



MCAST

MQF/EQF Level 3

CS3-05-21

**Extended Diploma in Foundation  
Studies for Security, Enforcement and  
Protection**

**Course Specification**

## **Course Description**

This programme of studies is gaining a lot of popularity with learners who intend to seek future employment within the Disciplined Forces. Lecturers will discuss current and contemporary issues relating to security, enforcement and protection both in Malta and beyond our shores. Learners will also tackle topics related to equality, diversity, dignity and rights of individuals. Educational visits will be organised to different departments which form part of the Academy: the Civil Protection Department, the Police Force, the Armed Forces of Malta and the Law Courts. This Extended Diploma course is delivered over two years. However, learners can opt to exit after the successful completion of their first year of studies. In this case, they will be eligible to attain a Level 3 Diploma in Foundation Studies for Security, Enforcement and Protection.

## **Programme Learning Outcomes**

At the end of the programme the students is able to

1. *Describe the core activities within the administrative environment and evaluate current work practices.*
2. *Assess the situation and circumstance in order to provide the required assistance safely, promptly and effectively in an emergency.*
3. *Perform a range of physical and gym-based exercises safely and effectively.*
4. *Know the role of charters, codes of practice, legislation and organisations in society.*
5. *Employ a range of communication skills competently and effectively.*

## **Entry Requirements**

MCAST Foundation Certificate

OR

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

## **Other 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 1<sup>st</sup> 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<br>Third Cycle Bologna Process  | NA                                       | NA                       |
| Level 7              | Masters<br>Second Cycle Bologna Process   | 90-120                                   | Less than 30             |
|                      | Post-Graduate Diploma   | 60                                       |                          |
|                      | Post-Graduate Certificate   | 30                                       |                          |
| Level 6              | Bachelor <sup>23</sup> /Bachelor (Hons.) <sup>24</sup><br>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 <sup>25</sup>   | 60-120                                   |                          |
| Level 4              | Pre-Tertiary Certificate  | 30                                       | Less than 120            |
|                      | VET Level 4 Programme <sup>26</sup>   | 120                                      |                          |
|                      | MATSEC Certificate  | NA                                       |                          |
| Level 3              | VET Level 3 Programme <sup>27</sup>   | 60                                       | Less than 60             |
|                      | General and Subject Certificate   | NA                                       |                          |
| Level 2              | VET Level 2 Programme <sup>28</sup>   | 60                                       | Less than 60             |
|                      | General and Subject Certificate   | NA                                       |                          |
| Level 1              | VET Level 1 Programme <sup>29</sup>   | 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, 4<sup>th</sup> Edition*. NCFHE.

Total number of Hours: 2250 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 2 Years

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 Ghonoq Targa Gap,

Mosta

**Institute of Applied Sciences,**

**Centre of Agriculture, Aquatics and Animal Sciences,**

Luqa Road, Qormi

**Gozo Campus**

J.F. De Chambray Street

MCAST, Ghajnsielem

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 through 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 join 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](mailto:career.guidance@mcast.edu.mt)



## Current Approved Programme Structure

| Unit Code         | Unit Title   | ECTS      | YEAR     | Semester |
|-------------------|--|-----------|----------|----------|
| CSH&S-303-1702    | Personal Safety  | 3         | 1        | Yearly   |
| CSH&S-303-1703    | First Aid  | 3         | 1        | Yearly   |
| CSFIR-303-1701    | Basic Firefighting   | 3         | 1        | Yearly   |
| CSCML-306-1701    | Introduction to the Criminal Justice System                | 6         | 1        | Yearly   |
| CSSEP-306-1701    | Equality, Dignity, Diversity and Rights                    | 6         | 1        | Yearly   |
| CSOFF-306-1701    | Office Administration Skills                               | 6         | 1        | Yearly   |
| CSCPY-303-1900    | Contemporary Issues in Security                            | 3         | 1        | Yearly   |
| CSFTN-306-1701    | Awareness of a Healthy Lifestyle through Physical Training | 6         | 1        | Yearly   |
| CDKSK-304-1922    | English  | 4         | 1        | Yearly   |
| CDKSK-304-1921    | Mathematics  | 4         | 1        | Yearly   |
| CDKSK-304-1923    | Malti  | 4         | 1        | Yearly   |
| CDKSK-304-2108    | Information Technology                                     | 4         | 1        | Yearly   |
| CDKSK-304-2103    | Community Social Responsibility                            | 4         | 1        | Yearly   |
| CDKSK-304-1925    | Science  | 4         | 1        | Yearly   |
| CSCML-306-1900    | Contemporary Crime   | 6         | 2        | Yearly   |
| CSPSY-306-1801    | An Introduction to Emotional Intelligence                  | 6         | 2        | Yearly   |
| CSPSY-306-1802    | Introduction to Psychological Perspectives                 | 6         | 2        | Yearly   |
| CSSGY-306-1801    | Introduction to Sociology of Crime and Deviance            | 6         | 2        | Yearly   |
| CSVLY-306-1900    | Working as a volunteer                                     | 6         | 2        | Yearly   |
| <b>Total ECTS</b> |  | <b>90</b> | <b>/</b> | <b>/</b> |

## CSH&S-303-1702: Personal Safety

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### Unit Description

Personal Safety refers to the freedom from physical harm and threat of physical harm, and freedom from hostility, aggression, harassment, and devaluation by members of the public.

This unit on personal safety, covers the fundamentals of risk identification and shows how to reduce personal risk by using risk assessment. This unit will also help the learner to identify who is at most risk and the situations where your personal safety could be compromised. The skills and techniques contained within the unit are appropriate for both work and leisure safety.

### Learning Outcomes

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

1. *Understand the facts about personal safety / security threat.*
2. *Demonstrate methods for staying safe when facing a threat.*
3. *Apply strategies for diffusing difficult situations.*

## CSH&S-303-1703: First Aid

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### Unit Description

This unit is designed for participants who need to deliver emergency first aid before the arrival of the designated occupational medical assistance. Participants will also learn the basic skills and knowledge in order to recognise and provide immediate first aid for a range of common illnesses and injuries. The participant will be competently able to assess both the scene of an injury and the injury itself.

This unit is classroom based and it is highly interactive with role-playing and practical exercises to reinforce the participants understanding and learning.

### Learning Outcomes

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

1. *Assess both the scene of injury and the injury itself.*
2. *Deal effectively with common injuries until the arrival of medical assistance.*
3. *Use universal precautions to protect against potential infectious diseases.*

## CSFIR-303-1701: Basic Firefighting

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### Unit Description

The Unit is designed for the training and competence in the basic knowledge on the causes of fire, fire safety, risk minimisation as well as basic fire-fighting techniques used by the Civil Protection Department.

The course is structured to take the students beyond the standard basic firefighting course, and learn what is happening behind the scenes when the Civil Protection Department responds to fire emergencies. The course is structured in a way to expose students to the practical aspects of such operations on the fire ground, and instil competence; besides the theoretical input on firefighting that will be delivered in a classroom environment.

The theoretical aspect of this course will be conducted at MCAST while the practical aspect will be carried out at suitable Civil Protection Fire Stations.

### Learning Outcomes

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

1. *Understand basic Fire Fighting procedures.*
2. *Be familiar with Fire Service Operations.*
3. *Explain Fire Science and identify Personal Safety issues.*
4. *Comply with Fire Safety regulations.*

# **CSCML-306-1701: Introduction to the Criminal Justice System**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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## **Unit Description**

The scope of this study unit is to provide a stepping stone for candidates interested in pursuing a career within the Disciplined Forces and is intended to prepare learners appropriately for their chosen career path. Therefore, knowledge provided will serve as a basis to grasp an understanding of the complex scenario such candidates may eventually encounter at the workplace. In this regard, the approach adopted for this foundation course will include basic criminological theories and practice. In addition, key legislative aspects will be introduced since they are of importance to the Disciplinary Forces and the Criminal Justice System.

This study unit will provide an introduction to criminological concepts, a general overview of disciplined forces and the Criminal Justice System from a local and European perspective. Therefore, learners will be primarily introduced to the various definitions of crime, theories and factors that are of importance in the criminological sphere. Subsequently the learners will have the opportunity to understand the main components of the Criminal Justice System i.e.:

- The Police Force
- The Judiciary
- Corrections
- Victims of Crime

Furthermore, an overview of the Disciplined Forces in the local scenario will also be provided in order to equip them with a clear understanding of their importance within the Criminal Justice System. Another concept introduced to the learners will be related to the importance of additional services that are available locally. Such a concept is essential since networking between agencies dealing with sensitive issues is of the utmost importance.

Working in such an environment requires dynamic and adaptive persons that need to be on the alert and intuitive; therefore, learners will also be encouraged to develop interpersonal skills that will assist them in their daily tasks at the workplace.

Ultimately the approach adopted in the delivery of the course content aims at stimulating learners to be creative, think critically and independently. Moreover, information will be elicited from the learners themselves to assist them in developing a mature attitude when expressing themselves on sensitive issues such as crime, offenders and the victims of crime.

## **Learning Outcomes**

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

- 1. Understand the main causes of crime and crime prevention.*
- 2. Outline types of crime - violent and non-violent crime.*
- 3. Outline the major components of the Criminal Justice System - Police Force, Judiciary, Corrections and Victims of Crime.*
- 4. Acquire a generic understanding of other disciplined forces - Armed Forces of Malta and Civil Protection Department.*
- 5. Understand the role of services within the community in the Criminal Justice System.*
- 6. Enhance interpersonal skills to facilitate interaction with other stakeholders.*

## **CSSEP-306-1701: Equality, Dignity, Diversity and Rights**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit aims to give learners an understanding of diversity in the security sector and its impact, both positive and negative, upon equality in the way service users are treated. It also explores the rights of individuals to be treated equally, with dignity and respect.

In a multi-cultural society different groups will have different values, preferences and beliefs. Treatments and practices welcomed by some groups will be totally unacceptable to others on the basis of cultural norms or religious practices. Simple issues like diet, physical contact, certain treatments (i.e. blood transfusions) and even involvement after death can be the source of great anxiety for some people and their communities. These concerns can represent major challenges within the security sector.

It is important that security personnel are aware of these issues, respect individual's requirements and adjust their practice to accommodate these preferences wherever possible. Similarly, different people have different values and norms. It is extremely important that people in the security sector are as non-judgmental as possible and have unconditional positive regard, empathy and genuineness for their service users. Humanistic approach will be utilised to understand and support all service users equally.

This unit will explore the common prejudices and stereotypes and possible reasons for their origin. Furthermore, the unit will highlight the different values and norms of different groups. It will encourage learners to examine their own values and beliefs and raise awareness of how such issue affect our behaviour both consciously and sub consciously. Lastly, importance will be given to the effects of discrimination, trauma & loss on a service-users behaviour and psychological well-being.

## Learning Outcomes

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

1. *Understand the effects of diversity and discrimination within the context of the security sector.*
2. *Explain how the core values of the Humanistic perspective may be used in the security sector.*
3. *Describe the factors that influence equality and opportunity for individuals or groups in society.*
4. *Know the role of charters, codes of practice, legislation and organisations in promoting diversity.*



## CSOFF-306-1701: Office Administration Skills

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

This unit will give learners the opportunity to learn about the core activities that are required within administrative office environments, look at these activities objectively and evaluate their worth to an organisation. It is important to understand how an administrator plans and co-ordinates activities within an office. The unit will allow learners to realise the importance of people in carrying out activities effectively and logically within an office setting.

Following the evaluation of office activities, the learner will be given the opportunity to design an office system and procedure that will enhance the performance of the current office environment by improving communication and customer service.

They will learn about the importance of customer care and providing an excellent service to customers. They will understand the importance of building effective relationships with customers to ensure customer loyalty and make the customer feel appreciated and likely to use that company again.

Working in a busy office environment can be stressful and learners will look at work related stress and how it is caused. They will learn about coping strategies and mechanisms to deal with work related stress. The learner will come to understand the importance of management support in cases of employee stress.

### Learning Outcomes

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

1. *Understand and apply various Office Administration skills.*
2. *Use equipment and software to meet the needs of the administrative function.*
3. *Understand an office system and procedure to improve communication and service to customers.*
4. *Understand the causation of stress in the workplace and the relevant coping strategies.*

## **CSCPY-303-1900: Contemporary Issues in Security**

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### **Unit Description**

The primary aim of this unit is to provide learners with the necessary skills which can help them understand the concepts of security, enforcement and protection. The lectures are tailored to engage learners in discussing a number of contemporary issues affecting security, enforcement and protection through an approach that integrates practice with theory. Learners will familiarise themselves with key traditional security issues, through scenario-based discussions, presentations and simulations in a more practical framework.

Learners will have the opportunity to visit local organisations which make up the backbone of the sector in the local context; including the Armed Forces of Malta, Civil Protection Department, Corradino Correctional Facilities and Malta Police Force. During the educational visits, the learners will have the opportunity to familiarise themselves with the procedures and working conditions related to the specific sector. Learners will also have the opportunity to meet with professionals in the field as well as to job-shadow and possibly even to carry out basic manual tasks on their own but under supervision.

Finally, this unit aims to help learners apply what they have gained from the visits in order to hone in on transversal skills such as teamwork, accountability, communication, etc. The learner will develop the ability to establish and maintain effective working relationships with peers and supervisors.

## Learning Outcomes

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

1. *Familiarise oneself with the various characteristics which define different sectors within the Disciplined Forces.*
2. *Demonstrate capability to act responsibly at the place of work/educational setting.*
3. *Apply safe work practices and good working relations at the place of work/educational visit setting.*
4. *Appraise in a reflective manner the skills and experiences that have been gained.*

## **CSFTN-306-1701 - Awareness of a Healthy Lifestyle through Physical Training**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

The role of the security, enforcement and protection officer requires a good level of physical fitness and the leading of a healthy lifestyle. These requirements are due to the physical and very active demands that the job entails. The unit provides the learner with knowledge, and practical experiences as to be able to understand the above mentioned requirements and individually develop/improve the physical fitness as an overall goal.

The learner will be introduced to the different methods of training and exercise, while exhibiting safe measures and clear knowledge pertaining to the necessary exercises.

The unit will be covering the major human anatomical systems as to help the learner understand their main function and purpose as well as the effects of exercise on these body systems.

The learner will be looking into the effects of different lifestyle factors on health and fitness and will be guided as to recognize good health practice as a foundation to physical fitness. This will further encourage the learner as to pursue a healthy lifestyle that would benefit in improved fitness level.

The unit provides the learner with the opportunity to examine own lifestyle and fitness level and to use the knowledge gained as to plan a healthy physical activity programme.

## Learning Outcomes

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

1. *Understand the components of fitness and training methods in preparation for the disciplined forces and security.*
2. *Understand the structure and function of the human body and the effects of exercise on the body systems.*
3. *Know the different effects of lifestyle factors on health and fitness.*
4. *Practice the development of personal fitness and healthy lifestyle.*

## CSCML-306-1900: Contemporary Crime

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

Crime is highly debated in today's society. The subject continuously grabs headlines resulting in constant debate on how to address this evolving phenomenon. This unit discusses through a criminological lens the ever-changing nature of crime and the challenges faced by law enforcement. Each crime has different characteristics and discussions will focus on differing approaches adopted by law enforcement in dealing with these phenomena.

Considering that criminal elements are today powerful consumers of new technologies, transportation and communication methods, the crimes discussed will predominantly have an international context. Other personal crimes will also be discussed, offering students a wide understanding of the different characteristics each category represents and the impact victims and offenders alike may experience. Students will be introduced to issues such as cybercrime, financial crimes, drugs, interpersonal violence (including stalking, domestic violence and bullying), organized crime, hate crime, terrorism and radicalization, human trafficking and sports fraud.

### Learning Outcomes

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

1. *Define crime and sub-categories of criminality.*
2. *Identify issues related to the collection of crime statistics and barriers to reporting.*
3. *Compare and contrast between different categories of crime.*
4. *Demonstrate an understanding of law enforcement response to different categories of crime.*
5. *Explain the impact of crime on victims and society.*

# CSPSY-306-1801: An Introduction to Emotional Intelligence

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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## Unit Description

This is a knowledge and skills-based unit. It will allow learners to demonstrate that they have the necessary knowledge to understand the difference between Cognitive Intelligence and Emotional intelligence. The application of Emotional Intelligence shall be presented within a relevant setting. This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes identifying methods for increasing self-awareness, recognizing the impact of own emotions on others in the workplace, recognising and appreciating the importance of social awareness and identifying methods to manage relationships and utilising emotional intelligence to maximise outcomes. On completion of the unit, learners will have a better understanding of the main concepts of emotional intelligence and of the relevance of emotional intelligence in the relevant sector. Learners will become familiar with methods to increase emotional intelligence and will be guided to develop the skills necessary for using emotional intelligence in the work place.

## Learning Outcomes

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

1. *Understand the difference between Cognitive Intelligence and Emotional Intelligence.*
2. *Understand and develop Self-Awareness and Self-Management.*
3. *Understand and develop Relationship Management.*
4. *Apply Emotional Intelligence in the relevant sector.*

# **CSPSY-306-1802: Introduction to Psychological Perspectives**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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## **Unit Description**

The aim of this Unit is to help learners gain an understanding of how humans grow and develop across the lifespan. Students will also be helped to understand the influence of life events and of how these affect growth and development, thus also having an impact on behaviour.

When working in the security setting, students will encounter individuals from all walks of life. For this reason, knowledge of growth and development is essential in order to support these individuals in the best possible way. An outline of physical, intellectual, moral, emotional and social development across the lifespan will be provided, as well as an analysis of life events as transitional factors affecting development.

Learners will also be introduced to basic psychological theories which attempt to explain human development and behaviour, considering different possible explanations and interpretations of behaviour. Particular focus will be placed on the understanding of aggressive and criminal behaviour as a contrast to prosocial behaviour, in order to help students understand service-users in their future career within the security sector. Discussion will also be centred on understanding and analysing own behaviour as this is important when working with people.

Students will be helped to understand different therapeutic approaches within psychology, which may be used both as a resource by police officers and army personnel for their own psychological well-being, as well as to provide effective offender rehabilitation programmes in security settings.



## Learning Outcomes

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

1. *Understand major physical, intellectual, moral, emotional and social changes, which take place across the human lifespan.*
2. *Understand the main principles underpinning different schools of psychological theory.*
3. *Apply the main principles underpinning different schools of psychological theory.*
4. *Understand different therapeutic approaches within psychology.*

# **CSSGY-306-1801: Introduction to Sociology of Crime and Deviance**

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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## **Unit Description**

The unit will allow students to develop an understanding of crime & deviance in particular context within society. Students will explore the functions and dysfunctions of crime & deviance and focus on better understanding the ‘cultural goals’ and ‘labelling’ that might happen in society; leading a person to perform deviant or criminal actions. This unit will also expose students to relative deprivation, different subcultures within society and marginalisation issues. This unit will help to equip students to better understand deviant and criminal actions when practising within a ‘Security, Enforcement & Protection’ working environment.

## **Learning Outcomes**

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

1. *Describe crime and deviance.*
2. *Explain the functions and dysfunctions of crime and deviance.*
3. *Provide a contextual explanation in relation to relative deprivation, subcultures and marginalization.*
4. *Apply a sociological understanding to crime and deviance by taking into consideration cultural goals and the labelling theory.*

## CSVLY-306-1900: Working as a volunteer

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

Volunteering provides the individual with the opportunity were to meet and work with different people of different ages, nationalities and cultural backgrounds. It is a window of opportunity to gain new skills that are transferable to future employment.

This unit aims to provide the learner with the essential skills, competencies and values required in volunteering assistance. It helps the learner to understand the importance of volunteers within the society and understand the need of good practice, skills and knowledge as to carry out the required role more efficiently.

For this unit, the learner is required to undertake a brief period of voluntary work as to gain knowledge and experience needed to meet the learning outcomes.

### Learning Outcomes

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

1. *Understand the roles and responsibilities of a volunteer required in different situations.*
2. *Develop the skills and characteristics required for different types of voluntary work.*
3. *Undertake voluntary work in the community by providing the required assistance.*
4. *Review a personal volunteer experience to show personal achievements and improvement in own role as a volunteer.*

## CDKSK-304-2103: Community Social Responsibility

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This key skill presents 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

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### 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

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### 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

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### Deskrizzjoni tal-Unità

L-ilsien huwa essenzjali fl-iżvilupp intellettuali, 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 jhoss 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 jiksibu din l-unità jridu juru li kapaci:

1. *Jifhmu diskors standard li wieħed juża u jiltaqa' miegħu fil-ħajja ta' kuljum, kif ukoll jifhmu suġġetti marbuta ma' grajjiet 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, fehmiel u opinjonijiet permezz tal-qari;*
3. *Jaffrontaw sitwazzjonijiet f'kuntast ta' konverżazzjoni u jikkellmu fuq suġġetti li huma familjari jew ta' interess personali kif ukoll marbuta mad-dinja ta' kuljum u l-qasam tax-xogħol;*
4. *Jiformolaw 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. *Jhaddmu 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

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### Unit Description

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

Through this unit the learners will achieve a broad knowledge of ICT and will be able to use ICT to carry out several increasingly complex tasks. They will 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

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### 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.*