



PROSPECTUS

2020/2021



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.



Malta
Further & Higher
Education Authority



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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 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



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. 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 to 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 to enable learners in identifying their own role in relation to duties, responsibilities to the employer and other members of the healthcare team.

Focusing on professional knowledge this 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 aims at providing 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.

In fact, the unit continues to support the learner in defining and delivering 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 providing learners the understand of the legal and workplace standards for health and safety. Thus unit develops learners knowledge relating to the 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 broaden 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 to provide learners with the opportunity to understand how the person-centred approach aids and assists the individual's physical and mental well-being

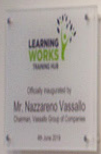
Following on from the previous unit this unit focuses on the factors which lead to pain, discomfort, distress and how individuals express these feelings.

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

WWW.LEARNINGWORKS.EDU.MT



Award in Advanced Health Care

COURSE DESCRIPTION

This course builds on existing knowledge and experience. In fact 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 within 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 understanding on the relationship between the concepts of biological health and homeostasis and the 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 able to become self-directed learners; specifically, accessing the most to the most appropriate means of 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 is 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 impacts on health care contexts. Students will explore and debate the 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 required 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 thus, 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)

Aimed at developing 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 complications, taking blood samples and treating and dressing lesions and wounds.

At all times students are encouraged 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. 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 crucial priority in all health and social care setting. This unit gives students an understanding of key principles that underpin work in this sector. On successful completion of unit, students will understand how to minimise risks to all individuals in healthcare setting, them as the service users, their friends and family, or employees in this context. At the end of the unit, students should be able to foresee potential hazards and are knowledgeable enough on how to take the most 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 in order 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 point of this unit is based on person-centered values and the reasons as to 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 further investigated with regard to the formation and use of care plans in ensuring that individuals have their needs, preferences and wishes met.

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 factors have on healthcare practice. Sociologists investigate the interaction between society and health. On the other hand psychologists explore the relationship among psychological, cultural, behavioural factors and health. Together they have informed our understanding for both of health and illness, contributed to major changes in the healthcare policy and which have been useful in developing behaviour modification therapies so as to improve the health status of individuals. Understanding how these perspectives are used to form such 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 how quality plays an essential role in healthcare services as well as 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 such methods against service objectives.

This unit also enables students to develop their awareness 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 a clear grasp about 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

- Ages 18 +
- Hold a Level 3 qualification in Healthcare.
- Be able to communicate in the English Language.
- Hold a clean Police Conduct Certificate.

Award in Supporting Individuals with Disabilities

COURSE DESCRIPTION

This course builds on existing knowledge and experience and is aimed at equipping 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 this Award are to engage students in learning what 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. Those wishing to develop their knowledge and skills at a higher level in order to progress in their career, towards 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 influence individuals who have disabilities. In fact, it explores 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 make use of effective communication skills in order to develop and sustain relationships with service users, carers and colleagues. It also observes at how to adequately support service users in building and managing their social networks. Since, the strength of an individual's social network, is a key contributor in maintaining an individual's well-being and mental health. Additionally it provides the learner with the knowledge and skills that address personal interaction and the use of specific methods and aids to promote communication.

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

Delving into the area of risk management through providing the learner with the knowledge and skills required 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 the legislation context. In parallel the unit will focus on the important themes related to 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. The 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 specific 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. This unit is therefore, 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 which offers an extensive understanding along with the practical skills required in the mental health sector.

The overall objectives, of the Award include:

engaging students in learning what 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 aimed at students who already possess a Level 3 qualification, in Healthcare or at least 1 year experience in a relevant position. Additionally, it targets students who wish to develop their knowledge and skills at a higher level in order to progress in their career. Specifically focusing on supporting individuals with mental health problems 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

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 on 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 understanding the diverse ways in which mental health problems impact the individual and others in their social network. It also takes into account 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 make use of effective communication skills so as 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. Since, 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 directed towards 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 specific methods and aids in promoting communication.

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

This unit, aims at providing 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 delves 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.

Award in Dementia Care

COURSE DESCRIPTION

This course covers various aspects of dementia care including the identification, assessment and diagnosis of dementia, person-centred care, communication, interaction and behaviour in dementia care, pharmacological and non-pharmacological interventions in dementia care as well as quality, diversity and inclusion in dementia care. The overall objectives of this programme are to engage participant in learning which is relevant to their profession and to further develop a range of skills and techniques, personal skills and attributes necessary for a successful career in working with people suffering from dementia.

TARGET CANDIDATES

This course is intended for individuals who are already working with people suffering from dementia or who may want to further their career in elderly care.

DURATION 6 months

CREDIT VALUE 12 ECTS/ECVET

COURSE FEE 550 euro

MODE OF TRAINING This Award is delivered through interactive lectures with an emphasis on group activities. Case studies and best practices are discussed throughout the programme.

MODE OF DELIVERY Face-to-Face/Blended Learning

ASSESSMENT Assignment and case study

AWARDING BODY Learning Work

CERTIFICATION Learning Works

LECTURERS

Ms Rosette Farrugia Bonello

Prof Charles Scerri

Dr Anthony Scerri

Mr Christian Vella

COURSE STRUCTURE

MODULE 1: DEMENTIA IDENTIFICATION, ASSESSMENT AND DIAGNOSIS (2 CREDITS)

This module provides the learner with knowledge of the ageing brain and the identification of dementia. Learners also cover the different types of dementia, the first signs of this condition and symptoms, the importance of early diagnosis and the impact this condition has on the individual and others in their social network, particularly their immediate family. The focus of this module is also on the risk factors of dementia and prevention, the need for dementia awareness and the National Dementia Strategic Plan.

MODULE 2: INTRODUCTION TO PERSON-CENTRED CARE IN DEMENTIA (2 CREDITS)

This module addresses the fact that all persons living with dementia are first and foremost human beings, all with a unique identity, unique personalities and life experiences. This module introduces the person-centred model of care whereby the person living with dementia should be the focus and priority in the model of care. Finding individual solutions for a person living with dementia can help them maintain their independence for as long as possible. Promoting independence is key to improving a person's confidence thus, enabling a heightened sense of purpose.

MODULE 3: COMMUNICATION, INTERACTION AND BEHAVIOUR IN DEMENTIA CARE (2 CREDITS)

This unit discusses best-practices techniques on how to best communicate with persons living with dementia. Both verbal and non-verbal communication will be discussed. Adequate care and support depend on effective communication and is vital in any health and social care setting. Key skills, knowledge and attitudes required when

communicating and interacting with people living with dementia will be addressed. In addition, a discussion relating to common challenging behaviours that are exhibited by persons living with dementia. Understanding such behaviour and techniques to decrease and/or to avoid such behaviour completely will be addressed.

MODULE 4: PHARMACOLOGICAL INTERVENTIONS IN DEMENTIA CARE (1 CREDIT)

While there is no cure for dementia some medications remove can slow the progression of some types of dementia for a period of time are available. This unit discusses medical treatments that are frequently used as a means of 'treating' what are often called symptoms of dementia such as agitation and aggression. This module discusses also that prescriptions of anti-psychotic medications for such behaviours causes increased risk of stroke, falls and death. However, some people living with dementia do experience periods of acute neuropsychiatric symptoms that may need short term, carefully- monitored drug treatment to alleviate symptoms and distress. This module is intended **ONLY** as an awareness of the medication that older persons may or might take including the side effects that these medications may create. In no way, participants will be responsible to administer any medication.

MODULE 5: NON-PHARMACOLOGICAL INTERVENTIONS (THERAPEUTIC ACTIVITIES) (3 CREDITS)

Non-pharmacological or psycho-social interventions have a range of benefits for persons living with dementia. This module discusses contemporary strategies to dementia therapies. An array of approaches are introduced to support the quality of life of people living with dementia. These include community-based and individual approaches, based on person-centred care and assistive technology. This module also highlights the importance of the 'prepared environment'.

UNIT 6: PRINCIPLES OF QUALITY, DIVERSITY AND INCLUSION IN DEMENTIA CARE (2 CREDIT)

This module is taught by using lecturer-to-student approach and also by hands-on training using different teaching aids. Discussion and critical thinking and evaluation may arise after using such aids and the tutor will at times create the environment for such critical thinking which is rather a modern approach in teaching. Discussions through workshops may create room for peer learning using student to student approach. A portfolio of evidence will also be part as a reflective journal throughout their on the job experience. Participants will have the opportunity of a supervised practice placement within a care home. Candidates must report what activities had been done including the aim and the objective. They also must follow up one to three older persons and describe their behaviour and attitudes during the activities, the type of communication used, person-centred care implementation among others. All this will complement the theory and information discussed in class.

ENTRY REQUIREMENTS

Learners need to satisfy the following criteria:

- Ages 18+
 - Level 3 Award in Health Care or
 - One-year experience as a care worker
 - Be able to communicate in either English or Maltese. A proficiency numerical and literacy skills test together with a Police Conduct Certificate may also be required.
- Candidates may apply for recognition for prior learning (RPL) for up to 40% of the total credits of the award in accordance to NCFHE recommendations.

Award in Child Care (0 – 3 years)

COURSE DESCRIPTION

The overall objectives of this Award are to engage participants in learning what is relevant to their profession and to further develop a range of skills. Including techniques, personal skills and attributes necessary for a successful career in working with infants and young children including cultures and different needs. At the end of the course individuals may seek an occupation working in childcare centres as a child carer.

TARGET CANDIDATES

The course is intended for individuals who want to start a career in childcare or for individuals who are already working in childcare centres and want to further their knowledge and their career in childcare.

DURATION 18 months part time

CREDIT VALUE 60 ECTS

MODE OF TRAINING Learning will take place via a mix of lectures, group activities and discussions

MODE OF DELIVERY Online until the current Covid-19 situation persists

ASSESSMENT Assignments, Portfolio

AWARDING BODY Learning Works

CERTIFICATION Learning Works

LECTURERS

Mr. Aldo Busuttil

Ms. Lianne Cassar

Ms. Marie Claire Saliba

Ms. Henriette Saliba

Ms. Sharon Balzan

Mr. Joseph Balzan

COURSE STRUCTURE

MODULE 1: HEALTH AND SAFETY AT THE WORKPLACE AND THE OUTDOOR ENVIRONMENT (4 CREDITS)

This module deals with the employer's responsibility towards Health and Safety while pointing out the employee's responsibility too. In addition to caring for and educating babies, toddlers and young children, an early childhood educator needs to ensure that children are kept safe and secure. An awareness and understanding of health and safety issues is therefore a must. This unit aims to encourage prospective carers to understand the importance of health and safety measures in early years environments and their role in safeguarding children's health and keep them safe. The dangers of noncompliance are stated while emphasising the ways to communicate health and safety information. Risk assessment to reduce accidents and hazards form part of this module.

MODULE 2: TEAMWORK AND COMMUNICATION (4 CREDITS)

This module deals with benefits of teamwork, collaborative work and lines of reporting. It delves into features of effective teamwork and individual behaviours and qualities required for effective teamwork. It creates awareness of the need to develop positive relationships with colleagues and other professionals. Teamwork here also refers to encouraging children to play and learn with other children in the setting.

MODULE 3: COMMUNICATING WITH PARENTS AND CARERS OF CHILDREN (4 CREDITS)

This module introduces the students to the notion of working in partnership with parents and families for the benefit and wellbeing of children under their care. It deals with appropriate verbal and nonverbal

communication and the type of communication that is acceptable according to GDPR guidelines. The student will have the opportunity to evaluate his own communication skills in terms of developing relationships.

MODULE 4: VALUE OF PLAY AND RECREATIONAL ACTIVITIES FOR CHILDREN (4 CREDITS)

This module deals with the value of play for each area of development including: physical, social, emotional, intellectual and language. It embraces a rights-based approach to play whereby play is regarded as a right of each child to interact with others and to experience recreational activities with others. Building on the premise supported by literature that play is a vehicle for learning, students will be exposed to the benefits, stages and types of play. Moreover, it gives examples of strategies and techniques to support children's play and ways in which adult interaction can extend learning and development.

MODULE 5: CHILDREN'S DEVELOPMENT AND LEARNING (14 CREDITS)

This module deals with the holistic child development including the physical, cognitive, social, emotional, speech and language development for the first three years of life. Child development underpins every aspect of working with babies, toddlers and young children. Child care practitioners need to know theories and models of child development to be able to support children's play, learning and development. This module points out how each area of development interlink and rate and sequence of development which may vary due to various aspects.

MODULE 6: WORK PLACEMENT/PORTFOLIO OF EVIDENCE (30 CREDITS)

This module deals with practical exposure to the theory built on knowledge of theories of play and learning and children's development including physical, social and emotional, cognitive and language development. Students will be able to put into practice the theoretical knowledge, skills and competences developed over the course of the programme. They will have the opportunity to reflect on their own as well as collaboratively to evaluate and improve their practice through self-reflection and feedback provided by others.

ENTRY REQUIREMENTS:

Candidates must be 18 years of age and are in possession of a relevant MQF Level 3 accredited award related to childcare or have at least 3-years' experience as a childcare worker assistant including a school leaving certificate. Candidates must be able to communicate in either English or Maltese. A proficiency numerical and literacy skills test together with a Police Conduct Certificate may also be required. (Mothers are also considered after sitting for an interview as part of the Maturity clause)

Candidates may be applying for recognition for prior learning (RPL) for up to 40% of the total credits of the award in accordance to NCFHE recommendations.

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CATERING AND HOSPITALITY



Award in Professional Service in Hospitality, Food and Beverage

COURSE DESCRIPTION

This qualification, is in line with the National Occupational Standards in relation to hospitality in Malta. 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 what 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 Gbrijel 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 a clear grasp of the hospitality industry: specifically 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 this 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 an unforgettable 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 make use of standard operating procedures which differ from one establishment to the next. 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 imperative that learners also gain an understanding of legislation influencing the sale of alcoholic beverages and the consequences of non-compliance.

UNIT 5: FOOD: KNOWLEDGE (1 CREDIT)

The aim of this unit is to build learner's knowledge on food typically, included in menus from ingredients to cooking techniques in order to improve the customer experience with the appropriate level of food knowledge. Following completion of this unit the learner will possess the necessary knowledge and skills to present, describe 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 with basic food operations provide 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 in 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 shape the learner's knowledge about 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 in turn introduce practices and procedures to eliminate or reduce the risk of such 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. 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 grasp the ways in which they are able to expand and extend the relationship with their customers, by introducing them to make use of additional services or products that the organisation can offer. Within this

unit they will learn how to recognise when an issue arises and the steps to take in order to resolve it or if necessary allocate 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 the effective communication and teamwork and this is more so for the hospitality and catering sector. This unit will enable learners to ensure 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.

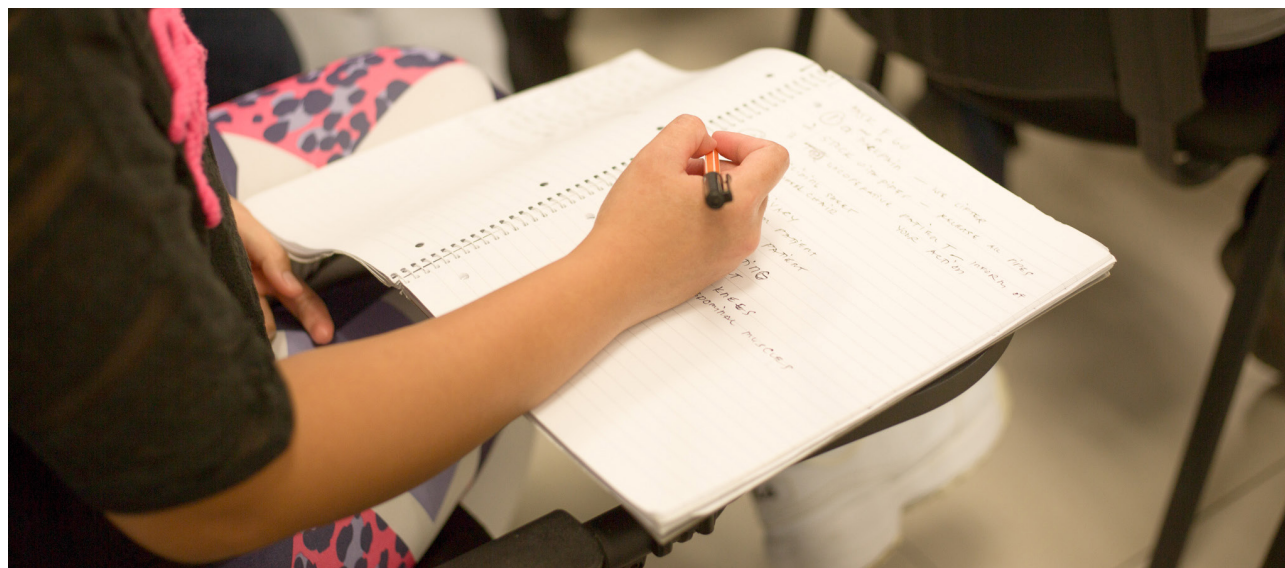
UNIT 11: BANQUETING AND EVENTS (3 CREDITS)

The art of the table is no better expressed than banqueting and events. The aim of this unit is to bridge 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



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 pitfall 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 insufficiently equipped to take on the demanding role of managing a team and ensuring that the job gets done successfully. 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 such 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 be used 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 are aiming 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 on 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 a common goal of achieving organisational results. However, regardless of the nature of the team, it is important for all team members to be aware of the diverse 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 up an effective manager. The aim of this unit is to help students reach their management potential helping them and replace through identifying and developing 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. In order 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 customers. 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, pertaining to the health and safety of their employees, contractors and visitors. Through understanding the implications of managing the risks which 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.



Diploma in Leadership and Management

COURSE DESCRIPTION

The purpose of this course is to provide aspiring or current managers adequate and 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 finances, operations and people or current strategy and leading change in the digital age.

The programme, is aimed at mid-managers who are seeking to upgrade 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 about an issue/problem faced by organisations.

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 through 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 on 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 within the organizational context of managing and leading people while providing students with the necessary theoretical knowledge. While also providing 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 as well as the benefits information and knowledge management brings to organisations. A key contributor 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 link between knowledge management strategy and competitive advantage, including the importance of maintaining continuous learning culture in a changing environment, how knowledge management strategies and processes facilitate and support organisational learning as well as 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. On the other hand, 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 this unit is to help students to develop a capability for strategic management with the 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.

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 recognise and understand diversity potential in the workplace to promote inclusion and a sense of belonging in their organisations and reduce 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 effectively use assessment tools, human resources programmes, communication campaigns and training programmes. Whilst, developing 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. This brought about some 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 effective 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)

Award in Public Speaking and Speech Writing

COURSE DESCRIPTION

Effective public speaking, speechwriting and presentation skills are important as they help keep a presentation interesting, help the presenter communicate effectively with confidence, and motivate the audience to listen. This course targets anyone whose role or position entails speaking publically, presenting projects or pitching in and writing speeches for oneself or others.

TARGET CANDIDATES

Politicians, Company executives, Lawyers, Sales professionals, Managers, Medical practitioners, Students

DURATION 4 months

VALUE 6 ECTS

MODE OF DELIVERY Face-to-Face lectures, Workshops, Learning Quizzes, Discussion and Practical Sessions

ASSESSMENT Oral Presentations, Assignment

AWARDING BODY Learning Works

CERTIFICATION Learning Works

LECTURERS

Dr Joseph G. Agius

COURSE STRUCTURE

MODULE 1: PRINCIPLES OF EFFECTIVE COMMUNICATION

Effective communication is essential and this is highlighted within module. Participants are introduced to the principles of adult education and the different learning styles are discussed. Another area which is highlighted in this session is stage fright and the importance of befriending the butterflies. This is a phenomenon that one must learn to control and use to one's advantage.

Participants are encouraged to think of any presentation as a friendly conversation rather than a formal speech. Communication with confidence is the key. Participants are shown how to prepare a compelling public speech and presentation, while highlighting the importance of knowing the audience. Preparation is crucial for delivering a great presentation. Even with material with which you are very confident, neglecting the planning stage is always risky. A frame for the content of the presentation is provided. Presentation points need to be arranged and structured appropriately in order to maximise effectiveness and logical persuasion.

MODULE 2: THE ART OF DELIVERING A SPEECH OR A PRESENTATION

Careful preparation is the key to successful public speaking. Students will also discover how to convey messages using their voice and body, and how to deal with eye contact. The issue of stage fright is also a focus of this module, as participants are shown how to overcome this phenomenon and also how to handle any audience no matter how hostile. Impromptu speaking is also covered in this session. Good visual and audio aids can enhance a presentation to the extent that studies have found increases in information retention of up to 50%. The use of various digital tools which are available for public speaking and presentations are discussed in this section. Presentation software allows speakers to display information as slides, video and audio on a screen by using a personal computer, laptop, tablet and projector. Presentation software has become an important tool for most public speaking purposes. When presentation software is used effectively, audiences pay increased attention to speakers, understand main ideas better and retain information well.

The most creative aspect of language humour and it is one of the most important topics in the study of communication. This module also focuses on how humour can be used as a mechanism to enhance communication and build a healthy therapeutic relationship. Dr Patch Adams argues that caring is not a business transaction but a loving, creative, positive human interchange. This session is merely the first step.

MODULE 3: THE ART OF SPEECHWRITING

Speeches have always been one of history's most powerful forms of communication. They have always been and will continue to be, one of the greatest tools of message delivery. Although each speechwriter has a different purpose, what all great speechwriters have in common is a clear vision and clear message.

It is therefore vital to get speechwriting right as when it goes wrong it is at best, a lost opportunity and at worst, an unmitigated disaster. With such high stakes at a time where more speeches are required than ever before, as well as seen by thousands of people all around the world via social media outlets and video streaming platforms, the prospect of having to write and deliver one incites fear like little else.

This speechwriting module helps the learner to understand how to put together a compelling speech that powerfully communicates the message. With practical frameworks, case study analysis, and iterative practice, this training course on speechwriting helps learners to understand how to think about the different dimensions of the speechwriting process. Armed with that knowledge, they will be able to craft speeches that people remember.

Whereas in the first two modules the learner would have been exposed to the principles of effective communication and the art of delivering a speech or a presentation, this module presents the student with an opportunity to learn the intricacies of speech writing and to put what he/she would have learnt in practice.

ENTRY REQUIREMENTS

It is expected that participants have a good command of oral and written communication in English with a level of proficiency equivalent to at least MQF Level 3. Computer skills equivalent to at least an MQF Level 3 (eg ECDL) are also required since participants will be expected to make use of technology for public speaking, speechwriting and also for presentation skills which would entail the use of powerpoint etc.

Women in Leadership Programme

COURSE DESCRIPTION

This course is for you if you are a woman who'd like:

- Develop the confidence and skills that will enable you to step up to senior management and leadership positions.
- You are already in a management or leadership position and want to develop your skills and experience so you can progress further.
- You can be working in any sector – private – a profit making organisation, such as a hotel or bank; public – such as a local authority; perhaps you have a role in public office – a councillor or an MP, for example. The sector you work in is no barrier to joining this programme; all we ask is that you come to the programme willing to share your experiences and participate in all the sessions.

Ultimately, however, this course is about you and we'd like you to feel that you can influence the content of our programme to ensure that it meets your needs – now and in the future.

The aim of the course is to help participants:

- Develop self-awareness on their own leadership style and recognise the potential for personal change and development.
- Build strategic communication skills so they can articulate your vision, lead effectively and inspire team members.
- Identify their strengths and any limiting beliefs and behaviours
- Create a personal development plan detailing skills you want to practise and those you still want to acquire so that you can move into the future with confidence as a leader.

- Improve that relationships and networking with other women in business and develop a leadership toolkit based on best practice.

TARGET CANDIDATES

The course is aimed at women who wish to develop the confidence and skills that will enable them to step up to senior management and leadership positions. They are expected to be already in a management or leadership position and want to develop their skills and experience so they can progress further. They can be working in any sector – private – a profit making organisation, such as a hotel or bank; public – such as a local authority; or have a role in public office – a councillor or an MP, for example. The sector they work in is no barrier to joining this programme and the variety within the group will contribute greatly to the learning dynamics.

DURATION 12 months

CREDIT VALUE 12 ECTS

MODE OF TRAINING Lectures

MODE OF DELIVERY 80% Online, 20% Face-to-Face

ASSESSMENT Assignment and Presentation

AWARDING BODY Learning Works

CERTIFICATION Learning Works

LECTURER

Sandra Hermitage

COURSE STRUCTURE:

MODULE 1: A WOMAN IN LEADERSHIP: DISCOVERING YOUR LEADERSHIP STYL (2 CREDITS)

The aim of this module of study is to provide students with the underpinning principles of leadership. In particular, they will be able to understand the difference between

leadership and management, define and evaluate leadership and visualize goals for the future.

MODULE 2: MANAGING WORK-LIFE BALANCE AS A WOMAN IN A LEADERSHIP POSITION (2 CREDITS)

The purpose of this module of study is to provide students with the ability to understand self-confidence, self-esteem and the difference between the two. In addition, students will be exposed to self-talk and its' impact, stress in the workplace and meditation.

MODULE 3: COMMUNICATING YOUR MESSAGE WITH CLARITY (2 CREDITS)

The aim of this module of study is to provide students with the necessary competencies and skills to communicate effectively. In addition, students will be formed to present to a wider audience and evaluate their performance when doing so.

MODULE 4: DRIVING RESULTS THROUGH EMOTIONAL INTELLIGENCE AND NEGOTIATING SKILLS (2 CREDIT)

The purpose of this module of study is to provide students with an understanding of how relationships at work are managed by applying interpersonal skills. The concept of emotional intelligence will be explained. In addition, students will be exposed to the importance of teamwork and how to build effectively working teams. Finally, learners will be exposed also to the skills and art of negotiation.

MODULE 5: PLANNING AND FORECASTING (2 CREDITS)

This module of study is to provide students with the important skills to develop a personal development plan (PDP). In addition, students will be provided with the necessary knowledge to learn how to effectively monitor and update their PDP. Moreover, learners will be able to develop their business case and plan effectively.

The aim of this module of study is to bring together all the knowledge and skills learnt in modules 1,2,3,4 and particularly 5 in order to present business case and plan effectively. Within this module, the critical importance of budgets, human resource planning and reporting will be emphasised.

Sandra has been involved in the world of Personal and Professional Development since 1988 when she joined Bupa as a Training Officer.

Her first management role came in 1994 when she became the Learning and Development Manager at The Mortgage Corporation.

In 1997 she started her own business – Hermitage Learning and Development and Coaching - which she has continued to run ever since. For four years she ran this in parallel with her role as Learning and Development Manager at Brown Shipley, Private Bank between 2011 and 2015.

Nowadays she majors on delivering management development through webinars and coaching. Embracing technology means that she can continue to deliver learning and development to students in England and West Africa via webinar.

In 2008 she achieved a Masters in Executive Coaching.

ENTRY REQUIREMENTS:

Candidates must be 18 years of age and are in possession either of a relevant MQF Level 5 accredited award and/or at least 5-years' work experience and 3 years experience in a management position. Candidates must be able to communicate proficiently in English.

A proficiency numerical and literacy skills test together with a Police Conduct Certificate may also be required.

Candidates may apply for recognition for prior learning (RPL) for up to 40% of the total credits of the award in accordance to NCFHE recommendations.

LANGUAGES



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. Aiming in building one's vocabulary of simple Maltese words and manage the correct use of simple Maltese phrases which 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 while 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 at introducing and provide 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 practices in Maltese are presented within the contexts of work and at home with family and friends. Students will reflect on the differences and compare their own cultures back home allowing a focus on comparatives.

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 2

Award in Maltese as a Foreign Language and Cultural Orientation

COURSE DESCRIPTION

This course enables the student to build on the knowledge, skills and competences obtained through the Level 1 Award in Maltese as a Foreign Language and Cultural Orientation.

TARGET CANDIDATES

This course is targeted towards individuals, over the age of 16 years-old, who would like to consolidate and further their basic skills in Maltese for work, personal development and academic purposes.

DURATION 2 months

CREDIT VALUE 6 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

Sylvia Herbert

Nicole Said

Chiara Vassallo

COURSE STRUCTURE:**UNIT 1: THE WAY WE LIVE (1 CREDIT)**

This unit aims to let the students get to know each other whilst providing an opportunity for a general revision of the basic concepts of the language including the alphabet, basic vocabulary and grammatical forms. It also provides the lecturer with the opportunity to assess the individual strengths and weaknesses of the group at the start of the course. The context of the way we live will cover people and places allowing for a personalised approach.

UNIT 2: PLANNING FOR THE FUTURE (1 CREDIT)

This unit aims to introduce students to writing in Maltese within the context of formal vs informal email and message exchanges for making plans.

UNIT 3: WHEN THINGS GO WRONG (1 CREDIT)

This unit aims to review and provide practice in giving descriptions within the context of problems. Useful nouns and adjectives are introduced with a particular and in-depth focus on the correct application of gender and plurals.

UNIT 4: SHOPPING AND FOOD (1 CREDIT)

The theme of this unit takes a look at shopping and food. The context is presented through a personalised approach with a focus on expressing quantity and a wide range of vocabulary covering every items including food, clothing and other everyday items. Students will be given the opportunity to further practise and consolidate the various verb forms and tenses with a particular focus on the present and imperative.



UNIT 5: TRAVEL (1 CREDIT)

This unit serves as a review and to provide practice when speaking about past events. The context of travel allows for personalisation of language through a communicative approach using personal experiences in both speaking and writing.

UNIT 6: CONSOLIDATION AND PERSONALISATION (1 CREDIT)

This unit serves as an overview of the previous five units focusing mainly on recycling and recalling the language presented and practised throughout the course. The content presented is intended to facilitate further personalisation through basic communication and interaction 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

To enrol for this course an MQF Level 1 award in Maltese as a foreign language is required.

EQF/MQF LEVEL 1

LW/L/001

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 makes use of the correct use of simple English phrases which are frequently encountered in everyday social conversation. Through this course students will also learn providing the proper use of 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 allows the students attending to 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 at extending 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 at introducing and providing 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 directly 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 difference between formal and informal language are presented within the contexts of work and at home with family and friends. Students will analyse 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. In order to further increase confidence in the basic use of the language once the learner leaves the classroom. Reflection will be carried out with particular focus being placed on the way forward 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



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 sector. The programme will draw upon the students' experiences in sport and exercise to help provide a specific frame of reference for the study of human behaviour in sport and exercise settings. This programme, provides students with an overview of the key areas in sport and exercise psychology. Throughout this 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 just physical aspects 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 – ranging 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 including dealing with anxiety and arousal in sport and concentration will be understood in terms of a theoretical framework. Skills to manage anxiety and arousal are highlighted, whilst practices on how 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 both 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.

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 within this course will discuss the key topics in sports nutrition 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 relating to 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 occupy 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 considered as 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 within the digestive system. After digestion most nutrients are absorbed 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.



A background image showing a group of students in a classroom setting. A young man with dark, wavy hair is in the foreground, looking towards the right. Behind him, other students are partially visible, including a woman with blonde hair on the left and a man with brown hair in the center. The background is slightly blurred, showing a window with greenery outside.

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

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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. If you are not sure whether you have the necessary qualifications for a particular course please send an email to ctabone@learningworks.edu.mt.

Please visit our website

www.learningworks.edu.mt for further information. You may also visit us on Facebook.

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