

MCAST

Malta College of Arts, Science & Technology

MQF Level 6

CS6-01-15

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

Course Specification

Course Description

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

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

Programme Learning Outcomes

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

1. *Conduct research in relation to health and social care management topics*
2. *Administrate and manage a care setting/programme*
3. *Ensure quality in health and social care settings*
4. *Evaluate current social policy and related issues*

Entry Requirements

MCAST Advanced Diploma in Applied Science

or

MCAST Advanced Diploma for Pharmacy Technicians

or

MCAST Advanced Diploma in Health Sciences

or

MCAST Advanced Diploma in Health and Social Care (Social Care)

or

MCAST Diploma for Dental Surgery Assistants

or

2 A-Level passes and 2 I-Level passes and SEC/O-Level Pass in English Language

Preferred (A-Level or I-Level): Chemistry, Biology, Physics, Sociology, Psychology, Home Economics and Human Ecology, Accounts, Economics

Key Units

A key unit is a unit which is considered fundamental to a specific course. According to the University College Regulations, a student shall not be allowed to progress from one year to the next if such student fails in a key unit

Unit Code	Unit Title	ECTS
CSPRJ-512-1524	Research Project	12
CSWBL-512-1510	Work Placement Theory and Practice	12



Current Approved Programme Structure

Unit Code	Unit Title	ECVET/ECTS
CSMGT-506-1517	Leadership and Management Procedures	6
CSMGT-506-1518	Project Management and the EU Funding Procedures	6
CSTSS-506-1501	Critical and Analytical Thinking and Evaluation Skills	6
CSHSC-506-1514	Developing Emotional Intelligence	6
CSMGT-506-1520	Governance and Quality Management	6
CSHSC-506-1515	Family and Individual Functioning	6
CSPSY-506-1506	Psychological Well Being	6
CSBUS-506-1502	Financial Aspects and Business Studies	6
CSMGT-506-1521	Management in the Non Profit Sector	6
CSHSC-506-1516	Social Policy Practice	6
CSHSC-506-1517	Working in Addictive Behaviour Environment	6
CSHSC-506-1702	Gender Diversity and Sexual Diversity	6
CSHSC-506-1519	Globalisation and Poverty	6
CSHSC-506-1520	Multidisciplinary Approaches in HSC	6
CSPRJ-512-1524	Research Project	12
CSWBL-512-1510	Work Placement Theory and Practice	12
CSMGT-606-1522	Operations and Service Management	6
CSHSC-606-1521	Ethical Issues and Decision Making	6
CSHSC-606-1522	Issues with Different Client Groups	6
CSMGR-606-1523	Human Resource Management and Leadership	6
CSHSC-606-1523	European Law and Social Policy	6
CSHSC-606-1524	Quality Assurance in Health and Social Care	6
CSWBL-606-1511	Placements in HSC Managerial Environment	6
CDKSK-506-1605	English	6
CDKSK-506-1525	Individual and Social Responsibility	6
CDKSK-606-1615	Entrepreneurship	6
CSDIS-612-1501	Dissertation	12
Total ECVET/ECTS		180

Unit: CSMGT-506-1517-Leadership and Management Procedures

Unit level (MQF): 5

Credits: 6

Unit description

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

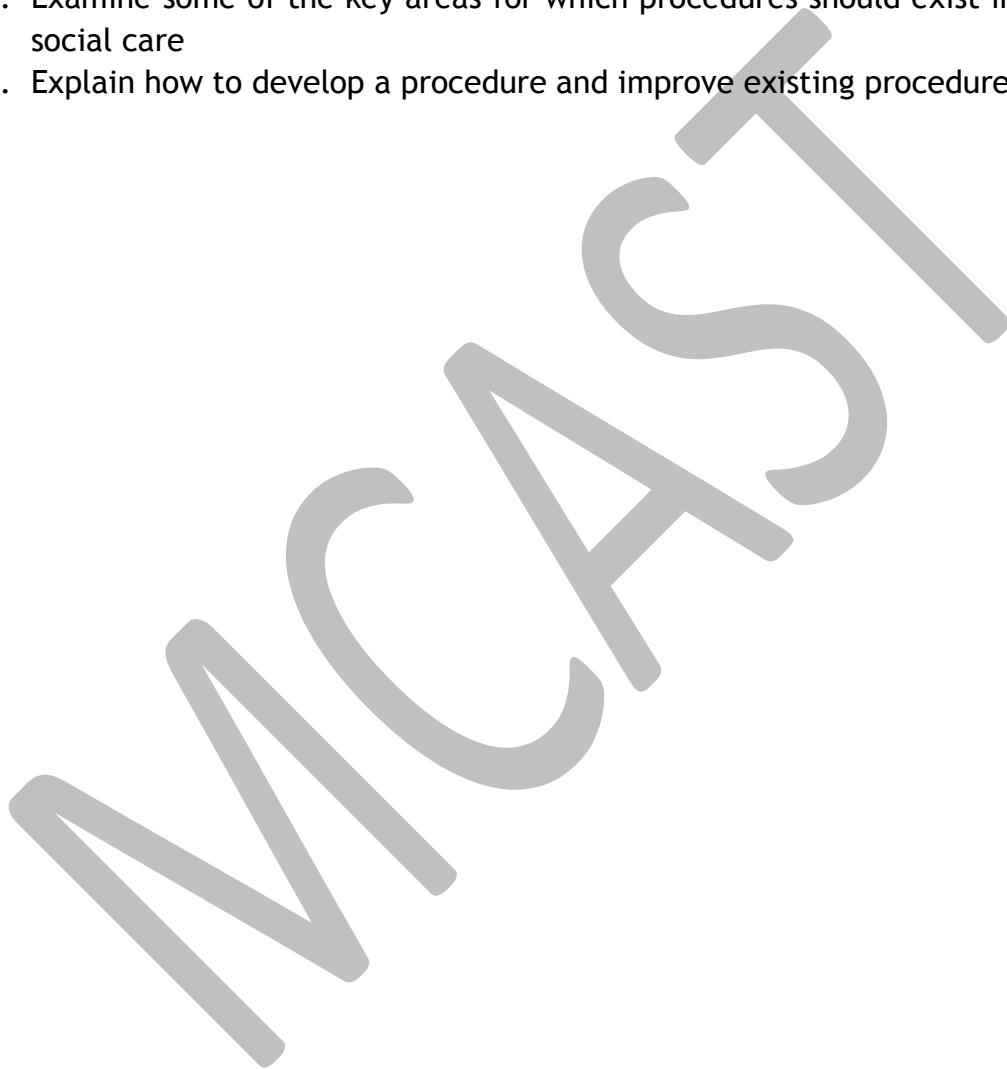
The delivery of effective social services and excellent practice in health and social care relies on sound leadership and management, informed by clear policies and procedures. This unit will help students to understand what is meant by leadership and management and how this is promoted by effective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

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

Learning Outcomes

On completion of this unit the learners will be able to

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



Unit: CSMGT-506-1518-Project Management and the EU Funding Procedures

Unit level (MQF): 5
Credits : 6

Unit description

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

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

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

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

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

Learning Outcomes

On completion of this unit the learners will be able to

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

Unit: CTSS-506-1501-Critical and Analytical Thinking and Evaluation Skills

Unit level (MQF): 5

Credits: 6

Unit description

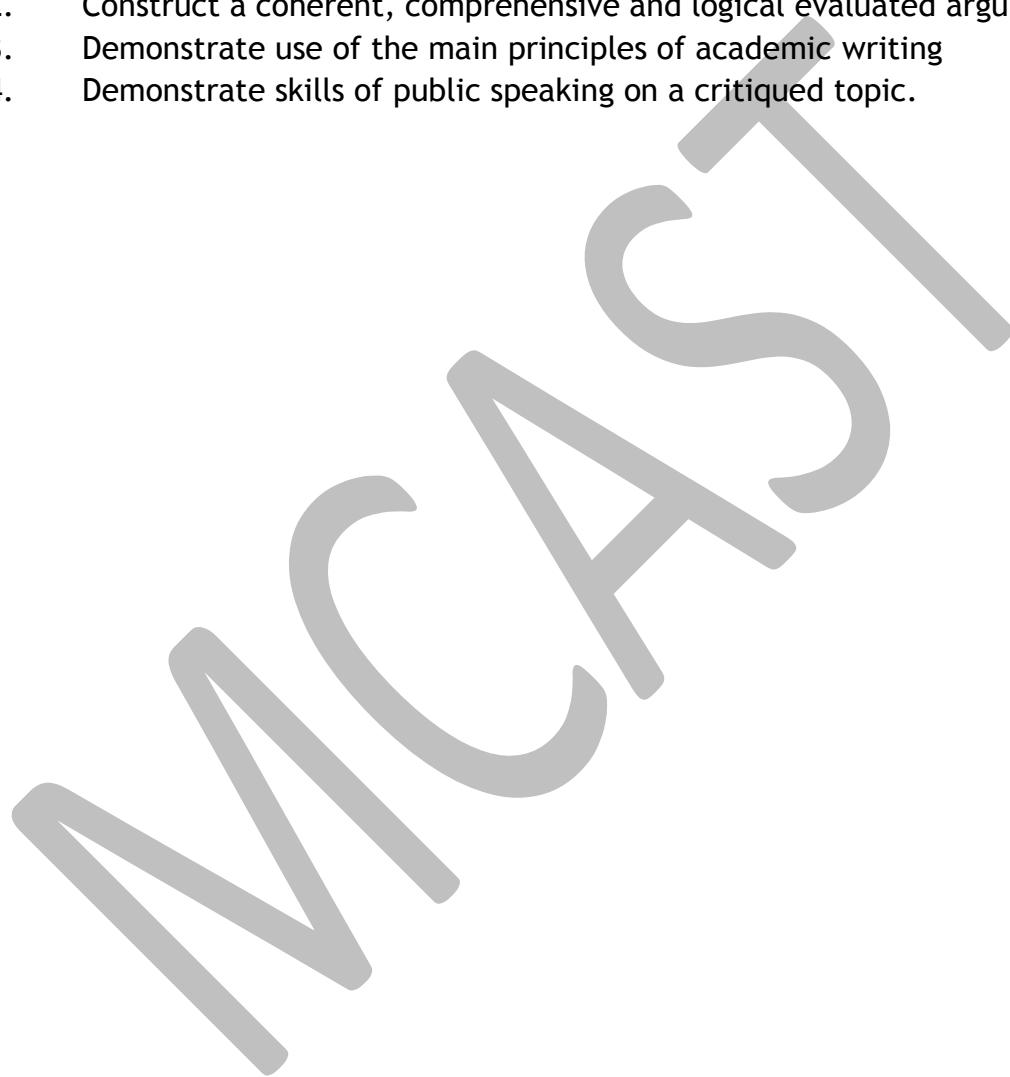
This unit allows students to develop Critical and Analytical Thinking and Evaluation skills and abilities. Based on prior learning and experience of oral and written communication at a level of competence suitable for entry at HND level, the Unit seeks to develop skills at a higher level and one which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

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

Learning Outcomes

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

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



Unit: CSHSC-506-1514-Developing Emotional Intelligence

Unit level (MQF): 5

Credits: 6

Unit description

This is a knowledge and skills based unit. It will allow learners to demonstrate that they have the necessary knowledge to understand emotional intelligence and its relevance to the health and social care setting.

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 identifying methods for increasing self-awareness, recognizing the impact of own emotions on others in the workplace, recognising and appreciating the importance of social awareness and identifying methods to manage relationships and utilising emotional intelligence to maximise outcomes. 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 health and social care 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 explore methods how emotional intelligence can be applied and enhanced in the health and social care setting. Finally, learners will learn about the importance of evaluating emotional intelligence and identifying areas for continued development of emotional intelligence.

Learning Outcomes

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

1. Demonstrate an understanding of what constitutes emotional intelligence vs cognitive intelligence.
2. Develop self-awareness, intrapersonal skills and self-management
3. Develop social awareness and relationship management and understanding how emotional intelligence impacts on leadership.
4. Examine the relevance of emotional intelligence in the health and social care sector

Unit: CSMGT-506-1520-Governance and Quality Management

Unit level (MQF): 5

Credits: 6

Unit description

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

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

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

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

The structure of the teaching and learning environment will promote critical engagement. The learner will be introduced to a range of theories and approaches, and their application in different situations within the health and social care environment. In fact, the learners will also be exposed to the appraisal of the concept of governance that seeks to show that governance goes beyond conformance as governance structure should also support the organization's effort to enhance performance. The intention of the unit is to help learners to be able to create a

balance between performance and conformance within their own environment where in this day and age healthcare players must choose between accepting innovative quality management approaches and accepting even more external control from which neither they nor society is likely to benefit.

Learning Outcomes

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

1. Master a working knowledge of 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. Display an awareness that the culture of quality and proper governance permeates to every department and every individual within the health and social care environment
4. Demonstrate an ability to identify, assess and address quality management and governance issues in the health and social care environment

Unit: CSHSC-506-1701-The Concept of Family

Unit level (MQF): 5

Credits: 6

Unit description

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

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

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

Learning Outcomes

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

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

Unit: CSPSY-506-1506-Psychological Wellbeing

Unit level (MQF): 5

Credits: 6

Unit description

This unit allows students to develop their knowledge of approaches in psychology. Based on prior learned knowledge, this unit focuses on psychological wellbeing from the perspective of Community Services. Students will be provided with the opportunity to explore theory from a range of psychological approaches. Application of these approaches will help to explain, and understand, development, personality and behaviour.

The unit enables students to evidence their ability to build and maintain a knowledge base related to current psychological theoretical approaches. Students will consider the Psychoanalytical, Behavioural, Cognitive and Humanistic perspectives on behavioural development. Based on this framework, application of theory relating to development becomes the focus of the unit.

Students will develop their knowledge on management strategies regarding how treatment of specific atypical behaviours can be undertaken, this will include work related to counselling. Therefore, to gain most benefit from the unit, students ought to have recent and relevant experience in the Community Services sector. Ideally this would be through a vocational role, or vocational placement, within a Community Services setting.

Learning Outcomes

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

1. Identify current, relevant, psychological perspectives and theories.
2. Demonstrate the effect of developmental disruption or delay to an individual.
3. Identify current practice within the field of applied psychology.
4. Apply knowledge to practice on professional strategies and commonly used models of practice.

Unit: CSBUS-506-1502-Financial Aspects and Business Studies

Unit level (MQF): 5
Credits: 6

Unit description

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

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

Furthermore the unit will equip students with the financial acumen that the health and social care manager will require to function effectively. 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 learners will be able to

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



Unit: CSMGT-506-1521-Management in the Non-Profit Sector

Unit level (MQF): 5

Credits: 6

Unit description

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

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

The learners will be given the opportunity to explore aspects of leadership, resource management, program development, fundraising and strategic planning. Practical application with the local social care context of theories distinct to nonprofits 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 analyzing 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 learners will be able to

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

Unit: CSHSC-506-1516-Social Policy Practice

Unit level (MQF): 5

Credits: 6

Unit description

This is a skills-based unit and will allow learners to demonstrate they have the necessary knowledge on history, developments and policy when working within a broad social science framework. The Unit is relevant to learners wishing to develop a wider understanding of social needs, social problems, social welfare and well-being. On completion of the Unit, learners will be equipped with key academic and interpersonal 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 learners will be able to

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

Unit: CSHSC-506-1517-Working in Addictive Behaviour Environments

Unit level (MQF): 5

Credits: 6

Unit description

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

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

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

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

Learning Outcomes

On completion of this unit the learners will be able to

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

Unit: CSHSC-506-1702-Gender and Sexual Diversity

Unit level (MQF): 5

Credits: 6

Unit description

This unit allows students 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. Students 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.

Students 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, students ought to have recent and relevant experience in the health and social care sector. Ideally this would be through a vocational role, or vocational placement.

Learning Outcomes

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

1. Explain the various issues facing LGBTIQ individuals
2. Evaluate how different social agencies leave an impact on LGBTIQ individuals
3. Assess key attempts to inform and educate on issues of gender and sexual diversity
4. Evaluate Gender and Sex Discrimination legislation, Human Rights legislation and Social Policy (local and EU) impacting Maltese citizens

Unit: CSHSC-506-1519-Globalisation and Poverty

Unit level (MQF): 5

Credits: 6

Unit description

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

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

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

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

Learning Outcomes

On completion of this unit the student will be able to

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

Unit: CSHSC-506-1520-Multidisciplinary Approaches in HSC

Unit level (MQF): 5

Credits: 6

Unit description

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

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

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

Learning Outcomes

On completion of this unit the learners will be able to

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

Unit: CSPRJ-512-1524-Research Project

Unit level (MQF): 5

Credits: 12

Unit description

This unit gives the learners the necessary skills to collect, assemble and interpret information.

Learners will identify and discuss areas where research in health and social care is indeed required so as to research and explore what works to improve the quality of care. They will be made aware of the Maltese peculiarity where the health and social care are distinct as one entity does not depend on the other. Learners will also be exposed to the innovative social care practices.

They will also be given the opportunity to explore research methods, including experimental techniques that are relevant to the learner's areas of study while identifying the most adequate research methodology for social care research.

Learners will learn how to use basic statistical methods useful for research, how to locate, collate and assess data for a particular research task. Learners will master the skills required to prepare a research report which conforms to the parameters of research practice.

The Unit is relevant to learners planning and conducting a research project under the supervision of academic staff. Students will be prepared to perform all aspects of research required for completion of a project, which may include data collection and statistical analysis. Students will be prepared to write a research report related to the area of health and social care for a peer-reviewed journal.

The structure of the teaching and learning environment will ensure consistency in terms of assistance from tutors. These sessions are designed to promote critical engagement as learners will be provided with the necessary skills to critique relevant literature and their own work. The learner will be introduced to a range of theories and approaches, and their application to research in health and social care and will be asked to engage with the local National Strategic Policy for Active Ageing and the practices it encourages to foster empowerment for the service users.

This course focuses on the development of the learner's research ability. Learners will be given the opportunity to work in groups and they will have to undertake a research project in an area of health and social care. In doing so, learning will be enhanced by the sharing of experiences, skills and best practices amongst peers. The specific abilities which will be developed and assessed in this course include: Identifying a research question, formulation of a research hypothesis, identification of the impact of research projects on changing social care scenarios, communication of results via a complete research report and Critical Thinking.

Learning Outcomes

On completion of this unit the learners will be able to

1. Identify areas in health and social care where there is a valid need for research
2. Initiate research, formulate viable research questions and formulate a research hypothesis following the assessment of the needs of the social care sector
3. Conduct analysis applying an appropriate research methodology and identify the most adequate research methodology in social care
4. Present a complete research report which conforms to protocols of research practice
5. Demonstrate the ability to critically engage with pertinent health and social care literature and one's own research work
6. Identify the impact of research projects on changing social care markets

Unit: CSWBL-512-1510-Workplace Theory and Practice

MQF level: 5
Credits : 12

Unit description

This unit is an assessed practical opportunity for students to demonstrate their understanding through the application of knowledge and understanding to their professional practice. The student 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 student will come to understand the principles 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 student 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 student a successful professional in the social care sector. Critically this unit enables the student to develop and apply their leadership and management understanding whilst preparing the student for higher level thinking and future study. In particular students will know the process of recruitment, and understand the work involved to create, monitor and maintain a healthy team within the organisation

In making the journey to critical awareness, the student 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 learners will be able to

1. Be familiar with the principles of the organisation and understand the impact of policy, legislation, regulation, codes of practice and standards have on the organisation's policy and practice.
2. Understand the influence of the external environment on the organisation, the partnerships between health and social care organisations and impact of health and safety on service users and members of the staff
3. Know how to communicate appropriately with staff and clients and identify the needs of the clients and staff and act accordingly
4. Be familiar with the process of recruitment, and understand the work involved to create, monitor and maintain a healthy team within the organisation

Unit: CSMGT-606-1522-Operations and Service Management

MQF Level: 6
Credits: 6

Unit Description

Following the enormous changes in our society worldwide that we have witnessed in the past three decades, one cannot but remark the demanding task it left on our thousand years old brain and psyche. Availability of information grows exponentially, connections between people and ideas are so tightly knit that we do not have idea how to improve it further. While unjustifiable high percentage of people still lives in poverty, humanity raises the standards of ethics, care and quality of life daily. Goals and missions are ever-changing; some of the definite laws of yesterday become obsolete theories. Ignoring those facts would mean shutting ourselves out from reality.

One of the most valuable results of global exchange of ideas and knowledge is synergy and integration of learning between different fields of human development. Mathematics and music are fused, physics and philosophy connected, informational technology supports everything from medicine to the graphical arts. Once regarded as sharply divided, management of commercial and non-commercial sectors clearly profit from using each other's concepts and ideas. One of those concepts that expanded from it got heartily welcomed from other sectors is Operations and Service Management.

In charge of everyday functions of the organization, Operations and Service Management is responsible to execute strategy of the organization and transfer it into daily service to its end users. It is imminent to use the best of both worlds: concepts, methods and control from commercial side, and vision, mission and humanistic approach from care sector. In such way, students will learn how to secure high-quality services for end-users, as well as sustainability to their care organizations.

Learning Outcomes

On completion of this unit the learners will be able to

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

Unit: CSHSC-606-1521-Ethical Issues and Decision Making

MQF Level: 6

Credits: 6

Unit Description

The exploration of ethical issues involved when managing a Health and Social Care setting has always been a challenge. This is because, in Health or Social Care sometimes or even very often, different situations arise in which core values of the profession conflict. This conflict of values is leading to ethical dilemmas. An ethical dilemma in Health and Social Care Setting is defined as a situation in which professional duties and obligations, rooted in core values, clash. When dealing with these dilemmas professionals must decide which values - as expressed in various duties and obligations take precedence.

To make these choices more difficult, professionals need to be familiar with contemporary thinking about ethical decision making since it is connected directly to professional malpractice and misconduct. Ethical issues and decision making is where the concept of trained sensitivity to ethical issues intersects with making decisions. It therefore ties trained sensitivity with a practiced method for exploring the ethical aspects of a decision and weighing the consideration that should impact our choice of a course action. Having a method for ethical decision making is absolutely essential.

In addition to that, it is important to tackle and be aware of another aspect in dealing with ethical issues. Every time a person chooses between alternatives (related or not related to ethics), the choice is based on assumptions that lie at a heart of a moral code. The search for excellence begins with ethics. Many people, therefore, regardless what they do, deal with ethical issues every day even though they sometimes do not realize it.

Ethics exists in our society - as laws and professional codes, in our conscience - as values and commitments, in our minds - as rational principles and in our hearts - as ideals and personal commitments. (*Hall, 2000.*)

Therefore, everyone is faced with having to make decisions on ethical issues whether in personal relationships, in working environment or as a part of society. This is why, ethical dilemmas do not only occupy our professional lives. Of course, there are ethical issues on which one's opinion has direct impact and, of course, there are certainly a number of those on which the individual citizen's opinion may not have a direct impact. Ethical questions which are facing humankind or are likely to face humankind due to advanced science and technology progress, especially in medical areas, leave us on our own - as the first generation to be affronted with specific ethical dilemmas.

Since ethical problems within Health and Social Care are concerning not only professionals but as well the humankind directly, people are in general very eager to get involved in ethical controversies and are showing a significant interest. Currently there are more than 30 significant ethical issues that remain unsolved and invite more and more discussion by the general public. Many of them unsolved are tied around ethics due to above mentioned advanced science and technology progress. To be able to take a greater control of our lives (in a positive manner) we all need a set of skills to enable us to arrive at answers on all possible choices or alternatives that we are or will be faced with. Putting it shortly, ethics is about choices, about evaluation; it's normative and includes reasoning. And, ethics as a discipline, is often called a moral philosophy.

Learning Outcomes

On completion of this unit the learners will be able to

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

Unit: CSHSC-606-1522-Issues with Different Client Groups

MQF Level: 6
Credits: 6

Unit Description

Perhaps one of the most challenging issues in health and social care practice is the identification of the necessary content for effective work with different service users: the need for diversity-sensitive practice. The term is usually used to refer to professional work with clients who may be differentiated in a variety of ways: by ethnicity, immigrant status, gender, age, language, social class or background, poverty, disability, membership of a different church or association, sexual orientations or even by a life experience that distinguishes them from the majority of others. The contemporary health and social care practice and management deal with much diversity on individual, organizational and strategic level. Some of these diversities can be explained with the nature of human behaviour itself - human behaviour is not unidimensional, but multidimensional - the multidimensional approach to human behaviour.

Multidimensional approach (Hutchinson, 2003) explains human behaviour as changing configurations of person and environment over time. The dimensions refer to features that can be focused on separately but cannot be understood completely without considering other features. This approach suggests that human behaviour is multidetermined, or developed as a result of many causes. Hence, in day-to-day health and social care practice general knowledge about different service users, as well as knowledge about every unique situation, is important. It is important in order to effectively manage, plan and deliver diversity-sensitive health and social care services.

To provide diversity-sensitive practice, health and social care professionals must have sufficient knowledge that cover demographic, historical and socioeconomic information about different service users; and skills that comprise interpersonal interactions, the gathering of information, the development of helping relationship, and the creation of effective interventions. However, whether we talk about general or unique knowledge or skills, the process of learning about different service users is a process that requires continuous self-exploration; continuous use of various information resources about general or unique knowledge of information; conducting assessment and research in order to explore unique situations of different client groups and embracing evidence-based practice when planning interventions, as well as service user and carer partnership at individual, organizational and strategic level.

Learning Outcomes:

On completion of this unit the learners will be able to

1. have general understanding and ability to discuss important principles and approaches of delivering diversity sensitive practice in the context of health and social care practice and management
2. be encouraged to use evidence based practice regarding planning of interventions and services aimed to different service users
3. gain basic knowledge and ability to apply basic principles of multidimensional approach to human behaviour in the context of health and social care practice and management
4. have the sense of importance of having perspective on one's action as practitioner working with different service users as well as of promoting professional competencies at organizational and strategic level when managing provision of diversity-sensitive practice

Unit: CSMGT-606-1523-Human Resource Management and Leadership

Module Level: **6**
Credits : **6**

Unit Description

Apart from gaining a profit achieving a high level of performance is essential for organizations. This is quite challenging especially in a time when national governments are implementing health-sector reforms. These pre conditions increase the pressure on organizations to use resources wisely and reduce the size of the workforce. At the same time, clients are demanding better quality of health services. A comprehensive human resource system provides managers with a framework and tools to achieve higher levels of staff performance and employee satisfaction on a sustainable basis.

At the national level, this involves developing health-sector strategies, policies, and practices to ensure a workforce that is balanced in numbers of staff, qualifications, and placement. At the organizational level, HRM involves linking management and the development of human resources to an organization's strategic plan, goals, and objectives.

Learning Outcomes:

On completion of this unit the learners will be able to

1. The role of HR as a strategic business partner, and the increasing importance of the HRM function for organizational effectiveness and competitive success.
2. Importance of job analysis and apply this understanding of job requirements to other human resource management systems such as selection, performance appraisal, and compensation. They will demonstrate overall understanding and ability to explain the key variables involved in the job design function.
3. The key concepts of skill development and training where people continually expand their capacity to develop and create better results for the organisation. Furthermore, understand how assessment of personality type, work behaviors and job performance can be used for employee development

4. The critical issues in managing the HR function and designing successful HRM practices in high quality social and health-care services.
They will be able to interpret and discuss the fundamental HR theories and their implications in practice.



Unit: CSHSC-606-1523-European Law and Social Policy

Module Level: 6

Credits: 6

Unit Description

The two folded political structure of Europe is in jeopardy: on the one hand, there exists a Pan-European intergovernmental organization - Council of Europe. With 47 Member States and around 800 million people, the emphasis of this organization is on democracy, human rights and the rule of law. On the other hand, 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 (soon 28) Member States.

Both organizations have their treaties, legislation and jurisprudence. The Court of Justice of the European Union and Council of Europe's European Court of Human Rights have the power to influence the policy of the Member States with their judgments.

The described European landscape is facing the biggest crisis since the 2nd World War. This makes it even more exciting subject for students.

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.

Learning Outcomes

On completion of this unit the learners will be able to

1. Have the thorough understanding of the European institutions;
2. Understand the objectives of various European institutions;
3. Have the knowledge of social rights and their protection within the European legal space;
4. Be able to critically pin-point the necessary improvements within the European social sphere.

Unit: CSHSC606-1524-Quality Assurance in Health and Social Care

MQF Level: 6
Credits: 6

Unit Description

The European Union (EU) is built on the concept of four freedoms: free movement of goods, services, people and capital. To make these freedoms realizable the EU has, over many years, enacted laws to ensure, first, that goods and services provided across borders are of an appropriate quality (exemplified by the European Commission (EC) safety mark on many goods) and, second, that freedom for people to move is not constrained by their health (by ensuring that they can obtain health care when outside their home country).

Learning Outcomes

On completion of this unit the learners will be able to

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

Unit: CSWBL-606-1511-Placements in a Health and Social Care Managerial Environment

MQF Level: 6

Credits: 6

Unit Description

In this module, the learner will be exposed to theoretical and practical knowledge in the health and social care sector and will be given the opportunity to apply this knowledge during 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 learners will be able to

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