Malta Further & Higher Education Authority

MQF MALTA QUALIFICATIONS FRAMEWORK

Affiliate of enqa.

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: 2018-005 ☒	Licensed, but reqesting 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 ☐	

<table>
<tr><th colspan="4">Section B – Overall Course Description</th></tr>
<tr><td>Brief Profile of the Education Provider</td><td colspan="3">(if available on website indicate specific URL)

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 ad hoc programmes and accredited programmes.
The objectives of MLI are the following:

1. to provide training and educational support to other public and private entities as required;
2. to provide coaching and mentoring on an individual and group levels;
3. to provide consultancy services on various business aspects;
4. to support organisations, associations and groups in the application, processing and implementation of EU and non-EU funded projects;
5. to support organisations, associations and groups in the administration of EU and non-EU funded projects;
6. to create and support projects for the benefit of organisations with a social and non-social aims;
7. to support any organisation, group or individual to benefit from existing services both local and international;
8. to offer any administrative support to any other service.

More information can be accessed by following this link: https://maltaleadershipinstitute.com/en/home.htm</td></tr>
<tr><td>Type of Course
Refer to pages 53-56 of the Referencing Report 2016</td><td>Qualification ☐</td><td colspan="2">Award ☒</td></tr>
<tr><td rowspan="2">Mode of Delivery
Kindly tick a box, as applicable</td><td>Fully Face-to-Face Learning ☐</td><td colspan="2">Blended Learning ☐</td></tr>
<tr><td>Fully Online Learning ☒</td><td colspan="2">Work Based Learning ☐</td></tr>
<tr><td>Title of the Qualification/ Award
Please also include the appropriate abbreviation (e.g. Award, B.Sc, M.Psych, PhD, etc.) adjacent to the title</td><td colspan="3">Award in Understanding Mental Health Difficulties for Hair and Beauty Professionals</td></tr>
<tr><td>Proposed MQF Level
(Refer to pages 37-52 of the Referencing Report 2016 for more information)</td><td colspan="3">MQF Level 5</td></tr>
</table>

<table>
<tr><td rowspan="2">Hours of Total Learning

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 contact hours or as otherwise established from time to time by MFHEA.</td><td>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)

20</td><td>Supervised Placement and Practice Hours

(During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)

0</td></tr>
<tr><td>Self-Study Hours

(Estimated workload of research and study)

75</td><td>Assessment Hours

(Examinations/ presentations/ group work/ projects, etc.)

5</td></tr>
<tr><td>Total Learning Hours</td><td colspan="2">___100___ Hours</td></tr>
<tr><td rowspan="2">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.</td><td>Contact Hours Delivered Fully Online

100%</td><td>Contact Hours Delivered Fully Face-to-Face

0%</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Total Number of ECTS for Programme Completion

Figures with a decimal point will NOT be accepted.
ECTS must be rounded integers.</td><td colspan="2">___4___ ECTS</td></tr>
<tr><td rowspan="2">Mode of Attendance</td><td>Full-Time ☐</td><td>Part-Time ☒</td></tr>
<tr><td colspan="2">(Double click on the box and mark checked under Default Value)</td></tr>
<tr><td>Programme Duration

(a full-time programme cannot have more than 60 ECTS per academic year. Please refer to the Referencing Report 2016, page 55)</td><td>Full-Time: _____Weeks
Full- Time:_____Months
Full- Time: _____Years
(choose as applicable)</td><td>Part-time: 4 Weeks
Part-time: _____Months
Part time:_____Years
(choose as applicable)</td></tr>
</table>

[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	Ages 3 – 16 ☐ Ages 16 – 18 ☐ Ages 19 – 30 ☒ Age 31 – 65 ☒ Age 65+ ☒
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 **hairdressers, 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. Being an EU Funded Project, the aim is not only reach those who are English speaking, but also those participants coming from the three other non-English speaking countries, namely, Italy, Slovenia and Serbia. The course material will be translated also to these three other languages.
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. The course will be delivered on the institute Learning Management System through a link from the project website: https://maltaleadershipinstitute.edu20.org
Subject Area	More than one option possible: ☐ 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

Relationship to Occupation/s 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.	Hairdressers, Beauty Therapists, Nail Technicians and other related professionals, through their daily professional practice encounter various clients who during treatements 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 lifes, their difficulties, their family woes and other issues that they are passing through. 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 especially in relation to mental health issues, they do not have the necessary skills to help the client in a further manner. In combination with another module named: 'Basic Helping skills for Hair and Beauty Professionals', this module aims to give basic understanding of the different mental health conditions that customers might be passing through from time to time. Customers might speak up their personal problems and they would not feel comfortable to go to a psychologist, psychotherapist, counsellor or a lifecoach. Thus the aim of this module is to give basic understanding of the various conditions and some additional strategies complementary to the module on Basic Helping Skills to deal in a professional manner in such situations. However this would not lead any hair and beauty professional to be considered as a mental health practitioner or to offer any services in relation to mental health services.
Entry Requirements Specify what requirements the students should have before joining this programme (including qualifications/ language and/or digital competences).	Entry requirements for the Award in Basic Helping skills will be the following: 1) an MQF/EQF level 3 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 OR Through Recognition of Prior Learning 1) An MQF/EQF Level 2 qualification in hairdressing, beauty therapy, nail technician, massage therapist or other related beauty qualification AND 2) At least 5 years experience in hairdressing, beauty therapy, nail technician, massage therapist or other related beauty qualification gives an opportunity to those who have more extensive work experience but less academic qualifications AND Need to show basic proficiency in English for Maltese and English speaking participants (or in the language to which the modules will be translated)

Overall Programme Description in this section kindly provide a general description of this programme.	This programme will provide professionals (mentioned above) meeting the entry requirements the opportunity to undertake a 20-25 hour course in Understanding Mental Health Conditions. 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 basic understanding of the various mental health conditions clients might have, and some additional strategies complementary to the module on Basic Helping Skills. .
Learning Outcomes for Knowledge obtained at the end of the programme Knowledge and Understanding: count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write (Example of learning outcome structure: Action Verb + Object + Context *Identify basic different range of glassware and state their use.)*	At the end of this award, learners will have been exposed to the following: a) Describe the Bio-Psycho-Social Model of Mental Health b) Define and describe what is understood by 'wellbeing' of clients c) List and describe the different mental health conditions in the child and adult population d) Describe the major causes and prevalence of various diverse needs e) Describe and e xplain the differences between different classifications of mental health conditions f) Describe strategies that can be used when customers mental health conditions g) Know how to refer to appropriate services in case customers request further support from professionals h) Know the possible services available when persons need mental health support
Learning Outcomes for Skills obtained at the end of the programme Applying Knowledge and Understanding: apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange (Example of learning outcome structure: Action Verb + Object + Context *Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.)*	At the end of the module the learner would be able to: a) Use the Bio-psycho-social model to understand the clients from a Holistic perspective b) Identify the differences between similar conditions c) Empathise with the mental health presented whilst being attentive to not to get into much depth with regards the condition d) Use the right strategies/responses in order to support the clients in the presenting situation e) Distinguish between different services and formats such as counselling, psychiatric services, group services and others and how they support different conditions. f) Refer where necessary and possible to other professionals or to the appropriate service
General Pedagogical methods used for this programme	The course will be delivered using the following methods:

Consider an appropriate mix of teaching/learning methods that allow learners with different learning styles and abilities to successfully complete this programme. 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. In particular, show how the digital methods chosen, if any, are equivalent or superior to non-digital methods of teaching/learning.	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; 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. The variety in modes of pedagogic practice will be monitored across the course of the programme through the LMS (as all resources, learning outrcomes, 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.
Selection Criteria for Tutors/Lecturers for this programme: 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.	Lecturers must posses an MQF Level 7 qualification (Masters' Degree, in Counselling or Psychology or Psychotherapy) with 5 years experience in the psychology field . The Lecturer needs also to have: • 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

If different modules require different selection criteria kinldy indicate this here. When these roles are performed by third parties, please provide information relating to such arrangements (such as contracts).	• a clean police conduct Lecturers will be offered: • training in Quality Assurance of MLI standards and other procedures • training in delivery skills for adults
CVs of Tutors/Lecturers 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. 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).	The following are the suggested lecturers to deliver this programme: • Rosalba Axiak - CV attached. • Jesmond Friggieri - CV attached. • Dorianne Rotin – CV attached
General Assessment Methods 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.	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. Students at MLI have easy access to online journals through EBSCO library via the Learning Management System. 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. 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. 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. Student must attend see all the videos of the lectures to be able to proceed from one part of the module to another.

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.)
Understanding Mental Health Difficulties 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 infomation 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	Understanding Mental Health Difficulties for Hair and Beauty Professionals
Module/Unit Description In this section kindly provide a brief description of the module	Hairdressers, Beauty Therapists, Nail Technicians and other related professionals, through their daily professional practice encounter various clients who during treatements 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 lifes, their difficulties, their family woes and other issues that they are passing through. 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 especially in relation to mental health issues, they do not have the necessary skills to help the client in a further manner. In combination with another module named: 'Basic Helping skills for Hair and Beauty Professionals', this module aims to give basic understanding of the different mental health conditions that customers might be passing through from time to time. Customers might speak up their personal problems and they would not feel comfortable to go to a psychologist, psychotherapist, counsellor or a lifecoach. Thus the aim of this module is to give basic understanding of the various conditions and some additional strategies complementary to the module on Basic Helping Skills to deal in a professional manner in such situations.
Learning Outcomes	**Competences:**
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.	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Offer services taking holistic perspective of the client. b) Identify situations that are affecting the wellbeing of clients c) Communicate effectively and professionally if clients speak about their mental health conditions

Knowledge and Understanding: count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write, etc. (Example of learning outcome structure: Action Verb + Object + Context *Identify basic different range of glassware and state their use.)*	d) Empathise with clients in a professional manner if issues of mental health conditions are presented by the customers e) Discuss in an objective manner with other professionals, with the aim of persuading customers to seek professional help if the need arises f) Know the possible services available when persons need mental health support g) Refer to the right services if clients wish the support of the hair and beauty professional.
	Knowledge:
Applying Knowledge and Understanding: apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange (Example of learning outcome structure: Action Verb + Object + Context *Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.)*	At the end of the module/unit the learner will have been exposed to the following: a) Describe the Bio-Psycho-Social Model of Mental Health b) Explain their understanding of client 'wellbeing' c) List and describe the different mental health conditions in the child and adult population d) Describe the major causes and prevalence of various diverse needs e) Explain the differences between different classifications of mental health conditions f) Describe strategies that can be used when customers mental health conditions g) Know how to refer to appropriate services in case customers request further support from professionals
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) Use the Bio-psycho-social model to understand the clients from a Holistic perspective b) Support clients in right way to enhance their wellbeing c) Identify the differences between similar mental health conditions d) Empathise with the mental health presented whilst being attentive to not to get into much depth with regards the condition e) Use the right strategies/responses in order to support the clients in the presenting situation f) Distinguish between different services and formats such as counselling, psychiatric services, group services and others and how they support different conditions. g) Refer where necessary and possible to other professionals or to the appropriate service

<table>
<tr><td rowspan="4"></td><td colspan="2"></td></tr>
<tr><td colspan="2">Module-Specific Learner Skills
(Over and above those mentioned in Section B)

At the end of the module/unit the learner will be able to

NA</td></tr>
<tr><td colspan="2">Module-Specific Digital Skills and Competences
(Over and above those mentioned in Section B)

At the end of the module/unit, the learner will be able to
a) Select the appropriate online research tools through using internet browser
b) Use technology associated with channels of correspondence, such as computers, email software and phones.
c) Use appropriately the LMS in order to access resources/material related to the lectures and follow and undertake the assessments.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="2">Hours of Total Learning for this Module/Unit

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 contact hours or as otherwise established from time to time by MFHEA.</td><td>Total Contact Hours
(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums)
20</td><td>Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored)
0</td></tr>
<tr><td>Self-Study Hours
(Estimated workload of research and study)
75</td><td>Assessment Hours
(Examinations/ presentations/ group work/ projects etc.)
5</td></tr>
<tr><td>Total Learning Hours of this Module</td><td colspan="2">100 Hours</td></tr>
<tr><td rowspan="2">Mode of Delivery
Kindly tick a box, as applicable</td><td>Fully Face-to-Face Learning ☐</td><td>Blended Learning ☐</td></tr>
<tr><td>Fully Online Learning ☒</td><td>Work Based Learning ☐</td></tr>
<tr><td>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.</td><td>Contact Hours Delivered Fully Online
100%</td><td>Contact Hours Delivered Fully Face-to-Face
0%</td></tr>
</table>

Total Number of ECTS of this Module/Unit Figures with a decimal point will **NOT** be accepted. The ECTS must be rounded integers and have a value of at least 1 ECTS.	4 ECTS
Explain how this module/unit will be taught 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.	The course will be delivered using the following methods: 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; The variety in modes of pedagogic practice will be monitored across the course of the programme through the LMS (as all resources, learning outrcomes, 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.

	During this module the following content will be delivered: 1. The Bio-Psycho-Social Model 2. Mental Health Conditions in Children and Adults 3. Major Symptoms of Mental Health Conditions 4. Strategies of how to deal with persons with Mental Health Conditions 5. Strategies to refer client to the right services
Explain how this particular module/unit will be assessed Please include assessment weightings for this particular module. (Example: Presentation: 40% and Assignment: 60%) In addition, identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark.	The 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). The online task will involve some reading will also include some exercises and self-assessments. Students at MLI have easy access to online journals through EBSCO library via the Learning Management System. 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. 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. 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. Student must attend see all the videos of the lectures to be able to proceed from one part of the module to another.
Reading List 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	**Core Reading List** 1. Pilgrim, D. (2022). *Key Concepts in Mental Health (SAGE Key Concepts series)*. London. Sage. 2. Fisher, N.(2024). *Psychology of Mental Health*. Oxford. OUP. **Supplementary Reading List** *(can include additional online resources)*

particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.	1. McLeod, S. (2023). *Simply Psychology*. Retrieved from: https://www.simplypsychology.org/ 2. National Health Service. (2023). *Mental Health Conditions*. Retrieved from: https://www.nhs.uk/mental-health/conditions/ 3. World Health Organisation (WHO) (2023). Mental Disorders. Retrieved from: **https://www.who.int/news-room/fact-sheets/detail/mental-disorders** 4. Nora, U.I. (2022) *The Basic Mental Goals: Daily Habits to Build and Strengthen your Mental Toughness*. Amazon Digital Services LLC – Kdp: 5. Cook E. & Wood, L. (2021). *Health Psychology (The Basics*). London: Routledge

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