LEARNING WORKS

COMMITTED TO EXCELLENCE

PROSPECTUS 2023

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 which it is involved.

Our future - focused team launched newly - developed training courses aimed at equipping the island with professionals in a bid to close the gap in vocational training present in our island.

Learning Works is accredited by the Malta Further and Higher Education Authority 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 with that flexibility being key.

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

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Foreword

Dear prospective student,

Welcome to Learning Works.

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 institution 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 reflection, to exchange thoughts and ideas, to develop key personal and social values and to take ownership of their choices.

We encourage you to go through this prospectus and to choose the course or courses in which you wish to enroll. 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 our students in the months ahead.

Best regards,

CHARLO BONNICI
CEO
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 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 for international students looking to improve their skills and who are seeking 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

EQF/MQF LEVEL 3

Award in Healthcare

LW/HSC/001

Contact Hours:	60
Placement Hours:	40
Self Study Hours:	140
Assessment Hours:	60
Total Learning Hours:	300

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, ability, competences and core values required to work in the caring profession. On successful completion, students will have 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 a 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 Suarez
Ms Daniela Carabott Pawley
Ms Rosette Farrugia Bonello
Ms Antoinette Shah
Dr Alexei Sammut
Ms Sharon Balzan
Ms Jessica Attard
Dr Ruben Bartolo

COURSE STRUCTURE

MODULE 1: DEVELOPING PROFESSIONAL KNOWLEDGE & PRACTICE IN A CARE SETTING (2 ECTS)

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 module will also cover how the learners can develop their own practices as healthcare workers.

MODULE 2: RIGHTS, RESPONSIBILITIES AND PROTECTION IN CARE (2 ECTS)

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.

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.

MODULE 3: COMMUNICATION AND DOCUMENTATION FOR CARE (2 ECTS)

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.

MODULE 4: UNDERSTANDING HEALTH AND SAFETY FOR CARE (2 ECTS)

This unit is concerned with providing learners with an understanding of the legal and workplace standards for health and safety. This unit develops learners, knowledge relating to the awareness of hazards and risks in the workplace as well as encourages good health and safety practices.

MODULE 5: SUPPORTING INDIVIDUALS TO MEET DAILY LIVING NEEDS (2 ECTS)

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.

MODULE 6: SUPPORTING PHYSICAL AND EMOTIONAL WELL-BEING OF INDIVIDUALS (2 ECTS)

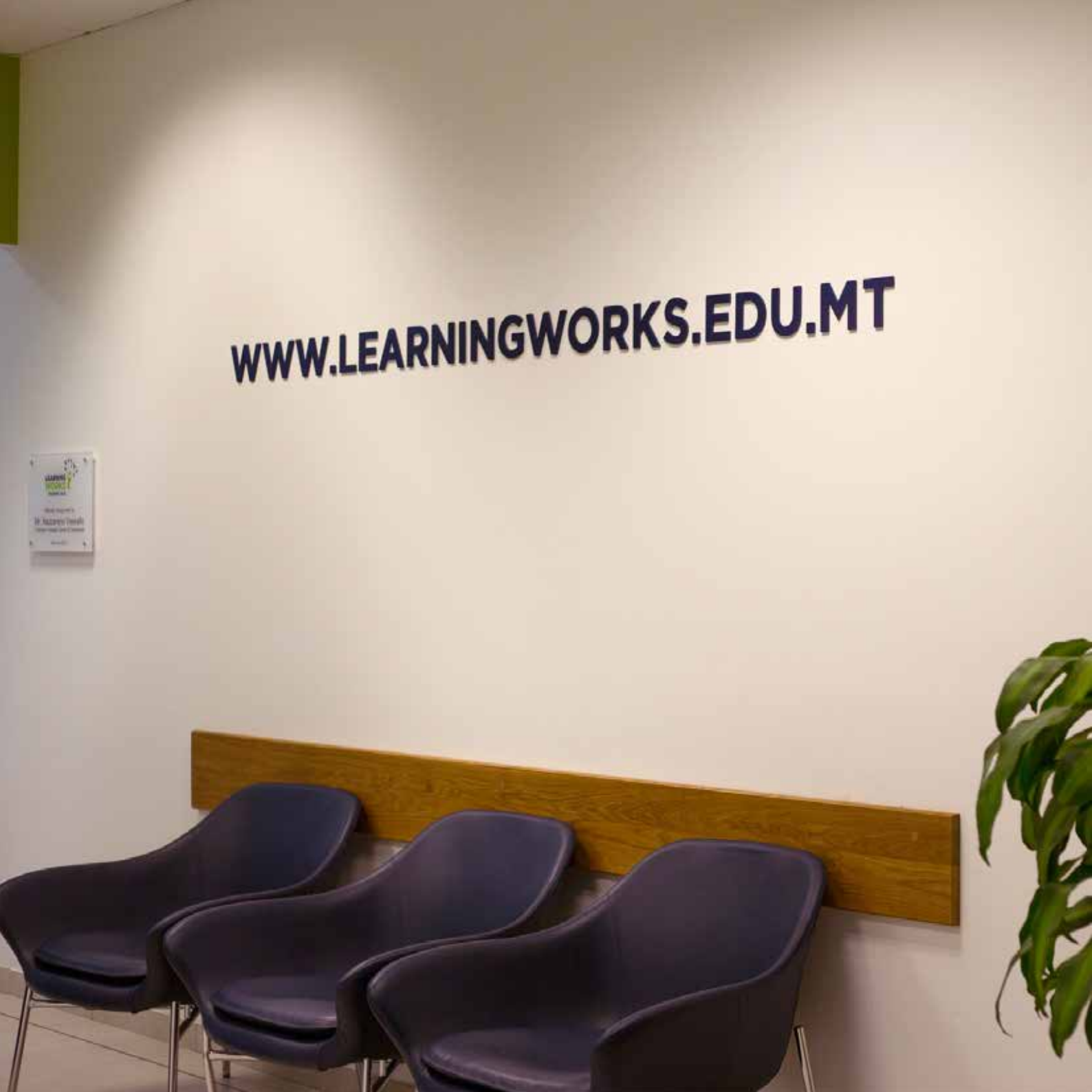
The focus of this unit is to provide learners with the opportunity to understand how the person-centred approach aids and assists the individual's physical and mental well-being

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 together with 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

EQF/MQF LEVEL 4

Award in Advanced Healthcare

LW/HSC/002

Contact Hours:	120
Placement Hours:	46
Self Study Hours:	240
Assessment Hours:	194
Total Learning Hours:	600

COURSE DESCRIPTION

This course builds on existing knowledge and experience. It 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 managment 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

Ms Rosette Farrugia Bonello
Dr Alexei Sammut
Ms Antoinette Shah
Mr Holger Suarez
Ms Jessica Attard
Dr Ruben Bartolo
Mr Anthony Scerri

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 appropriate means of information about individual drugs, their usages, contradictions, 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 impact 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 ECTS)

Aimed at developing students' clinical skills when working in a healthcare context whether residential or domiciliary. The unit covers key areas in care provision including 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 ECTS)

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) and analyses and reviews notions of autonomy, duty, justice, truth, rights and equality. Last but not least, it seeks to effectively manage the relationship between personal and professional judgments.

UNIT 7: HEALTH AND SAFETY IN CARE (2 ECTS)

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 settings. At the end of the unit, students should be able to foresee potential hazards and are knowledgable 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 ECTS)

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 ECTS)

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 with the aim 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 ECTS)

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 of health and illness, contributed to major changes in healthcare policy which been useful in developing behaviour modification therapies so as to improve the health status of individuals. Understanding how these perspectives are used, 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 ECTS)

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 ECTS)

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.

EQF/MQF LEVEL 4

Award in Supporting Individuals with Disabilities

Contact Hours:	60
Placement Hours:	55
Self Study Hours:	141
Assessment Hours:	44
Total Learning Hours:	300

LW/HSC/004

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. It is also aimed at those wishing to develop their knowledge and skills at a higher level in order to progress in their career, and 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
Dr Alexei Sammut
Ms Maria Balzan
Mr Noel Borg
Ms Sharon Balzan

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 ECTS)

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 looks at ways 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 ECTS)

The Unit delves in 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 in a 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 an ethical approach. These include: dignity, quality of life and the rights of the individual.

PRACTICAL CARE FOR INDIVIDUALS WITH A DISABILITY (4 ECTS)
This unit introduces learners to the knowledge and skills required to reflect on and 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

Contact Hours:	60
Placement Hours:	55
Self Study Hours:	141
Assessment Hours:	44
Total Learning Hours:	300

LW/HSC/003

COURSE DESCRIPTION

This course builds on existing knowledge and experience. This unit is therefore, 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. It specifically focuses 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

Ms Jennifer Azzopardi
Mr Andrew Barberi
Ms Nicola Camilleri
Ms Denise Bugeja
Ms Tracey Zammit
Ms Noelene Farrugia
Ms Kelly Caruana
Mr Donald Buhagiar

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 an ethical approach. These include: dignity, quality of life, and the rights of the individual.

COMMUNICATION IN A MENTAL HEALTH CARE SETTING (3 ECTS)

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 ECTS)

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 focuses on 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 ECTS)

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 to 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.

EQF/MQF LEVEL 4

Award in Dementia Care

LW/HSC/005

Contact Hours:	60
Placement Hours:	25
Self Study Hours:	200
Assessment Hours:	15
Total Learning Hours:	300

COURSE DESCRIPTION

This course covers various aspects of dementia care including the identification, assessment and diagnosis of dementia, person-centred care, communication, interaction and behviour 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 participants 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 succesful career in working with people sufering 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
Ms Antoinette Shah
Mr Anthony Scerri
Mr Christian Vella

COURSE STRUCTURE

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

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 signes 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 ECTS)

This module addresses the fact that all persons living with dementia are first and foremost human beings, 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 ECTS)

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 that 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 looks into the issue that prescriptions of anti-psychotic medications for such behaviours cause 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 might take including the side effects that these medications may create. In no way, will participants be responsible to administer any medication.

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

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 a lecturer-to-student approach and also by hands-on training using different teaching aids. Discussion and critical thinking and evaluation may rises after using such aids and the tutor will at times create the environment for such critical thinking which is a current approach in teaching. Discussions through workshops may create room for peer learning using a student to student approach. A portfolio of evidence will also be part of 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 and 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 of prior learning (RPL) for up to 40% of the total ECTS of the award in accordance with MFHEA recommendations.

EQF/MQF LEVEL 4

Award in Child Care (0 – 3 years)

Contact Hours:	300
Placement Hours:	200
Self Study Hours:	880
Assessment Hours:	120
Total Learning Hours:	1500

LW/HSC/006

COURSE DESCRIPTION

The overall objectives of the Award are to engage participants 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 in working with children including those of different cultures and different needs.

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 gain an award at MQF Level 4 and pursue a career in childcare (0 to 3 Years).

DURATION 12 months
CREDIT VALUE 60 ECTS
MODE OF TRAINING Learning will take place via a mix of lectures, group activities and discussions
ASSESSMENT Assignments, Portfolio
AWARDING BODY Learning Works

LECTURERS
Ms Marie Claire Saliba
Ms Henriette Saliba
Ms Sharon Balzan
Mr Joe Balzan

LEARNING OUTCOMES

By the end of the course programme, students will be able to:

- Understand child development in children aged 0 to 3 years including physical, intellectual, language, social and emotional development.
- Be fluent with relevant national legislation and regulatory requirements with a focus on protecting and fostering children's rights and following health and safety procedures.
- Develop an awareness of the need to develop positive relationships and partnerships with children and their families.
- Plan and implement meaningful learning experiences that enable optimal development in babies, toddlers and young children.
- Identify and meet the diverse needs of children with additional needs to cater for cultural, linguistic, learning or physical differences.
- Adopt a reflective practice approach to their daily work to continually improve their own practice for the benefit of children's outcomes.
- Apply child development theories into practic.
- Work collaboratively in a team and promote positive relationships between all stakeholders.
- Plan, develop and facilitate play and learning experiences for children aged 0 to 3 years.
- Provide care of children's daily needs including those with additional needs.
- Support and communicate with parents/legal guardians within an inclusive environment that celebrates diversity and welcomes all families.
- Maintain a healthy and safe environment where children can be cared for and educated respectfully and safely.

- Report and document the daily occurrences, incidents and interactions as required for the safe upeeping and running of a childcare centre accoding to the National Standards for Child Day Care Facilities (2006) or latest document published.
- Work and behave responsibly and professionally with the integrity and respect needed to adequately care for young children.
- Follow and uphold the policies, procedures and standards of a child care setting and work in collaboration with the management and the staff for a smooth running of the centre.
- Create and maintain positive relationships with children, their families and the staff at the centre for the benefit and optimal development of children under their care.
- Increase awareness and understanding of the need for care that is of high quality, non-discriminatory and inclusive.
- Develop critical reflective skills to engage in reflective practice as part of own professional development.

COURSE STRUCTURE

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

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 ECTS)

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 ECTS)

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 (5 ECTS)

This module deals with the value of play for each area of development: physical, social, emotional, intellectual and language. It embraces a rights-based approach to play where play is regarded as a right of each child to play and 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: BECOMING A CHILDCARE EDUCATOR (4 ECTS)

This module will aim to introduce students to become Childcare Educators, focusing mainly on the role they play, placing them as key players in the child's development and care. It will seek to adopt a reflective and participatory stance engaging in individual and collaborative reflection. It will encourage students to learn from professional educators, using case studies and narrative to analyse those qualities values, attitudes and skills needed for their own professional growth in the voyage towards becoming Childcare Educators

MODULE 6: CHILD DEVELOPMENT IN EARLY CHILDHOOD (9 ECTS)

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. This module will also offer childcare educators an overview of the different theories on child development in early childhood education by critically reflection on the various key figures who in their own way contributed towards this important area of early childhood education and care. It will focus on the input of early childhood influential figures such as development. Rosseau, Vygotsky, Pestalozzi, Froebel, Dewey, Montessori, Piaget, and Malaguzzi. Furthermore, it is structured to encourage critical engagement with their ideas and developments in Early Childhood Care by reflecting upon the influences of Early Childhood development issues of policy development and implementation and the impact of research and policy.

MODULE 7: THE EMERGENT CURRICULUM (4 ECTS)

This module will give the students the opportunity to critically examine the philosophy underpinning the emergent curriculum and how the emergent curriculum is implemented. It will delve into how the project approach serves as tool to implement the emergent curriculum and how authentic assessment is conducted through pedagogical documentation. It will also deal with the process of how to co-construct a living curriculum that emerges from children's play and interactions. While framed by the teacher, it is child initiated allowing for a collaboration between children and early childhood educators, giving everyone a voice.

MODULE 8: OBSERVATION, ASSESSMENT, AND CHILDREN'S PARTICIPATION IN A CHILDCARE SETTING (5 ECTS)

During their field placement the childcare educator will start to understand and will focus on principles, theories, and sequences of child development from 0 to 36 months.

Current issues that influence growth will be discussed. Childcare Educators will gain exposure to a variety of observational techniques and screening/assessment measures which will enable them to apply evidence informed, developmentally responsive practices while engaging with toddlers and infants.

MODULE 9: EMBRACING DIVERSITY AND SUPPORTING INCLUSIVITY (4 ECTS)

In this module the Childcare Educator will be exposed to a variety of developmental disabilities and how these will affect learning, psycho-educational, social and physical growth The childcare educator will employ a range of strategies to encourage awareness and understanding of diversity among children and families. The childhood Educator will be prepared and must be prepared to meet the diverse needs of all children and that all children and their families are respected for diversity, including but not limited to origin, race, belief, religion, ability, socio-economic status, culture, sexual orientation and gender.

MODULE 10: THE REFLECTIVE PRACTITIONER (5 ECTS)

This module will introduce Childcare Educators to reflective practice particularly in in a childcare environment. It will give them the tools to develop into reflective practitioners, engaging them in writing reflectively and keeping a reflective journal which will help them in their professional growth. It will also allow the childcare educators to identify and appreciate positive experiences and better identify ways to improve practice. With more challenging experiences being a reflective practitioner helps to process and learn from these challenges.

MODULE 11: WORK PLACEMENT (12 ECTS)

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:

- A minimum of 3 SEC/O'Level subjects;

Subjects must include, 2 of the following: Mathematics, English (Language and/or Literature), Maltese, at grade 5 or better

or

- Successful completion of a related MQF Level 3 Foundation/Certificate Qualification in Health & Social Care/Art & Design/Sports or Performing Arts)

or

- Mature students (+23 years at the start of the academic year applied for), subject to an interview prior to the start of the course

Other Entry Requirements for work placement, candidates need to satisfy the requirements of

- the Protection of Minors Act, (POMA) certificate
- a clean police conduct, (last 6 months)
- a complete a Paediatric First Aid course.
- Pre-award in digital training/digital proficiency qualification.

Since a considerable component of this course will be delivered online candidates are expected to be able to make use of Zoom as a platform as well as Moodle – the institution's VLE. Part of the induction for this course will include a session on the use of these digital platforms.

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

Those candidates who have a foreign qualification which they believe is an equivalent to an MQF Level 3 must get their qualification validated through MQRIC at MFHEA.

EQF/MQF LEVEL 4

Award in Paediatric Nutrition

Contact Hours:	40
Placement Hours:	0
Self Study Hours:	120
Assessment Hours:	40
Total Learning Hours:	200

LW/HSC/034

COURSE DESCRIPTION

Nutrition plays a crucial role in the growth and development of infants and children. A balanced diet helps a child maintain a healthy weight, strengthen the immune system, and aids in the development of the nervous and skeletal system. Parents, carers, healthcare professionals and other practitioners who work with children need to be empowered with knowledge in order to be able to provide children with the right nutrients according to each child's nutritional needs. This course aims at providing students with such knowledge from pre-conception to the early years and beyond. It also aims at tackling feeding difficulties such as picky eating, disordered eating, and food neophobia. A child can also have specific feeding requirements, and this course will tackle topics such as food hypersensitivity, inborn errors of metabolism, diabetes, familial hypercholesteremia and weight management. Education and role modelling play a key role in children's food choices. This course will provide parents, carers and other practitioners working with children with practical approaches that can directly or indirectly provide children with the right nutrition messages in the house, the school, and hospital/clinic environment.

TARGET CANDIDATES

The course is aimed at students who are interested in paediatric nutrition; parents or guardians; those who work with children such as in a nursery or school; possess a qualification in healthcare, nutrition or similar; or who are further interested in understanding the impact of nutrition in children.

LEARNING OUTCOMES

By the end of the course the learner will have been exposed to the following:

- Identify main features of a healthy balanced diet in an individual.
- Understand the role of nutrition in the overall health and wellbeing of children.
- Knowledge about reference values for food energy and nutrients.
- Understand nutritional requirements and feeding challenges at the different paediatric stages.
- Identify the right strategies to deal with each paediatric nutrition/feeding challenge.
- Understand how to ensure that children following alternative diets do not experience deficiencies of macro- or micro-nutrients.
- Understand how to apply the paediatric care required when dealing with nutrition/feeding challenges.
- Understand how nutrition education can take place within the family, schools, and other settings.
- Apply knowledge about macro- and micro- nutrients, the healthy eating plate and energy requirements for meal planning and/or preparation.
- Be able to prepare meals and snacks in line with dietary guidelines which are appealing for children.
- Identify feeding/nutritional challenges in children.
- Ensure that children om alternative diets experience macro and micro nutrients.

DURATION 6 months
CREDIT VALUE 8 ECTS
MODE OF TRAINING Online lectures
ASSESSMENT In-class discussions, quizzes, presentations and written assignments
AWARDING BODY Learning Works

LECTURER: Ms Mariella Porter

COURSE STRUCTURE

MODULE 1: FUNDAMENTALS OF PAEDIATRIC NUTRITION (2 ECTS)

In this module, students will be able to understand the role that nutrition plays in the overall health and wellbeing of an individual. This module is aimed at providing the basics of nutrition even to those students with no background in this field. Knowledge about the macro- and micro-nutrients required for a balanced diet, together with an awareness on how to prepare healthy meals based on the healthy eating plate model will also be provided. The role of hydration, especially in children is also highlighted. Dietary reference values for food energy and nutrients are covered. This is followed by awareness on how to adjust nutrition intake depending on the individual's needs whilst ensuring accessibility and enjoyment of food. In addition, this module makes reference to physical activity and sports to complement a healthy balanced diet.

MODULE 2: NUTRITION THROUGH THE DIFFERENT PAEDIATRIC STAGES (2 ECTS)

This module provides knowledge on the role of nutrition from preconception, throughout pregnancy, in the early years, and beyond. This is followed by nutrition and feeding challenges that each of these stages can provide, and the approaches to be taken to tackle each difficulty. This unit also provides students with the knowledge on how anthropometric measures are taken in the paediatric population. The students are also provided with the protocol to be followed when dealing with weight management in children. During the course, students will also have the opportunity to observe the approaches to be applied during infant feeding, weaning, and the early years, through demonstrative educational videos.

MODULE 3: OVERCOMING NUTRITION AND FEEDING CHALLENGES IN CHILDREN (2 ECTS)

This module will tackle challenges faced during the feeding in the early years such as picky eating, food aversions and neophobias. It will provide students with ways how to identify the issue, tackle feeding difficulties, and ask for professional assistance when required. In this unit, paediatric weight management will be tackled, and it will be highlighted how this topic needs to be tackled with great care especially in children. Other clinical nutrition topics such as food hypersensitivity, inborn errors of metabolism, disordered eating and eating disorders, diabetes, and familial hypercholesteremia will also be tackled. In this module cultural differences in feeding together with different diets such as vegetarian and vegan diets will also be discussed. Here students will be provided with the knowledge required about alternative diets which are on the increase within a multicultural community.

UNIT 4: NUTRITION EDUCATION FOR CHILDREN AND GUARDIANS (2 ECTS)

This module explains how nutrition education should start from the early years from the family environment, in the childcare centre or school, and beyond. It also discusses the challenges faced during this nutrition education process including advertising, high sedentary behaviour and indirect mixed messages through eg. text and reading books or children's programmes. In this unit it will also be discussed how role modelling plays a very important role in nutrition education. In addition, students will be provided with various ideas on how nutrition education can be included in everyday life activities such as home cooking and shopping through games, and through various subjects across the curriculum. It will also explain how children can be raised capable of carrying out nutrition judgment through nutrition information reading, food labelling and analysing nutrition statements.

ENTRY REQUIREMENTS:

Learners need to satisfy the following criteria:

- Ages 18 +.
- Hold a MQF Level 3 qualification or equivalent.
- Be able to communicate in the English Language.
- Digital competence is not a prerequisite for applying for this course. However, since this programme may be delivered online, training on the use of Zoom and Learning Works VLE will be included in the induction session which precedes lectures.

EQF/MQF LEVEL 4

Award in Nutrition for the Elderly

Contact Hours:	60
Placement Hours:	0
Self Study Hours:	160
Assessment Hours:	80
Total Learning Hours:	300

COURSE DESCRIPTION

Nutrition plays a key role in the general wellbeing of elderly people. The ageing process can lead to nutrition-related health problems including malnutrition, deviation from the recommended weight for height, and non-communicable diseases. There are various factors which influence the dietary lifestyle of the elderly including food availability and cost, together with psychological and social factors.
This course will provide students with knowledge about the macro- and micro- nutrients required for a balanced diet, together with awareness on how to prepare meals for the elderly based on the healthy eating plate model. This is coupled with awareness on how to adjust the elderly's nutrition intake depending on the individual's needs whilst ensuring accessibility and enjoyment of food. This programme also provides the skills required to identify malnutrition in the elderly through anthropometric measures and malnutrition screening tests. The concept of artificial feeding will also be put forward, where oral, parenteral and enteral feeding will be discussed in various settings. Here the students will be provided with the skills required for each mode of feeding together with the protocols to be followed in order to prevent or limit complications. Artificial nutrition can bring about difficult moral decisions especially when the elderly patient is approaching the end of life. In view of this, the course will discuss the main ethical issues that can be encountered during feeding of the elderly and explain what an 'extraordinary measure' of feeding is, whilst providing understanding of the issue 'to feed or not to feed'.
During the course students will also have the opportunity to observe the various forms of artificial feeding in an elderly care setting through demonstrative educational videos.

TARGET CANDIDATES:

The Award is aimed at students who are interested in gerontology and geriatrics, who already possess a qualification in healthcare, nutrition or similar, and who are further interested in understanding the impact of nutrition in the elderly.

DURATION: 6 months
CREDIT VALUE: 12 ECTS
MODE OF TRAINING: Lectures and group discussions
ASSESSMENT: Assignment and case study
AWARDING BODY: Learning Works
CERTIFICATION: Learning Works

LECTURER: Ms Mariella Porter

COURSE STRUCTURE:

MODULE 1: NUTRITION IN AN AGING POPULATION (3 ECTS)

In this module, students will be able to understand the role that nutrition plays in the overall health and well being of the elderly. Knowledge about the macro- and micro- nutrients required for a balanced diet, together with awareness on how to prepare meals for the elderly based on the healthy eating plate model will also be provided. The role of hydration, especially in the elderly is also highlighted.
Dietary reference values for food energy and nutrients in the elderly population are covered. This is followed by awareness on how to adjust the elderly's nutrition intake depending on the individual's needs whilst ensuring accessibility and enjoyment of food.
In addition, this module makes reference to physical activity and sports to complement a healthy balanced diet.

MODULE 2: MALNUTRITION IN THE ELDERLY (3 ECTS)

This module provides knowledge on the physiology in feeding and swallowing, together with the processes involved in digestion, absorption and assimilation of food. This is followed by the understanding of the various nutrition limitations in the elderly, where the physiological, psychological and social aspects are tackled. This unit provides students with the knowledge on how anthropometric measures are taken and how a malnutrition screening test is carried out. The students are also provided with the protocol to be followed when dealing with weight loss or weight gain in the elderly, and how to promote diet and lifestyle changes when there are chronic diseases such as hypertension, high cholesterol levels and diabetes.

MODULE 3: ARTIFICIAL FEEDING (3 ECTS)

This module will provide an introduction to the concept of artificial nutrition, and the various forms of such feeding. The students are provided with the benefits of, and indications for the different kinds of artificial feeding. The module provides an explanation of the care required for each type of feeding, including the protocols to be followed for limiting or avoiding complications in artificial feeding. The unit will also expose the students to the various practitioners involved in providing artificial nutrition and feeding to the elderly.

MODULE 4: ETHICS IN NUTRITION FOR THE ELDERLY (3 ECTS)

This module will discuss the main ethical issues that can be encountered during natural and artificial feeding of the elderly. Students will be provided with the opportunity to discuss the ethical dilemmas encountered when an elderly person is on artificial nutrition. The unit also provides understanding of the issue 'to feed or not to feed' the elderly in a home, hospital or care centre, and explains the issue of what an 'extraordinary measure' is when talking about feeding.

ENTRY REQUIREMENTS:

Learners need to satisfy the following criteria:

- Ages 18 +.
- Hold a MQF Level 3 qualification or equivalent preferably in an area related to healthcare, nutrition or catering.
- Be able to communicate in the English Language.

Digital competence is not a prerequisite for applying for this course. However, since this programme may be delivered online, training on the use of Zoom and Learning Works VLE will be included in the induction session which precedes lectures.

EQF/MQF LEVEL 5

Higher Diploma in Healthcare

Contact Hours:	600
Placement Hours:	480
Self Study Hours:	1578
Assessment Hours:	342
Total Learning Hours:	3000

LW/HSC/08

COURSE DESCRIPTION

The Higher Diploma in Healthcare(120 ECTSs) aims to enrol carers who are interested in continuing their education and embark on the course with the aim of leading them to a career in nursing studies. Thus the aim of this course is to serve as a channel between vocational MQF level 4 education and education of an MQF Level 6 degree in nursing. The knowledge, both theoretical and practical will enhance their competencies and introduce them to the nursing role carried out through observation and assistance in practice.

This course does not certify a healthcare worker as a qualified nurse. The qualification at the end of this course will be a Higher Diploma in Healthcare.

Should the student wish to leave from the course, individual awards for each and every module with the respective ECTS will be awarded.

TARGET CANDIDATES:

- Healthcarers in possession of the following qualifications:
- MQF Level 4 award (minimum of 24 ECTS) in healthcare or a related area or equivalent with at least one year of proven experience (full time) in healthcare or portfolio of evidence or
- MQF Level 3 award (minimum of 12 ECTS) in healthcare or equivalent with at least 3 years of proven experience (full time)in healthcare or portfolio of evidence.

DURATION: 24 months
CREDIT VALUE: 120 ECTS*

DURATION: Part time Level 5 Higher Diploma: 36 months
CREDIT VALUE: 120 ECTS*

DURATION: Part time Level 5 Diploma: 18 months
CREDIT VALUE: 60 ECTS*

DURATION: Part time Level 5 Certificate: 9 months
CREDIT VALUE: 30 ECTS*

**The indicated duration of the programme refers to the academic component of the programme. It excludes the additional period required for work placements.*

MODE OF TRAINING: The programme will utilise three different approaches with blended integration of face-to-face, online and work placements in a clinical work setting.
ASSESSMENT: Assessment of each module consists of assignments. A pass in all assessments is expected.
AWARDING BODY: Learning Works
CERTIFICATION: Learning Works

LECTURERS
Ms Antoinette Shah
Ms Daniela Carabott Pawley
Ms Jessica Attard
Ms Mariella Porter
Mr Matthew Vassallo
Dr Ruben Bartolo
Ms Sharon Balzan

LEARNING OUTCOMES:

By the end of the course learners will be able to:

- Understand the wide context of the medical and surgical care, along with the integration of mental health, infection control, emotional intelligence, nutrition and primary healthcare and most importantly the psycho-social aspect of delivering care;
- Develop an understanding of the multitude of research methods and the importance of evidence-based

practice and publication;
- Identify problem-solving skills needed to be able to work with a multi-disciplinary team, engage in the healthcare work force and be able to use their judgement based on sound ethical and legal foundations;
- Understand and define the nursing role and assist in any of the allocated and delegated tasks appropriately;
- Recognise patient illnesses and the necessary care for such healthcare problems;
- Able to assist the nurse in skills and appropriate delegated tasks;
- Use the appropriate hospital equipment and ensure safe practices in every skill and competency;
- Engage in patient empowerment and person-centred care to understand a person's needs whilst developing care plans which cater appropriately to those needs whilst actively encouraging inclusion and equality.

EXIT AWARDS:

- Each module is an exit award worth 6 ECTS at MQF Level 5 except module 2 which has a credit value of 12 ECTS.
- Upon the successful completion of one compulsory module of 12 ECTS and 3 compulsory modules of 6 ECTS the learner will be entitled to the Certificate in Healthcare (MQF 5: 30 ECTS);
- Upon the successful completion of one compulsory module of 12 ECTS and 8 compulsory modules of 6 ECTS the learner will be entitled to the Diploma in Healthcare (MQF 5: 60 ECTS);
- Upon the successful completion of all the required modules together with the compulsory work placements, the learner will be entitled to the Higher Diploma in Healthcare (MQF 5, 120 ECTS);

COURSE STRUCTURE:

MODULE 1 (REF: LW/HSC/09): FUNDAMENTAL PRINCIPLES OF CARE (6 ECTS)

This module will be targeted as a preparatory course to ensure that all students grasp the basic concepts in a standard manner. Such basic concepts would include:

- The Role of the Carer;
- Responsibility and Accountability;
- Working in a team for a common purpose and goals;
- Very basic practical clinical skills such as hand hygiene, bed making, bed bathing, meal distribution, feeding a patient, nappy changing, essential skin care, dressing a patient, patient elimination needs, mobilization, patient transfer, and basic errands related to ward based needs;
- Basic communication with patients, relatives, and healthcare professionals;
- Documentation;
- Carer-patient relationship;
- Safety in the workplace;
- Personal qualities and presentation to work such as uniform care;
- Overview of Holistic Care;
- Overview of Patient Empowerment;
- Overview of Reflective Practice;
- Critical Thinking;
- Learning through a mentor's guidance.

MODULE 2(REF: LW/HSC/10): MEDICAL AND SURGICAL CARE (12 ECTS)*

This module will integrate an in-depth understanding of the various practical and theoretical skills required to care for patients within the advancing Medical and Surgical entities inside a healthcare setting. Healthcare professionals need to remain aligned with such dynamic changes and be able to modify the care accordingly whilst combining ethical and legal foundations.
Learners need to complete placements of 80 hours each in separate medical and surgical settings .

MODULE 3 (REF: LW/HSC/11): INTRODUCTION TO ELDERLY CARE (6 ECTS)*

This module will focus on caring for older persons. It will provide the students with a necessary guide to enhance community care for the elderly and promote independent living as much as possible. The preservation of the quality of life of the elderly person is the primary focus.
Learners must complete a compulsory 80-hour work placement as part of this module.
Work placement in an elderly setting is compulsory for the award of completion of this course, therefore clinical placement is a requirement in any one of the local Maltese settings providing elderly care.

MODULE 4 (REF: LW/HSC/12):
INTRODUCTION TO HEALTH INFORMATICS (6 ECTS)

Health informatics aims at developing methods and technologies for the acquisition, processing, and study of patient data coming from different sources and modalities, such as electronic health records, diagnostic test results, medical scans. Health informatics enables us to document, share information, communicate with a variety of multi-disciplinary healthcare professionals, facilitate continuity of care, monitoring overall healthcare status and helps in the overall ethical standards of care. This module will incorporate the importance of the principles and various concepts of health informatics and how to achieve safety and security within ethical guidelines when utilising such modalities.

MODULE 5 (REF: LW/HSC/13):
INTRODUCTION TO ETHICAL ISSUES IN HEALTHCARE (6 ECTS)

This module introduces the very important aspect of decision-making in order to be able to take decisions in the best interest of our patients. This module challenges the students to explore controversial subjects such as euthanasia abortion and so on and determine means of tackling such issues utilizing ethically sound decision making skills. The Maltese legal and cultural context will be referred to throughout this module.

MODULE 6 (REF: LW/HSC/14):
INTRODUCTION TO MENTAL HEALTH (6 ECTS)*

Mental health is important at every stage of life, from childhood and adolescence through adulthood and aging. It is as fundamental as physical health and every healthcare professional must understand the care needed to help patients preserve optimum mental health. This module introduces the various mental health disorders and the necessary care for every condition. This module focuses on the Maltese legislations related to the sector. An obligatory 80-hour work placement in a mental healthcare setting is compulsory for successful completion of this module.

MODULE 7 (REF: LW/HSC/15):
COMMUNITY CARE (6 ECTS)*

One of the aims in healthcare is to promote the concept of patients remaining in the community and receiving the necessary care whilst retaining independence and a normal lifestyle as much as possible. Hence this module will focus on extending students' knowledge to care for individuals and their relatives whilst in the community. A work placement is pegged to the successful completion of this module in the community. An obligatory 80-hour work placement in a Community Care setting is compulsory for successful completion of this module.

MODULE 8 (REF: LW/HSC/16):
NUTRITIONAL HEALTH (6 ECTS)

Good nutrition is the basis of child development, brain function, improved immunity, as well as the reduction in non-communicable diseases. Proper nutrition would lead to a significant risk reduction of cardiovascular disease, renal disease, cancer, hypertension, and diabetes. Hence healthcare workers are encouraged to have the knowledge of how to provide proper nutrition, avoid malnutrition and take the appropriate actions to educate others.

MODULE 9 (REF: LW/HSC/17):
MATERNITY CARE (6 ECTS)*

Undoubtedly expecting mothers require both physical and psychological care. There are several stages when it comes to pregnancy which range from antenatal, intrapartum, and post-natal care. Newborn care requires various other skills and knowledge such as developmental factors and activities of daily living amongst other skills. This module will cover all three stages. An 80-hour work placement in a Mother and Child care setting is compulsory for successful completion of this module.

MODULE 10 (REF: LW/HSC/18):
INFECTION CONTROL (6 ECTS)

Infection control is an essential part of healthcare at all levels. It addresses factors related to the spread of infections within the healthcare setting, including prevention, monitoring/investigation of demonstrated or suspected spread of infection within a particular healthcare setting, and management. This module introduces students to the routine infection prevention and control skills which are applicable in any healthcare setting.

MODULE 11 (REF: LW/HSC/19):
MENTORSHIP SKILLS FOR HEALTHCARE WORKERS (6 ECTS)

This module enables healthcare workers to establish a mentoring role, and be able to supervise their junior colleagues and be able to enrich their teaching skills. A mentor is considered as a vital role in the learning experience of a student since mentors can act as role models, encourage others to learn, and guide those who are in the beginner's phase. Moreover, it will benefit both the mentor and mentee to share experiences and enrich their work experience with critical thinking and reflective practice.

MODULE 12 (REF: LW/HSC/20):
EMOTIONAL INTELLIGENCE FOR HEALTHCARE WORKERS (6 ECTS)

Communication is key when it comes to patient care. Therefore, it is critical to learn how to communicate successfully and how to be able to provide person-centred care. On the other hand, it is also critical to be able to contain our emotions and be able to interact with others in an effective manner. This module also focuses on the concept of teamwork, compassion and empathy along with other interpersonal skills.

MODULE 13 (REF: LW/HSC/21):
PAEDIATRIC CARE (6 ECTS)

Hospitalized children require a different type of care than what adults are provided with. This module is aimed at providing the healthcare worker with the necessary knowledge, skills and competences to be able to deal with common paediatric conditions, treatments, and the necessary care accordingly. Ethical and legal issues related to the care of children particularly in the Maltese context will also be explored.

MODULE 14 (REF: LW/HSC/22):
BIOMEDICAL AND PHARMACOLOGICAL STUDIES (6 ECTS)

In this module learners will have the opportunity to get an understanding of various diseases and disorders. The focus is on the physical changes and the diseases and disorders they inflict on the human body. Through pharmacology, the learner will be able to relate the prescribed medications to the diseases and disorders accordingly. Rather than just focusing on the disease alone, the student will be able to integrate the remedy along with benefits and negative impacts of such medication. The most common conditions such as communicable and non-communicable diseases and hereditary diseases will be discussed.

MODULE 15 (REF: LW/HSC/23):
PUBLIC HEALTH AND QUALITY OF CARE (6 ECTS)

This module aims to introduce the importance of maintaining, improving and promoting public health and how this can be achieved. There are various roles in the Public Health Department, with the aim of offering health services whilst promoting fairness and equality irrelevant of race, gender, age and culture. The concept of patient empowerment is given prominence to establish the culture of taking decisions with regards to health responsibly. Public health also ensures that each and every individual has access to health services and that people remain in the community as much as possible. Moreover, the concept of environmental health is also considered imperative to maintain optimum health in the community.

MODULE 16(REF: LW/HSC/24):
SUPPORTING INDIVIDUALS WITH SPECIAL NEEDS (6 ECTS)

This module provides the learner with the necessary knowledge on how to care for a person with various disabilities ranging from developmental and physical disabilities. It is important that all care concepts are integrated such as a holistic approach, empowering patients and being their advocates when the need arises.

MODULE 17 (REF: LW/HSC/25):
INTRODUCTION TO MANAGEMENT AND LEADERSHIP IN HEALTHCARE (6 ECTS)

This module will enable students to critically identify and analyse important aspects of management within a healthcare setting. Such aspects include various management and leadership styles along with various principles which guide the individual to take decisions when in a managerial position. This module also enables the student to understand the importance of having a leader and the respect every manager requires in

order to be able to manage a work place. In this module, reference will be made to various theories along with strategies to establish healthy work relationships, change behaviour and teamwork to reach a common goal.

MODULE 18 (REF: LW/HSC/26):
INTRODUCTION TO RESEARCH STUDIES IN HEALTHCARE (6 ECTS)

Healthcare professionals base their opinions on research results when taking medical decisions. It is of the utmost importance that an individual working in the healthcare setting is fully capable of searching for academic papers, able to read them and understand the research language and understand the importance of the results. Therefore, such research would be able to help that individual to make evidence-based decisions and ultimately even perform own independent high quality research. This module provides the basics for locating and reviewing relevant literature and be able to understand the theoretical underpinnings and determine the quality of such findings.

MODULE 19 (REF: LW/HSC/27):
SPIRITUALITY IN HEALTHCARE (6 ECTS)

As part of a holistic approach in healthcare, physical, psychological and spiritual aspects are considered when caring for patients. Therefore, this module will provide an introduction to the imperative concept of spirituality and how to link this concept to practice.

WORK PLACEMENTS:

A total of 480 hours of Work Placements are pegged with the 5 Modules indicated by an asterisk (*). Work Placements are compulsory for the successful completion of this programme at any of its exit points.

ENTRY REQUIREMENTS:

Learners need to satisfy the following criteria:

- Ages 18 +.
- MQF Level 4 award (minimum of 24 ECTS) in healthcare or a related area or equivalent with at least one year of proven experience (full time) in healthcare or portfolio of evidence or
- MQF Level 3 award (minimum of 12 ECTS) in healthcare or equivalent with at least 3 years of proven experience (full time)in healthcare.
- Be able to communicate in the English Language. Students whose first language is not English will be required to demonstrate English language capability at IELTS level 6.0 or equivalent.
- Have a minimum level of proficiency in Maltese. For this reason, applicants should be in possession of at least a MQF Level 1 award in Maltese as a foreign language.
- Hold a clean Police Conduct Certificate.
- Since a considerable component of this course (40%) will be delivered on line, candidates are expected to be able to make use of Zoom as a platform as well as Moodle – the institution's VLE. Part of the induction for this course will include a session on the use of these digital platforms.
- Students are expected to be able to present their written work in a digital format, mainly using a word document and/or a power point. This will also be included in the induction session.

Candidates may be applying for recognition of prior learning (RPL) for up to 50% of the total ECTSs for this programme.

EQF/MQF LEVEL 7

Post Graduate Certificate in the

Psychology of Eating Disorders and Obesity

LW/HSC/009

Contact Hours:	150
Placement Hours:	45
Self Study Hours:	395
Assessment Hours:	160
Total Learning Hours:	750

COURSE DESCRIPTION

This nine-month Post-Graduate Certificate programme will expose the student to a wide range of theoretical models that address the types, causes and symptoms of eating disorders. This programme offers candidates an opportunity for CPD and specialization in this area.

It will discuss eating disorders and disordered eating. The students will learn how to recognize eating disorders and carry out differential diagnosis.
This programme is being organised in collaboration with Dott. Dorothy Scicluna

TARGET CANDIDATES:

This MQF Level 7 course is suitable for those who are in possession of a warrant such as psychologists, counsellors, psychotherapists, psychiatrists, dieticians, nutritionists or mental health nurses who wish to specialize in or broaden their understanding of eating disorders.

DURATION: 9 Months
CREDIT VALUE: 30 ECTS*
MODE OF TRAINING 50% Online, 50% Face-to-Face
ASSESSMENT Hybrid Assessment Method which includes both a continuous and a final assessment.
The following formats may be used:
Presentations (individual or in groups), case studies, weekly journaling, class debates, group work and written assignments.

AWARDING BODY Learning Works

LECTURERS
Ms Colette Farrugia Bennett
Ms Donatella Agius
Dr Dorothy Scicluna
Ms Gillian Busuttil
Ms Isabelle Anastasi
Ms Lou Ghirlando
Ms Maria Lisa Gilson
Ms Marie Claire Agius
Ms Rachael Marie Scicluna
Ms Rowinda Dimech
Ms Santina Camilleri

AREAS COVERED:

- The Engagement Process.
- Feeding and childhood eating issues.
- Adolescence and the role of the media in the development of eating disorders.
- Attachment theory, and substance abuse/ misuse and eating disorders.
- Body image and embodiment.
- Gender and the development of eating disorders.
- The course will include lectures in the medical, psychiatric and the dietetic aspects of eating disorders.
- Hunger and Appetite.
- Relapse Prevention.
- Medication utilized for eating disorders and obesity.

LEARNING OUTCOMES

By the end of the course programme the learner will

- Demonstrate an understanding of the different presentations of eating disorders and their associated symptoms.
- Be able to compare, contrast and evaluate interpretations of eating disorders as mental health conditions within known models of etiology and maintenance.
- Devise a formulation and a treatment plan.
- Carry out a clinical interview.
- Administer eating disorder questionnaires.
- Work with a food record.
- Recognize feeding issues like pica and ARFID.
- Demonstrate an understanding of how to engage teens in therapy and apply media literacy.
- Use nutritional models used in the treatment of eating disorders.
- Know how to collaborate with a multidisciplinary team
- Understand the major theories relevant to eating disorders.
- Demonstrate an understanding of how to prepare content for a blog/vlog.
- Present a poster for public health purposes.
- Demonstrate an understanding of the attachment theory.
- Work with body image issues and the concept of embodiment.
- Define gender issues, substance abuse and how these overlap with eating issues.
- Identify the medical complications of eating disorders.
- Be able to offer psychoeducation in terms of body, weight, and shape.
- Understand the value of nutrients and how these are essential for recovery from an eating disorder.

THE LEARNER WILL ALSO BE ABLE TO:

- Apply the methods of assessment and diagnosis in order to create a formulation. Those students not in possession of a warrant to practise can only apply this method for training purposes.
- Share the formulation with the patient and update accordingly
- Plan a therapeutic way forward.
- Demonstrate an understanding of the different presentations of the eating disorders and their associated symptoms.
- Develop the skill to use an integrative approach to the therapy of eating disorders.
- Demonstrate an understanding of how and when to utilize which models of treatment.
- Be able to communicate effectively with the family of the patient and with the multidisciplinary team.
- Show an undestanding how to adapt different therapeutic skills to eating recovery and to individual presentations of these disorders.
- Design treatment plans which acknowledge appropriate phases of treatment.
- Demonstrate how to respond appropriately to individual client needs within each treatment phase and be able to justify his/her selection of interventions.
- Use appropriate resources such as alternative professional expertise and how to integrate their work with that of the other professionals involved in the recovery process.
- Demonstrate the ability of how to monitor responses to treatment.
- Demonstrate self-awareness and mastery of their own issues with food and weight.
- Demonstrate therapist qualities deemed important and useful for working congruently with clients.

COURSE STRUCTURE

MODULE 1: WHAT ARE EATING DISORDERS (EDs) ? (5 ECTS)

This module will give an in-depth look at each eating disorder and will explain who gets eating disorders.
It will look at;

- Normal and Abnormal Eating.
- Hunger and Appetite.
- Who suffers from Eating Disorders?
- Who gets Eating disorders?
- Assessment and Diagnosis.
- Engagement and Early Issues.
- Nutritional Interventions – outpatient care.
- Working with Food Records.
- What may go wrong?

MODULE 2: CHILDHOOD AND FEEDING DISORDERS (5 ECTS)

Following are the topics covered in Module 2:

- From normal eating to disordered eating and eating disorders.
- Feeding/ Eating Issues in children.
- Body Dissatisfaction and dieting, and how this can lead to Eds:
- Intervention planning.
- Use of drawing/art.
- Use of toys – non-directive approach.
- Family-based intervention
- Presentations of Case Studies: Child Focused and discussions.
- Picky Eaters vs. Problem feeders.
- The Sensory Oral Sequential (SOS) approach to feeding
- From normal eating to disordered eating and eating disorders.
- Food intake guidelines.
- Defining normal eating.
- Childhood ED/ Obesity- differences in developing/ developed countries.
- Childhood obesity: food insecurity, attachment processes, maternal poor nutrition.
- Early Feeding, Child Behaviour and Parenting as Correlates of Problem Eating.

MODULE 3: ADOLESCENTS AND THE IMPACT OF SOCIAL MEDIA IN THE DEVELOPMENT OF EATING DISORDERS. (5 ECTS)

This module covers:

- Definition of Adolescence.
- Challenges faced in adolescence which might trigger EDs.
- The difference between ED and Disordered Eating.
- The different types of Eating Disorders.
- The impact of social media on youths and how they may contribute to EDs.
- Websites that promote EDs
- Attachment and EDs.
- The importance of Education where adolescents suffering from EDs are concerned.
- Parent involvement.
- Signs and symptoms of eating disorders and what to look out for when assessing a potential client.
- A potential assessment procedure with an adolescent.
- Interventions used with clients presenting with EDs.
- Introducing the correct jargon when working with clients with EDs.
- Working with other professionals and reasons behind it.

MODULE 4: BODY IMAGE, EMBODIMENT AND EXPRESSIVE ART THERAPY (5 ECTS)

This module will focus on body-image and the way in which it impacts the development and maintenance of an eating disorder, and therefore the relevance in supporting healthy body-image in the prevention and treatment of eating disorders.

It will outline the aspects of body-image and the way that body-image is developed through different stages and experiences of life. It will open awareness to gender and ethnic distinctions in the development of body-image. Critical influences on body-image will also be discussed.

MODULE 5: ATTACHMENT THEORY, SUBSTANCE ABUSE, GENDER AND EATING ISSUES. (5 ECTS)

his module will explore attachment theory in relation to the root causes of eating disorders and the subsequent development of substance abuse. It will specifically aim at exploring the following areas:

- Attachment processes and eating disorders.
- Anorexia nervosa and the deficiencies in the self.
- Anorexia nervosa treatment and recovery.
- Introduction to substance abuse.
- Patterns of co-morbidity between eating disorders and substance use.

Further on, this module will eventually shed light on the link between eating disorders and LGBTIQ+. The module will help the student reflect and understand the differences between gender and sexuality. With this understanding, the prevalence and risk factors of this sexual minority with eating disorders (EDs) will be reflected. Therefore, the aim of this part of the module is to gain an awareness of Gender and Sexuality and what happens when there is the development of an eating disorder. This part of the Module will specifically cover the following topics:

- Difference between Gender and Sexuality.
- Definition of 'LGBT+' Acronym.

- Coming out.
- Intersectionality and minority stress; self-harm, adolescents, addiction and eating disorders.
- Case studies with such intersectionality.
- Gender dysphoria and body dysphoria.

MODULE 6: THE MEDICAL, PSYCHIATRIC AND DIETETIC ASPECT OF EATING DISORDERS. (5 ECTS)

This module aims to explore the important relationship of the medical, psychiatric, and dietetic aspect of EDs. This will be referred to as a tri-factor model. Medical care of these clients ideally includes the medical, psychiatric, and nursing aspects.

This Module will look at:

- The figure of the nurse in residential care settings and within the community. A strong and well-trained nurse can pick up subtle changes to the client's medical and underlying psychological status which can serve as a guide to the multidisciplinary team.
- The second aspect of the tri-factor medical model is the role of the psychiatrist. Eating disorders are primary psychiatric conditions that present with a host of psychiatric comorbidities such as mood disorders, personality disorders, and sleep disorders. It is crucial for the psychiatrist to recognize and treat the underlying psychiatric co-morbidities for the client to receive the most benefit from eating disorder treatment.
- Assessing the important role of sleep or sleep deprivation.
- Looking at the medical care guidelines provided by the Academy of Eating Disorders. The medical provider must be trained in the recognition and management of the medical complications of eating disorders — from the complications of extreme restricting to those of extreme bingeing — to support treatment.
- The multidisciplinary team.
- Dietetic intervention in in-patient care including:
- Medical files.
- Clinical interventions.
- Assessment of DH.
- Intervention plan.
- Communication with the medical team.
- Presentations of Case Studies: Child Focused and discussions.
- Putting it all together.

ENTRY REQUIREMENTS

Applicants should:

- Be working within a helping profession where a better understanding of eating disorders and how to support people would be useful. E.g., counsellor, psychotherapist, counselling/ clinical psychologist, mental health nurse, psychiatrist or general practitioner, nutritionist or dietician.
- Be able to demonstrate successful completion of relevant training, or substantial experience, in your stated professional capacity (as above).
- In addition, candidates should satisfy the following entry requirements:
- Be in possession of a MQF Level 7 certification from a recognised local or foreign awarding body, or equivalent
- Have a good command of oral and written communication in English with a level of proficiency in English equivalent to at least IELTS Level 6.

This programme is being organised in collaboration with Dott. Dorothy Scicluna

HEALTH AND SAFETY

EQF/MQF LEVEL 1

Award in Basic Health and Safety Awareness at Construction and Building Sites

LW/C/001

COURSE DESCRIPTION

This award will lead to an accredited award in Basic Health and Safety Awareness at construction and building sites. The candidate will cover the introductory basics for Health and Safety in construction and building as part of the minimum requirements as published by Subsidiary Legislation 424.36 which may also be published and listed in the National Occupational Standards and OHSA. The intention of this application is to be in line with the training requirements for candidate/s who wishes to acquire the minimum basic knowledge, skills and competences in Basic Health and Safety awareness in construction and building sites at MQF Level 1.

Upon completion, you will be able to apply for the Safety Card which will become mandatory as from Jan 2024.

DURATION 2 days
CREDIT VALUE 2 ECTS
MODE OF TRAINING This Award is delivered through a series of interactive teaching sessions with an emphasis on case scenarios. Work examples will be discussed throughout the course.
ASSESSMENT The assessment for this course shall be held under invigilation conditions which includes mainly multiple-choice, case scenarios using hazard identifications and true or false questions. A re-sit will be provided to the candidates who fail their assessment within a week so the candidate would have enough time to re-study before taking the second and final assessment.
AWARDING BODY Learning Works

LECTURER: Mr Anthony Bezzina

Contact Hours:	100
Placement Hours:	2
Self Study Hours:	35
Assessment Hours:	3
Total Learning Hours:	50

PART-TIME
Duration: 2 days **Credit Value:** 2 ECTS

LEARNING OUTCOMES

By the end of the course programme learners will be able to:

- Define the basic role and responsibilities under the health and safety act.
- Understand the importance of using protective clothing at the place of work.
- Describe the importance of Health and Safety Warning Signs and Notices.
- Understand the importance of collaborating with colleagues and superiors at the workplace.
- Be aware of basic common hazards at the place of work which may include (dangerous substances, explosive materials, inflammable substances, cause of fires, electrical hazards.
- Be aware of the hazards and dangers associated with the use of handheld tools, power operated tools and other equipment.
- Define basic emergency procedures at the place of work including emergency telephone numbers.
- Define the dangers and hazards when working at heights, on scaffoldings and in confined spaces.

- Understand the importance of maintaining tools and equipment in good state of repair.

COURSE STRUCTURE

MODULE 1: BASICS OF HEALTH AND SAFETY AWARENESS FOR THE BUILDING AND CONSTRUCTION SECTOR - PART 1 (1 ECTS)

This study unit covers the minimum basic knowledge in Occupational Health and Safety procedures of safe working practices to prevent hazards to self which includes own personal responsibilities as required by OHSA and National Occupational Standards. This unit shall cover the importance of wearing protective gear and clothing, understanding important signs and notices including emergency safety procedures and whom to contact in the case of an emergency.

MODULE 2: BASICS OF HEALTH AND SAFETY AWARENESS FOR THE BUILDING AND CONSTRUCTION SECTOR - PART 2 (1 ECTS)

This module covers the hazards of dangerous substances, storage and use of dangerous chemicals. It will also cover the hazards associated with handheld power tools and the dangers and hazards of working at heights.

EQF/MQF LEVEL 4

Award in Health and Safety in a Construction Environment

LW/C/002

COURSE DESCRIPTION

This course is aimed at providing the learner with the OHS legal requirements; acquiring knowledge, skills and competencies to be able to identify, monitor and control site hazards; developing knowledge and skills in safe work practices and promoting a safety culture.

It will enable the learner to better understand the requirements of the relevant legal notices as well as other relevant legislation and the responsibilities of the different stakeholders. It will also enable learner to understand what a risk assessment is and how to carry it out. The course will also Hazard Chemicals and related legislation as well as the notion of the onus of proof for breach of OHS law. Finally the course will also go into detail of OHS requirements in construction sites.

Upon completion, you will be able to apply for the Safety Card which will become mandatory as from Jan 2024.

DURATION 4 days
CREDIT VALUE 1 ECTS
MODE OF TRAINING This Award is delivered through a series of interactive teaching sessions with an emphasis on case scenarios Work examples will be discussed throughout the course.
ASSESSMENT The assessment for this course shall be held under invigilation conditions. A passmark of 50% or more is required
AWARDING BODY Learning Works

LECTURER: Mr Anthony Bezzina

Contact Hours:	12
Placement Hours:	0
Self Study Hours:	9
Assessment Hours:	4
Total Learning Hours:	25

PART-TIME
Duration: 4 days **Credit Value:** 1 ECTS

LEARNING OUTCOMES

By the end of the course programme learners will be able to:

- Explain the importance of Occupational Health and Safety legislation.
- Infer where and how to access the appropraite legislation.
- Identify the legal implications for breach of OHS legislation through criminal and civil liabilities, and case law.
- Evaluate legal notice 36 of 2012, Occupational Health and Safety (Payment of Penalties) Regulations.
- Explain the basics of all occupational health and safety requirements at every place of work.
- Prepare The Occupational Health and Safety Notification form, when to fill in and send, the required details, and the person days.
- Define the different roles at the construction site.
- Analyze the proposed amendments to LN 281 of 2004.

- Identify the responsibilities of all stakeholders.
- Prepare a risk assessment and analyze critically the importance of the risk assessment.
- Evaluate critically legislation specific to the construction industry where the onus of the brief on these legislations is always on the accused.
- Identify detailed requirements in construction sites.

COURSE STRUCTURE

MODULE 1: OCCUPATIONAL HEALTH AND SAFETY FOR CONSTRUCTION PROFESSIONALS (1 ECTS)

The aim of this module is to introduce the importance of Occupational Health and Safety at the place of work. Throughout the module the participants will be introduced to OHS legislation and how to access it. It will also provide the participants with the basic knowledge of all occupational health and basic safety requirements at the place of work, from their applicability, to filling of notification forms and the definition of the various roles. It will also go into detail explaining the responsibilities of all stake holders. This module will give a wider explanation of the importance of a risk assessment and how to go about doing it. Being a highly legalised sector, this module will introduce the participants to all legislations, their applicability and under which circumstances they are applied. Emphasis will also be made on the importance of the requirements of construction sites.

CATERING AND HOSPITALITY

EQF/MQF LEVEL 3

Award in Professional Service in Hospitality, Food and Beverage

LW/H/001

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 a variety of contexts in the 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.

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 Matthew Mallia
Mr Gabrijel Spagnol

Contact Hours:	120
Placement Hours:	46
Self Study Hours:	240
Assessment Hours:	194
Total Learning Hours:	600

TARGET CANDIDATES

The Award is aimed at students who are currently working or desire to work in the 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 ECTS)

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 ECTS)

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 ECTS)

This aim of this unit is to introduce learners with basic food operations and provide them with 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 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: HAZARD ANALYSIS CRITICAL CONTROL POINTS (HACCP), FOOD HANDLING AND ALLERGIES (2 ECTS)

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 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 ECTS)

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 and 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 ECTS)

One of the key elements of any business or organization is effective communication and teamwork and this is more so for the hospitality and catering sector. This unit will enable learners to ensure useful contribution to the work of a team, where the team includes the 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 ECTS)

The art of the table is no better expressed than in 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.

EQF/MQF LEVEL 6

Award in Applied Management of Tourism

LW/H/002

Contact Hours:	60
Placement Hours:	5
Self Study Hours:	223
Assessment Hours:	12
Total Learning Hours:	300

COURSE DESCRIPTION

Tourism is often seen as an industry based on economic gain and employment alone and the beneficiaries are just a select few rather than the key stakeholders including the local community, the local businesses and the local authorities. We need to understand that every member of the local community has a valid part to play in tourism as a socio-cultural activity through participation in the planning, development, implementation and management of this activity. To do this we need to understand who the tourist really is; what tourism is about and how we can play our part in creating a quality activity rather than a socio-economic industry based on numbers and quantity. This course will assist in bridging the gap between theory, academia and practice; it is all about the application of these frameworks in the management of tourism – a term which is very different to Tourism Management which applies to those frontliners who deliver a sense of hospitality and service directly to the visitor as part of their career or profession in the airline, travel agency and hotel and catering sectors. The objective of these modules and the entire course is to eliminate the fragmentation of tourism into separate and isolated sectors and work together for a sustainable, responsible and welcoming activity.

This course will offer learners the opportunity of building their knowledge and skills in applying the theoretical aspects of the management of tourism in practice; it will help to "make things happen" rather than simply treat tourism as an industry that can result in short-term economic gain. The scope for this study unit and its modules will be to create a culture of professionalism in the delivery of hospitality and service; it will present the basis of a qualitative activity based on long-term planning and strategy building and it will use the integrated approach to tourism planning by using the principles of the Tourism Planning Triangle (Zarb, 2017) and Civic Tourism (Shilling, 2007). The study unit, through its modules, should create a drive for professionalism in the tourism activity and support students who want to specialize in one of the many sectors which this broad activity includes.

DURATION 4 months (evening sessions)
CREDIT VALUE 12 ECTS
MODE OF TRAINING 80% Online, 20% Face-to-Face
ASSESSMENT Assignments and Presentations
AWARDING BODY Learning Works
CERTIFICATION Learning Works

LECTURER: Dr Julian Zarb

TARGET CANDIDATES:

This award does not lead to a warranted profession or a regulated profession. However, this award will further enhance the knowledge and understanding of various aspects of tourism management which can greatly benefit those who are currently performing the following roles:

- Tourism planners.
- Industry employees (travel, tourism, hotel, catering).
- Entrepreneurs in tourism.
- Public Service employees.
- Developers.

KEY LEARNING OUTCOMES:

By the end of the course programme, students will be able to:

- Evaluate critically tourism as an activity based on quality.
- Analyse and compare the difference between destinations on the basis of quality.
- Analyze critically the different management styles in tourism.
- Analyze and compare the different management styles in tourism over the course of the last 50 years of Maltese history.
- Critically appraise the current issues related to the tourism within a local and international context with particular emphasis how Covid 19 has affected this sector.
- Critically appraise the issues related to sustainability and responsibility in tourism.
- Evaluate the need for long term planning in tourism.
- Investigate the principles for sustainable and responsible tourism and how they could be applied.
- Evaluate critically how research and monitoring in tourism could be carried out.
- Apply the best principles and practices of consultation through the integrated approach to tourism planning;
- Design a sustainable tourism plan for a destination, locality or region.
- Design and manage a consultative campaign with stakeholders in the tourism sector in an effective way.
- Create a calendar of events and initative aimed at high-end tourism.
- Collaborate with the community in managing tourism through a strong sense of civic responsibility.
- Analyse critically the difference between the 'product' and 'experience' within the concept of tourism.
- Develop a Carrying Capacity Study for a destination and interpret results.
- Create and develop a contingency plan of how a tourism activity can be managed in a time of change due unforeseen circumstances.

COURSE STRUCTURE:

MODULE 1: CURRENT ISSUES IN THE TOURISM INDUSTRY: AN OVERVIEW (3 ECTS)

This module provides an overview of how throughout history up to this day tourism left an impact on the social, economic, infrastructural and cultural aspects of a destination. We shall also be analysing the current issues in this industry within a local and international contect with an emphasis on how Covid-19 may have re-shaped this industry. Lastly this module looks into how a successful tourism activity should be based on consultation, communication and teamwork.

MODULE 2: PLANNING AND DESIGNING TOURISM (3 ECTS)

This module covers the principles of sustainability both in terms of tourism and development through the Local Agenda 21 process. It also delves into tourism planning and development in terms of the long-term, continuous and consistent process of consultation as against short-term planning.

MODULE 3: DESTINATION MANAGEMENT (3 ECTS)

This module covers the principles of Responsible Tourism as designed in the UNWTO Global Code of Ethics. A number of issues required at a destination for the achievement of responsible tourism will be discussed eg civic behaviour, visitor ethics, environmental concepts and how this could be managed. Different types of tourism will be covered in this module include Niche Tourism and Alternative Tourism. Finally, the module will take the learner through the different stages of the Visitor

Experience to achieve a better understanding of the difference between products and experience in Tourism.

MODULE 4: RESEARCHING AND REVIEWING TOURISM (3 ECTS)

In this last module the learner will be exposed to the requirements for developing a quality destination. The essential elements of coordinating Tourism using the Integrated Approach to Planning will be covered. The module will delve into the science of monitoring tourism through Carrying Capacity studies and periodical studies and research. The need for synergy and collaboration between academia and industry in this regard will be highlighted. Finally, the need to plan for the unknown in tourism will be covered. This last part of the course will cover the management of change with a particular focus on the economic, environmental, infrastructural, health and security issues that affect Tourism.

ENTRY REQUIREMENTS:

MQF Level 4 standard on education as well as a minimum of three years practical experience in tourism or any tourism-related activity or MQF Level 5 standard of education.

Students whose first language is not English will be required to demonstrate English language proficiency at IELTS level 6.0 or equivalent.
Candidates may be applying for recognition of prior learning (RPL) for up to 50% of the total ECTSs for this programme as per MFHEA's guidelines.

FUNDING

Applicants may get up to 70% of the fee back through the Get Qualified Scheme.

MANAGEMENT

EQF/MQF LEVEL 4

Award in Leadership and Management

LW/HSC/002

Contact Hours:	60
Placement Hours:	12
Self Study Hours:	178
Assessment Hours:	50
Total Learning Hours:	300

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 practial application to students' real life experiences in the workplace so that they can reach their potential as managers.

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

Mr Robert Delia
Mr Daniel Cassar
Mr Joseph Bugeja
Mr Gilbert Amato Gauci
Mr Melvin Mizzi

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 ECTS)

The main purpose of this unit is to introduce management concepts to employees who are going 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 ECTS)

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 an effective manager. The aim of this unit is to help students reach their management potential, helping them to identify and develop their leadership style to improve their own and their organizational performance.

UNIT 4: MANAGING CUSTOMER EXPERIENCE (3 ECTS)

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 competitive benefits, remain remote.

UNIT 5: MANAGING RISK AT THE WORK PLACE (2 ECTS)

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.

EQF/MQF LEVEL 4

Award in Discovering Diversity Potential in the Workplace

Contact Hours:	30
Placement Hours:	0
Self Study Hours:	60
Assessment Hours:	10
Total Learning Hours:	100

LW/M/002

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 Dr Viviana Premazzi

LECTURER: Dr Viviana Premazzi

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 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 (Level 5 or equivalent)

EQF/MQF LEVEL 5

Diploma in Leadership and Management

Contact Hours:	300
Placement Hours:	0
Self Study Hours:	1000
Assessment Hours:	200
Total Learning Hours:	1500

LW/M/003

COURSE DESCRIPTION

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

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

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

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

On completion of the course students will be able to:

1. Understand current theoretical debates about the nature of management, leadership and business in an organizational context
2. Analyse business & managerial problems using a range of criteria and techniques, leading to recommendations on options, implementation and choice of actions.
3. Recognise the significance to business of the changing nature of the technological, international and related environments.
4. Assess the implications for management & leadership of emerging influences, innovation and change in order to make an effective contribution to the management of business activity.
5. Create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.

The Course is made up of 8 modules with 60 ECTSs.

Students who successfully complete this course may opt to enroll in our B.Sc (Hons) Top-up degree (120 ECTS).

LEARNING OUTCOMES

By the end of the course programme learners will be able to:

- Understand current theoretical debates about the nature of management, business and other organizations.
- Analyse business problems using a range of criteria and techniques, leading to recommendations on options, implementation and choice of actions.
- Recognise the significance to business of the changing nature of the technological, international and related environments.
- Assess the implications for management of emerging influences, innovation and change in order to make an effective contribution to the management of business activity.
- Demonstrate knowledge and understanding in finance – the sources, uses and management of finance; the use of accounting and other information systems for managerial applications.
- Demonstrate knowledge and understanding of people – the management, leadership and development of people within organisations.

- Demonstrate knowledge and understanding of operations – the management of resources and operations.
- Demonstrate knowledge and understanding information systems – the development, management and exploitation of information systems and their impact upon organisations.
- Demonstrate knowledge and understanding of communication and information technology – the comprehension and use of relevant communication and information technologies for application in business and management.
- Demonstrate knowledge and understanding of business policy and strategy – the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests.
- Apply correctly relevant tools/methods.
- Appreciate the complexity of arguments.
- Extract and prioritise key issues within problem situations.
- Draw together disparate sources of information in a strategic context.
- Identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately.
- Demonstrate effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems.
- The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.
- Effective use of communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports.
- Effective use of numeracy and quantitative skills including data analysis, interpretation and extrapolation.

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 12 months FT/ 18 months PT
CREDIT VALUE 60 ECTS
MODE OF TRAINING Lectures, case studies, simulations, group work, projects and student presentations.
ASSESSMENT Assignments and reports, group projects, and portfolios, presentations, case studies 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 Module.
AWARDING BODY Learning Works

LECTURERS
Mr Ayrton Zarb
Mr Daniel Cassar
Mr Gilbert Amato Gauci
Mr Joseph Bugeja
Mr Joseph Mallia
Mr Luke Vella
Mr Melvin Mizzi
Mr Ryan Cefai Mercieca

COURSE STRUCTURE

MODULE 1 (LW/M/004): HUMAN RESOURCES MANAGEMENT (10 ECTS)

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

MODULE 2 (LW/M/005): MANAGEMENT OF INFORMATION (5 ECTS)

This module is designed to develop knowledge and understanding of managing information and knowledge in an organization. Students will learn how to manage information and knowledge within organisations, including the relationship between data, information and knowledge

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

MODULE 3 (LW/M/006): FINANCIAL AND MANAGEMENT ACCOUNTING (10 ECTS)

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

MODULE 4 (LW/M/007): PRINCIPLES OF OPERATIONS MANAGEMENT (5 ECTS)

The aim of this module is to help students to develop a capability for strategic management with due recognition

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

MODULE 5 (LW/M/008): STRATEGIC MANAGEMENT (10 ECTS)

The aim of this module is to give students an understanding of the activities that make up operations management, including the main types of operations found within businesses, how all operational activities can be represented as systems and the characteristics which differentiate operational systems. The module 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.

MODULE 6 (LW/M/009): LEADING AND MANAGING CHANGE (5 ECTS)

This module 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 module 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.

MODULE 7 (LW/M/010): RESEARCH METHODS (5 ECTS)

The Management Research Methodology 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.

MODULE 8 (LW/M/011): PROJECT (10 ECTS)

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

ENTRY REQUIREMENTS

Entry requirements for this course are as follows:

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

EQF/MQF LEVEL 6

B.Sc. (Hons) in Management (Top-Up)

Contact Hours:	600
Placement Hours:	10
Self Study Hours:	2257
Assessment Hours:	133
Total Learning Hours:	3000

LW/M/003

COURSE DESCRIPTION

This degree has been strategically designed and formulated to allow learners to familiarize themselves with the world of business and management. It gives them an insight to the basic principles of management, as well as various managerial and business theories that have been practiced throughout the years and are still followed today. Furthermore, learners will also be exposed to different aspects of a business such as quality management economics, finance, marketing risk management, operations management and many other external factors such as politics and government policies, customers and suppliers, the economy and internal factors such as company culture, resources both financial and human etc.. that affect the business and management world.

TARGET CANDIDATES

This top up degree in management is aimed at motivated individuals who are in possession of an MQF Level 5 Diploma in Leadership and Management (60 ECTS) or equivalent. It is ideal for those who would like to work in the field of management and who come from different economic sectors. The degree is intended to develop individuals to possess the necessary professional management skills, develop in their respective career and contribute effectively to the overall betterment of their own respective organisation.

DURATION 24 Months
CREDIT VALUE 120 ECTS
MODE OF TRAINING Lectures, case studies, simulations, group work, projects and student presentations, examinations.
MODE OF DELIVERY 70% Online, 30% Face-to-Face

ASSESSMENT This degree uses a mix of assessment methods to examine the extent to which the students have understood the learning outcomes proposed. The methods include a mix of assignments, presentations, group assignments, examinations and research projects. Students are also encouraged to learn from one another through group discussions and participation.
AWARDING BODY Learning Works

LECTURERS

Mr. Gilbert Amato Gauci
Mr. Ryan Cefai Mercieca
Mr. Joseph Bugeja
Mr. Robert Delia
Mr. Ayrton Zarb
Mr. Joseph Mallia
Mr. Konrad Cassar Naudi
Mr. Melvin Mizzi
Mr. Luke Vella
Mr. Pierre Portelli
Mr. Ryan Portelli
Mr. Daniel Cassar
Ms. Antoinette Shah

FUNDING Applicants may get up to 70% of the fee back through the Get Qualified Scheme.

KEY LEARNING OUTCOMES:

The learner will be able to:

- Identify, critically evaluate and apply various theories and practices widely known within the field of business and management.
- Demonstrate awareness of the various departments and fields that make up the business industry and the relevant theories to each.

- Exhibit a critical understanding of the role of strategies within an organisation and how they should be linked to various disciplines within management.
- Identify and apply the external and internal factors that influence business success and how to monitor and manage such factors.
- Show how the implementation of successful budgeting and finance measures can affect the long-term success of an organisation.
- Demonstrate effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems.
- Demonstrate effective use of communication and information technology for business applications.
- Show creativity and initiative in developing projects, managing and developing teams into high performing teams, within a team environment, including leadership, team building, influencing and project management skills.
- Demonstrate interpersonal skills such as effective listening, negotiating, persuasion and presentation.
- Reflect on performance and critically appraise actions in order to develop further.

COURSE STRUCTURE

MODULE 1 (REF: LWM/015): MANAGEMENT FUNCTION (10 ECTS)

This module introduces students to the basic and main functions of management within organisations. The functions of management include planning, organising, staffing, directing and controlling. This module will therefore provide an overall in-depth knowledge of all functions of management.

MODULE 2 (REF: LWM/016): BUSINESS MANAGEMENT AND PLANNING (10 ECTS)

This module will develop the skills and understanding needed to comprehend different business careers. Learners will explore business issues in realistic contexts. In addition, learners will apply business management theory and develop business plans relevant to the real world and develop perspectives, critical awareness and appreciate diverse global issues. This module of study provides the knowledge underpinning the subject of business, and will allow learners to apply the knowledge learned for their own specific and particular context at the place of work.

MODULE 3 (REF: LWM/017): QUALITY MANAGEMENT (10 ECTS)

This module introduces learners to the fundamentals of quality management. It allows them to appreciate the importance of overseeing all activities and tasks within an organisation to ensure that they are conducted with maximum efficiency and to a level of excellence. Furthermore, this module allows them to understand the principles of conducting quality assurance and planning, as well as control and improvement within organisations.

MODULE 4: (REF: LWM/018): RISK MANAGEMENT (10 ECTS)

This module introduces learners to the fundamentals of risk management and its role within organisations. This module allows learners to understand the complexity of risk management and the various factors, both internal and external that influence risk. Following the successful completion of this module, learners will be able to implement effective and relevant techniques to assess and mitigate risks.

MODULE 5: (REF: LWM/019): MARKETING (10 ECTS)

This module will introduce the learners to the principles of Marketing and allow them to gain an insight putting certain marketing models and concepts practice. Through this module, learners will be able to understand the nature and the complexity of marketing. Furthermore, learners will also be exposed to the role of the consumer in strategic marketing.

MODULE 6: (REF: LWM/020): CORPORATE COMMUNICATIONS (10 ECTS)

This module allows learners to understand the importance of communications within organisations. Throughout the module they will be exposed to the benefits of corporate communications, as well as the various techniques and nature of corporate communications strategies.

MODULE 7: (REF: LWM/021):
ECONOMICS FOR MANAGERS (10 ECTS)
This module introduces students to the basic principles and theories of economics. It allows them to gather knowledge, skills and competences regarding macro and microeconomics and the role of economics over the overall success of an organisation.

MODULE 8: (REF: LWM/022):
PROJECT MANAGEMENT (10 ECTS)
This module introduces students to the principles and practices of project management. It will equip the students with the skills, knowledge and competences required for a project manager to overlook a successful project. Upon successful completion of this module, students will be able to assist their project manager and carry out tasks successfully under the supervision of the project manager.

MODULE 9: (REF: LWM/023):
WORK PSYCHOLOGY (10 ECTS)
This module will focus on individuals and groups in relation to their work. It will look at the contribution psychology can make to achieving 'best fit' between people and their jobs, to enhance productivity, satisfaction and well-being at work.

IN SEMESTER 2 OF YEAR 3 THE STUDENTS WILL BE ASKED TO CHOOSE ONE ELECTIVE MODULES OUT OF A CHOICE OF THREE.

MODULE 10: (REF: LWM/024):
HEALTH MANAGEMENT (10 ECTS) - ELECTIVE
This module introduces students to the principles and guiding methods of health management. It will allow them to understand how healthcare organisations operate within an extremely complex environment and require continuous change. This means that managing in healthcare industries requires exceptional managerial and leadership skills.

MODULE 11: (REF: LWM/025):
PRINCIPLES OF ACCOUNTING (10 ECTS) - ELECTIVE
This module introduces students to the main principles of accounting and allows them to become familiar with the functions and objectives of accounts within organisations. Students will be introduced to systems and procedures such as double-entry, book keeping, cash and assets, cash flows, purchases and sales, and others.

MODULE 12: (REF: LWM/026):
STRATEGIC LEARNING AND DEVELOPMENT (10 ECTS) - ELECTIVE
This module critically examines the importance of leading and supporting a Learning and Development strategy in an organization as it qualifies employees with the right skills and knowledge, crucial in today's competitive business environment. The learner will identify key learning needs, analyze skills gaps, and use learning analytics to evaluate the effectiveness of learning interventions. The learner will also be immersed in mentoring and coaching and learn the skills to set up managerial mentoring and coaching programs.

MODULE 13: DISSERTATION (20 ECTS)
The final module of this Bachelor's Degree is the Dissertation. Learners are tested on the skills, knowledge and competences acquired through the modules preceding the final one. The dissertation module shall allow learners to be able to critically formulate a research question based on their own preferred topic, identify and critically assess existing literature and gather further data and information. Learners are expected to use the correct research methodologies and practices and present an effective research study.

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, together with an MQF Level 5 (60 ECTS) Diploma in Leadership and Management.
- Have at least 5 years' experience in a management position. Preference will be given to those applicants who have work experience in the area of study.
- Have a good command of oral and written communication in English with a level of proficiency in English equivalent to at least IELTS Level 5.

EQF/MQF LEVEL 5

Award in Public Speaking and Speech Writing

Contact Hours:	36
Placement Hours:	3
Self Study Hours:	108
Assessment Hours:	3
Total Learning Hours:	150

LW/M/012

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

LECTURER: Dr Joseph G. Agius

COURSE STRUCTURE

MODULE 1: PRINCIPLES OF EFFECTIVE COMMUNICATION

Effective communication is essential and this is highlighted within the 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. 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. Preparation is crucial for delivering a great presentation. Even with material with which you are very confident, neglecting the planning stage is always risky. 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 is 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.

EQF/MQF LEVEL 6 AWARD

Women in Leadership Programme

LW/M/013

Contact Hours:	60
Placement Hours:	0
Self Study Hours:	180
Assessment Hours:	60
Total Learning Hours:	300

COURSE DESCRIPTION

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

LECTURERS
Sandra Hermitage
Myra Pearson

COURSE STRUCTURE:

MODULE 1: A WOMAN IN LEADERSHIP: DISCOVERING YOUR LEADERSHIP STYLE (2 ECTS)

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 ECTS)

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 ECTS)
The aim of this module is to provide students with the necessary competencies and skills to communicate effectively. In addition, students will be prepared 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 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 effective working teams. Finally, learners will be exposed to the skills and art of negotiation.

MODULE 5: PLANNING AND FORECASTING (2 ECTS)
This module of study is to provide students with the necessary 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 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.

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 of prior learning (RPL) for up to 40% of the total ECTS of the award in accordance with MFHEA recommendations.

LANGUAGES

EQF/MQF LEVEL 1

Award in Maltese as a Foreign Language and Cultural Orientation

Contact Hours:	30
Placement Hours:	0
Self Study Hours:	90
Assessment Hours:	5
Total Learning Hours:	125

LW/L/002

COURSE DESCRIPTION

Through this course, the student will understand the very basics of the Maltese grammar and basic Maltese expressions. It will help 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.

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
Ms Raisa Abela
Ms Sandra Bajada
Ms Ann Johnson

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 are also introduced to serve as a context for further insights in 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 units extends question formation and the demonstratives. It introduce 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 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

Contact Hours:	30
Placement Hours:	12
Self Study Hours:	99
Assessment Hours:	9
Total Learning Hours:	150

LW/L/003

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, 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
Ms Sandra Bajada
Ms Ann Johnson

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 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 are 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

Award in English Language for Foreigners

LW/L/001

Contact Hours:	30
Placement Hours:	0
Self Study Hours:	90
Assessment Hours:	5
Total Learning Hours:	125

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

LECTURERS
Ms Sandra Bajada
Ms Ann Johnson

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 vocabulary, related to the family. Students practise with talking about the present within the context of hobbies, likes and dislikes. Food and drink are also introduced to serve as a context for further insights in 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 question formation and the demonstratives. It introduces 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 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 these allowing a focus on comparatives.

UNIT 5: IT'S TIME TO GO – RECAP. (1 CREDIT)
This unit serves as an overview of the previous four units focussing mainly on recycling and recalling the language presented and practised throughout the course. The content presented is intended to facilitate basic communication and interaction within the student's current real-life context to further increase confidence in the basic use of the language once the learner leaves the classroom. Reflection will be carried out with 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

EQF/MQF LEVEL 4

Award in Sport and Exercise Psychology

Contact Hours:	40
Placement Hours:	10
Self Study Hours:	45
Assessment Hours:	30
Total Learning Hours:	125

LW/S/001

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. Bernice Sant
Ms Samantha Farrugia Tabone

COURSE STRUCTURE

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

In this unit, students will understand better that the benefits of sport and exercise are not just physical aspects 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 together with 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 adults. 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.

EQF/MQF LEVEL 4

Award in Nutrition for Sport and Physical Activity

LW/S/002

COURSE DESCRIPTION

This award aims to deliver, discuss and impart the core principles and knowledge of Sport 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

LECTURERS
Dr Lara Gerada
Ms Charlene Attard

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.

Contact Hours:	32
Placement Hours:	0
Self Study Hours:	65
Assessment Hours:	3
Total Learning Hours:	100

This Award in Sport 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 and 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 of the digestive process. A breakdown of the nutrients will be given. A 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.

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 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 to providing skills and exploring these 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.
- Hold a clean Police Conduct Certificate.

EQF/MQF LEVEL 5

Diploma in Sport Management

Contact Hours:	300
Placement Hours:	120
Self Study Hours:	990
Assessment Hours:	90
Total Learning Hours:	1500

COURSE DESCRIPTION

The aims of this Diploma programme are to prepare students for a career in sports administration and management by developing and enabling them to apply their business knowledge, skills and attributes to practical management activities and to enhance their self-awareness, personal development and general transferable skills. Students will be provided with further educational and experiential learning opportunities necessary in their career preparation to becoming future sport administrators/managers.

DURATION: 14 Months
CREDIT VALUE: 60 ECTS
MODE OF TRAINING: This programme uses a blended approach focusing on an interactive strategy which combines face-to-face sessions and online learning activities. Sessions include lectures, tutorials, discussions, presentations, shadowing, and workshop activities promoting peer-to-peer learning.
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 Module.
AWARDING BODY: Learning Works

please visit our website www.learningworks.edu.mt for the latest information.

TARGET CANDIDATES

Graduates of this Diploma who would like to be employed in one of these established sport professions in:

- National Teams / Club management.
- Football Club administration.
- Sport marketing – product and brand management.
- Volunteer management.
- HR.
- Sponsorship strategy.
- Communications as sport journalist/ broadcaster.

COURSE STRUCTURE

MODULE 1: INTRODUCTION TO SPORT MANAGEMENT (10 ECTS)

With the advent of professional sports, sport organisations have had to increasingly adopt a more professional approach in the way that they are managed and the way they organise their daily business. This brought about a major shift in the running of local sport as administrators had to adopt a 'business' model that fitted their exigencies. For example, a more business-like approach takes into account the sources of funding whether it is from public monies, private investments or both; the business context in which it operates whether it is a small or large market economy; an increasing array of stakeholder interests; and knowledge and understanding of target markets and other elements.

MODULE 2: STRATEGIC MANAGEMENT (SPORT MANAGEMENT) (10 ECTS)

It is well documented in the literature that having a strategy increases an organisation's chances of success on and off the field, despite having limited resources. This is because management can make more effective use of time and resources by allocating them rationally. Having a formulated plan that both paid and voluntary staff have contributed to, helps them to be motivated and focused on the objectives that sport organisations would like to reach. This in turn will lead to better coordination and streamlining of activities which will make them more dynamic and financially self-sufficient.

MODULE 3: HR AND VOLUNTEER MANAGEMENT IN SPORT (10 ECTS)

Human Resources and volunteers are an indispensable resource for some sport organisations, especially ones which do not have the resources to hire paid staff to help them manage and coordinate their activities. Because of the scope and nature of certain sport organisations, volunteers often assume a number of roles of varying importance, and although they are not compensated for their efforts, it is usually expected that a substantial investment in training and retaining them will be made.

MODULE 4: SPORT MARKETING AND SPONSORSHIP (10 ECTS)

Marketing is at the heart of everything that happens in sport; whether it is the format of a competition, what consumers want from that specific sport, how media rights are sold to television companies or what forms of merchandise are created, good marketing underpins all of the decisions that are made. The essence of marketing in a sport organisation is therefore to match and reconcile the demands of the marketplace with the resources and competence that the organisation holds. Marketing is the process of planning and developing products and services to satisfy organisational goals. Sport organisations primarily offer images, values, ideas and services rather than products, which makes the marketing of sport quite unique as they need to achieve both commercial and social objectives. Therefore, this study unit will consider the products and services that sport organisations have to offer within a specific context and highlights a number of regulations that they have to abide with. Secondly, it will assess stakeholder expectations in relation to the services provided by the sport organisation and how to enhance these. Methods and tools for improving communication campaigns targeting specific stakeholders will also be presented. Sponsorship will be introduced as a marketing strategy that pursues commercial objectives, exploiting the direct association between the commercial entity's brand or product with those of the sport organisation's. Finally, the strategic marketing process will provide information on how to get into an attractive position in the marketplace.

MODULE 5: COMMUNICATIONS AND THE MEDIA (SPORT MANAGEMENT) (10 ECTS)

This module approaches the communications field by initially focusing on the critical role that internal communication can play within a sport organisation. It emphasizes that the success of external communication is often dependent on first getting your internal communications environment in good order. The next section then builds on this by examining the area of external communication and developing good communications strategy in practice.
One of the central components within the communications mix is of course the media. Thus, the second half of this study unit looks at the practical aspects of media operations and the growing role social media can play in a sport organisation's strategic thinking. The media industry has changed; increasingly we live in a 24/7 'always on' media news culture; the speed at which information flows has never been greater, media are more mobile, there is more user. Generated content (UGC) and communication is potentially global in terms of digital and web based communication. Sport managers need to recognise that this mediated age, offers both challenges and opportunities to their respective organization.

MODULE 6: EVENT MANAGEMENT (SPORT MANAGEMENT) (10 ECTS)

Sporting events are much more than just competitions between teams and players, they can forge an identity and create solidarity, bringing people together, giving them a sense of belonging and contributing to the development of the host region. They have a short and long-term impact. Years of preparation are required to produce a few days of sporting celebration, but these few days can continue to have an impact over more than a generation! Over the last decade, local sport organisations such as the Malta Football Association, Malta Shooting Sport Federation and Amateur Swimming Association have had increasing opportunities to host international competitions / tournaments and this trend will continue to manifest itself as the sport becomes more popular. Sport events in particular have special characteristics

which make their management quite peculiar. These characteristics are underlined in this study-unit as it is essential that sporting events are well-organised by the sporting body and well-attended by the stakeholders in order to optimise ticket sales, broadcasting rights and sponsorships, as well as strengthen its public image! Sport events require a large quantity of materials, amenities and facilities such as the sport zone where the actual event takes place. Event organisers should have full and complete authority within this space; however, in order to mobilise this zone, organisers must pay attention to the contractual obligations governing the loan or rental of premises. Ideally, sport event organisers should ensure that the environment is not negatively affected and that there is a legacy that is beneficial to the local community.

ENTRY REQUIREMENTS:

- Be in possession of Minimum Level 4 certification from a recognised local or foreign awarding body, or
- A-level standard of education 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 6.

Candidates may be applying for recognition of prior learning (RPL) for up to 40% of the total ECTS of the award.

The Maturity Clause will also apply for those over 23 years of age, but such prospective students will be required to go through an interview.

Those candidates who have a foreign qualification which they believe is an equivalent to an MQF Level 4 must get their qualification validated through MQRIC at MFHEA.

EQF/MQF LEVEL 7

MSc International Sport Coaching

The MSc in International Sport Coaching is an MQF Level 7 Master's programme being offered by Learning Works in partnership with Liverpool John Moores University. This 180 credit postgraduate course (UK National Qualifications Framework (NQF)) is ideal for aspiring and established coaches looking to develop their skills and practices.

Learning Works is a Further and Higher Education Institution that offers a range of courses, including those focused on sports and the sports industry. Learning Works will also be responsible for the academic programme at the Mediterranean College of Sport which will open its doors to prospective students in 2024 and will be the first independent sport school in Malta.

The MSc in International Sport Coaching was developed by the sport experts at Liverpool John Moores University, an institution that is acclaimed as one of the top ten universities in the world in sport-related courses. The collaboration between the two educational institutions will offer target candidates with the opportunity to excel in their professional sport coaching careers.

Through the postgraduate programme, enrolled students will be better equipped with the skills to further their careers as Physical Educators, Assistant Coaches, Coaches, Head Coaches, Directors of Coaching, Coach Educators, Coach Developers, Policy Makers as well as Researchers and Lecturers of Coaching.

This full-time (1 year) or part-time (2 years) Masters will be following a blended teaching approach, where online lessons with guest lecturers and face-to-face lessons with University lecturers in Malta are held. Through seminars, workshops, discussions, taught theory and practice, this Level 7 programme equips successful students with the confidence and know-how to develop their skills in coaching. Work placements with sport-related organisations are also part of the MSc's curriculum. For this reason Learning Works and Liverpool John Moores University collaborate with sport entitites such as Sport Malta,the Malta Football Association and the Malta Olympic Committee to secure placements for students.

For more information visit: **info@learningworks.edu.mt**

ARTS

EQF/MQF LEVEL 5

Award in Acting for Film and Television

Contact Hours:	30
Placement Hours:	15
Self Study Hours:	100
Assessment Hours:	5
Total Learning Hours:	150

COURSE DESCRIPTION

Acting for Film and TV is a one-module course introducing students to the world of on-screen acting. It applies a range of methodologies to blend film and television acting through the critical foundations of theatre technique. The course accompanies students on a journey from the early stages of approaching auditions to analysing a script and having optimal on-screen presence. Being practice-based and hands-on, it focuses on providing students with a strong foundation of acting in relation to the camera, including movement and voice training, script analysis, characterisation, and improvisation skills. Students will also be guided in keeping a reflective journal of their work to complement and enhance the practice.

DURATION: 4 months (evening sessions)
CREDIT VALUE: 6 ECTS
MODE OF TRAINING: Face-to-Face practical lectures, presentation and reflective journal.
ASSESSMENT: This award uses two main methods of assessment to examine the extent to which the students to have understood the learning outcomes proposed, namely presentation and a reflective journal to complement and enhance the practice.
AWARDING BODY: Learning Works
LECTURER: Mr Malcolm Galea

TARGET CANDIDATES

- Candidates aiming to become performing artists, actors in particular.
- Actors who would like to brush-up or sharpen their skills for on-screen acting.

COURSE STRUCTURE

PART 1: THE ACTOR AND THE CAMERA

Session 1: Introduction to Acting for Film and TV
Session 2: The Relationship between Actor and Camera 1
Session 3: The Relationship between Actor and Camera 2
Session 4: The Relationship with One's Body and Voice 1
Session 5: The Relationship with One's Body and Voice 2

PART 2: THE ACTOR AND THE SCRIPT

Session 6: Script Analysis
Session 7: Character Work 1
Session 8: Character Work 2
Session 9: Monologue, Duologue and Dialogue 1
Session 10: Monologue, Duologue and Dialogue 2

PART 3: THE ACTOR AND THE SET

Session 11: Approaching Auditions and Casting
Session 12: On-Set Dynamics and Protocol
Session 13: Analysing One's On-Screen Presence
Session 14: Preparing for Student Presentations
Session 15: Student Presentations

CERTIFICATION

Learning Works

ENTRY REQUIREMENTS

Proficiency of C1 or C2 in the English language.

FUNDING

Applicants may get up to 75% of the fee back through the Training Pays Scheme offered by Jobsplus.

SHORT COURSES

EQF/MQF LEVEL 6

Award in Work Psychology

LW/SC/01

Contact Hours:	50
Placement Hours:	-
Self Study Hours:	190
Assessment Hours:	10
Total Learning Hours:	250

PART-TIME

Duration: 3 months **Credit Value:** 10 ECTS

COURSE DESCRIPTION

This module will focus on individuals and groups in relation to their work. It will look at the contribution psychology can make to achieving 'best fit' between people and their jobs, thereby to enhance productivity, satisfaction and well-being at work.

The achievement of this award will contribute towards our B.Sc. in Management (Top-Up) degree.

COMPETENCIES

- Apply psychological theory to the workplace and explore the challenges in applying research evidence to support work psychology solutions
- Compare and contrast approaches to personnel selection and evaluate the effectiveness of psychological assessment tools in a selection context
- Critically reflect on theories of stress at work and associated workplace interventions
- Compare and contrast theories of work motivation and discuss their implications for the individual and the work organisation

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Apply psychological theory to the workplace
- Compare and contrast approaches to personnel selection
- Evaluate the effectiveness of psychological assessment tools in a selection context

TARGET CANDIDATES

This course is ideal for anyone who wants to understand human behaviour in the workplace. It will help all managers and supervisors as well as those aspiring for a people management position to get an insight into the importance of understanding people elements when it comes to effective management and leadership of individuals and teams.

LECTURER: Mr Daniel Cassar

COURSE STRUCTURE

Mode of training

Learners shall be subject to interactive and intellectual discussions with an assigned tutor is an expert within the

field of what who is being researched. In this particular module learners however, are expected to be rather autonomous in conducting, analysing and presenting research with minimal contact hours with these supervisor.

Assessment

100% Assignment based

ENTRY REQUIREMENTS

- Be in possession of a Minimum Level 4 certification from a recognised local or foreign awarding body or A-level standard of education.
- MQF Level 5 (60 ECTS) Diploma in Leadership and Management or an Equivalent qualification at MQF Level 5 in a Business and Management related field.
- Candidates may be applying for recognition of prior learning (PRL) for up to 50% of the total ECTSs for this programme as per MFHEA's guidelines.
- Have at least 5 years' experience in a management position. Preference will be given to those applicants who have work experience in the area of study.
- Have a good command of oral and written communication in English with a level of proficiency in English equivalent to at least IELTS Level 6.

EQF/MQF LEVEL 6

Award in Project Management

LW/SC/02

Contact Hours:	50
Placement Hours:	-
Self Study Hours:	190
Assessment Hours:	10
Total Learning Hours:	250

PART-TIME

Duration: 3 months **Credit Value:** 10 ECTS

COURSE DESCRIPTION

This course introduces students to the principles and practices of project management. It will equip the students with the skills, knowledge and competences required for a project manager to overlook a successful project. Upon successful completion of this module, students shall be able to assist their project manager and carry out tasks successfully under the supervision of the project manager.

The achievement of this award will contribute towards our B.Sc. in Management (Top-Up) degree.

COMPETENCIES

- Manage various tasks and phases of a project under the supervision of the project manager;
- Assist the project manager in organising the project team in a manner which allows them to be fully aware of what is expected of them and of their deliverables;
- Develop the final report based on the outcomes of the project;
- Create and assist the project manager in creating SMART objectives for the project;

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Distinguish between different general management and project management;
- Identify the key stakeholders within a project and be familiar with their responsibilities and KPIs;
- Critically identify various risks which might arise in project management and implement contingency plans under the supervision of the project manager;
- Communicate with colleagues, team members and project manager in a manner which is clear and understandable;
- Listen actively to all stakeholders involved within a project;
- Write and report project updates as required in an effective manner;
- Evaluate own learning and undertake further studies in project management;

LECTURERS: Mr Ryan Portelli

TARGET CANDIDATES

- Project Managers.
- Assistant Project Managers.
- Project Coordinators.
- Project Expeditors.
- Project team members who want to improve their project management skills.
- Individuals/Junior Executives who are new to project management.
- Functional managers and team members who are in a leadership role in a project.

COURSE STRUCTURE

Mode of training

Learners shall be subject to interactive and intellectual discussions with an assigned tutor who is an expert within the field of what is being researched. In this particular module learners however are expected to be rather autonomous in conducting, analysing and presenting research with minimal contact hours with their supervisor.

Assessment

100% Assignment based

ENTRY REQUIREMENTS

- Be in possession of Minimum Level 4 certification from a recognised local or foreign awarding body or A-level standard of education.
- MQF Level 5 (60 ECTS) Diploma in Leadership and Management or an Equivalent qualification at MQF Level 5 in a Business and Management related field.
- Candidates may be applying for recognition of prior learning (PRL) for up to 50% of the total ECTSs for this programme as per MFHEA's guidelines.
- Have at least 5 years' experience in a management position. Preference will be given to those applicants who have work experience in the area of study.
- Have a good command of oral and written communication in English with a level of proficiency in English equivalent to at least IELTS Level 6.

EQF/MQF LEVEL 6

Award in Corporate Communications

LW/SC/03

Contact Hours:	50
Placement Hours:	-
Self Study Hours:	190
Assessment Hours:	10
Total Learning Hours:	250

PART-TIME

Duration: 3 months **Credit Value:** 10 ECTS

COURSE DESCRIPTION

This course allows learners to understand the importance of communications within organisations. Throughout the module they will be exposed to the benefits of corporate communications, as well as the various techniques and nature of corporate communications strategies. The learners shall be exposed to the required skills and knowledge to be able to work within the department of corporate communications, as well as various tools and techniques which can used to design, develop, implement, and evaluate corporate communication strategies.

The achievement of this award will contribute towards our B.Sc. in Management (Top-Up) degree.

COMPETENCIES

- Comply with Communications Strategy in terms of communicating with stakeholders.
- Design and implement under supervision of top management a communications strategy.
- Supervise communication strategies and evaluate required changes.
- Manage reviewing of communication strategies to keep up with current trends within communications.
- Manage social media and other platforms effectively to ensure effective communication with stakeholders.

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Assess the relevance of corporate communications in relation to corporate strategy.
- Identify various channels used by organisations to convey messages to their internal and external audiences.
- Examine the role of internal and external stakeholders when it comes to communication strategy development as well as overall strategic plan.
- Examine the effectiveness of a corporate strategy as well as a corporate communication strategy.
- Critically evaluate the role of a communications strategy in relation to corporate strategy.
- Critically outline the use of keeping up good relationships with customers through the use of communications.
- Examine the ways in which communications can affect the overall brand and image of an organisation.
- Present a communication strategy in a clear and effective manner which is understandable to the stakeholders.
- Exhibit outstanding verbal and non-verbal communication skills.
- Listen actively and understand non-verbal messages conveyed by stakeholders.

LECTURER: Mr Pierre Portelli

TARGET CANDIDATES

This course is ideal for anyone who wants to understand communication in a corporate setting. It will help all managers and supervisors as well as those aspiring for a higher management position to get an insight into the importance of understanding communication elements when it comes to effective management and leadership of individuals and teams.

COURSE STRUCTURE

Mode of training

A range of activities will be employed with the aim of facilitating critique, creativity and reflexivity. Participants will be encouraged to rethink and rework their own identity, values and assumptions as managers. The module is taught through lectures, seminar group work, case studies and independent study. Group work is used to advance the students' personal transferable skills and encourage self-reflection and critical assessment and working towards defined outcomes.

Assessment

Design of a communications strategy

ENTRY REQUIREMENTS

- Be in possession of Minimum Level 4 certification from a recognised local or foreign awarding body or A-level standard of education.
- MQF Level 5 (60 ECTS) Diploma in Leadership and Management or an Equivalent qualification at MQF Level 5 in a Business and Management related field.
- Candidates may be applying for recognition of prior learning (PRL) for up to 50% of the total ECTSs for this programme as per MFHEA's guidelines.
- Have at least 5 years' experience in a management position. Preference will be given to those applicants who have work experience in the area of study.
- Have a good command of oral and written communication in English with a level of proficiency in English equivalent to at least IELTS Level 6.

EQF/MQF LEVEL 6

Award in Health Management

LW/SC/04

Contact Hours:	50
Placement Hours:	-
Self Study Hours:	190
Assessment Hours:	10
Total Learning Hours:	250

PART-TIME

Duration: 3 months **Credit Value:** 10 ECTS

COURSE DESCRIPTION

This short course introduces students to the principles and guiding methods of health management. It will allow them to understand how healthcare organisations operate within an extremely complex environment and require continuous change. This means that managing in healthcare industries requires exceptional managerial and leadership skills.

The achievement of this award will contribute towards our B.Sc. in Management (Top-Up) degree.

COMPETENCIES

- Assist in the successful management teams and the organisation within the healthcare industry.
- Guide team members under the supervision and directions of the top management within a healthcare organisation.
- Manage own personal performance with respect to the role and responsibilities.
- Assist top management in setting SMART goals and objectives.

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Evaluate the principles and functions of managerial roles within the healthcare industry and its importance for the success in the industry.
- Analyse critically the skills of a good and effective manager within the healthcare industry.
- Appraise various approaches in organizational structures, and their functionality and be able to synthesize the advantages and disadvantages of such structures in the healthcare industry.
- Analyse the importance of effective communication within the healthcare industry and critically review its benefits and challenges within the healthcare industry.

LECTURER: Ms Antoinette Shah

TARGET CANDIDATES

- Individuals/Junior Executives working in health or social care who are new to health management.
- Functional managers and team members who are in leadership role in a project.

COURSE STRUCTURE

Mode of training

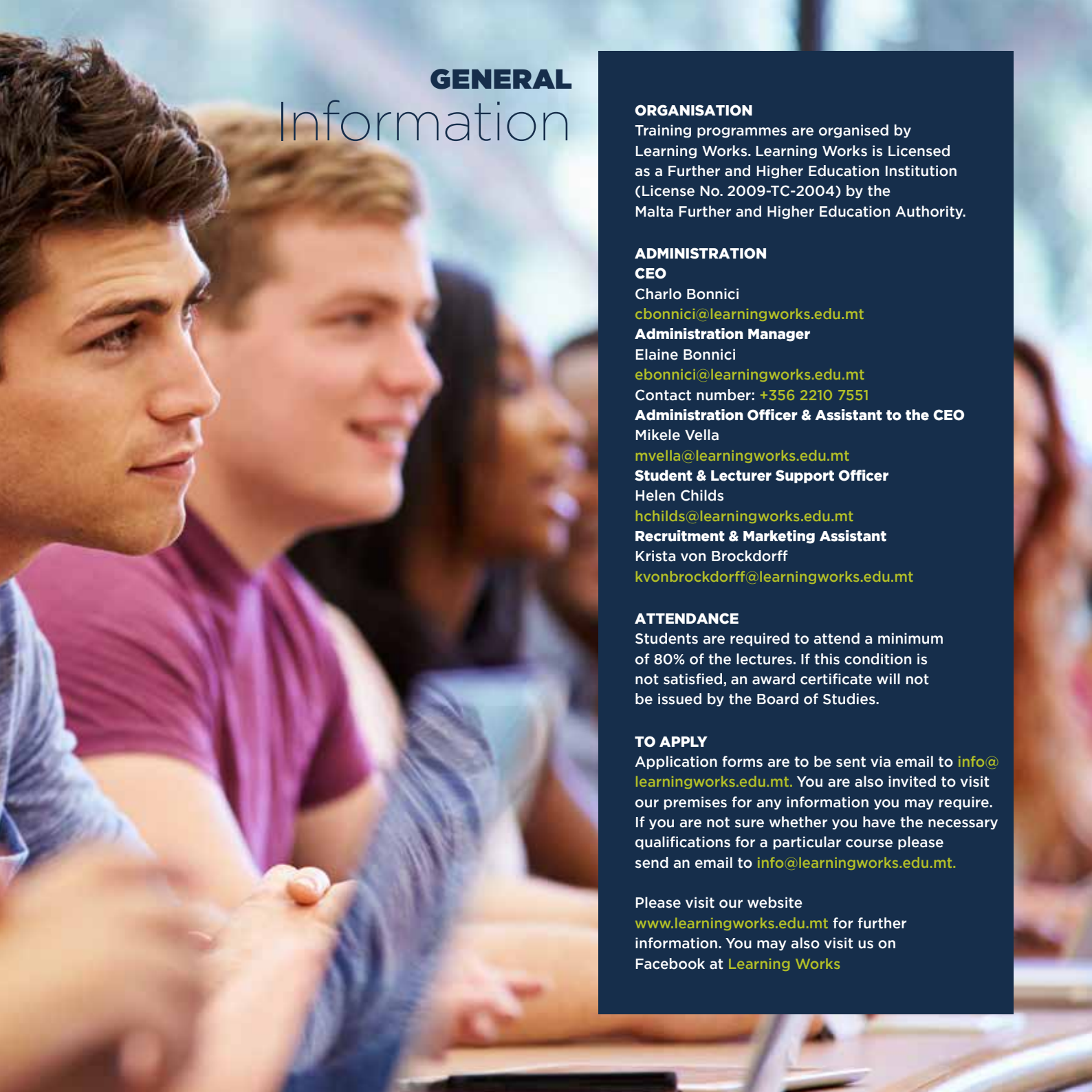
Learners shall be subject to interactive and intellectual discussions with an assigned tutor who is an expert within the field of what is being researched. In this particular module learners however, are expected to be rather autonomous in conducting, analysing and presenting research with minimal contact hours with their supervisor.

Assessment

100% Assignment based

ENTRY REQUIREMENTS

- Be in possession of Minimum Level 4 certification from a recognised local or foreign awarding body or A-level standard of education.
- MQF Level 5 (60 ECTS) Diploma in Leadership and Management or an Equivalent qualification at MQF Level 5 in a Business and Management related field.
- Candidates may be applying for recognition of prior learning (PRL) for up to 50% of the total ECTSs for this programme as per MFHEA's guidelines.
- Have at least 5 years' experience in a management position. Preference will be given to those applicants who have work experience in the area of study.
- Have a good command of oral and written communication in English with a level of proficiency in English equivalent to at least IELTS Level 6.



GENERAL Information

ORGANISATION
Training programmes are organised by Learning Works. Learning Works is Licensed as a Further and Higher Education Institution (License No. 2009-TC-2004) by the Malta Further and Higher Education Authority.

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ATTENDANCE
Students are required to attend a minimum of 80% of the lectures. If this condition is not satisfied, an award certificate will not be issued by the Board of Studies.

TO APPLY
Application forms are to be sent via email to info@learningworks.edu.mt. You are also invited to visit our premises for any information you may require. If you are not sure whether you have the necessary qualifications for a particular course please send an email to info@learningworks.edu.mt.

Please visit our website www.learningworks.edu.mt for further information. You may also visit us on Facebook at Learning Works

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