

Application Form

ACCREDITATION OF EDUCATION PROGRAMMES

Within the Malta Qualifications Framework

Application Version No. (Administrative use only): _____

The **entire** application form needs to be filled in electronically in **Word format** to allow for efficient processing and feedback. Upon completion, kindly submit this form to accreditation@mfhea.mt

The accreditation process is the necessary procedure that an institution has to go through in order for the courses they offer to be pegged to the Malta Qualifications Framework as indicated in the [Referencing Report 2016](#).

Section A – General Information		
Date of Submission		
Title	☒ Mr	☐ Ms ☐ Other
Name and Surname of the Contact Person	Jesmond Friggieri	
Email Address of the Contact Person	jesmond.friggieri@maltaleadershipinstitute.com	
Telephone/Mobile Number	+356 2742 2299	
Name of the Education Provider (Entity already licensed or requesting new, or revised license from MFHEA)	Malta Leadership Institute (MLI)	
Institution License Status	Licensed, with License number: <u>2018-005</u> ☒	Licensed, but requesting a change in the mode of delivery to provide online learning License number: _____ ☐
	Licensed, but requesting a change in category due to this application License number: _____ ☐	Not licensed, and requesting provider accreditation through separate application ☐

Section B – Overall Course Description		
Brief Profile of the Education Provider	<p><i>(if available on website indicate specific URL)</i></p> <p>Malta Leadership Institute (MLI) was founded in 2017 as part of the Leadership Consultancy and Training Services (LCTS). LCTS has been providing training and servicing with training other institutions for these last 15 years both for <i>ad hoc</i> programmes and accredited programmes.</p> <p>The objectives of MLI are the following:</p> <ul style="list-style-type: none"> • to provide training and educational support to other public and private entities as required; • to provide coaching and mentoring on an individual and group levels; • to provide consultancy services on various business aspects; • to support organisations, associations and groups in the application, processing and implementation of EU and non-EU funded projects; • to support organisations, associations and groups in the administration of EU and non-EU funded projects; • to create and support projects for the benefit of organisations with a social and non-social aims; • to support any organisation, group or individual to benefit from existing services both local and international; • to offer any administrative support to any other service. <p>More information can be accessed by following this link: https://maltaleadershipinstitute.com/en/home.htm </p>	
	Type of Course Refer to pages 53-56 of the Referencing Report 2016	Qualification ☐
Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐
Title of the Qualification/ Award Please also include the appropriate abbreviation (e.g. Award, B.Sc, M.Psych, PhD, etc.) adjacent to the title	Award in Basic Helping skills for Hair and Beauty professionals	
Proposed MQF Level (Refer to pages 37-52 of the Referencing Report 2016 for more information)	MQF Level 5	

Hours of Total Learning <u>1 ECTS is equivalent to 25 total hours of learning</u> , inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) <u>must be contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours ¹ (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures)	<input type="text" value="20"/>	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)	<input type="text" value="0"/>
	Self-Study Hours (Estimated workload of research and study)	<input type="text" value="75"/>	Assessment Hours (Examinations/ presentations/ group work/ projects, etc.)	<input type="text" value="5"/>
Total Learning Hours	__100__ Hours			
Blended Learning This section is to be only filled in if the programme consists of blended learning. Kindly indicate the percentage of contact hours delivered online and those delivered face-to-face, e.g. 50% contact hours delivered face-to-face, and 50% online.	Contact Hours Delivered Fully Online	<input type="text" value="100%"/>	Contact Hours Delivered Fully Face-to-Face	<input type="text" value="0%"/>
Total Number of ECTS for Programme Completion Figures with a decimal point will NOT be accepted. <u>ECTS must be rounded integers.</u>	__4__ ECTS			
Mode of Attendance	Full-Time ☐	Part-Time ☒		
	(Double click on the box and mark checked under Default Value)			
Programme Duration (a full-time programme cannot have more than 60 ECTS per academic year. Please refer to the Referencing Report 2016 , page 55)	Full-Time: _____Weeks Full- Time: _____Months Full- Time: _____Years (choose as applicable)		Part-time: 4 Weeks Part-time: _____Months Part time: _____Years (choose as applicable)	

¹ In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

Target Audience	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Ages 3 – 16 ☐ </div> <div style="text-align: center;"> Ages 16 – 18 ☐ </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Ages 19 – 30 ☒ </div> <div style="text-align: center;"> Age 31 – 65 ☒ </div> </div> <div style="text-align: center; margin-top: 10px;"> Age 65+ ☒ </div>
Language/s of Instruction of Programmes	The English Language
Target Group Indicate the type of learners that you anticipate joining this course	This course is intended for hairstylists, beauty therapists, nail technicians and other professionals related within the beauty sector. This programme is being designed as part of a KA210 with name Enhancing Wellbeing in the Beauty Sector.
Address/es where programme will be delivered: Entity should also indicate premises of placements/clinical training, if applicable. Include also what activities will take place in each address/es indicated.	This award is intended to be delivered completely online using the institute platform. Students have to be registered with the normal procedure through an application process, vetted according to the eligibility criteria. Since this would be an online course, students will be able to access the course by being enrolled in the institute's platform: https://maltaleadershipinstitute.edu20.org
Subject Area	<p>More than one option possible:</p> <div style="margin-left: 20px;"> ☐ Generic programmes and qualifications ☐ Education ☐ Arts and Humanities ☐ Social Sciences, Journalism and Information ☐ Business, Administration and Law ☐ Natural Sciences, Mathematics and Statistics ☐ Information and Communication Technologies ☐ Engineering, Manufacturing and Construction ☐ Agriculture, Forestry, Fisheries and Veterinary ☒ Health and welfare ☐ Services </div>

<p>Relationship to Occupation/s</p> <p>List the occupations for which this programme prepare the students. Make reference to skills frameworks and/or occupational/professional standards wherever possible. Kindly refer to the NOS (National Occupational Standards) on the MQD (Malta Qualifications Database) and if the programme matches any of the NOS then ensure that it is in line. In addition, please indicate whether the programme leads to a warranted profession or regulated occupation.</p>	<p>Hairdressers, Beauty Therapists, Nail Technicians and other related professionals, through their daily professional practice encounter various clients who during treatments and services provided open up with their own personal life stories. Many clients go for services to enhance their wellbeing and their appearance. Since many clients become regular clients, this has somewhat a 'therapeutic' effect and as clients build trust in the servicing professionals, many clients open up about their daily lives, their difficulties, their family woes and other issues that they are passing through.</p> <p>When these professionals undergo training as part of the courses to become professionals in their field, they will do customer care and some other soft skills related to business, however when clients present deeper difficulties they do not have the necessary skills to help the client in a further manner.</p> <p>These skills do not aim that hairdressers, beauty therapists and other related professionals do therapy or counselling, however that they have the necessary awareness and basic skills to deal with such presented difficulties in a more professional manner and if necessary this would lead the client to be referred to more specialised services. Usually such discussions might end in sort of 'gossip' or 'light discussion' and the aim of the award is create certain awareness that there are skills that can be used to help a little bit further the client without damaging the client.</p>
<p>Entry Requirements</p> <p>Specify what requirements the students should have before joining this programme (including qualifications/ language and/or digital competences).</p>	<p>Entry requirements for the Award in Basic Helping skills will be the following:</p> <ol style="list-style-type: none"> 1) an MQF/EQF level 3 or 4 qualification in hairdressing, beauty therapy, nail technician, massage therapist or other related beauty qualification AND 2) At least 2 years experience in hairdressing, beauty therapy, nail technician, massage therapist or other related beauty qualification
<p>Overall Programme Description</p> <p>in this section kindly provide a general description of this programme.</p>	<p>This programme will provide professionals (mentioned above) meeting the entry requirements the opportunity to undertake a 20-25 hour course in Basic Helping Skills.</p> <p>With a thorough grounding in concepts in hairdressing, beauty therapy, nail technician, massage therapist or other related beauty qualification, the aim of this short course is to provide these professionals with more thorough knowledge on communication skills, namely listening (in a professional manner), empathy (not sympathising), using emotional intelligence on their workplace, reflective skills and improving their boundaries in a professional manner.</p>
<p>Learning Outcomes for Knowledge obtained at the end of the programme</p> <p><u>Knowledge and Understanding:</u> count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite,</p>	<p>At the end of this award, learners will have been exposed to the following:</p> <ol style="list-style-type: none"> a) List and describe and list the elements of the importance of establishing and developing a positive helping relationship with customers; b) Describe and list the principles of professional communication and the main communication dynamics with customers.

<p>sequence, tell, write</p> <p>(Example of learning outcome structure: Action Verb + Object + Context <i>Identify basic different range of glassware and state their use.</i>)</p>	<ul style="list-style-type: none"> c) Describe empathy and how to empathise with clients passing from difficult situations; d) Differentiate between sympathy, empathy and compassion; e) Describe self-care practices including self-reflective skills in order to ensure effective customer service. f) Explain the concept of emotional intelligence and its applicability in offering clients support; g) Describe strategies for active listening and goal setting conversations with customers. h) Describe the referral process in relation for the benefit of clients passing from difficult situations or mental health issues i) Know the services that can be offered to persons who have psychological difficulties.
<p>Learning Outcomes for Skills obtained at the end of the programme</p> <p><u>Applying Knowledge and Understanding:</u> apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange</p> <p>(Example of learning outcome structure: Action Verb + Object + Context <i>Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.</i>)</p>	<p>At the end of the module the learner would be able to:</p> <ul style="list-style-type: none"> a) Build professional positive relationships with customers b) Use proficiently the main principles of professional communication with customers c) Use the right strategies for active listening and goal setting. d) Practice empathy with customers e) Accept mental health difficulties that customers might be passing through f) Refer to mental health professionals when necessary g) Practice emotional intelligence when working with clients. h) Reflect on one's own practice to enhance continuous self-improvement.
<p>General Pedagogical methods used for this programme</p> <p>Consider an appropriate mix of teaching/learning methods that allow learners with different learning styles and abilities to successfully complete this programme.</p> <p>If the programme includes an online learning component, please explain from a pedagogical standpoint your selection of specific modes of delivery such as video-lectures, asynchronous vs synchronous discussions, peer-learning, connected learning etc.</p> <p>In particular, show how the digital methods chosen, if any, are equivalent or superior to non-digital methods of teaching/learning.</p>	<p>The course will be delivered using the following methods:</p> <ol style="list-style-type: none"> 1. Lectures as part of the contact hours [recorded online sessions] include PowerPoint presentation, asynchronous online discussions/forums, asynchronous individual exercises, and asynchronous small tasks that will enable students to learn how to apply the theoretical aspect within an organisational setting. Moreover, creative and innovative methods shall also be emphasised as it motivates and empowers students, and leads to active learning. Emphasis will be placed on developing thinking skills, active and participative learning, learning how to learn, stimulating curiosity, and sustaining motivation. 2. For the asynchronous part, learning occurs virtually online and through prepared resources, without real-time teacher-led interaction (such as when journal articles/other resources such as videos will be uploaded on the Learning Management System [LMS] for the students to read). Creative teaching methods shall also be an integral part of the online delivery; the potential of ICT shall be exploited to integrate creative and innovative methods of teaching and learning for the benefit of students. 3. Self-study whereby learners are expected to read analytically and critically peer-reviewed journal articles (from EBSCO search engine) and books and watch videos on the Learning Management System (LMS) that

	<p>would enable to deepen the knowledge acquired during lectures; The reading of journal articles will also be part of the preparation for the assignments as students would need to integrate references from journal articles to sustain their points and back up their arguments;</p> <p>4. Write assignments, carry out presentations [individual or group], and sit for examinations as part of the assessment of modules. Creative ways of assessing students (such as 'show your ideas and discuss', 'talk for learning', peer and self-assessment') where pupils know how well they are doing and what they need to do to improve.</p> <p>The variety in modes of pedagogic practice will be monitored across the course of the programme through the LMS (as all resources, learning outcomes, lecture presentations, readings, and other material by the lecturer) as well as all the work submitted by the students will be available via the LMS portal, and the modes of assessment being employed. Also, module feedback forms will be completed by the students after every module to gather student feedback on teaching practices. Such procedure is part of the Quality Assurance process of the Institute (MLI). Monitoring of modes of pedagogic teaching and assessment is facilitated by the fact that everything pertaining to lectures is centralised and found in one place – the LMS. Reading lists and other resources will also be monitored and revised annually so that if need be they will be replaced by more relevant and recent literature to always keep abreast with the latest developments in the field.</p>
<p>Selection Criteria for Tutors/Lecturers for this programme:</p> <p>The selection criteria shall include the minimum qualifications (in terms of level of qualification and area) required and experience as part of the teaching staff for this programme.</p> <p>If different modules require different selection criteria kindly indicate this here.</p> <p>When these roles are performed by third parties, please provide information relating to such arrangements (such as contracts).</p>	<p>Lecturers must possess an MQF Level 7 qualification (Masters' Degree, in Counselling or Psychology or Psychotherapy) with 5 years experience in the psychology field.</p> <p>The Lecturer needs also to have:</p> <ul style="list-style-type: none"> • a positive attitude towards life and healthcare • values that promote learning as a process • training skills for adults (experience is considered as an asset) • knowledge of Services related to nursing and healthcare • a clean police conduct <p>Lecturers will be offered:</p> <ul style="list-style-type: none"> • training in Quality Assurance of MLI standards and other procedures • training in delivery skills for adults

<p>CVs of Tutors/Lecturers</p> <p>For each individual lecturer, attach a CV and a copy of the main qualification/s, i.e. the qualification/s that will make the lecturer eligible to provide the programme. In the case of a foreign-awarded qualification, a recognition statement is to be submitted with the copy of the qualification. One can apply for a recognition statement from MQRIC.</p> <p>In case, where there is more than one module please include who of the teaching staff will be teaching each module (as per section C of the application).</p>	<p>The following are the suggested lecturers to deliver this programme:</p> <ul style="list-style-type: none"> • Rosalba Axiak - CV attached. • Jesmond Friggieri - CV attached. • Dorianne Rotin – CV attached
<p>General Assessment Methods</p> <p>Consider an appropriate mix of assessment methods that are fit for purpose and that allow learners with different learning styles and abilities to successful completion of the programme.</p>	<p>The assessment will be through MCQ (70% - 30 questions) and online tasks (30% - 10 marks each). The online task will involve some reading will also include some exercises and self-assessments.</p> <p>Students at MLI have easy access to online journals through EBSCO library via the Learning Management System.</p> <p>The pass mark for every type of assessment is 50%. In case where the module involves more than one assessment component, students need to get at least 50% in their global mark to pass.</p> <p>Assessments in the form of MCQ tests shall be carried out online through the LMS and students get the mark immediately after they press the submit button. The MCQ questions will be in parts since the online videos will be treating a topic. After viewing the video and doing an online task, the LMS system will open automatically the online task which would need to be moderated by a lecturer and following then the student can do the MCQ test. The LMS allows to have the parts of the module locked and it opens one after the other until the student would have go through all the parts of the module.</p> <p>When it comes to the grading of assignments, the attached marking rubrics are to be used. For the dissertation, a separate rubric is being appended.</p> <p>Student must attend see all the videos of the lectures to be able to proceed from one part of the module to another.</p>

Section C – The Programme Structure:					
Module/Unit Title	Compulsory (C) or Elective (E)	ECTS (Figures must be whole integers and with a value of at least 1 ECTS)	MQF Level of each module	Mode of Teaching (Lectures, workshop, placement, asynchronous, forums, VLE, etc.)	Mode of Assessment (Examination, assignment, project, blog, etc.)
Award in Basic Helping skills for Hair and Beauty professionals	C	4	5	Asynchronous lectures and online tasks	MCQ/online tasks
Total ECTS Requesting Accreditation		4 ECTS			
Total ECTS for Programme Completion		4 ECTS			
Exit Awards/Qualifications Should the programme contains any Exit Point/s kindly specify: - the full name of each Exit Award/Qualification - the MQF level, - number of ECTS and - list the modules leading to each Exit Award/Qualification This information shall be provided for each Exit Point.					
Structure of Programme If the programme has a duration of more than one semester, a structure of how the modules shall be divided per semester and academic year has to be provided. If the programme has both Full-time and Part-time duration, the structure shall take into consideration both modes of attendance.		Not applicable			

Section D – to be filled in for each module. Applicable for programmes with more than one module/units listed in Section C – The Programme Structure	
Sub-Section D – Module 1	
Title of the Module/Unit	Basic Helping Skills for the Hair and Beauty Professionals
Module/Unit Description In this section kindly provide a brief description of the module	<p>Hairdressers, Beauty Therapists, Nail Technicians and other related professionals, through their daily professional practice encounter various clients who during treatments and services provided open up with their own personal life stories. Many clients go for services to enhance their wellbeing and their appearance. Since many clients become regular clients, this has somewhat a ‘therapeutic’ effect and as clients build trust in the servicing professionals, many clients open up about their daily lives, their difficulties, their family woes and other issues that they are passing through.</p> <p>When these professionals undergo training as part of the courses to become professionals in their field, they will do customer care and some other soft skills related to business, however when clients present deeper difficulties they do not have the necessary skills to help the client in a further manner.</p> <p>These skills do not aim that hairdressers, beauty therapists and other related professionals do therapy or counselling, however that they have the necessary awareness and basic skills to deal with such presented difficulties in a more professional manner and if necessary this would lead the client to be referred to more specialised services. Usually such discussions might end in sort of ‘gossip’ or ‘light discussion’ and the aim of the award is create certain awareness that there are skills that can be used to help a little bit further the client without damaging the client.</p>
Learning Outcomes	Competences: At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
Autonomy and Responsibility: Collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell, etc.	a) Communicate professionally with customers when they speak about mental-health related difficulties based on the principles of professional communication b) Listen actively and empathise with clients based on the good understanding of empathy c) Act with emotional intelligence at all times during service provision based on the theory of Emotional Intelligence d) Know the referral processes for various mental health service
Knowledge and Understanding: count, define, describe, draw, find, identify, label,	

<p>list, match, name, quote, recall, recite, sequence, tell, write, etc.</p>	<p>e) Self-reflect and be always aware to protect in the proper way the mental wellbeing of all customers.</p>
<p>(Example of learning outcome structure: Action Verb + Object + Context <i>Identify basic different range of glassware and state their use.</i>)</p>	<p>Knowledge:</p>
<p>Applying Knowledge and Understanding: apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange</p> <p>(Example of learning outcome structure: Action Verb + Object + Context <i>Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.</i>)</p>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> a) List and describe and list the elements of the importance of establishing and developing a positive helping relationship with customers; b) Describe and list the principles of professional communication and the main communication dynamics with customers. c) Describe empathy and how to empathise with clients passing from difficult situations; d) Differentiate between sympathy, empathy and compassion; e) Describe self-care practices including self-reflective skills in order to ensure effective customer service. f) Explain the concept of emotional intelligence and its applicability in offering clients support; g) Describe strategies for active listening and goal setting conversations with customers. h) Describe the referral process in relation for the benefit of clients passing from difficult situations or mental health issues i) Know the services that can be offered to persons who have psychological difficulties.
	<p>Skills:</p>
	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> a) Build professional positive relationships with customers b) Use proficiently the main principles of professional communication with customers c) Use the right strategies for active listening and goal setting. d) Practice empathy with customers e) Accept mental health difficulties that customers might be passing through f) Refer to mental health professionals when necessary g) Practice emotional intelligence when working with clients. h) Reflect on one's own practice to enhance continuous self-improvement.

	<p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to</p> <p>NA</p>	
	<p>Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit, the learner will be able to</p> <ol style="list-style-type: none"> Select the appropriate online research tools through using internet browser Use technology associated with channels of correspondence, such as computers, email software and phones. Use appropriately the LMS in order to access resources/material related to the lectures and follow and undertake the assessments. 	
<p>Hours of Total Learning for this Module/Unit</p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <input type="text" value="20"/></p> <p>(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums)</p>	<p>Supervised Placement and Practice Hours <input type="text" value="0"/></p> <p>(During these hours the learner is supervised, coached or mentored)</p>
	<p>Self-Study Hours <input type="text" value="75"/></p> <p>(Estimated workload of research and study)</p>	<p>Assessment Hours <input type="text" value="5"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p>Total Learning Hours of this Module</p>	<p>100 Hours</p>	
<p>Mode of Delivery</p> <p>Kindly tick a box, as applicable</p>	<p>Fully Face-to-Face Learning ☐</p>	<p>Blended Learning ☐</p>
	<p>Fully Online Learning ☒</p>	<p>Work Based Learning ☐</p>
<p>Blended Learning</p> <p>This section is to be only filled in if the programme consists of blended learning. Kindly indicate the percentage of contact hours delivered online and those delivered face-to-face, e.g. 50% contact hours delivered face-to-face, and 50% online.</p>	<p>Contact Hours Delivered Fully Online <input type="text" value="100%"/></p>	<p>Contact Hours Delivered Fully Face-to-Face <input type="text" value="0%"/></p>

<p>Total Number of ECTS of this Module/Unit</p> <p>Figures with a decimal point will NOT be accepted. The ECTS must be rounded integers and have a value of at least 1 ECTS.</p>	<p>4 ECTS</p>
<p>Explain how this module/unit will be taught</p> <p>Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for the programme, and any other relevant information.</p>	<p>The course will be delivered using the following methods:</p> <ol style="list-style-type: none"> 1. Lectures as part of the contact hours [recorded online sessions] include PowerPoint presentation, asynchronous online discussions/forums, asynchronous individual exercises, and asynchronous small tasks that will enable students to learn how to apply the theoretical aspect within an organisational setting. Moreover, creative and innovative methods shall also be emphasised as it motivates and empowers students, and leads to active learning. Emphasis will be placed on developing thinking skills, active and participative learning, learning how to learn, stimulating curiosity, and sustaining motivation. 2. For the asynchronous part, learning occurs virtually online and through prepared resources, without real-time teacher-led interaction (such as when journal articles/other resources such as videos will be uploaded on the Learning Management System [LMS] for the students to read). Creative teaching methods shall also be an integral part of the online delivery; the potential of ICT shall be exploited to integrate creative and innovative methods of teaching and learning for the benefit of students. 3. Self-study whereby learners are expected to read analytically and critically peer-reviewed journal articles (from EBSCO search engine) and books and watch videos on the Learning Management System (LMS) that would enable to deepen the knowledge acquired during lectures; The reading of journal articles will also be part of the preparation for the assignments as students would need to integrate references from journal articles to sustain their points and back up their arguments; <p>The variety in modes of pedagogic practice will be monitored across the course of the programme through the LMS (as all resources, learning outcomes, lecture presentations, readings, and other material by the lecturer) as well as all the work submitted by the students will be available via the LMS portal, and the modes of assessment being employed. Also, module feedback forms will be completed by the students after every module to gather student feedback on teaching practices. Such procedure is part of the Quality Assurance process of the Institute (MLI). Monitoring of modes of pedagogic teaching and assessment is facilitated by the fact that everything pertaining to lectures is centralised and found in one place – the LMS. Reading lists and other resources will also be monitored and revised annually so that if need be they will be replaced by more relevant and recent literature to always keep abreast with the latest developments in the field.</p>

	<p>During this module the following content will be delivered:</p> <ol style="list-style-type: none"> 1. Communication Theory 2. Communication Skills <ol style="list-style-type: none"> 1. Listening Skills 2. Empathy 3. Self-Reflective Skills 4. Teamwork skills 5. Referral Process
<p>Explain how this particular module/unit will be assessed</p> <p>Please include assessment weightings for this particular module. (Example: Presentation: 40% and Assignment: 60%)</p> <p>In addition, identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark.</p>	<p>he assessment will be through MCQ (50% - 20 questions) and a number of online tasks based on case studies to show that students show that they have learnt how to apply the theory and proper strategies into practice (50% - 10 marks each).</p> <p>Students at MLI have easy access to online journals through EBSCO library via the Learning Management System.</p> <p>The pass mark for every type of assessment is 50%. In case where the module involves more than one assessment component, students need to get at least 50% in their global mark to pass.</p> <p>Assessments in the form of MCQ tests shall be carried out online through the LMS and students get the mark immediately after they press the submit button. The MCQ questions will be in parts since the online videos will be treating a topic. After viewing the video and doing an online task, the LMS system will open automatically the online task which would need to be moderated by a lecturer and following then the student can do the MCQ test. The LMS allows to have the parts of the module locked and it opens one after the other until the student would have go through all the parts of the module.</p> <p>When it comes to the grading of assignments, the attached marking rubrics are to be used. For the dissertation, a separate rubric is being appended.</p> <p>Student must attend see all the videos of the lectures to be able to proceed from one part of the module to another.</p>
<p>Reading List</p> <p>Please distinguish between core and supplementary texts as applicable. Programmes at MQF level 5 and above should not just present the main legislation or one textbook/ source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For programmes at MQF level 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF levels especially in</p>	<p>Core Reading List</p> <ol style="list-style-type: none"> 1) McKay, M, Davis, M. Fanning, P. (2018). <i>Messages: The Communication Skills Book</i>. UK: Newharbinger Publications 2) Garraway, R. (2023) . <i>Effective Communication and Empathy: How to Communicate Better With Social Skills and Confidence to Create Lasting Relationships and Connect ... Witty Banter (Pathways to Personal Growth)</i>. USA: RG Books. <p>Supplementary Reading List (can include additional online resources)</p>

<p>particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.</p>	<ol style="list-style-type: none"> 1) The Communication Skills Workbook - Reproducible Self-Assessments, Exercises & Educational Handouts (Mental Health & Life Skills Workbook Series) 2) Nisker, M., Clurman, D. (2022) <i>Let's Talk: An Essential Guide to Skillful Communication</i>. California, Let's Talk Method.
--	---

For further assistance:

Licensing, Accreditation and Validation Unit,
Malta Further and Higher Education Authority
Triq J Abela Scolaro
Hamrun HMR 1304
MALTA
Email: accreditation@mfhea.mt
Telephone: +356 2598 1450