MCAST

MQF Level 6

CS6-01-21

Bachelor of Arts (Honours) in Health and Social Care (Management)

Course Specification

Course Description

The 3-year degree programme provides students with the theoretical and practical knowledge required to be able to manage care settings and to be involved in the social policy field. As part of the training, the students would participate in work internships along the supervision of experienced managers in related settings. Furthermore, the student would experience opportunities to enhance the competencies in tapping financial EU funds for Health and Social Care Field. Whilst Research in this area is a key focal issue and students shall be expected to develop analytical skills and learn how to create tailor-made research programmes, the skills to develop future managerial leaders in the field is given the utmost relevance

Within this degree students will be required to choose one minor stream of 5 units (amounting to 30 ECTS) from the following 4 options: Social Studies; Human Sciences; Organizational Decision Making; Creative Design.

Programme Learning Outcomes

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

1. *Conduct research in relation to health and social care management topics;*

2. *Administrate and manage a care setting/programme;*

3. *Ensure quality in health and social care settings;*

4. *Evaluate current social policy and related issues.*

Entry Requirements

MCAST Advanced Diploma in Health and Social Care
or
MCAST Advanced Diploma in Applied Science
or
MCAST Advanced Diploma for Pharmacy Technicians
or
MCAST Advanced Diploma in Health Sciences
or
2 A-Level passes and 2 I-Level passes and SEC/O-Level Pass in English Language
Preferred (A-Level or I-Level): Chemistry, Biology, Physics, Sociology, Psychology, Home Economics and Human Ecology, Accounts, Economics

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year
CSMGT-506-2005	Leadership and Management Procedures	6	1
CSMGT-506-2006	Project Management and the EU Funding Procedures	6	1
CSHSC-506-2022	Developing Emotional Intelligence	6	1
CSHSC-506-2014	Governance and Quality Management	6	1
CSHSC-506-2023	The Concept of Family	6	1
CSPSY-506-2000	Psychology for Health and Social Care Professionals	6	1
CDKSK-503-1907	English 1	3	1
CDKSK-503-1908	English 2	3	1
CSRSH-506-2003	Research Methods in Social Science	6	1
CSWBL-506-2013	Work Placement Theory and Practice 1	6	1
CSMGT-506-2007	Management in the Non Profit Sector	6	1
CSPRJ-506-2014	Research Project (Health and Social Care Management)	6	2
CSWBL-506-2014	Work Placement Theory and Practice 2	6	2
CSTSS-506-2000	Critical and Analytical Thinking and Evaluation Skills	6	2
CSBUS-506-2000	Financial Aspects and Business Studies	6	2
CSHSC-506-2024	Social Policy Practice	6	2
CSHSC-506-2025	Working in Addictive Behaviour Environments	6	2
CSHSC-506-2026	Gender and Sexual Diversity	6	2
CSHSC-506-2027	Globalisation and Poverty	6	2
CSHSC-506-2028	Multidisciplinary Approaches in Health and Social Care	6	2

CDKSK-506-2012	Individual and Social Responsibility	6	2
CDKSK-604-1909	Entrepreneurship	4	3
CSMGT-606-2008	Operations and Service Management	6	3
CSHSC-606-2029	Ethical Issues and Decision Making	6	3
CSHSC-606-2030	Issues with Different Client Groups	6	3
CSMGT-606-2009	Human Resource Management and Leadership	6	3
CSHSC-606-2031	European Law and Social Policy	6	3
CSHSC-606-2032	Quality Assurance in Health and Social Care	6	3
CSWBL-606-2001	Placements in Health and Social Care Managerial Environment	6	3
CDKSK-602-2105	Community Social Responsibility	2	3
CSDIS-612-2000	Dissertation	12	3
Total ECTS		**180**	**/**

Unit: CSMGT-506-2005 - Leadership and Management Procedures

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is designed to develop the students' knowledge and understanding of leadership and management procedures in health and social care settings. The delivery of services in health and social care settings is complex and has direct impacts on the lives of service users and staff. It is, therefore, important that leaders, managers and practitioners within health and social care settings work within sets of procedures which are ethically and legislatively sound, and which will enhance both the lives of service users and help practitioners to carry out their roles and responsibilities to the highest standards.

The delivery of effective social services and excellent practice in health and social care relies on sound leadership and management, informed by clear policies and procedures. This unit will help students to understand what is meant by leadership and management and how this is promoted by effective operational procedures. It will look at how policies and procedures are developed and the important issues to take into account when developing such policies and procedures. It will encourage students to reflect on some of the key operational procedures which are used in health and social care settings. It will also give students the opportunity to critically analyse at least one operational procedure and suggest some improvements.

The purpose of completing the unit is to develop knowledge and understanding of the role of policies and procedures in health and social care leadership and management. This is crucial to ensuring that health and social care services are delivered effectively and efficiently. Without sound procedures, serious problems can arise for service users, staff and organisations.

Learning Outcomes

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

1. *Define what is meant by leadership, management, policies and procedures;*
2. *Describe the factors which must be taken into account in the development of procedures;*
3. *Examine some of the key areas for which procedures should exist in health and social care;*
4. *Explain how to develop a procedure and improve existing procedures.*

Unit: CSMGT-506-2006 - Project Management and the EU Funding Procedures

Unit level (MQF): 5

Credits: 6

Unit Description

This is a knowledge and hands-on based unit which will allow learners to familiarize themselves with EU Funding Procedures that may allow them to implement their projects.

The unit will give learners the opportunity to look into, and experience what project management entails. They will be introduced to concepts behind what makes a good and a better project, what resources are needed, what roles are necessary and how can one achieve objectives set out in a funding programme in order for a project to be granted.

By working in teams, learners will have the chance to develop their own projects and seek EU programmes that can finance them. Through this process, they will familiarise themselves with EU funding application forms for respective programmes and the processes that follow their submission. In so doing, students will also get an understanding of whether they need to set up local and/or foreign partnerships to implement the project and how projects are financed and the need to seek additional funding to support the project.

However, this study unit will not be complete without the learners visiting and meeting entities providing EU Funding and related information, as well as organizations who benefit (or have benefitted) from such funding.

By the end of the course, the learners would have acquired enough knowledge to be in a position to submit a proposal for EU funding and learn how to write reports associated with the project.

Learning Outcomes

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

1. *Interpret EU Funding Procedures and Project Management;*
2. *Identify funding opportunities that exist and how to look for them;*
3. *Submit an application for EU Funding and Report Writing;*
4. *Employ methods on how to work in a team and identify qualities in other peers for the quality implementation of a project.*

Unit: CSHSC-506-2022 - Developing Emotional Intelligence

Unit level (MQF): 5

Credits: 6

Unit Description

This is a knowledge and skills-based unit. It will allow learners to demonstrate that they have the necessary knowledge to understand emotional intelligence, its application within a relevant setting and demonstrate the necessary skills that make up emotional intelligence.

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes activities targeted for the development of self-awareness and in realising how our own emotions may impact others at the place of work. It also includes exploring the importance of social awareness together with exercises to further develop this essential skill in the management of relationships. On completion of the unit, learners will have a better understanding of the main concepts of emotional intelligence and of the relevance of emotional intelligence in the relevant sector. Learners will become familiar with methods to increase emotional intelligence and will be guided to develop the skills necessary for using emotional intelligence in the work place, including problem solving skills.

The unit will require learners to reflect on their own self-process and in participating in activities to develop their emotional intelligence competencies. Learners will explore methods that can be applied and enhanced in the relevant setting. Finally, learners will learn about the importance of evaluating emotional intelligence and identifying areas for continued development of emotional intelligence. This should ideally be explored through exercises conducted in class and a self-reflective journal.

Learning Outcomes

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

1. *Recognise what constitutes emotional intelligence in accordance to various theories;*
2. *Develop self-awareness, intrapersonal skills and self-management skills;*
3. *Develop social awareness and relationship management;*
4. *Examine the practice of emotional intelligence in a relevant sector.*

Unit: CSHSC-506-2014 - Governance and Quality Management

Unit level (MQF): 5

Credits: 6

Unit Description

This unit gives the learners the opportunity to master a working knowledge of the principles and practice of quality management and governance in the health and social care environment. Learners will demonstrate they have the necessary skills to identify and use a series of quality management tools that can indeed improve service and have an impact on the providers and on the service users.

Learners will discover how the culture of quality and proper governance can filter through every department and every individual within the health and social care environment.
The learners will be given the opportunity to think abstractly, analyze and organize information. They will put this ability into practice by assessing quality management and governance levels in the delivery of health care.

The Unit is relevant to learners wishing to further expand their leadership and managerial skills. On completion of the Unit learners will be aware of what quality management and governance are about and how these notions can be put to good use in the improvement of the service provided to users. They will be in a position to analyze the effectiveness of the application of the quality management principles in the health and social care sector and make recommendations for improvement based on this analysis in a two-part process, part one being the assessment of results and part two consisting of recommendations for improvement in quality that result from the observation of the current state.

The structure of the teaching and learning environment will promote critical engagement. The learner will be introduced to a range of theories and approaches, and their application in different situations within the health and social care environment. In fact, the learners will also be exposed to the appraisal of the concept of governance that seeks to show that governance goes beyond conformance as governance structure should also support the organization's effort to enhance performance. The intention of the unit is to help learners to be able to create a balance between performance and conformance within their own environment where in this day and age healthcare players must choose between accepting innovative quality management approaches and accepting even more external control from which neither they nor society is likely to benefit.

Learning Outcomes

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

1. *Identify the principles and practice of quality management and governance applied to the health and social care service;*
2. *Evaluate systems, policies and procedures within a health and social care organization;*
3. *Recognise that the culture of quality and proper governance permeates to every department and every individual within the health and social care environment;*
4. *Demonstrate how quality management and governance issues can be identified, assessed and addressed in the health and social care environment.*

Unit: CSHSC-506-2023 - The Concept of Family

Unit level (MQF): 5

Credits: 6

Unit Description

This unit allows students to develop a sound understanding of family functioning and its impact on individual functioning. Based on prior learned knowledge of how individual and groups interrelate in society, this unit focuses on developing knowledge, understanding, skills and strategies for working with staff and service users in health and social care sectors. Students will be provided with the opportunity to explore debate, theory, analysis and evidence from a range of approaches. Application of these to the workplace will help to explain, and understand, the relationship between family and individual functioning, skills and strategies for carers and health workers in relation to this and relevant family legislation and social policy.

The unit enables students to evidence their ability to build and maintain a knowledge base related to current analyses. Students will consider the impact on families and individuals of significant challenges such as ability, health and chaotic behaviour. Based on this framework, application of knowledge to the workplace becomes the focus of the unit.

Therefore, to gain most benefit from the unit, students ought to have recent and relevant experience in the health and social care sector. Ideally this would be through a vocational role, or vocational placement.

Learning Outcomes

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

1. *Explain how family functioning impacts individual functioning;*
2. *Identify and describe changing family structures;*
3. *Assess the impact on family resilience and cohesion of disability, chronic illness and mental ill health;*
4. *Demonstrate knowledge of family law and social policy.*

Unit: CSPSY-506-2000 - Psychology for Health and Social Care Professionals

Unit level (MQF): 5

Credits: 6

Unit Description

The learners who choose to enter health and social care professions are usually concerned for the well-being of others. However, the service user cannot be treated as being dependent on professionals and as merely a passive recipient of care. Caregiving is a reciprocal interaction between the service user and the professional by giving the person receiving care informed choices and involving him/her as much as possible in planning and care delivery. Psychology will help the learners in their development as reflective thinkers to become a critical carer before getting into the business of health and social care.

The unit enables learners to demonstrate their ability to build and maintain a knowledge base related to current psychological theoretical approaches to enhance their work in health and social care. Learners will learn about the following areas of development: early attachments, social influence, self-concept, thinking and understanding, learning and behaviour. The learners will also understand atypical development in the mentioned areas. Based on this framework, application of theory relating to development becomes the focus of the unit. The student will become a reflective thinker who does not draw on simplistic explanations for the behaviour of others but can refer to evidence-based psychology.

This unit will help the learners work more effectively as a member of a professional team by drawing on theories of social influence and social interaction, stress and copying and emotional well-being. This will help them to be able to promote and protect the health and well-being of patients or clients and their caregivers, and possibly preserve their own the health and well-being.

The final part of this unit will help learners address issues of importance to public health. This section focuses on the promotion of health and prevention of illness and on factors that influence medical help-seeking. It addresses psychological approaches to the management of chronic ill health.

Learning Outcomes

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

1. *Understand the role of different schools of thought that influence practice in Health and Social Care;*
2. *Recognise the importance of perception, social influences and emotional well-being in Health and Social Care;*
3. *Examine the effect of stress and ways of coping in Health and Social Care;*
4. *Apply psychological theory to Health and Social Care.*

Unit: CSRSH-506-2003 Research Methods in Social Science

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is intended for undergraduate learners studying in the Health and Social Care field. The first part of this study unit will prepare and help the learners understand and become further familiar with the basic concepts of research. The learners will be helped to identify specific research interests, introduced with different types of qualitative and quantitative research methodologies, various instrumentation used when carrying out a valid and reliable research, how to formulate a literature review, learning about the importance of conducting an ethical study as well as how to be critical during the analysis of data. This will act as fundamental basis for learners to be able to conduct research which is an integral part of academia.

In the second part of the unit, learners will be expected to present their Statement of Intent (S.O.I.) which is required from MCAST Research Committee. Following the choice of the topic, the learner will formulate a research question, compiling a literature review, access which is the most suitable methodology to employ to the chosen research, while considering all the ethical issues which could present themselves.

This unit will also act as a prerequisite for the Research Project Unit which will take place in their second year.

Learning Outcomes

On completion of the unit learners should be able to:

1. *Recognise the research process and terminology used.*
2. *Understand imperative methodological concepts and tools employed to carry out research.*
3. *Know different methods of conducting data analysis.*
4. *Design a proposal study which is relevant to the Health and Social Management field.*

Unit: CSWBL-506-2013 Work Placement Theory and Practice 1

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is an assessed practical opportunity for learners to demonstrate their understanding through the application of knowledge and understanding to their professional practice. The learner will progress through the unit, supported by their assessor, to acquire the necessary skills to be a successful employee within a range of social care settings. In addition, the learner will come to understand the principles and values of the organisation and the impact of policy, legislation, regulation, codes of practice and standards on the organisation's policy and practice.

There is a direct correlation between a professional's theoretical knowledge and understanding of social care and the ability to demonstrate their knowledge through practice and professional application. On reflecting, the learners will come to understand how personal values and principles influence their own work, as well as cultivating effective communication skills and fostering an open and effective working relationship with staff and clients that is appropriate to the needs of everyone concerned.

This unit seeks to equip the social care professional with the crucial skills and techniques, the transferable skills and personal qualities that make the learner a successful professional in the social care sector. Critically this unit enables the learners to develop and apply their leadership and management understanding whilst preparing the learner for higher level thinking and future study.

In making the journey to critical awareness, the learner is encouraged to undertake a great deal of reflective practice and the evaluation of feedback and shared experiences, multi-agency working and the application of good practice.

Learning Outcomes

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

1. *Understand the principles and values of the organisation and the impact of policy, legislation, regulation, standards and codes of practice.*
2. *Analyse the influence of the external health and social care organisations and the impact of health and safety on service users and members of the staff.*

3. *Communicate appropriately with staff and clients and recognise the needs of the clients and staff members.*
4. *Evaluate own placement learning experience.*

Unit: CSPRJ-506-2014 Research Project (Health and Social Care Management)

Unit level (MQF): 5

Credits: 6

Unit Description

Conducting primary research is an integral part for academia. Good research is the result of a good literature review together with a solid methodological basis. The research project will assist learners to experiment on a small scale preliminary study. This will assist in evaluating feasibility, duration, adverse events, and in improving the study design prior to the final dissertation.

This unit will give the learners the opportunity to practice skills that were learnt in their first year. The learners need to continue reading and reviewing literature depending on the chosen area of interest, collect data, and analyse it, which will then be used as a basis for the final dissertation in their third year. The assessment of this unit is through the documentation of the research project. Learners will produce a research project of 5000 words in the main text, excluding the abstract, references, and the appendices. The research project will be structured with an Introduction, Literature Review, Methodology, Analysis and Discussion, Conclusions and Recommendations and References chapters.

This unit will include tutorials with respective tutors, to guide the learners in writing different chapters and dealing with ethical considerations. Tutors will support the learners in learning the academic process of writing a research project. Learners need to meet the tutor at least 10 times for supervision meetings which will be recorded for auditing purposes in a logbook.

Research Methods in Social Sciences carried out in the first year, is a prerequisite for this unit. As part of the Research Methods in Social Sciences, learners are requested to submit their research proposal to the MCAST Research Committee. Learners may only proceed with their project, once approval from the MCAST Research Committee is issued.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Review literature in chosen research area in the Health and Social Care Management.*
2. *Carry out data collection in the Health and Social Care Field.*
3. *Analyse data collected.*
4. *Evaluate methodological basis of the project.*

Unit: CSWBL-506-2014 - Work Placement Theory and Practice 2

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is an assessed practical opportunity for learners to demonstrate their understanding through the application of knowledge and understanding to their professional practice. The learner will progress through the unit, supported by their assessor, to acquire the necessary skills to be a successful employee within a range of social care settings. In addition, the learner will come to understand the impact of legislation and policy on the organisation's policy and practice, ultimately for quality service provision.

There is a direct correlation between a professional's theoretical knowledge and understanding of social care and the ability to demonstrate their knowledge through practice and professional application. On reflecting, the learner will come to understand how personal values and principles influence their own work, as well as cultivating effective communication and team work skills and fostering an open and effective working relationship with staff at different levels is essential to meet the needs of both clients and staff.

This unit seeks to equip the social care professional with the crucial skills and techniques, the transferable skills and personal qualities that make the learner a successful professional in the social care sector. Critically this unit enables the learner to develop and apply their leadership and management understanding whilst preparing the learner for higher level thinking and future study.

In making the journey to critical awareness, the learner is encouraged to undertake a great deal of reflective practice and the evaluation of feedback and shared experiences, multi-agency working and the application of good practice.

Learning Outcomes

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

1. *Recognise legislations and policies in the field of health or social care.*
2. *Evaluate the importance of quality in service provision within the health or social care field.*
3. *Practice effective communication, team leadership, human resources and employment-related laws and policies.*
4. *Understand the importance of appropriate behaviour at the place of work and to share own learning.*

Unit: CSMGT-506-2007 - Management in the Non Profit Sector

Unit level (MQF): 5

Credits: 6

Unit Description

This unit helps the learners to develop the skills and the knowledge needed to succeed as managers in today's non-profit sector within the health and social care environment. The unit address the distinctive challenges of non-profit management while also teaching the fundamentals of non-profit business operations and their impact on the social care environment and on the well-being of the community.

Learners will discern how non-profit leaders can effectively manage the challenges, risks and opportunities in non-profit management.
The learners will be given the opportunity to explore aspects of leadership, resource management, program development, fundraising and strategic planning. Practical application with the local social care context of theories distinct to non-profits will be central to the unit.

The Unit is intended to provide existing and aspiring managers in social care organizations with the knowledge and skills necessary to be successful in carrying out their administrative responsibilities. On completion of the Unit learners will be able to carry out their assignments more effectively and to work in partnership with non-profit and public agencies to improve the quality of social care.

The unit will overview the scope of the local and international social care non-profit sector, local policy that regulates non-profits, the distinction in the local scenario between social care and health Care, the similarities to and differences of the non-profit from the for profit and public sectors. Based on this assessment of the sector environment, learners engage in strategic planning for the specific non-profit social care of their choice.

The non-profit social care scene in Malta will be will be discussed through the commitment in the field by a series of organizations which are affiliated to the Malta Council for the Voluntary Sector and address the varying needs of the community within the social care environment. The activity sectors that will be covered include disability and support organizations with prominent non-profit-organizations such as Inspire; addiction related support organizations as well as health condition and support organizations. The Maltese non-profit social care context will also be analyzed considering the historical and ongoing impact of the Church institutions on social care

in view of the fact that the local Church pioneered social care support in areas such as substance addiction through organizations such as Caritas.

The unit applies management principles particularly to the social care non-profit sector. Learners develop their management skills by analysing the differing needs and exigencies of staff, volunteers, board members, donors and users. Learners will be given the opportunity to discern their management strengths and weaknesses through textural readings and case studies.

Learning Outcomes

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

1. *Analyse the historical and theoretical development of the non-profit sector as a component of the local and international health and social care environment;*
2. *Manage effectively the challenges, risks and opportunities in non-profit management to integrate the dynamics of non-profit social care with effective revenue development strategies, resource management and strategic planning;*
3. *Lead innovative performance to achieve organizational and programmatic goals in the non-profit segment of social care, including the tools of collaboration, communication, and technology;*
4. *Direct all resources of the organization toward effective achievement of optimal performance in the field of social care.*

Unit: CSTSS-506-2000 - Critical and Analytical Thinking and Evaluation Skills

Unit level (MQF): 5

Credits: 6

Unit Description

This unit allows students to develop Critical and Analytical Thinking and Evaluation skills and abilities. Based on prior learning and experience of oral and written communication at a level of competence suitable for entry at HND level, the Unit seeks to develop skills at a higher level and one which prepares for further academic study or employment at intermediate or above levels in the health and social care sector. The unit therefore describes and defines what critical thinking is and its importance before focusing on developing critical thinking for dealing with issues and for working with staff and service users in health and social care sectors. The unit could however be used for a wide and varied number of settings where an appreciation of critical thinking and/or academic writing skills is required. Students will be provided with the opportunity to explore key methods, principles and skills of critical and analytical thinking and evaluation. Application of these to oral and written communication particularly to issues and subject matter in health and social care is a key desired outcome of studying this unit.

To gain most benefit from the unit, therefore, students ought to have recent and relevant experience in the health and social care sector. Ideally this would be through a vocational role, or vocational placement.

Learning Outcomes

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

1. *Implement the various theoretical constructs, terms and concepts behind critical and analytical thinking and evaluation such as strategic reasoning and problem solving;*
2. *Construct a coherent, comprehensive and logical evaluated argument;*
3. *Demonstrate use of the main principles of academic writing;*
4. *Demonstrate skills of public speaking on a critiqued topic.*

Unit: CSBUS-506-2000 - Financial Aspects and Business Studies

Unit level (MQF): 5

Credits: 6

Unit Description

This unit will provide students with the opportunity to extrapolate and understand the main role of managing financial resources in the health and social care environment. Students will be exposed to the methodology of how financial decisions are carried out and the need to continuously monitor budgets. This is then followed by allowing the students to assess the impact of financial deliberations on management required when operating within the health and social care ambit.

This unit will provide a core understanding of the array of financial and costing techniques available, and how these are used in the planning of budgets in the health and social care arena. In addition, the unit encourages students to appreciate the importance of budget monitoring the different stakeholder influences present within the health and social care sector.

Furthermore, the unit will equip students with the financial acumen that the health and social care manager will require to function affectively. These include the knowledge and understanding to monitor costs, be able to make forecasts, evaluate the process of effective resource allocations, including pitfalls, as well as making recommendations for cost disbursements.

Students aspiring for a position within the health and social care management area will need to comprehend the function of planning and managing financial budgets and what goes into monitoring inflows and outflow of money. The unit is designed to develop knowledge, competences and understanding in key areas of cost management and how these influence the bigger picture within the area of health and social care.

Learning Outcomes

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

1. *Identify the function of managing financial resources and business related aspects in the health and social care sector;*
2. *Recognise the role of business accounting tools and the need for planning budgets in the health and social care sector;*
3. *Describe the importance of the various budget monitoring techniques existing in both the health and social care sector;*
4. *Explain the influences characterised by the management of financial and business related resources in the health and social care sector.*

Unit: CSHSC-506-2024 - Social Policy Practice

Unit level (MQF): 5

Credits: 6

Unit Description

This is a skills based unit and will allow learners to demonstrate they have the necessary knowledge on history, developments and policy when working within a broad social science framework. The Unit is relevant to learners wishing to develop a wider understanding of social needs, social problems, social welfare and well-being. On completion of the Unit, learners will be equipped with key academic and inter-personal skills about the practice of social policy and will be able to examine the rationale for using social science knowledge in a range of professional contexts and community services such as children, families and the elderly. The learner will also be able to learn about the impact of social policy in different sectors including the health sector, community services and social care.

Learners will be involved in group work and will carry out research on the various topics discussed during the unit. Moreover, learners will develop their skills through their engagement with a range of teaching and learning methods including lectures, seminars, discussions, personal reflection and reflective writing, workshops and other online educational content. This will therefore require learners to be confident in discussing issues concerning social science frameworks. Finally, learners should have a good foundation to use social science and social management as a tool for evidence informed practice.

Learning Outcomes

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

1. *Acquire the necessary knowledge on the history and development of social policy;*
2. *Develop a wider understanding of social needs, social problems, social welfare and well-being;*
3. *Discover the impact of social policy in different sectors including the health sector, community services and social care;*
4. *Determine how policy shapes the care provided to different vulnerable groups within society.*

Unit: CSHSC-506-2025 - Working in Addictive Behaviour Environments

Unit level (MQF): 5

Credits: 6

Unit Description

This unit will allow the learner to develop their knowledge of issues which can be faced when working in addictive behaviour environments. This unit focuses on atypical and addictive behaviours. The concept of deviancy as atypical examines deviant behaviours from theoretical perspectives. It explores deviancy not only from the viewpoint of deviation from social norms, but its ability to elicit social change and development in society.

The learner will be provided with the opportunity to explore a range of behaviours often found in the working environment including delinquency and crime, substance abuse, alcohol and gambling, usury, domestic violence, homelessness, eating disorders and self-harm. These behaviours often may not present in isolation, where service users may present with several challenging addictive behaviours.

These issues will be explored by the learner from a theoretical perspective. Traditional and contemporary academic frameworks shall be examined, which each offer explanations of the causes, symptoms and strategies used to tackle these issues.

Based on this framework, application of theory to a vocational setting is explored. Therefore, to gain most benefit from the unit, students ought to have recent and relevant experience in the Community Services sector. Ideally this would be through a vocational role, or vocational placement, within a Community Services Setting.

Learning Outcomes

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

1. *Identify the concepts of delinquency and crime;*
2. *Identify theoretical perspectives on addictive behaviours;*
3. *Demonstrate knowledge of specific addictive behaviours;*
4. *Apply knowledge of addictive behaviours to a working environment.*

Unit: CSHSC-506-2026 - Gender and Sexual Diversity

Unit level (MQF): 5

Credits: 6

Unit Description

This unit allows learners to develop knowledge of issues relating to gender and sexual diversity. Based on literature, studies, initiatives and legislation, the unit seeks to develop and promote an equal rights approach in candidates and practitioners. Prior learned knowledge of relevant social issues would be appropriate as would knowledge of basic sociology, psychology or social policy.

The unit is particularly written for those working with staff and service users in health and social care sectors, but it could be used for a wide and varied number of settings where an appreciation of equal rights, social policy or legislation is sought. Learners will be provided with the opportunity to explore theory, concepts, skills and knowledge from a range of approaches. Application of these approaches will help to explain, and understand gender and sexual diversity, its effects on attitudes and practices and the legal and protected rights of those affected.

Learners will consider the issues relating to gender and sexual diversity when working with colleagues and service users in health and social care settings and the demonstration of an equal rights approach is central to the focus of the unit.

To gain most benefit from the unit, therefore, learners ought to have recent and relevant experience in the health and social care sector. Ideally this would be through a vocational role, or vocational placement.

Learning Outcomes

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

1. *Explain the various issues faced by sexual and gender minorities such as women and LGBTIQ individuals;*
2. *Evaluate the social impact upon gender and sexual minorities;*
3. *Explore a number of key attempts to inform and educate on issues of gender and sexual diversity;*
4. *Evaluate the Gender and Sex Discrimination legislation, Human Rights legislation and Social Policy, both local and EU, and how these are placing an impact upon Maltese citizens.*

Unit: CSHSC-506-2027 - Globalisation and Poverty

Unit level (MQF): 5

Credits: 6

Unit Description

This unit will allow the learner to develop their knowledge of contemporary issues faced in society and Community Services. This unit focuses on the issues of Globalisation and Poverty.

The students will be afforded opportunities to examine and explore a wide range of issues and effects which occur through the process of globalisation. The unit will detail poverty and its consequences, the effect on community dynamics, plus the role that Asylum Seekers play, often displayed in a moralistically contentious context. Therefore, public reaction to mass media reporting, as an agent of secondary socialisation will be examined along with its link to Social Policy.

The dynamics surrounding these issues will be the topics of exploration by the students, from theoretical based perspectives. An examination of theoretical frameworks shall be undertaken, offering explanations of cause and effect, symptoms and the various strategies used to address the issues.

Based on this framework, application of theory to a vocational setting is explored. Therefore, to gain most benefit from the unit, students ought to have recent and relevant experience in the Community Services sector. Ideally this would be through a vocational role, or vocational placement, within a Community Services Setting.

Learning Outcomes

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

1. *Identify the concepts of Economic, Environmental and Political Migration in relation to Globalisation;*
2. *Identify theoretical perspectives on Immigration and Asylum;*
3. *Demonstrate knowledge of Poverty and its effects;*
4. *Apply knowledge of Globalisation to Community Dynamics.*

Unit: CSHSC-506-2028 - Multidisciplinary Approaches in Health and Social Care

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is designed to develop the students' knowledge and understanding of multidisciplinary work in health and social care settings. Recipients of health and social care services are often at the centre of a network of professionals and para-professionals. It is, therefore, important that practitioners within health and social care settings understand the nature of multidisciplinary working.

The management of multidisciplinary relations in the delivery of health and social care services is crucial to ensuring that such services are delivered effectively and efficiently. Making sure that professional boundaries are respected and that work is not duplicated becomes a necessary part of service delivery. If they are not managed effectively, this can create serious problems for both service users and services. Understanding the nature of professional roles and boundaries, the service delivery contexts for multidisciplinary work and the challenges involved in establishing and maintaining good multidisciplinary approaches is key to excellent practice and management in health and social care.

The purpose of completing the unit is to understand roles and contexts involved in multidisciplinary approaches including legislation, policy and practice. The unit will also examine the nature of professionalism and vocation, the impact of professional codes on multidisciplinary work, the roots of potential conflicts between disciplines and how to resolve these.

Learning Outcomes

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

1. *Define what is meant by multidisciplinary approaches;*
2. *Describe the range of different professionals involved in multidisciplinary approaches;*
3. *Develop knowledge of legislation and policy which impacts on multidisciplinary approaches;*
4. *Explain the roots of conflict between disciplines and identify strategies to deal with these.*

Unit: CSMGT-606-2008 - Operations and Service Management

Unit level (MQF): 6

Credits: 6

Unit Description

As Heizer and Barry (2007) define it, Operations Management is 'creation of goods and services'. Furthermore, Reid and Sanders (2010) consider it 'responsible for managing and coordinating the resources needed to produce… services'. How is Operations and Service Management connected to other management fields? What are overlaps and interferences? Students will be familiarized with advanced methods of improvement in healthcare processes. We shall pay particular attention to:

- Effective management from both user/patient and organizational perspective

- Service organization's design of service delivery system

- Service organization's internal operation management

- Development of service and operational strategies

- Strengths and weaknesses of public, private and voluntary organizations in health/service sector

During the course, discussion will be especially targeted towards ethical and user/patient side of the care process.

Learning Outcomes

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

1. *Comprehend and distinguish the internal structure, functions and operations of different organizations: private, public or voluntary, manufacturing and service, profit as well as non-profit;*
2. *Understand how Operations and Service Management implements company's mission and strategy into creating service for end-user on the daily basis;*
3. *Be capable to analyze different care organizations / companies, from the stand-point of user / patient satisfaction, as well as organizational objectives, efficiency and sustainability;*
4. *Be able to discuss specifics, strengths, weaknesses and complementarities of private, public and voluntary sector in care management.*

Unit: CSHSC-606-2029 - Ethical Issues and Decision Making

Unit level (MQF): 6

Credits: 6

Unit Description

The course is designed to provide an overall insight into concepts of ethical issues and decision making. It targets the interface of decision making and ethics, showing the consideration that must be brought to bear for decision to be an ethical one.

It merges the knowledge of philosophy of ethics with the management of science of decision making and applies the result to daily decision problems in Health and Social Care.

In order to be able to target this interface and to merge the philosophy of ethics with the science of decision making the course needs to cover both topics separately.

This is why the course will firstly start with an introduction of theory-based knowledge in order to provide students with basic understanding of what ethics is in everyday and professional life.

The participants will also get introduced with ethical principles and types of ethics which will be explored in order to get understanding of the divine and natural law ethics, utilitarian and deontological ethics.

The course will continue in explaining moral rules such as veracity, privacy, fidelity and confidentiality, and moral principles such as respect for autonomy, non-maleficience, beneficience and justice. The ethical guidelines and professional codes of different Health and Social Care Professions shall be investigated with a particular focus on the ethical guidelines available for Health and Social Workers.

Bioethics, or as it is sometimes called medical ethics will be covered more deeply through the mentioned rules, principles and guidelines, since in addition to the above mentioned this module is aimed to explore complex ethical issues and problems.

Some of these include: genetic diagnostic testing, cloning and stem cell research, gene therapy and nanotechnology, patenting with respect to GMO's products, pharmaceuticals and genetic resources, beginning as well as end of life issues, issues of aging, organ transplant and ICT implants.

The students will also have the opportunity to explore the principle of double effect such as uterine cancer and ectopic pregnancy, ordinary/extraordinary treatments, fundamental human rights, absolute versus non-absolute rights, personhood versus being and the status of the human embryo.

Afterwards the first section, participants will get acquainted with different types of decisions we all make every day and will have to consider different models of decision making. The distinction between decision making and problem solving will be tackled and the process of systematic approach to methods of reaching a decision will be introduced. As well the participants will be able to learn the decision making techniques.

Finally, an evaluation of how making choices and decision can have impact on ethical issues shall be appraised. The way in which ethical issues influence decision-making strategies shall also be considered. Legal aspects and legislation related to data protection, anti-discriminatory practice, protection of vulnerable people, professional liability and indemnity shall be covered.

Learning Outcomes

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

1. *have the general understanding of ethics and ethical principles;*
2. *have the practical knowledge in decision making process;*
3. *be able to examine, investigate and make choices about various ethical problems;*
4. *be encouraged to do the critical thinking for themselves about ethical issues.*

Unit: CSHSC-606-2030 - Issues with Different Client Groups

Unit level (MQF): 6

Credits: 6

Unit Description

This unit is designed to provide knowledge and understanding of basic concepts and principles of health and social care practice and management that ensure providing services related to the best interest of different service users.

The diversity-sensitive health and social care practices and management are going to be explored throughout different phases of the helping process (Hepworth et al., 2010). Special importance will be given to evidence-based practice and exploring different ways of multidimensional assessment, different perspectives of interventions and services and evaluation planning. Furthermore, diversity-sensitive practice and management will be considered through exploring some important concepts and approaches in contemporary health and social care practice and management that help the best service provision, e.g. empowerment, service user involvement, case management, practitioner observation and supervision.

The issues that arise in working with different service users will be addressed according to multidimensional approach to human behaviour (Hutchinson, 2015). By introducing the concept of human diversity in the context of health and social care practice and management, diverse range of service users and practice and management perspectives will be explored. The understanding of human diversity will be organized separately in three major aspects of human behaviour: (1) diversities related to dimension of person, (2) diversities related to dimensions of environment and (3) diversities related to dimension of time. Through the review of knowledge and research of the dimensions of persons, environment and time, learners will be stimulated to discuss issues related to different service users, as well as the implications of health and social care practice and management, and how the general knowledge of a person, environment and time contribute to effective practice and management.

Different ways of improving competencies of diversity-sensitive health and social care practice regarding personal and professional growth will be examined at the end of the course. The macro perspective of how this can be done at a managerial and organisational level will also be explored.

Although material will be presented, the course will also include an experiential and interactive component. Also, some case vignettes will be available during the course.

Learning Outcomes:

Upon completing the unit, learners should be able to:

1. *Recognise important principles and approaches of delivering diversity sensitive practice in the context of health and social care practice and management.*
2. *Use evidence-based practice regarding planning of interventions and services aimed towards different service users.*
3. *Apply basic principles of multidimensional approach to human behaviour in the context of health and social care practice and management.*
4. *Engage in self-reflexivity when managing the provision of a diversity-sensitive practice while working with different service users and promoting professional competencies.*

Unit: CSMGT-606-2009 - Human Resource Management and Leadership

Unit level (MQF): 6

Credits: 6

Unit Description

Human Resource Management (HRM) often has a bad reputation as "a necessary evil" and an occupation consisting solely of paper-pushing. Since the economy becomes more oriented toward knowledge-based work, and organizations increasingly recognize that people truly are a major source of competitive advantage, HRM has taken on a strategic role (e.g., Kemske, 1998). Consequently, decisions made in organizations about who to hire, what training to give them, how to reward them, and so on have become more important. In addition, these decisions are not just made by the HR department. Individual employees and team members are becoming involved in selecting and evaluating co-workers. Managers are responsible for selection, training, performance management, and compensation decisions. At the same time, our society is becoming increasingly litigious. It is in your best interests as future employees and future managers to understand your responsibilities regarding HR.

We will be taking an active learning approach in this class. Research has shown that active learning is more effective, and generally more interesting, than what I call the "lecture and regurgitate" formula. Successful active learning does require you to prepare for class every time. This means that you should do the readings, think about the issues, and be prepared to contribute to class discussions. As instructor of this course, my primary role is to facilitate the learning process. There will be every class day, but we will also spend a bit of time in class discussing ideas, participating in exercises, and practicing the skills necessary to perform well in this class and beyond.

Learning Outcomes

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

1. *The role of HR as a strategic business partner, and the increasing importance of the HRM function for organizational effectiveness and competitive success;*
2. *Importance of job analysis and apply this understanding of job requirements to other human resource management systems such as selection, performance appraisal, and compensation. They will demonstrate overall understanding and ability to explain the key variables involved in the job design function;*
3. *The key concepts of skill development and training where people continually expand their capacity to develop and create better results for the organisation. Furthermore, understand how assessment of personality type, work behaviors and job performance can be used for employee development;*
4. *The critical issues in managing the HR function and designing successful HRM practices in high quality social and health-care services. They will be able to interpret and discuss the fundamental HR theories and their implications in practice.*

Unit: CSHSC-606-2031 - European Law and Social Policy

Unit level (MQF): 6

Credits: 6

Unit Description

The European Union, the most exciting political project in history, based on the fact that it is a supranational organization, built upon its economic strength and regulatory power, and moved from a purely economic towards a political union of 27 Member States.

European law and social policy was created within the intermingling institutional and legal framework. Range of everyday issues that workers, pensioners, unemployed etc. have to face around Europe are dealt with different legal instruments of different institutions. The careful analysis of European law and social policy enables us to become acquainted with stakeholders within the European social sphere, and to know their real influence and work methods.

The course is designed to introduce students to EU law, EU institutions, EU legislative process, and European Social Policy. The range of topics shall be discussed, such as the EU institutional architecture, legislative procedures, family reunification, EU citizenship and the free movement of workers, equality of employment and non-discrimination, and the collective labour law mechanisms.

The course shall familiarize learners with EU as organizations, so that they are able to understand different roles of different institutions. Careful analysis of the case-law should enable learners to assess the impact of the relevant European jurisprudence on the European social topics. Emphasis will be given on the ongoing crisis and its influence on the European social policy.

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

1. *Explain the composition of different European Union institutions.*
2. *Understand the objectives of European Union institutions.*
3. *Explain the realities of social rights and their protection within the European Union legal space.*
4. *Identify necessary improvements required within the European social sphere.*

Unit: CSHSC-606-2032 - Quality Assurance in Health and Social Care

Unit level (MQF): 6

Credits: 6

Unit Description

The course is designed to provide an overall insight into concepts of Quality Management (QM) and how issues of quality are related to health and social care services. Course participants will be provided with basic understanding of QM principles and methods and the way how to apply them to health and social care services. Business process mapping and standardization is important step in preparation for data collection and analysis.

In this course different methods of data collection and some basic statistical tool applicable for data analysis during the process of quality assessment will be discussed. Participants will be introduced with decision making and problem solving tools, evaluation of processes and services, business excellence and sustainable growth.

During the course participants will learn about whole strategies for devising, successful implementation and continuous improvement of quality system.

Learning Outcomes

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

1. *have general understanding of concepts of quality management (QM);*
2. *be able to apply principles and methods of QM in Healthcare and Social Care;*
3. *have general understanding of risk management in health and social care organization;*
4. *be able to participate actively in assessment of quality in health and social care organization;*
5. *be able to participate actively in implementation and improving of quality system and in health and social care organization.*

Unit: CSWBL-606-2001 - Placements in Health and Social Care Managerial Environment

Unit level (MQF): 6

Credits: 6

Unit Description

In this module, the learner will be exposed to theoretical and practical knowledge in the health and social care sector and will be given the opportunity to apply this knowledge during as assessed work placement of a minimum of 100 hours. The learner will be guided on different techniques to communicate ideas to both specialists and non-specialists within the health and social care sector. The learner will also be guided in doing critical analysis of management structures, managerial approaches and self-management during the work experience. The learner will be encouraged to delve into personal characteristics and skills to reflect on the career choice he/she might be making in the near future, both in employment or further learning.

Learning Outcomes

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

1. *Understand Organisational structures;*
2. *Concepts of work, place and learning;*
3. *Communication, Project Management and Decision Making.*