

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

<b>Institute</b>	Institute of Applied Sciences
<b>Department</b>	Centre for Agriculture, Aquatics, and Animal Sciences

Programme Title	Diploma in Animal Care				
Course Code <i>To be filled in by Admissions Dept.</i>	AG3-001-25		If the programme includes a WBL element, How is it accredited?	Not Applicable, does not include WBL	
MQF/ EQF Level	Level 3	Type <i>(refer to Appendix 1 for Parameters)</i>	Qualification	Awarding Body	MCAST – Malta College of Arts, Science and Technology
Accreditation Status		Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)			
Mode of Delivery	Face to Face	Duration <i>(Academic Years or Semesters)</i>	1 Year	Mode of Attendance	Full-Time
Total Number of Credits	60 credits	Total Learning Hours <i>(25 Total Learning Hours for each ECTS)</i>		1500 hours	
Target Audience	Ages 16 - 65	Target Group <i>(the type of learners that the educational institution anticipates joining this programme)</i>	-		
Programme Fees	There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)  Fees apply for other International Applicants... for fee information and any related updates it is best to communicate with MG2i International through <a href="mailto:applyinternational@mcast.edu.mt">applyinternational@mcast.edu.mt</a>  One may consider checking about possible eligibility or otherwise for any exemption from fees by contacting the relevant section within MEYR (Floriana) – or visit the <a href="http://servizz.gov.mt">servizz.gov.mt</a> website <a href="#">here</a>				
Date of Next Student Intake	For further information regarding upcoming student intake and applications time windows for same kindly <a href="#">click here</a>				
Language of Instruction	The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.				
Application Method	Applications to full-time courses are received online via the College Management Information System. Applicants can log-in using Maltese Electronic ID (eID) in order to access the MCAST Admissions Portal directly and create one's own student account with the identity being verified electronically via this secure service.  Non-EID applicants need to request account creation through an online form after that they confirm that their local Identification Document does not come with an EID entitlement. . Once the identity is verified and the account is created on behalf of the applicant, one may proceed with the online application according to the same instructions applicable to all other applicants.  For more information about how to apply online for a course at MCAST, please visit: <a href="#">here</a>				



	<a href="https://mcast.edu.mt/how-to-apply-online-2/">https://mcast.edu.mt/how-to-apply-online-2/</a>
<b>Information for Non-EU Citizens</b>	<p>Non-EU candidates require a study visa in order to travel to Malta and join the course applied for (on a Full Time delivery mode). For further information re study-visa please access <a href="https://www.identitymalta.com/unit/central-visa-unit/">https://www.identitymalta.com/unit/central-visa-unit/</a>.</p> <p>Further information International / TCN applicants should take note of before requesting to being considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on <a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>
<b>IMPORTANT note to Non-EU Nationals / TCNs</b>	<p>In instances where a TCN is applying for an MCAST programme of studies which includes Apprenticeship / Placement / Internship, it is the applicant's responsibility to check with the relevant Maltese Authority whether one would be eligible to have the necessary permits to be able to carry out the accredited Apprenticeship / Placement / Internship, success from which is expected in order to be able to successfully complete the selected programme of studies. Further information can also be obtained through the respective FAQ found on:</p> <p><a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>
<b>Address where the Programme will be Delivered</b>	<p><i>MCAST has four campuses as follows:</i></p> <p><b>MCAST Main Campus</b> Triq Kordin, Paola, Malta</p> <p><i>All courses except for courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences and the Gozo Campus are offered at the Main Campus address (above).</i></p> <p><i>Courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences, or the Gozo Campus, are offered in one of the following addresses as applicable:</i></p> <p><b>Institute for the Creative Arts</b> Mosta Campus Misraħ Għonoq Tarġa Gap, Mosta</p> <p><b>Institute of Applied Sciences</b> Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi</p> <p><b>Gozo Campus</b> J.F. De Chambray Street MCAST, Għajnsielem Gozo</p> <p><i>In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.</i></p> <p><i>Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:</i></p> <ul style="list-style-type: none"> <li>○ Face to Face components – as per above address instructions</li> <li>○ Online components – from the student's preferred address.</li> </ul>

<b>Course Description</b> <i>(Refer to Programme Specification)</i>	<p>This programme of study offers an introduction to working with and handling farm animals and pets, and provides the necessary related hands-on experience. It provides the practical skills and background knowledge required to form a solid foundation in animal care. The learner will have the opportunity to acquire knowledge on various habitat designs that can be used as accommodation for farm and pet animals, and study feeding procedures and how to identify and solve animal health problems. A learner who opts for this programme of study will be expected to attend scheduled husbandry duties which form part of this course. This practical experience, coupled with motivation and responsibility, will back up the theoretical knowledge gained during lectures.</p>
<b>Deskrizzjoni tal-Kors</b> <i>(Refer to Programme Specification)</i>	<p>Dan il-programm ta' studju joffri introduzzjoni għall-ħidma mal-annimali tal-irziezet u l-annimali domestiċi u t-trattament tagħhom, flimkien mal-esperjenza Prattika relatata meħtieġa. Il-kors jipprovdi l-ħiliet Prattiki u l-għarfien bażiku biex tiġi ffurmata bażi soda fir-rigward tal-kura tal-annimali. L-istudent ikollu l-oportunità li jakkwista għarfien dwar diversi disinji ta' abitazzjoni li jistgħu jintużaw bħala akkommodazzjoni għall-annimali tal-irziezet u l-annimali domestiċi, u li jistudja dwar il-proċeduri tal-għalf u kif jidentifika u jsolvi problemi ta' saħħa tal-annimali. Student li jagħżel li jsegwi dan il-programm ta' studju se jkun mistenni jaqdi dmirijiet skedati tat-trobbija tal-annimali li jiffurmaw parti minn dan il-kors. Din l-esperjenza Prattika, flimkien mal-motivazzjoni u r-responsabbiltà, se jsaħħu l-għarfien teoretiku li l-istudent ikun kiseb matul il-lezzjonijiet.</p>
<b>Career Opportunities:</b>	<p>Animal Groomer/Assistant, Pet Shop Assistant, Animal Care Assistant</p>
<b>Entry Requirements</b> <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p><b>Internal Progression Route....</b> Any MCAST MQF level 2 Foundation Certificate</p> <p>OR</p> <p>2 SEC / SSC&amp;P or equivalent with a Pass Grade / Level 3</p>
<b>Other Notes related to this Programme, and which are to be taken note of</b>	<p>-</p>
<b>Programme Learning Outcomes</b> <i>(Refer to Programme Specification)</i>	<p>At the end of the programme the students is able to</p> <ol style="list-style-type: none"> <li>1. Recognise and describe the most common domesticated animals and pets.</li> <li>2. Perform simple techniques in animal grooming and care of pets.</li> <li>3. Observe and recognise well-known animal disorders and health problems.</li> <li>4. Use standard tools and accessories in animal care in line with safety procedures.</li> </ol>
<b>Teaching, Learning and Assessment Procedures</b>	<p>The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.</p> <p>Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').</p> <p>Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.</p> <p>Students may however be required to provide consumable material for use during</p>

	<p>practical sessions and projects unless these are explicitly provided by the College.</p> <p>All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.</p> <p>The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.</p> <p>Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.</p> <p>The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.</p> <p>Coursework shall normally be completed during the semester in which the Unit is delivered.</p> <p>Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.</p> <p>Certain circumstances (such as but not limited to the COVID-19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a></p> <p>The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a>, apply.</p>
<b>Grading System</b>	<p>All MCAST programmes adopt a Learner-centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and Assessment Criteria.</p> <p>For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved.</p> <p>All full time units are individually graded as follows:  A* (90-100)  A (80-89)  B (70-79)  C (60-69)  D (50-59)  Unsatisfactory work is graded as 'U'.</p> <p>Work-based learning units (where applicable) are graded on a Pass/Fail basis only.</p> <p>Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below.</p>



	Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme's MQF/EQF Level available at: <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a> (Refer to DOC 003, 004 and 005)
<b>Exit Point (where and as applicable)</b>	Where a student will not make it to the Final Certification achievable from this Programme of Studies (as per Programme Regulations), one might wish to look into Exit Point possibilities as may be applicable to this programme for studies. Further information, is available at <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a> , kindly refer to <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points</i> .
<b>Contact details for Further Learning Opportunities</b>	The MCAST Career Guidance Team, offers the service of qualified and experienced Career Advisers who will be very willing to discuss with potential applicants the course which best achieves one's career ambitions, as well as exploring one's education route, or similar.  <b>MCAST Career Guidance</b> Tel: 2398 7135/6 Email: <a href="mailto:career.guidance@mcast.edu.mt">career.guidance@mcast.edu.mt</a>
<b>Regulatory Body/ Competent Authority Contact Details</b> <i>(where applicable - in the case of a programme leading to Regulated Profession)</i>	Not Applicable



Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	ASANC-306-1401	Animal Science	6	1	Year
	ASANC-306-1402	Principles of Animal Grooming	6	1	Year
	ASANC-306-1403	Principles of Animal Nursing	6	1	Year
	ASHSB-303-1402	Basics of Animal Care Technology	3	1	Year
	ASHSB-306-1401	General Animal Husbandry	6	1	Year
	ASHSB-306-1403	Breeding of Rabbits	6	1	Year
	ASAPC-303-1401	Apiculture	3	1	Year
	CDKSK-304-2313	English	4	1	Year
	CDKSK-304-2314	Mathematics	4	1	Year
	CDKSK-304-2315	Il-Malti	4	1	Year
	CDKSK-304-2501	Community Social Responsibility	4	1	Year
	CDKSK-304-2317	Science and Technology	4	1	Year
	CDKSK-304-2316	Information Technology	4	1	Year
	ASANC-300-1602	Practical*	0	1	Year
*Learners following this programme need to also follow a practical component which is not accredited. This is assessed on a pass/fail basis, and is shown also on the final transcript.					

Allocation of Total Learning Hours (per Unit)	The total learning hours required for each unit or module are determined as follows:			
	Credits (ECTS)	Indicative contact hours <sup>1</sup>	Self-Learning and Assessment Hours <sup>3</sup>	Total Student workload (hrs) <sup>2</sup>
	1	5 – 10 hrs	20 - 15 hrs*	25 hrs
	2	10 – 20 hrs	40 - 30 hrs*	50 hrs
	3	15 – 30 hrs	60 - 45 hrs*	75 hrs
	4	20 – 40 hrs	80 - 60 hrs*	100 hrs
	6	30 – 60 hrs	120 - 90 hrs*	150 Hrs
	9	45 – 90 hrs	180 - 135 hrs*	225 hrs
	12	60 – 120 hrs	240 - 180 hrs*	300 hrs
Note: The 'Self-Learning and Assessment Hours <sup>3</sup> ' amount to the difference between the 'Indicative Contact Hours <sup>1</sup> ' and the 'Total Student Workload <sup>2</sup> '				

## APPENDIX 1

### MINIMUM CREDITS FOR QUALIFICATIONS AT DIFFERENT LEVELS

MQF Level	Minimum ECTS Required for a Qualification*
8	
7	30
6	180
5	30
4	30
3	60
2	60
1	40

\* Programmes assigned fewer ECTS than indicated will be classified as Awards.

*Reference: Fig. 1: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024). Referencing Report, 5<sup>th</sup> Revised Edition.*

## APPENDIX 2

### EXAMPLES OF QUALIFICATION TYPES AT A SPECIFIC MQF LEVEL

MQF Level	Examples of qualification types at a specific MQF level (The list in this column is not exhaustive)	Number of ECTS *
8	Doctoral Programmes:	
	PhD	N/A
	Professional Doctorate	180
7	Master's Degree	90
	Postgraduate Diploma	60
	Postgraduate Certificate	30
6	Bachelor's Degree	180
	Bachelor's Honours	240
5	Undergraduate Higher Diploma	90
	Undergraduate Diploma	60
	Undergraduate Certificate	30
	VET Level 5	60
4	Advanced Diploma	120
	Pre-Tertiary Certificate	30 - 60
	MATSEC Matriculation Certificate (Advanced and Intermediate)	N/A
	VET Level 4	120
3	Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 3	60
2	Foundation Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 2	60
1	Introductory Certificate	40
	VET Level 1	40

\* Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig.2: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024).  
Referencing Report, 5<sup>th</sup> Revised Edition.

## ASANC-306-1401: Animal Science

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit description

This unit will provide learners with knowledge on animal science to enable them to understand various concepts of animal biology, genetics, breeding principles and nutrition.

Learners will enhance their knowledge about animal taxonomy and divisions of the kingdom of animals, in Maltese, English and Latin.

In relation to the local context, this unit will concentrate on the most important animal species for Maltese agribusiness sector. Learners will be introduced to the anatomy, morphology, physiology and histology of different animals. Learners will also become familiar with the basic principles of genetics, reproduction of animals, reproductive organs and the animal digestive system. In this unit, learners will also understand the basic animal requirements in relation to climate factors.

Familiarisation with the above principles is essential to gain the required skills and competencies in animal care.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Explain the functions of the main animal organs and their role in the animals' physiological processes.*
2. *Understand the basic principles of genetics and inheritance.*
3. *Describe the reproductive cycle of birds and mammals which are important for local Agribusiness.*
4. *Explain a range of digestive processes and the corresponding digestive system of different animals.*
5. *Identify favourable environmental conditions for different groups of animals.*

## **ASANC-306-1402: Principles of Animal Grooming**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit description**

Throughout the years, man domesticated pets for, work and protection needs. Nowadays, the domestication of pets extends to breeding pets for show, and for pets. Business related to pets in Malta is increasing while traditional livestock husbandry is declining.

This unit aims to provide the learner with an understanding of the principles of pet grooming and their application in pet care.

The learners will also learn to distinguish and describe the most important pet species and breeds. For the most important species they will study pet behaviour, and their needs for care and attention. In addition, the learner will learn how to approach, handle, bathe and groom pets.

Pets are often bred for show. Hence, the learner will be introduced to breeding standards, and desired traits and conformities of pets for show.

The unit contains hands-on learning where learners will be introduced to safe and competent use of grooming tools.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Identify the most common pet species and breeds.*
- 2. Understand the importance of pet grooming.*
- 3. Perform pet grooming safely using the appropriate products tools and methods.*
- 4. Identify different types of grooming tools and their uses.*

## **ASANC-306-1403: Principles of Animal Nursing**

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit description**

An important element in the care of animals is the provision of basic care and first aid to prevent and limit the effects of diseases and injury. This unit will provide learners with the basic knowledge about principles of animal nursing and their application. Learners will learn how to approach and observe animal behaviour and provide basic care for animals.

This unit will look at the most common domesticated pets/ animals and the related care provision. Consequently, learners will be exposed to observation and record keeping routines, the measurement of basic vital health parameters and their normal values and daily animal nursing routines.

The legal, ethical and safety aspects of animal nursing will also be covered together with the performance of nursing techniques according to established guidelines.

This unit will provide opportunities for learners to practice nursing techniques and tools in the proper manner. Learners will also be familiarised with the main veterinary institutions and firms in Malta.

### **Learning Outcomes**

On completion of this unit learners should be able to:

1. *Understand legal, ethical and safety aspects of veterinary nursing.*
2. *Recognize the signs of good and ill health in animals.*
3. *Apply the best practices of nursing care and patient management.*
4. *Understand the applications of animal first aid principles.*
5. *Outline the tools and basic equipment commonly used in veterinary practice.*

## ASHSB-303-1402: Basics of Animal Care Technology

Unit level (MQF/EQF): 3

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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### Unit description

This unit will introduce learners to animal care mechanisation and equipment. Learners will also be familiarised with the basic checks and necessary remedies for common faults and breakdowns. Modern animal breeding is heavily dependent on mechanisation which is becoming more complex because of progress in technology.

Learners will learn about tools, machines and equipment used for different purposes in animal care, namely feeding, watering, cleaning and manure handling as well as heating and cooling.

Learners will also have the opportunity for hands-on learning to acquire the necessary skills necessary for a job in animal care sector. The hands-on learning will involve mainly small scale machines and equipment.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Explain the function of common animal feeding and watering equipment for different animals.*
2. *Describe different cleaning and manure handling techniques.*
3. *Understand heating and cooling systems in animal husbandry.*
4. *Understand a wide range of faults/breakdowns that might occur to various equipment/machines.*

## ASHSB-306-1401: General Animal Husbandry

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit description

Animal husbandry is an important component of the Maltese agricultural scene. Consequently, the agribusiness sector requires people with the proper knowledge, skills and competences.

This unit will provide learners with general knowledge, principles and information which are common to different domesticated and pet animals.

This unit will introduce learners to the basic animal needs for feeds and water and the proper feeding practices and nutritional value of feeds according to the different species. Learners will also be exposed to different animal breeding systems and related environmental issues.

Such issues also include animal housing systems both for micro and large scale projects which is in accordance to the legal framework regarding animal breeding standards and registers, sanitary and animal welfare requirements.

An introduction to the local market and the marketing of animal products will also be covered.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Explain the nutritional needs and water requirements of different animals.*
2. *Understand the differences between various types of feeds and meals.*
3. *Describe the main features of different animal farming systems.*
4. *Understand the main construction and functional features of different animal housing systems.*
5. *Understand the legal requirements of keeping and marketing of animals.*

## ASHSB-306-1403: Breeding of Rabbits

Unit level (MQF/EQF): 3

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit description

The breeding of rabbits is considered as a key agribusiness sector in Malta, both in terms of commercial meat production, due to rabbit being a Maltese traditional dish, and also for rabbit shows.

This unit will familiarise learners with the particular care required in the breeding of rabbits. This unit will look at the origin, history and process of domestication of rabbits.

Learners will also look at the requirements of breeding rabbits in terms of feed, water and climate conditions. Learners will also be exposed to specific housing requirements, machinery and equipment. Learners will also consider the economic significance and production features of different breeds and hybrids of rabbits. In this unit learners will also look at the specific morphology, reproduction, physiology, genetics, specific diseases, disorders and their treatments. Besides emphasising the breeding of rabbits, the aim of this unit is to build on the knowledge gained in the units Animal Science, General Animal Husbandry and Basics of Animal Care Technology.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Outline the history and phenotypic particularities of common rabbit breeds and hybrids.*
2. *Explain adequate feed, water and housing conditions for rabbits at different growth stages.*
3. *Apply adequate preventive and curative measures against diseases, parasites and disorders common in rabbits.*
4. *Explain the reproductive system and the reproduction phases of rabbits.*
5. *Describe the rabbit meat market conditions and the importance of humanely slaughtering rabbits for meat production.*

## **ASAPC-303-1401: Apiculture**

Unit level (MQF/EQF): 3

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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### **Unit description**

Beekeeping is an agricultural industry having a positive impact on flowering plants. The honey bee is primarily kept for the production of honey and related by-products. The aim of this unit is to enhance knowledge gained in the units Animal Science, General Animal Husbandry and Basics of Animal Care Technology in relation to apiculture.

This unit will familiarise learners with the particularities of beekeeping. The unit will look at the history of beekeeping, the significance and use of honeybee products and the impact of honeybees on flower pollination.

This unit will also look at specific honeybee morphology, reproduction, diseases, disorders and their treatments. Importance will be given to the role of the honeybee in fighting against the Varroa mite. Since honeybees gather and live in colonies, a special emphasis will be given to different members of the colony, the structure of the colony and the hierarchy of the colony.

Requirements for beekeeping in terms of feed, water and climate conditions will be discussed. The unit will also introduce learners to the basics of honeybee housing, handling techniques and ways of transportation. Learners will also be exposed to standard techniques in beekeeping which include observing and inspecting colonies and hives, preventing swarming, maintaining hives and frames, and harvesting of honey.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Recognise the ecological and economic importance of beekeeping.*
- 2. Understand the honey bee morphology, reproduction and digestion.*
- 3. Describe the honey bee colony structure and hierarchy.*
- 4. Describe the standard techniques in taking care of honey bee colonies.*

## CDKSK-304-2313: English

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit is targeted at learners proceeding from a Level 2 vocational programme as well as those whose entry level is directly at Level 3. It therefore takes into consideration both learners who have successfully passed their L2 English unit as well as those who have sat for, or are resitting, their SEC English Language (Y11).

At Level 3, learners are expected to have an intermediate knowledge of English which allows them to independently communicate on topics and scenarios related to everyday situations, these ranging from home, school, and work to social and public settings. For the purposes of bridging linguistic skills with vocational contexts, general emphasis is laid on work and public settings.

English at Level 3 encourages learners to combine their technical knowledge of their vocational subject with their growing knowledge of general English. They will be introduced to specialised vocabulary and information related to their area of vocational interest, to descriptions of materials and their properties, equipment and its usage. They will be exposed to video content and a range of short texts of a technical and non-technical nature, as well as learn how to conduct basic research to produce short but effective work or discipline-specific documents. A fuller understanding of spoken and written English as well as proper association of ideas are also expected at this level.

### Learning Outcomes

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

- 1. Retrieve and interpret information obtained from spoken conversation, a presentation, or a media source.*
- 2. Communicate information and ideas verbally on a range of topics, ranging from the vocational to the discipline-specific.*
- 3. Retrieve and interpret information present in vocational or discipline-specific texts.*
- 4. Show how ideas, whether complementary or contrasting, are to be organised and presented.*
- 5. Write short work-related texts, observing format, tone, and style.*
- 6. Write longer vocation or discipline-specific texts based on researched information.*

## CDKSK-304-2314: Mathematics

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit aims to help students understand key mathematical concepts and gain the necessary skills, to be able to use mathematics as a problem-solving and a communication tool in their everyday life and the vocational area they are studying. This unit comprises of three main components: a compulsory component, an elective component and a compulsory final project.

The compulsory component includes one compulsory learning outcome whose mathematical content and respective criteria are key in everyday life and across all vocational areas. On the other hand, the elective component is made up of a set of elective learning outcomes which include mathematical content and respective criteria whose relevance varies across different vocational areas. Consequently, every Institute can select the learning outcomes (50 marks) whose content and criteria will help students in the particular vocational area.

Moreover, this unit will give students the opportunity to use mathematics in a project related to the vocational area they are studying. Consequently, students will experience the relevance of the subject at first-hand and hence engage better in their vocational studies.

Considering the importance of technology in today's world, technological tools, such as scientific calculators and computer software, will be used to assist students in their work and enhance their understanding and confidence in the subject.

By the end of this unit, students should demonstrate readiness and competency to independently apply mathematical techniques in solving problems and be able to communicate findings using appropriate vocabulary and rigor.

### Core Learning Outcomes

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

1. *Compute numerical calculations involving fractions, decimals, percentages and units of measure.*
2. *Apply Mathematics in a practical way.*

## Elective Learning Outcomes

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

1. *Apply basic numerical skills in personal, household and business financial contexts.*
2. *Carry out algebraic manipulations.*
3. *Use algebra and graphs to derive information from straight lines and their equation.*
4. *Work with shapes and angles.*
5. *Summarise and interpret statistical data both graphically and numerically.*

## CDKSK-304-2315: Il-Malti

Il-Livell tal-Unità: (MQF/EQF): 3

L-Għadd ta' Kreditu: 4

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 100

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### Deskrizzjoni Ġenerali tal-Unità

Il-Malti huwa l-ilsien nazzjonali tal-pajjiż. Huwa l-ilsien nattiv tal-istudenti li se jkunu qed isegwu din l-unità. Għaldaqstant m'hemmx dubju dwar l-importanza li l-istudenti għandhom ikunu profiċjenti fi lsien pajjiżhom, l-ilsien li ġeneralment iridu jikkomunikaw bih, kemm fil-ħajja tagħhom ta' kuljum u b'mod speċjali fuq il-post tax-xogħol.

Din l-unità hija msejsa fuq l-erba' ħiliet prinċipali tal-lingwa: 1) il-Qari; 2) is-Smigh; 3) il-Kitba u 4) it-Taħdit. L-għan prinċipali ta' din l-unità huwa li l-istudenti jiġu mħarrġa f'dawn l-erba' ħiliet biex jibnu fuq dak li diġà jafu u jkomplu jtejbuh. Fil-fatt, il-livell ta' din l-unità jkompli jittarraġ fuq il-livell miksub fl-unità tat-tieni livell. F'din l-unità, il-materjal kopert ikun aktar kumpless mill-materjal tal-unità preċedenti partikularment fejn jidhol vokabolarju tekniku marbut mal-qasam vokazzjonali. F'din l-unità l-istudenti huma mistennija wkoll jaħdmu b'aktar awtonomija u responsabbiltà u jkunu mhegġa jiehdu aktar inizjattiva waħedhom.

Il-kuntest tat-tagħlim u t-tgħallim tal-erba' ħiliet huwa ġeneralment marbut mal-qasam vokazzjonali tal-istudenti. Għaldaqstant, f'din l-unità l-istudenti se jkunu preżentati prinċiparjament b'materjal bil-Malti li jinteressahom mill-qrib u li se jkompli jkabbar l-għarfien ġenerali tagħhom dwar il-qasam vokazzjonali magħżul minnhom. Temi kurrenti oħra dwar il-ħajja ta' kuljum jistgħu wkoll jiġu preżentati u mistħarrġa. It-temi mistħarrġa f'dan il-livell jitolbu aktar impenn minn daww tat-tieni livell u l-kuntesti tat-temi jistgħu ma jkunx dejjem ta' natura familjari mal-istudenti.

Il-qari, is-smigh, il-kitba u t-taħdit huma l-qofol tal-komunikazzjoni. Kull persuna Maltija għandha tħossha kunfidenti meta tiġi biex tikkomunika bil-Malti, kemm verbalment u kemm bil-kitba. Biex l-istudenti jtejbu l-Malti miktub tagħhom, f'din l-unità se tkun qed tingħata wkoll importanza lill-ortografija, b'enfasi fuq ir-regoli tal-grammatika. L-għan mhuwiex li l-istudenti jsiru familjari ma' listi ta' termini grammatikali jew li l-istudenti jaħdmu eżerċizzji ripetuti tal-grammatika. L-għan hu li jkunu jafu jhaddmu r-regoli tal-grammatika biex jiktbu b'Malti ortografikament tajjeb. Dan se jkun qed isir dejjem f'kuntest, b'mod partikulari f'kuntest marbut mal-qasam vokazzjonali tal-istudenti. F'din l-unità, se tkun ukoll qed tingħata importanza partikulari lid-deċiżjonijiet meħuda mill-Kunsill Nazzjonali tal-Ilsien Malti fl-2008 (Deċiżjonijiet 1) u fl-2018 (Deċiżjonijiet 2).

## **Il-Kisbiet mit-Tgħallim**

**Biex l-istudent jikseb din l-unità irid juri li kapaċi:**

1. *Jidentifika t-tifsir primarju u sekondarju ta' testi moqrija aktar kumplessi.*
2. *Jagħraf il-messaġġi diretti u indiretti ta' kuntasti ta' smiġħ aktar kumplessi.*
3. *Jipproduċi kitbiet b'temi tekniċi u aktar kumplessi.*
4. *Jikkomunika b'Malti tajjeb dwar suġġetti tekniċi u aktar kumplessi permezz tat-taħdit.*
5. *Japplika r-regoli tal-grammatika tajjeb għal tishih fl-ortografija.*

## CDKSK-304-2501: Community Social Responsibility

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This key skill presents an opportunity for MQF level 3 learners to work upon their analysis and evaluation capabilities, whilst working upon various employability skills. Through the compilation of a write-up, the learners will be drafting a personal biography, which highlights some of their achievements and future aspirations. The write-up will also feature the rationale behind the selection of a specific community work experience. Additional information, descriptions and anecdotes related to the community work will be provided via visual and written means.

As each learner goes through this educational journey, opportunities for social interactions and practical groupwork activities will also be presented. Through these opportunities, students will further grasp the essence of teamwork and its relevance towards becoming more competitive and employable.

Following the delivery of a selected number of educational topics, some of which targeting 'The 2030 Agenda for Sustainable Development', the learners are to select a topic of preference and deliver relating information through a public speech. The main essence of the contents of the speech are to be acquired through referenced research. The learners are to increase the success rate of their speech delivery through the proper structuring and compilation of a visual medium compiled via software, such as PowerPoint / Canva.

Additionally, learners will also be presented with multiple opportunities to conduct self-reviews and evaluations during assessment periods. This practice is embedded within all of the assessments, these being the write-up, the teamwork activity, and the presentation. Educators will guide the learners into practicing and understanding the importance of analysing and evaluating information and oneself, as, apart from increasing one's employability skills, this brings forth numerous opportunities for growth.

### Learning Outcomes

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

1. *Organise selections of information within a write-up.*
2. *Shows the ability to work in teams.*
3. *Elaborate upon a topic and/or issue in front of an audience.*
4. *Appraise the quality of one's own effort and contributions within assigned tasks.*

## CDKSK-304-2317: Science and Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit enables learners to explore the role of science in a wider context. **This unit has eight elective learning outcomes, from which four must be selected by the institute.** Depending on the selection of the elective criteria, this unit enables learners to explore the role of science in a wider context. The learning outcomes will focus on the ethical issues in science and health literacy. Learners will understand the meaning of ethics and the importance of ethics in scientific research and development. They will also learn about the importance of health literacy and to understand and use information to make decisions about their health. The learners may also more familiar with the physical and chemical principles related to their individual vocational area. Also, they will understand the connection between climate change and human health. This learning outcome will help the learner understand how our vocational area and everyday life contribute to climate change. Furthermore, the impact of climate change on own personal life will be assessed. Learners may also enhance their investigative skills through a site visit applicable to vocational areas, for example to include option to visit - quarry, scrap yard, waste disposal area, amongst other. During this session, the learners will be empowered to take action to develop a project that addresses, for example, an environmental issue.

### Elective Learning Outcomes

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

1. *Investigate ethical issues in science and scientific developments.*
2. *Use information and services to make informed health-related decisions.*
3. *Investigate processing of materials relevant to individual vocational area.*
4. *Apply chemistry principles to vocational area of practice.*
5. *Identify basic chemical reactions.*
6. *Identify the connection between climate change and human health.*
7. *Carry out a fieldwork session related to scientific research and development.*
8. *Identify the link between the physical world and everyday day life situations.*

## CDKSK-304-2316: Information Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit aims to develop basic computer knowledge and skills needed in real-life situations. In a supportive environment, the learner will be challenged to understand how to use various real-life applications belonging to a productivity suite with the aim of providing to our learners the necessary skills required to use common computer applications necessary during their studies. By the time learners complete this unit they will be increasingly independent users of personal computers and will have a broad understanding of how ICT can help their learning, their work, and their social life. They will have a well-developed ability to decide when and how to use ICT and will be aware of the limitations associated with this use.

Through this unit the learners will achieve a broad knowledge of ICT and will be able to use ICT to carry out several increasingly complex tasks. They will become competent in using word processing, spreadsheet, and presentation software to create, format and finish documents, workbooks and slide shows that contain various elements. This unit also introduces terms related to artificial intelligence and how it is being used in real life situations, information literacy and the use of online communities and online tools to build and maintain an online presence.

### Learning Outcomes

To choose 4 Learning Outcomes out of 5:

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

1. *Use Office Productivity Essentials to create documents and presentations.*
2. *Identify concepts related to Artificial Intelligence.*
3. *Use Online Essentials Tools.*
4. *Identify concepts related to Information Literacy.*
5. *Use a spreadsheet to produce accurate work outputs.*