

MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

Institute	Institute of Community Services
Department	-

Programme Title	Advanced Diploma in Sport (Development, Coaching and Fitness)				
Course Code <i>To be filled in by Admissions Dept.</i>	CS4-W03-23		If the programme includes a WBL element, How is it accredited?		Placement
MQF/ EQF Level	Level 4	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>	2 Years	Mode of Attendance	Full-Time
Total Number of Credits	120 credits	Total Learning Hours <i>(25 Total Learning Hours for each ECTS)</i>		3000 hours	
Target Audience	Ages 16 - 65	Target Group <i>(the type of learners that the educational institution anticipates joining this programme)</i>	-		
Programme Fees	There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document) Fees apply for other International Applicants... for fee information and any related updates it is best to communicate with MG2i International through 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.				

	<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>
Information for Non-EU Citizens	<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 being considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on https://mcast.edu.mt/important-information/</p>
IMPORTANT note to Non-EU Nationals / TCNs	<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>
Address where the Programme will be Delivered	<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 Ġhonoq 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, Ġhajnsielem 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 is a full-time programme with a strong emphasis on the theoretical and practical components of sports and fitness. The course looks into coaching, fitness and sports development, basic sports science fundamentals and includes modules related to sports injuries and sports as a business venture. Placement experience provided throughout the course further strengthens these abilities. During the two years of this programme of studies, the learner will be exposed to an array of activities that will enrich their experience in the world of sports and fitness.</p>
Deskrizzjoni tal-Kors <i>(Refer to Programme Specification)</i>	<p>Dan huwa programm full-time b'enfasi qawwija fuq it-teorija u il-prattika f'isports u il-fitness. Il-kors jitratta l-ikkowċjar, il-fitness, ix-xjenza bażika tal-isport u l-iżvilupp, u jinkludi unitajiet ta' studju relatati ma' korrimenti waqt l-isport u l-isport b'hala negozju. L-esperjenza ta' xogħol waqt il-kors tkompli ssaħħaħ il-kapaċità tal-istudent f'dawn l-oqsma. Matul is-sentejn ta' studju, l-istudent jiġi espost għal varjetà ta' attivitajiet li jsaħħu l-esperjenza fid-dinja tal-isport u l-fitness.</p>
Career Opportunities:	<p>Fitness Instructor, Foundations Coach, Sport Activity Organiser</p>
Entry Requirements <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p>Internal Progression Route.... Any MCAST MQF Level 3 Diploma</p> <p>OR</p> <p>4 SEC / SSC&P or equivalent with a Pass Grade / Level 3</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 learner will be able to:</p> <ol style="list-style-type: none"> 1. Practise individual sports and team sports; 2. Assess a variety of risks in different sport events; 3. Organise a range of sport events; 4. Develop fitness and exercise programmes.
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 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.</p> <p>The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.</p> <p>Coursework shall normally be completed during the semester in which the Unit is delivered.</p> <p>Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.</p> <p>Certain circumstances (such as but not limited to the COVID-19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link 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</p>



	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 <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points</i> .
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 <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
	CSPHY-406-2004	Principles of Anatomy & Physiology in Sports & Fitness	6	1	1
	CSFTN-406-2000	Fitness Training and Programming	6	1	1
	CSSPT-406-2302	Sports Coaching	6	1	1
	CSSPT-406-2010	Sports Development	6	1	1
	CSSPT-406-2303	Fitness Testing for Sports and Exercise	6	1	2
	CSSPT-406-2011	Exercise, Health and Lifestyle	6	1	2
	CSSPT-406-2016	Physical Education & the Care of Children and Young People	6	1	2
	CDKSK-406-2319	English	6	1	Year
	CSSPT-406-2304	Practical Team Sports	6	1	2
	CSSPT-406-2019	Practical Individual Sports	6	2	2
	CSNTR-406-2001	Sports Nutrition	6	2	1
	CSPSY-406-2001	Psychology for Sports Performance	6	2	2
	CSSPT-406-2012	Instructing Physical Activity and Exercise	6	2	2
	CSSPT-406-2013	Adventure Activity	6	2	1
	CSSPT-406-2014	Sports Injuries	6	2	2

	CSSPT-406-2015	Organising Sports Events	6	2	2
	CSSPT-406-2017	Sports as a Business	6	2	1
	CSWBL-406-2000	Work Experience in Sports and Fitness	6	2	Year
	CDKSI-406-1901	Il-Malti għall-Istitut tas-Servizzi fil-Komunità, tax-Xjenzi Applikati u għall-Arti Kreattiva	6	2	Year
	CDKSK-404-2325	Entrepreneurship Essentials	4	2	1
	CDKSK-402-2324	Community Social Responsibility	2	2	1

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
<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.

CSPHY-406-2004: Principles of Anatomy and Physiology in Sports and Fitness

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will provide the learners with the fundamental knowledge, skills and competences relating to anatomy and physiology. The body systems that are included in the unit are recognized as having the greatest influence and involvement in all levels of exercise performance.

The learner will begin by developing their knowledge of the structure and function of the skeletal system. The knowledge of the differentiation of the skeletal system into the axial and appendicular regions allows for a greater understanding of the structure and formation of the system. This coupled with the variations in articulations will help to inform the learner on the function of this system in exercise performance.

The learner will continue by exploring the structure and function of the muscular system. The knowledge of the muscle types and structure within the system will allow for a greater understanding of how this influences the functions of the system. This coupled with the identification of fibre types will enable learners to understand the sport specific adaptations of this system in exercise performance.

The study of the cardiac and respiratory systems is a vital component in understanding the effects of exercise performance on the body. The learner will achieve knowledge of the structure and function of both systems and how these systems complement each other in the support of the body especially during exercise.

The final system of importance in exercise performance is that of the energy systems. Their function is directly related to the type of exercise involved and the athlete performer.

Following the development of the learners' knowledge of the principles of anatomy they will explore the main physiological adaptations of the body. This will further develop their comprehension of the effects of exercise on the human body. It will include the adaptations involved in exercise performance in response to both long and short term effects of exercise.

Learning Outcomes

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

1. *Identify the structures and describe the functions of the skeletal and the muscular system;*
2. *Identify the structures and describe the functions of the cardiovascular and the respiratory system;*
3. *Describe the different energy systems of the human body;*
4. *Understand the body's response to acute exercise and the long-term effects of exercise on the body systems.*

CSFTN-406-2000: Fitness Training and Programming

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a theoretical, planning based unit which will allow the learner to consider and comprehend the necessary underpinning skills to be able to plan and evaluate a personalized fitness training programme. Learners will develop a greater knowledge of the components of Physical Fitness, and how to manipulate them when applying Fitness Training and Programming to achieve a specific outcome. This will enable the learner to apply their understanding to the practical domain of exercise prescription and fitness training programming.

The unit is relevant to learners wishing to further develop their knowledge of training methods as a tool to develop as a fitness professional. On completion of this unit the learner will understand the different type of training methods, how to plan a fitness session/programme and evaluate any modifications to the program to elicit physiological change.

Learners will focus on components of fitness, types of training and be able to apply their understanding to plan a fitness session with the correct principles of training, moreover continue to plan a training programme focusing on variables such as goal setting, athletic profiling and periodization.

Learners will gain the underpinning knowledge and understanding to devise a training session/programme for a variety of training modalities. Finally, learners will understand the need to modify training load and evaluate programme development.

This Fitness Training and Programming unit will allow learners to understand and apply current guidance on exercise prescription and fitness training to allow for the planning of safe and effective fitness training.

Learning Outcomes

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

- 1. Know different methods of Fitness Training;*
- 2. Plan a Fitness Training session;*
- 3. Plan a Fitness Training Programme;*
- 4. Be able to monitor and review a Fitness Training Programme.*

CSSPT-406-2302: Sports Coaching

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a skills based unit that is designed to provide learners with an understanding of interpersonal and intrapersonal skills relevant to sports coaching practice and performance. Learners will apply and develop their knowledge of effective pedagogy of sports coaching taking into account the ability to plan and lead a structured sports specific activity session. Essentially, learners will identify the roles and responsibilities of the coach within a sporting context. Learners will also examine Leadership styles and motivational strategies in line with the necessary skills and qualities required to lead a structured sports based activity. This will be fundamental towards organize activities for specific groups whilst application sports coaching principles. The main content of the unit centres on the ability of the coach to plan and deliver effective training sessions whilst taking into account the athletes' safety and development. Learners will appreciate the importance of continued development, competence, communication, integrity and commitment. Learners will investigate methods and formats for effective coaching through creating session plans relevant to the domains and sporting context. This will require the learners to be confident and proactive in performing basic research and establishing a suitable leadership based on one's own principles and values. Ultimately this unit aims to help learners develop effective coaching skills within a safe and enjoyable sports environment.

Learning Outcomes

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

- 1. Know the roles and responsibilities of the sports coach*
- 2. Be familiar with leadership styles and coaching domains*
- 3. Plan a structured sports activity in line with best practice*
- 4. Deliver and evaluate a structured sports activity .*

CSSPT-406-2010: Sports Development

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Sport provides a fundamental basis for behavioural change within society, and is often touted by government as "an important contributor to a functional society". Sports development as a concept, widely regarded as physical education, may not have been defined as such. However, within this unit, the purposeful nature of Sports initiatives plus the development of skills and behaviours through the medium of sport is approached. This theory based unit is designed for learners to demonstrate they have knowledge and understanding of key concepts of sport development within society.

Learners will approach the idealism of sport within society, leading to the infrastructure of modern day sports organisations and governing bodies. Learners will investigate community sports initiatives and the perception of "sport for all" as a medium for positive change within society. In particular, the co-ordination of any award or accreditation schemes; the day to day running of sports facilities; programming and delivery of local/national sports initiatives; employable roles within these organisations; structure and management of volunteer projects; financial sustainability, and national targets for developing sport. Existing models for performance pathways for identifying and progressing talented performers while attaining life-long participation are examined to allow sports organisations to make decisions on recruitment and talent identification.

Overall this unit will assist learners wishing to gain employment within the sports industry, and provide a deeper understanding of key policies and strategies to "develop sport" within community sport, plus its impact on behavioural change

Learning Outcomes

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

- 1. Discuss the significance of the development of Sport, in comparison to development through Sport as having a positive effect on behaviour;*
- 2. Outline the framework of community sports initiatives as a means for social and personal change, making reference to best practice;*
- 3. Identify funding streams for sport initiatives within the public and voluntary sectors;*
- 4. Assess the potential for performance pathways within community sports development in-line with lifelong participation and talent identification.*

CSSPT-406-2303: Fitness Testing for Sports and Exercise

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will give learners the underpinning knowledge and practical ability to carry out field based and laboratory-based fitness tests. This unit combines both theoretical and practical components relating to the selection, administration and evaluation of dynamic fitness tests and health-screening techniques. The unit is particularly relevant to learners wishing to work in sports coaching and fitness instruction. On completion of the unit the learner will have the ability to select and apply appropriate health-screening measures and fitness testing before evaluating and comparing results against normative data. This knowledge can be used to identify strengths and weaknesses within their clients and provide an evidence-based evaluation of any fitness interventions undertaken. Learners will first gain an understanding of the concepts of validity and reliability in fitness testing together with the advantages, disadvantages and practicalities of various tests in different circumstances. Learners will be introduced to a selection of fitness test protocols and health-screening procedures. The next element of the unit involves the safe and effective practical implementation of health screening and fitness test protocols by the learner. The learner will gain an understanding of the health and safety considerations and methods of recording accurate test data. The learner will then become familiar with the interpretation of results and how to compare to normative data and/or previous test results to give effective feedback to the client.

Learning Outcomes

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

1. *Know a range of laboratory-based and field-based fitness tests.*
2. *Use health screening techniques.*
3. *Administer appropriate fitness tests.*
4. *Interpret the results of fitness tests and provide feedback.*

CSSPT-406-2011: Exercise, Health and Lifestyle

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit enables learners to develop knowledge and skills to assess the lifestyle of an individual, provide lifestyle improvement and plan a health related physical activity programme. This unit introduces the learner to Health Screening, where they will be provided with the fundamental knowledge, skills, and competences relating to screening an individual's health status to help make informed choices for activity and change. A major part of this section is the ability to produce a health-related physical activity programme to screen for the health status of an individual and follow this with goal setting and intervention strategies to suit the individual. Within Health Screening, the learners will begin by developing their knowledge of the importance of physical activity for all. The learner will be able to differentiate between the health conditions that affect the population and the lifestyle choices that influence these health conditions. Namely, the health issues associated with smoking, alcohol consumption, stress, dietary problems and lack of activity. With this knowledge, the learner will develop the skills to gather the information from individuals and develop a specific activity plan directly related to the needs of the individual. On completion of this unit, the learners will be better informed to prepare the general population for activity and develop the mind set of athletes (individuals or teams) for sport.

Learning Outcomes

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

- 1. Identify and describe the importance of lifestyle factors in the maintenance of health*
- 2. Assess the lifestyle of a selected individual*
- 3. Provide advice on lifestyle improvement*
- 4. Plan a health-related physical activity programme for a selected individual.*

CSSPT-406-2016: Physical Education and the care of Children and Young People

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In physical education (PE), pupils develop confidence and skills in a range of activities, such as dance, team games, gymnastics, swimming, athletics, and outdoor and adventurous activities. Besides learning how to work as individuals, in groups, and in teams, they learn the value of healthy, active lifestyles, social competencies, diversity and awareness of physical abilities. Discovering what they like to do, what their aptitudes are, and how to be involved in physical activity helps them make informed choices about lifelong physical activity. Physical education in some form has been a significant part of education for many years. Recently the provision and assessment of PE has expanded, so that even the type of course delivered is different. Sports departments now deliver and assess a greater range of academic and vocational courses and the importance of promoting healthy active lifestyles for young people has never been more apparent. This unit will present potential assistant PE teachers and school sports development coordinators with the basic pre-requisites for effective sports teaching, subject knowledge, classroom management strategies, dealing with challenging behaviour, disability, and support individual learning. School Sports Partnership structures, and other initiatives, have resulted in a complex and localised youth sport infrastructure. Extracurricular and out-of-school-hours learning opportunities in primary and secondary schools, the development of academies and community activities are all examples of the expansion of PE activities. The unit starts by providing an overview of PE provision within the country. The unit then looks at the contemporary notions of lifelong activity and the role and values of PE in a wider social context. The unit gives learners the knowledge and skills, required to plan a PE lesson and develops an understanding of the needs and requirements of the modern PE teacher. Learners will develop an understanding of the importance of safeguarding the needs of children and young people in education. The Commission for Children Act 2003 have brought new thinking to safeguarding children and young people with work values developed in compliance with the UN Convention on the rights of the child as ratified by Malta on the 26th of January 1990. This unit will enable learners to identify CSSPT-406-2016 2 ways of safeguarding children and young people in the learning context. Learners will also explore the relevant laws and procedures for working with, and protecting, children.

Learning Outcomes

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

1. *Identify the structure of Physical Education within the Educational curriculum.*
2. *Comprehend the contribution of Physical Education in Society.*
3. *Effectively structure a lesson of Physical Education.*
4. *Know the responsibilities and roles for those with a safeguarding remit when working with children and young people.*

CDKSK-406-2319: English

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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.*

CSSPT-406-2304: Practical Team Sports

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a practical based unit which is designed to provide the learner with fundamentals of selected team sports, allowing the learner to develop an awareness of selected team sports and a greater understanding of the techniques, tactics and skills involved. The learners must demonstrate knowledge of the rules and regulations of each selected team sport. They will identify the rules and regulations set out by the respective governing bodies together with good etiquette. Learners will also reflect on their own performance within the team sport and the performance of the team as a whole. The learner must be able to demonstrate the necessary skills through practice of closed and open skills required in the development of team sports. This unit is relevant to learners wishing to further develop their knowledge and ability of applying skills, techniques and tactics in selected team sports. This will encourage the learners to reflect on the team's performance as well as their own individual performance using different methods. The learners will practice the skills required and the correct technique to enhance sports performance. Learners will also learn about different tactics within specific team sport and will need to demonstrate an understanding of the tactics.

Learning Outcomes

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

- 1. Identify rules, regulations and ethical behaviours for selected team sports*
- 2. Apply the skills and techniques involved in selected team sports*
- 3. Interpret tactics involved in selected team sports*
- 4. Know individual and team performance assessment with selected team sports.*

CSSPT-406-2019: Practical Individual Sports

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a practical based unit that provides the learner with working knowledge and understanding of practical individual sports. Allowing the learner to develop a deeper understanding of selected individual sports and the required techniques, tactics and skills involved. The learner must demonstrate knowledge of the rules and regulations of each selected individual sport. This will enable the learner to reflect on their own performance and other individual's performance in sport. The learner must be able to demonstrate the necessary skills through individual self-analysis and analysis of others to develop sporting performance. Learners will be informed throughout the unit about health and safety and its importance within team sports. This unit is relevant to learners wishing to expand their knowledge and ability of individual team sports. This will focus on application of techniques, tactics and skills that will be accomplished through participating in the selected individual sports. This will encourage the learners to reflect on other individual's performance as well as on their own by using different methods. The learners will practice the skills required and correct technique to enhance sports performance. Learners will research different tactics within specific individual sports and demonstrate the tactics during participation. They will identify the rules and regulations set out by the governing body and demonstrate these in a practical situation being aware of good sportsmanship. Ultimately, learners will be confident in participating in a variety of individual sports offered as part of the college's curriculum, as well as in the community as a performer and an official.

Learning Outcomes

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

- 1. Explain the techniques, tactics and skills involved in selected individual sports*
- 2. Identify the regulations and rules of selected individual sports*
- 3. Evaluate individual performance and development in selected individual sports*
- 4. Evaluate the performance and development of other individuals in selected individual sports.*

CSNTR-406-2001: Sports Nutrition

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides learners with a good working knowledge of Sports Nutrition and skills relating to how this can impact on sports performance and training.

The unit provides learners with an awareness of the concepts of nutrition and digestion. Students will understand what macronutrients and micronutrients are and the role fibre has in the diet. The student will understand the nutritional requirements of an individual and common terminology used within nutrition. This unit also provides the student with an understanding of the digestive system identifying the structure and function of each component.

This unit is about the balance between energy intake and output and the direct effect it can have on sports performance. The student will become aware of energy measurements based on consumption and expenditure, the sources of energy that are used by the body and anthropometric measuring requirements. The student will also understand varying factors that can influence energy balance.

Students will understand the direct correlation between hydration and sports performance. Recognition of the typical signs and symptoms of hydration will be covered (dehydration, hyper hydration, hypo hydration and super hydration) as well as an understanding of the required fluid intake specific to a variety of circumstances. The student will expect to have an awareness of the varying types of fluid (hypertonic, hypotonic and isotonic) and when best used by the athlete (pre-event, inter-event and post-event).

This unit enables the student to investigate specific sporting activities and plan appropriate diets for them. Students will understand the importance of a balanced diet using knowledge of the various food groups and the relevance of this information to the sports performer and their specific individual requirements.

Learning Outcomes

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

1. *Understand the principles of digestion and nutrition;*
2. *Describe energy intake and expenditure during sports performance;*
3. *Understand the relationship between sports performance and hydration;*
4. *Demonstrate an ability to plan an appropriate diet for a specific sporting activity.*

CSPSY-406-2001: Psychology for Sports Performance

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The unit provides learners with a critical knowledge and understanding of psychological concepts and theories relating to sports performance. The unit will introduce learners to the importance of a range of personal and environmental factors for an athlete's psychological wellbeing and performance in sport. In addition, learners will be informed of the elements involved in creating a psychological skill-training programme to enhance performance.

Through this unit, learners will examine athletes' psychological processes and responses to the competitive sporting environment, with a view to better understanding athletes' worlds and facilitating performance excellence. Specifically, learners will be informed of the key areas of personality and motivation research, and how these concepts influence performance in sport.

The unit goes on to explore how stress, anxiety, and arousal impact on sports performance and considers a range of psychological techniques through which these responses can be modified. Group processes, team cohesion and leadership concepts are also presented, and their significance for sport performance in teams is examined.

On completion of this unit, learners will be better informed to recognise and understand the influence of athletes' psychological make-up and environmental factors on sports performance. Moreover, learners will be able to assess, plan and implement an athlete specific psychological skills training programme.

Learning Outcomes

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

1. *Describe and explain the influence of personality and motivation on performance in sport;*
2. *Describe and explain the influence of anxiety, stress and arousal on performance in sport;*
3. *Describe and explain the effect of group processes, team cohesion and leadership on performance in team sports;*
4. *Assess athlete needs and plan an appropriate psychological skills training programme to improve the sporting performance of individuals and teams.*

CSSPT-406-2012: Instructing Physical Activity and Exercise

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit requires both the theoretical planning of physical activity and exercise combined with the practical leading of a safe and effective exercise session. The unit is designed to encompass the functions of Fitness professional to include the assessment of an Individual or groups current activity, sound pre-activity screening and establishing an effective and session content to address the negotiated client goals and objectives. These are the principal skills for those wishing to gain employment within the exercise and fitness environment.

Learners will develop a greater knowledge of the components of Health Physical Fitness, and how to adopt them when applying them to achieve a specific outcome. This will enable the learner to apply their understanding to the practical domain of exercise prescription and the practical elements of effective exercise leading.

Implementation and delivery elements will allow the learner to be aware of the significant considerations of communication and instruction feedback that are fundamental to achieving session success.

Reflective evaluation post session delivery is key to the effective exercise professional allowing for the establishment of progression goals and the basis for continuous professional development.

Learning Outcomes

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

- 1. Explain the content and practices of effective exercise sessions;*
- 2. Create an exercise programme;*
- 3. Plan and deliver a relevant exercise session;*
- 4. Review the planning, content and leadership shown in delivering an exercise session.*

CSSPT-406-2013: Adventure Activity

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will enable the learner to explore a range of outdoor adventurous activities available in the local context. The learner should be provided with as much opportunity as possible to partake in regular and varied adventure activities that will enable the learner to learn and develop the required skills and techniques to participate in a safe and reliable manner.

In addition to developing practical skills and experience, the unit should provide opportunity for the learner to reflect and evaluate on their own performance. The learner should also gather information from others, i.e. peers, instructors, tutors on their performance. Learners should use this information to plan a development strategy to improve their own performance.

The learner will also explore and develop knowledge about the structure of organisations and providers associated with outdoor and adventure activities including governing bodies.

It is imperative that the unit examines safety considerations that should be taken prior and during participation. Learners will be able to develop knowledge of the health and safety, and legal implications of outdoor and adventure activity. This unit should also increase the learners' knowledge and understanding of the potential impact of outdoor and adventure activity on the environment. Considering where activities take place, features of the landscape, the wildlife, flora and fauna in the natural environment and the potential impact of the activities taking place.

Learning Outcomes

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

1. *Describe knowledge and understanding of the provision and procedures involved in outdoor and adventure activity;*
2. *Demonstrate knowledge and understanding of Health and Safety considerations, legal implications and environmental issues relating to the provision of outdoor and adventure activity;*
3. *Participate in selected outdoor and adventure activity under supervision;*
4. *Effectively evaluate performance during participation in selected outdoor and adventure activity and develop an appropriate development plan.*

CSSPT-406-2014: Sports Injuries

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides learners with the essential Sports Injuries knowledge and skills to demonstrate understanding of and practical skills when dealing with sports injuries. The unit provides learners with an awareness of how to identify a number of common sports injuries (from signs and symptoms), how they can be prevented/managed by appropriate intervention/treatment modalities. Further to this the candidates will develop the skills needed to plan and deliver sports injury rehabilitation.

The student will be made aware of a range of common sports injuries looking at the mechanism of injury to assist with correct diagnosis. Students will focus on extrinsic/intrinsic factors and preventative measures. This unit will provide learners with an understanding of both the physiological and psychological response to sports injury.

The unit will teach the student the practical skills and knowledge required to deal with sports injuries in a first aid environment. It will also prepare the students to be able to dispose of an injured athlete to the correct level of care as necessary.

Students will be able to plan rehabilitation programmes by correctly identifying the stages of healing and the stages of rehabilitation giving full consideration to Health and Safety at Work issues.

Learning Outcomes

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

- 1. Identify the inherent risks of sports and explain injury prevention strategies;*
- 2. Identify the symptoms and signs of a wide range of injuries common to sport;*
- 3. Explain and demonstrate the treatment methods for sports injuries;*
- 4. Construct and plan rehabilitation programmes and treatment strategies for two common sporting injuries.*

CSSPT-406-2015: Organising Sports Events

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Sporting events differ considerably in size and rationale ranging from local fund raising activities and sporting events to mega events such as the World Cup. The focal point of sports events will differ considerably. Many will focus on one sports discipline while other will include an array of sports. Therefore, events will attract participants and spectators from numerous social and economic backgrounds, ages, abilities and sports disciplines of all magnitudes.

This unit will provide learners with the opportunity to coordinate, manage and evaluate a sports event. Learners will use methods to reflect on their own skills and abilities to effectively plan, promote and supervise their event. Furthermore, they will gain an understanding of team dynamics and communication skills, organisational and management skills as well as recognising the legal and Health and Safety issues attached to event planning.

Learners will operate in groups to select an event they wish to arrange and facilitate creating an action plan complete with aims and objectives. They will create a business plan for the sports event identifying their participants, observers, resources, budgets, timescales and risk assessments. Learners should create an innovative marketing and promotional strategy to promote their event.

Finally, learners should manage the event in real time before identifying an evaluation strategy to appraise the success of the event. They must appraise the performance of the team and the specific roles of each individual as well as the event itself.

The unit will provide learners with the fundamentals to enhance and showcase their employability skills. Furthermore, it will provide them with vital hands on practical experience which they can showcase and apply in future employment settings.

Learning Outcomes

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

1. *Recognise the different types of sports events and their purpose;*
2. *Explain the roles and responsibilities of those involved in the design and management of events;*
3. *Develop a business plan focusing on the promotion and marketing for a sporting event;*
4. *Organise and evaluate the delivery of the sports event.*

CSSPT-406-2017: Sports as a Business

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will give learners the opportunity to identify what skills and qualities are required within the Sports Industry to create a successful, sustainable and profitable business. They will use methods to reflect on their own skills and abilities. Learners must recognise the differing services which clients access within this sector from sports clubs to personal training. Recognising the substantial turnover, the sector is generating with sportswear becoming 'fashion brands' globally.

Sports businesses are always forecasting for growth and development, and in the future there may be expansion in the services, facilities and products.

They must ascertain the challenges which may impact businesses in this sector. Learners should also identify the potential opportunities to increase revenue through sales, merchandising, promotion or services.

They must create a 'sports' business concept encompassing all attributes of starting a new business venture. They should recognise the characteristics which make a successful business e.g. leadership, income, profit, communication or market positioning. They should also be aware of how to adapt to changes in markets to ensure they create a successful business. Learners must be able to recognise a deteriorating business and how to improve it.

Learners must recognise the importance of conducting market research and implementing an appropriate marketing strategy which meets the needs of their business. They must plan and conduct market research linking it to their venture. Learners should create an innovative marketing and promotional strategy to promote their products/services distinguishing them from their competitors.

Learners will observe the financial and legal aspects of the sports industry and how they impact start up. Understand how much will be required for start-up and why, compile information on how they will finance this launch and then provide detailed financial statistics. Be able to provide information on the legal aspects required for a business.

Learning Outcomes

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

1. *Recognise the characteristics of businesses in sport;*
2. *Know how to make a business successful in sport;*
3. *Know the legal and financial influences on the sectors;*
4. *Develop a business plan focusing on market research and marketing for a business in the sports sector.*

CSWBL-406-2000: Work Experience in Sports and Fitness

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The local sports and fitness industries currently provide various employment opportunities for suitably qualified professionals, ranging from entry-level coaching and instructing positions in sports clubs, nurseries and fitness centres, to administrative, organisational and managerial posts in sports development and health promotion organisations and initiatives in both the public and private sectors.

Learners are encouraged to explore these and other available employment opportunities, considering a range of possible career paths representative of a local sports and fitness industry that is currently in a state of flux. In light of multifactorial influences including but not limited to unique cultural challenges, poor performance on international obesity and inactivity rankings, and rapid sectorial growth in overseas European sport and fitness, professional flexibility, adaptability, and versatility are actively emphasised throughout the unit.

The links between personal and career development are explored, allowing learners to develop the skills required to maximise use of job-seeking resources, establish, develop and maintain professional contacts, compile effective job applications, and perform successfully at interviews.

In the work environment itself, learners are guided towards the development of a professional and conscientious work ethic, as well as practical contextual day-to-day team working and administrative skills typical of the modern-day workplace. Throughout this unit, learners will organise, prepare for, undergo, and finally evaluate a work experience placement in an environment rich in peer and tutor support. The unit ultimately permits the consolidation and application of a wide range of learning outcomes encountered throughout the overall course of study, in practical real-world contexts.

Learning Outcomes

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

1. *Understand the structures, functions, and associated employment opportunities in the local sport and fitness sectors;*
2. *Plan a work experience placement in the sport or fitness sectors;*
3. *Carry out a work experience placement in the sport or fitness sectors;*
4. *Review personal and professional development achieved in a work experience placement in the sport or fitness sectors.*

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

Il-Livell tal-Unità: (MQF/EQF): 4

L-Għadd ta' Kreditu: 6

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 150

Deskrizzjoni tal-Unità

Din l-unità hija intenzjonata li ssaħħaħ il-ħiliet tal-qari, is-smiġħ, it-taħdit u l-kitba bil-Malti għall-istudenti tar-raba' livell fi ħdan l-Istitut tas-Servizzi fil-Komunità (ICS) u l-Istitut tax-Xjenzi Applikati (IAS). 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 jitharrġu 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' smiġħ. Biex komunikazzjoni tkun effettiva jeħtieġ li wieħed jitharreġ 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 konvergenzi kemm fuq il-post tax-xogħol u anki fil-ħajja soċjali tagħna. L-istudenti se jkunu qed jitharrġu wkoll jiformolaw 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 niċċdu 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 jitharreġ 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 jisthoqqilha, 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 jitharrġu 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 zgħażaġħ Maltin f'dak li għandu x'jaqsam mal-kitba bil-Malti. Għalhekk f'din l-unità l-istudenti se jkunu qed jitharrġu 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.

L-Għanijiet tat-Tagħlim

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 jsegu kuntesti differenti ta' smiġħ, b'mod partikulari dawk relatati ma' oqsma differenti tax-xogħol, u jiformolaw 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 jhaddnu 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.*

CDKSK-404-2325: Entrepreneurship Essentials

Unit Level (MQF/EQF): 4

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

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: Fully Face-to-Face Learning

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 instil 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.*