MCAST

MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

Institute	Institute of Applied Sciences
Department	-

Programme Title	Bachelor of Science (Honours) in Nursing				
Course Code *To be filled in by Admissions Dept.*	AS6-W04-23		**If the programme includes a WBL element, How is it accredited?**	Internship / Clinical	
MQF/ EQF Level	Level 6	**Type** *(refer to Appendix 1 for Parameters)*	Qualification	**Awarding Body**	MCAST – Malta College of Arts, Science and Technology
Accreditation Status	Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)				
Mode of Delivery	Face to Face	**Duration***(Academic Years or Semesters)*	3 Years	**Mode of Attendance**	Full-Time
Total Number of Credits	180 credits	**Total Learning Hours** *(25 Total Learning Hours for each ECTS)*	4500 hours		
Target Audience	Ages 16 - 65	**Target Group** *(the type of learners that the educational institution anticipates joining this programme)*	-		
Programme Fees	There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document) Fees apply for other International Applicants… for fee information and any related updates it is best to communicate with MG2i International through applyinternational@mcast.edu.mt One may consider checking about possible eligibility or otherwise for any exemption from fees by contacting the relevant section within MEYR (Floriana) – or visit the servizz.gov.mt website here				
Date of Next Student Intake	For further information regarding upcoming student intake and applications time windows for same kindly click here				
Language of Instruction	The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.				
Application Method	Applications to full-time courses are received online via the College Management Information System. Applicants can log-in using Maltese Electronic ID (eID) in order to access the MCAST Admissions Portal directly and create one's own student account with the identity being verified electronically via this secure service. Non-EID applicants need to request account creation though an online form after that they confirm that their local Identification Document does not come with an EID entitlement. . Once the identity is verified and the account is created on behalf of the applicant, one may proceed with the online application according to the same instructions applicable to all other applicants.				

	For more information about how to apply online for a course at MCAST, please visit: https://mcast.edu.mt/how-to-apply-online-2/
Information for Non-EU Citizens	Non-EU candidates require a study visa in order to travel to Malta and join the course applied for (on a Full Time delivery mode). For further information re study-visa please access https://www.identitymalta.com/unit/central-visa-unit/.
	Further information International / TCN applicants should take note of before requesting to being considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on https://mcast.edu.mt/important-information/
IMPORTANT note to Non-EU Nationals / TCNs	In instances where a TCN is applying for an MCAST programme of studies which includes Apprenticeship / Placement / Internship, it is the applicant's responsibility to check with the relevant Maltese Authority whether one would be eligible to have the necessary permits to be able to carry out the accredited Apprenticeship / Placement / Internship, success from which is expected in order to be able to successfully complete the selected programme of studies. Further information can also be obtained through the respective FAQ found on:
	https://mcast.edu.mt/important-information/
Address where the Programme will be Delivered	*MCAST has four campuses as follows:*
	MCAST Main Campus
	Triq Kordin,
	Paola, Malta
	All courses except for courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences and the Gozo Campus are offered at the Main Campus address (above).
	Courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences, or the Gozo Campus, are offered in one of the following addresses as applicable:
	Institute for the Creative Arts
	Mosta Campus
	Misraħ Għonoq Tarġa Gap,
	Mosta
	Institute of Applied Sciences
	Centre of Agriculture, Aquatics and Animal Sciences,
	Luqa Road, Qormi
	Gozo Campus
	J.F. De Chambray Street
	MCAST, Għajnsielem
	Gozo
	In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.
	Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:
	o Face to Face components – as per above address instructions

	○ Online components – from the student's preferred address.
Course Description *(Refer to Programme Specification)*	The Bachelor of Science (Hons) Nursing programme prepares learners with the necessary competences and qualifications required to register as a first level nurse both in Malta and in all EU member states. This entails the provision of safe and effective care delivered in an evidence-based, holistic manner to patients and their significant others. The learners will pursue a minimum of 4600 hours over a three-year period, as stipulated by EU Directive 2005/36/EC. These are divided into 2300 theoretical hours and 2300 practice hours, most of which are carried out on clinical placements, and are supervised by qualified nurse mentors. The learners will be equipped with an evidence-based skill set and soft skills that will enable them to be fully capable of practicing independently. Learners must cover all the necessary hours and obtain a pass in all theoretical and practical units to be able to apply for registration with the Nursing and Midwifery Council of Malta. This course is recognised across all the EU member states. Applicants will be subject to a values based interview, followed by the presentation of an occupational health-screening certificate and a clean police conduct certificate. These documents will serve to establish the suitability of applicants for Nursing and ultimately act towards the final selection of course participants.
Deskrizzjoni tal-Kors *(Refer to Programme Specification)*	Il-Baċellerat tax-Xjenza (Hons) Nursing jipprepara studenti bil-kompetenzi u l-kwalifiki meħtieġa biex jirreġistraw bħala infermier tal-ewwel livell kemm f'Malta kif ukoll fl-istati membri kollha tal-UE. Dan jinvolvi l-provvista ta' kura sigura u effettiva u bbażata fuq l-evidenza u mogħtija b'mod olistiku lill-pazjenti u qraba. L-istudenti se jsegwu minimu ta' 4600 siegħa fuq perjodu ta' tliet snin, kif stipulat mid-Direttiva tal-UE 2005/36/KE. Dawn huma maqsuma f'2300 siegħa teoretika u 2300 siegħa ta' prattika, li l-biċċa l-kbira minnhom isiru fuq placements kliniċi, u huma ssorveljati minn infermiera kwalifikati. L-istudenti se jkunu mgħammra b'sett ta' ħiliet ibbażati fuq l-evidenza u soft skills li jippermettulhom li jipprattikaw b'mod indipendenti. L-istudenti jridu jkopru s-sigħat kollha meħtieġa u jiksbu pass fit-taqsimiet teoretiċi u prattiċi kollha biex ikunu jistgħu japplikaw għar-reġistrazzjoni mal-Kunsill tal-Infermiera u l-Qwiebel ta' Malta. Dan il-kors huwa rikonoxxut fl-istati membri kollha tal-UE. L-applikanti jkunu soġġetti għal intervista, kif ukoll ikunu jridu jippreżentaw ċertifikat ta' skrining tas-saħħa fuq il-post tax-xogħol u ċertifikat ta' kondotta nadifa tal-pulizija. Dawn id-dokumenti se jservu biex naraw li l-applikanti huma adegwati għall-Infermiera u fl-aħħar mill-aħħar issir l-għażla finali tal-parteċipanti tal-kors.
Career Opportunities:	State Registered Nurse
Entry Requirements *(Refer to Prospectus / Course Page on MCAST website)*	**Internal Progression Route….** MCAST Advanced Diploma in Health Sciences or MCAST Advanced Diploma for Dental Surgery Assistants or MCAST Advanced Diploma for Pharmacy Technicians or MCAST Advanced Diploma in Health and Social Care or MCAST Advanced Diploma in Social Care OR 2 A-Level passes and 2 I-Level passes Applicants (including those from Intrernal Progression) are expected to sit for and successfully achieve competence during a Value Based Interview, as an integral part of the Admissions eligibility process. International applicants will also need to make it successfully through a Prelimanry Interview, before being referred to the Valie Based Interview.

	Applicants with an A- or an I- Level background in Biology, Chemistry, English, Mathematics, Psychology, and Sociology will better benefit with fruition, from this programme of studies.
Other Notes related to this Programme, and which are to be taken note of	Applicants will be subject to an Occupational Health Screening to establish their suitability for the Placement which is a mandatory part of this programme. Once course would have started, failure to present a successful health screening (as per an established and set Protocol) , will result in not being in a position to start the work placements. This will eventually preclude the student from a successful completion of course. Prior to embarking on Work Placement, student must also provide evidence of a clean police conduct certificate
Programme Learning Outcomes *(Refer to Programme Specification)*	At the end of the programme the students are able to: 1. Apply knowledge and skills to practice safely and efficiently as an accountable professional first level nurse as stipulated by the Maltese Code of Ethics for Nurses and Midwives and the Laws of Malta. 2. Make use of interpersonal skills in working collaboratively whilst contributing towards shared decision making and partnership within healthcare teams. 3. Facilitate ongoing continuing professional development of self and others through adherence and application of the principles of lifelong learning, critical thinking and reflective practice. 4. Demonstrate managerial, leadership and organisational skills in the delivery of care. 5. Conduct research to enhance their own knowledge and practice and those of the global health community.
Teaching, Learning and Assessment Procedures	The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate. Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours). Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module. Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College. All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation. The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

DOC 438 REV A MCAST PROGRAMMES PUBLIC INFO TEMPLATE (FULL TIME)

	Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification. The distribution of marks and assessment mode depends on the nature and objectives of the unit in question. Coursework shall normally be completed during the semester in which the Unit is delivered. Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication. Certain circumstances (such as but not limited to the COVID-19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link https://www.mcast.edu.mt/college-documents/ The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link https://www.mcast.edu.mt/college-documents/, apply.
Grading System	All MCAST programmes adopt a Learner-centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and Assessment Criteria. For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. All full time units are individually graded as follows: A* (90-100) A (80-89) B (70-79) C (60-69) D (50-59) Unsatisfactory work is graded as 'U'. Work-based learning units (where applicable) are graded on a Pass/Fail basis only. Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below. Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme's MQF/EQF Level available at: https://www.mcast.edu.mt/college-documents/ (Refer to DOC 003, 004 and 005)
Exit Point (where and as applicable)	Where a student will not make it to the Final Certification achievable from this Programme of Studies (as per Programme Regulations), one might wish to look into Exit Point possibilities as may be applicable to this programme for studies. Further information, is available at https://www.mcast.edu.mt/college-documents/, kindly refer to *DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points.*

Contact details for Further Learning Opportunities	The MCAST Career Guidance Team, offers the service of qualified and experienced Career Advisers who will be very willing to discuss with potential applicants the course which best achieves one's career ambitions, as well as exploring one's education route, or similar. **MCAST Career Guidance** Tel: 2398 7135/6 Email: career.guidance@mcast.edu.mt
Regulatory Body/ Competent Authority Contact Details *(where applicable - in the case of a programme leading to Regulated Profession)*	Council for Nurses and Midwives (Malta, St. Luke's Hospital, Ex-OPD (Level 1), St. Luke's Square, Gwardamangia PTA 1010

Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	CDKSK-503-2328	English for Academic Purposes	3	1	A
	CDKSK-503-2330	Critical Thinking I	3	1	A
	ASNSG-504-2301	Fundamentals of Contemporary Nursing Care	4	1	A
	ASNSG-506-2302	Applied Anatomy and Physiology for Nurses	6	1	YEAR
	ASNSG-506-2303	Principles of Surgical and Orthopaedic Nursing	6	1	A
	ASWBP-516-2301	Practice Learning 1	16	1	YEAR
	ASNSG-504-2304	Pharmacology for Nurses	4	1	B
	ASNSG-506-2327	Infection Control for Nurses	6	1	B
	ASNSG-506-2305	Professional Practice for Contemporary Nursing 1	6	1	B
	ASNSG-506-2306	Principles of Nursing in General Medicine	6	1	B
	CDKSK-503-2329	English for Dissertation Writing	3	2	A
	CDKSK-503-2331	Critical Thinking II	3	2	A
	ASNSG-504-2307	Mental Health and Learning Disability Nursing	4	2	A
	ASNSG-504-2308	Geriatric Nursing Care	4	2	A
	ASNSG-504-2309	Public Health in Contemporary Society	4	2	A
	ASNSG-504-2311	Research Methods in Nursing I	4	2	A
	CDKSK-604-2336	Entrepreneurship	4	2	B
	CDKSK-602-2335	Community Social Responsibility	2	2	B
	ASNSG-504-2312	Oncology and Palliative Care Nursing	4	2	B

Code	Module	Credits	Year	Sem
ASNSG-504-2313	Paediatrics and Maternity Care	4	2	B
ASNSG-504-2314	Professional Practice for Contemporary Nursing 2	4	2	B
ASNSG-504-2318	Research Methods in Nursing II	4	2	B
ASWBP-516-2302	Practice Learning 2	16	2	YEAR
ASNSG-604-2315	Critical Care and Accident and Emergency Nursing	4	3	A
ASNSG-604-2316	Foundations for Clinical Education	4	3	A
ASNSG-604-2317	Nursing Leadership and Management	4	3	A
ASNSG-604-2310	Evidence Based Practice	4	3	A
	*Elective Module	4	3	A
ASNSG-603-2319	Legal Issues in Nursing	3	3	B
ASNSG-603-2320	Rehabilitation Nursing	3	3	B
ASNSG-603-2321	Perioperative Nursing Care	3	3	B
ASNSG-603-2322	Self Care for Nurses	3	3	B
ASDIS-612-2301	Nursing Dissertation - Scoping Review	12	3	YEAR
ASWBP-616-2303	Practice Learning 3	16	3	YEAR

* Elective Module
Learners are to choose 1 of the following Elective Modules:

Code	Module	Credits	Year	Sem
ASNSG-604-2323	Lifestyle Medicine for Nurses	4	3	A
ASNSG-604-2324	Genomics for Nurses	4	3	A
ASNSG-604-2325	Sociology of Health and Illness	4	3	A
ASNSG-604-2326	Community Nursing	4	3	A
ASNSG-604-2328	Nursing in a Correctional Setting	4	3	A
ASNSG-604-2329	Psychology for Nurses	4	3	A

Allocation of Total Learning Hours (per Unit)	The total learning hours required for each unit or module are determined as follows:			
	Credits (ECTS)	Indicative contact hours[1]	Self-Learning and Assessment Hours[3]	Total Student workload (hrs)[2]
	1	5 – 10 hrs	20 - 15 hrs*	25 hrs
	2	10 – 20 hrs	40 - 30 hrs*	50 hrs
	3	15 – 30 hrs	60 - 45 hrs*	75 hrs

4	20 – 40 hrs	80 - 60 hrs*	100 hrs
6	30 – 60 hrs	120 - 90 hrs*	150 Hrs
9	45 – 90 hrs	180 - 135 hrs*	225 hrs
12	60 – 120 hrs	240 - 180 hrs*	300 hrs
Note: The 'Self-Learning and Assessment Hours[3]' amount to the difference between the 'Indicative Contact Hours'[1] and the 'Total Student Workload'[2]			

MINIMUM CREDITS FOR QUALIFICATIONS AT DIFFERENT LEVELS

MQF Level	Minimum ECTS Required for a Qualification*
8	
7	30
6	180
5	30
4	30
3	60
2	60
1	40

*Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig.1: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024). Referencing Report, 5th Revised Edition.

APPENDIX 2

EXAMPLES OF QUALIFICATION TYPES AT A SPECIFIC MQF LEVEL

MQF Level	Examples of qualification types at a specific MQF level (The list in this column is not exhaustive)	Number of ECTS *
8	Doctoral Programmes:	
	PhD	N/A
	Professional Doctorate	180
7	Master's Degree	90
	Postgraduate Diploma	60
	Postgraduate Certificate	30
6	Bachelor's Degree	180
	Bachelor's Honours	240
5	Undergraduate Higher Diploma	90
	Undergraduate Diploma	60
	Undergraduate Certificate	30
	VET Level 5	60
4	Advanced Diploma	120
	Pre-Tertiary Certificate	30 - 60
	MATSEC Matriculation Certificate (Advanced and Intermediate)	N/A
	VET Level 4	120
3	Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 3	60
2	Foundation Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 2	60
1	Introductory Certificate	40
	VET Level 1	40

*Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig.2: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024). Referencing Report, 5th Revised Edition.

ASNSG-504-2301: Fundamentals of Contemporary Nursing Care

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

During the last decade nursing has taken huge developmental leaps forward whilst still embracing the core professional nursing values of holism, person centered care, and compassion through effective communication. In this unit the learners will be encouraged to adopt a belief system that facilitates the development and adoption of a holistic approach to care. This unit aims to provide opportunities for learners to appreciate the actual and examine the potential contribution of nursing to the provision of healthcare in contemporary society.

The learners will study the theory and research evidence that underpins the learning outcomes and will consider its application within experiential learning activities during the theory sessions. The underpinning values of the Malta Nursing and Midwifery Council code of ethics (2020) will be used as a framework to help learners develop those skills which enable nurses to engage effectively with people and build caring, professional relationships. Learners will explore a range of communication skills nurses need in order to demonstrate effective listening and responding to patients. To enhance their professional approach, the learners will be required to apply the principles of compassionate, individualised, person centred, holistic care to patients of all ages including their families or significant others.

Learning Outcomes

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

1. *Apply principles of care, compassion, and communication in the provision of person-centered holistic care for patients and their families.*
2. *Discuss the role of the nurse in contemporary practice.*
3. *Use professional attitudes, skills and behaviours towards patients, families and members of the healthcare team.*
4. *Outline the current challenges to the nursing profession in providing safe, effective patient focused care.*

ASNSG-506-2302: Applied Anatomy and Physiology for Nurses

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

An understanding of Anatomy and Physiology is fundamental to any health care profession. It is crucial for one to be able to understand the relationships between the different parts of the body and the processes that ensure homeostasis. This unit is the foundation upon which nurses build further knowledge of normal life processes like ageing but also the pathophysiology of imbalances, disorders, and diseases besides certain elements like pharmacokinetics. This unit aims to introduce learners to the essential elements of human anatomy and physiology that are required for one to be able to understand and implement safe nursing practice.

Learning Outcomes

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

1. *Describe the basic structure and function of cells, tissues, and organs.*
2. *Define the concept of homeostasis and discuss its role in maintenance of normal body functions.*
3. *Describe the overall structure and function of body systems, location of organs and their relationship to each other.*
4. *Describe the disease process and basic treatment in these systems.*
5. *Evaluate information and relevant scientific literature.*

ASNSG-506-2303: Principles of Surgical and Orthopaedic Nursing

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Blended Learning
Total Learning Hours: 150

Unit Description

General surgical nursing care is a cornerstone of nursing practice. The role of the nurse in surgical units has become more focused over the last decade with emphasis placed on aspects of multidisciplinary assessment, investigation, and treatment. The principles of surgical care are applied in different settings guided by the nursing process. In a time of sub-specialization, it is imperative that the principles of surgical nursing care become second nature to nurses in the clinical field. This unit aims to develop the learners' knowledge of nursing care of patients who are admitted to Surgical/Orthopaedic units. It focuses on commonly encountered conditions/diseases that might require observation or surgical treatment, the nursing care and application of the nursing process, the role of the nurse within the team, discharge planning and communication for seamless continuation of care.

Learning Outcomes

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

1. *Manage patients admitted with common Surgical and Orthopaedic conditions.*
2. *Discuss the care required and possible prevention of complications in both acute and chronically ill Surgical and Orthopaedic patients.*
3. *Assess Surgical and Orthopaedic patients to formulate a nursing diagnosis and management plan from admission to discharge.*
4. *Discuss nursing tools and frameworks in the provision of effective and efficient patient-centered care.*
5. *Use a variety of skills required to holistically care for Surgical and Orthopaedic patients in a safe and effective manner.*
6. *Apply the principles of collaboration within the multidisciplinary team including giving information to both the patients and their significant others.*

ASWBP-516-2301: Practice Learning 1

Unit level (MQF/EQF): 5
Credits: 16
Delivery Mode: Blended Learning
Total Learning Hours: 400

Unit Description

Clinical practice is a crucial component of nursing and a range of evidence-based skills is required for registration and employment as a nurse. This unit is intended to prepare the learners for the upcoming clinical placements. Learners will be guided to apply a range of skills to patients of all ages who may have diverse health and nursing needs. These patients include adults and/or children who are admitted for acute medical, surgical, or orthopaedic care, individuals and their families supported by maternity care services, or patients cared for within a community setting. Learners are empowered to explore different ways how to become safe, effective and efficient healthcare professionals by utilising the evidence-base to inform their practice across diverse healthcare settings. This unit also focuses on the nursing process and the concepts of communication, collaboration, health, assessment of needs, teamwork, patient handover, documentation, vital observations, and recognition of deterioration. The learners also learn mandatory skills to ensure that they can practice safely and effectively. Lectures, seminars, and practical sessions include role play, simulations, discussions, brainstorming, groupwork and hands on practice using MCASTs Nursing simulation facilities. Directed study and independent reading are crucial for the learners' success in this unit. The learners are supported by online learning, classroom-based instruction and practice lab sessions.

Learning Outcomes

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

1. *Practice as compassionate, person centred, ethical practitioners.*
2. *Display professional behaviour and maintenance of professional standards.*
3. *Discuss a range of evidence that underpins nursing practice in a variety of settings.*
4. *Apply knowledge and perform a range of skills in a safe and effective manner.*
5. *Identify the impact of nursing assessment and intervention on the health and wellbeing of a range of patients within a variety of scenarios.*
6. *Demonstrate active engagement in lifelong learning and reflective practice in preparation for registration as a first level nurse.*

ASWBP-516-2302: Practice Learning 2

Unit level (MQF/EQF): 5
Credits: 16
Delivery Mode: Blended Learning
Total Learning Hours: 400

Unit Description

Clinical practice is a crucial component of nursing, and a range of evidence-based skills is required for registration and employment as a nurse. This unit is intended to prepare the learners for the upcoming clinical placements and build upon the knowledge and skills gained throughout the previous modules and practice placements. Learners will be guided to apply a range of skills to patients of all ages who may have diverse health and nursing needs. These patients include adults and/or children who require psychiatric, geriatric, rehabilitation, maternity or oncology/palliative care, including their families, who are being cared for within acute, community, long term, or rehabilitation settings. This unit also focuses on learners improving their safe skills in delivering effective and efficient healthcare by utilising evidence-based information to inform their practice. There is a focus on the concepts of communication, collaboration, health, assessment of needs, teamwork, patient handover, documentation, nursing skills, prompt recognition of deterioration and appropriate action. The learners also refresh several mandatory skills to ensure safe and effective practice. This unit is supported by online learning, classroom-based instruction and practice lab sessions. Lectures, seminars, and practical sessions include role play, simulations, discussions, brainstorming, groupwork and hands on practice using MCASTs Nursing simulation facilities. Directed study and independent reading are crucial for the learners' success in this unit.

Learning Outcomes

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

1. *Apply the principles of nursing assessment and intervention to improve the health and wellbeing of a range of patients within a variety of scenarios.*
2. *Display professional behaviour and maintenance of professional standards.*
3. *Appraise evidence that underpins professional nursing skills required to provide safe and effective care in a variety of settings including an understanding of the concept of risk.*
4. *Evaluate contemporary theories and evidence-based tools which impact nursing practice in a variety of settings considering patients across the lifespan.*
5. *Identify the impact of collaborative working skills with patients of all ages, families and other professionals in a variety of settings.*
6. *Demonstrate an active engagement in lifelong learning and reflective practice by identifying own strengths and areas in need of development in preparation for registration as a first level nurse.*

ASNSG-504-2304: Pharmacology for Nurses

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

The role of nurses is crucial in the safe administration of medications in any health environment. This is a common procedure undertaken several times, even during a single duty. Nurses make critical decisions in relation to the safety, appropriateness and effectiveness of medications administered to their patients. Nurses are also in a unique position of being able to assess the patient's condition, both prior to the use of medication, as well as the patient's response to medication. It is therefore imperative that nurses possess a solid understanding of pharmacology, pharmacokinetics, pharmacodynamics, the principles of drug administration, expected responses, as well as potentially life-threatening adverse events and ways how to prevent and/or treat them. This unit, therefore, aims to enable learners to develop their understanding of the relevant principles of safe administration and management of medicines to patients across the lifespan.

Learners will focus on identifying the key processes of pharmacokinetics and pharmacodynamics to develop a sound understanding of how medications work within the human body, prior to taking the appropriate actions to safely administer medications. Classification and actions of common drugs and how these influence management of diseases, will be addressed. Learners will focus on the principles of safe medication administration and considerations of how medication management is incorporated within care plans for a variety of patients. Finally, learners will develop an appreciation of the ethical and legal principles guiding safe medication administration that reflect patient's rights in line with the code of ethics for nurses and midwives and scope of professional practice.

Learning Outcomes

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

1. *Identify the key concepts related to pharmacokinetics and pharmacodynamics for patients of all ages.*
2. *Apply different drug classifications to a range of clinical scenarios for the management of various diseases.*
3. *Outline the principles of safe medication administration for a range of patients.*
4. *Appraise the ethical and legal principles governing drug administration in line with professional and ethical nursing standards.*

ASNSG-506-2327: Infection Control for Nurses

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This study unit will introduce students to topics relating to infection control and is aimed at developing understanding, knowledge and skills in infection control for community practice. This module will also focus on Infection control practices in the acute setting. Essential and basic infection control measures will be explored for both the acute setting and the community setting. The basic principles of infection. Control and microbiology will be explored in detail to facilitate an understanding of infection prevention. The aim is to reinforce the general principles of infection prevention and control and explore ways such principles may be adapted in different areas in the acute and community work, schools and Health care centres.

Learning Outcomes

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

1. *Recognise the role of pathogenic microorganisms, their virulence and modes of transmission in relation to sources of infection, including health care-associated infections.*
2. *Discuss standards and guidelines, legal and ethical frameworks relating to infection prevention and control practice.*
3. *Identify the principles and practices of infection prevention and control reduce transmission risks.*
4. *Interpret surveillance and clinical audits associated with healthcare procedures and strategies to reduce healthcare-associated infections.*
5. *Analyse multi-drug resistant bacteria and antimicrobial stewardship to enhance the delivery of care.*
6. *Explain policy and practice related to outbreak/exposure management in community and healthcare contexts.*

ASNSG-506-2305: Professional Practice for Contemporary Nursing 1

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Blended Learning
Total Learning Hours: 150

Unit Description

To become a safe and effective practitioner, the learner must be able to seek and integrate new and existing knowledge, theory, and practice. To achieve this, one needs constant awareness of one's own strengths and areas in need of development. The aim of this unit is to equip learners with the skills required to support their practice and continuing development to enhance the practice of care. This can be done through the understanding and use of the self by focusing on the concepts of self-awareness, self-esteem, reflection, emotional intelligence, assertiveness, and time management.

Learning Outcomes

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

1. *Carry out reflective practice to identify the personal needs, strengths and weaknesses in the journey to become a reflective practitioner.*
2. *Appraise competencies and skills required to carry out safe and effective practice as a nurse.*
3. *Design action plans to address the identified areas in need of future development.*
4. *Apply reflective and analytical skills to develop professional values, expected attitudes and behaviour.*
5. *Produce a Professional Nursing Portfolio demonstrating continuing personal and professional development.*

ASNSG-506-2306: Principles of Nursing in General Medicine

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Blended Learning
Total Learning Hours: 150

Unit Description

Nursing in general medicine encompasses all specialties, with many patients suffering multiple medical issues making care complex. The advancements in care and sub-specializations coupled with the drive for more efficiency through forward planning have reshaped the role of the nurse in general medical units putting more emphasis on the nursing process and active participation in the multidisciplinary approach to care. This unit aims to develop the learners' knowledge and skills for person-centered, evidence-based medical nursing care that can be delivered in a variety of settings, both acute or chronic, in hospital or in the community. This unit focuses on commonly encountered medical conditions, their treatment and related management, the nursing care and application of the nursing process, the role of the nurse within the team, discharge planning and effective communication for seamless continuation of care.

Learning Outcomes

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

1. *Manage patients admitted with common medical conditions.*
2. *Discuss the care required and possible prevention of complications in both acute and chronically ill medical patients.*
3. *Assess patients presenting with medical conditions to formulate a nursing diagnosis and management plan from admission to discharge.*
4. *Use a variety of skills required to holistically care for the medical patient in a safe and effective manner.*
5. *Apply the principles of collaboration within the multidisciplinary team including giving information to all stakeholders when caring for medical patients.*
6. *Apply the principles of Scope of Professional Conduct and the Code of Ethics for Nurses and Midwives in everyday practice.*

ASNSG-504-2307: Mental Health and Learning Disability Nursing

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

This unit aims to expose learners to appreciate how psychiatric and mental ill health conditions and learning disability can impact the affected individuals and those around them. This unit intends to increase the learners' knowledge of both the conditions and how important their role as a nurse will be to care for people affected by these conditions. Learners shall be equipped with skills that enable them to develop a fruitful nurse-patient relationship to be able to care for patients across the lifespan. This unit also empowers the learners to educate families and the community about mental ill health conditions and learning disabilities with the aim of decreasing the associated stigma.

Learning Outcomes

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

1. *Describe biological, psychological, and social factors that can contribute towards mental ill health and learning disability.*
2. *Discuss commonly occurring forms of mental illness and learning disabilities, symptoms, and progression of such conditions.*
3. *Recognize the role of psychopharmacology and nonpharmacological approaches in the management of mental ill health and learning disabilities.*
4. *Recognize the role of the nurse when caring for individuals who experience mental ill health and/or learning disabilities.*

ASNSG-504-2308: Geriatric Nursing Care

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Blended Learning
Total Learning Hours: 100

Unit Description

This unit aims to provide the learner with a broad view of the implications of contemporary geriatric nursing care. The unit focuses on older persons and the biopsychosocial perspectives of ageing. It aims to promote the delivery of safe and effective care through appropriate use of communication and assessment skills and delves into a variety of topics amongst which:

- The promotion of health and active ageing
- Medication management and polypharmacy
- Physical activity; promotion of continence; prevention of falls
- Conditions/diseases in the elderly, and geriatric syndromes like dementia and frailty.

This unit will engage learners in refining their compassionate care skills whilst caring for patients in a holistic manner. Throughout the unit there is a strong element of application of ethical principles in a variety of settings including acute care, community and long-term care, to a variety of patients with different needs.

Learning Outcomes

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

1. *Describe the role of the nurse and the multidisciplinary team in caring for older persons with various geriatric syndromes.*
2. *Identify and address the holistic needs of older citizens cared for in a variety of settings.*
3. *Apply continuity of care by using care plans across the continuum of services and promote the concept of active ageing.*
4. *Discuss the role of the nurse to promote independence in elderly patients in various scenarios.*
5. *Discuss nursing tools and frameworks in the provision of effective and efficient person-centred care.*

ASNSG-504-2309: Public Health in Contemporary Society

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

Within any health care system, public health practice protects, promotes and improves the health and wellbeing of individuals, families and communities. The study unit 'Public Health in Contemporary Society' introduces the discipline of public health and the social, political and economic context within which public health operates, helping learners develop a broad understanding of the subject. Nurses are in a unique position to contribute within public health. This unit also helps students appreciate the extent of their contribution to public health, which can go beyond the bedside.

While the historical development of public health will be explored to foster an understanding of the role of public health across the ages, this unit focuses on the contemporary issues and challenges in public health in Malta and globally, and the role that nurses can play in improving population health. In this study unit the public health care system and its core public health functions will be explored. Students will explore the relationship between the wider determinants of health, population wellbeing, and health inequalities. The extent through which individual health is determined by diverse agents, host factors and other conditions will also be explored. This unit will also introduce the learners to sources of data which are relevant to health, and outline basic methods for the measurement of population health using epidemiological and demographic data. Students will also learn about the major public health concerns, the public health needs across the lifespan, from pre-conception to end of life, at an individual, family and community level, and how to formulate a population level health needs assessment. Students will also learn about primary, secondary and tertiary levels of ill health prevention and the importance of community engagement to empower people of all ages with diverse health and social care problems, to come together to address their own health in context.

As the major focus of public health is the prevention of disease and promotion of wellbeing, the study unit will familiarise learners with methods for the prevention and control of the major contemporary public health issues taking into consideration the role that nurses can play, including a range of health promotion approaches, models and strategies to empower people to increase control over and improve their health.

Legislation underpinning the principles of public health will be discussed. The content will be supported throughout by local statistics, policies and practices.

Learning Outcomes

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

1. *Describe the public health strategies and functions, as well as the concerns of the Maltese public health care system for the contemporary society.*
2. *Analyse factors that determine human health and ill-health, and which contribute to health disparities.*
3. *Use methods for assessing population health across the lifespan.*
4. *Apply the theories and models of health promotion.*
5. *Appraise the role of the nurse in public health.*

ASNSG-504-2311: Research Methods in Nursing I

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

This module introduces the learner to start understanding the basic principles of research methods used in nursing and health care. The aim of the unit is to introduce learners to research and develop their understanding of the research process in both qualitative and quantitative methods. Learners will be exposed to formulating a research question, accessing the right literature to answer the research questions, discuss the selected literature and understand method design and sampling techniques required when carrying out a research project. Following completion of this unit, the learners will start to become more familiar with the different parts of research projects including the appropriate research question, accessing the right resources, and understand relevant aspects related to research design and sampling. This unit will set foundations for 'Research Methods in Nursing 2'.

Learning Outcomes

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

1. *Identify and be able to compose an appropriate research question.*
2. *Access information obtained through various literature retrieval strategies and/or sources.*
3. *Summarize research into a brief literature review.*
4. *Identify the appropriate research design suitable to collect quantitative, qualitative and mixed methods research.*

ASNSG-504-2318: Research Methods in Nursing II

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

This unit builds upon Research Methods in Nursing 1. It aims to assist the learner to be able to understand the ethical considerations when designing research, identify methods to data collection, identify judgement techniques, the procedures and practices of data analysis and interpretation. The learner will be exposed to a number of concepts related to research such as understanding integrity of research through rigor, sampling methods, data analysis for quantitative and quality methods and providing a discussion on the interpretation of data. It also covers the use of mixed method research, a method that is increasingly being used to strengthen understanding by adding depth and breadth to nursing phenomena under study. Following completion of this unit, learners will be able to produce a statement of intent for scoping reviews. The statement of intent for scoping reviews will facilitate learners to compile a proposal of work necessary for their final project that is carried out in the final year of their studies.

Learning Outcomes

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

1. *Identify ethical considerations relevant to the research process.*
2. *Evaluate methods used to assess the integrity of research.*
3. *Discuss data analysis and interpretation of methods.*
4. *Prepare a statement of intent for the scoping review.*

ASNSG-504-2312: Oncology and Palliative Care Nursing

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Blended Learning
Total Learning Hours: 100

Unit Description

The increasing burden of cancer, both globally and locally, requires nurses to be equipped with the fundamental knowledge, skills and competencies to care for people affected by cancer across various settings. This unit is based on guidance provided by the EONS (European Oncology Nursing Society) Cancer Nursing Education Framework (2022).

Learners will be introduced to key concepts of the epidemiology of cancer with respect to the occurrence, distribution, and determinants of cancer, globally and with particular focus on European and National profiles. Understanding of the pathophysiology of cancer will also help learners to recognise the rationale for treatment decisions, whilst the role of the nurse during this process within the multidisciplinary team, will be explored. The role of nurses within the context of cancer therapies will also be explored in providing safe, quality care to people with cancer. Finally, this unit will focus on the significance of assessing and addressing the holistic supportive care needs of people affected by cancer throughout their care continuum and the nurses' role in ensuring that people live well until they die whilst providing the conditions for a dignified death.

Learning Outcomes

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

1. *Recognise key concepts of cancer epidemiology, preventive and early detection strategies.*
2. *Examine principles of cancer treatment decision making.*
3. *Identify different cancer therapies and the nurses' role in supporting people receiving cancer treatments.*
4. *Recognise the wider impact of cancer on people living with, through and beyond cancer.*
5. *Examine the principles of supportive, palliative, and end-of-life care for patients and their families.*

ASNSG-504-2313: Paediatrics and Maternity Care

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Blended Learning
Total Learning Hours: 100

Unit Description

The learners following this unit will develop their knowledge of concepts that relate to nursing care of the mother and child. The unit explores common maternal and child health issues from social, cultural, and political perspectives. Learners will be guided to apply a range of principles of care in maternal and child-healthcare settings within a backdrop of cultural competence. Topics will consider the concept of family-centred care. In maternal health the journey from family planning to post-natal care will be considered. In this unit learners will also explore the health needs and illness trajectory experienced in the paediatric setting by systematically applying the nursing process to a variety of scenarios both in community settings and during hospitalisation. Learners will also have the opportunity to explore and apply various tools implemented for clinical assessment within the maternity and paediatric settings. The nursing management of medical and surgical conditions within the paediatric setting will also be given due consideration.

Learning Outcomes

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

1. *Care for mothers, babies, and families in family planning, and ante-natal and post-natal period.*
2. *Identify the bio-psychosocial needs of children and their families.*
3. *Discuss the management of a child admitted with a variety of medical and surgical conditions.*
4. *Apply a variety of skills crucial to the provision of safe, effective and holistic care to children and their families.*

ASNSG-504-2314: Professional Practice for Contemporary Nursing 2

Unit level (MQF/EQF): 5
Credits: 4
Delivery Mode: Blended Learning
Total Learning Hours: 100

Unit Description

This unit aims to provide insight into the concepts of ethics and clinical decision making. This unit merges the philosophy of ethics and the decision-making process by applying them to dilemmas faced daily in health and social care. The unit introduces ethics in day-to-day practice by exploring and applying ethical theories and principles to nursing. Moral rules such as veracity, privacy, fidelity and confidentiality, and moral principles such as respect for autonomy, non-maleficence, beneficence, and justice are all explained. This unit also includes the exploration of the Maltese Code of Ethics for Nurses and Midwives, to empower learners to get acquainted with how this document can be applied in practice. This will be done through discussion and analyses of different case scenarios using a systematic approach. Learners will also be guided to perform an evaluation of the ethical impact of choices and decisions considering the way in which ethical issues influence decision-making strategies. The unit will also include special considerations related to mental health, safeguarding, children, end-of-life, resource allocation and confidentiality.

Learning Outcomes

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

1. *Evaluate ethical principles and their relevance to nursing practice.*
2. *Apply the main ethical theories in practice as part of the clinical decision-making process.*
3. *Apply critical thinking skills to ethical and moral dilemmas in health and social care.*
4. *Apply a structured framework for the analysis of ethical dilemmas encountered in clinical practice.*

ASNSG-604-2315: Critical Care and Accident and Emergency Nursing

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

Accident and emergency nursing and critical care nursing are two distinct areas of specialist nursing care where patients are often affected by life-threatening conditions. This unit sets off by delving into the topics that are common to all the patients who are critically ill. These include the primary and secondary assessments, triage systems, and response to critical incidents within accident and emergency care. This part is delivered through lectures and discussions, self-directed study and hands-on simulation scenarios in the MCAST clinical nursing labs facilitated by nurse lecturers. A variety of common conditions/scenarios that can be encountered in A&E are discussed during this part of the unit, focusing on the role of the nurse in patients of ages across the lifespan.

The second section of the module deals with Critical Care Nursing (CCN). CCN deals with acutely ill patients who require more intensive, high-quality interventions. The unit introduces a number of common conditions that one is likely to encounter in a critical care setting with discussions revolving around the underlying pathophysiology, the treatment and the role of the nurse. Invasive monitoring, care of a ventilated patient, and interpretation of results are topics that are discussed during this part of the unit.

Both sections cover the care delivered to patients suffering from respiratory, cardiac, urinary, gastrointestinal, musculoskeletal and neurological conditions across the lifespan, linking to maternity, mental health, and learning disabilities whilst also addressing psychological care of the family members.

Learning Outcomes

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

1. *Describe the pathophysiology of common conditions one is likely to encounter in patients in accident and emergency or critical care.*
2. *Manage problems related to airway, breathing, circulation, and spinal trauma.*
3. *Assess the holistic management of patients in relation to the latest research findings.*
4. *Discuss the role of the nurse in various scenarios including the psychological care of the patients' significant others.*
5. *Carry out nursing procedures and interpret relevant results and parameters.*

ASNSG-604-2316: Foundations for Clinical Education

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

This unit examines the underpinning theories and principles involved in developing educational learning opportunities, and explores various components which relate to clinical teaching in the practice setting such as theories of learning and teaching; methods of clinical teaching, lesson planning, assessment and evaluation. The unit aims to enhance the development of the knowledge, attributes and skills required to create and maintain quality clinical learning environments and to develop competence as a teacher in the clinical practice setting.

Following 48 hours taught lectures, learners will be required to carry out three teaching episodes within their placement area of clinical practice. They will be required to design and develop three evidence based lesson plans on which to base their teachings. After the teaching episodes have been completed, learners will produce a written reflection of their experiences, supported by theory, reflection and feedback.

Learning Outcomes

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

1. *Recognise the theory that underpins effective practice in teaching, learning, assessment and evaluation in a clinical setting.*
2. *Develop practical skills in instructional design for the learning experience to attain desired outcomes.*
3. *Apply practical, generic skills in clinical teaching and assessment with a range of learners of different ages and abilities in a range of settings.*
4. *Develop competencies in self-reflection, peer review, and the critical appraisal and application of teaching theories and evidence based literature in nursing education.*

ASNSG-604-2317: Nursing Leadership and Management

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

This unit is aimed at undergraduate nurses who are in their final year of training and approaching the transition to practice. All nurses have leadership and to some degree, management responsibilities. In this unit learners develop knowledge of the leadership and management components of nursing practice within the structure of an organisation and it is grounded in evidence-based leadership principles. Emphasis is given to organisation theory, and behaviour. In addition the unit explores change management, as a key component of leadership in healthcare. Emphasis is also placed on critical self-reflection of the learners own leadership strengths and weaknesses, in preparation for clinical nursing practice.

Learning Outcomes

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

1. *Identify a range of leadership and management theories and strategies.*
2. *Examine critically the organisational theory and behaviour in healthcare.*
3. *Evaluate critically the concepts related to change management with an emphasis on healthcare settings.*
4. *Analyse critically the common characteristics, skills and competencies of leaders and managers in a health care context.*

ASNSG-603-2319: Legal Issues in Nursing

Unit level (MQF/EQF): 6
Credits: 3
Delivery Mode: Blended Learning
Total Learning Hours: 75

Unit Description

This unit aims to provide an overall insight into several legal aspects relating to the nursing profession amongst which are dangerous drug administration, data protection, competence to give consent, anti-discriminatory practice, protection of vulnerable people, extended roles, accountability, professional liability, and professional indemnity. The following are some of the sections of the Maltese Laws that will be considered in this unit:

- Minor Protection (Alternative Care) Act, Ch 569, 2020.
- Mental Health Act, Ch 525, 2012.
- Dangerous Drug Administration Act, Ch 101, 1939.
- Health Act, Ch 528, 2013
- Health Care Professions Act, Ch 464, 2003
- Public Health Act, Ch 465, 2003

Learning Outcomes

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

1. *Identify key legislation in place to safeguard vulnerable individuals.*
2. *Recognise the legal rights and obligations of the nurse.*
3. *Apply common legal principles during nursing practice.*
4. *Carry out effective clinical decision-making in nursing practice.*

ASNSG-603-2320: Rehabilitation Nursing

Unit level (MQF/EQF): 6
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit aims to provide the learner with a broad view of the role of the nurse in evidence-based rehabilitation. It delves into the definitions of disabilities followed by the general principles of rehabilitation. The role of the rehabilitation team is discussed within a variety of contexts and conditions (see list below). It will focus on the complex health care needs of patients requiring specialized rehabilitation interventions in the community and acute care setting. The practice skills required to address complex nursing situations including person centered care, case management and team leadership will be covered in this unit. The discharge planning process is tackled holistically, including efforts directed towards adaptations, care and education of the informal carers, psychological assistance, and various joint interventions depending on the need. This unit considers rehabilitation care across the lifespan also with an aim to create awareness of services available and develop the skills required to care for patients of different ages admitted to rehabilitation settings with a range of needs. This unit will also engage learners in refining their compassionate care skills whilst caring for patients in a holistic manner.

- Orthopedic conditions like hip fractures, spinal cord injuries, total joint replacement, amputations, polytrauma
- Neurological conditions like traumatic brain injury
- Cerebrovascular conditions like stroke, cardiac and pulmonary disease
- Pediatric rehabilitation

Learning Outcomes

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

1. *Define disabilities and the general principles of rehabilitation vis-a-vis patients of different ages.*
2. *Outline the role of the nurse within the interdisciplinary team in rehabilitation.*
3. *Identify the role of the nurse in educating and supporting patients of all ages and their informal carers.*
4. *Discuss the principles of discharge planning integrated in everyday practice.*
5. *Reflect on the ethical principles for a variety of conditions in rehabilitation settings.*

ASNSG-603-2321: Perioperative Nursing Care

Unit level (MQF/EQF): 6
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit is designed for the learners to gain a basic understanding, knowledge and skills needed by perioperative nurses. These include giving and taking handover from ward or emergency staff, immediate pre-operative preparation of patients of all ages (including pregnant women) for surgery (including emergency surgery and caesarean section), intra-operative care and assistance to both the surgical and anaesthetic teams, immediate post-operative care in the recovery room, transfer and handover to the ward or intensive care unit, and the role of the nurse in emergency situations. During this unit the learners will be exposed to the various roles of nurses within the operating room, the theatre layout, moving in theatre, surgery or procedures in remote locations, the principles of infection control in an operating theatre, conduction of risk assessments, management of risk, upkeep of safety standards, teamwork, communication, and ethical issues.

Learners will be exposed to a variety of scenarios where they must apply their knowledge to prioritise care, use role play to practice communication in a variety of settings with different professionals, present assigned material and participate in class-based discussions. Self-directed learning and reading on a weekly basis will supplement the discussions that follow in class.

Learning Outcomes

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

1. *Recognise the principles of perioperative care required for safe and effective practice including the assessment and management of risk for patients of all ages, including pregnant women, and those suffering from mental health disorders and/or learning disabilities.*
2. *Identify safety precautions in perioperative care, including infection prevention and control.*
3. *Appraise in a critical manner own ability to communicate effectively with members of the multidisciplinary team.*
4. *Discuss critically the ethical issues relevant to perioperative care in relation to elective and emergency surgery, for patients of all ages, including pregnant women, and those suffering from mental health disorders and/or learning disabilities.*

ASNSG-603-2322: Self Care for Nurses

Unit level (MQF/EQF): 6
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

Research indicates costly and crippling organizational problem in healthcare is nursing burnout. Nursing burnout has multifaceted effects which are known to affect individual nurses, group cohesion, working teams and ultimately patient care. Self-care is imperative to health, sustenance and professional growth so this unit aims to be experiential, with learners and lecturers working together to transition process from a student nurse to a graduate nurse. The module will also address concepts related to promoting healing and health.

The teaching and learning strategies in this unit shall be face-to-face lectures, group work, discussions of various self-care activities, journaling and reflection as self-examination of stressors, and evaluation of different approaches to health. Selected self-care activities shall be delivered by guest lecturers both on and off campus. The unit shall allow learners to understand the transition from a student nurse to a graduate nurse whilst implement self-care initiatives into their everyday lives. Learners shall be guided on how to deal with exceptionally stressful and traumatic situations like workplace bullying, harassment, involvement in polytrauma or the sudden death.

The overall aim of this module will be to extend and consolidate concepts from previously taught theory and nursing practice and assist students in practicing self-care as part of their everyday practice.

Learning Outcomes

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

1. *Identify personal goals through self-reflection.*
2. *Demonstrate acquisition and synthesis of knowledge, skills and attitudes required by a graduate nurse.*
3. *Discuss and appraise strategies to promote resilience.*
4. *Identify resources within the organizational structure to seek support.*

ASWBP-616-2303: Practice Learning 3

Unit level (MQF/EQF): 6
Credits: 16
Delivery Mode: Blended Learning
Total Learning Hours: 400

Unit Description

Clinical practice is a crucial component of nursing, and a range of evidence-based skills are required for registration and employment as a nurse. This year long unit is intended to prepare the learners for the upcoming clinical placements and a career in nursing.

In the first semester, this unit will build upon the knowledge and skills gained throughout the previous modules and practice placements. Learners will be guided to apply a range of skills to patients of all ages who may have diverse health and nursing needs. These patients include adults and/or children who require emergency or critical care, including their families. This unit focuses on learners improving their safe skills in delivering effective and efficient healthcare by utilising evidence-based information to inform their practice. It also focuses on the concepts of communication and patient handover, documentation, collaboration, assessment of needs, teamwork, nursing skills, the prompt recognition of deterioration and appropriate, timely action. The learners will also refresh several mandatory skills to ensure safe and effective practice. This unit is supported by online learning, classroom-based instruction and practice lab sessions. Lectures, seminars, and practical sessions include role play, simulations, discussions, brainstorming, groupwork and hands on practice using MCASTs Nursing simulation facilities. Directed study and independent reading are crucial for the learners' success in this unit. A list of key reading resources is available.

A range of scenarios synonymous with life-threatening conditions and patients who are acutely and critically ill are covered in this unit. There is a focus on the pathophysiology of a number of common conditions, their care, and the role of the nurse in emergency and critical care situations. Learners will be exposed to: haemodynamic monitoring, care of the unconscious patient, mechanical ventilation, assessment and management of patients in shock (hypovolaemic, cardiogenic, neurogenic, septic, anaphylactic), and the critically ill child and neonate. Care of the patient in emergency care will be explored, including patient assessment (primary and secondary), documentation, and management of a trauma patient including ABC, immobilization, and haemorrhage. The learners will be exposed to various case studies stratified by body system. Group work will be conducted in small groups within the MCAST clinical nursing labs and facilitated

by nurse lecturers, covering the urinary, GI, neurologic, respiratory and cardiovascular systems.

In the second semester this unit will help the learners to develop and consolidate skills, attitudes and behaviours developed over the first two years of the programme. It will offer learners the opportunity to enhance their critical understanding of professional practice with people of all ages including children, adolescents, adults, older people, pregnant and post-natal women, people with mental health needs and people with needs associated with learning disabilities. Learners will apply relevant theories in a critically informed way ensuring further development of leadership skills and knowledge required for clinical decision making in a complex healthcare environment. The learners will be evaluating and critically appraising models and tools for clinical decision making, exploring the challenges of making decisions in an interprofessional team working with patients of all ages. This unit also includes a critical appreciation of the importance of involving patients of all ages and their families in decision making relating to their own care. This includes learning about common ethical and professional dilemmas, application of strategies for decision-making, accountability, responsibility and legal considerations when making decisions relating to patients of all ages, including those with needs relating to mental health, learning disability and maternity care.

Learning is expected through classroom-based sessions, simulation and clinical practice placements. It shall be supported by research rich academic knowledge and the development of critical understanding through tutor guided independent learning. Lectures, seminars and practical sessions incorporating role play and simulation will provide learners with opportunities to develop an appreciation of the importance of integrating practice and formal theory. During the lectures there will be a critical examination of key policies and theoretical literature, encouraging learners to connect to their own independent reading, which will be key to success as lifelong learners. The practice learning sessions will enable them to make stronger links between theory and practice while developing their confidence and clinical performance. Engagement in tutor guided and self-directed independent learning is expected by reading suggested literature from the module reading list and other sources of reference material together with technology enabled online learning resources that will support the learners' learning. This unit also includes intravenous administration therapy competencies which is delivered in a multi modal way combining online and face to face lectures, discussions, self-directed study, and practice to enable students to develop the skills needed to safely deliver intravenous medications. Students are evaluated through the completion of a workbook and practical assessment.

Learning Outcomes

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

1. *Demonstrate safe and effective clinical nursing activities for patients of all ages requiring emergency or critical care.*
2. *Administer intravenous medications in accordance with the Maltese Nursing and Midwifery Council requirements and policies.*
3. *Examine key concepts in clinical decision-making processes that promote safe and effective practice within healthcare settings.*
4. *Discuss own role as a nurse in managing, leading and organising teams, care and resources taking into account underpinning theory and its application to enhancing quality in clinical practice.*
5. *Display professional behavior and maintain expected professional standards through critical reflection of personal and professional development.*

ASNSG-604-2323: Lifestyle Medicine for Nurses

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

Lifestyle medicine is an evidence-based approach to help individuals and families adopt and sustain healthy behaviours to prevent and treat chronic illnesses. The study unit 'Lifestyle Medicine for Nurses' introduces the discipline of lifestyle medicine outlining its eight main components, including nutrition, physical activity, stress resilience, quality sleep, sexual health, environmental health, cessation of tobacco and managing risky use of alcohol, and their principles. Nurses, being often tasked with educating patients and families, are well-positioned to address lifestyle interventions with patients. Thus drawing from nursing and medical literature, this unit also helps learners appreciate the extent of their contribution to lifestyle medicine for improving patient health and wellbeing.

The premise on which the need for this unit is based is as follows: lifestyle interventions are utilized in some form by every nurse at some point, but nurses properly trained in health promotion, dietetic counseling and exercise physiology, to name just a few of lifestyle medicine tools, will be more effective in achieving an optimal treatment and management of chronic diseases. This study unit thus focuses on providing a comprehensive background on the main components of lifestyle medicine and their principles. Furthermore, learners are taught about the relationship between lifestyle behaviours and disease and the impact posed by the social, political, economic and environmental determinants of health. Learners are also provided with evidence-based findings of different lifestyle medicine strategies for helping people change behaviour and improve their health. Behaviour change is also the focus of this study unit. This unit is based on the theoretical and behaviour change approaches for improving lifestyle. Behaviour change approaches for specific populations and across the lifespan are explored, while the use of innovative and engaging tools is highly encouraged.

This unit is specifically designed to help nurses to be introduced to the concepts and strategies of lifestyle medicine. While learners are highly encouraged to focus on their own wellness to become role models by practicing a healthy lifestyle, this unit also encourages the incorporation of lifestyle principles into nursing practices professionally and personally which will lead to overall improved patient outcomes and happier,

healthier nurses. The content of this study unit will be supported throughout by local statistics, guidelines, policies and practices.

Learning Outcomes

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

1. *Describe lifestyle medicine, its essential components and their principles.*
2. *Recognise the impact of the lifestyle behaviours on health and illness.*
3. *Examine behaviour change outlining lifestyle medicine strategies and approaches for health improvement.*
4. *Appraise the role of the nurse in lifestyle medicine.*

ASNSG-604-2324: Genomics for Nurses

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Blended Learning
Total Learning Hours: 100

Unit Description

This unit aims to highlight how nurses can incorporate genomics into their practice including when interacting with patients, families, and communities. The unit will focus on four key areas, namely, basic concepts of molecular genetics, gene expression, genomics across the life span and genomics and management of disease. The basic concepts of molecular genetics will include DNA structure and function, protein synthesis, cell division, cell differentiation and gametogenesis. Gene expression will consider patterns of inheritance, epigenetic influences on gene expression, autosomal inheritance and disorders, sex chromosomes, mitochondrial inheritance, congenital anomalies, taking a family history and genetic assessment. For genomics across the life the learner will look at normal physiologic function and pathophysiology of some genetic disorders seen across the life span as well as influences such as the interactions with the environment. In disease management the goals of pharmacogenetics will be discussed as well as the role of the nurse.

Learning Outcomes

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

1. *Identify the basic concepts of molecular genetics.*
2. *Discuss the relevance of gene expression in nursing practice.*
3. *Assess the onset of genetic disorders across the lifespan.*
4. *Apply genomics effectively in disease management and nursing practice.*

ASNSG-604-2325: Sociology of Health and Illness

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

This unit provides a sociological understanding of health and illness, a sub-field of sociology commonly referred to as 'medical sociology'. The scope of the unit is to show how sociology and sociological thinking can make a contribution to the nurses understanding of the health and illness experience. Gaining sociological knowledge and understanding of the complexities involved, can ultimately aid in making meaningful and appropriate improvements in our approaches to health, illness and to current health care systems. With increased understanding, nurses and other health care professionals are able to better appreciate the concerns of their patient and improve their care practices. The unit looks at various topics pertinent to the social organisation of health, illness and medicine. Moreover, the unit aims to promote critical and creative thinking necessary for meaningful intellectual enquiry into how the societies in which we live, operate and the impact of these on health and illness.

Learning Outcomes

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

1. *Identify key sociological concepts and theories.*
2. *Evaluate theoretical perspectives within the sociology of health and illness, applying them to selected health related issues.*
3. *Evaluate critically how a wide range of social and cultural factors, contexts and processes impact upon the health of individuals, groups and social institutions, locally, nationally and internationally.*
4. *Evaluate critically the relationship between nursing and the social and cultural view of health and illness.*

ASNSG-604-2326: Community Nursing

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Blended Learning
Total Learning Hours: 100

Unit Description

The importance of community care is increasingly gaining recognition. This is attributed to a number of factors including improving the quality of life for individuals, improving accessibility of care, and moving away from more acute settings, particularly when long-term care is required. Nurses have a pivotal role in the delivery of effective, safe, and competent care in the community setting. This module aims to explore the importance of community care, the role of the nurse and supportive resources that can help nurses provide care. The provision of care in the community will be explored with a life span approach. This will be linked to the range of skills, assessments, and approaches nurses can adopt to achieve optimal care delivery standards in this care setting.

Learning Outcomes

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

1. *Identify the concept of community care.*
2. *Address the holistic needs of individuals across the lifespan.*
3. *Discuss the role of the nurse within the community setting.*
4. *Apply a range of skills that promote safe and effective care within the community setting.*

ASNSG-604-2328: Nursing in a Correctional Setting

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

Correctional nursing is an important complex and unique speciality nursing area. Correctional nurses provide healthcare to those incarcerated in the criminal justice system in a variety of settings such as prisons. These nurses are challenged to provide maximum health care in a setting that has a different primary mission from most other healthcare environments and is designed for other purposes – security and public safety. This unit aims to provide guidance, knowledge and skills for responding to the needs of patients in custody and introduces learners to key aspects and issues related to nursing in a correctional setting. The topics covered provide insight into the role of the nurse, commonly encountered health care concerns, ethical issues and safety factors, as well as challenges that nurses encounter.

Learning Outcomes

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

1. *Recognise the uniqueness of the correctional nursing role.*
2. *Evaluate professional and ethical issues of the nurse/patient relationship in a custodial setting.*
3. *Identify common health care concerns encountered within a correctional setting.*
4. *Appraise critically the challenges that correctional nurses face when treating patients in a secure setting and consider strategies for managing healthcare in this environment.*

ASNSG-604-2329: Psychology for Nurses

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

Psychology is the scientific study of human behaviour and nursing and psychology are inextricably linked. A nurse cares for patients' overall well-being, not just their physical health. By applying basic principles of psychology, a nurse can provide emotional and psychological support and build a foundation of trust with patients. Psychological concepts, principles and theories are reflected in a number of nursing theories and nurses' inclination towards empathy and human connection further reinforces this conceptual connection. This unit is aimed at developing a realistic understanding of psychological concepts and processes amongst undergraduate nurses who will soon have accountability and responsibility for the well-being, health and care of others. Learners will develop insight and become more empathetic to the needs, motivations, feelings and behaviour of their patients (and relatives), helping them to understand the individual differences found in behaviour and personality traits of patients and the meaning of their behaviour in different circumstances. Moreover, the unit aims to highlight psychology's contribution to the health-disease process and quality of life of people.

Learning Outcomes

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

1. *Recognise various concepts, principles, theories, and research in areas of psychology most relevant to nursing.*
2. *Examine how psychological perspectives can inform understanding of emotional reactions to life events and ill-health experiences.*
3. *Identify the relationship between psychology and nursing.*
4. *Describe psychological knowledge and skills and recognize how they can be integrated into clinical practice.*

ASNSG-604-2310: Evidence Based Practice

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

The concept of evidence-based practice in nursing is the essence of professional practice, through which queries are answered by searching and critically evaluating the evidence. The learners following this unit will be encouraged to identify aspects in clinical nursing practice, understanding the hierarchy of evidence through search related literature, discuss the findings of their search and ways to apply and disseminate them in practice. This unit will also delve into the advantages and disadvantages of using an evidence-based approach to nursing care, together with barriers and facilitators to its implementation. The aim of the unit is to foster an evidence-based approach to clinical nursing practice where the learners become aware of the robustness of nursing research whilst appreciate nursing research through a critical lens.

Learning Outcomes

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

1. *Assess evidence-based practice and applicability in clinical nursing practice.*
2. *Discuss the applicability of the methods of research designs.*
3. *Address critically an aspect of an article.*
4. *Communicate findings and conclusions of evidence.*

CDKSK-503-2328: English for Academic Purposes

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit is intended to be run in the first semester of the first year of undergraduate degree programmes and consolidates prior knowledge, skills, and competences in English reading, writing, listening, and speaking by further strengthening the more academic functions of the language.

Moving beyond key linguistic skills, the purpose of this unit is to provide an EAP (English for Academic Purposes) foundation for degree programmes, focusing specifically on improving learners' awareness and familiarity with the skills necessary for successful academic reading and writing in English at Levels 5 and 6.

Learners will become familiar with academic features of style and the principles and mechanics of good text structure. They will also learn how to consult academic databases to use specialised sources within their field of study, and effectively integrate this information through paraphrase and citation as part of a larger argument or body of work.

Learning Outcomes

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

1. *Recognise the form, content, and style of academic texts.*
2. *Revise writing for academic formality and appropriacy.*
3. *Reproduce sourced content by means of indirect quoting methods.*
4. *Apply proper referencing conventions when citing content.*

CDKSK-503-2329: English for Dissertation Writing

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit is intended to be run in the second semester of the second year of undergraduate degree programmes and consolidates prior knowledge, skills, and competences of academic English by further strengthening reading, writing, and speaking skills as determined by the rigours of pre-dissertation research.

English for Dissertation Writing is targeted at learners who have successfully completed their degree programme's first year and exposes undergraduate students to a higher level of critical reading and writing skills demanded by the second and final years of the degree programme. This usually involves the identification of a research topic within one's discipline, clarifying its scope, carrying out a literature search to identify local and international research, reviewing the respective theoretical frameworks, models, or approaches, and considering their eventual application. In this respect, it also complements vocational units such as Research Design or Research Methods but with focus retained on academic reading, writing, and speaking.

English for Dissertation Writing is therefore primarily intended to guide students towards their eventual submission of a dissertation proposal as well as familiarise them with dissertation writing and the viva interview more generally.

Learning Outcomes

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

1. *Evaluate academic sources of information when working on own research proposal.*
2. *Produce texts of an academic nature using appropriate language and style.*
3. *Present ideas for own research by outlining the applied problem and proposed approach.*
4. *Respond effectively to key questions in relation to research in own field.*

CDKSK-503-2330: Critical Thinking I

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on frameworks of reflective practice and ideology which are exemplified through the building of a critical readership by means of close-reading techniques and reflective writing. By integrating theories of reflective writing and the nature of evidence from sources of information, this unit equips learners with the means to read, interpret, reflect and write critically and reflectively.

The application of close-reading techniques and ideology is also addressed in this unit. Close reading is the careful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text. Ideology is also addressed, with particular focus on areas of practical research that lie at the confluence of social, political, and technological concerns.

The final aim behind Critical Thinking I is to facilitate a deep, transformative, and unique learning experience.

Learning Outcomes
Upon completing the unit, learners should be able to:

1. *Identify the different reflective frameworks that can be used to enable critical reflection and thinking.*
2. *Apply the appropriate methodology to write in an analytic and reflective manner.*
3. *Apply close-reading techniques to secondary research.*
4. *Explain the importance of ideology in critical thinking.*

CDKSK-503-2331: Critical Thinking II

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on demonstrating how concepts of validity, reliability and credibility of information are highly necessary when formulating objective, analytical arguments and reaching sound conclusions. Furthermore, individuals who can critically interpret information and evaluate its origin, inherent biases, fallacies and strengths are known to be more perceptive, responsive to illogical argument, and can formulate arguments more effectively.

Learning Outcomes
Upon completing the unit, learners should be able to:

1. *Determine the main features and components of explicit arguments.*
2. *Demonstrate effectively basic logical reasoning in a given task.*
3. *Identify common flaws in argumentation.*
4. *Construct objective, analytical arguments, and conclusions for the chosen issue.*

CDKSK-506-2110: Information Technology

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

The unit aims to give the learner advanced IT skills and the ability to use advanced IT tools in their day-to-day work, to analyse information and leverage other skills in real life and real work environments.

The unit builds on the IT Key Skills level 4 Unit and basic IT knowledge. Most of the outcomes within this unit require basic understanding of IT and it is highly recommended that learners are already practiced in IT. Furthermore, the outcomes within this unit can be used to support each other.

On successful completion of the unit, learners will possess skills to keep learning more IT skills online to achieve their work-related goals. They will also be able to use IT for a variety of advanced work-related tasks.

Amongst the outcomes of this unit, the learner will be able to use tools and online sources to accomplish tasks that require collaboration between people. Examples of such tasks include learning using a Virtual Learning Environment; uploading and/or sharing of material produced, such as screenshots or screencasts. The learner will also be able to participate in online discussions.

The learner will also be able to use a tool of choice to be able to store data using some form of database. The learner will later be able to retrieve that data for manipulation and analysis.

The learner will also be able to automate common and repetitive tasks using IT. This will be done using a scripting language. For example, this scripting may be done using macros or other scripting language related to the programs associated with the chosen task.

The last outcome will enable the learner to create an online presence that enables oneself to carry out some online activity with other people in an asynchronous manner. This may be achieved using social media or online publishing platforms.

Learning Outcomes

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

1. *Use IT tools to collaborate with others.*
2. *Store, retrieve and manipulate data for analysis.*
3. *Utilise IT tools and a scripting language to automate tasks.*
4. *Create and maintain an interactive online presence by making use of one or more tools.*

CDKSK-604-2336: Entrepreneurship

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

The working definition of 'entrepreneurship' employed in this unit is that stated by the European Commission: "Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity" (Entrepreneurship in Vocational Education & Training, June 2009).

In line with this definition, the unit places an emphasis on fostering a mind-set that entrepreneurship is the vehicle that drives creativity and innovation. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

The assessment of the unit is designed in a way to provide an opportunity for learners to strengthen transversal competencies which UNESCO highlights as necessary for the 21st century. These include intrapersonal skills, interpersonal skills, critical and innovative thinking, media and information literacy and global citizenship.

Learners with different backgrounds and experiences are required to contribute actively in a team to prepare the necessary work towards initiating a successful business venture.

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to look at entrepreneurial ideas from different perspectives, but also to come up with more creative, original and feasible solutions to arising challenges.

The practical and real-life element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This interaction will provide the ideal set up to link theory with practice in the real world. Learners are encouraged to get out of their comfort zone and explore their entrepreneurial spirit by combining creativity, innovation and risk taking to help seize an opportunity, improve current situations or solve problems they encounter in the real world.

Learning Outcomes

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

1. *Generate ideas emerging from identified opportunities.*
2. *Use different techniques to evaluate and assess an idea.*
3. *Apply business related techniques to implement an idea.*
4. *Promote an idea through effective communication skills.*

CDKSK-602-2335: Community Social Responsibility

Unit level (MQF/EQF): 6
Credits: 2
Delivery Mode: Face to Face
Total Learning Hours: 50

Unit Description

Community Social Responsibility is a unit designed to explore the concepts and practices of social responsibility within the context of community development and engagement. This unit aims to equip learners with the necessary knowledge, skills, and competences to actively contribute to the betterment of society. Learners will engage in self-reflection, analyze their roles within a community, and develop strategies to make a positive impact on the common good.

Learning Outcomes: By the end of this unit, learners will be able to:
1. Be familiar with the various stages of individual development and enrichment: Learners will explore the different stages of personal growth and development, examining factors such as values, beliefs, and motivations. Through self-reflection and critical analysis, learners will gain a deeper understanding of themselves, their strengths, and areas for improvement.
2. Apply the skills gathered during individual development to relationships with others: Building upon their personal development, learners will learn how to apply the acquired skills, such as effective communication, empathy, and collaboration, in their relationships with others. They will explore strategies to enhance interpersonal skills, build trust, and foster positive connections within diverse communities.
3. Analyze one's own role within a community contributing towards a common good: Learners will critically reflect on their roles and responsibilities within a community, considering factors such as privilege, power dynamics, and social inequalities. They will examine the impact of their actions and explore ways to address community needs, promote inclusivity, and advocate for social justice.
4. Contribute actively to make a difference in society: This unit will provide learners with opportunities to actively engage in community initiatives and service projects. Through experiential learning and practical application, learners will develop the skills necessary to identify social issues, design and implement effective solutions, and evaluate the impact of their actions on society.

Throughout the unit, learners will engage in discussions, case studies, group projects, and exposure to community-based activities. They will be encouraged to think critically, collaborate with peers, and draw upon theoretical frameworks and real-world

examples to deepen their understanding of community social responsibility. By the end of the unit, learners will have gained the knowledge, skills, and motivation to actively contribute to the betterment of their communities and create positive social change.

Learning Outcomes

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

1. *Recognise the various stages of individual development and enrichment.*
2. *Apply the skills gathered during individual development to the relationships with others.*
3. *Analyse one's own role within a community contributing towards a common good.*
4. *Contribute actively to make a difference in society.*