MCAST

MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

Institute	Institute of Applied Sciences
Department	-

Programme Title	Advanced Diploma in Decontamination Science				
Course Code *To be filled in by Admissions Dept.*	AS4-W07-23		**If the programme includes a WBL element, How is it accredited?**	Placement	
MQF/ EQF Level	Level 4	**Type** *(refer to Appendix 1 for Parameters)*	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** *(Academic Years or Semesters)*	2 Years	**Mode of Attendance**	Full-Time
Total Number of Credits	120 credits	**Total Learning Hours** *(25 Total Learning Hours for each ECTS)*	3000 hours		
Target Audience	Ages 16 - 65	**Target Group** *(the type of learners that the educational institution anticipates joining this programme)*	-		
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 applyinternational@mcast.edu.mt 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 servizz.gov.mt website here				
Date of Next Student Intake	For further information regarding upcoming student intake and applications time windows for same kindly click here				
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 though 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: https://mcast.edu.mt/how-to-apply-online-2/
Information for Non-EU Citizens	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 https://www.identitymalta.com/unit/central-visa-unit/. 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 https://mcast.edu.mt/important-information/
IMPORTANT note to Non-EU Nationals / TCNs	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: https://mcast.edu.mt/important-information/
Address where the Programme will be Delivered	*MCAST has four campuses as follows:* **MCAST Main Campus** Triq Kordin, Paola, Malta *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).* *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:* **Institute for the Creative Arts** Mosta Campus Misraħ Għonoq Tarġa Gap, Mosta **Institute of Applied Sciences** Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi **Gozo Campus** J.F. De Chambray Street MCAST, Għajnsielem Gozo *In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.* *Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:*

	○ Face to Face components – as per above address instructions ○ Online components – from the student's preferred address.
Course Description *(Refer to Programme Specification)*	Decontamination of medical devices/instruments is of utmost importance in the prevention of infections in the Health Care setting. Decontamination of, for example, endoscopic, respiratory and haemodialysis devices together with surgical instruments is carried out on a daily basis in hospitals and clinics. Students attending this course will learn about the processes and procedures involved in a decontamination unit, such as receipt, disassembly/reassembly of medical devices for cleaning and sterilization, packing, etc. according to the standard operational procedures and quality management systems of the Health Care facility that they will be employed with. The importance of working in a multidisciplinary team and its subsequent enhancement of patient safety and job satisfaction, together with the responsibility of delivering high quality patient care, will be highlighted throughout the course.
Deskrizzjoni tal-Kors *(Refer to Programme Specification)*	Id-dekontaminazzjoni ta' apparat/strumenti mediċi hija ta' importanza kbira filprevenzjoni ta' infezzjonijiet fl-ambjent tal-Kura tas-Saħħa. Id-dekontaminazzjoni ta' apparat endoskopiku, respiratorju u emodijalisi flimkien ma' strumenti kirurġiċi ssir kuljum fl-isptarijiet u kliniċi. L-istudenti li jattendu dan il-kors se jitgħallmu dwar il-proċessi u l-proċeduri f'Unit dwar id-dekontaminazzjoni, bħal wasla, ż-żarmar/ assemblaġġ mill-ġdid ta' apparat mediku għat-tindif u l-isterilizzazzjoni, ippakkjar, eċċ. skont il-proċeduri operattivi standard u sistemi ta' kwalita tal-faċilita tal-Kura tas-Saħħa li se jkunu impjegati magħha. L-importanza li wieħed jaħdem f' tim multidixxiplinarju u t-titjib għas-sigurta tal-pazjent u s-sodisfazzjon tax-xogħol, flimkien marresponsabbilta li tingħata kura lill-pazjent ta' kwalita għolja, se jiġu enfasizzati matul il-kors kollu.
Career Opportunities:	Decontamination and Sterilization Technicians
Entry Requirements *(Refer to Prospectus / Course Page on MCAST website)*	**Internal Progression Route….** MCAST Diploma in Applied Science or MCAST Diploma in Health and Social Care or MCAST Diploma in Social Care or Any MCAST MQF Level 3 Diploma, whilst being in possession of the compulsory subjects as indicated hereunder OR 4 SEC / SSC&P or equivalent with a Pass Grade / Level 3 <u>Compulsory</u>: English Language AND Mathematics AND Biology/Health and Social Care
Other Notes related to this Programme, and which are to be taken note of	Applicants will be subject to an Occupational Health Screening to establish their suitability for the Placement which is a mandatory part of this programme. Once course would have started, failure to present a successful

	health screening (as per an established and set Protocol), will result in not being in a position to start the work placements. This will eventually preclude the student from successful completion of the course. Prior to embarking on Work Placement, the student must also provide evidence of a clean police conduct certificate.
Programme Learning Outcomes *(Refer to Programme Specification)*	-
Teaching, Learning and Assessment Procedures	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. 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). 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. Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College. 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. 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. 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. The distribution of marks and assessment mode depends on the nature and objectives of the unit in question. Coursework shall normally be completed during the semester in which the Unit is delivered. 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.

	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 https://www.mcast.edu.mt/college-documents/ The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link https://www.mcast.edu.mt/college-documents/, apply.
Grading System	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. For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. 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'. Work-based learning units (where applicable) are graded on a Pass/Fail basis only. Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below. Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme's MQF/EQF Level available at: https://www.mcast.edu.mt/college-documents/ (Refer to DOC 003, 004 and 005)
Exit Point (where and as applicable)	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 https://www.mcast.edu.mt/college-documents/, kindly refer to *DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points.*
Contact details for Further Learning Opportunities	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. **MCAST Career Guidance** Tel: 2398 7135/6 Email: career.guidance@mcast.edu.mt
Regulatory Body/ Competent Authority Contact Details *(where applicable - in the case of a programme leading to Regulated Profession)*	Not Applicable

Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	ASPHY-406-1505	Anatomy for Health Practice	6	1	-
	ASPHY-406-1506	Physiology for Health Practice	6	1	-
	-	Quality assurance and quality control in Health Care	6	1	-
	-	Decontamination in Health Care	6	1	-
	ASMDC-406-2101	Medications	6	1	-
	ASCHM-406-1503	Biochemistry	6	1	-
	ASHTS-406-2113	Essential Academic Techniques	6	1	-
	ASHSC-406-2033	Vocational Practice in Health & Social Care Environments 1	6	1	-
	-	SOPs and Principles of HACCP	6	2	-
	ASPSY-406-1505	Psychological Perspectives	6	2	-
	ASBIO-406-1501	Microbiology	6	2	-
	ASNTR-406-1505	Nutrition	6	2	-
	ASNTR-406-2114	Genetics	6	2	-
	ASHTS-406-1501	Immunology	6	2	-
	ASHTS-406-1505	Public Health	6	2	-
	ASHSC-406-2034	Vocational Practice in health & Social Care Environments 2	6	2	-
	CDKSK-406-2001	English	6	1	-
	CDKSK-406-1901	Il-Malti ghall-Istitut tas-Servizzi fil-komunita', tax-Xjenzi Applikati ghall-Arti Kreattiva	6	1	-
	CDKSK-404-1915	Employability and entrepreneurial skills	4	2	-
	CDKSK-402-2104	Community Social Responsibility	2	2	-
	CDKSK-406-2002	Individual and Social Responsibility	6	2	-

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[1]**	**Self-Learning and Assessment Hours[3]**	**Total Student workload (hrs)[2]**
	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[3]' amount to the difference between the 'Indicative Contact Hours'[1] and the 'Total Student Workload'[2]			

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, 5th 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, 5th Revised Edition.

ASPHY-406-1505: Anatomy for Health Practice

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

The unit is designed for the students to develop their knowledge and understanding of human anatomy and how the body's system work together. The unit will cover the organisation of the cells, tissues, musculoskeletal system, cardiovascular system, respiratory system, digestive system, urinary (renal) system, nervous system and the endocrine system. The unit will enable the student to develop knowledge and understanding relating to the structure of each system within the human body. The student will become familiar with the components of each system, through the use of a variety of methods. The completion of class based activities; directed reading and research projects will enable the student to accurately pinpoint the position and components of each system. The structure of each system will enable the student to explain the function and how the body works as a whole. The unit will involve the familiarisation and usage of anatomical terminology, which the student will be expected to learn and utilise within their work. The student will be expected to participate in researching the effect of the increased demands placed upon the body by disease or illness. This unit will also enable the student to apply their developing knowledge and skills, including practical observation identification and communication, which will enhance the student's ability to utilise IT effectively and source relevant information to the systems of the human body.

Learning Outcomes

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

1. *Explain the organisation from cellular level to the organs and of each major system within human body, including the accessory systems.*
2. *Identify the components of each of the major and accessory systems within the human body*
3. *Outline the key characteristics and structure of the major components of each individual body systems, including the accessory systems.*

ASPHY-406-1506: Physiology for Health Practice

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

The unit is designed to enable candidates to have the opportunity to develop their knowledge and understanding of human physiological processes. The unit will also explore the growth and development of an organism. Physiology studies the ways in which the various systems of the body work together to deliver the activities of living and how the body responds at other times, including disease, exercise and ill health. The student will be able to demonstrate their knowledge of homeostasis and how it is maintained within the body. This is important for the student to learn, as the normal state of the body is balanced, and how it is achieved and maintained. This unit will enable students to demonstrate their developing knowledge and understanding of the distribution of fluids within the body, the cell structure, processes including diffusion, osmosis and active transport. The physiology unit will teach the student how the body responds from cellular level to the level of tissues and organs. The unit will also help to explain how the systems interact with the environment and how these will impact upon the body. Enquiry based learning sessions will enable the student to develop critical thinking, utilise spoken and written communication when working as a group or a team. These skills can be applied when considering the application of physiology to living a healthy life

Learning Outcomes

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

1. *Explain the function of cells within the human body including fluid distribution*
2. *Describe the physiological functioning of the systems within the human body*
3. *Explore physiological control in relation to the nervous, and endocrine systems.*
4. *Interpret data obtained from monitoring observations with reference to the functioning of healthy or unhealthy body systems.*

ASCHM-406-1503: Biochemistry

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-Face
Total Learning Hours: 150

Unit Description

This is a theory based unit that will allow students to develop a deeper understanding of the molecular basis of life. During this unit candidates are introduced to chemical structures and chemical bonds to relate to the chemistry taking place in living organisms. The students will then explore the biochemical evolution of life, which will give a useful perspective in understanding the functioning of modern organisms. Learners will then be able to look into a number of important classes of biomolecules, as to be able to associate their properties to their function in biological systems. The students will also be exposed to clinical cases to relate theoretical concepts to real practical clinical applications. At the end of this unit candidates will be in a position to recognise the different classes of biomolecules and outline their role and function in living organism. Candidates will also be able to indicate appropriate analytic methods for different biomolecules. This unit is relevant for learners who wish to develop their scientific knowledge in biochemistry in order to relate with other health science units. This will put the candidate in a favourable position to have a holistic view in his/her studies and research projects in this course.

Learning Outcomes

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

1. *Explain the basics of biomolecular structures and recognise their importance in the molecular design of life.*
2. *Relate carbohydrates to their extensive roles in all forms of life.*
3. *Recognise the structure and function of protein and lipids in living organisms.*
4. *Value the role of DNA and RNA in storing, transmitting and expression of genetic information.*

ASHSC-406-2034: Vocational Practice in a Health and Social Care Environments 2

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This unit has been designed to build on the existing knowledge and skills gained through 'Vocational Practice in a Health and Social Care Environments 1'. The learner will be supported whilst completing a practice placement either within a health or social care environment. The unit sets out to support the learner through the learning outcomes, competences and assessments to continue to develop relevant behaviours expected within a health or social care setting. The unit will provide information to enable the learner to promote a safe care environment and maintain infection prevention and control procedures. The unit also focuses on identifying key concepts of communication in health and social care settings. The learner will be supported to engage in continuous reflection and plan own personal and professional development. Learning from the unit will also be reinforced with a workbook, which will enable the learner to record their developing knowledge and skills. The workbook will contain varied assessments that require to be completed by the learner whilst attending the work placement. These can include practical assessments, written evidence of the learners' work, structured reflections, presentations and formal written feedback from staff within the learners' workplace. In order to successfully complete this unit, the learner is required to obtain a pass in the theoretical part of the unit AND complete the required placement hours in an approved health or social care setting. Additionally, 80% actual attendance by the date of the first placement set by the Institute is required to be eligible to attend the approved placement, since the learner is expected to be adequately prepared prior to attending a health or social care setting.

Learning Outcomes

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

1. *Plan a work experience to support own personal and professional development.*
2. *Maintain health and safety regulations and respond to accidents and emergencies in healthcare settings.*
3. *Communicate with different stakeholders.*
4. *Maintain infection prevention and control procedures.*

ASPSY-406-1505: Psychological Perspectives

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This unit will allow learners to develop their ability to understand psychological theories and perspectives based on a Health Studies setting. Learners will develop an understanding of a range of psychological theories which provide an explanation and understanding of human development and behaviour. The unit also offers explanation of why care practitioners are interested in the study of human development and behaviour. An understanding of psychological changes of ageing is also a key component of the unit here. It enables learners to learn about major psychological approaches in relation to Health Studies. This includes Psychodynamic, Behaviourist, Cognitive and Humanistic perspectives on development of behaviour. The unit explores an understanding of the contribution of these perspectives to help understand the development of individuals. This is the framework for an application of theories to development. Learners will also focus on the contribution of psychological perspectives to the understanding of specific behaviours. This is relevant to help learners to gain an understanding of how management and treatment of specific behaviours is undertaken. It is also relevant in understanding the contribution of psychological perspectives pertaining to health practice

Learning Outcomes

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

1. *Explain the contribution of psychological perspectives to the understanding of the development of individuals.*
2. *Explain the contribution of psychological perspectives to the understanding of specific behaviours.*
3. *Explain the contribution of psychological perspectives to the management and treatment of specific behaviours.*
4. *Explain the contribution of psychological perspectives pertaining to health practice.*

ASBIO-406-1501: Microbiology

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This is primarily a knowledge-based unit and will allow learners to understand the importance of the spectrum of microorganisms and other parasites that exist and can be of a potential health risk to human populations. In addition, learners will also gain knowledge on how best to prevent and regulate such threats within the health care setting. A knowledge-based foundation of the biology of such microorganisms (and other parasites) will be essential to facilitate the understanding by the learner of their various pathogenic roles and influences on the human body for the development of microbial infection-based clinical conditions. Learners will gather knowledge regarding examples of infective disorders, including micro organisms of bacterial and viral origin, together with larger parasitic organisms. The arising public concerns regarding the issues of antibiotic drug resistance and handling of nosocomial infections will also be covered as part of this Unit. Learners will also gain factual knowledge on how the immune system can be employed for combating infectious conditions, and how it can be strengthened through immunoprophylactic measures. Such a comprehensive coverage of these concepts will be of certain knowledge to all learners aiming at expanding their careers in the medical scientific research fields and also for clinical setting based careers.

Learning Outcomes

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

1. *Understand the basic cellular/ structural features of prokaryotic, eukaryotic and viral human pathogens.*
2. *Describe and understand the varying modes of transmission of varying microbial infective conditions within the human population, together with therapeutic, regulatory and prophylactic measures to prevent such spread of infection within both the hospital and public environments.*
3. *Understand the basic principles of microbiology techniques used in medical and industrial laboratories.*
4. *Describe and understand the importance of sterilization methods utilized in routine microbiology lab settings within the hospital / industrial sector.*

ASNTR-406-1505: Nutrition

Unit Level (MQF/EQF):
Credits:
Delivery Mode:
Total Learning Hours:

Unit Description

This unit will enable learners to develop their knowledge and understanding of the link between nutrition and health. Students will learn about the concepts of nutritional health, diet-related conditions, dietary intake guidelines and current nutritional issues. Students will learn about the characteristics and properties of nutrients and the effects these have on the body throughout the lifecycle. Learners will be able to outline the dietary sources, function in the body and deficiency symptoms of the main macro and micro nutrients. Learners will also develop an understanding of the influences and current issues that affect dietary intake and nutritional health. Learners will be familiar with the current nutritional guidelines and social policy which have an effect on nutritional intake. Practical information gathering and communication skills will be developed by learners to enable them to obtain accurate food and lifestyle data from an individual. Data will be analysed using food tables to obtain an insight into the individuals' nutritional health and learners will be able to make appropriate recommendations to improve nutritional intake. This unit is relevant for learners who wish to develop their knowledge and skills in the field of nutrition and wish to make further progress in health based careers.

Learning Outcomes

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

1. *Explain the concepts of nutritional health and diet-related conditions*
2. *Describe the main functions and properties of different macro and micro nutrients*
3. *Explain the influences that affect dietary intake and nutritional health*
4. *Use data collection techniques to obtain dietary and lifestyle information and recommend ways to make improvements to the individual based on the information provided.*

ASHTS-406-1502: Public Health

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

The study unit in public health offers a broad-based introduction to the discipline of public health and aims to help students develop a wide understanding of the subject. The definition, development and functions of public health will be explored. This unit will help students appreciate inequalities in health and the extent by which health is determined by diverse agents, host factors, social, economic, environmental and other conditions. It will introduce the students to the basic methods for the measurement of population health and public health surveillance. Examples of public health surveillance and research will be used to highlight such methods. The major public health concerns in developed and developing countries and the health needs of specific population groups will be presented. As the major focus of Public Health is the prevention of disease and promotion of healthy living, the study unit will familiarise students to methods for the prevention and control of main public health hazards including health promotion and health education as a process designed to empower people to increase control over and improve their health. Legislation underpinning the principles of public health will be discussed. Topics will be supported by local statistics, policies and practices

Learning Outcomes

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

1. *Outline the scope and concerns of public health*
2. *Recognise the main health problems experienced by populations and by main groups within them*
3. *Describe methods of surveillance and assessment of the population's health and well-being*
4. *Give examples of methods used to promote and protect the population's health and well-being.*

CDKSK-406-2319: English

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This unit typically refers to English language skills needed for specific careers or vocational training programmes. The main objective of this unit is to prepare learners to understand and respond to spoken English on a variety of topics, including abstract or unfamiliar topics, to read and comprehend a variety of texts, including more extended and more complex texts, and to write in a more precise and structured way. Particular focus is given to summarising and paraphrasing. At this level, learners should have a good understanding of English grammar, vocabulary and usage. They should be able to communicate effectively in written and spoken English, express opinions, and understand complex texts and conversations as required by various but often specific technical contexts within their selected field of study. Learners should also start acquainting themselves with researching reliable and authoritative sources of information. Moreover, they should also be able to cite this information and follow the conventions of the referencing style stipulated by their respective institute.

Learning Outcomes

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

1. *Read and understand written English effectively to improve knowledge of the subject area.*
2. *Understand extended speech and follow an argument provided the topic is related to one's own subject area.*
3. *Speak with a degree of fluency and spontaneity on topics related to one's own subject area.*
4. *Produce a research-based report or essay with appropriate choice of linguistic style and structure..*

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

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Deskrizzjoni tal-Unità Din l-unità hija intenzjonata li ssaħħaħ il-ħiliet tal-qari, is-smigħ, it-taħdit u l-kitba bil-Malti għall-istudenti tar-raba' livell fi ħdan l-Istitut tas-Servizzi fil-Komunità (ICS), l-Istitut tax Xjenzi Applikati (IAS) u l-Istitut għall-Arti Kreattiva (ICA). Il-ħsieb aħħari huwa dejjem li l istudenti jsaħħu dawn l-erba' ħiliet biex 'il quddiem ikunu jistgħu japplikawhom b'mod korrett fuq il-post tax-xogħol tagħhom. L-istudenti se jkunu qed jitħarrġu janalizzaw testi moqrija u jifhmu l-kontenut primarju tagħhom. Mhux biss, imma għandhom ukoll jagħrfu messaġġi mhux daqstant diretti fl-istess testi, għal fehim aktar sħiħ u komplut. Dan jgħodd ukoll għal kuntesti differenti ta' smigħ. Biex komunikazzjoni tkun effettiva jeħtieġ li wieħed jitħarreġ jisma' sew u jifhem dak li qed jingħad. Xi drabi, minkejja li nkunu qed nitkellmu bl-ilsien nattiv tagħna, mhux dejjem niftehmu tajjeb u dan jista' jwassal għal diversi konverġenzi kemm fuq il-post tax-xogħol u anki fil-ħajja soċjali tagħna. L-istudenti se jkunu qed jitħarrġu wkoll jifformolaw opinjoni fuq suġġetti u argumenti mismugħa minn lat kritiku. L-istess punt jgħodd għat-taħdit. L-istudenti għandhom ikunu mħarrġa kemm fit-taħdit produttiv kif ukoll dak interattiv. Minkejja li l-influwenza tal-Ingliż qiegħda dejjem tkompli tikber u anki fuq il-postijiet tax-xogħol issib min jagħżel li jitkellem bl-Ingliż, madanakollu ma nistgħux niċħdu l-fatt li fuq il-postijiet tax-xogħol, it-taħdit, sew dak bejn min iħaddem, il ħaddiema nfushom u anki l-klijenti, b'mod ġenerali jsir bil-Malti. Għalhekk l-istudenti għandhom ikunu kapaċi jitkellmu b'Malti tajjeb u ċar, b'vokabolarju addattat skont il-qasam partikulari u l-kuntest tax-xogħol tagħhom. L-għan ta' meta wieħed jitkellem huwa dak li jiġi mifhum, li jikkomunika tajjeb ma' ħaddieħor. Għaldaqstant wieħed għandu jitħarreġ ukoll fit-taħdit interattiv; kif wieħed jikkomunika tajjeb mal-oħrajn. Nuqqas ta' komunikazzjoni ħafna drabi twassal għal diffikultajiet u xi drabi anki kunflitti, speċjalment fuq il-post tax xogħol. Se tkun qed tingħata wkoll l-importanza li jistħoqqilha, il-kitba. Persuna Maltija għandha jkollha bażi tajba ta' għarfien tar-regoli tal-ortografija u l-grammatika biex meta tuża l-ilsien nattiv fil-kitba tagħha tagħmel dan bl-inqas żbalji possibbli. L-istudenti se jkunu qed jitħarrġu wkoll fi traduzzjonijiet mill-Ingliż għall-Malti. Minkejja li nistgħu nitqiesu fortunati li pajjiżna huwa pajjiż bilingwali u li l-Ingliż huwa wkoll lingwa uffiċjali tagħna, flimkien mal-Malti, xi drabi l-influwenza tal-Ingliż mhux dejjem tgħin lill-individwu jagħmel użu tajjeb mill-Malti. Il-mezzi ta' komunikazzjoni u l-influwenza ta' sorsi oħra bħall-midja soċjali, mhux dejjem qed iservu ta' influwenza pożittiva għal tfal u żgħażagħ Maltin

f’dak li għandu x’jaqsam mal-kitba CDKSI-406-1901 2 | P a ġ n a bil-Malti. Għalhekk f’din l-unità l-istudenti se jkunu qed jitħarrġu wkoll f’dan il-qasam bl iskop aħħari jkun li fuq il-post tax-xogħol jagħmlu użu tajjeb ukoll mill-Malti miktub. Dan jintrabat ukoll mal-fatt li jridu jibqgħu aġġornati ma’ xi tibdil li jista’ jsir minn żmien għal żmien fil-lingwa inkluż aġġornamenti fl-ortografija.

Il-Kisbiet mit-Tagħlim **(Learning Outcomes)**

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

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

ASDCM-406-2301: Quality Assurance and Quality Control in Healthcare

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

Healthcare is the improvement of health via the prevention, diagnosis, treatment, and cure of disease, illness, injury, and other physical and mental impairments in people. The credibility of a good healthcare system is fundamental to both its reputation and sustainability. The unit introduces the concept of Metrology and Measurement Systems Analysis (MSA) and their application. Those learners who may be unfamiliar with the difference between the principles of QC, QA and QMS term will be defined at the outset. Also, the unit provides the opportunity to understand the critical roles of Quality control (QC), Quality Assurance (QA) and Quality Management System (QMS). Where possible, field trips to different specialised areas within a healthcare system (either a hospital or a medical clinic) may be used to stimulate learner discussion and embed the learning. In essence, the unit covers the power and use of internal and external Quality Control processes, the power and use of Quality Assurance processes and the value of a healthcare accreditation.

Learning Outcomes

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

1. *Recognise the concept of Quality Control and its application to the diagnostic system.*
2. *Evaluate the concepts of metrology and its significance in the Healthcare sector.*
3. *Apply the concept of uncertainty in measurement.*
4. *Analyse the concept of Quality Assurance (QA) and the QA Standard Operating Procedures relating to Healthcare.*
5. *Explain the key steps in an accreditation process.*

ASDCM-406-2302: Decontamination Techniques in Health Sciences

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

Cleaning and disinfection operations are essential parts of efficient sanitation programs for hospital equipment to ensure contamination removal. The surfaces of equipment used in the health care setting are prone to be exposed to pathogenic organisms; hence cleaning shall depend on the nature of the contamination and the type of surface to be cleaned. This unit deals with gaining knowledge on the fundamental principles of microbiology to identify the wide distribution of microscopic organism and their characteristics. Moreover, understanding the adaptability of such microorganisms allows the learner to comprehend the unexpected problems in clinical decontamination science and anticipate the decontamination techniques required to effectively eradicate pathogenic microorganisms. A vast range of cleaning and decontamination methods are introduced to remove different types of soil. Moreover, the unit deals with the workflow patterns of cleaning and disinfection through risk assessment of contaminated equipment to encompass all those controllable factors that determine the assurance to avoid cross-contamination and re-contamination. Layout and integration of different work areas are discussed, including reception, storage, processing and the finished product storage to ensure the safe final distribution of medical equipment. Additionally, the unit provides the opportunity to understand the critical roles of Quality Standards and Recommended Practices and the health and safety requirements needed in decontamination science

Learning Outcomes

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

1. *Identify microorganisms involved in the contamination of medical equipment.*
2. *Apply decontamination techniques appropriately according to their requirements.*
3. *Manage decontamination workspace according to regulations and standards. LO4 Assess risk within a Central Sterile Services Department (CSSD).*
4. *Maintain infection prevention and control procedures through standard precautions.*
5. *Ensure that the Quality standards in decontamination are maintained according to international standards.*

ASMDC-406-2101: Medications

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This unit provides a framework for learners to understand the properties and characteristics of medications used to treat different diseases, as well as their safe handling. Learners will gain a clear understanding of the processes involved in drug research and development as well as the steps involved in the medicines supply chain. Learners will familiarize themselves with the different dosage forms which can be used to treat patients, as well as the routes of administration for different types of medications. Learners will gain a clear understanding of medicines used to treat various medical diseases, their adverse effects, as well as drug interactions which can occur. The unit will enable learners to develop knowledge and understanding of the safe handling of medicines, including their storage and disposal. Learners will also be introduced to dose calculations. Learners will familiarize themselves with the roles of different healthcare professionals in the medication process. Good practice in drug administration will be emphasized, as well as the importance of dealing with medication errors.

Learning Outcomes

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

1. *Explain the relevance of each step in the medicines supply chain.*
2. *Identify drug dosage forms and methods of administration of medications.*
3. *Identify medications used to treat various diseases.*
4. *Examine practices essential for safe handling of medications.*
5. *Describe the roles of healthcare professionals involved in the medication process.*

ASHTS-406-2113: Essential Academic Techniques

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

Essential academic techniques are a set of skills that prepare students to be lifelong learners within and beyond their official study period. This unit is designed to prepare learners at MQF Level 4 for progression to higher qualifications and to provide the learner with the opportunity to develop transferable soft skills to equip them for their next life stage, be that further education or employment. The unit will enable learners to begin their development as lifelong learners since irrespective of future course subjects, it is concerned with building on how students learn. This unit will afford the learner the opportunity to develop or consolidate skills in areas such as effective communication in a learning situation, time management, note taking, academic writing and identification and referencing of sources, working in groups and a range of study skills and techniques. The unit focuses on studying for academic purposes with an emphasis on communicating and understanding ideas, in terms of speaking, listening, reading and writing, and particularly in how to argue critically in a written context, using appropriate language and referencing. This will necessitate developing critical thinking – one of the most useful transferable skills from education to work. Moreover, the unit is designed to increase the learners self confidence in their capacity to complete assignments and presentations. Learners will have the opportunity to develop and strengthen good study habits and learning strategies through various instructional methods and strategies and is designed to take the learners with limited or under developed study skills, and enable them to develop and employ those skills to guide them to the most appropriate degree programme or working environment.

Learning Outcomes

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

1. *Determine personal strengths and areas for development in relation to study skills.*
2. *Develop the attributes to become an active, effective, proficient lifelong learner.*
3. *Develop the skills to become an active, effective, proficient lifelong learner.*
4. *Collect, analyse, interpret and present information clearly, both orally and in writing, from a range of academic and other sources.*

ASDCM-406-2303: Implementation of SOPs

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

The unit will set the context for understanding of the role of standard operating procedures (SOPs) within a Decontamination Management System. The unit will cover the purpose of having procedures which are operated in a standard fashion to ensure reliability, consistency and correctness every time they are used. This will include the development and document writing of these SOPs, the means by which they are implemented in a decontamination management system and how they are verified to ensure that they are consistently reliable. The use of supporting documents used in safety and quality management including standards, guidelines, legal documents, policies, manuals, validation and verification plans, records and documentation management, is necessary for the development and correct implementation of SOPs. The unit will explain how SOPs are written, reviewed and approved, and how they are managed through a document management system. The importance of correct record keeping as evidence of proper SOP use is emphasised. The unit will introduce management tools such as Risk Analysis and HACCP, that allow the identification of Hazards, Risks, Controls, Critical Control Points in a process, that should be used in the development and implementation of SOPs. System checks including validation and audits are explained to understand how SOPs are verified

Learning Outcomes

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

1. *Identify the principles of the Hazard Analysis and Critical Control Point (HACCP) system in the development of SOPs for safe decontamination.*
2. *Use Risk Analysis as a management tool to develop, review and update SOPs used in decontamination management, according to the Spaulding classification.*
3. *Explain the basics of Quality Management, and the use of standards, guidelines, legal documents, manuals in the preparation of Decontamination SOPs.*
4. *Prepare standard operating procedures used in decontamination management, and related policies, plans, and forms.*
5. *Explain the process of validation and verification of SOPs used in Decontamination Management*
6. *Manage documents with a controlled documentation system.*

ASHTS-406-2114: Genetics

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This is a knowledge based unit which will allow the learners to show that they have acquired the necessary knowledge to understand the fundamentals of genetics. Learners will understand the structure of DNA and the process by which proteins are synthesised. Learners will be able to understand mutations, and how these might affect the fitness of organisms. When dealing with inheritance, the learners will use Punnet squares in order to demonstrate that they have the necessary skills to be able to predict the possible allele variation of the resulting offspring, together with the resulting phenotypes. The learners will also be able to demonstrate their knowledge of common genetic disorders, their cause, effect, how the disorders are diagnosed, and how they are managed. This unit is relevant to learners that wish to understand why DNA is considered to be so important with regards to life. The learners will also be able to understand how certain genetic diseases arise. By the end of the unit the learners will be able to understand the basic concepts of medical genetics, population genetics, environmental genetics and human fertilisation. The ethical considerations that arise when studies and techniques using genetic material are conducted will also be debated.

Learning Outcomes

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

1. *Analyse the structure and functions of DNA, and how proteins are synthesised.*
2. *Recall how mutations occur and are inherited.*
3. *Identify the applications of genetics in a clinical setting.*
4. *Identify the applications of genetics in the world.*

ASHTS-406-1501: Immunology

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This is primarily a knowledge-based unit and will allow learners to understand the essential components cells of the human immune system. A knowledge-based foundation of such immune system components will be essential to facilitate the understanding by the learner of the various crucial roles played by such components within the individual innate and adaptive immune systems. These major roles of the human immune system include the ability to withstand infection from a variety of microbial organisms such as bacteria and viruses, together with providing defence mechanisms against larger parasites. Other aspects of the immune system that learners will appreciate include the effects on the individual patient when disorders of this immune system arise. Examples of such disorders to which the learners will gather knowledge of include allergy development, autoimmune disorders and the issues related to transplant rejection. Learners will also gain factual knowledge on how the immune system can be strengthened and/or employed for combating specific medical conditions such as cancer, including the development of traditional and translational medicine – based vaccines. Other disorders include immune deficiencies conditions such as, most notably, Human Immunodeficiency Virus infection, leading to Acquired Immune Deficiency Syndrome. Such a comprehensive coverage of these concepts will be of certain knowledge to all learners aiming at expanding their careers in the medical scientific research fields and also for clinical setting based careers.

Learning Outcomes

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

1. *Define and describe the nomenclature, general properties and components of the immune system and its essential roles in children, adults and the elderly.*
2. *Define and describe the physical, cellular and molecular processes associated with the development of medical disorders that are in/directly influenced by disruption of homeostasis of the immune system through theoretical and clinical case settings.*
3. *Gather, analyse and amalgamate knowledge from a range of sources to generate written and oral outputs that emphasise the validity of understanding the*

immune system and how its roles can be utilized and/or potentiated to benefit both human knowledge and health.

4. *Identify and collect, from textbooks and scientific literature, information on key immunological concepts that are currently in debate within the public and scientific community alike, to compare, evaluate, criticise and present as an independent written piece or oral presentation to peers.*

ASHSC-406-2034: Vocational Practice in a Health and Social Care Environments 2

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This unit has been designed to build on the existing knowledge and skills gained through 'Vocational Practice in a Health and Social Care Environments 1'. The learner will be supported whilst completing a practice placement either within a health or social care environment. The unit sets out to support the learner through the learning outcomes, competences and assessments to continue to develop relevant behaviours expected within a health or social care setting. The unit will provide information to enable the learner to promote a safe care environment and maintain infection prevention and control procedures. The unit also focuses on identifying key concepts of communication in health and social care settings. The learner will be supported to engage in continuous reflection and plan own personal and professional development. Learning from the unit will also be reinforced with a workbook, which will enable the learner to record their developing knowledge and skills. The workbook will contain varied assessments that require to be completed by the learner whilst attending the work placement. These can include practical assessments, written evidence of the learners' work, structured reflections, presentations and formal written feedback from staff within the learners' workplace. In order to successfully complete this unit, the learner is required to obtain a pass in the theoretical part of the unit AND complete the required placement hours in an approved health or social care setting. Additionally, 80% actual attendance by the date of the first placement set by the Institute is required to be eligible to attend the approved placement, since the learner is expected to be adequately prepared prior to attending a health or social care setting.

Learning Outcomes

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

1. *Plan a work experience to support own personal and professional development.*
2. *Maintain health and safety regulations and respond to accidents and emergencies in healthcare settings.*
3. *Communicate with different stakeholders.*
4. *Maintain infection prevention and control procedures.*

CDKSK-404-2325: Entrepreneurship Essentials

Unit Level (MQF/EQF): 4
Credits: 4
Delivery Mode: Face-to-face
Total Learning Hours: 100

Unit Description

One of the main policy goals for the EU and Member States over the past years has been the development of the entrepreneurial capacity of European individuals and organizations, since there is a growing understanding that entrepreneurial abilities and information, can be learned, which in turn spurs the development of an entrepreneurial mindset and culture that is advantageous to both people and society at large. Entrepreneurship is a transversal skill that may be used to launch businesses as well as foster personal growth, actively participate in society, and (re)enter the job market as an employee or self-employed individual (cultural, social, or commercial). Hence, it encompasses a variety of entrepreneurial endeavours, such as intrapreneurship, social entrepreneurship, green entrepreneurship, and digital entrepreneurship. It relates to value creation, and it is applicable to both individuals and groups (teams or organizations), as outlined in the definition below: 'Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social' (FFE-YE, 2012) Therefore, the main objective of this unit is to familiarize the learners with the above-mentioned concept of entrepreneurship, with a view on enhancing entrepreneurial skills by building a strong foundation in this area of studies. Through this unit, learners will be guided on various ideation and creativity techniques, which will enable them to recognize opportunities and/ or generate ideas that address needs which are not currently being met, whilst being driven by sustainability when making these decisions. For example, through the use of the global sustainable developmental goals (SDGs) the learners are encouraged to understand the importance of sustainable development and inspire them to create businesses that contribute to this cause. Throughout the unit, learners will be encouraged to think critically, creatively, and ethically about entrepreneurship, and to consider the impact of their ventures on society and the environment, by utilising a variety of tools such as the Business Model Canvas(BMC) as a framework, and they will also have the opportunity to develop various other transversal skills such as communication and teamwork skills. Upon completion of this unit, learners will have developed an appreciation for the role of entrepreneurship in society and acquired an entrepreneurial mindset that will enable them to identify and pursue opportunities for innovation and growth in their personal and professional lives.

Learning Outcomes

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

1. *Identify an entrepreneurial opportunity.*
2. *Apply creative thinking tool(s) and technique(s) to generate idea(s).*
3. *Develop an entrepreneurial idea through a strategic plan.*
4. *Use effective communication skills to persuade various stakeholders.*

CDKSK-402-2324: Community Social Responsibility

Unit Level (MQF/EQF): 4
Credits: 2
Delivery Mode: Face-to-face
Total Learning Hours: 50

Unit Description

This unit focuses on Community Social Responsibility and provides an opportunity for learners to better understand themselves and others to establish life goals. Community social responsibility enables learners to understand their strengths, areas for improvement, opportunities offered to them during their lifespan and threats which can hinder their achievements. This unit will prepare students for life, employment and how to become active citizens in society. Lectures will differ from traditional delivery of other units where learners will be empowered to take ownership of their learning process. This means that this unit will be delivered through a combination of discussions, presentations, debates and application of theory through voluntary work. The sessions will focus on students becoming more self-aware of their strengths and limitations and what can be done to improve themselves. Skills needed on working and interacting with other people in the community and the right work ethics when doing the voluntary work. These sessions will help them prepare themselves for life after college and also instill civic duty to become active citizens.

Learning Outcomes

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

1. *Discover oneself through personal reflection and planning personal goals.*
2. *Interact and cooperate with other people effectively.*
3. *Develop active participation and promote community work.*

CDKSK-406-2322: Information Technology

Unit Level (MQF/EQF): 4
Credits: 6
Delivery Mode: Face-to-face
Total Learning Hours: 150

Unit Description

This unit aims to impart to the learners the necessary skills to produce, report, and analyse their work in a digital environment. Based on six learning outcomes, out of which learners need to focus on four which when combined give the learners the possibility to create advanced reports, represent data visually, understand the target audience and prepare outstanding presentations as well as manipulate images and videos and create websites. Using word processing software, spreadsheet software and presentation software this unit will demonstrate to the learners how to create advanced charts, create what-if scenarios as well as how to analyse and validate the data being inputted. Building upon previous learning, this unit demonstrates how to create presentations which are adequate for the audience and the venue. Moreover, the presentations will be enriched with multimedia content to enrich the experience of the audience. Throughout the unit, the learners will be making use of images and video. Learners are taught about the creation of websites as an aid to keeping a visible online profile. Another two topics delved into in this module are Artificial Intelligence and Digital Marketing. Learners are taught about creating simple programs as well, through the use of drag and drop techniques.

4 learning outcomes need to be chosen. LO3 is a pre-requisite of LO5.

Learning Outcomes

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

1. *Use office essential tools, including word processing, spreadsheets and presentations.*
2. *Create images and videos by making use of image and video creating software.*
3. *Apply web editing techniques.*
4. *Apply computational thinking techniques to create apps.*
5. *Identify concepts related to Artificial Intelligence.*
6. *Use concepts related to Digital Marketing.*