

## MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

|                   |                                 |
|-------------------|---------------------------------|
| <b>Institute</b>  | Institute of Community Services |
| <b>Department</b> | -                               |

|   |   |  |  |                    |   |
|---|---|--|--|--------------------|---|
| Programme Title   | Bachelor of Arts (Honours) in Social Care Management  |  |  |                    |   |
| Course Code<br><i>To be filled in by Admissions Dept.</i> | CS6-W01-23  |  | If the programme includes a WBL element, How is it accredited? |                    | Placement   |
| MQF/ EQF Level  | Level 6   | Type<br><i>(refer to Appendix 1 for Parameters)</i>  | 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 <i>(Academic Years or Semesters)</i>  | 3 Years  | Mode of Attendance | Full-Time   |
| Total Number of Credits                                   | 180 credits   | Total Learning Hours<br><i>(25 Total Learning Hours for each ECTS)</i>   |  | 4500 hours         |   |
| Target Audience   | Ages 16 - 65  | Target Group<br><i>(the type of learners that the educational institution anticipates joining this programme)</i>                    | -  |                    |   |
| Programme Fees  | There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)<br><br>Fees apply for other International Applicants... for fee information and any related updates it is best to communicate with MG2i International through <a href="mailto:applyinternational@mcast.edu.mt">applyinternational@mcast.edu.mt</a><br><br>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 <a href="http://servizz.gov.mt">servizz.gov.mt</a> website <a href="#">here</a>   |  |  |                    |   |
| Date of Next Student Intake                               | For further information regarding upcoming student intake and applications time windows for same kindly <a href="#">click here</a>  |  |  |                    |   |
| 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.<br><br>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. |  |  |                    |   |

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|  | <p>For more information about how to apply online for a course at MCAST, please visit: <a href="https://mcast.edu.mt/how-to-apply-online-2/">https://mcast.edu.mt/how-to-apply-online-2/</a></p>   |
| <b>Information for Non-EU Citizens</b>               | <p>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 <a href="https://www.identitymalta.com/unit/central-visa-unit/">https://www.identitymalta.com/unit/central-visa-unit/</a>.</p> <p>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 <a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>  |
| <b>IMPORTANT note to Non-EU Nationals / TCNs</b>     | <p>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:</p> <p><a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>  |
| <b>Address where the Programme will be Delivered</b> | <p><i>MCAST has four campuses as follows:</i></p> <p><b>MCAST Main Campus</b><br/>Triq Kordin,<br/>Paola, Malta</p> <p><i>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).</i></p> <p><i>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:</i></p> <p><b>Institute for the Creative Arts</b><br/>Mosta Campus<br/>Misraħ Ġhonoq Tarġa Gap,<br/>Mosta</p> <p><b>Institute of Applied Sciences</b><br/>Centre of Agriculture, Aquatics and Animal Sciences,<br/>Luqa Road, Qormi</p> <p><b>Gozo Campus</b><br/>J.F. De Chambray Street<br/>MCAST, Ġhajnsielem<br/>Gozo</p> <p><i>In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.</i></p> <p><i>Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:</i></p> <ul style="list-style-type: none"> <li>○ Face to Face components – as per above address instructions</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>○ Online components – from the student's preferred address.</li> </ul>  |
| <b>Course Description</b><br><i>(Refer to Programme Specification)</i>                   | <p>The Social Care sector provides a number of professional career opportunities for successful learners to find engaging and rewarding employment at the end of this programme of studies. Throughout the duration of the three-year course, undergraduates are given the opportunity to participate in work placement experiences in related settings, once every year, to observe and learn different care practices and management styles. This programme of studies includes varied modules aimed at enhancing the undergraduates' knowledge in different social fields as well as skills and competencies in administration and management. Study units include Family Studies, Gender and Sexual diversity, European and Social Policy, Financial aspects and Quality assurance, and different units related to Management</p>                |
| <b>Deskrizzjoni tal-Kors</b><br><i>(Refer to Programme Specification)</i>                | <p>Is-settur tas- Soċjali jipprovdi għadd ta' opportunitajiet ta' karriera biex l-istudenti li jtemmu dan il-kors b'suċċess isibu impjieg motivanti u ta' sodisfazzjon fi tmien dan il-programm ta' studji. Matul il-kors ta' tliet snin, l-istudenti jingħataw l-opportunità li jipparteċipaw f'esperjenzi ta' work placement f'ambjenti relatati, darba kull sena, biex josservaw u jitgħallmu prattiċi ta' kura u stili ta' differenti. Dan il-programm ta' studji jinkludi moduli varjati mmirati biex itejbu l-għarfien f'oqsma soċjali differenti kif ukoll f'iliet u kompetenzi fl-amministrazzjoni u l-manigment. Taqsimiet ta' studju jinkludu Studji tal-Familja, id-diversità tas-Sessi u dawk sesswali, Politika Ewropea u Soċjali, Aspetti Finanzjarji u Assigurazzjoni tal-Kwalità, u unitajiet differenti relatati mal Manigment.</p> |
| <b>Career Opportunities:</b>   | <p>Administrative and/or Managerial positions within the Social Care Sector, Social Welfare Professional</p>   |
| <b>Entry Requirements</b><br><i>(Refer to Prospectus / Course Page on MCAST website)</i> | <p>Internal Progression Route....<br/> MCAST Advanced Diploma in Children's Care, Learning and Development<br/> or<br/> MCAST Advanced Diploma in Health and Social Care<br/> or<br/> MCAST Advanced Diploma in Social Care<br/> or<br/> MCAST Advanced Diploma in Applied Science<br/> or<br/> MCAST Advanced Diploma for Pharmacy Technicians<br/> or<br/> MCAST Advanced Diploma in Health Sciences</p> <p>OR</p> <p>2 A-Level passes and 2 I-Level passes<br/> and <u>Compulsory</u>: SEC/SSCP-Level Pass in English Language</p>  |
| <b>Other Notes related to this Programme, and which are to be taken note of</b>          | <p>-</p>   |
| <b>Programme Learning Outcomes</b><br><i>(Refer to Programme Specification)</i>          | <p>At the end of the programme the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Conduct research in relation to health and social care management topics.</li> <li>2. Administrate and manage a care setting/programme.</li> <li>3. Ensure quality in health and social care settings.</li> <li>4. Evaluate current social policy and related issues.</li> </ol>   |
| <b>Teaching, Learning and Assessment Procedures</b>                                      | <p>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.</p> <p>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</p>   |

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|                       | <p>Learning Hours).</p> <p>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.</p> <p>Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.</p> <p>Coursework shall normally be completed during the semester in which the Unit is delivered.</p> <p>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.</p> <p>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 <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a></p> <p>The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a>, apply.</p> |
| <b>Grading System</b> | <p>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.</p> <p>For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved.</p> <p>All full time units are individually graded as follows:<br/> A* (90-100)<br/> A (80-89)<br/> B (70-79)</p>  |

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|---|---|
|   | <p>C (60-69)<br/>D (50-59)<br/>Unsatisfactory work is graded as 'U'.</p> <p>Work-based learning units (where applicable) are graded on a Pass/Fail basis only.</p> <p>Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below.</p> <p>Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme's MQF/EQF Level available at:<br/><a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a> (Refer to DOC 003, 004 and 005)</p> |
| <b>Exit Point<br/>(where and as applicable)</b>   | <p>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 <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a>, kindly refer to <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points</i>.</p>  |
| <b>Contact details for Further Learning Opportunities</b>   | <p>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.</p> <p><b>MCAST Career Guidance</b><br/>Tel: 2398 7135/6<br/>Email: <a href="mailto:career.guidance@mcast.edu.mt">career.guidance@mcast.edu.mt</a></p>  |
| <b>Regulatory Body/ Competent Authority Contact Details</b><br><i>(where applicable - in the case of a programme leading to Regulated Profession)</i> | Not Applicable  |

| Programme Structure | Unit Code      | Unit Title  | ECTS | Year | Semester |
|---------------------|----------------|---|------|------|----------|
|                     | CSMGT-506-2005 | Leadership and Management Procedures                | 6    | 1    | 1        |
|                     | CSMGT-506-2006 | Project Management and the EU Funding Procedures    | 6    | 1    | 2        |
|                     | CSHSC-506-2022 | Developing Emotional Intelligence                   | 6    | 1    | 2        |
|                     | CSHSC-506-2014 | Governance and Quality Management                   | 6    | 1    | 1        |
|                     | CSHSC-506-2023 | The Concept of Family                               | 6    | 1    | 1        |
|                     | CSPSY-506-2000 | Psychology for Health and Social Care Professionals | 6    | 1    | 2        |
|                     | CDKSK-503-2328 | English for Academic Purposes                       | 3    | 1    | 1        |
|                     | CDKSK-503-2329 | English for Dissertation Writing                    | 3    | 1    | 2        |
|                     | CSRSH-506-2003 | Research Methods in Social Science                  | 6    | 1    | Year     |
|                     | CSWBL-506-2013 | Work Placement Theory and Practice 1                | 6    | 1    | Year     |
|                     | CSMGT-506-2007 | Management in the Non Profit Sector                 | 6    | 1    | 2        |



|  |                |   |    |   |      |
|--|----------------|---|----|---|------|
|  | CSPRJ-506-2014 | Research Project (Health and Social Care Management)        | 6  | 2 | Year |
|  | CSWBL-506-2014 | Work Placement Theory and Practice 2                        | 6  | 2 | Year |
|  | CSTSS-506-2000 | Critical and Analytical Thinking and Evaluation Skills      | 6  | 2 | 1    |
|  | CSBUS-506-2000 | Financial Aspects and Business Studies                      | 6  | 2 | 2    |
|  | CSHSC-506-2025 | Working in Addictive Behaviour Environments                 | 6  | 2 | 2    |
|  | CSHSC-506-2026 | Gender and Sexual Diversity                                 | 6  | 2 | 1    |
|  | CSHSC-506-2027 | Globalisation and Poverty                                   | 6  | 2 | 2    |
|  | CSHSC-506-2028 | Multidisciplinary Approaches in Health and Social Care      | 6  | 2 | 1    |
|  | CDKSK-506-2334 | Individual and Social Responsibility                        | 6  | 2 | 1    |
|  | CDKSK-604-2336 | Entrepreneurship  | 4  | 2 | 2    |
|  | CDKSK-602-2335 | Community Social Responsibility                             | 2  | 2 | 2    |
|  | CSHSC-506-2024 | Social Policy Practice                                      | 6  | 3 | 1    |
|  | CSMGT-606-2008 | Operations and Service Management                           | 6  | 3 | 1    |
|  | CSHSC-606-2029 | Ethical Issues and Decision Making                          | 6  | 3 | 2    |
|  | CSHSC-606-2030 | Issues with Different Client Groups                         | 6  | 3 | 2    |
|  | CSMGT-606-2009 | Human Resource Management and Leadership                    | 6  | 3 | 1    |
|  | CSHSC-606-2031 | European Law and Social Policy                              | 6  | 3 | 2    |
|  | CSHSC-606-2032 | Quality Assurance in Health and Social Care                 | 6  | 3 | 2    |
|  | CSWBL-606-2001 | Placements in Health and Social Care Managerial Environment | 6  | 3 | 1    |
|  | CSDIS-612-2000 | Dissertation  | 12 | 3 | Year |

| 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 <sup>1</sup> | Self-Learning and Assessment Hours <sup>3</sup> | Total Student workload (hrs) <sup>2</sup> |
|   | 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 <sup>3</sup> ' amount to the difference between the 'Indicative Contact Hours <sup>1</sup> ' and the 'Total Student Workload <sup>2</sup> ' |  |                                       |   |   |

## APPENDIX 1

### 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, 5<sup>th</sup> Revised Edition.*

## APPENDIX 2

### EXAMPLES OF QUALIFICATION TYPES AT A SPECIFIC MQF LEVEL

| MQF Level | Examples of qualification types at a specific MQF level<br>(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, 5<sup>th</sup> Revised Edition.

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

### Learning Outcomes

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

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

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

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

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

### Learning Outcomes

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

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

## CSHSC-506-2022: Developing Emotional Intelligence

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

### Learning Outcomes

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

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

## **CSHSC-506-2014: Governance and Quality Management**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

Learners will discover how the culture of quality and proper governance can filter through every department and every individual within the health and social care environment.

The learners will be given the opportunity to think abstractly, analyze and organize information. They will put this ability into practice by assessing quality management and governance levels in the delivery of health care.

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

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

## Learning Outcomes

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

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

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

### Learning Outcomes

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

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

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

## Learning Outcomes

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

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

## **CSRSH-506-2003: Research Methods in Social Science**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

### **Learning Outcomes**

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

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

## **CSWBL-506-2013: Work Placement Theory and Practice 1**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

## Learning Outcomes

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

1. *Understand the principles and values of the organisation and the impact of policy, legislation, regulation, standards and codes of practice.*
2. *Analyse the influence of the external health and social care organisations and the impact of health and safety on service users and members of the staff.*
3. *Communicate appropriately with staff and clients and recognise the needs of the clients and staff members.*
4. *Evaluate own placement learning experience.*

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

## Learning Outcomes

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

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

## **CSWBL-506-2014: Work Placement Theory and Practice 2**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

## Learning Outcomes

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

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

## **CSMGT-506-2007: Management in the Non Profit Sector**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

Learners will discern how non-profit leaders can effectively manage the challenges, risks and opportunities in non-profit management.

The learners will be given the opportunity to explore aspects of leadership, resource management, program development, fundraising and strategic planning. Practical application with the local social care context of theories distinct to non-profits will be central to the unit.

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

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

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

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

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

## **Learning Outcomes**

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

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

## **CSTSS-506-2000: Critical and Analytical Thinking and Evaluation Skills**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

### **Learning Outcomes**

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

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

## **CSBUS-506-2000: Financial Aspects and Business Studies**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

## Learning Outcomes

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

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

## CSHSC-506-2024: Social Policy Practice

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

### Learning Outcomes

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

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

## **CSHSC-506-2025: Working in Addictive Behaviour Environments**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

### **Learning Outcomes**

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

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

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

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

### Learning Outcomes

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

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

## CSHSC-506-2027: Globalisation and Poverty

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

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

### Learning Outcomes

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

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

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

### Learning Outcomes

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

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

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

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

- Effective management from both user/patient and organizational perspective
- Service organization’s design of service delivery system
- Service organization’s internal operation management
- Development of service and operational strategies
- Strengths and weaknesses of public, private and voluntary organizations in health/service sector

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

### Learning Outcomes

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

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

## **CSHSC-606-2029: Ethical Issues and Decision Making**

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

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

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

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

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

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

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

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

## **Learning Outcomes**

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

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

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

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

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

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

## Learning Outcomes:

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

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

## **CSMGT-606-2009: Human Resource Management and Leadership**

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

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

## Learning Outcomes

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

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

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

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

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

### Learning Outcomes

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

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

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

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### Unit Description

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

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

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

### Learning Outcomes

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

1. *Have general understanding of concepts of quality management (QM);*
2. *Apply principles and methods of QM in Healthcare and Social Care;*
3. *Have general understanding of risk management in health and social care organization;*
4. *Participate actively in assessment of quality in health and social care organization;*
5. *Participate actively in implementation and improving of quality system and in health and social care organization.*

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

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

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

### **Learning Outcomes**

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

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

## CDKSK-503-2328: English for Academic Purposes

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### 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: Fully Face-to-Face Learning

Total Learning Hours: 75

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### 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-506-2334: Individual and Social Responsibility**

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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### **Unit Description**

This unit presents an opportunity for MQF level 5 students to reflect upon factors which contribute to the development of one's personal identity. Through the exploration and engagement within the long-standing debate in biology and society, the learners will be covering psychology theory related to nature versus nurture. As learners identify their own standpoint in relation to this debate, they will consecutively select theoretical extracts to articulate their individual idea of the 'self' and its origins.

As learners become more accustomed to topics which promote a degree of debate, they will also be introduced to its basics. Focus will be dedicated towards the practice of discourse analysis, where learners will be directed towards criticising verbal discourse. Learners will experience how active listening is key towards identifying and retaining the contents of a speech and its objectives. The learners will practice the formulation of valid counter arguments backed by proven research and sources. The practice of public speaking will be a key component in the realisation of this experiential learning component.

On the journey of becoming better versed at research, reflection and analysis, the learners will also be delving into major current affairs circling around the topics of sustainability development. Apart from raising awareness, acquiring and digesting tangible information, the learners will be working on a project targeting one or more of the seventeen sustainable development goals. The outcome will be accompanied with a self-evaluation, which will assist the learners to identify factors which may contribute towards future improvement.

Shifting the focus from a more individual stance towards the social reality, the learners will explore practices which formulate the basis of a healthy citizen. As the learners delve into related selections of values and principles, they will be presented with the opportunity to reflect upon their own reality and practices and their potential impact upon the surroundings, especially in a work environment setting.

Provided with the knowledge and methodology the learners may become more reflectively engaged in their practices. This consecutively promotes the generation of creative and innovative thinking that may transform current problematic affairs into healthy opportunities for development and progress.

## **Learning Outcomes**

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

- 1. Evaluate factors which compose one's personal identity.*
- 2. Invent ways of promoting sustainable development in everyday life.*
- 3. Support a personal standpoint through logical and rational thinking.*
- 4. Recommend ways and means of developing and sustaining a strong work ethic.*

## CDKSK-604-2336: Entrepreneurship

Unit level (MQF/EQF): 6

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

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### 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

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### **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.*