



# PROSPECTUS

## 2019/2020



# About

## LEARNING WORKS

**Learning Works forms part of the Vassallo Group of Companies, a 'people-focused' group of companies that strives for excellence in every project it partakes in.**

A gap in vocational training on the island, led our agile and future-focused team to launch newly developed training courses aimed at equipping the island with professionals.

Learning Works is accredited by the National Commission for Further and Higher Education as a Further and Higher Education Institution. It offers courses in Health and Social Care, Catering and Hospitality, Management, Languages and Sport.

Courses are tailored to a variety of students, both local and foreign and understand that flexibility is key.

Its mission is to provide high quality education and vocational training with the aim of helping learners identify educational and career goals, develop skills necessary to achieve intellectual and personal growth, excel in their studies or area of specialization enabling them to ultimately secure quality employment, career advancement and to reach their maximum potential.







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# Foreword

Dear prospective student,

Welcome to the Learning Works academy.

At Learning Works we have made it our mission to provide our students with high quality education and vocational training with the aim of helping them identify educational and career goals, develop skills necessary to achieve intellectual and personal growth, excel in their studies or area of specialization enabling them to ultimately secure quality employment, career advancement and to reach their maximum potential.

We have one clear goal in mind – to empower individuals to improve their life and careers by means of high quality educational and vocational courses. As educators we want to make learning work for them

We aim at providing high quality educational and vocational training through flexible classroom-based workshops, presentations and lectures. We offer real-life case studies where inquisitive thinking is adopted to promote discussions on relatable topics and issues experienced while on the job.

At our academy we work hard to empower our students to grow as individuals. Our academic programmes and innovative teaching methodologies encourage learners to develop critical-thinking and learn through enquiry and reason, to exchange thoughts and ideas, to develop key personal and social values and to take ownership for their choices.



We do encourage you to go through this prospectus and to choose the course or courses you wish to enroll in. Please do contact us should you need us to assist you or to provide with any additional information. You may also visit our website [www.learningworks.edu.mt](http://www.learningworks.edu.mt) and Facebook page for the latest updates.

We look forward to having you as one of students in the months and years ahead.

Best regards.

**CHARLO BONNICI**

CEO and Principal  
Learning Works

# Studying and working in Malta

## THE ISLAND OF OPPORTUNITY

**Malta is a hub for culture, entertainment and a great spot to soak in the sun - Malta is a great location to travel to in order to study. This may lead the way to your next career move.**



In order to be the best at what you do, you need to learn from the best! Now who better to learn from than pioneers who revolutionised local industries? The inspiring team behind the Learning Works courses are qualified professionals whose passion and devotion to the industry is contagious. Our bespoke courses are set at equipping all enrolled students with skills aimed at success in the workplace.

Improving your industry knowledge with tailored training courses increases your chances for employment opportunities. Learning Works promotes flexible and accommodating schedules that allow students to also take on part time working hours related to their choice of profession.

All courses are delivered in English, so as to cater to international students looking to improve their skills and seek employment on Maltese shores. EU residents as well as non-EU citizens are encouraged to delve deeper into their professions by developing their skills and broadening their career options.

The opportunities are endless with Learning Works so find the best course for you and commit yourself to excellence.





# HEALTH AND SOCIAL CARE





## **COURSE DESCRIPTION**

This course introduces you to the world of Healthcare. Students undertaking this course will be learning the principles and common practices used in this field. This course is a requirement for those aspiring to start a career as care-workers.

**DURATION** 3 months

**CREDIT VALUE** N/A

**MODE OF TRAINING** Lectures

**ASSESSMENT** Assignments

**AWARDING BODY** City & Guilds

## **LECTURERS**

Holger Saliba  
Antoinette Shah  
Rudolph Cini

## **COURSE STRUCTURE**

### **UNIT 1: DEVELOPING OWN KNOWLEDGE AND PRACTICE IN A CARE-SETTING**

This unit is about identifying own role in relation to employer requirements and developing own practice as a health/care worker.

### **UNIT 2: RIGHTS, RESPONSIBILITIES AND PROTECTION IN CARE**

This unit is about understanding and applying the values that underpin all care practice. It deals with the core principles of supporting the care, protection and well-being of individuals.

### **UNIT 3: COMMUNICATING AND COMPLETING RECORDS FOR INDIVIDUALS IN A CARE-SETTING**

This unit is about communicating effectively and sharing information with and about individuals in a health care setting.

### **UNIT 4: UNDERSTANDING HEALTH AND SAFETY PRACTICE IN A CARE-SETTING**

This unit is about legal and workplace requirements, awareness of hazards and risks in the workplace and good health and safety practice.

**ENTRY REQUIREMENTS** A school leaving certificate

## EQF/MQF LEVEL 3

# Award in Healthcare

### COURSE DESCRIPTION

This Award has been designed to provide a comprehensive core programme of learning and assessment for health and care workers in a range of settings. It is aimed at providing the learner with the general knowledge, skills, competences and core values required to work in the caring profession and on successful completion students will have the knowledge to deliver the highest standards of service.

The programme also provides students with a sound knowledge on how they can approach their work and deliver effective and safe services

### TARGET CANDIDATES

This course is aimed at those wishing to enter the caring profession and obtain formal knowledge and qualification in health care. This course is a requirement for those aspiring to start a career as care-workers.

**DURATION** 3 months

**CREDIT VALUE** 12 ECTS/ECVET

**MODE OF TRAINING** Lectures

**ASSESSMENT** Assignments

**AWARDING BODY** Learning Works

### LECTURERS

Mr Holger Saliba

Mr. Rudolph Cini

Ms Rosette Briffa Farrugia

### COURSE STRUCTURE

#### UNIT 1: DEVELOPING PROFESSIONAL KNOWLEDGE & PRACTICE IN A CARE SETTING (2 CREDITS)

The aim of this unit is enable learners to identify their own role in relation to duties, responsibilities in relation to employer and other members of the healthcare team

As well as focusing on professional knowledge the unit will also cover how the learner can develop their own practice as a healthcare worker

#### UNIT 2: RIGHTS, RESPONSIBILITIES AND PROTECTION IN CARE (2 CREDITS)

This unit provides learners with an understanding of the importance of values that are core to care practice: respect, rights, diversity, equality, inclusion and prevention of abuse in promoting an individual's right to dignity.

The unit defines the terms and supports the learner in investigating the importance of rights, dignity and inclusive practice in supporting the care, protection and well-being of the individual. Learners will investigate their own values and beliefs and potential effects on care delivery and professional practice.

#### UNIT 3: COMMUNICATION AND DOCUMENTATION FOR CARE (2 CREDITS)

The focus of this unit is on communicating effectively working collaboratively and documenting and sharing information with and about individuals in a health care setting

#### **UNIT 4: UNDERSTANDING HEALTH AND SAFETY FOR CARE (2 CREDITS)**

This unit is concerned with getting learners to understand the legal and workplace standards for health and safety. Thus unit develops learners knowledge of awareness of hazards and risks in the workplace as well as encouraging good health and safety practice

#### **UNIT 5: SUPPORTING INDIVIDUALS TO MEET DAILY LIVING NEEDS (2 CREDITS)**

The focus of this unit is to give learners the opportunity to develop their understanding and knowledge of how to support individuals to meet the needs to live and the support required to live as independently as possible.

#### **UNIT 6: SUPPORTING PHYSICAL AND EMOTIONAL WELL-BEING OF INDIVIDUALS (2 CREDITS)**

The focus of this unit is provide learners with the opportunity to understand how the person-centred approach aids and assists the individual's physical and mental well-being

Following on from the previous unit this unit focuses on the factors that lead to pain, discomfort, distress and how individuals express these feelings.

Learners are taught how to help individuals with pain and methods and approaches to promote rest and sleep.

#### **ENTRY REQUIREMENTS**

- Age 16+
- High School Leaving Certificate
- Be able to communicate both orally and in written format in the English Language
- Hold a clean Police Conduct Certificate





## EQF/MQF LEVEL 4

# Award in Advanced Health Care

### COURSE DESCRIPTION

This course builds on existing knowledge and experience and is aimed at providing the student with advanced knowledge, skills and competences required to work and progress in the caring profession within various care settings.

### TARGET CANDIDATES

The Award is aimed at students who already possess a Level 3 qualification in Healthcare and wish to develop their knowledge and skills at a higher level in order to progress in their career towards management level.

**DURATION** 6 months

**CREDIT VALUE** 24 ECTS/ECVET

**MODE OF TRAINING** Lectures and practice

**ASSESSMENT** Assessments include a mix of written examinations, assignments, individual and group presentations and use of contemporary case studies. In addition students will be assessed on their portfolio of evidence for each unit.

**AWARDING BODY** Learning Works

### LECTURERS

Dr Corinne Scicluna Ward  
Robert Grech  
Antoinette Shah  
Holger Suarez  
Rudolph Cini  
Ingrid Magro

### COURSE STRUCTURE

#### UNIT 1: ANATOMY AND PHYSIOLOGY (1 CREDIT)

This unit sets out to facilitate students to understand the relationship between the concepts of biological health and homeostasis and to examine processes and mechanisms that regulate and integrate physiological functions in order to maintain biological health. The unit focuses on selected biological systems relevant to the practice of healthcare professionals.

#### UNIT 2: BASIC PHARMACOLOGY (1 CREDIT)

The purpose of this unit is to introduce students to the basic principles of pharmacology applied to health care. Students are introduced to the major drug groups that affect the differing bodily systems. Throughout this unit, students are enabled to become self-directed learners; specifically, in relation to the most appropriate means of accessing information about individual drugs, their usages, contraindications, dosages, and routes of administration. Underpinning the above, the importance of the role of the carer in drug administration and evaluation of their effectiveness is emphasised and students are given specific instruction on drug calculations

#### UNIT 3: EMOTIONAL INTELLIGENCE FOR CARE (1 CREDIT)

The primary focus of this unit is to help students understand the concept of “emotional intelligence” and its role in modern healthcare leadership. The concept will be outlined and contextualised within the healthcare environment, to appreciate how aspects of emotional intelligence support everyday human interactions.

#### **UNIT 4: MANAGEMENT AND LEADERSHIP IN HEALTH CARE (1 CREDIT)**

This unit examines contemporary management and leadership issues which impact on health care contexts. Students will explore and debate approaches to management and leadership within healthcare organisations and examine how they influence their role as healthcare workers within this context. The unit covers the skills needed to manage a quality, person-centered health service, including the role of the manager and the importance of leadership and people management. It introduces students to the principal frameworks and tools available to practicing managers supporting them in their application of course material to real life management situations in the health service.

#### **UNIT 5: ADVANCED CLINICAL SKILLS FOR HEALTH CARE (2 CREDITS)**

This unit aims to develop students' clinical skills when working in a healthcare context whether residential or domiciliary. The unit covers key areas in care provision from identifying acute and chronic conditions, identifying skin and tissue problems, taking blood samples and treating and dressing lesions and wounds.

At all times students will need to understand the importance of their professional working practices in adhering to standards, guidelines, procedures and working with individuals in a compassionate and caring manner.

#### **UNIT 6: LEGISLATION AND ETHICS (2 CREDITS)**

This unit introduces students to the fundamental moral principles, ethical issues in health care and how these are reflected in legislation. In parallel the unit focuses on the existing legislative framework for healthcare and emerging policies in this area.

The unit explores the underlying principles and nature of moral responsibility (ethics), analyse and review notions of autonomy, duty, justice, truth, rights and equality and last but not least, it seeks to effectively manage the relationship between the personal and professional judgments.

#### **UNIT 7: HEALTH AND SAFETY IN CARE (2 CREDITS)**

Health and safety are a vital priority in all health and social care practice and this unit gives students an understanding of key principles that underpin work in the sector. On completing this unit, students will understand how to minimise risks to all individuals in healthcare settings, be they service users, their friends and family, or employees in the setting. At the end of the unit, students should be able to foresee potential hazards and know how to make appropriate responses to minimise risks, in the context of relevant legal and local policy requirements.

#### **UNIT 8: UNDERSTANDING DEMENTIA (2 CREDITS)**

This Unit provides students with an understanding of the neurology and diagnosis of dementia. It provides students with the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia and its impact on them and others. It is viewed from a holistic standpoint and focuses on introducing students to person-centered care for individuals with dementia.

#### **UNIT 9: CARING FOR INDIVIDUALS AND MODELS OF CARE (3 CREDITS)**

This unit enables students to recognise the value of a person-centered approach to adult health and social care. The focus of the unit is on person-centered values and the reasons why these should influence all aspects of care work. This is further explored by comparing and contrasting a range of care models.

The use of the person-centered approach is investigated with regard to the formation and use of care plans in ensuring that individuals have their needs, preferences and wishes addressed.

The use of personal histories is explained and their value analysed in respect of contributing to the promotion of self-esteem and individual identity. The unit also discusses issues around risk management and their place in a person-centered approach to care and support.

### **UNIT 10: PSYCHO-SOCIOLOGICAL PERSPECTIVES IN CARE (3 CREDITS)**

The aim of this unit is to identify the impact psycho-sociological factor have on healthcare practice. Sociologists investigate the interaction between society and health. Psychologists explore the relationship among psychological, cultural, behavioural factors and health. Together they have informed our understanding of health and illness, contributed to major changes in healthcare policy and been useful in developing behaviour modification therapies and improving the health status of individuals. Understanding how these perspectives are used to inform their practice, deepens students' approach to caring for individuals and supports the development of skills and behaviours for effective professional practice.

### **UNIT 11: MANAGING QUALITY IN HEALTH CARE (3 CREDITS)**

The focus of this unit is on how quality plays an essential role in healthcare services and the idea that it has many different interpretations and perspectives. Students will gain knowledge of these differing perspectives and consider ways in which health and care service quality may be improved. Students will gain knowledge of some of the methods that can be used to assess different quality perspectives, and develop the ability to evaluate these methods against service objectives.

This unit also enables students to develop their knowledge of these differing perspectives, to review the requirements of external regulatory bodies and to analyse these in relation to the needs of patients, customers, staff and other internal stakeholders. They will have the opportunity to use this knowledge to plan, implement, monitor and evaluate a small-scale quality improvement initiative in their own work setting.

### **UNIT 12: PROMOTING AND SUPPORTING INDIVIDUAL'S RIGHTS TO DIGNITY AND PREVENTING ABUSE (3 CREDITS)**

This unit provides students with an understanding of the importance of diversity, equality, inclusion and prevention of abuse in promoting an individual's right to dignity. It defines the terms and supports the learner in investigating the importance of dignity and inclusive practice in healthcare. Key legislation is examined and the consequences of non-compliance in the work place.

#### **ENTRY REQUIREMENTS**

- Age 16+
- High School Leaving Certificate
- Be able to communicate both orally and in written format in the English Language
- Hold a clean Police Conduct Certificate



## EQF/MQF LEVEL 4

# Award in Supporting Individuals with Disabilities

### COURSE DESCRIPTION

This course builds on existing knowledge and experience and is aimed at providing the student with advanced knowledge, skills and competences required to work and progress in the caring profession within the disability sector. The overall objectives of the Award are to engage students in learning that is relevant to their profession and to further develop a range of skills and techniques, personal skills and attributes necessary for a successful career.

### TARGET CANDIDATES

The Award is aimed at students who already possess a Level 3 qualification in health and social care or relevant experience and wish to develop their knowledge and skills at a higher level in order to progress in their career towards focussing on supporting individuals with disabilities and challenging behaviours.

**DURATION** 4 months

**CREDIT VALUE** 12 ECTS/ECVET

**MODE OF TRAINING** Lectures and workshops

**ASSESSMENT** Assignments, Case studies, Portfolio of evidence

**AWARDING BODY** Learning Works

### LECTURERS

Mr Tonio Pace  
Ms Sharon Balzan  
Dr Rita Micallef  
Mr Noel Borg  
Ms Maria Balzan  
Mr Tyron Silos  
Dr Alexiei Sammut

### COURSE STRUCTURE

#### INTRODUCTION TO THE CONTEXT OF SUPPORTING INDIVIDUALS WITH DISABILITIES (1 CREDIT)

The unit explores the meaning of disability and considers issues closely linked with disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have disabilities.

#### COMMUNICATION IN A DISABILITY SETTING (3 CREDITS)

This unit aims to enable the learner to use effective communication skills to develop and sustain relationships with service users, carers and colleagues. It also looks at how to support service users in building and managing their social networks because the strength of an individual's social network is a key factor in maintaining an individual's well-being and mental health. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

#### MANAGING RISK, EMERGENCY AND CRISIS IN A DISABILITY SUPPORT SETTING (2 CREDITS)

This unit looks at the area of risk management by providing the learner with the knowledge and skills to effectively analyse and mitigate risk within the context of disability support. The unit also looks at the procedures and mechanisms available for the support of an individual with a disability in an emergency or crisis situation.

### **ETHICS IN A DISABILITY SUPPORT SETTING (1 CREDIT)**

This unit introduces students to the ethical principles, and moral dilemmas within the context of supporting individuals with disabilities and how these are reflected in legislation. In parallel the unit will focus on the important themes related with ethical approach. These include dignity, quality of life and the rights of the individuals.

### **PRACTICAL CARE FOR INDIVIDUALS WITH A DISABILITY (4 CREDITS)**

This unit introduces learners with the knowledge and skills required to reflect on, evaluate one's own professional practice with the intention to identify and develop best practices. This unit also looks at the importance of supervision, feedback and the formalisation of such practices.

### **BEST PRACTICES IN THE CONTEXT OF SUPPORTING INDIVIDUALS WITH DISABILITIES (1 CREDIT)**

This unit is delivered through a series of interactive teaching sessions with an emphasis on group activities. Case studies and work examples will be discussed throughout the unit.

### **ENTRY REQUIREMENTS**

Learners need to satisfy the following criteria:

- Ages 18 +
- Be able to communicate both orally and written in the English Language
- Hold a clean Police Conduct Certificate.
- Hold a Level 3 qualification in Healthcare or equivalent or;
- Have at least 1 year practical work experience in a related position

For applicants who meet the criteria of admittance by experience only, a basic level of English which is demonstrated through the appropriate qualifications such as an 'O' level in English, a school leaving certificate with English indicated as a core subject or equivalent is needed.

## EQF/MQF LEVEL 4

# Award in Mental Health Support and Care



### COURSE DESCRIPTION

This course builds on existing knowledge and experience and is aimed at providing the student with advanced knowledge, skills and competences required to work and progress in the caring profession within a mental health setting. The Award provides a specialist work-related programme of study that offers both breadth and depth of and understanding with the practical skills required in the mental health sector.

The overall objectives of the Award are to engage students in learning that is relevant to their profession and to further develop a range of skills and techniques, personal skills and attributes necessary for a successful career.

The course has been developed by Learning Works in collaboration with the Richmond Foundation

### TARGET CANDIDATES

This award is suitable for part time students in work and on successful completion, students can progress into or within employment in the mental care sector.

**DURATION** 4 months

**CREDIT VALUE** 12 ECTS/ECVET

**MODE OF TRAINING** Lectures and workshops

**ASSESSMENT** Assignments, Case studies,  
Portfolio of evidence

**AWARDING BODY** Learning Works

### LECTURERS

Jennifer Azzopardi  
Andrew Barberi  
Daniela Calleja  
Yanica Richards Chircop  
Katie Delicata  
Stephanie Dimech Sant  
Dragan Donkov  
Casey Scicluna  
Tracey Zammit

### COURSE STRUCTURE

#### INTRODUCTION TO THE CONTEXT OF MENTAL HEALTH (1 CREDIT)

This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

#### ETHICS IN A MENTAL HEALTH CARE SETTING (1 CREDIT)

This unit introduces students to the ethical principles and moral dilemmas within the context of supporting persons with mental health problems and how these are reflected in legislation. In parallel the unit will focus on the important themes related with ethical approach. These include dignity, quality of life, and the rights of the individual.



### **COMMUNICATION IN A MENTAL HEALTH CARE SETTING (3 CREDITS)**

This unit aims to enable the learner to use effective communication skills to develop and sustain relationships with service users, support workers and colleagues. It also looks at how to support service users in building and managing their social networks because the strength of an individual's social network is a key factor in maintaining an individual's well-being and mental health. This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

### **MANAGING RISK, EMERGENCY AND CRISIS IN A MENTAL HEALTH CARE SETTING (2 CREDITS)**

This unit aims to provide the learner with an understanding of the general principles and processes involved in care planning and risk management within a mental health context. The unit also looks at the procedures and mechanisms available for the support of an individual with a mental health problem in an emergency or crisis situation.

### **PRACTICAL CARE FOR PERSONS WITH A MENTAL HEALTH PROBLEM (4 CREDITS)**

This unit provides the learner with the knowledge and skills required to support individuals in:

- the tasks of daily living,
  - personal hygiene,
  - managing finances,
  - preparing and settling in to new home environments,
  - taking part in leisure activities,
  - taking part in learning or development activities,
  - maintaining and developing skills for every-day life,
  - accessing and using services and facilities,
  - accessing education, training and employment,
  - continuing recommended therapies,
- and promote their independence in these areas.

### **BEST PRACTICES IN THE CONTEXT OF SUPPORTING INDIVIDUALS MENTAL HEALTH PROBLEMS (1 CREDIT)**

This unit introduces learners with the knowledge and skills required to reflect on, evaluate one's own professional practice with the intention to identify and develop best practices. This unit also looks at the importance of supervision, feedback and the formalisation of such practices.

### **ENTRY REQUIREMENTS**

Learners need to satisfy the following criteria:

- Ages 18 +
- Be able to communicate both orally and written in the English Language
- Hold a clean Police Conduct Certificate.
- Hold a Level 3 qualification in health and social care or equivalent or;
- Have at least 1 year practical work experience in a related position

For applicants who meet the criteria of admittance by experience only, a basic level of English which is demonstrated through the appropriate qualifications such as an 'O' level in English, a school leaving certificate with English indicated as a core subject or equivalent is needed.



# CATERING AND HOSPITALITY



## EQF/MQF LEVEL 3

# Award in Professional Service in Hospitality, Food and Beverage

### COURSE DESCRIPTION

This qualification is built in line with the National Occupational Standards in relation to hospitality in Malta and successful candidates should be eligible for employment in variety of contexts in food and beverage industry

The objectives of this award is to take employees to the next level in their understanding of what it means to provide excellent quality service and offer outstanding service to all customers and guests, thus improving their effectiveness and the company's competitiveness in the hospitality industry.

The overall objectives of the Award are to engage students in learning that is relevant to their profession and to further develop a range of skills and techniques, personal skills and attributes necessary for a successful career. Thus overall objectives include:

**DURATION** 6 months

**CREDIT VALUE** 24 ECTS/ECVET

**MODE OF TRAINING** This Award is delivered through a series of interactive teaching sessions with an emphasis on group and practical activities. Case studies and work examples will be discussed throughout the course.

**ASSESSMENT** Written examinations, assignments, individual and group presentations, case studies. Students will also be assessed on their portfolio of evidence for each unit.

**AWARDING BODY** Learning Works

### LECTURERS

Mr Stuart Caruana  
Mr Damien Peplow  
Mr Matthew Mallia  
Mr Gabrijel Spagnol

### TARGET CANDIDATES

The Award is aimed at students who are currently working or desire to work in hospitality and waitering profession

### COURSE STRUCTURE

#### UNIT 1: INTRODUCTION TO HOSPITALITY & CATERING (1 CREDIT)

The purpose of this unit is to provide learners with an understanding of the hospitality industry, the way in which food and beverage service links to the overall industry and the skills and information they require to seek employment within the industry. Learners will gain an understanding of the scale and diversity of the hospitality industry and specific job roles and careers relating to food and beverage service. This is a customer facing industry and this unit will provide learners with an understanding of the key employability skills required for work.

#### UNIT 2: SERVICE ETIQUETTE & STYLES OF SERVICE (1 CREDIT)

Etiquette in the food service industry focuses on the ability to recognise the importance of personal presentation and professional behaviours that portray a positive image of the establishment, the industry and job role of individual staff members. When a customer visits a restaurant the food service team should provide a meal experience to remember through their product knowledge and skills.



The purpose of this unit is for learners to develop and implement practical skills for a range of food service styles found within the hospitality industry.

### **UNIT 3: SEQUENCE OF SERVICE (3 CREDITS)**

Most hospitality organisations whether hotels or restaurants use standard operating procedures which differ from establishment to establishment. The focus of learning here is understanding key aspects and best practices required from preparation to end in providing a professional and comprehensive sequence of service. This involves not only the practical serving skills but also teamwork with colleagues and customer service in ensuring customer needs are met in a professional and timely manner. Upon completion learners will be able to carry out the necessary knowledge and skills to prepare, carry out and complete full sequence of service

### **UNIT 4: BEVERAGE: KNOWLEDGE & SERVICE (4 CREDITS)**

The purpose of this unit is to provide learners with knowledge of beverages, their characteristics, origins and different styles as well as developing knowledge about their production methods. It is important that learners also have an understanding of legislation affecting the sale of alcoholic beverages and the consequences of non-compliance.

### **UNIT 5: FOOD: KNOWLEDGE (1 CREDIT)**

The purpose of this unit is to build learner's knowledge of food typically included in menus from ingredients to cooking techniques in order to enhance the customer experience with appropriate level of food knowledge. Following completion of this unit the learner will possess the necessary knowledge and skills to present, explain and serve food items and meet any special dietary requirements requested by customers

### **UNIT 6: FOOD PREPARATION AND PRODUCTION (3 CREDITS)**

This aim of this unit is to introduce learners basic food operations give them the opportunity to develop their understanding, knowledge and skills through competence based practical skills in a working kitchen environment. Learners are introduced to basic technical skills, styles,

equipment and procedures, specialized and classical forms of kitchen preparations as well as theoretical issues covering a broad range of food knowledge, basic organization, menu composition and hygiene.

### **UNIT 7: HEALTH AND SAFETY (1 CREDIT)**

The unit provides learners with the skills and knowledge required to carry out their work in compliance with the health and safety requirements. This covers the health & safety roles and responsibilities of individuals working in catering and hospitality and of the practical implementation of these responsibilities. Learners will gain an appreciation of the legal responsibilities involved in their own health & safety as well as the health & safety of other people including colleagues and customers. The unit also outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures.

### **UNIT 8: HACCP, FOOD HANDLING AND ALLERGIES (2 CREDITS)**

The purpose of this unit is to highlight the importance of a systematic approach to eliminating food safety hazards and ensure the place of work meets all the legal requirements with regard to hygiene in food establishments and prevention of food poisoning.

The focus of this unit is to build learner knowledge of the importance of implementing a food safety management system based on HACCP principles. HACCP (Hazard Analysis Critical Control Points) assesses each step in food manufacture for potential food safety hazards, and then introduce practices and procedures to eliminate or reduce the risk of these hazards occurring

### **UNIT 9: UNDERSTANDING GUESTS & CUSTOMERS: FROM HOSTING TO HANDLING COMPLAINT (3 CREDITS)**

The purpose of this unit is for learners to acquire the professional behaviours and attitude that ensure a positive customer experience and great customer satisfaction. Throughout this unit learners will examine the characteristics and benefits of excellent customer service. They will examine the impact of behaviours, interpersonal skills and team working in creating a work environment that is conducive to providing good customer

service. Learners will understand the ways in which they are able to expand and extend the relationship with their customers, by persuading them to make use of additional services or products that the organisation can offer. Within this unit they will learn how to recognise when there is a problem and the steps to take in order to resolve it or if necessary escalate to the appropriate person.

#### **UNIT 10: COMMUNICATION AND TEAMWORK FOR QUALITY SERVICE (2 CREDITS)**

One of the key elements of any business or organization is effective communication and teamwork and this is more so for the hospitality and catering sector. This unit will enable learners to make a useful contribution to the work of a team, where the team includes line manager and/or supervisor as well as the other people working at the same level. Learners will be exposed to how to accurately follow instructions, help others when they need help, communicate with the people they work with, obtain feedback on what they do well and where learners could improve, and continue to learn and develop themselves.

#### **UNIT 11: BANQUETING AND EVENTS (3 CREDITS)**

The art of the table is no better expressed than banqueting and events. The aim of this unit is to bring together much of the learning from previous units in order for learners to show their knowledge and skills required in the fine elements of this particular specialism in hospitality and catering. The unit focuses on many of the more detailed elements of fine dining as well as the organizational and teamwork elements necessary to ensure that such events are run smoothly and provide the ultimate experience.

#### **ENTRY REQUIREMENTS**

Learners need to satisfy the following criteria:

- Ages 18 +
- Hold a Level 2 qualification in Hospitality or Food & Beverage
- Be able to communicate in the English Language  
Applicants for whom English is not a first language must demonstrate proficiency in the English language. Such applicants will be required to possess a school leaving certificate indicating a pass in English or an accredited/recognised IESOL qualification demonstrating proficiency of English Language at CEFR level B1
- Hold a clean Police Conduct Certificate.



# MANAGEMENT



## EQF/MQF LEVEL 4

# Award in Leadership and Management

**DURATION** 4 months

**CREDIT VALUE** 12 ECTS/ECVET

**MODE OF TRAINING** Presentations, class discussions, problem-based learning, hands-on exercises and team-based learning.

**ASSESSMENT** Assignment and Presentation

**AWARDING BODY** Learning Works

### LECTURERS

Robert Cassar

Giosue Pianciamore

### COURSE DESCRIPTION

As organisations continue to remain competitive and sustainable, a recurring weakness identified is that employees are promoted to a line or middle management position without having sufficient management training. Thus new managers may find they are ill-equipped to take on the demanding role of managing a team and ensuring that the job gets done. This in turn has an impact on what the team and ultimately what the organisation achieves. Our aim in delivering this training is to fulfil these training needs by introducing management concepts to aspiring managers and those already occupying management positions.

Our rationale is to teach management concepts which have a practical application to students' real life experiences in the workplace so that they can reach their potential as managers.

### TARGET CANDIDATES

This Award in Leadership and Management is designed for new and aspiring middle managers, who wish to develop and grow professional management skills including problem solving and decision-making, performance management, managing team dynamics, delegation and motivation.

Learners should have a thirst for developing practical skills that they can use in the workplace to effectively manage their teams and provide exceptional customer service.

### COURSE STRUCTURE

#### UNIT 1: UNDERSTANDING THE MANAGEMENT ROLE TO IMPROVE MANAGEMENT PERFORMANCE (3 CREDITS)

The main purpose of this Unit is to introduce management concepts to employees who aim to take up a management position within an organisation or have just started in such a position. For those already in a line or middle management position this Unit will reinforce and enhance their knowledge of contemporary management.

This Unit serves as an introduction for the learning that follows.

#### UNIT 2: PLANNING AND LEADING A COMPLEX TEAM ACTIVITY (3 CREDITS)

Most organisations require their employees to work in a team setting.

There are many different kinds of teams, project teams and multidisciplinary teams all with the common goal of achieving organisational results. However, whatever the nature of the team, it is important for all team members to be aware of the different roles each team member plays. It is equally important for teamwork to be efficient and effective because these are some of the factors upon which a company's competitive advantage is built.



### **UNIT 3: DEVELOPING YOUR LEADERSHIP STYLES (1 CREDIT)**

Leadership has been identified as the key element in what makes an effective manager. The aim of this Unit is to help students reach their management potential by helping them to identify and develop their leadership style to improve their own and organizational performance.

### **UNIT 4: MANAGING CUSTOMER EXPERIENCE (3 CREDITS)**

Research shows that attracting new customers can be five times more expensive than retaining existing ones. To gain competitive advantage, organisations invest thousands of Euro to research their target markets and discover the needs and wants of their customers. As part of delivering superior value to their customers, many organisations strive to establish long-term profitable relationships with their customer. However, unless their front-line workers are trained to practise customer relationship management, the chances of reaping the competitive benefits of remain remote.

### **UNIT 5: MANAGING RISK AT THE WORK PLACE (2 CREDITS)**

All managers have a legal duty to assess the risks to the health and safety of their employees, contractors and visitors. Comprehending the implications of managing the risks that may arise in organisations is a fundamental responsibility of all managers and thus this Unit has been included in this course.

### **ENTRY REQUIREMENTS**

Minimum Level 3 standard of education (O-level standard) or at least 3 years in a junior management position.

## EQF/MQF LEVEL 5

# Diploma in Leadership and Management

### COURSE DESCRIPTION

The purpose of this course is to provide aspiring or existing managers with the critical knowledge of management and leadership related to the 21st century organisation. The course covers the key elements of what makes a successful manager in business whether managing its finances, operations and people or building strategy and leading change in the digital age.

The programme is aimed at mid-managers who are seeking to update their knowledge in these key areas in order to enhance their performance, their team's effectiveness and the competitiveness of the organisation they currently work in.

A unique feature of the programme is the opportunity for each candidate to carry out a managerial research project which allows students to research in-depth an issue/problem facing their organisation.

The course is devised to ensure that candidates are provided with the necessary skills and knowledge in each of the compulsory units and are assessed by practical application using an organisational context they are familiar with.

### TARGET CANDIDATES

Middle managers, who wish to develop and grow professional management skills including problem solving and decision-making, strategic thinking, financial management, leading people and managing team dynamics, in order to further pursue their career

**DURATION** 14 Months

**CREDIT VALUE** 60 ECTS/ECVET

**MODE OF TRAINING** Lectures, case studies, simulations, group work, projects and student presentations, examinations.

**ASSESSMENT** Assignments and reports, group projects, and portfolios, presentations, case studies, examinations and a business research project at the end.

In order to successfully complete the course a minimum of a pass must be obtained in the assessment of each Unit.

**AWARDING BODY** Level 5 Diploma in Leadership and Management

### LECTURERS

Joseph Bugeja  
Ivan Bartolo  
Robert Cassar

### COURSE STRUCTURE

#### UNIT 1: LEADING PEOPLE (10 CREDITS)

"Leading People" very much emphasizes how to get the best people and the best out of people so that they work in roles and in ways that are closely aligned to organisational objectives. The purpose of this unit is to introduce students to with the organizational context of managing and leading people and provide students with the necessary theoretical knowledge and practical application of leading and managing people focusing on necessary leadership skills and an understanding of human resource management.

**UNIT 2: MANAGING INFORMATION (5 CREDITS)**

This unit is designed to develop knowledge and understanding of managing information and knowledge in an organization. Students will learn how to manage information and knowledge within organisations, including the relationship between data, information and knowledge and the benefits information and knowledge management brings to organisations. A key of this unit focuses on the role of ICT in managing information and knowledge, including how ICT affects organisational communication and how ICT can be used to disseminate knowledge throughout the organisation. Students will also be given an understanding about the links between knowledge management strategy and competitive advantage, including the importance of maintaining a learning culture in a changing environment, how knowledge management strategies and processes facilitate and support organisational learning and the relationship between organisational learning and competitive advantage.

**UNIT 3: MANAGING FINANCE (10 CREDITS)**

This unit explores how to analyse the financial health of a business in respect of its profitability and stability. All businesses need to produce accounts in order to have an insight into their financial position. Balance sheets provide information on the sources of finance and how they are then used within the business. Income statements measure the profit position of businesses. In addition, managers need financial information to support decision making. Consideration will be given to management accounting and how it is used in the decision making process. It helps answer questions about what price to charge for a product or service so it is not sold at a loss, whether to make or buy a product and which amongst alternative capital investments should be chosen. Managing finance provides the techniques that help measure whether a business is sustainable into the future and whether it is meeting its objectives.

**UNIT 4: LEADING STRATEGY (10 CREDITS)**

The aim of unit is to help students to develop a capability for strategic management with due recognition of the growing importance of businesses operating in the context of global business management. This unit will study the role of strategic planning and management in an organisation and how internal and external environmental factors can influence the planning process. Various factors are weighed in developing strategy including the influence of the external environment, the business' mission and the degree of risk associated with strategic options. The unit also considers strategies to aid the organisation to achieve competitive advantage.

**UNIT 5: MANAGING OPERATIONS (5 CREDITS)**

The aim of this unit is to give students an understanding of the activities that make up operations management, including the main types of operations found within business, how all operational activities can be represented as systems and the characteristics which differentiate operational systems. The unit also focuses on the relationship between operations and business performance, including how the operations function supports business performance, the main internal measures of success used by businesses and how internal measures of success link to business objectives.

Emphasis is also given on the importance of administration in operations management, including the relationship between operations and administrative management, the process and functional approaches to operations management, the relationship between operations and the supply chain and the link between operations and quality management.

**UNIT 6: LEADING CHANGE (5 CREDITS)**

This unit deals with the importance of innovation and change within an organisation, and how leading change in the organisation culture can promote innovation. The focus of this unit is on key principles, theories and

models relating to change and the role of communication and relationship management within change processes. Students will learn how leading change allows employees to be encouraged and supported to innovate and change by seeing such developments as opportunities rather than as threats. Consideration will be given to how change may have some negative impact but that the aim is to ensure that this is outweighed by the beneficial impact. Change requires all stakeholders to be kept informed and engaged but it underpins businesses' drive to maintain their competitive advantage and to achieve their goals.

#### **UNIT 7: MANAGEMENT RESEARCH METHODOLOGY (5 CREDITS)**

The Management Research Project is a substantial piece of work marking the culmination of student learning on the course. This unit is designed to prepare the student to embark on his/her Research Project. Students will normally conduct research and this unit introduces the main concepts and techniques involved in research in the field of business, management and other areas of professional development in order to help students to develop their understanding and skills of research in a management context.

#### **UNIT 8: RESEARCH PROJECT (10 CREDITS)**

Students will undertake a major managerial research project as part of their studies. Generally the aim of the project is to extend and unify students' understanding of the subjects as developed in taught units. Throughout this period of study students will be building a perspective of the relationship between the units covered in the course. This view will be extended, considered and clarified through the practical, problem-solving nature of the project. Students are expected to apply the new knowledge and techniques learnt during the course to the project in the form of new knowledge, skills and tools.

#### **ENTRY REQUIREMENTS**

Entry requirements for this course are as follows:

- Be in possession of Minimum Level 4 certification from a recognised local or foreign awarding body, or;
- A-level standard of education, or;
- be in possession of a School Leaving Certificate, or;
- have at least 5 years-experience in a management position.
- Have a good command of oral and written communication in English with a level of proficiency in English equivalent to at least IELTS Level 5.



## EQF/MQF LEVEL 4

# Award in Discovering Diversity Potential in the workplace

### COURSE DESCRIPTION

Channelling diversity potential in the workplace can lead to greater performance and innovation.

At the end of the course participants will acquire the necessary knowledge and dynamic skills to manage diversity appropriately and effectively. During the course, they will look at different concepts of inclusion and diversity and they will be offered concrete tools, techniques and methods to be used to manage diversity.

The course aims to help participants to recognise and understand diversity potential in the workplace to promote inclusion and a sense of belonging in their organisations and so reduce the turnover. It will help them to build a culture of tolerance through awareness, training, communication and conflict management strategies.

The course will enable participants to enhance communication and productivity, valuing and transforming their diverse workforce into a real competitive advantage.

Participants will learn how to use assessment tools, human resources programmes, communication campaigns and training programmes and to develop their own tailor-made Diversity and Inclusion strategy to value and use their present and prospect employees to create innovative products, services and business practices that can set the organisation apart and differentiate it to create a competitive advantage.

### TARGET AUDIENCE

The course is aimed at practising or aspiring managers and in roles such as:

- Operations Manager
- Divisional Manager
- Departmental Manager
- Specialist Manager
- Human Resources Manager

- Talent Development Manager
- Recruitment Specialist
- Diversity and Inclusion Specialist
- Social workers
- Teachers and vocational trainers
- Managers working across national borders
- International organisations personnel

And to anyone interested in creating an inclusive and supportive culture that promotes equal opportunities and treatment of employees in his/her company/organisation.

**DURATION** 3 months

**CREDIT VALUE** 4 ECTS/ECVET

**MODE OF TRAINING** Lectures, group discussions, presentations, simulations and case studies

**ASSESSMENT** The learner will be assessed through an ongoing assessment for learning by way of oral, group discussions and practical exercises that will take place throughout the entire course, to assess and consolidate the learning being covered.

Students will be provided with case studies, examples, simulation materials and practical tests that will be evaluated by the instructors.

**AWARDING BODY** Learning Works

**COURSE DIRECTOR** Viviana Premazzi, PhD

### COURSE STRUCTURE

#### CULTURAL AWARENESS (1 CREDIT)

Cultural diversity is increasing in Malta posing challenges to organizations on how to deal with diverse groups. Attracting and retaining a diverse workforce and promoting an inclusive society are the challenges government, schools and companies need to be ready to address. Increasing awareness of the cultural differences and the challenges posed is the first step. Only informed

and aware teammates, colleagues, managers, directors, citizens can develop tools, synergies and strategies to cope with diversity and create more inclusive companies. The Unit provides students with data and information about the macro, meso and micro cultural challenges at individual, organisational and societal levels. It will then present the cultural frames and strategies to become more culturally aware, uncover conscious and unconscious biases and prevent intercultural misunderstanding.

### **EQUALITY AND DIVERSITY LEGISLATION AND GUIDANCE (1 CREDIT)**

The Unit introduces legislation on equality and diversity in the EU and Malta, individual and company obligations and comparison across countries legislations and policies. Human rights, health and safety, data protection and asylum and immigration policies and legislations will also be considered. Students will learn strategies and practical measures to reach quantitative targets, mainly regarding numbers of women and minorities, not only in the organization in general but also in leadership positions and accountability tools to prevent conflicts and protect from discrimination, harassment and victimisation.

### **CULTURES AT WORK (1 CREDIT)**

The Unit aims at providing students with critical theoretical frameworks to explore the role and importance of interpersonal relations and communication in different cultural contexts at individual, organisational and societal levels. Students will learn to integrate this knowledge and understanding, and apply it within their own sector/organisation/department.

### **DIVERSITY AND ORGANISATIONAL PERFORMANCE (1 CREDIT)**

The Unit will help students to understand and analyse the requirements for managing, monitoring and reporting on equality, diversity and inclusion. At the end of the Unit they will be able to behave and develop an inclusive leadership style. They will understand causes, effects and identify and create strategies to prevent inequalities and discrimination in organisations and service delivery. Moreover, the Unit will provide students with the theoretical frameworks, policy implications, international lessons learned and best practices of equality and inclusion in organisational performance. It will facilitate a critical understanding of the opportunities and complexities of developing inclusive approaches to employment, service delivery and public engagement and strategies to develop an action plan, and monitor its outcomes to make continuous improvement.

### **ENTRY REQUIREMENTS**

To apply for this course, students should hold:

- a MQF Level 3 or equivalent qualification;
- good level of English (IELTS 5 or equivalent)

# LANGUAGES



## EQF/MQF LEVEL 1

# Award in Maltese as a Foreign Language and Cultural Orientation

### COURSE DESCRIPTION

Through this course the student will understand the very basics of the Maltese grammar and basic Maltese expressions, build one's vocabulary of simple Maltese words and manage the correct use of simple Maltese phrases that frequently appear in everyday social conversation both at the workplace as well as outside of it.

### TARGET CANDIDATES

This course is targeted towards individuals, over the age of 16 years, who would like to learn basic communication in Maltese for work, personal development and academic purposes. This course is also for those who would like to learn basic skills in the Maltese Language and intend to apply for the residency permit.

**DURATION** 2 months

**CREDIT VALUE** 5 ECTS/ECVET

**MODE OF TRAINING** This Award is delivered through lectures and practical sessions.

**ASSESSMENT** Face-to-face assessment is carried out to assess the performance of the student.

**AWARDING BODY** Learning Works

### LECTURERS:

Nicole Said

Chiara Vassallo

### COURSE STRUCTURE:

#### UNIT 1: GREETINGS AND YOUR WORLD (1 CREDIT)

This unit aims to let the students get to know each other. The context of greetings and introductions in different settings allows students to do this in Maltese in a meaningful way even with quite basic language.

#### UNIT 2: MY LIFE, FAMILY AND FRIENDS (1 CREDIT)

This unit aims to extend the range of personal information that students can give. The unit introduces expressing the possessive with family vocabulary. Students practise with talking about the present within the context of hobbies, likes and dislikes. Food and drink also introduced to serve as a context for further insight into the construction of the plural forms

#### UNIT 3: OUT AND ABOUT (1 CREDIT)

This unit aims to introducing and giving practice in describing places within the context of being out and about during one's free time. This unit extends upon question formation and the demonstratives, the introduction of vocabulary related to directions and distance. Useful adjectives and their opposites are also introduced.



#### **UNIT 4: AT WORK AND AT HOME (1 CREDIT)**

The theme of this unit takes a look at life at work and life at home. The differences between formal and informal language in Maltese are presented within the contexts of work and at home with family and friends. Students will reflect on the differences and compare to their own cultures back home allowing a focus on comaratives

#### **UNIT 5: MALTA (1 CREDIT)**

This unit serves as an overview of the previous four units focussing mainly on recycling and recalling the language presented and practised throughout the course. The content presented is intended to facilitate basic communication and interaction within a local context

to further increase confidence in the basic use of the language once the learner leaves the classroom. Reflection will be carried out with focus being placed on the way forward in order to further their learning after the course.

#### **ENTRY REQUIREMENTS**

This course is aimed at students who have never studied Maltese before or have limited knowledge in the language. There are no entry requirements for this course



## EQF/MQF LEVEL 1

# Award in English Language for Foreigners

### COURSE DESCRIPTION

The aim of the course is to help learners understand the very basics of English grammar and basic English expressions, the vocabulary of simple English words and manage the correct use of simple English phrases that frequently appear in everyday social conversation. Through this course students will also learn the sentence structure and the gist of elementary written texts.

### TARGET CANDIDATES:

This course is targeted towards individuals who would like to learn basic communication in English for work, personal development and academic purposes.

**DURATION** 2 months

**CREDIT VALUE** 5 ECTS/ECVET

**MODE OF TRAINING** This Award is delivered through lectures and practical sessions.

**ASSESSMENT** Face-to-face assessment is carried out to assess the performance of the student.

**AWARDING BODY** Learning Works

**LECTURER** Christine Schembri

### COURSE STRUCTURE:

#### UNIT 1: GREETING AND YOUR WORLD (1 CREDIT)

This unit aims to let the students get to know each other. The context of greetings and introductions in different settings allows students to do this in English in a meaningful way even with quite basic language.

#### UNIT 2: MY LIFE, FAMILY AND FRIENDS (1 CREDIT)

This unit aims to extend the range of personal information that students can give. The unit introduces expressing the possessive with family vocabulary. Students practise with talking about the present within

the context of hobbies, likes and dislikes. Food and drink also introduced to serve as a context for further insight into the construction of the plural forms

#### UNIT 3: OUT AND ABOUT (1 CREDIT)

This unit aims to introduce and give practice in describing places within the context of being out and about during one's free time. This unit extends upon question formation and the demonstratives, the introduction of vocabulary related to directions and distance. Useful adjectives and their opposites are also introduced.

#### UNIT 4: AT WORK AND AT HOME (1 CREDIT)

The theme of this unit takes a look at life at work and life at home. The differences between formal and informal language are presented within the contexts of work and at home with family and friends. Students will reflect on the differences and compare to their own languages allowing a focus on comparatives

#### UNIT 5: IT'S TIME TO GO - RECAP. (1 CREDIT)

This unit serves as an overview of the previous four units focussing mainly on recycling and recalling the language presented and practised throughout the course. The content presented is intended to facilitate basic communication and interaction within the student's current real-life context to further increase confidence in the basic use of the language once the learner leaves the classroom. Reflection will be carried out with focus being placed on the way forward in order to further their learning after the course.

### ENTRY REQUIREMENTS

This course is aimed at students who have never studied English before or have limited knowledge in the language. There are no entry requirements for this course.

# SPORTS



## EQF/MQF LEVEL 4

# Award in Psychology for Sport and Exercise

### COURSE DESCRIPTION

This course builds on existing knowledge and experience and is aimed at providing the student with advanced knowledge, skills and competences required to work and progress in the sport and exercise profession. The programme will draw upon the students' experiences in sport and exercise settings to help provide a specific frame of reference for the study of human behaviour in sport and exercise settings. This programme gives students an overview of the key areas in sport and exercise psychology. During the course students will also take time to discuss various case studies brought up by the lecturers and others they themselves may come across in their work.

### TARGET AUDIENCE

The Award is aimed at students who already possess a qualification in coaching, personal training, physiotherapy or similar and who are further interested in understanding the psychological factors in sport in order to enhance their own performance or of athletes they coach and to understand better the challenges participants in sport and exercise may face.

**DURATION** 3 months

**CREDIT VALUE** 5 ECTS/ECVET

**MODE OF TRAINING** This Award is delivered through a series of interactive teaching sessions with an emphasis on group activities. Case studies and work examples will be discussed throughout the course.

**ASSESSMENT** Assignments, Case-Study, Evidence of Observation work, Team-building event, interview with an athlete.

**AWARDING BODY** Learning Works

### LECTURERS

Dr Adele Muscat  
Ms Bernice Sant  
Ms Samantha Farrugia Tabone

### COURSE STRUCTURE

#### UNIT 1: PSYCHO-SOCIAL PERSPECTIVES OF SPORT AND EXERCISE (2 CREDITS)

In this Unit, students will understand better that the benefits of sport and exercise are not only physical but psychological too. This unit is more focused on the practice of exercise and sports across all the population rather than elite athletes in particular. This Unit looks into the growth of the child/adolescent and age appropriate development patterns that are important for the coach to understand. The unit also delves into personality types and understanding how one may motivate different participants and the importance of building self-confidence in the individuals we work with in order to enhance their chances of success.

#### UNIT 2: APPLIED SPORT PSYCHOLOGY (1 CREDIT)

This Unit is focused on the theoretical and practical implementation of performance enhancing skills for athletes – from children to the elite. A look into the development of sport psychology since its inception and how psychology can aid performance in sport is discussed. The various areas of concern to the athlete and coach which include dealing with anxiety and arousal in sport and concentration will be understood in terms of a theoretical framework. Skills to manage anxiety and arousal as well as to enhance concentration will be taught both theoretically and practically. Students will engage in various relaxation strategies and psyching up strategies as well as positive self-



talk, cognitive restructuring, goal-setting, visualization, pre-performance routines and others. Students will be encouraged to come up with their own techniques in order to enhance their or their athletes' performance.

### **UNIT 3: TEAM DYNAMICS (1 CREDIT)**

This unit will focus on the skills needed to run an effective team. Whether you are a coach, sport administrator, captain or just a regular team player, communication, listening, leadership and basic counselling skills are vital. Participants will discuss and work together to learn how to build up their team and motivate it under pressure. Students will come up with a number of ways on how one can build team cohesion within their team. Roles and responsibilities of team members/ coaches/ administrators will be discussed as well as the importance of creating a desire for team success.

### **UNIT 4: CURRENT ISSUES IN SPORT AND EXERCISE PSYCHOLOGY (1 CREDIT)**

This Unit will look at trending topics in sport psychology. Current research worldwide is focusing greatly on the following areas:

- The transitions athletes go through which include retirement and migration for professional reasons
- The management of injuries from a holistic perspective
- The ever-increasing challenge of athlete/coach burnout
- Eating disorders and weight-management
- Match-fixing
- Drug abuse in Sport
- Measurement tools in psychology

### **ENTRY REQUIREMENTS**

Learners need to satisfy the following criteria:

- Ages 18 +
- Hold a Level 3 qualification in an area related to sport, psychology, physiotherapy, medicine
- Be able to communicate in the English Language
- Hold a clean Police Conduct Certificate.

For applicants who meet the criteria of admittance by experience only, a basic level of English which is demonstrated through the appropriate qualifications such as an 'O' level in English, a school leaving certificate with English indicated as a core subject or equivalent is needed.



## EQF/MQF LEVEL 4

# Award in Nutrition for Sport and Physical Activity

### COURSE DESCRIPTION

This award aims to deliver discuss and impart the core principles and knowledge of Sports nutrition. The award will demonstrate the essence of Sports nutrition and why it is of utmost importance in every sporting success. Each Unit of the course will discuss the key topics in sports nutrition and based on peer reviewed research and studies. The award will provide a broad learning platform of Sport Nutrition, ensuring that students understand the importance of nutrition as well as learn about nutrition strategies and how to implement a personal plan.

**DURATION** 3 months

**CREDIT VALUE** 4 ECTS/ECVET

**MODE OF TRAINING** This Award will be delivered using a variety of interactive teaching methods. Case studies and work examples will be discussed throughout the course.

**ASSESSMENT** Assessments will include a mix of examinations and individual presentations.

**AWARDING BODY** Learning Works

**LECTURER** Lara Gerada

### TARGET AUDIENCE

The Award is aimed at students who would like to develop their knowledge and skills of Sports nutrition. This course is beneficial for anyone interested in the fundamentals of Sport nutrition. The type of learners expected to enter this programme include: both athletes who would like to get a good understanding of the topic, as well as individuals who have a career in sport and physical activity.

This Award in Sports nutrition is suitable for coaches working in the field of Sports, fitness instructors, athletes and physical activity enthusiasts. The course will provide knowledge and instruction

on the subject area. On successful completion, students will have practical knowledge about sport Nutrition that can assist them in their employment within the Sport or Physical Activity sector.

### COURSE STRUCTURE

#### **UNIT 1: NUTRITION THE OVERALL PICTURE: UNDERSTAND THE CONCEPTS OF NUTRITION AND DIGESTION. THE ROLE OF NUTRITION FOR HEALTH (1 CREDIT)**

Good nutrition is also fuel. Quality of food provides a variety of nutrients. An overview, of the properties, structure, the function and utility of a number of nutrients found in food will be covered.

#### **UNIT 2: DIGESTION AND ABSORPTION (1 CREDIT)**

The unit also gives an overview of the digestive system and subsequently the digestion process; that is the breakdown of each of the above mentioned nutrients will be discussed. Nutrient absorption is an important function of the digestive system. After digestion most nutrients are absorption in the body for use. This whole process will be studied in enough detail to allow the learners to understand the use of nutrients in relation to sport in the following units.

#### **UNIT 3: ENERGY BALANCE IN SPORT (1 CREDIT)**

This unit introduces students to the basic principles of energy balance, and the importance of hydration for both health and sport performance. Students are introduced to the principles of energy expenditure and energy balance and how this is affected by differing bodily processes. The importance of effective hydration is highlighted and the role of hydration in sport performance

is covered. Throughout this unit, students are made directed to become self-aware of factors that affect their energy balance; specifically, in relation to metabolism, energy used for physical activity and lifestyle.

#### **UNIT 4: THE ESSENTIALS OF A GOOD DIET PLAN (1 CREDIT)**

This Unit covers the practical aspects of a holistic view of nutrition. A practical approach of how to choose one's food is the basis of this unit. It covers the relationship of food, its production and the effects on the environment. The unit also delves into the food available on the market. Making the right choices of food is also learning how to read food labels effectively and this aspect is also covered in this unit. Assessing one's body composition is an important tool to help one in identifying a good nutrition plan. In this Unit the practical aspects to assess body composition using one method will be covered.

#### **UNIT 5: PLAN A PERSONAL NUTRITIONAL STRATEGY. HEALTHY WEIGHT MANAGEMENT AND HYDRATION (1 CREDIT)**

The essentials of a sporting diet and the role of hydration are explored in this Unit. The importance of assessing obesity and 'What is obesity?' are tackled in this Unit as well as the implications of obesity in the population and associated problems. The consequences of being an overweight athlete are also explored. The Unit also examines contemporary essentials of a sporting diet leading up to providing skills and exploring such as the utility and know-how of keeping a food diary in aiding to assess and plan one's own diet as well as the essentials required for building one's diet plan according to his/her needs.

#### **ENTRY REQUIREMENTS**

Learners need to satisfy the following criteria:

- Age 16 +
- MQF Level 3 or equivalent qualification;
- Be able to communicate in the English Language
- Have an interest in Sport or Physical activity
- Holds a clean Police Conduct Certificate.



## **GENERAL** Information

### **ORGANISATION**

The program of training is being organized by Learning Works. Learning Works is Licensed as a Further and Higher Education Institution (License No. 2009-TC-2004) by the National Commission for Further and Higher Education.

### **ADMINISTRATION**

**Academy Principal and CEO**  
Charlo Bonnici

([cbonnici@learningworks.edu.mt](mailto:cbonnici@learningworks.edu.mt))

**Administrative Executive**  
Christabelle Tabone

([ctabone@learningworks.edu.mt](mailto:ctabone@learningworks.edu.mt))

**Administration Assistant**  
Jessica Bonello

([jbonello@learningworks.edu.mt](mailto:jbonello@learningworks.edu.mt))

Contact number: **+356 2210 7219**


### **ATTENDANCE**

The student is required attend at least 80% of all lectures to qualify for the award. If this condition is not satisfied, the Board of Studies may consider issuing only a certificate of participation to the delegate concerned.

### **TO APPLY**

Application Forms are to be sent via email to [info@learningworks.edu.mt](mailto:info@learningworks.edu.mt). If you are not sure whether you have the necessary qualifications for a particular course please send an email to [ctabone@learningworks.edu.mt](mailto:ctabone@learningworks.edu.mt).

Please visit our website [www.learningworks.edu.mt](http://www.learningworks.edu.mt) for further information. You may also visit us on Facebook.

 +356 2210 7219

 [info@learningworks.edu.mt](mailto:info@learningworks.edu.mt)

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