



MCAST

MQF Level 4

CS4-W02-23
CS4-W02-23G

Advanced Diploma in Social Care
Course Specification

Course Description

This course has been developed to prepare students to work in care-related careers in a professional capacity. After this two-year course, students will often seek employment in various care sectors as social support workers.

The course provides a holistic approach in that the subjects covered include sociology, psychology, legislation, communication studies and human biology. It also covers topics which help students understand how to deal with the different types of vulnerable service users they could possibly face. Such skills and knowledge are of utmost importance in the care sector.

Work placements carried out during the course, give students the opportunity to work with different client groups and get acquainted with the services provided by different agencies/organisations in the sector.

Programme Learning Outcomes

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

- 1. Provide a safe environment for adults and children.*
- 2. Deal with challenging behaviour.*
- 3. Use effective communication in health and social care settings.*
- 4. Use different psychological perspectives when dealing with clients.*

Entry Requirements

MCAST Diploma in Health and Social Care

or

MCAST Diploma in Applied Science

or

MCAST Diploma in Sport

Or

MCAST Diploma in Foundation studies for Security, Enforcement and Protection

or

4 SEC/O-Level/SSC&P (Level 3) passes

Preferred: Health and Social Care, English Language, Maltese, Ethics, Social Studies, Home Economics, Biology.

Key Information

Awarding Body - MCAST

Accreditation Status - Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor ²³ /Bachelor (Hons.) ²⁴ First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme ²⁵	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme ²⁶	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme ²⁷	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme ²⁸	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme ²⁹	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 3000 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 2 Years

Target audience for MCAST full-time courses is 16 to 65+

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.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus

Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts

Mosta Campus

Misraħ Għonoq Targħ Gap,

Mosta

Institute of Applied Sciences,

Centre of Agriculture, Aquatics and Animal Sciences,

Luqa Road, Qormi

Gozo Campus

J.F. De Chambray Street

MCAST, Għajnsielem

Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <https://www.mcast.edu.mt/college-documents/>

The Programme Regulations referenced below apply. (DOC 004 available at: link <https://www.mcast.edu.mt/college-documents/>)

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 - 10 hrs	25 hrs	20-15 hrs*
2	10 - 20 hrs	50 hrs	40-30 hrs*
3	15 - 30 hrs	75 hrs	60-45 hrs*
4	20 - 40 hrs	100 hrs	80-60 hrs*
6	30 - 60 hrs	150 Hrs	120-90 hrs*
9	45 - 90 hrs	225 hrs	180-135 hrs*
12	60 - 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:

A* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 004 available at: link <https://www.mcast.edu.mt/college-documents/>

Intake Dates

- MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
- Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
- For exact dates re calls for applications please follow this link <https://www.mcast.edu.mt/online-applications-2/>

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit <https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/>.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation through an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and join the course applied for. For further information re study-visa please access <https://www.identitymalta.com/unit/central-visa-unit/>.

For access to instructions on how to apply online please visit <https://www.mcast.edu.mt/online-applications-2/>

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CSHSC-406-2000	Aspect of Challenging Behaviour and Effective Communication	6	1	Year
CSHSC-406-2306	Social Care Anti-Discriminatory Practices	6	1	Year
CSHSC-406-2307	Anatomy & Physiology for Social Care Practitioners	6	1	Year
CSHSC-406-2308	Caring for Persons with Additional Supporting Needs	6	1	Year
CSHSC-406-2309	Infection Prevention & Control in Social Care	6	1	Year
CSVOC-403-2302	Vocational Experience in Social Care 1	3	1	Year
CDKSK-406-2326	Critical Thinking	6	1	Year
CDKSK-406-2319	English	6	1	Year
CSPHY-406-2005	Lifespan Development	6	1	Year
CSHSC-406-2311	Sociological Perspectives in Social Care	6	1	Year
CSHSC-403-2039	Social Care Skills	3	1	Year
CSVOC-403-2303	Vocational Experience in Social Care 2	3	2	Year
CSHSC-406-2310	Psychological Perspectives in Social Care	6	2	Year
CSHSC-406-2005	Caring for Children and Young People	6	2	Year
CSHSC-406-2006	Safeguarding Adults and Promoting Independence	6	2	Year
CSHSC-406-2312	Health, Safety & Security in Social Care	6	2	Year
CSHSC-406-2313	The Importance of Nutrition in Social Care	6	2	Year
CSHSC-406-2011	Degenerative Diseases	6	2	Year
CSHSC-406-2314	Sociological Inquiry in Social Care	6	2	Year
CSHSC-403-2040	The Self in the Helping Relationship	3	2	Year
CDKSK-404-2325	Entrepreneurship Essentials	4	2	Year
CDKSK-402-2324	Community Social Responsibility	2	2	Year
CDKSK-406-2327	Individual and Social Responsibility	6	2	Year
Total ECTS		120	/	/

CSHSC-406-2000: Aspects of Challenging Behaviour and Effective Communication

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This Unit requires the development of all three domains, i.e. K&U, A&A and S&E. It will enable learners to understand the components of good communication in supporting and empowering service users in health and social care environments, and to learn skills associated with this. Learners will be able to analyse the connections between communication issues and challenging behaviour, based on evidence from various sources, and to work with others to plan how to deal with challenging behaviour. Learners will develop an understanding of the legal framework which underpins challenging behaviour in health and social care environments.

This Unit provides an essential base for learners wishing to embark on a career in health and social care. On completion of the Unit, learners will be able to communicate effectively with colleagues from their own and other agencies; and with service users. They will be able to analyse routine communication issues that arise, including challenging behaviour. They will recognise different types of communication - verbal, non-verbal and written - and be able to propose communication strategies relevant to the needs of specific service users, including those who exhibit challenging behaviour.

Learning Outcomes

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

- 1. Explain the factors which influence effective communication in health and social care environments;*
- 2. Communicate effectively in a social care environment;*
- 3. Contribute to a strategy for dealing with challenging behaviour of individuals;*
- 4. Explain the legal framework underpinning communication and challenging behaviour.*

CSHSC-406-2306: Social Care Anti-Discriminatory Practices

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This Unit provides an essential basis for understanding the nature of care work. It requires both the learning of given legislation and policies, and also an understanding of why these laws and policies are necessary. As such it will be necessary for learners to explore and question their own values. This learning is then applied in an exploration of how values are realised in care settings; both generally, and in planning care for individuals.

Learning Outcomes

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

1. *Describe the ways in which anti-discriminatory practice is promoted by national legislation and policy initiatives;*
2. *Explain how anti-discriminatory practice is implemented in health and social care settings;*
3. *Explain the values which underpin support for individuals;*
4. *Examine the skills that social support workers need to support individuals in meeting their different needs.*

CSHSC-406-2312: Health, Safety & Security in Social Care

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will enable learners to develop their understanding of Health, Safety and Security in a care setting. The unit will focus on the potential hazards, risks and appropriate responses associated with working in a care setting. It will also explore who is responsible for maintaining health and safety as well as the relevant underpinning legislation, policies and procedures.

The Unit is relevant to learners wishing to further develop their knowledge of Health, Safety and Security issues. It will be beneficial for learners who wish to pursue a career in Nursing or Social Care. This unit may also facilitate progression to employment as support workers or onto further education to procure a professional qualification.

On completion of the unit the learner will have a greater understanding of Health, Safety and Security issues within a care setting and its associated issues.

Learning Outcomes

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

- 1. Describe potential hazards in health and social care;*
- 2. Explain how legislation, policies and procedures promote health, safety and security in health and social care settings;*
- 3. Implement a risk assessment;*
- 4. Explain priorities and responses in dealing with incidents and emergencies.*

CSHSC-406-2310: Psychological Perspectives in Social Care

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The unit will allow learners to gain an understanding of the major theoretical perspectives in psychology and how these can be used to understand service users' behaviour and to support them in a range of health and social care settings.

The unit introduces learners to the Psychodynamic, Behaviourist, Humanistic, Cognitive, Biological, Social and Family Systems perspectives. In addition to understanding the theoretical assumptions within the perspectives, learners will be aided to apply these assumptions to the understanding of specific behaviours such as aggression, anxiety, and substance abuse.

Learners will be encouraged to consider the differences between normative and atypical behaviour as the concepts of mental health and mental illness will be explored. The unit introduces learners to different views of mental illness and to the typical behaviours associated with different mental health conditions. Learners will be encouraged to apply psychological perspectives to the understanding of mental illness and maladaptive behaviours throughout.

Learners will also be made aware of the different interventions proposed by the psychological perspectives and of how these can be applied within the Health and Social Care field. This will help learners gain an understanding of how management and treatment of specific behaviours is undertaken, both in the community as well as in health and social care residential services.

Learning Outcomes

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

1. *Explain the main theoretical underpinnings of different psychological perspectives.*
2. *Apply different psychological perspectives to understand possible reasons behind specific behaviours.*
3. *Identify atypical behaviour and different mental health conditions.*
4. *Describe the contributions of psychological perspectives to the management and treatment of specific behaviours and mental health conditions.*

CSHSC-406-2005: Caring for Children and Young People

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This Unit introduces learners to the range of provision and the services available to children and young people along with their immediate family, and/or carers. Child protection is examined within the confines of this unit and the various types of abuse and neglect in which child protection intervention is required. A variety of factors such as physical abuse and behaviour are also examined in the unit to allow learners to appreciate the skills needed to notice such occurrences in the workplace and beyond.

Learners will be made aware of the essential features of theories of abuse and the impact of abuse and trauma on children's lives. Learners will be able to examine the issues associated with managing transitions into out of care for children and young people. It will allow learners to demonstrate their knowledge and understanding of teamwork within a residential childcare setting.

The unit is relevant to learners wishing to obtain employment at support worker level working with children and young people in the residential care sector. It is also suitable for those who wish to progress to further study or professional qualifications in the health and social care sector.

Learning Outcomes

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

1. *Describe care provision for children and young people;*
2. *Examine issues relating to the protection of children and young people;*
3. *Describe the strategies used to safeguard children and young people from abusive and exploitative behaviour;*
4. *Explain how to support children and young people when they are living in residential care.*

CSHSC-406-2006: Safeguarding Adults and Promoting Independence

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to make students aware of different types of abuse that can occur in a care environment, and realise why this could happen. Learners will be given the opportunity to develop an understanding of how to work suitably to safeguard adults, and will gain knowledge of how to support the rights of vulnerable adults and promote their independence and wellbeing.

Learners will examine the presenting features of many types of abuse, allowing them to notice when abuse could be happening. In addition, learners will attempt to explore potential factors that may lead to abuse in vulnerable adults. Learners will examine many procedures and strategies that aim to cut down potential risks to vulnerable people and will develop working knowledge of the important regulations and legislation which regulate safeguarding practice in the health and social care sectors. Learners will examine working practices in health and social care which promote the dignity, rights independence and well-being of adults.

The unit is relevant to learners wishing to gain employment at support worker level working with adults in residential and day care. It is also suitable for those who wish to progress to further study or professional qualifications in the health and social care sector.

Learning Outcomes

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

1. *Describe types, indicators and effects of abuse in adults;*
2. *Examine issues relating to the abuse of adults;*
3. *Describe the strategies used to safeguard vulnerable adults from abusive and exploitative behaviour;*
4. *Support the rights of adults and work in ways which promote their independence and wellbeing.*

CSHSC-406-2311: Sociological Perspectives in Social Care

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit allows learners to develop their ability to better understand the society they are living in. The unit helps to comprehend how society is shaping different aspects of our lives and inspires learners to explore their role in shaping the society they are living in.

Learners are encouraged to seek different point of views and not simply accept common sense understandings of society around them. This unit also enables learners to better understand structural and action sociological points of views; namely the Functionalist perspective, the Marxist perspective and Symbolic Interactionism and focus on issues like norms, values, socialization, culture, identity, social control, sanctions, different life chances and the self. The Sociological Perspectives for Health & Social Care unit helps learners acquire a better understanding of themselves and of their future role in society at large, which will in turn also influence and shape the lives of individuals in receipt of social care services and other people around them.

Learning Outcomes

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

- 1. Recognise the process of socialisation.*
- 2. Identify the concept of social control and the impact society has on individuals.*
- 3. Explain Structuralist perspectives.*
- 4. Explain Social Action theories.*

CSHSC-406-2313: The Importance of Nutrition in Social Care

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will enable learners to develop their understanding of the importance of nutrition for Health and Social Care. The unit will focus on the various concepts of nutrition and learners will learn about properties of nutrients and their effects on the body, current issues surrounding nutrition and measure of nutrition. The learner will also develop awareness of the personal and social issues that influence the nutritional health of individuals.

The Unit is relevant to learners wishing to further develop their knowledge of nutrition. The gained knowledge will enable the learner to recommend methods for individuals to improve nutritional health and devise personal nutritional plans for individuals. This will be beneficial for learners who wish to pursue a career in Nursing or Social Care. This unit may also facilitate progression to employment as support workers or onto further education to procure a professional qualification.

Through undertaking this unit learners will develop a sound understanding of the importance of nutrition in Health and Social Care.

Learning Outcomes

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

1. *Explain the importance of nutritional health;*
2. *Describe the properties of different of nutrients;*
3. *Explain the factors affecting the following of recommended nutritional guidelines;*
4. *Recommend ways to improve nutritional health of an individual based on dietary information provided.*

CSHSC-406-2308: Caring for Persons with Additional Supporting Needs

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to provide learners with a broad understanding of what is required to support individuals who have additional needs. It will enable learners to explore the different issues faced by those who require additional needs and the different support available; as well as barriers to services. It will also afford the learner an awareness of the Legislation in place to protect these sometimes vulnerable individuals from harm and abuse.

The Unit is relevant to learners wishing to further develop their knowledge of the many health conditions which may require additional support needs; short and long term.

The learner will also consider the skills and qualities necessary to work within this area.

This unit is suitable for learners who wish to progress to employment at support worker level within the care sectors or go on to further education.

On completion of the Unit learners will have a greater understanding of additional needs and the individuals who require them.

Learning Outcomes

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

- 1. Identify and describe a range of individuals with additional needs, as well as identifying and explaining the level and length of support needed e.g. short or long term;*
- 2. Identify and explain the effect additional needs may have on the individual and their informal care network, psychologically and sociologically;*
- 3. Identify relevant support services and the likelihood these services will meet the needs of the individuals who use them, also identifying barriers and the legislations in place to promote and protect the individual;*
- 4. Identify the skills, attributes and values that are needed to work with individuals with additional needs, also explain the role of the Multi-Disciplinary Team (MDT) in the care planning process for individuals with additional needs.*

CSHSC-406-2011: Degenerative Diseases

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will provide learners with an in-depth knowledge of a range of degenerative diseases and their aetiology. The unit will also look at the disease process in some detail which will enable learners to explore the different issues and life expectancies/prognosis faced by those who have these often debilitating diseases.

The unit will also look at preventative measures where possible as well as the ethical dilemmas surrounding the research into cures, whilst looking at current government initiatives for health and wellbeing.

The unit will also enable the learner to look at the Psychological and Sociological implications degenerative diseases have on individuals and their families, thus facilitating further debate into the ethical dilemma surrounding euthanasia.

Finally, the unit will look at current treatments and support services available for those with degenerative diseases. It will look to further learning about Multi-Disciplinary Team (MDT) care planning, National Care Standards and also any other relevant Legislation.

This unit will be extremely beneficial for learners wishing to pursue a career in Nursing or Social care. The unit may facilitate progression to employment as support workers or onto further education to procure a professional qualification.

On completion of the unit the learner will have a greater understanding of degenerative diseases and the issues surrounding them.

Learning Outcomes

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

1. *Identify and describe a range of degenerative diseases, their aetiology and the disease processes whilst looking at life expectancies/prognosis;*
2. *Identify and explain the preventative (where possible) measures in place, as well as looking at the ethics of research and government initiatives on health and wellbeing;*
3. *Identify, describe and evaluate the Psychological and Sociological impact of degenerative diseases on the individual and their families. Ethical dilemma on euthanasia;*
4. *Identify and evaluate the treatments in place for individuals with degenerative diseases, MDT involvement and care planning process, and services available.*

CSVOC-403-2302: Vocational Experience in Social Care 1

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit includes a work placement enabling learners to develop the skills and qualities needed for practicing care by allowing them to experience first hand work practices within a Health and Social care environment. This unit is practice-based and designed to allow learners to demonstrate their skills in working, under supervision, with a variety of individuals within the health and social care setting. Throughout this unit, learners will be able to demonstrate their knowledge of social care provision and how to effectively function in a team within the health and social care environment.

Learners will be exposed to situations allowing them to understand their role as part of a team in a specific health and social care working environment. Learners are expected to be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times. The unit will allow learners to demonstrate that they have the necessary skills and abilities, including required team working skills, to successfully work in a Health and Social care setting.

The unit is relevant to learners aspiring to pursue a career within the social care sector. It is also suitable for students who wish to further their studies or professional qualification within the Health and Social care sector.

In conclusion, throughout completing this unit, learners should be able to demonstrate their ability to work with individuals in a manner that takes account of the needs and stage of development of the individual. They are also required to provide appropriate opportunities related to the individuals in a work setting.

Learning Outcomes

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

1. *Understand how care organisations function.*
2. *Carry out tasks within health and social care settings in a professional manner.*
3. *Understand the helping relationship stages.*
4. *Recognise clients' needs to develop effective care activities.*

CSVOC-403-2303: Vocational Experience in Social Care 2

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit includes a work placement enabling learners to develop the skills and qualities needed for practicing care by allowing them to experience firsthand work practices within a Health and Social care environment. This unit is practice based and designed to allow learners to demonstrate their skills in working with, under supervision, a variety of individuals within the health and social care setting. Throughout this unit, learners will be able to demonstrate their knowledge of social care provision and how to effectively function in a team within the health and social care environment.

Learners will be exposed to situations allowing them to understand their role as part of a team in a specific health and social care working environment. Learners are expected to be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times. The unit will allow learners to demonstrate that they have the necessary skills and abilities, including required team working skills, to successfully work in a Health and Social care setting.

The unit is relevant to learners aspiring to pursue a career within the social care sector. It is also suitable for learners who wish to further their studies or professional qualification within the Health and Social care sector.

In conclusion, throughout completing this unit, learners should be able to demonstrate their ability to work with individuals in a manner that takes account of the needs and stage of development of the individual. They are also required to provide appropriate opportunities related to the individuals in a work setting.

Learning Outcomes

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

1. *Understand the role of care organisations and social care professionals in the health and social care provision.*
2. *Work effectively within a team of health and social care providers.*
3. *Keep records relating to health and social care clients/service users.*
4. *Understand clients' needs to develop effective care plans.*

CSHSC-403-2039: Social Care Skills

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit aims to help the learner identify, develop and employ skills required to work effectively in the social care setting. These skills will help the learner develop both personally and as a professional social support worker. The learner will be guided to engage in self-reflection to examine own skills and qualities. This self-awareness offers the learner the opportunity to reflect and understand the impact of personal qualities, skills, values and attitudes on service users. Self-reflection will be based on self-development theories and different reflective tools which can be employed by the learner to engage in reflective practice during placement.

Throughout this unit learners will discuss the different social roles that support workers might have within a helping relationship and how these roles vary according to client's needs. The learner will learn to identify and employ the appropriate roles required by different situations and different service users. The unit also gives learners the opportunity to put into practice professional and communication skills which are essential for the helping relationship in the social care setting. The learner will be expected to follow the principles of casework relationship when working with clients. Throughout the unit, the learner will be provided with individualised feedback by supervisors, which will enhance the learner's professional development.

Learning Outcomes

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

- 1. Understand the characteristics of effective helpers in the social care settings.*
- 2. Examine own skills, personal qualities and areas of improvement that can influence the helping relationship.*
- 3. Adopt social support work practice skills to communicate effectively with agency personnel and clients.*
- 4. Demonstrate the employment of appropriate social care roles required by different situations.*

CSPHY-406-2005: Lifespan Development

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit explores the stages of growth and development throughout the lifespan from a psychological viewpoint. Learners will be encouraged to explore how humans change as they grow older through an intellectual journey spanning the lifespan, from conception until death. Emphasis will be placed on understanding development holistically, and on understanding how development in one area affects development in other areas.

Normative developmental milestones will be discussed, and different theories related to development will be explained. Learners will be encouraged to apply theoretical knowledge gained to real-life experiences and case studies, as well as to service-users in care settings. This is relevant in order to help learners understand what service-users may be going through and what their needs are. It will also help learners to start differentiating between normative and non-normative development, thus enabling them to start identifying service-users who are experiencing difficulties and who may be in need of referral.

This unit also focuses on factors influencing development. An understanding of the possible effects of life events on development will also be developed. Reference to theory and research evidence will be made in order to identify the possible effects of a range of factors and of life events on development. Influences will be discussed in relation to the different life stages.

Learning Outcomes

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

1. *Recognise the stages of growth and development throughout the human lifespan.*
2. *Explain how nature and nurture affect the development of an individual.*
3. *Understand how life events may influence development.*
4. *Differentiate between normative and non-normative development.*

CSHSC-406-2314: Sociological Inquiry in Social Care

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The unit Sociological Inquiry in Health & Social Care is taught during the learners' second year of studies at level 4, and continues to build on the unit Sociological Perspectives for Health & Social (covered by learners during their 1st year of studies at level 4 in the Health & Social Care course). This unit delves into concepts of inequality within society and examines them from different sociological points of views. It also enables learners to understand potential effects of discriminatory practices and be familiar with the wider meanings of health, illness & disease; whilst elaborating on the different models of health in society.

Learners are encouraged to understand why in society we have an unequal distribution of wealth and income, and how this unequal distribution of wealth and income might directly or indirectly impact on an individual's health and/or ill-health. This unit helps to understand that what counts as health and illness varies between individuals, between different social groups within society, and between societies. Views of acceptable standards of health are likely to differ between different people living in different countries around the globe, and even in the same society. Views of health change over time.

This unit also goes into the concept of welfare, the different approaches one might take to welfare provision, and its importance and impact on different people, especially vulnerable groups within society.

Learning Outcomes

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

1. *Explore concepts of inequality within society.*
2. *Identify different models of health, illness and disease.*
3. *Analyse social inequalities and influences on health.*
4. *Evaluate the importance of welfare provision in society.*

CSHSC-403-2040: The Self in the Helping Relationship

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit aims to help learners explore, develop and evaluate the role of the self in the helping relationship. Helpers in the social care settings must be aware of their own background but also that of the clients and how these interact and impact the helping relationship. The learner will have the opportunity to learn about and practice fundamental skills required when working in the social care setting with a variety of people. The unit gives an overview of how to build and maintain effective working relationships both with clients and personnel.

The learner will be introduced to the Person-Centred Approach and its components which will need to be applied while on placement. Learners will familiarize themselves with the social care work values and the social support worker's job description. They will be expected to implement such values and competencies during their placement. The ability to apply skills, principles and values will be self-evaluated by the learners themselves but also assessed by supervisors who will provide constructive feedback to the learners to develop personally and professionally. Learners will be able to assess their own strengths and weaknesses in the helping relationship and identify ways to develop as professionals in the social care sector.

Learning Outcomes

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

- 1. Identify the role of self within the helping relationship.*
- 2. Apply a person-centred approach to the helping relationship.*
- 3. Establish working relationships with personnel and clients using organisational, collaborative and leadership skills.*
- 4. Carry out duties as a social support worker, whilst upholding the appropriate ethical and professional values.*

CDKSK-406-2319: English

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit typically refers to English language skills needed for specific careers or vocational training programmes. The main objective of this unit is to prepare learners to understand and respond to spoken English on a variety of topics, including abstract or unfamiliar topics, to read and comprehend a variety of texts, including more extended and more complex texts, and to write in a more precise and structured way. Particular focus is given to summarising and paraphrasing.

At this level, learners should have a good understanding of English grammar, vocabulary and usage. They should be able to communicate effectively in written and spoken English, express opinions, and understand complex texts and conversations as required by various but often specific technical contexts within their selected field of study. Learners should also start acquainting themselves with researching reliable and authoritative sources of information. Moreover, they should also be able to cite this information and follow the conventions of the referencing style stipulated by their respective institute.

Learning Outcomes

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

1. *Read and understand written English effectively to improve knowledge of the subject area.*
2. *Understand extended speech and follow an argument provided the topic is related to one's own subject area.*
3. *Speak with a degree of fluency and spontaneity on topics related to one's own subject area.*
4. *Produce a research-based report or essay with appropriate choice of linguistic style and structure.*

CDKSK-406-2326: Critical Thinking

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Critical Thinking is the intellectual discipline of thinking clearly and skillfully to analyse facts, evidence, observation and arguments in order to form a judgement. It is a vital skill, particularly in today's digital age. It is one of the transferable skills much needed in vocational and academic contexts as well as in the workplace. This unit engages students in a range of lectures focusing on the value of reflective practice, careful consideration of reasoned arguments and recognition of the beliefs and claims that comprise arguments. It equips learners with the means to read, interpret, reflect and write critically and reflectively. The unit aims to help students benefit from the application of these skills in other academic disciplines as well as within the workplace.

At Level 4, Critical Thinking is predominantly a practical, skills-based unit supported by an introduction to the theoretical knowledge which underpins the skills to be learned and practised. The course will introduce concepts and theories to the students that will allow them to develop their thinking skills and reflect effectively upon their learning. Students will engage in informative discussions, texts and scenarios contextualized to suit their vocational area with the aim of supporting the development of essential skills relating to reflective thinking, argument construction, reasoning and clear expression of their own opinion. The unit specification allows lecturers to implement and structure the learning in a manner that they find engages their students the most. Although suggestions of relevant texts and modes of assessment are included, lecturers are encouraged to contextualise the content as per students' vocational area of study.

The unit promotes originality, creativity, innovation, and imagination, and promotes reflection as a natural action. It also encourages students to respect the diverse opinions and views of others, even when they disagree. Through active engagement in this unit, students will benefit from a transformative and valuable learning experience.

Learning Outcomes

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

1. *Demonstrate reflective practice in written form.*
2. *Determine the main features and components of particular arguments.*
3. *Recognise reasoned arguments, claims and counterarguments.*
4. *Construct objective, analytical arguments and conclusions that are well supported by relevant use of information, evidence, and data.*

CDKSK-406-2327: Individual and Social Responsibility

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Since the beginning of time, humanity always had to face challenging questions and situations, related to the responsibilities, each individual and society at large, had to carry along their existence. In this unit, learners will understand how to discover their roots of behaviour whether resulting from their genetic inheritance or their environment through self-reflection by understanding the nature vs nurture debate. Conserve the physiological, philosophical and psychological underpinnings of such phenomenon and the impact on their life.

Students will have the opportunity to acquire knowledge on the sustainable developmental goals and how they need to be implemented in their everyday life thus reflecting on the rest of society. Through the art of conversation students will be given the opportunity to debate such sustainable developmental goals thus putting forward their ideas while receiving feedback on theirs. This will enable students to construct sound arguments and teach them how to analyse different concepts from their own.

Learners will be given the prospect on work ethics and employability skills from an employee's and employers perspective. Students will be given the foundation on employment rights and obligations together with the required skills and personal qualities required by employers. A simulated interview will consolidate the theory with practice for the students' benefit.

Learning Outcomes

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

5. *Discuss the impact of Nature and Nurture on human behaviour.*
6. *Explain how important the Sustainable Development Goals (SDG's) are in modern society.*
7. *Debate the relevance and implication of the most pressing issues arising in our current society.*
8. *Identify the importance of work ethics and employability skills.*

CDKSK-402-2324: Community Social Responsibility

Unit Level (MQF/EQF): 4

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit focuses on Community Social Responsibility and provides an opportunity for learners to better understand themselves and others to establish life goals. Community social responsibility enables learners to understand their strengths, areas for improvement, opportunities offered to them during their lifespan and threats which can hinder their achievements. This unit will prepare students for life, employment and how to become active citizens in society.

Lectures will differ from traditional delivery of other units where learners will be empowered to take ownership of their learning process. This means that this unit will be delivered through a combination of discussions, presentations, debates and application of theory through voluntary work. The sessions will focus on students becoming more self-aware of their strengths and limitations and what can be done to improve themselves. Skills needed on working and interacting with other people in the community and the right work ethics when doing the voluntary work. These sessions will help them prepare themselves for life after college and also instil civic duty to become active citizens.

Learning Outcomes

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

- 1. Discover oneself through personal reflection and planning personal goals.*
- 2. Interact and cooperate with other people effectively.*
- 3. Develop active participation and promote community work.*

CDKSK-404-2325: Entrepreneurship Essentials

Unit Level (MQF/EQF): 4

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

One of the main policy goals for the EU and Member States over the past years has been the development of the entrepreneurial capacity of European individuals and organizations, since there is a growing understanding that entrepreneurial abilities and information, can be learned, which in turn spurs the development of an entrepreneurial mindset and culture that is advantageous to both people and society at large.

Entrepreneurship is a transversal skill that may be used to launch businesses as well as foster personal growth, actively participate in society, and (re)enter the job market as an employee or self-employed individual (cultural, social, or commercial). Hence, it encompasses a variety of entrepreneurial endeavours, such as intrapreneurship, social entrepreneurship, green entrepreneurship, and digital entrepreneurship. It relates to value creation, and it is applicable to both individuals and groups (teams or organizations), as outlined in the definition below:

‘Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social’ (FFE-YE, 2012)

Therefore, the main objective of this unit is to familiarize the learners with the above-mentioned concept of entrepreneurship, with a view on enhancing entrepreneurial skills by building a strong foundation in this area of studies. Through this unit, learners will be guided on various ideation and creativity techniques, which will enable them to recognize opportunities and/ or generate ideas that address needs which are not currently being met, whilst being driven by sustainability when making these decisions. For example, through the use of the global sustainable developmental goals (SDGs) the learners are encouraged to understand the importance of sustainable development and inspire them to create businesses that contribute to this cause.

Throughout the unit, learners will be encouraged to think critically, creatively, and ethically about entrepreneurship, and to consider the impact of their ventures on society and the environment, by utilising a variety of tools such as the Business Model Canvas(BMC) as a framework, and they will also have the opportunity to develop various other transversal skills such as communication and teamwork skills.

Upon completion of this unit, learners will have developed an appreciation for the role of entrepreneurship in society and acquired an entrepreneurial mindset that will enable them to identify and pursue opportunities for innovation and growth in their personal and professional lives.

Learning Outcomes

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

- 1. Identify an entrepreneurial opportunity.*
- 2. Apply creative thinking tool(s) and technique(s) to generate idea(s).*
- 3. Develop an entrepreneurial idea through a strategic plan.*
- 4. Use effective communication skills to persuade various stakeholders.*

For further information, please contact us on information@mcast.edu.mt