



# **MCAST**

**Malta College of Arts, Science & Technology**

**MQF Level 6**

**MCAST Bachelor of Science (Honours) in Sport,  
Exercise and Health**

**As from academic year 2019 - 2020**

**CS6-02-20**

## Course Description

In the light of the rising international and local incidence of obesity and inactivity-related non-communicable diseases and conditions, this course is intended to prepare suitably qualified professionals to work alongside medical and healthcare professionals in promoting physical activity and exercise interventions designed to improve the general health of society and of the individual as well as equip graduates with the knowledge, skills and competences needed to maximise prospective career and entrepreneurial opportunities in the field of sport and exercise for health.

The programme is intended specifically for existing sports or exercise professionals interested in gaining further qualifications in the field of advanced exercise prescription, delivery and supervision. Students will develop the knowledge and skills required to assist clients and patients with a range of specialised goals and needs, including those with various health challenges, non-communicable diseases, conditions, injuries or disabilities.

The programme ultimately assists students to pursue careers in a range of sports, exercise and clinical settings, and is mapped to the rigorous standards upheld by various international accrediting bodies in the field. Students will also develop their research skills with a view to providing a contribution to this growing sector. Furthermore, the degree programme also aims to facilitate the pursuit of a number of distinctive career routes by providing a valid pathway for students interested in pursuing any other sport or exercise related (Level 7) Masters' programme.

## Programme Learning Outcomes

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

- 1. Carry out screening, testing and risk stratification of individuals with a range of health challenges.*
- 2. Plan evidence-based exercise interventions for a range of individuals with various specialised needs.*
- 3. Motivate individuals with controlled health conditions to adopt and maintain healthy lifestyle behaviours.*
- 4. Collaborate and communicate effectively with clients, patients, medical and health care professionals.*

## **Entry Requirements**

MCAST Advanced Diploma in Sports

or

Any MQRIC-approved sport, exercise or science related qualification of not less than 60 ECTS/ECVET points at EQF level 4 or higher

or

2 A-Level passes and 2 I-Level passes. Compulsory A or I-Level: Physics or Chemistry or Biology or Physical Education

SEC/O-Level pass in English

## Current Approved Programme Structure

| <b>Unit Title</b>   | <b>ECTS</b> |
|---|-------------|
| Physical Activity, Development, Culture and Society       | 6           |
| Role of the Exercise for Health Specialist                | 6           |
| Continuing Professional Development and Lifelong Learning | 6           |
| Psycho-social Aspects of Exercise for Health              | 6           |
| Advanced Functional Anatomy                               | 6           |
| Biomechanics  | 6           |
| Nutrition for Health                                      | 6           |
| Information Management and Administration                 | 6           |
| Exercise for Health as Business                           | 6           |
| Physiology and Pathophysiology                            | 6           |
| Sports and Exercise Injuries                              | 6           |
| Health and Fitness Assessment                             | 6           |
| Advanced Training Methods and Techniques                  | 6           |
| Session Planning and Programming                          | 6           |
| Session Delivery and Evaluation                           | 6           |
| Research Project in Exercise for Health                   | 6           |
| Work Based Experience in Exercise for Health 1            | 6           |
| Work Based Experience in Exercise for Health 2            | 6           |
| Work Based Experience in Physical Activity Leadership     | 6           |
| Practical Coaching and Physical Activity Leadership       | 6           |
| Teaching and Learning in Sport and Physical Activity      | 6           |

|   |            |
|---|------------|
| Sport and Exercise Nutrition and Metabolism                                       | 3          |
| Functional Kinesiology and Physical Preparation                                   | 3          |
| Applied Psychology  | 6          |
| Organisational Leadership and Events Management                                   | 6          |
| The Theory and Practice of Teaching and Learning in Sports and Physical Education | 6          |
| English   | 6          |
| Individual and Social Responsibility  | 6          |
| Entrepreneurship  | 6          |
| Dissertation  | 12         |
| <b>Total ECTS</b>   | <b>180</b> |

# Physical Activity, Development, Culture and Society

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

In this unit learners will explore some of the fundamental concepts of physical activity in its various forms, as well as some of the roles it assumes in the community. These roles and functions are examined in terms of their significance across a continuum of past, present and future.

From competitive elite sport to rehabilitation, physical activity as preparation for a range of diverse purposes and outcomes is explored, with a view to broadening learner perspectives on exercise and fitness, fostering deeper professional insight and understanding.

Learners will investigate a range of existing infrastructures that organise and provide opportunities to engage in physical activity and sport and their effects on society and the individual. The unit constitutes a strong theoretical foundation for the later development of the specific expertise required by EH Specialists, enabling the practitioner to carry out EH services with an appreciation for the wider landscape from which the profession has evolved, and how it inter-relates with other occupational roles.

This introductory unit assists in developing learner perspectives of physical activity given the multitude of educational and experiential backgrounds from which their current knowledge may have developed. The content also empowers learners to better assist clients and patients from a wide range of their own backgrounds, representative of various orientations and goals.

## Learning Outcomes

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

1. *Understand historical, political, sociological and philosophical aspects of physical activity, exercise and sport.*
2. *Understand underlying theoretical concepts influencing the practice of sport, fitness, physical education, and healthcare professionals.*
3. *Evaluate the structure, functions and outcomes of a range of public and private sector physical activity, exercise and sports infrastructures.*
4. *Discuss the effects of physical activity, exercise and sport on individuals and the wider community.*

# Role of the Exercise for Health Specialist

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

This unit provides an in-depth introduction to the current characteristics of the EH sector, as well as projections for the near future based on current and past trends. Learners will begin by exploring the European and local landscapes in which the need for EH Specialists has already arisen.

Initiatives currently underway in the UK, US, Australia and various other countries provide invaluable observable references for the development of professional infrastructures in the local sector. Initiatives currently underway in the local context strive to replicate the advances already made abroad in infrastructures related to the exercise sciences. This unit is designed to furnish learners with an appreciation of such developments, and understand their own place and prospective opportunities in an evolving professional landscape.

This unit is based on the premise that while medical and dietetic professionals currently operate according to clearly defined occupational standards, suitably qualified professionals whose expertise lies in the field of safe and effective exercise prescription to a wide range of population groups are also needed. Learners will be introduced to the various organisations that exist to regulate these related healthcare sectors throughout the course of the unit.

The need for technical experts in exercise prescription and supervision also arises from international initiatives aimed at increasing physical activity in response to the rising incidence of inactivity and obesity related conditions and their associated healthcare costs. EH Specialists must play a crucial role in facilitating the prevention of certain conditions before they present a risk to the individual or the community. Learners will also appreciate the potential of EH Specialists in the prevention of sports and exercise-related injuries, and supportive role in their treatment and management.

The unit aims to foster a proactive approach in promoting the need for EH Specialists, and an orientation towards building and advancing a career in the field. A deeper understanding of the role of EH Specialists will also provide a frame of reference for effective progression throughout the remaining units of the course.

## Learning Outcomes

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

1. *Explain the occupational scope of practice and professional boundaries of the Exercise for Health Specialist.*
2. *Review a range of existing local infrastructures related to rehabilitation or prevention of non-communicable diseases, conditions, and injuries.*
3. *Evaluate the need for Exercise for Health Specialists in Malta and Europe.*
4. *Explain the referral process to and from other medical and healthcare professionals.*

# Continuing Professional Development and Lifelong Learning

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

In order to join professional accrediting bodies, Exercise for Health Specialists agree to observe various codes of ethical practice and commit to continuing professional development (CPD) with a view to remaining up to date with evolving knowledge and developments in their sector.

Identifying, engaging in, and documenting various learning activities related to established or developing knowledge enables exercise and fitness professionals to earn recognised CPD points to retain membership and progress in various professional bodies and registers. In this unit learners are therefore introduced to common CPD requirements of such professional agencies and bodies, but are also encouraged to foster an intrinsic motivation for ongoing development and lifelong learning beyond the scope of formal recognition or validation.

EH Specialists are encouraged to become reflective practitioners, engaging in frequent reflections in and on experience in order to grasp and transform knowledge and skill on an ongoing basis. A range of formal, non-formal and informal learning strategies and activities are evaluated, and a self-directed approach fostered towards maximising such strategies to improve professional practice as an EH Specialist. Learners will reflect about how such learning activities might relate to specific desirable competence-based learning outcomes, streamlining and maximising their learning efforts.

Learners will employ the knowledge and skill gained in this unit throughout the remainder of the course, as well as through the career span in order to enhance learning and development on an ongoing basis.

## Learning Outcomes

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

1. *Understand fundamental education, training and learning theories.*
2. *Apply a range of education, training and learning theories in practice to support professional development.*
3. *Evaluate the role of formal, non-formal and informal learning in professional development.*
4. *Employ the principles of reflection and reflective practice.*

# Psycho-social Aspects of Exercise for Health

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

Sport and exercise professionals at this level will already be familiar with the importance of interpersonal, communication and motivational skills relevant to the emotional labour-intensive sectors they operate in. In this unit learners will therefore explore the rising significance of psycho-social considerations specific to the EH sector, and the increased sensitivity required in assisting clients and patients with injuries, disabilities and conditions.

Individuals experiencing developing adverse health conditions or disabilities must often cope with various issues and adjustments affecting their psychological and emotional welfare. Learners will explore a range of approaches in assisting clients and patients reflective of the various implications and stages associated with the processes of adjustment and acceptance.

Learners will also develop their ability to apply knowledge and skill related to psycho-social aspects of their work in interacting with colleagues and other healthcare and medical professionals. In certain cases, EH Specialists are also expected to encourage and facilitate various social dynamics in and amongst client groups themselves. This unit seeks to develop the skill and confidence needed to carry out such responsibilities effectively.

Learners will also continue to develop multi-disciplinary research skills by exploring psychological theories related to the provision of exercise to higher-risk clients, developing a richer appreciation for diverse scientific and academic research disciplines.

## Learning Outcomes

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

1. *Understand a range of psycho-social theories affecting clients and patients with NCDs, conditions, injuries and disabilities.*
2. *Understand stages of behaviour change and associated stage-appropriate motivational strategies.*
3. *Practice effective interpersonal and communications skills with clients and patients' representative of various specialised wants and needs.*
4. *Integrate the principles of social support into planned exercise interventions.*

# Advanced Functional Anatomy

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

This unit provides learners with the opportunity to further their scientific knowledge of the structures and functions of the human body. Building on previous knowledge learners will explore new perspectives including the functional (integrated) approach to anatomy, which involves assessing and ultimately enhancing human movement in a range of practical and challenging scenarios. Learners will also investigate the effects and influences of a range of NCDs, conditions and disabilities on anatomical structures and functions.

EH Specialists are often required to collaborate with other medical and healthcare professionals reflective of a range of qualification levels. They must therefore be able to understand key concepts of anatomy and communicate effectively using relevant and concise terminology related to structures, movement, locations, directions and planes.

Learners will practice the development of a scientific approach towards learning and researching further knowledge related to human anatomy, utilising a range of evidence-based sources, and collaborating with other knowledgeable professionals. The unit comprises a sound scientific foundation that permits the learner a richer understanding of the remaining course units subsequently exploring pathophysiology and management of a wide range of NCDs and conditions.

## Learning Outcomes

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

1. *Use correct anatomical terminology.*
2. *Evaluate the anatomy of human movement.*
3. *Analyse the deep anatomy of the major joint structures.*
4. *Understand the effects of a range of NCDs and conditions on anatomical structure and function.*

# Biomechanics

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

In this unit learners will gain deeper insights into human movement by investigating the physical laws that govern it. Conducting meaningful analyses of movement in the context of EH requires an objective scientific approach that transcends the dependability of subjective evaluation. Learners will explore the specific and measurable values related to fundamental biomechanical laws and principles of motion, as well as some of the tools commonly used to collect such data.

An understanding of biomechanics generally serves to enrich the knowledge-base of exercise professionals seeking to advance in the exercise sciences. This unit presents some of the basic governing principles of the field, and later encourages learners to relate and apply such concepts to the specific scenarios encountered by EH Specialists.

Learners will explore the effects of biomechanical principles on movement performance and efficiency relevant in a range of physical activities, in conjunction with the effects of various injuries, disabilities, NCDs and conditions. Practical applications of the content knowledge include the safe and effective supervision of client/patient exercise performance technique, including immediate corrections as well as longer term interventions for facilitating improved performance.

Learners will consolidate their knowledge of functional anatomy and relate it to human movement before progressing to the practical hands-on phases of the course encountered in later units which involve the performance and improvement of specific activities and exercises.

## Learning Outcomes

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

1. *Understand fundamental biomechanical concepts.*
2. *Apply biomechanical principles to the performance of safe and effective exercise technique and movement patterns.*
3. *Carry out biomechanical investigations using appropriate approaches, methods, protocols and equipment.*
4. *Investigate biomechanical considerations for a range of conditions, injuries and disabilities.*

# Nutrition for Health

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

Healthy eating and effective nutritional practices are known to constitute a vital component of the efficacy of exercise interventions and the pursuit of health and fitness goals. Learners will already be familiar with some of the fundamental principles of nutrition science common to lower level programmes in exercise, fitness and sport, and this unit provides the opportunity to develop, contextualise, and ground such knowledge in the EH field.

Various unique legal considerations exist in the local context requiring exercise professionals to understand specific boundaries surrounding their scope of practice in regards to the provision of nutritional advice and guidance. While exercise professionals are expected to encourage effective nutritional habits among clients and patients, the guidelines and conditions for referral to nutritionists and dietitians must be clearly defined.

Within such boundaries, EH Specialists must understand the nutritional requirements specific to a range of NCDs and conditions, and offer support for the development of healthy eating habits, often as part of a multi-disciplinary team of professionals, and always in the best interests of the service user.

Learners are encouraged to make professional connections with nutrition and dietetics professionals, and develop the skills necessary to communicate and operate within a mutually beneficial environment to all stakeholders including service providers and users.

## Learning Outcomes

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

1. *Understand the fundamental theoretical principles of nutrition and healthy eating.*
2. *Review evidence-based nutritional recommendations and guidelines for clients and patients with a range of non-communicable diseases and conditions.*
3. *Motivate clients and patients to adhere to healthy eating plans incorporating the principles of behaviour-change and stage-appropriate motivational strategies and techniques.*

4. *Examine the referral process for clients and patients requiring specialised nutritional advice.*

# Information Management and Administration

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

This unit assists learners in developing the skills required to effectively manage all data related to a successful EH programme. Learners will explore legislation, policies, and procedures associated with the maintenance of records and management of information, including how these relate to audit trails and quality assurance.

The unit also seeks to equip learners with some of the tools needed to integrate ICT into effective practice as an EH Specialist by offering in depth solutions for implementing advanced administrative and tracking capabilities in small to medium sized businesses.

Learners will develop ICT solutions to be fully personalised to their own needs, flexible, and cost-effective. Membership and tracking databases available on the market can sometimes come at significant cost to users, however this unit equips learners with the ability to develop such systems using software solutions that represent little to no additional cost. Open source database and administrative software is also reviewed.

Empowering learners with these skills permits the creation of additional tracking capabilities to be incorporated into the database designs later on as and when required, related to virtually any other element of the course including fitness assessment and progress, client retention, integrated and automated communications, sales and marketing administration, cash flow tracking and client bookings.

Maximising ICT in such a way enables learners without related administrative and managerial backgrounds to perform the duties of an EH Specialist in an efficient, organised and accountable fashion.

## Learning Outcomes

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

1. *Explore a range of management and administrative processes specific to the Exercise for Health context.*
2. *Incorporate ICT solutions for the effective provision of Exercise for Health services.*
3. *Comply with legislative requirements when carrying out Exercise for Health services.*

4. *Understand the importance of accountability, internal and external quality assurance and audit trail.*

## Exercise for Health as Business

**Unit level (MQF): 5**

**Credits: 6**

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### Unit Description

In this unit learners will develop the basic skills required to start, develop and expand a small to medium sized business in EH. While some EH Specialists will operate their own practice, others will gain employment in existing organisations. In both instances, learners will hone an entrepreneurial approach to attracting new clients and patients and retaining those requiring ongoing services, developing essential competences for any successful career in the modern workplace.

The unit also introduces learners to marketing and promotion in the EH context, as well as general management theories for streamlining EH services and operations. Learners will begin building business networks and mutually beneficial professional relationships in order to attract clients and patients to EH services, while striving to maintain a sustainable business model based on available revenue opportunities and in accordance with relevant policies and legislation.

Learners are encouraged to link the content of this unit with the unit (Information Management and Administration) and develop effective ICT and administrative infrastructures to support communications and follow-ups with clients and prospective clients, monitor and track revenue, cash flow, and data on service use in order to improve product and service relevance.

On completion of this unit, learners are encouraged to continue to reflect about the business aspects of EH as they progress with the course content presented throughout the remaining units of the course.

### Learning Outcomes

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

1. *Plan a sound business strategy for the sustainable and profitable provision of EH services.*
2. *Explore the principles of effective marketing and promotion of EH services.*
3. *Create a professional network for the recruitment and referral of clients and patients.*
4. *Develop customer-centred approaches and processes in the provision of EH services.*

# Physiology and Pathophysiology

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

In this unit learners will gain a strong knowledge-base surrounding the physiological implications of physical activity and exercise, including its short and long-term effects on the human body. A fundamental understanding of exercise physiology will enable learners to understand the specific and technical implications associated with a wide range of health challenges.

The effects of health challenges on normal physiological functioning of the body are explored, with a view to ultimately prescribing physical activity and exercise interventions that are safe, effective, and tailored to the individual wants and needs of clients. Learners will explore specific case studies and corresponding guidelines from relevant competent authorities regarding exercise prescription, while cross-referencing such approaches with the latest research findings sourced from the academic and scientific literature.

Throughout the course of their studies and research across units, learners will have encountered a wide array of health challenges and conditions, referenced or presented in limited detail. In this unit therefore, learners are given the opportunity to investigate relevant pathologies in far richer depth.

The unit content essentially assists learners within and beyond the scope of their studies in their interactions with other health professionals, and lays foundations for further study and development in the field, thus supporting them in pursuing future duties and engagements in the field of exercise for health.

## Learning Outcomes

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

1. *Understand basic physiological responses of the human body to exercise in apparently healthy individuals.*
2. *Understand physiological responses to exercise in the case of a range of health challenges.*
3. *Evaluate evidence-based research and guidelines from relevant competent authorities related to familiar and unfamiliar health challenges.*
4. *Evaluate the implications of physiology and pathophysiology on exercise interventions in a range of contexts and cases.*

# Sports and Exercise Injuries

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

This unit provides a comprehensive course introducing learners to the field of sports injuries. From the physiological and psycho-social perspectives, learners will familiarise themselves with a range of common sports injuries, which are context-specific and relevant given their incidence in the local sporting landscape.

Their nature and treatment are explored with a view to preparing learners for the fulfilment of flexible and varied roles within extended teams of stakeholders in the rehabilitation of injured sports performers and fitness enthusiasts engaged in a range of competitive or otherwise intensive disciplines and physical activities.

While learners will investigate the supportive aspects of their role in the treatment of sports injuries, significant emphasis is placed throughout the delivery of this unit, on prevention. The need for injury prevention education and implementation within the local sporting context is duly explored and discussed, together with methods for effectively reducing the risks of developing those injuries with the highest incidence locally.

While the general scope of the programme of study is holistic and inclusive in nature with respect to the recruitment of multiple client groups and populations, this unit introduces an element of specialisation in the sports and fitness sectors, while retaining its focus on the promotion of good health through the prevention, treatment and management of adverse health challenges.

## Learning Outcomes

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

1. *Recognise the signs, symptoms, causes, and risk factors associated with a range of overuse and acute injuries prevalent in sport and exercise contexts.*
2. *Understand the purpose and process of short-, medium-, and long-term treatment plans commonly employed in the treatment of sport and exercise injuries.*
3. *Design exercise interventions targeted specifically at lowering the risk of sustaining overuse and acute injuries through sport and exercise.*
4. *Collaborate with other competent healthcare professionals in the treatment and management of a range of sport and exercise injuries.*

# Health and Fitness Assessment

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

In this unit learners will begin to develop some of the key hands-on skills that essentially define the exercise specialist. The role of the EH Specialist is largely characterised by the prescription and supervision of exercise interventions in the case of clients and patients who are in some way differentiated from the general population. Clients and patients requiring the services of EH Specialists will be representative of a wide range of injuries, disabilities, NCDs, conditions, or otherwise specialised goals and needs.

In order to effectively establish the specific condition of the client or patient, stratify risk, agree specialised goals and needs, and set the roles and responsibilities of all stakeholders in consideration of the best interests of the service user, sound assessment is imperative.

Where the exercise intervention is prescribed principally by the exercise specialist, and not by other medical or healthcare professionals, the quality and validity of the information gathered during the health and fitness assessment will directly influence the efficacy of the intervention. In this unit learners will develop the knowledge, skills and confidence to carry out the information collection process to safely and accurately assess and review new, referred, and existing clients and patients.

Learners will consolidate their knowledge of their role, anatomy and pathophysiology, as well as psycho-social considerations in this unit, as well as explore the guidelines for referral and collaboration with other medical or healthcare professionals in the best interests of the client/patient.

## Learning Outcomes

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

1. *Understand the purpose and process of effective client screening and risk-stratification.*
2. *Carry out a range of anthropometric and fitness assessments of clients with a range of specialised health and fitness goals.*
3. *Plan and deliver an effective health and fitness assessment of a client with specialised needs.*
4. *Evaluate the effects of health and fitness assessment results on the prescription of exercise interventions.*

# Advanced Training Methods and Techniques

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

This unit is principally concerned with furnishing learners with the practical tools needed to carry out their work at this level of exercise specialisation. The methods and techniques available to the specialist must enable the design and implementation of exercise interventions to meet a wide range of advanced requirements of special client groups and populations.

Learners will gain the practical hands-on competences required by exercise specialists in selecting, applying, integrating, and ultimately demonstrating a range of advanced methods and exercises safely and effectively. Learners will practice these in practical settings and gain the confidence required to prescribe their use in a wide range of contexts.

Training methods and techniques commonly used in the EH field tend to develop from a range of sources, including the fitness, sport and rehabilitative sectors. Learners will explore these sources, and understand the purpose and process of a wide range of techniques that help promote their versatility and adaptability as specialised exercise professionals.

Many of the theoretical aspects of the course will culminate in this unit, where learners are expected to call upon a diverse knowledge base that includes anatomy, physiology, pathophysiology, biomechanics, fitness and rehabilitative goal-setting and communication skills, relating these to the methods and exercises eventually comprising the exercise prescriptions EH Specialists will ultimately deliver and supervise.

## Learning Outcomes

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

1. *Adhere to evidence-based guidelines from competent authorities when prescribing exercise methods and techniques for clients with a range of specialised health and fitness goals.*
2. *Understand the purpose, process and application of a range of advanced exercise methods and techniques.*
3. *Demonstrate a range of advanced training methods and techniques.*

- 4. Evaluate the application of a range of advanced exercise methods and techniques in specific exercise for health contexts.*

## Session Planning and Programming

**Unit level (MQF): 5**

**Credits: 6**

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### Unit Description

The unit enables learners to consolidate and update their expertise in the area of session and programme planning, while emphasising accountability and conformity with evidence-based guidelines. Also incorporated is the concept of holistic interventions, taking into account physical activity and exercise prescriptions beyond the scope of supervised sessions alone.

Learners are required to develop and practice their professional judgement in planning and preparing safe and effective exercise prescriptions for general and special population clients and patients. While EH Specialist may sometimes assume a supportive role in implementing training programmes written by other competent professionals in the interest of the client/patient, they must also develop the professional competence necessary to write their own programmes for higher risk clients and patients.

In the case of general population clients, the EH Specialist should also possess the knowledge and skills to reduce the risk of sustaining acute or overuse injuries in every day or even in sporting contexts from a preventative standpoint. While athletes may seek the services of EH Specialists during the rehabilitation phase following an injury, they may also seek help prior to adverse outcomes preventatively.

Learners will explore strategies for increasing physical activity levels beyond the scope of supervised sessions, as well as transfer knowledge and skill to perform various basic forms of exercise, empowering clients and patients to manage and maintain healthier and more active lifestyles.

Learners will consolidate much of the remaining course content, heavily drawing on their knowledge of anatomy, pathophysiology, training adaptations, and the advanced methods of training themselves, to produce safe and effective prescriptions reflective of specialists at this level.

### Learning Outcomes

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

1. *Evaluate a range of legal and professional guidelines from relevant competent authorities related to the design of exercise interventions for a range of clients including those with health challenges.*

2. *Plan individual exercise sessions with clients with a range of specialised wants and needs.*
3. *Plan a comprehensive exercise programme intervention for clients with a range of specialised wants and needs.*
4. *Incorporate holistic elements and informal activities beyond the scope of client-trainer contact into exercise interventions.*

## Session Delivery and Evaluation

**Unit level (MQF): 5**

**Credits: 6**

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### Unit Description

In this unit learners will hone their proficiency in the practical skills and competences associated with delivering and evaluating individual exercise sessions with clients and patients. The learning aspects of physical activity and exercise instruction are explored in depth with respect to the fundamental learning paradigms and associated strategies employed by educators, teachers, trainers, and coaches, adapted for the specific requirements of the EH context.

Learners will familiarise themselves in both theoretical and practical terms, with the instructional process as employed for the transfer of various physical skills, and how it is modified and adapted depending on a range of contextual delivery factors. Learners will develop their proficiency in the execution of the instructional processes to a standard reflective of specialists at this level.

Learners will hone their delivery throughout the various phases and components of the session, maintaining interaction, motivation, communication, and the exchange of formative and useful feedback throughout. Reflective practice and diligent evaluation of own and client performance throughout individual sessions is also practiced, furnishing learners with the practical ability and confidence to implement and maximise the vast knowledge-base constructed throughout the programme of study.

This unit ultimately provides learners with the essential tools needed to embark on a career in exercise provision, and progress while maintaining professional industry standards in the technical hands-on environments encountered in modern fitness centres, clinics and studios.

### Learning Outcomes

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

1. *Understand the fundamental principles and paradigms of learning applicable to the provision of physical activity and lifestyle interventions.*
2. *Understand a range of sport and exercise coaching and instructional strategies used for physical skill-learning.*
3. *Practice the process of whole-session delivery with a range of clients and patients with specialised wants and needs.*
4. *Evaluate performance of self and client following an exercise session.*

# Research Project in Exercise for Health

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

This unit will allow the learner to investigate a range of modes and methods of research and become familiar with qualitative and quantitative research. The module will address skills such as selecting articles for research purposes, distinguishing between primary and secondary research, identifying specific research interests, carrying out small scale research projects, collecting and analysing data and results, bibliographical techniques and the use of IT for research.

The beginning of the unit will equip the students to be able to formulate a research question, and build a comprehensive proposal to be able to carry out a research project. The students will also learn how to apply ethical considerations and issues with particular attention to ethical issue concerning minors and how to deal with these issues in a sound manner.

This unit will give students the opportunity to learn quantitative and qualitative research strategies. The course will focus on becoming familiar with these techniques and provide the students with skills of choosing an appropriate design for research question. Students will also learn the suitable method to analyse and interpret their data.

## Learning Outcomes

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

1. *Choose an area of research in Exercise for Health.*
2. *Plan and prepare a piece of research that is realistic, organised and allows for adequate criticality.*
3. *Present succinct ideas, being autonomous in the selection of materials and adhering to academic principles.*

# Work Based Experience in Exercise for Health 1

**Unit level (MQF): 5**

**Credits: 6**

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## Unit Description

The work-based experience is organized purposely to provide placement hours in the workplace in tangent with class-based tutorial sessions, affording learners with the opportunity to obtain hands-on experience of work as an EH specialist in an environment rich in tutor and peer support.

Learners will fulfil an assisting role in a clinical setting where they will encounter a range of actual clients and patients, and work side by side with experienced specialists and exercise physiologists.

Throughout the work-based experience placement learners will develop some of the essential skills required for a successful career in the EH sector, including customer service skills, as well as the ability to identify and recruit prospective clients and patients requiring EH services.

During this time, learners will be expected to consolidate all aspects of the overall course content covered thus far. Throughout the placement learners will also practice regular self-evaluation and professional development and lifelong learning activities.

## Learning Outcomes

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

1. *Practice an assisting role in a practical EH setting.*
2. *Apply theoretical principles of EH in a practical setting involving clients and patients with a range of health challenges and specialised wants and needs.*
3. *Promote EH services in a practical setting in preparation for a career in the field.*
4. *Carry out a work-based project in a practical EH setting.*

## Work Based Experience in Exercise for Health 2

**Unit level (MQF): 5**

**Credits: 6**

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### Unit Description

The work-based experience is organized purposely to provide placement hours in the workplace in tangent with class-based tutorial sessions, affording learners with the opportunity to obtain hands-on experience of work as an EH specialist in an environment rich in tutor and peer support.

Learners will fulfil an assisting role in a clinical setting where they will encounter a range of actual clients and patients, and work side by side with experienced specialists and exercise physiologists.

Throughout the work-based experience placement learners will develop some of the essential skills required for a successful career in the EH sector, including customer service skills, as well as the ability to identify and recruit prospective clients and patients requiring EH services.

During this time, learners will be expected to consolidate all aspects of the overall course content covered thus far. Throughout the placement learners will also practice regular self-evaluation and professional development and lifelong learning activities.

### Learning Outcomes

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

1. *Practice an assisting role in a practical EH setting.*
2. *Apply theoretical principles of EH in a practical setting involving clients and patients with a range of health challenges and specialised wants and needs.*
3. *Promote EH services in a practical setting in preparation for a career in the field.*
4. *Carry out a work-based project in a practical EH setting.*

# Work Based Experience in Physical Activity Leadership

**Unit level (MQF): 6**

**Credits: 6**

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## Unit Description

Physical activity leadership is being able to demonstrate skills accurately or provide detailed explanations, through their own personal experiences. Learners will already be familiar with work-based experience in exercise for health as well as physical activity development and continuous professional development common to level 5 programs. This unit provides the opportunity to participate in a number of different outdoor and sport activities, allowing the learner to tackle situations in which that lead in the future.

Most people who work in exercise, fitness and sport do so because they love what they do, this passion is usually because they experience positive first-hand situations in a sport or exercise they love. A crucial part of this unit is for the learner to reflect on their own practice and use this feedback to improve their performance as a physical activity leader.

Within the scope of the learner, the learner will learn how to apply skills, tactics, techniques and knowledge in team sports, outdoor activities, individual sports, in order for people to participate in an effect, safe and enjoyable way.

Learners are encouraged to make professional connections with coaches, and develop the necessary skills to communicate and operate with an inter-disciplinary team in order to become a physical activity leader in various communities.

## Learning Outcomes

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

1. *Apply skills and knowledge to team and individual sport, and outdoor activities.*
2. *Understand the roles and responsibilities of a physical activity leader.*
3. *Improve techniques, tactics and skills in sport and physical activity.*
4. *Plan and prepare sport and activities.*

# Practical Coaching and Physical Activity Leadership

**Unit level (MQF): 6**

**Credits: 6**

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## Unit Description

Coaching for physical activity leadership is an intricate and multi-faceted process which involves several forms of understanding, instructing, proficiency in sport skills and tactics. This unit will delve further into the theoretical and practical aspects of sports coaching, whilst also underpinning the pedagogical paradigms through social and cultural settings. These variables all contribute to the elements of coaching practices in order to prepare athletes and active people physically, mentally and technically.

Learners will also study the complex interaction in a specific setting between the coach, athlete and the training programme. Being aware that learning audiences vary through different settings, ages and abilities, this unit will also include approaches to deal with differentiated coaching exercises and games through the concepts of physical literacy. Moreover, learners will also be exposed to methods of reflective practice to evaluate their own physical activity leadership practice.

Key components of this unit will be further analysed; such as coaching principles, techniques, planning and delivery of an exercise routine, the foundation of training and fitness and performance analysis through team, individual sports and exercise for leisure. Professional links with governing bodies and sporting associations will be set-up in order to give learners hands-on experience whilst also giving them an opportunity to establish networking partners in the field.

## Learning Outcomes

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

1. *Review and link the theoretical underpinnings and notions of practical coaching for physical activity leadership.*
2. *Demonstrate a clear understanding of the range of sociological, philosophical and psychological challenges in the coaching process.*
3. *Understand the concepts of ability, skill acquisition, session planning and self-reflection.*
4. *Practice key communication and interpersonal skills pertinent to the various roles of the sports coach.*

# Teaching and Learning in Sport and Physical Activity

**Unit level (MQF): 6**

**Credits: 6**

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## Unit Description

The national strategic aim of instilling a culture of lifelong physical activity through sport and exercise needs to be supported by a qualified sport workforce equipped with the necessary knowledge, skills and expertise. This unit aims to cover the principles of teaching and learning in sport and physical activity through sport pedagogy and andragogy practices. Such processes will be delivered through Physical Education and Sport lectures where different teaching styles can be adapted to fulfil the learning and teaching intentions of the session.

Learners will have the opportunity to participate in various sports such as invasion and net games, as well as dance, and therefore, will also explore the pedagogical nature which is implemented by practitioners in Physical Education and Sport. The development of knowledge, together with key learning theories and notions will be explored in order to facilitate and evaluate learning during Sport lecture settings.

This unit will further build upon the concepts of planning, delivering and assessing exercise sessions from the previous year since it requires planning physical activity sessions through Sport for teaching and learning. These skills will be utilised in a wide spectrum of settings, different age groups and abilities. Furthermore, the domains of learning in physical activity and Sport will also be studied together with the basics and importance of the fundamental motor skills.

## Learning Outcomes

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

1. *Apply key theories and paradigms of teaching and learning in Sport and physical activity.*
2. *Show the importance of the fundamental motor skills in Sport and its' contribution to lifelong physical activity.*
3. *Demonstrate the use of evidence-based research applicable to various pedagogy and andragogy approaches in Sport.*
4. *Plan, execute and evaluate exercise sessions aimed at fulfilling the learning and teaching aims and objectives.*

# Sport and Exercise Nutrition and Metabolism

**Unit level (MQF): 6**

**Credits: 3**

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## Unit Description

Sport and nutrition are strongly correlated both for the performance of the top-level athlete, and also for the individual who wishes to optimise the health benefits garnered through exercise in his/her leisure time. This unit will give further understanding, concepts and the use of theory of the impact of diet and exercise has on metabolic health and energy balance. However, society and scientists keep questioning to what is the ideal nutritional balance for optimal metabolic function and performance. This still is unclear and remains a subject to be debated.

Referring to scientific evidence, this unit aims to explore how nutrition composition influences the regulation of exercise performance, body mass and the physiological responses to endurance and resistance training. Sport and exercise professionals are required to understand the principles of nutrition for exercise in order to enhance the performance of the client, both for competition or leisure-time physical activity. Nonetheless, the legal conditions for referral from other health specialists must be clearly defined.

This unit offers an opportunity for learners to enhance their knowledge and understanding through networking with sport and exercise professionals. This will help them garner further exposure in the field to improve the skills required to work with the aim of giving the best possible service for the clients.

## Learning Outcomes

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

1. *Understand the principles of exercise and the importance of nutrition which binds it to optimise both performance and health benefits.*
2. *Review the nutritional recommendations for exercise which has an impact on physiological adaptations, metabolic health and energy balance.*
3. *Recommend the correct amount, timing and type of nutrition composition for athletes and/or individuals who exercise for leisure.*
4. *Apply fundamental theories of nutrition to exercise, sport and health.*

# Functional Kinesiology and Physical Preparation

**Unit level (MQF): 6**

**Credits: 3**

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## Unit Description

Kinesiology is the study of sport, exercise and dance in relation to human movement. This unit provides the opportunity for learners to develop their understanding of theory and practice in exercise and health science.

Exercise health specialists are required to understand and improve the quality of life of persons with long-term life conditions, by providing insight, education, and also implement their practical experience. While exercise health specialists are expected to encourage effective exercise programs among clients and patients, the guidelines and conditions for referral from physiotherapists and occupational therapists must clearly defined.

This unit takes an interdisciplinary approach to the study of human movement. Focussing on the combination of motion analysis and functional anatomy and the laws of physics that control or hinder motion. Such approaches would include functional anatomy, kinesiology, and biomechanics, exercise physiology, athletic training, sports medicine, sports administration, physical education and health promotion. The application of these units applies to both physical activities as well as exercise.

Learners are encouraged to network with other health professionals such as physiotherapists, doctors, gym managers, clinics and hospitals to develop the vocational skills required as an exercise health specialist.

## Learning Outcomes

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

- 1. Understand human movement and physical well-being throughout all age groups.*
- 2. Analyse the acute and chronic effects of exercise and how to apply this to a fitness program in a practical manner.*
- 3. Analyse movement and apply evidence-based practices to physical exercise programs subject to the clients' needs.*
- 4. Critically analyse problems through evidence based research.*

# Applied Psychology

**Unit level (MQF): 6**

**Credits: 6**

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## Unit Description

This unit is intended to introduce learners to various ways in which psychological theory and research can be applied to real word situations. The component of this unit will assist learners in developing the confidence needed to embrace the psychological aspects and considerations of their work. Learners will begin by exploring some of the fundamental perspectives in psychology, with an emphasis on those centred around the education and development of children, and aging. Psychology for performance and motivational techniques are explored with a view to their practical application in the competitive sport or lifestyle coaching fields. The psychology of behaviour change is also included in the practical context of lifestyle change and weight loss with special focus on mentoring techniques. Finally, the basics of organisational psychology serve to compliment the management competences for learners pursuing management or entrepreneurial career paths.

## Learning Outcomes

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

1. *Understand basic techniques used by psychologists and sport psychologists.*
2. *Critically analyse research, such as the psychological techniques used or is useful to practitioners.*
3. *Examine mentoring techniques for behaviour change and healthy living.*
4. *Motivate clients through various psychology and organisational psychology techniques.*

# Organisational Leadership and Events Management

Unit level (MQF): 6

Credits: 6

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## Unit Description

The sports industry in Malta has been given more prominent attention during the past decades. Consequently, the demand for sporting events has also increased with the aim of promoting a physically active culture and mentality among the population. To leave a lasting impact, the sporting events need to provide a captivating experience for all the stakeholders, which include athletes, spectators, bodies of authority and sponsors.

This unit will further expand on the principles of organising and managing sporting events through the notion of interpersonal and intrapersonal skills, required for leadership. The analysis of other management skills such as administration, innovation, co-ordination and appraisal of different types of sporting events, will also be explored.

With reference to key concepts and theories applicable to organisational leadership of sporting events and associations, the importance of such variables in society will also be analysed. This unit offers an opportunity for learners to equip themselves with the necessary skills of technicality, expertise and knowledge in order to be confident to manage and lead a sporting event from start to finish.

## Learning Outcomes

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

1. *Examine different leadership theories and models as applied to a sports event management context.*
2. *Understand the development involved in planning, organising and co-ordinating an event.*
3. *Demonstrate analytical and leadership skills required during the running of a sporting event.*
4. *Understand the process required for reflection and evaluation in order to improve the performance both on an individual and team level during a sporting event.*

# The Theory and Practice of Teaching and Learning in Sports and Physical Education

**Unit level (MQF): 6**

**Credits: 6**

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## Unit Description

This unit intends to bring learners without qualified teacher status (QTS) closer to the realm of teaching and learning in the context of sport and physical education. Even in its most theoretical components, this unit aims at a distinctly hands-on approach. It also aims to acquaint learners more closely with the reality of teaching and learning sports and physical education through an integrated approach within the local schooling system.

This unit enables learners to obtain a broad understanding of mainstream educational theories, and critically evaluate how these can function alongside more specific theories in the pedagogical fields of sports coaching and physical education. Sports coaching and sports teaching models and methods, as well as experience a hands-on approach to applying this theoretical understanding will also be explored.

Learners will be introduced to the conceptualization of knowledge, pedagogy and instruction. They will explore epistemological positions of transfer and productivity as they occur in teaching and learning environments, and the philosophical positions of both teacher and student as interacting learners within the same learning environment.

Learners will be provided with a practical and a theoretical understanding of sports coaching and teaching. They will thus be in a position to evaluate the integration of general teaching and learning theories and models related to sports teaching and coaching, and physical education.

By the end of the unit delivery and assessment, learners will be able to plan sports coaching sessions and/or physical education lessons, firmly grounded in effectively applied sports pedagogical theories.

## Learning Outcomes

**Upon completing the unit, the student should be able to:**

1. *Discuss a range of fundamental teaching and learning theories and approaches to teaching sports and physical education.*
2. *Evaluate a range of methods, models and practices in coaching and teaching, in the context of fundamental teaching and learning theories.*

3. *Plan sessions based on established methods, models and practices in sports pedagogy and physical education.*
4. *Deliver theoretically sound coaching and physical activity sessions in a range of sports and physical education settings.*