

MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

Institute	Institute of Community Services
Department	-

Programme Title	Foundation Certificate in Sport				
Course Code <i>To be filled in by Admissions Dept.</i>	CS2-O03-23	If the programme includes a WBL element, How is it accredited?		Not Applicable, does not include WBL	
MQF/ EQF Level	Level 2	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>	Learners who have completed compulsory education.		
Programme Fees	<p>There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)</p> <p>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</p> <p>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</p>				
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	<p>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.</p> <p>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.</p>				

	<p>For more information about how to apply online for a course at MCAST, please visit: https://mcast.edu.mt/how-to-apply-online-2/</p>
<p>Information for Non-EU Citizens</p>	<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 https://www.identitymalta.com/unit/central-visa-unit/.</p> <p>Further information International / TCN applicants should take note of before requesting to be considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on https://mcast.edu.mt/important-information/</p>
<p>IMPORTANT note to Non-EU Nationals / TCNs</p>	<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>https://mcast.edu.mt/important-information/</p>
<p>Address where the Programme will be Delivered</p>	<p><i>MCAST has four campuses as follows:</i></p> <p>MCAST Main Campus 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>Institute for the Creative Arts Mosta Campus Misraħ Għonoq Tarġa Gap, Mosta</p> <p>Institute of Applied Sciences Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi</p> <p>Gozo Campus 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"> ○ Face to Face components – as per above address instructions

	<ul style="list-style-type: none"> ○ Online components – from the student’s preferred address.
Course Description <i>(Refer to Programme Specification)</i>	<p>This programme of studies is the first step for those who want to become professionals within the sports industry. This course provides a comprehensive overview of practical units and the complementing theoretical foundations within sports and fitness related fields. The vocational study units cover the basics of health and active lifestyles, community sports and fitness training methods, and include an introduction to gym-based exercise. Concurrently, learners strengthen their knowledge of key skills.</p>
Deskrizzjoni tal-Kors <i>(Refer to Programme Specification)</i>	<p>Dan il-programm ta’ studju jservi bħala pass lejn karriera futura ta’ xogħol fis-settur tal-isport. L-istudent jesperjenza l-komponenti prattiċi li jikkomplimentaw dawk bażiċi fuq għadd ta’ suġġetti relatati mal-isport u ma’ kundizzjoni fiżika tajba. L-unitajiet ta’ studju vokazzjonali jkopru l-elementi bażiċi ta’ saħħa tajba u stili ta’ ħajja attiva, l-isport fil-komunità u metodi ta’ taħriġ għal kundizzjoni fiżika tajba, u jinkludu introduzzjoni għall-eżerċizzju bbażat fil-gym. Fl-istess ħin, l-istudenti jsaħħu l-għarfien tagħhom tal-ħiliet ewlenin.</p>
Career Opportunities:	-
Entry Requirements <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p>Internal Progression Route.... Any MCAST MQF level 1 Introductory Certificate</p> <p>OR</p> <p>Finished Compulsory Education (as will be documented by a full, official School Leaving Certificate / SSCP / SSQP)</p> <p>Initial Assessment Tests (depending on eligibility and applicability) (further / updated information regarding IATs can be found amongst the FAQs in https://mcast.edu.mt/important-information/)</p> <p>Medical clearance is required before being found eligible for course.</p>
Other Notes related to this Programme, and which are to be taken note of	<p>Closer to the opening of the Applications’ Time-Window, a “Pre-Entry / Eligibility Fitness Medical Clearance Form” will be made available on the course’s web page on MCAST website (‘Full Time courses’ Section). This will need to be filled in and signed by a Family Doctor / GP as well as endorsed by parents in instances of applicants who are under 18 years of age. When submitting an application for this programme of studies, this filled-in and signed document, needs to be part of the uploads submitted, in order for the application to be processed. Without that upload, the application will not be processed during the Admissions period (Summer 2025)</p>
Programme Learning Outcomes <i>(Refer to Programme Specification)</i>	<p>At the end of the programme the students are able to –</p> <ol style="list-style-type: none"> 1. Consider and promote a healthy and active lifestyle. 2. Identify and manage health stressors and administer basic first aid in a sports environment. 3. Demonstrate safe and effective exercise techniques and become familiar with a gym environment. 4. Control and monitor development of fitness using appropriate testing procedures.
Teaching, Learning and Assessment Procedures	<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</p>



	<p>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 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. 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 https://www.mcast.edu.mt/college-documents/</p> <p>The Programme Regulations pertaining to this Programme’s MQF/EQF level available at: link https://www.mcast.edu.mt/college-documents/, apply.</p>
Grading System	<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> <p>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)</p>
Exit Point (where and as applicable)	<p>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 <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points.</i></p>
Contact details for Further Learning Opportunities	<p>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.</p> <p>MCAST Career Guidance Tel: 2398 7135/6 Email: career.guidance@mcast.edu.mt</p>
Regulatory Body/ Competent Authority Contact Details <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
	CSSPT-206-2000	Health and Lifestyle	6	1	Year
	CSSPT-206-2001	Community Sport	6	1	Year
	CSSPT-206-2002	Fundamentals of Fitness Training	6	1	Year
	CSSPT-206-2003	Introduction to Gym Based Exercise	6	1	Year
	CDKSK-206-2307	English	6	1	Year
	CDKSK-206-2309	Il-Malti	6	1	Year
	CDKSK-206-2308	Mathematics	6	1	Year
	CDKSK-206-2310	Information Technology	6	1	Year
	CDKSK-206-2311	Science and Technology	6	1	Year

	CDKSK-206-2312	Community Social Responsibility	6	1	Year
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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 hours¹	Self-Learning and Assessment Hours³	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
<i>Note: The 'Self-Learning and Assessment Hours³' amount to the difference between the 'Indicative Contact Hours¹' and the 'Total Student Workload²'</i>				

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.

CSSPT-206-2000: Health and Lifestyle

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The roots of sport and physical activity may be traced back to the central key theme of healthy living and the development of healthy lifestyle practices. Modern sport, wellness, health and fitness as they relate to their respective industries, are based on the premise that good health is consistently statistically linked to definitive social, physiological, psychological and economic benefits.

The local obesity and inactivity statistics highlight the need for further education about the practice of daily healthy living, and learners committed to further education in the fields of sport and exercise represent the ideal ambassadors to fly the flag of formal and informal health promotion across society at large.

Furthermore, the local sports and fitness industries seek to employ individuals who buy in to the philosophy of healthy living. In order to practice healthy living learners must be first and foremost introduced to the knowledge and practices associated with healthy lifestyle choices such as increasing physical activity levels and eating healthy food. Learners must also acquire the ability to identify factors negatively affecting health like smoking, alcohol consumption and stress. Learners will be encouraged to reflect on the effects of such factors not only on the individual but on society at large.

This unit provides compliments the remainder of the course units by encouraging the learner to recognise good health as a foundation to physical fitness and sporting excellence, acquiring skills that are transferable across all spectrums of the care and health-related industries. The knowledge and skills covered in this unit encourage the learner to personally pursue a healthy lifestyle, and promote the benefits of such lifestyle choices to others.

Learning Outcomes

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

1. *Identify the lifestyle factors affecting health and associated national guidelines;*
2. *Understand the importance of promoting health and assist in planning and implementing a health promotion project;*
3. *Understand the benefits of physical activity and employ strategies for increasing activity levels;*
4. *Understand and apply the principles of healthy eating.*

CSSPT-206-2001: Community Sport

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In view of the thriving national interest in sport from a population of observers, spectators and perhaps leisure sport enthusiasts, this unit represents sport from the insider perspective of the practicing sports professional.

The unit is intended to facilitate a paradigm shift in the learner, from sports observer, sports enthusiast and sports participant, to a prospective sports professional. Learners are encouraged to diversify their experience of sport. While many might have had the opportunity to attempt and attain proficiency in one or several mainstream sports, here they are encouraged to experience alternative activities and experiences to which they may not have necessarily been previously exposed.

The unit serves those entering all areas of the local sport and fitness industries, and particular those with a special interest in pursuing a career in coaching. A wide range of non-mainstream sports will be explored, affording the learner with a fun and hands-on approach to building a richer sporting knowledge. Learners will experience the new sports hands-on, as well as investigate the inner-workings of organisations responsible for their management and administration locally. They will also investigate the role of sports in the community, gaining the in-depth understanding of sport required by prospective future employees in the sports, health or wellness industries.

The content of this unit will assist learners in furthering their studies in sport, by enriching their knowledge and experience of a greater variety of activities and sporting techniques, as well as introducing them to the unique requirements of sports and event organisation. Learners will work as part of a team and individually in order to hone a range of communication, organisational and practical skills.

They will take a proactive role in assisting in the organisation of a sports event, as well as promoting it and encouraging participation, motivating members of the community to engage in a more active lifestyle, while themselves gaining full appreciation of the roles and benefits of sports in the community.

Learning Outcomes

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

1. *Practice a range of community and minor sports;*
2. *Understand the organisation and administration of a range of community and minor sports;*
3. *Promote sport and sports culture in the community;*
4. *Assist in the organisation of a community or minor sport event.*

CSSPT-206-2002: Fundamentals of Fitness Training

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Modern progress in sport and fitness has been in no small part due to the development of sport and exercise science; a science based at its grass-roots level on fundamental principles. Improvements in sport, athlete performance, and the efficacy of exercise methods and techniques for the development of better health and aesthetics draws upon an ever-growing body of scientific research conducted by sports and exercise scientists.

An understanding of the fundamental principles upon which sport and exercise scientific enquiry is built, is an essential characteristic of prospective professionals at entry level to the coaching and fitness sectors, and the solid foundation upon which career progression in either sphere may be built.

The fundamentals of fitness training also serve to allow the learner to progress to levels of further education in sport and exercise education, and compliment other units in the course by equipping learners with the essential tools required to understand improvements in their own fitness as well as the fitness of others.

A sound knowledge and definition of fitness and its various components as well as the ability to measure ability within those components, allows the prospective professional to implement the necessary strategies to facilitate improvement. This unit is intended to introduce learners at the experiential level to recognise the importance of fitness training principles and theories as they relate to progression of personal fitness, as well personal progression in sport both vocationally and academically.

Practitioners of sport and exercise utilise a number of practical methods and techniques in the pursuit of fitness goals, and learners should be given the opportunity to experience these, as well as the ways they are implemented in line with the respective fitness improvement strategies.

Learning Outcomes

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

1. *Understand the basic components of fitness;*
2. *Identify a range of fitness tests applicable to the components of fitness;*
3. *Apply the principles of training;*
4. *Employ a range of training methods and techniques.*

CSSPT-206-2003: Introduction to Gym Based Exercise

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit serves learners aspiring to enter all areas of the local sport and fitness industries and particularly those with a special interest in the fitness industry as fitness instructors and personal trainers. Gym-based exercise has become an integral part of sports conditioning and physical training, and also constitutes an industry in its own right catering for a wide range of individuals with an even wider range of fitness and health goals.

The local industry is no exception, and a growing workforce of qualified fitness instructors and personal trainers is required to meet the demands of this growing sector. Learners interested in breaking into this industry will need a solid base of gym-based exercise experience, which they will obtain in this unit first and foremost as participants.

Learners will familiarise themselves with the gym environment and also look behind the scenes at some of its inner workings. They will follow an exercise programme just as a member in a fitness centre would, with the hands-on and comprehensive support of the lecturing staff and fitness staff at the MCAST fitness centre.

Learners will master the basic techniques of gym-based exercise, skills that will serve them throughout the rest of the units of the course, as they implement the principles and methods of training in a personalised and experiential manner.

Learning Outcomes

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

- 1. Understand gym regulations and health and safety considerations;*
- 2. Implement a gym-based training programme using a training diary;*
- 3. Perform a range of gym-based exercises safely and effectively;*
- 4. Understand a range of administrative functions in a fitness industry organisation.*

CDKSK-206-2307: English

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit description

In this unit, the importance of communicating in our second language is highlighted as both a necessity for life as well as for education and work. The unit is built with the view that communicative competencies are the targets of the teaching process. The unit aims to empower and help students to develop communicative competences through a range of meaningful activities presented in the classroom.

Communicating in English considers all four language skills of listening, speaking, reading and writing in meaningful situations or contexts with different objects to meet one's own communication needs or social communication requirements. Communicative competencies are analysed and practised, closely related to themes and topics in a meaningful, contextualised environment. Emphasis is placed on knowing how to use a language rather than just knowing about a language.

This unit is targeted at learners proceeding from Level 1 (therefore considering successful completion of Level 1 English) as well as those whose entry level is directly at Level 2. It is assumed that no entry qualifications such as SEC English (Ordinary Level) are necessary for learners to undertake this unit. This unit is internally assessed and verified. Assessment is carried out through assignments based on the Learning Outcomes below.

Learning Outcomes

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

1. *Listen to connected speech on a range of vocational topics.*
2. *Speak effectively using appropriate register and vocabulary during communication scenarios to deliver a clear message.*
3. *Read a level-appropriate given text to identify suitable responses.*
4. *Produce organised level-appropriate text in paragraphs of simple, complete and syntactical sentences.*

CDKSK-206-2308: Mathematics

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit description

Mathematics is a universal language and an important tool in everyday life. From a vocational education and training perspective, mathematics is an important subject due to its direct and indirect uses in various vocational practices. Mathematics helps students improve their problem-solving skills and supports their logical reasoning.

The aim of this unit is to help students reinforce their basic mathematical knowledge and develop their skills to endure and further their studies in vocational education.

In a supportive environment, students will be challenged to understand mathematical problems, reflect on the solutions that can be used, attempt an answer and check the validity of the answer to the problem.

In addition, considering the importance of technology in today's world, technological tools such as 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 will be able to apply simple mathematical techniques in solving problems and to describe the reasons behind the mathematical arguments used.

Learning Outcomes

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

1. *Use the basics of the number system.*
2. *Carry out numerical calculations.*
3. *Perform basic algebraic manipulations.*
4. *Draw and work with basic shapes and objects.*
5. *Use and convert basic units of measure.*
6. *Collect data and represent it graphically.*

CDKSK-206-2309: Il-Malti

Il-Livell tal-Unità: (MQF/EQF): 2

L-Għadd ta' Kreditu: 6

Mod ta' Tagħlim: Preżenti

Total ta' Sighat ta' Tagħlim: 150

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 ewlieni 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 f'din l-unità jkompli jibni fuq il-ħiliet miksuba fl-unità tal-ewwel livell. F'din l-unità, l-istudenti se jkunu qed ikopru materjal li ma jibqax bażiku imma li javvanza kemm fil-kontenut u anki fit-tul tiegħu. F'dan il-livell, l-istudenti se jkunu mħegġa u megħjuna jaħdmu b'aktar responsabbiltà u awtonomija.

Il-kuntest tat-tagħlim u t-tgħallim tal-erba' ħiliet jibqa' ġeneralment marbut mal-qasam vokazzjonali tal-istudenti. Għaldaqstant, f'din l-unità l-istudenti se jkunu preżentati prinċipalment 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 dawk tal-ewwel livell, għalkemm xorta waħda jibqgħu temi ġeneralment 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 jkomplu jtejbu l-Malti miktub tagħhom, f'din l-unità se tkompli tingħata importanza lill-ortografija, b'enfasi fuq regoli importanti 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 regoli importanti 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.

Il-Kisbiet mit-Tgħallim

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

1. *Jidentifika t-tifsir primarju ta' testi moqrija aktar impenjattivi.*
2. *Jagħraf il-messaġġi ewlenija ta' kuntesti varji ta' smiġħ aktar impenjattivi.*
3. *Jipproduċi kitbiet aktar impenjattivi dwar suġġetti familjari u s-settur vokazzjonali.*
4. *Jikkomunika b'Malti tajjeb u b'mod kunfidenti dwar suġġetti differenti permezz tat-taħdit.*
5. *Japplika regoli importanti tal-grammatika għal aktar tishih fl-ortografija.*

CDKSK-206-2312: Community Social Responsibility

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit description

This key skill presents an opportunity for MQF level 2 learners to work upon their self-awareness, whilst contributing within a contained social environment. Learners will take time in identifying aspects of their personal self which might be seen as advantageous, and others which require attention to promote further growth. This information is to be utilised during the process of community work opportunities identification, as learners will be required to match their skills with a potential preference. The journey of identifying possible opportunities to initiate and conduct a community work experience will be mapped in advance through the development of a plan of action. A particular dedication towards compiling and abiding to classroom ground rules will directly address the need to practice and hone self-management skills and capabilities.

In line with self-regulation, the learners will be given the opportunity to practice upon their public speaking skills and the development of any tools which might boost and increase success in conveying one's message. Apart from the regular contact time, opportunities for public speaking will be presented during most of the assessment.

Learners will also be presented with multiple opportunities to conduct self-evaluation exercises - these will be regularly promoted during assessment periods, starting from an individual interview performance, followed by regular behaviour performance, and finishing with a public speaking performance evaluation. Educators will guide the learners into practicing and understanding the importance of self-evaluation, as apart from increasing one's chances for employability, this brings forth numerous opportunities for growth.

Learning Outcomes

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

1. *Execute a plan in preparation for a community work initiative.*
2. *Demonstrate self-reflective capabilities.*
3. *Carry out public speaking in front of a concise audience.*
4. *Demonstrate the real-time practice of rules and regulations.*

CDKSK-206-2311: Science and Technology

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit description

In this MQF Level 2 key skill, the learners will be offered three core learning outcomes. Core learning outcomes are compulsory and will be the same for every course followed at this level. The first part of this unit specification enables learners to explore the role of science in fuelling technology. Because of science, we have complex devices like cars, X-ray machines, computers, and phones. But the technologies that science has inspired include more than just hi-tech machines. The notion of technology includes any sort of designed innovation. Whether a flu vaccine, the technique and tools to perform open heart surgery, or a new system of crop rotation, it's all technology. Even simple things that one might easily take for granted are, in fact, science-based technologies: the plastic that makes up a sandwich bag, the genetically-modified canola oil in which your fries were cooked, the ink in your ballpoint pen, a tablet of ibuprofen – it's all here because of science.

Learners will then go on to deal with sustainable energy in the Maltese Islands. The learner will review different sustainable measures both already available like photovoltaic panels and solar heater and also future possibilities like offshore wind farms.

In the third part of this unit, the learner will be taught how to formulate scientific questions and how to use these questions to understand scientific concepts. The scientific concepts to be investigated will be identified according to the learners' personal and/or vocational interests. The learners will ask scientific questions, make predictions about their findings and learn how to present the results obtained from their investigation.

This unit has five other elective learning outcomes, from which one must be selected by the institute.

Depending on the selection of the elective criteria, the learners may have the opportunity to understand basic chemical formulae. Also, they will understand Investigate the types of science related business in the Maltese islands and their socio-economic impact. Another elective is concerned with safety at the workplace. The learner will appreciate the availability and use of health and safety practices, safety clothing and other equipment. 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 visit, the learners will be empowered evaluate critically the impacts of the area related to their vocational practice. Finally learners may have the opportunity to explore organs and organ systems in more detail while also seeing the effects of daily practices on such systems.

Core Learning Outcomes

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

1. *Apply science to enhance the quality of everyday life (technology).*
2. *Identify the impact of sustainable measures for electricity generation in the Maltese Islands.*
3. *Formulate simple scientific questions to understand scientific concepts.*

Elective Learning Outcomes

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

1. *Recognise basic chemical formulae.*
2. *Investigate the application of science in the agriculture and food business sector in the Maltese Islands.*
3. *Investigate health and safety at the work place.*
4. *Carry out a fieldwork session.*
5. *Identify the link between the living world and everyday life situations.*

CDKSK-206-2310: Information Technology

Unit Level (MQF/EQF): 2

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit description

This unit is made up of a number of competences including the competence to use personal computers; the competence to manage efficiently a personal computer; the competence to operate effectively within the operating system and the competence to make productive, creative, and efficient use of the main office application software packages: word processing software, spreadsheet software, presentation software, web-browsing software & e-mail management software.

Learners will also be able to demonstrate basic knowledge skills and values of artificial intelligence, its uses, advantages and disadvantages with special attention to machine learning and computer vision in the real-world.

This unit is designed to ensure that learners are not only taught the knowledge and skills associated with productive, creative, and effective use of personal computers but should be given sufficient opportunities to find, exchange and share information. This should also ensure that learners develop the proper and correct attitudes associated with the use of information and ICT.

This unit should guide the learners to have a broad understanding of how ICT can help their learning, their work, and their social life. Learners will start to develop the ability to decide when and how to use ICT and be aware of the limitations associated with this use.

Learning Outcomes

Only 5 electives from 6 learning outcomes need to be selected

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

1. *Manage computer essentials and file management.*
2. *Recognise online essentials and tools for students.*
3. *Use a word processing application to accomplish basic everyday tasks.*
4. *Use a spreadsheet application to input, format data and prepare charts.*
5. *Create basic presentations using presentation software.*
6. *Use Artificial Intelligence and realize its applications in everyday and industry use.*