



MCAST

MQF/EQF Level 4

CS4-03-21

Advanced Diploma in Sport  
(Development, Coaching and Fitness)

Course Specification

## **Course Description**

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.

## **Programme Learning Outcomes**

At the end of the programme the learner will be able to:

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.*

## **Entry Requirements**

Any MCAST Level 3 Diploma

OR

4 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: 3000 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 2 Years

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

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, 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 004 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 004 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 |
|-------------------|---|------------|----------|----------|
| CSPHY-406-2004    | Principles of Anatomy & Physiology in Sports & Fitness  | 6          | 1        | 1        |
| CSFTN-406-2000    | Fitness Training and Programming  | 6          | 1        | 1        |
| CSSPT-406-2009    | Sports Coaching   | 6          | 1        | 1        |
| CSSPT-406-2010    | Sports Development  | 6          | 1        | 1        |
| CSFTN-406-2001    | 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-406-2001    | English   | 6          | 1        | Yearly   |
| CSSPT-406-2018    | 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        | Yearly   |
| CDKSI-406-1901    | Il-Malti għall-Istitut tas-Servizzi fil-Komunità, tax-Xjenzi Applikati u għall-Arti Kreattiva | 6          | 2        | Yearly   |
| CDKSK-404-1915    | Employability and Entrepreneurial Skills  | 4          | 2        | 1        |
| CDKSK-402-2104    | Community Social Responsibility   | 2          | 2        | 1        |
| <b>Total ECTS</b> |   | <b>120</b> | <b>/</b> | <b>/</b> |

## **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-406-2009: 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 leadership skills relevant to improving sports 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 purposeful role of the coach within the public domain. Each case study will examine Leadership traits and abilities in line with the necessary skills and qualities required to lead a structured sports based activity class from a personal view. This will be fundamental for understanding the basic principles of sports coaching and the ability organize activities for specific groups, in addition to the knowledge and skills required to produce them.

The main content of the unit centres on the conduct of the coach being integral to best practice taking into account matters of safe guarding, competence, confidentiality, integrity, commitment and co-operation. Learners will identify these qualities in-line with the planning, and delivery of activity.

Learners will investigate methods and formats for effective coaching before selecting a template to create detailed session plans. Furthermore, legislation for risk assessment and policies will be highlighted. This will require the learners to be confident and pro-active in demonstrating basic research tasks and establishing a suitable leadership style in the preparation delivery within the practical elements of the unit.

Ultimately this unit is for learners wishing to demonstrate effective coaching skills within a safe and enjoyable sports environment.

## Learning Outcomes

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

- 1. Establish the roles, responsibilities and skills of the coach to improve performance;*
- 2. Plan, and deliver a structured sports activity class, which demonstrates basic coaching principles, in line with best practice;*
- 3. Know the protocol for safe participation within a sports environment;*
- 4. Evaluate the delivery of a structured sports activity class.*

## **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.*

## **CSFTN-406-2001: 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. *Be able to use health screening techniques;*
3. *Be able to administer appropriate fitness tests;*
4. *Be able to interpret the results of fitness tests and provide feedback.*

## **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-406-2011: 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-406-2012: 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-406-2016: 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 co-ordinators 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 26<sup>th</sup> of January 1990. This unit will enable learners to identify 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.*

## **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.*

## **CSSPT-406-2018: 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 working knowledge and understanding of practical 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 learner must demonstrate knowledge of the rules and regulations of each selected team sport. This will enable the learner to 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 individual self-analysis and team analysis in the development of team sports. 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 further develop their knowledge and ability of applying skills, techniques and tactics in practical team sports which will be achieved by participation 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 by understanding how the team work together to achieve the same objective. Learners will research different tactics within specific team sport 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 showing good etiquette.

Learners will be confident in participating in a range of selected team sports by participation and officiating. For assessment purpose it is important that the learners select the sports in which they play or have an interest in.

## Learning Outcomes

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

1. *Explain the skills, techniques and tactics involved in selected team sports;*
2. *Identify the rules and regulations of selected team sports;*
3. *Assess individual performance within selected team sports;*
4. *Assess team's performance within 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.*

## **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.*

## CDKSK-402-2104: 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 the others and to establish goals in life. Community social responsibility enables learners to understand their strengths and areas for improvement and prepares them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, community social responsibility will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The set of sessions will tackle community social responsibility skills and will mostly focus on the self, the ability to work independently and important values in life. The second set of sessions will address interpersonal skills and will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, the learners will be introduced to the importance of active citizenship in life.

### Learning Outcomes

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

1. *Identify personal goals through self-reflection.*
2. *Evaluate how collaboration with others can be more effective.*
3. *Explain the importance of giving and receiving feedback.*
4. *Contribute actively to make a difference in society.*

## **CDKSK-404-1915: Employability and Entrepreneurial Skills**

Unit Level (MQF/EQF): 4

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

---

### **Unit Description**

This unit complements the vocational and key skill units at Level 4 and provides an opportunity for learners to enhance their employability and entrepreneurial skills.

Quite often, learners tend to focus most on technical skills and competences required in a certain trade which enable them to access employment. On the other hand, employers expect employees to be appropriately skilled to follow instructions, take initiative, work effectively in a team, take a lead when necessary and more. In view of this the unit starts with an introduction to the 4<sup>th</sup> industrial revolution and proceeds to the transversal skills necessary to find employment, retain employment and advance at the place of work. Learners will be able to highlight their strengths and identify the areas that require improvement.

The rest of the unit focuses on entrepreneurial skills, a skill which is one of the most important transversal skills identified by UNESCO. Learners are introduced to methods which can be used to generate new and innovative business ideas and methods which help them evaluate ideas and choose the most feasible. Furthermore, learners will cover the various stages of product and/or service development, including market analysis, processes, pricing strategy, promotion and resources required.

Learners will work in a small team and by the end of the unit they will have the opportunity to develop a business idea which is commercially viable. Furthermore, they will present the idea to prospective investors/stakeholders.

## CDKSK-406-2001: English

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

---

### Unit Description

The main objective of this unit is to prepare students to use the English language to understand, analyse, organise and communicate specific technical knowledge by inferring meaning from, and using, embedded information, being able to evaluate information critically and communicate through different types of texts, as required by various but often specific technical contexts within the selected field of study.

The emphasis is on the processes needed to transition from use of the English language in General Education to that required for access to Higher Education.

In particular, L4 Key Skills English is targeted at learners who have completed Foundation College programmes (Levels 1 to 3) and seek to further their studies at Technical or Degree level.

In this respect, this unit recognises the necessity to meet two linguistic demands at this threshold level; strengthening students' linguistic competences to be able to communicate more specifically within their vocational area and stream and to prepare them for more rigorous academic thinking, research and writing as necessitated by degree courses.

Being introduced at this level are core and elective unit outcomes. Reading and writing outcomes are core components in this syllabus while listening and speaking are elective components. Every L4 programme must deliver the two core outcomes and any one of the two elective learning outcomes. The elective criteria to be assessed cannot be selected from and across both outcomes.

## Learning Outcomes

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

1. *Read technical texts effectively to improve knowledge of the subject area;*
2. *Understand information presented orally in the form of recordings, or talks, discussions, seminars, interviews or presentations;*
3. *Demonstrate own understanding of the subject matter via oral presentation, mock interviews or similar oral delivery;*
4. *Write a research paper or technical report demonstrating cohesion, structure and appropriate style.*

## **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 aħhari 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-influenza tal-Ingliż qiegħda dejjem tkompli tikber u anki fuq il-postijiet tax-xogħol issib min jagħżel li jitellem bl-Ingliż, madanakollu ma nistgħux niċħdu l-fatt li fuq il-postijiet tax-xogħol, it-taħdit, sew dak bejn min iħaddem, il-ħaddiema nfushom u anki l-klijenti, b'mod ġenerali jsir bil-Malti. Għalhekk l-istudenti għandhom ikunu kapaċi jitellem b'Malti tajjeb u ċar, b'vokabolarju addattat skont il-qasam partikulari u l-kuntest tax-xogħol tagħhom. L-għan ta' meta wieħed jitellem huwa dak li jiġi mifhum, li jikkomunika tajjeb ma'

ħaddieħor. Għaldaqstant wieħed għandu jitharregħ 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 jitharrgħu wkoll fi traduzzjonijiet mill-Ingliż għall-Malti. Minkejja li nistgħu nitqiesu fortunati li pajjiżna huwa pajjiż bilingwali u li l-Ingliż huwa wkoll lingwa ufficjali 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 jitharrgħu 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 jsegwu 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 jħaddnu stili xierqa skont dak li hu mitlub f'kuntesti varji fuq il-postijiet tax-xogħol;*
- 5. Japplikaw b'mod tajjeb il-Malti meta jiġu biex jaqilbu kuntesti varji mill-Ingliż, relatati mal-qasam tagħhom, bil-kitba.*