three different job orientation visits that were held at the RAESCH Quarz, the Westin Dragonara Resort and Scotts Supermarket.

### Job Placements

The students following the Pathway to Independent Living Programme also participate in weekly job placements. The first year students carry out the job placements at MCAST while the second year students have the opportunity to participate in job placements outside the College within industry. The Pathway to Independent Living Programme staff would like to thank all the employers both within and outside of MCAST for their cooperation.

## SPORTS DAYS

Sports activities prove to be very beneficial to the students and therefore several sports events were organised with the help of the MCAST Sports Department. The activities were varied and included fun games, ball handling exercises, swimming sessions and gym exercises.



*Swimming Sessions*



*Fun Games*

## Crocus Project

For the second consecutive year, the Pathway to Independent Living Programme students participated in the Crocus Project. The Crocus Project is held in memory of the one and a half million Jewish children and thousands of other children who died in the Holocaust. The activity took place on 1 December 2010. The first year students planted yellow Narcissus bulbs and watched The Diary of Anne Frank. The yellow flowers recall the yellow stars of David which all Jews were forced to wear under the Nazi rule. This project presents an opportunity to stimulate discussion and create awareness about discrimination, racism, prejudice and injustice.



*Crocus project*

# STUDENT SUPPORT SERVICES

## INTERNATIONAL PROGRAMMES OFFICE

### STYLISH ORIGINAL SUSTAINABLE: HOW FAR WILL FASHION GO?

by Anna Ancilleri



*The group*



*Ballet Dancing in Mdina*

'Stylish Original Sustainable' - is the title of a Comenius Bilateral project between the MCAST Institute of Art and Design and the Aldrovando Rubbiani Institute of Bologna. The main objective of this project is to encourage students to be creative and develop a stylish, eco-friendly collection.

As coordinators responsible for this project, Ms. Daniela Scerri and myself prepared a programme with projected tasks and other activities directed to broaden the creative, cultural and social knowledge of the students involved. Assignments were designed for both the project and the study programmes adding learning value to creative and sustainable activities related to fashion design. Fashion design has been a fast growing interest among our past and present students with particular interest in textiles studies. A blog was also created by the Italian Institute whereby students signed in and exchanged ideas.

During their visit in Malta, the Italian students integrated well with the Maltese students and participated in several workshops and outdoor activities including a fashion photo shoot around the Maltese islands. Visits related to the cultural heritage of Maltese fashion were also

organised. These included visits to textile treasures namely the Inquisitor's Palace in the old city of Vittoriosa with its collection of Maltese costumes, the Malta Heritage Conservation Centre for Textiles and St. John's Co-Cathedral where the students appreciated the Caravaggio, the wonderful tapestries as well as the clergy vestments.

By the end of the exchange, students and lecturers had developed a wider spectrum of the subject as creativity and technicality of the specialized areas were discussed and experienced continuously.

We are looking forward to meeting our friends again in Bologna next May to continue this marvellous experience where we will be participating in the end of year fashion show that the school organizes and which is transmitted on a local TV channel.

Our activities will continue till the end of the academic year. We are working enthusiastically for the end of year exhibition when we plan to introduce the first catwalk show hosting all our partner students from Bologna, Scotland and Denmark.

# MECHANICAL ENGINEERING STUDENTS ON A WORK EXPERIENCE IN FRANCE

Six students following courses at the MCAST Institute of Mechanical Engineering started a three month Erasmus internship in Paris. The team consisted of Kenneth Galea, Malcolm Sammut and Wayne Pantalleresco who study Plant Engineering, and Christian Camilleri, Matthew Saliba and Steve Decelis who specialise in Mechatronics.

Kenneth's placement was at the Association of Management Interclubs Lognes Emerainville. This organisation carries out aircraft maintenance for Air France, Marne La Vallee and Aeroports de Paris, which are three of the most famous aircraft companies in France. Kenneth's work consisted of cockpit and engine maintenance. In the former case he had to ensure that all the gauges, seats, floors, cables and flap controls were in order, and if needed perform the necessary alterations. In the case of the engine his duty was to lubricate the necessary parts, remove and maintain cylinders, valves and pistons as well as clean and replace air, oil and fuel filters. Each aircraft was a different story, and not all planes required the same amount of hours to perform the necessary work. Some of the planes he worked on had two hundred flight hours whilst others had only fifty hours.

Malcolm and Wayne worked at Electricité De France (EDF). Electricité De France is an Electrical Power Plant which has its plants in various parts of Paris namely Montereau, Vaires-sur-Marne and Vitry-sur-Seine and its main objective is to provide all of Paris with electricity. The placement was carried out at the Vitry-sur-Seine Plant where one can find four 185 MW coal turbines as well as two newer turbines running on crude oil which are used whenever the demand of electricity is at peak. The students specifically worked on Arrighi 1 and Arrighi 2, the two highly expensive and recent turbines installed in that Plant.

The remaining three students worked at Alcatel-Lucent which is situated in Villarsaux Nozay. This company is a worldwide established telecom equipment supplier offering a vast range of products needed for fibre optic transmission. Steve and Christian worked on testing electrical and optical pulse pattern generators, receivers and RZ modules. The Return to Zero module was the designed product they were working on. The generators and receivers were used to simulate other real life triggers. The testing was of maximum importance since the test results of the RZ modules were completely reliant on them. After each set of tests, a report including all the technical data and images was produced and markings were attached accordingly to that module. Matthew had a different job in the same section of the company. He worked with the PNCC Hardware group which makes part of the Optic-Electronics Packs team. Their main task was to develop transponder boards. He aided in designing circuits, testing and debugging transponder boards, RZ modules and their software as well as making some repairs on the boards themselves. This was an interesting challenge for all students at Alcatel since the course they are reading



*Kenneth Galea on duty at Lognes Aircraft Maintenance Club*

for is not purely electronics. This helped them in acquiring knowledge from a totally novel technical field.

The six students stated that this exchange has helped them gain experience in working in a team. They also learnt how to adapt to living in a foreign country and dealing with transportation and food preparation. Throughout the three months they managed to visit a whole list of historical, cultural and amusement venues such as Versailles, Notre Dame, Le Louvre, Eiffel Tower, The National Aquarium, La Défense, The City of Science at La Villette, Parc Asterix and Disneyland. A weekend visit to Normandy provided different scenery to the metropolitan Paris.

The six students collectively agreed that they would definitely recommend such an experience to other students.



*Mechanical Engineering Students on a work experience in France*



# GOZO CENTRE STUDENTS IN THE NETHERLANDS



*Alfa College building in Hardenberg, the Netherlands*



*MCAST Gozo Centre students with host coordinator Ms Klara Stojanovski*



*Francesca Debono and Christine Mifsud outside the work placement*

Two students, Christine Mifsud and Francesca Debono, following the National Diploma in Health and Social Care at the MCAST Gozo Centre were chosen to participate in a three week Leonardo Da Vinci mobility programme in the Netherlands. This is one of the many opportunities that the EU offers to students who want to broaden their horizons. Both students realized that participating in such an experience will help them professionally in their career and most importantly in their own personal life.

The New Year started with a bang for these students. On the 8 January 2011, these 2 Gozitan students traveled to the Netherlands for what they call "an unforgettable three week experience". Their host institution was Alfa College, which is a consortium of several educational institutions situated in various parts of the Netherlands. The students' base institution is located in Hardenberg, a small quiet village with picturesque views, located two hours away by train from Amsterdam Centre.

Logistics were prepared through the host coordinator Ms. Klara Stojanovski, who booked the accommodation at 'De Kleine Belties', which is a holiday retreat with space for caravans, camps and bungalows.

The students were offered work placements directly related to their field of study. They were placed in a primary school and used to work from around eight thirty in the morning to three in the afternoon. During the placement, the students had the opportunity to observe and participate in class activities such as crafts and sports. Moreover, apart from following the work experience within the industry, the host institution also offered the students the opportunity to attend weekly lectures. Attending the teaching assistant's classes was a golden opportunity for the students.

The students had to adapt themselves to the Dutch lifestyle, including transportation. Since most Dutch people ride their bicycles to commute, the students had no other choice but to follow the saying "when you're in Rome, you do like Romans do" and so they had to ride bicycles to go to both college and work. This was quite an unusual experience for the students, however it is quite convenient since the city is well equipped for bicycle transportation.

Another headache was the language barrier. Since Dutch is not a spoken language in Malta, and few Dutch people understand English, it was hard for the students to communicate at work. On the other hand, by the end of the placement, the students were able to learn and speak some basic phrases in Dutch.

The students gained a lot from this experience. Besides the work placement they also had the opportunity to enjoy themselves. They visited the Dutch capital city Amsterdam and saw various tourist attractions such as Anne Frank's House, Madam Tussaud and the famous Dam Square. According to the students, "it is a once in a lifetime opportunity that one should not miss out on!"



## SPORTS DEPARTMENT COLLEGE SPORTS TOURNAMENTS

Recently a number of College sports tournaments were organised. MCAST students participated in male and female football, volleyball, handball and table-tennis against Higher Secondary, Junior College, St. Aloysius College, De La Salle College and St. Martin's College Sixth Form. Good results were registered in particular by the basketball team as well as the volleyball team who won all games against their competitors.

## TREKKING

Several treks have been held over the past months with the climax being the Round Gozo Trek in 3 days. Around 80 staff members and students participated in a long trek from the MCAST premises in Xewkija to Mgarr ix-Xini, Ta' Ċenc cliffs and down to Xlendi. Here the participants had a good break and after a full stomach made their way back up to the MCAST premises in Xewkija. The participating students enjoyed this tremendously despite having to carry 12-15kg backpacks, tents etc. and camping during the night.

## PRESIDENT'S RUN FOR CHARITY

On Sunday 5 December 2010 around 60 MCAST students and staff members participated in the President's Run for Charity. This was an enjoyable morning for all who participated whilst helping those in need.

## CAMPING

The Sports Department organised camping for a group of students attending the Institute of Community Services. The aim of the camping activity was for team building games to be held and so help the students and lecturers to get to know each other better. Students were taught how to erect and dismantle a tent, how to deal with environmental issues, cook in the open, etc.

## FOUNDATION DAY

On Friday 29 October 2010, Foundation Day at MCAST, a number of sports activities were held, including a Street Soccer Tournament and a Zumba Class. Numerous students and staff members participated together with Graziella Buttigieg, the Zumba instructress. Malta Outdoors also provided students with the opportunity to climb against the library wall. This was a new experience for most staff members and students.



*Erecting a tent*



*Antoinette Borg, Institute of Information and Communication Technology*

## INSPIRE TEAM GAMES

In November 2010 a group of sports students from the Institute of Community Services participated in 'It's a Knockout', an activity organized by Inspire to raise funds for their programmes. This particular group of students raised 500 Euro in order to participate in this team and corporate event. The team had a great time and placed first from that day's groups.

## MCAST LEAGUES

The MCAST football league is now coming to an end with students from the Institute of Information Communication Technology making the final cut. After this league is over, the volleyball, basketball and table-tennis leagues will take place.

## BADMINTON AT MCAST

Badminton has become a regular sport at MCAST thanks to the help of Edmond Abela who comes regularly to coach. Thanks also goes to John Attard of the Malta Badminton Federation who has helped to make this possible and for once again sending a national Danish coach to promote the sport at MCAST.



*Street Soccer*



*Zumba Class*



*Climbing the library wall*



*Luke, Jason, Justin and David pulling their team mate*

## **VOLUNTEERS NEEDED FOR INTERNATIONAL WORLD SCHOOL SWIMMING CHAMPIONSHIPS**

Volunteers are required to participate in the International World School Swimming Championships that will take place between the 20 and the 24 May 2011. MCAST Sports Department has been approached to help out in this prestigious event where swimmers aged between 15 and 18 years will participate against each other both as a College team and also as national teams. Countries participating include Puerto Rico, China, Israel and a number of European countries. There will be over 300 people attending this event. Volunteers are needed to help out in the running of the event, in social activities and in the technical office at the National Pool Complex. Kindly contact the Sports Co-ordinator, Ms Adele Muscat.

## **MCAST-PHOENIX HANDBALL CLUB**

MCAST, in collaboration with Phoenix Sports Club, has set up a new handball team for all MCAST students. The team aims to introduce the game of handball to MCAST students and to compete in post-secondary inter-school tournaments. Training will be held in the newly refurbished gym at Kordin. Students willing to continue training Handball will be invited to join one of the several Phoenix teams who take part in National Domestic Leagues. All students are invited to participate in this team and they can either contact the Sports Co-ordinator or Phoenix Sports Club.



*The winning team*

# TREKKING AND OTHER OUTDOOR ACTIVITIES IN PERU AND BOLIVIA

By Adele Muscat, Sports Coordinator

To mark the end of a long and hard scholastic year I leave the island and embark on an adventure. My feet itch and my mind flickers with thoughts and images of countries until I pick one. Summer 2010 was no exception and together with four good friends I spent a month in Peru and Bolivia soaking up the colours, culture and culinary delights of the region. Two of the friends were in fact MCAST lecturers – Nadia Haber (Institute of Art and Design) and Natalie Debono (Part-timer at ICT).

The adventure started soon after getting over the first part – the long haul flights. A couple of days in the capital Lima served to settle in, acclimatise and get a feel of the country. During the first week we visited the Ballestas Islands (also referred to as the Galapagos Island of Peru), famous for its marine life, a Pisco (national drink) factory and we flew over the Nazca lines in a Cessna. The amazing Nazca lines are a UNESCO World Heritage Site and their purpose is still debated.

Spending a night in the Ica Desert is unforgettable. The day started with racing up and down steep sand dunes in caged sand buggies. The rides were wild, adrenaline filled and enjoyed almost by all. On top of the sand dunes, we sand boarded down. Oh what an adrenaline rush this was! Just lie down on the snowboard, tuck your elbows in and push yourself down the slope trying not to tumble and turn whilst going down. We stilled for a while to watch the beautiful setting sun over the desert and then made our way to the campsite for a fantastic BBQ. We mixed, mingled, made merry and partied with the guides and other members on the trip under an amazing star studded sky. It was indeed a special night as while in our sleeping bags outside, we managed to observe a number of shooting stars. At one point I felt the earth move. Horror of horrors I thought, whilst looking at Natalie for a confirmation, that yes, it was an earthquake. Thank goodness it didn't last long but my nerves were shaken for longer!

From there on to Arequipa, to higher altitude. Arequipa is also known as the 'White City'. We came across a beautiful South American dance festival, visited Santa Catalina monastery and dined on grilled guinea pig. Next day we trekked part of the Colca Canyon and then stopped in awe to watch the majestic condors flying overhead. The highest point was 4900m. By this time we were all chewing the horrible tasting Coca leaves until our mouth was numb. The chewing of coca leaves is part of the Andean culture and they claim that it helps a person to acclimatise better. Here we also met typical Peruvian fauna: the alpacas, vicuñas and llamas... all very cute and protected animals. A lovely end to our adventure in Colca Canyon was the time spent relaxing in the natural thermal baths. All pains and aches eased away to gentle smiles and feelings of bliss. From Arequipa we travelled on to Cusco... probably

our favourite city in Peru. The city is very quaint, marked with spacious piazzas, narrow roads, thick Inca stone walls, traditional colourful costumes, llamas running freely, small souvenir shops and beautiful works of art.

By this time, we were all anticipating the next highlight of the trip: The Classic Inca Trail to Macchu Picchu. We had to book this trek six months in advance as it is in high demand. The trail is completed over four days trekking at altitude. It is tough but it was a superb and a unique experience. Scenery changed with every few kilometres and it was also nice to meet many trekkers of different nationalities, all striving to achieve the same goal! Our scrumptious lunches and dinners were Peruvian dishes (mostly based on Quinoa), prepared by our guides, which we ate overlooking incredible landscapes. On the final day of the trek we woke up at 4.30 am and made our way slowly to the Sun Gate, to get the first glimpse of Macchu Picchu. Alas we were not lucky, as Macchu Picchu was covered in a blanket of thick fog. Not to worry. We made our way down and as the sun gently lifted the fog, the scene started unravelling. We had to stop in sheer incredulity at one of the wonders of the world. A moment which commands absolute quiet so one can observe the beauty ahead. We spent the whole morning exploring the site, dreaming about the lives of the Inca royalty and people.

The Amazon Jungle was next on this fun-filled holiday with three days looking for tarantulas, macaws, leopards, monkeys, wild boar, anacondas, caimans (like alligators) and more. Our gorgeous bamboo villa had just one problem – no doors or windows! We had to lock any food away in safes so as to minimise the possibility of an animal visiting us at night. Trekking in the jungle was fun, listening to the various sounds, checking out the different coloured birds, and trying not to step on any dangerous creatures. At one point a herd of fifty wild boars stampeded close to us. The earth quivered. We held our breath while Natalie and I looked at each other and calculated which was the closest climbable tree, just in case.

The next places on the schedule were Lake Titicaca and the Sun Island. These were by the Peruvian border in Copacabana, Bolivia. Some fingers-crossing ensued as not all members of the group had their visas. Luckily enough all it took was to choose a smiley Bolivian Visa control attendant to cross the border without hassles and without paying a boliviano! South American rules tend to change according to the person's mood! We spent the rest of the day relaxing in La Paz, a beautiful city with beautiful people set on a beautiful mountain. We toured the witches' market and the highest stadium in the world (FIFA had banned this stadium for international matches as it was not safe for players who were not accustomed to playing at around 3500m).





*A local together with her Alpacas*



*South American costumes*



*Bolivian traditional dance and costumes*



*Cusco*



*The group about to start the Inca Trail*



*From left- Nadia, Natalie, Adele and team mate*

In the evening we dined at a Cuban restaurant and we were asked to sign our names and country on the restaurant walls just because we were the first Maltese to land in this place.

After a bone shattering bus ride of 11 hours we arrived at Uyuni. We had a grand Salar d'Uyuni tour which included the unique rock formations and the famous Arbol de Piedra, different coloured lakes (caused by minerals) visited by thousands of flamingos and natural powerful geysers. Deep relaxation was experienced in an early morning immersion in a natural rock strewn outdoor thermal bath surrounded by mist and shy vicuñas. Other highlights were the Cactus Island, the Salt Hotel and Salt City and the Salar. Never could anyone prepare you for the mind blowing experience of the vast white salt expanses surrounding you. Uyuni will forever be etched in our hearts for the sheer natural beauty, incredible vistas and the feeling of total and utter natural harmony.

On our last night in Bolivia we celebrated the beauty of it all and toasted our friendship. We opted for a typical dinner and a showcase of Andean culture with Bolivian dance, music and costumes. The last toast to an amazing and adventurous holiday was made with a Boa Constrictor Schnapps (yes there was actually a Boa Constrictor in the bottle!).

Peru and Bolivia are truly amazing countries. We thoroughly had a great stay there, mingled with the locals and enjoyed every minute of it. At no point did we feel unsafe and everyone tried their best to make us feel welcome. Although not fluent in Spanish, we communicated well. Food was plentiful and one could experience local traditional or opt for Western food if one wished. The only setback was the illness due to altitude and travel strain but then again we coped as best we could and made sure that this did not mar any of the experience. I do believe that this was one of the best holidays ever. We were out in the wild most of the time, and we had the opportunity to try out different activities we had never experienced before. Nothing beats travelling with good friends who are all out to experience the world!

# DOUBTS, RISK TAKING AND OTHER NEGATIVE THOUGHTS

by Robert Cassar,  
MCAST Career Adviser

At sixteen, we are pushed towards making a very important decision – where to study or work. To many of us it is the first biggest decision of our life. Some of us can get conflicting messages, pressure from our friends and loved ones, and it seems to have no end. Well YOU are not alone.

These decisions take time to mature and you may not possess the right tools to take an informed one.

## Pressure

The decision what course of study or career to embark upon is often a collective decision. Our parents and loved ones usually have a direct or indirect say. In fact nearly 90% of students are accompanied by their parents. This augurs well for healthy decisions but can also be the start of a lot of pressure. Cutting out the parents from such process is a slippery path, at best. The rule of thumb is to allow your parents or loved ones have their say but see that your opinion comes first.

## Timing

Another factor is the fact that at sixteen, we have so many things going on that such decisions are often pushed back and left pending until the application process. The stringent application period does not help. However we can work towards it by getting the right information during previous months. For example, one can look into various prospectuses and online information.

## Choice

At sixteen, our inner talk is usually characterized by questions such as “Who am I?” or “Where am I going in life?” One can call it an identity crisis and attack these issues by various tools...a very good example is to look at our closest friends or cliques. During this time, they may serve as our mirror. However keep in mind that whilst the state of confusion is ok, try not to be “paralyzed” by it. One does not plough a field by merely looking at it.

## Use of Guidance and Help

MCAST boasts of an excellent team of professionals specialised in career guidance and counselling. Just make contact with us and in no time we can start working with you. Getting back in the driving seat of your life is not simple, no GPS exists and yet some maps might help. So do seek help.



# LEARNING SUPPORT UNIT SEBD and Social Networking

by Lara Farrugia,  
Learning Support Assistant

Much attention is given to learning disabilities and not enough awareness is given to other difficulties such as SEBD. SEBD stands for Social, Emotional and Behaviour Difficulties and is a common difficulty faced by most of our students and on the increase within our society.

SEBD can take different forms. These can be categorized into 'acting out' behaviour such as aggression, vandalism and bullying and 'acting in' behaviours which consist of social withdrawal, anxiety and depression (Cefai, 2006). Acting out behaviours are most likely to attract attention because such behaviours cause negative reactions from others as opposed to acting in behaviours which are normally hidden. One of the biggest risks for students with SEBD is that they become isolated due to their behavioural problems and their effects on others. Effective intervention and committed support by educators help combat isolation and promote interpersonal relationships.

An interesting article by Frédéric Fovet investigates the phenomenon of Facebook which helped high school students with SEBD improve their social skills and combat isolation. In his study, Fovet (2009) investigated the impact Facebook had on twelve students with SEBD. The results showed that Facebook helped students with SEBD adapt to their school and their management of peer relations. Fovet found that the interactions made through Facebook assisted the students with SEBD to increase self-image and involvement with peers. In fact, the author argues that creating a social image using a social network like Facebook may be therapeutic for some students with SEBD. Due to the nature of SEBD, peer relations may be a source of unhappiness for these students. Fovet found that Facebook was being used as a source of modification for these unstable peer relationships and helped to repair any relationship damage which often occurs in social exchange due to impulsivity, lack of verbal control or perceived social clumsiness. Results by Fovet also showed that new relationships were formed during social networking. Therefore, Facebook was not only used to repair damaged relationships but also to form new ones. This allowed students with SEBD a degree of recognition within the peer group. Self-confidence was also prompted by succeeding in obtaining a certain amount of peers on one's 'Friend list'. Fovet argues that the use of Facebook helped students at



risk to improve their behaviour through the use of self-representation and establishment of relationships. The reasons behind such an improvement may be attributed to the fact that students with SEBD have an average ability when using technological tools. Therefore the use of technology, in particular social networking, may be the key factor for these students to remain engaged in class and succeed academically.

Fovet's study cannot be generalized to the whole population since it only investigated the lives of twelve students with SEBD. Despite this, some important findings have emerged from this study, which highlight the benefits of social networking on the lives of SEBD students. Thus, it would be interesting to examine the effects of Facebook on students with SEBD on a larger scale. Notwithstanding the benefits of Facebook, this tool should always be used with moderation because it can become addictive and thus deviate students from their studies. We also need to consider the other side of Facebook or other social networking sites. Facebook can be linked to factors such as bullying, intimidation and invasion of privacy, which can be harmful to many students. This may be one of the reasons why Facebook usage is banned within school campuses. Like any other tool, Facebook has its own benefits and risks and should be used with precaution and within its limits.

*For more information take a look at :*

*CEFAL, Carmel. 2006. Social, Emotional and Behavioural Difficulties in Malta : An Education Perspective. Journal of Maltese Education Research. 4, pp.18-36.*

*FRÉDÉRIC, Fovet. 2009. The Impact of the use of Facebook amongst students of high school age with Social, Emotional and Behavioural Difficulties (SEBD).*

*These SEBD articles can be found online!*

# CONGENIAL BEDFELLOWS

by Ninette Pace Balzan,  
LSU Senior Lecturer



The pleasure of teaching lies in having students that want to learn. Teaching English to students that see learning the language as an imposition, something they have always failed in, and an academic subject they thought they had left behind for ever once they finished compulsory education, is challenging. It usually takes a few weeks and numerous tasks to ensure success before they show enough interest in the subject. This year I had a different experience I would like to share.

As a result of initial and ongoing planning between lecturers in vocational subjects and key skills subjects, my class, a group of level 1 students at the Institute of Art and Design, are receiving two lessons of English a week within a studio and workshop environment, while participating in a vocational subject.

During their embedded learning sessions they are eager to talk about what they are doing, ask questions, and generally learn all the technical names of tools they are using and technical words for new processes they are learning or want to learn. During the English lessons in the classroom, discussion of what they did in the studio and workshop is animated, and although there are lapses into Maltese when they need to express something for which they do not yet have the words, it serves as an opportunity to teach new structures and vocabulary.

Writing is a pleasurable task as it involves keeping a technical journal with what they are doing in the vocational area. They have learnt grammar beyond what was in the syllabus, because they need it to express themselves in their journals.

They research avidly and ask for help in reading those texts which are beyond them as they want to know more about the processes they are using. Their passion is art, and since English is being used to fuel that passion, they have embraced it.

MCAST introduced two new levels of learning this year: Degree courses at level 6 and embedded learning courses at level 1. At a first glance these may seem unconnected; in reality, the success of the embedded learning course will ensure the future success of level 6. Through embedding, our students are learning skills within context. They have an opportunity to use the academics to do research, solve problems in vocational settings and evaluate their learning through journals and logbooks with their academic tutors supporting them. Although like every innovation it is not without teething problems, I believe that embedded learning would give benefits across all the levels and result in students who develop holistically in all areas and become expert learners.



*Brandon Sammut during an embedded learning lesson at the Institute of Art and Design*

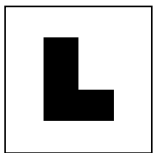
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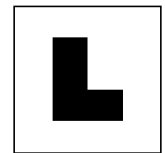


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# Angie Bajada



Angie Bajada was a passenger on a motorcycle on 17th May 2010. Sadly, this motorcycle ride nearly ended in fatality. Angie remains with us today in a semi-conscious, vegetative state. She is only twenty years old and her family needs her. Angie is a fighter but she cannot fight alone. She needs help.

[www.helpangiebajada.info](http://www.helpangiebajada.info)

Angie has not yet returned home to her family. She will require specialised equipment for this to happen. At the moment she is completely dependent on others for all her basic needs. It has recently been recommended that Angie should spend a year at home, so that the doctors can observe the improvements she can make on her own. While we are looking into the possibility of treatment overseas, getting Angie home to her family is currently our first priority. Needless to say, this tragedy has been immensely difficult for Angie's family, especially her parents Anna and Leslie Bajada, MCAST lecturer.

We would like to thank everyone who has donated, for the generosity they have shown to Angie. It touches our heart to know Angie is loved by so many. Please visit [www.helpangiebajada.info](http://www.helpangiebajada.info) to find out more.



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SEEK HELP

# SEEK HELP RIGHT FROM THE START

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ON 23987517/8 OR SEND AN EMAIL TO [BASICSKILLS@MCAST.EDU.MT](mailto:BASICSKILLS@MCAST.EDU.MT)

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FITTEX L-GHAJNUNA

# FITTEX L-GHAJNUNA MILL-EWWEL

GĦANDEK B'ZONN L-GHAJNUNA FIL-  
MATEMATIKA, L-INGLIŻ U L-MALTI?  
THABBILX RASEK. NISTGĦU NGHINUK.

ĊEMPEL LIS-SUR DAVID MUSCAT, KORDINATUR TAT-TAOSIMA GHAJNUNA FIT-TAGHLIM  
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# Magic Wonders

## Child Care Centre



- A safe, fun, stimulating and nurturing environment for children of students, their families, staff members and outsiders.
- Dedicated, qualified and experienced child care assistants.
- Fully equipped modern facilities with latest equipment.
- Fully air-conditioned, TV/DVD surround system, CCTV cameras. Separate rooms for sleeping and activities. Spacious and attractive outdoor area.
- Welcomes babies and children from new born till 3 years of age.
- The Centre is open daily from Monday to Friday from 7.45am to 4.45pm all year round except for public holidays and Christmas shutdown.
- Special rates are given to students and members of staff at MCAST.
- Child Minding Services after school hours is available.
- For more information contact Sandra Darmanin, Child Care Centre Officer on 23987370 or e-mail [magic.wonders@mcast.edu.mt](mailto:magic.wonders@mcast.edu.mt)