MQF/EQF Level 3

CS3-04-21

Diploma in Sport

Course Specification

Course Description

This programme of studies builds on the components covered in the Foundation Certificate in Sport and delves further into the topic. This is the course that leads to an MQF 4 Advanced Diploma in Sport (Development, and Fitness). This MQF Level 3, Diploma in Sport has practical sessions included in the course but further emphasis is given to theoretical knowledge. The course covers the basics of Anatomy and Physiology in Sport, Fitness Testing, Fitness Instruction, Fundamental Methodology of Physical Activity and Sport, as well as the theory and practice of the mainstream sports. The syllabus incorporates a work-based learning component thus facilitating the transition into employment for those learners who do not wish to further their studies. By the end of the course, the learner will be able to assist a Fitness Instructor in the preparation and delivery of basic fitness training programmes. The learner will be encouraged to take part in various sports-related events that are organised on campus.

Programme Learning Outcomes

At the end of the programme the students are able to -

1. *Identify the structure and function of the main body systems and understand the short and long term effects of exercise on the body systems;*
2. *Describe the wide range of testing procedures identifying the reasons behind testing (health and fitness, performance enhancement, designing training programmes);*
3. *Design a training programme based on the needs of customers and conduct fitness sessions;*
4. *Identify mainstream sports in Malta and acquire knowledge of basic rules and regulations, as well as basic techniques and tactics.*

Entry Requirements

MCAST Foundation Certificate

OR

2 SEC/O-Level/SSC&P (Level 3) passes

Entry Requirements

Medical clearance is required.

Key Information

Awarding Body – MCAST

Accreditation Status – Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor[23]/Bachelor (Hons.)[24] First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme[25]	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme[26]	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme[27]	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme[28]	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme[29]	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 1500 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 1 Year

Target audience for MCAST full-time courses is 16 to 65+

Target group: Learners who have completed compulsory education.

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.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus
Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts
Mosta Campus
Misraħ Għonoq Tarġa Gap,
Mosta

Institute of Applied Sciences,
Centre of Agriculture, Aquatics and Animal Sciences,
Luqa Road, Qormi

Gozo Campus
J.F. De Chambray Street
MCAST, Għajnsielem
Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours).

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link https://www.mcast.edu.mt/college-documents/

The Programme Regulations referenced below apply. (DOC 003 available at: link https://www.mcast.edu.mt/college-documents/)

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 – 10 hrs	25 hrs	20-15 hrs*
2	10 – 20 hrs	50 hrs	40-30 hrs*
3	15 – 30 hrs	75 hrs	60-45 hrs*
4	20 – 40 hrs	100 hrs	80-60 hrs*
6	30 – 60 hrs	150 Hrs	120-90 hrs*
9	45 – 90 hrs	225 hrs	180-135 hrs*
12	60 – 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus

assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:
A* (90-100)
A (80-89)
B (70-79)
C (60-69)
D (50-59)
Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 003 available at: link https://www.mcast.edu.mt/college-documents/

Intake Dates

•MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
•Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
•For exact dates re calls for applications please follow this link https://www.mcast.edu.mt/online-applications-2/

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation though an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and joint the course applied for. For further information re study-visa please access https://www.identitymalta.com/unit/central-visa-unit/.

For access to instructions on how to apply online please visit https://www.mcast.edu.mt/online-applications-2/

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance
Tel: 2398 7135/6
Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Semester
CSPHY-306-2001	Anatomy and Physiology in Sport	6	Yearly
CSSPT-306-2004	Employment and Sport	6	Yearly
CSSPT-306-2005	Fitness Testing	6	Yearly
CSSPT-306-2006	Fitness Instruction	6	Yearly
CSSPT-306-2007	Fundamental Methodology of Physical Activity and Sports	6	Yearly
CSSPT-306-2008	Theory and Practice of Mainstream Sports	6	Yearly
CDKSK-304-1922	English	4	Yearly
CDKSK-304-1921	Mathematics	4	Yearly
CDKSK-304-1923	Malti	4	Yearly
CDKSK-304-2108	Information Technology	4	Yearly
CDKSK-304-2103	Community Social Responsibility	4	Yearly
CDKSK-304-1925	Science	4	Yearly
Total ECTS		60	/

CSPHY-306-2001: Anatomy and Physiology in Sport

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

With the sports and fitness industries currently in a state of growth, there exists a higher demand for well-educated and adequately prepared professional employees. The science of human performance for a multitude of performance and health-related goals hinges on, among others, a sound understanding of fundamental principles of anatomy and physiology. Further knowledge and application of research findings in the fields of human performance can only be facilitated in the presence of a strong foundation of early exposure to anatomical and physiological principles.

Professionals who are well-versed in the structure and function of a range of body systems have a decided advantage for progression within the sports and fitness industries, and this unit is intended to equip learners with a vital knowledge base early in their sports and exercise education development pathway. Learners will grasp the essential components of fundamental human movements and understand the specific involvement of associated bones, joints and muscles in those movements.

Learners will apply their knowledge of human body systems structure and function to the functional demands of physcial activity as they investigate the short and long term effects of exercise and physical activity on the body in theory and practice.

An understanding of the fundamental concepts of human anatomy and physiology also allow learners to contextualise responses by the body to a wide range of physical activities encountered throughout the remainder of the course units, and provide an essential knowledge base for prospective graduates of the course wishing to progress to the level 4 programme and other courses of sports and fitness related further education.

The knowledge and skills acquired by the prospective sports or fitness professional in this unit also serve to benefit future athletes and clients with individual needs and goals, requiring coaches, instructors and trainers with a deeper understanding of the functioning of the human body to produce safe and effective exercise prescriptions.

Learning Outcomes

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

1. *Understand the structure and functions of the muscular and skeletal systems;*
2. *Understand the structure and functions of the cardiovascular and respiratory systems;*
3. *Understand the processes and functions of the energy systems;*
4. *Explain the short and long-term effects of exercise on the body systems.*

CSSPT-306-2004: Employment and Sport

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In the local sports and physical activity sectors exist a large number of private, as well as public and voluntary organisations. These all serve the needs of sports and physical activities organised and managed locally and in doing so, function in a number of distinct ways. The mechanisms by which they operate must be understood by prospective sports and fitness professionals in order to gain the insider knowledge those professionals in their respective industries are required to possess.

The preparation of learners to enter industry as competent practitioners should go beyond specialist content knowledge, and this unit serves to address the awareness learners must have regarding the nature and structure of the industries they aspire to enter, and the process of finding, applying for, and ultimately successfully obtaining gainful employment within these structures.

Skills such as drafting covering letters and curriculum vitae, as well as preparing for and performing well at a job interview serve as methods for learners to get ahead of the competition in the competitive employment market.

Learners will gain the most intimate and practical understanding of the workplace when attending their own work placements, during which they are encouraged to investigate the inner workings of the organisation to which they are assigned, by undertaking an investigative project.

This unit ties together all elements of the course, as whichever specialisation learners eventually desire to pursue, the ability to find and obtain employment in their respective areas is the vital first step towards further career development.

Learning Outcomes

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

1. *Know a range of organisations and occupations in the sports and fitness industries;*
2. *Use relevant documentation and skills for organising a work experience in the fitness industry;*
3. *Undertake a work placement in the fitness industry;*
4. *Carry out a work-based project in the fitness industry.*

CSSPT-306-2005: Fitness Testing

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In the sports and fitness industries, participants strive for specific and measurable results. In order to set such effective goals, a starting point for participants must be established, and short, medium to long term goals based on that starting point established that are achievable and realistic. For the sports related industries to continue to grow and establish further credibility professionals employed on the front line to assist and support participants must reinforce their professional status by being accountable and performing quantifiable and measurable work.

To achieve this, learners must become well-versed in the science of fitness testing. Obtaining accurate and reliable data about the participant, recording and evaluating it, comparing it to established norms, and communicating their meaning effectively, should become the hallmarks of a successful sport or fitness professional. Learners are encouraged to adopt a scientific approach to their work, and master the techniques associated with obtaining the relevant data.

Fitness testing knowledge and skills will assist the learners in understanding the basic components and principles of training and programming covered in other units of the course. Fitness and anthropometric testing of body composition may be found in the coaching or fitness professions whether they are conducting in the context of competitive sport or as the precursor to gym-based exercise programmes for health-related fitness goals

Measurable goals expressed through the performance of fitness and anthropometric testing at the beginning of an exercise or conditioning programme, and repeated at regular intervals throughout its performance, assist professionals in analysing the effectiveness of their exercise prescriptions, and make the necessary modifications to benefit of the respective participants. They also empower coaches and instructors to progress professionally by identifying, planning and implementing the necessary professional development activities.

Learning Outcomes

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

1. *Understand fundamental principles and procedures of laboratory and field-based fitness testing;*
2. *Understand the purpose and process of a range of lab-based fitness tests;*
3. *Carry out a range of field-based fitness tests;*
4. *Interpret the results of a range of field-based fitness tests.*

CSSPT-306-2006: Fitness Instruction

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In the developed world almost one in five adults belongs to a fitness centre. The international fitness industry at large is a growth industry, and in the local context popularity of this sector is set to increase along the same lines. While local participation in fitness is significantly lower than this developed world average, and obesity and inactivity rates are among the worst in Europe, it is a fair prediction that the local industry is set to grow at an accelerated rate.

In response to this growth, professionals are required who possess the knowledge, skills and competences to be employed in the area of fitness instruction and personal training in fitness centres and studios. The aim of this unit is to introduce learners to the concepts of gym-based exercise, with a view to being able to teach and instruct.

The ability to instruct first and foremost hinges on the ability of learners to practice gym-based exercise competently as participants, exhibiting safe and effective technique and a sound knowledge of programming principles and health and safety. During the course of this unit learners will acquire these essential skills in the safety of the MCAST fitness centre under close supervision of the unit lecturer and fitness centre staff.

Confidence in the gym-based exercise environment will also assist learners interested in pursuing coaching careers, to reflect the growing spheres of physical training and strength and conditioning for sport. Gym-based exercise will also help learners to grasp in a practical context content knowledge covered elsewhere in the course, including anatomy and physiology, and principles of training and programming.

Learning Outcomes

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

1. *Understand the key components of fitness, and the principles of training and programming;*
2. *Understand fundamental principles of improving health and fitness;*
3. *Demonstrate safe and effective gym-based exercise performance technique;*
4. *Practice the development of personal health and fitness.*

CSSPT-306-2007: Fundamental Methodologies of Physical Activity and Sport

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The sports, wellness and fitness industries share a crucial component in which professionals employed in these industries must be well-versed; the ability to teach. Coaches, fitness instructors, personal trainers and PE teachers all require a strong foundation in pedagogy and andragogy. Learners must begin to explore and develop the skills required to teach and facilitate learning in others.

Sports and fitness professionals face the additional challenge of assisting practitioners of all ages and genders, and in a wide range of environments and contexts. The ability to do this successfully hinges on the effective preparation of learners early on in their development, to explore the concepts of transference of knowledge and skills to others.

While the various other units tackled throughout the course investigate various specialist areas, they are all tied together in their requirement to ultimately teach others. Coaches must teach athletes and students skills, tactics and techniques for the development of optimal sporting performance, teachers must do the same in some cases, with the addition of educating in a holistic and entirely inclusive and differentiated manner, while fitness instructors and personal trainers must teach a range of techniques for the safe and effective performance of simple and complex skills and movements.

They must do all this while remaining up-to-date with their scope of practice in an ever-evolving educational context that emphases holistic, formative, and student-centred learning. Understanding key concepts and fundamental methodologies will prove an invaluable advantage for learners as they embark on their careers and professional development journeys. Learners with a strong foundational knowledge in the key concepts supporting the pedagogical and adragogical considerations associated with achieving learning outcomes safely and effectively will enjoy a decided advantage in the sports and fitness employment markets.

Learning Outcomes

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

1. *Understand the distinctive considerations for children and young people practicing physical activity and sport;*
2. *Apply key methodologies for instructing physical activities;*
3. *Plan to assist in leading a safe and effective physical activity session;*
4. *Assist in leading a safe and effective physical activity session and review own performance.*

CSSPT-306-2008: Theory and Practice of Mainstream Sports

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

During major international sporting events, it is difficult to deny the profound and influential role of sport in society. The theory of mainstream sports represents an area of enquiry into which the sports professional must become well-versed, and this portion of the unit serves primarily to facilitate a paradigm shift in learners, developing their insights into sports from those of a participant or observer, to those of a sports professional employed and serving a productive and beneficial role in the industry.

As sports professionals, learners will need to possess and communicate educated and valuable insights into mainstream sports that in turn educate others and serve to promote the values and benefits of sport further within the community.

Learners will investigate the effects that several mainstream sports have had on society through history, as well as the history of those sports themselves. They will reflect on the economic considerations of professional and amateur sports as well as the philosophies and core values upon which they are built, and how these affect society and populations at large.

They will gain knowledge about the organisational structures of sports organisations, as well as the roles and responsibilities of those individuals who form part of such organisations, with a view to actually assisting a sports organisation practically as per the assessment criteria.

Over and above the theoretical aspects of mainstream sports, learners will have the opportunity throughout the course of this unit to practice and develop their own skills and techniques in relation to those sports.

Learning Outcomes

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

1. *Develop valid historical, political, philosophical and socio-economic insights in relation to mainstream sports;*
2. *Apply knowledge of organisational structures to assist in the administration of mainstream sports;*
3. *Apply rules and regulations to assist in officiating mainstream sports;*
4. *Apply skills, tactics and techniques in mainstream sports.*

CDKSK-304-2103: Community Social Responsibility

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

This key skill presents the opportunity for MQF level 3 learners to explore their individual self through the analysis of their core values and behavioural tendencies. This will bestow insight upon the learners, which will assist them in setting and/or recalibrating their future goals. Through the acquisition of different life skills, learners will be empowered to explore their surroundings and become more responsible towards the environment which hosts them. Delving into what constitutes responsibility towards others, the learners will be presented with the opportunity to recognise the significance of developing an adequate personal conduct.

The learners will also be presented with opportunities to develop and/or hone their management and organisational skills, which in return will assist them in becoming more employable and independent. Through the completion of a compulsory community work experience, learners will recognise the benefits of self-management skills towards the acquisition of balance within one's lifestyle. The completion of the compulsory community work project will also present the ideal opportunity for the students to analyse their experience, evaluate their own performance and also generate suggestions and recommendations for future good practices.

Learning Outcomes

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

1. *Examine the relation between personal core values and goal setting.*
2. *Practice organisational skills to establish further independence.*
3. *Identify the practice of proper personal conduct and communication within different communities.*
4. *Evaluate the engagement in a community work experience.*

CDKSK-304-1921: Mathematics

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

This unit aims to develop the mathematical knowledge and skills required to apply mathematics in real-life situations. The student should be given the opportunity to engage in problem solving by: *(i)* exploring different approaches to solve a given problem; *(ii)* using appropriate strategies and language to arrive to a solution; and *(iii)* checking the validity and accuracy of the solution. The interconnectivity between different areas of mathematics should be pointed out to the student, even though some areas might require different techniques and tools (including ICT tools). The use of (scientific) calculators and ICT can be integrated in the delivery of the topics listed hereunder. The student should also be helped to develop and appreciate mathematical reasoning and deductive skills by being exposed to short proofs.

By the end of this unit, the student should demonstrate readiness and competency to independently apply mathematical techniques in solving problems, and be able to communicate findings using appropriate mathematical vocabulary and rigour. These problems will involve:

(a) numerical calculations,
(b) algebraic manipulation,
(c) geometrical properties,
(d) basic statistical analysis and
(e) probabilistic techniques.

Learning Outcomes

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

1. *Compute further numerical calculations;*
2. *Construct and manipulate formulae and algebraic expressions;*
3. *Construct linear equations using graphical techniques;*
4. *Apply geometrical properties of lines, shapes and solids to find lengths, angles, areas and volumes;*
5. *Summarise statistical data both graphically and numerically;*
6. *Determine the probability of single events and of the combination of independent events.*

CDKSK-304-1922: English

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

This unit is targeted at learners proceeding from a Level 2 vocational programme (therefore taking into account completion of Level 2 Key Skills English) as well as those whose entry level is directly at Level 3.

In line with the Malta Qualifications Framework for Level Descriptors, English for Diploma Programmes takes into account the learning of English in terms of knowledge, skills and competences. Knowledge seeks to assess recognition of facts, principles and general concepts in a field of work or study, while skills assess the application of that knowledge in the accomplishment of tasks by employing basic methods, materials and information. In turn, competences empower the learner by giving him/her full responsibility for their accomplishment.

At Level 3, learners are expected to have sufficient knowledge of English in order to deal with everyday situations in scenarios ranging from home, work, social and public settings. General emphasis is laid on work and public settings. In their application of this knowledge, learners are required to listen to or read a range of short texts of a technical and non-technical nature, as well as information broadcast through the popular media. General understanding as well as association of ideas and inference of meaning are expected at this level. Learners should be capable of communicating in English by discussing familiar topics or vocational topics previously exposed to.

This unit encourages learners to combine their technical knowledge with their growing knowledge of general English. They will be introduced to specialised vocabulary related to their area of vocational interest: to materials and their properties, equipment and its usage, processes, tools, devices, customer service and item servicing and general

workshop/laboratory practice. In addition, learners are expected to be able to write and produce short but effective work-related memoranda, personal letters, letters of application and curriculum vitae. Writing practice will be contextualised according to the various exigencies of the various institutes.

Learning Outcomes

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

1. *Listen to and understand information obtained from a media source;*
2. *Identify and comprehend information presented textually in vocational and technical contexts;*
3. *Identify, comprehend and interpret information presented visually;*
4. *Speak and communicate ideas effectively on a range of topics ranging from the personal to the technical/vocational;*
5. *Write short, work-related correspondence in the form of memoranda, letter of application and curriculum vitae;*
6. *Research and organise information for extended technical/vocational writing.*

CDKSK-304-1923: Malti

Il-Livell tal-Unità: (MQF/EQF): 3

L-Għadd ta' Kreditu: 4

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 100

Deskrizzjoni tal-Unità

L-ilsien huwa essenzjali fl-iżvilupp intellettwali, emozzjonali u soċjali ta' kull individwu. Il- Malti mhux biss jiġbor fih identità lingwistika u kulturali iżda huwa għodda ta' komunikazzjoni u interazzjoni. Permezz ta' l-Ilsien Malti l-individwu jista' jesprimi dak kollu li jħoss u jkun kreattiv fil-messaġġ li jrid iwassal filwaqt li jkun espost għal oqsma oħra ta' tagħlim. Il-Malti huwa lsien ħaj li ssawwar mill-poplu Malti u għadu qiegħed jissawwar biex jibqa' għodda ta' kreattività għal kull min jużah.

L-Għanijiet

Biex l-istudenti jiksbu din l-unità jridu juru li kapaċi:

1. *Jifhmu diskors standard li wieħed juża u jiltaqa' miegħu fil-ħajja ta' kuljum, kif ukoll jifhmu suġġetti marbuta ma' ġrajjiet kurrenti u suġġetti personali u ta' interess professjonali u vokazzjonali;*
2. *Jifhmu testi li jikkonsistu f'diskors użat fil-ħajja ta' kuljum u fid-dinja tax-xogħol filwaqt li jifhmu deskrizzjoni ta' avvenimenti, fehmiet u opinjonijiet permezz tal-qari;*
3. *Jaffrontaw sitwazzjonijiet f'kuntest ta' konverżazzjoni u jitkellmu fuq suġġetti li huma familjari jew ta' interess personali kif ukoll marbuta mad-dinja ta' kuljum u l-qasam tax- xogħol;*
4. *Jifformolaw testi fuq suġġetti li huma familjari għalih u ta' interess personali u vokazzjonali b'mod preċiż u relevanti f'dak li għandu x'jaqsam mal-lingwa Maltija;*
5. *Jħaddmu ħiliet varji għal skop ta' tagħlim, li jmorru lil hinn mil-lingwa.*

CDKSK-304-2108: Information Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

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

Through this unit the learners will achieve a broad knowledge of ICT and will be able to use ICT to carry out several increasingly complex tasks. They will be competent in using word processing, spreadsheet, and presentation software to create, format and finish documents, workbooks and slide shows that contains various elements. Finally, this unit also introduces the use of online communities and online tools to build and maintain an online presence.

Learning Outcomes

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

1. *Use a word processing application to create everyday letters and documents. Use a spreadsheet to produce accurate work outputs.*
2. *Use presentation software.*
3. *Utilise online collaboration tools.*
4. *Use internet presence management tools.*

CDKSK-304-1925: Science

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

In this Level 3 key skill, learners will increase their awareness about the importance of science in our everyday life. The focus will be on natural sciences, mainly the three different areas; the living world, the physical world and the world of technology.

The focus of the living world will be on interactions between living organisms in a given environment, the dependence of animals on plants for their survival via food chains and food webs, and human life. Topics related with human life will include the position of the main body organs, anatomy and physiology of at least two organ systems, and physical health (importance of healthy food, clean water and unpolluted air; importance of balanced diet and regular exercise for physical and emotional well-being; adverse effects of drugs, alcohol and smoking; ways to avoid contamination of bacteria and viruses; role of white blood cells and misuse of antibiotics).

As part of the physical world, the learner will be more familiar with physical properties of materials, classifying objects and materials based on their physical properties, and linking the uses of objects and materials with their physical properties. Furthermore, they will enhance their knowledge on renewable and non-renewable sources of energy, using sources of energy in the immediate environment safely and economically, and energy-saving measures that can be applied at home and at work.

Related with the world of technology, the learners will discuss health and safety issues at home and in the workplace including recognising situations of risk and ways how one can avoid accidents. Also, the learners will familiarise themselves with issues related to costs and efficiency of everyday life processes by carrying out an analysis of a particular process or task in terms of energy and efficiency.

Learners will enhance their investigative skills via a project (which includes a site visit designed specifically for different institutes) in collaboration with BirdLife Malta. During a training session, lecturers will be given teaching resources and suggestions for sites to deliver the field teaching aspect and project themes. Via this learning outcome, the learner will be empowered to take action to develop a project that addresses an environmental issue. S/he will have to analyse the data, interpret and evaluate findings and then communicate them to their colleagues. The learner should realise that everyone can do something which will make a difference and that action can take place not only at the personal level but also at other levels such as community, national and international levels. Learners should understand ecosystem services and recognise that they can be used in all careers to save time, money, resources etc. but that they need to be respected for this to be possible.

Learning Outcomes

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

1. *Observe and classify objects in the immediate environment;*
2. *Link scientific knowledge with everyday life situations;*
3. *Research local environmental issues and use problem solving skills to investigate sustainable solutions;*
4. *Use scientific knowledge to improve everyday life.*