



L-Università
ta' Malta

Master in Lifelong Career Guidance and Development

Specifically designed for the Middle East and North Africa (MENA) region

October 2022 - September 2024

Offered part-time evenings online, with the expert support of:



International
Labour
Organization

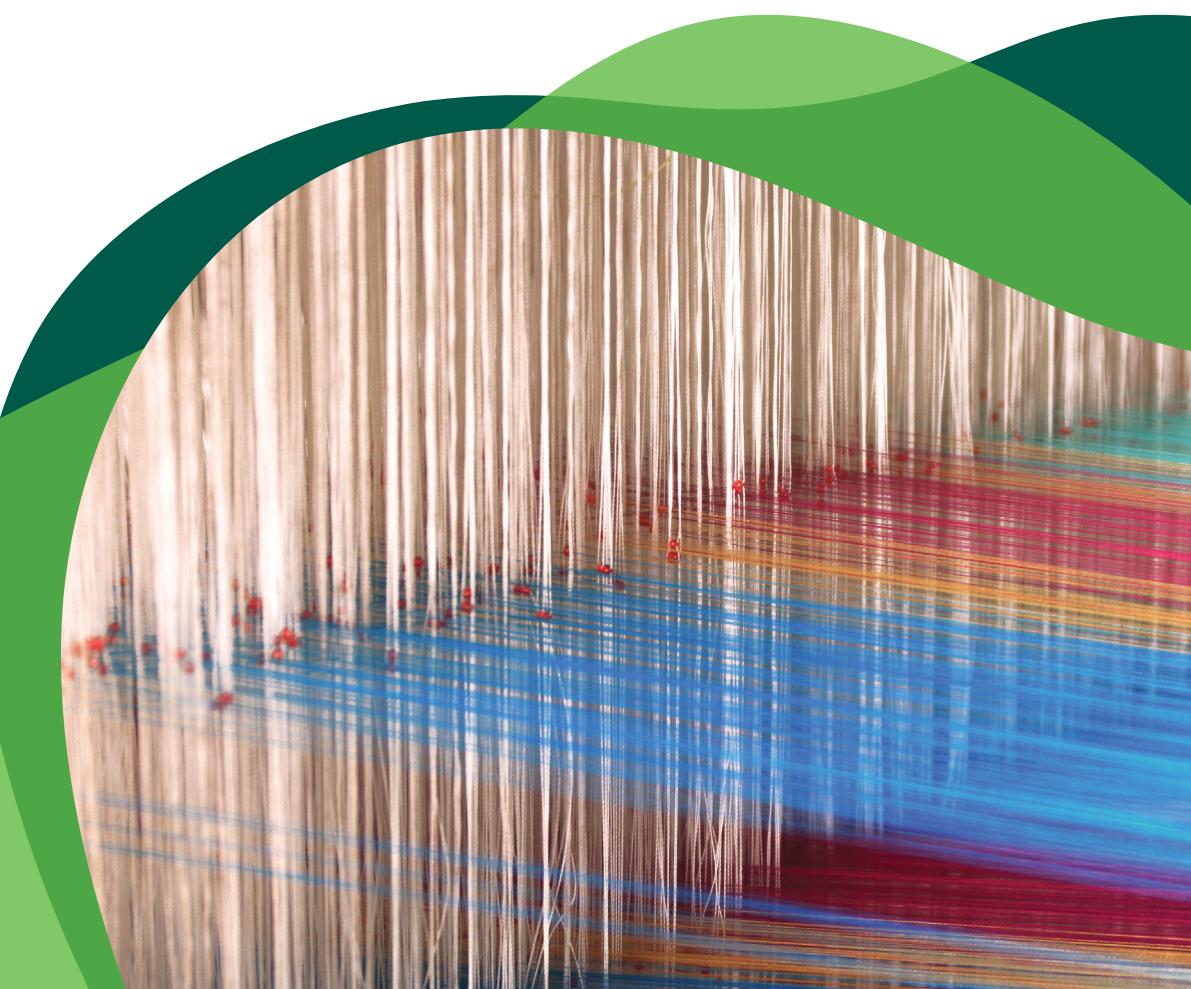


United Nations
Educational, Scientific and
Cultural Organization



UNITWIN Network
"Life Designing Interventions
(counseling, guidance, education)
for decent work and sustainable development"

**CAREER
GUIDANCE**
*helping weave
a worthy life*



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BRIEF COURSE INFORMATION

Course title	Master in Lifelong Career Guidance and Development
Course code	PMLCGPET6
Postnominal	M. LCGD(Melit.)
Level of qualification	Second Cycle
National Qualifications Framework level	Level 7
Duration	6 Semesters
Mode of attendance	Online Part-time Evening
Total ECTS credits	90
Coordinators	Prof. Ronald Sultana Dr Manwel Debono
Delivered by	Centre for Labour Studies Faculty of Education

COURSE OVERVIEW

The Master in Lifelong Career Guidance and Development provides students with knowledge, skills and competences commensurate with the professional standards of career guidance. The course provides interdisciplinary theoretical background and practical experience in essential aspects of lifelong career guidance and development. The overall aim of the course is to promote and develop the services of career guidance by raising its professional standards.

This programme is offered as an interfaculty programme of the Centre for Labour Studies and the Faculty of Education.

ADMISSION AND PROGRESSION REQUIREMENTS

The Course shall be open to applicants in possession of a first cycle degree with at least Category IIB in an area of study deemed relevant by the Board of Studies. In exceptional cases, the Admissions Board, on the recommendation of the Board, may admit into the Course applicants in possession of a first cycle degree with Category III, provided that it is satisfied that such applicants have obtained other qualifications, including relevant experience, following their first cycle degree.

Applicants shall be required to attend a personal interview to demonstrate that they have the necessary aptitude and disposition to follow the course with profit. This interview will be held on a date, which will be announced in due course.

The maximum number of students that can be admitted to the course is 25 students.

If the number of applicants exceeds the number of available places, applicants shall be selected according, to the following criteria, the weighting for which shall be published at the time of the call for applications:

- (a) degree type and classification
- (b) professional aptitude and disposition (based on the result of the interview referred to above) and
- (c) work experience in the area or a related field.

The admission requirements are applicable for courses commencing in October 2022.

For more detailed information pertaining to admission and progression requirements please refer to the bye-laws for the course available [here](#).

INFORMATION FOR APPLICANTS WITH INTERNATIONAL QUALIFICATIONS

The **University of Malta** currently hosts over 1,000 full-time international students and over 450 visiting students. The ever-increasing international students coming from various countries, in recent years, have transformed this 400-year old institution into an international campus.

You can compare your national qualifications to the local requirements by visiting our [qualifications comparability](#) webpage.

Access more information about our [admission](#) process and [English language requirements](#).

Our **International Office** is entrusted with managing the University's international relations and the welfare of its international students.

FEES AND FUNDING

Non-EU/Non-EEA Applicants

Total Tuition Fees: Eur 10,800 (Yr 1: Eur 5,400; Yr 2: Eur 5,400)

Partial scholarships are being offered by the University of Malta

LEARNING OUTCOMES

By the end of the course, successful students will be able to:

- Appreciate the contribution of lifelong career guidance to the development of individuals and society
- Critically examine context-appropriate career education and guidance theories and models
- Understand career development in relation to educational and in/formal labour market trends
- Critically engage with career guidance policies developed internationally
- Carry out career guidance interventions with different client groups in various settings
- Use appropriate career guidance tools in educational and work-related organisations
- Carry out and present high quality research
- Demonstrate professional skills
- Contribute to the advancement of professional lifelong career guidance and development
- Foster awareness of gender-related career development issues

COURSE INTENDED FOR

The course is designed for persons with a graduate level of education who are interested in working at a professional level in career education and guidance.

CAREER OPPORTUNITIES

The course can be useful to prospective employment as career guidance professionals in the public and private sectors, and in leading policy development in the career education and guidance area. Graduates may work in different settings such as educational institutions, employment agencies and human resource departments in the public and private sectors including NGOs.

BRIEF PROGRAMME DESCRIPTION

YEAR ONE

SEMESTER 1		October 2022 – January 2023
Compulsory Units		<i>All students must register for these units</i>
CLS5101	Sociology of Work	4 ECTS
COU5401	Skills in Vocational Guidance and Counselling for Career Guidance Practitioners	4 ECTS
EDS5602	Guidance Theories, Models and Strategies	4 ECTS
CLS1206	Research Methods and Design	4 ECTS
Note: <i>Introduction to Academic Life and Study Skills</i> will be offered during Semester 1		
SEMESTER 2		February 2023 – June 2023
Compulsory Units		<i>All students must register for this/these unit/s</i>
CLS5102	The Labour Market	4 ECTS
CLS5104	Career Guidance Tools	4 ECTS
CLS5110	Service Provision for Different Client Groups	4 ECTS
EDS5603	Professional Development	4 ECTS
SEMESTER 3		July 2023 – September 2023
Compulsory Units		<i>All students must register for this/these unit/s</i>
CLS5103	Placement in Career Guidance Settings	4 ECTS
<i>The following unit starts in Year 1 Semester 3 and continues in Year 2 Semester 1:</i>		
EDS5608	Career Guidance Practice	8 ECTS

YEAR TWO

SEMESTER 1		
SEMESTER 1		October 2023 – January 2024
Compulsory Units		<i>All students must register for this/these unit/s</i>
EDS5604	Career Guidance Management	4 ECTS
EDS5606	Career Development and Lifelong Learning	4 ECTS
Elective Units		<i>Students are required to choose ONE elective study-unit from the following:</i>
CLS5107	The Workplace	4 ECTS
EDS5605	Career Information Systems	4 ECTS
SEMESTER 2		
SEMESTER 2		February 2024 – June 2024
Elective Units		<i>Students are required to choose ONE elective study-unit from the following:</i>
CLS5111	Applied Quantitative Techniques for Career Guidance	4 ECTS
CLS5112	Applied Qualitative Techniques for Career Guidance	4 ECTS
SEMESTER 2 & 3		
SEMESTER 2 & 3		February 2024 – September 2024
Compulsory Unit		<i>All students must register for this unit</i>
<i>The following unit starts in Year 2 Semester 2 and continues in Year 2 Semester 3:</i>		
EDS5609	Dissertation	30 ECTS

This programme of study is governed by the General Regulations for University Postgraduate Awards, 2008 and by the Bye-Laws for the award of Master in Lifelong Career Guidance and Development under the auspices of the Centre for Labour Studies and the Faculty of Education.

STUDY UNIT DESCRIPTION

CLS5101

SOCIOLOGY OF WORK

Credits

4 ECTS

Method of assessment

Assignment	50%
Assignment	50%

The study-unit enables participants to develop a wider appreciation of the importance and value of work in contemporary society, how this experience is in turn influenced by factors both at and beyond work itself, and how a person's social relationships at work are impacted upon by cultural, economic and technological factors. The study-unit also deals with the manner in which young people make their transition from the world of school to the world of work. Transitions have become more complex and less linear, given the implications of lifelong education and training, the nature of the skills demands in the economy, and the changing employment opportunities for young people. Patterns and trends in the transition of youth to the world of work in different countries are considered.

COU5401

SKILLS IN VOCATIONAL GUIDANCE AND COUNSELLING FOR CAREER GUIDANCE PRACTITIONERS

Credits

4 ECTS

Method of assessment

Assignment	50%
Practical Exercises	50%

The aim of this study-unit is to provide students with the opportunity to develop confidence and skills to apply basic principles of helping in career guidance and counselling situations.

The study-unit covers: the nature and purpose of counselling in one to one and group counselling settings; the role of the counsellor; counsellor attitudes and qualities; client centered therapy drawing on humanistic school and Carl Rogers' theory; stages and dynamics of counselling, with reference to Gerard Egan's model. This study-unit aims to encourage the acquisition of basic skills including empathy, probing, advanced empathy, giving feedback, challenging, goal setting, self awareness, opportunity awareness, decision making and transition learning. Counselling skills are practiced in group sessions and supplemented with role-play of counselling sessions on video.

EDS5602

GUIDANCE THEORIES, MODELS AND STRATEGIES

Credits
4 ECTS

Method of assessment
Presentation 100%

The aim of this unit is to provide a good understanding of the different theoretical approaches to career guidance together with the implications of the use of each in different contexts. Students will be expected to actively participate in discussions and to apply their own experience related to career guidance throughout the study-unit. The unit focuses on: how the concept of career has evolved over time; the psychological and sociological perspectives of career development, trait and type theories (Parsons, Dawis and Lofquist, Holland, Myers-Briggs); lifespan theories (Erikson, Super, Levinson, Schein, Gottfredson); special focus theories (Roe, Roberts, Law, Life design, Narrative approach); issues of diversity; career guidance in organizations; and the practice of career guidance in different countries.

CLS1206

RESEARCH METHODS AND DESIGN

Credits
4 ECTS

Method of assessment
Assignment 50%
Assignment 50%

This study-unit enables students to familiarise themselves with the broad aspects of research methods in the field of social sciences. Students learn how to: formulate research questions, design research strategies, development tools to gather and analyse data, write research reports, and become familiar with ethical issues. The basic aspects of both quantitative and qualitative research methodologies are imparted. The themes covered in relation to qualitative research include: the nature of quantitative research; sampling; self-completion questionnaires; and quantitative data analysis. The themes covered in relation to qualitative research include: the nature of qualitative research; interviewing in qualitative research; focus groups; ethnography and participant observation; qualitative data analysis (Grounded Theory and Thematic Analysis), and Action Research.

CLS5102

THE LABOUR MARKET

Credits

4 ECTS

Method of assessment

Online Examination 100%

By focusing on the labour market and issues related to specific sectors of the economy, this unit provides an overview of employment trends and related policy themes. It examines labour market developments and employment laws and policies in their historical and regional contexts. The unit enables students to source and understand labour market related data and other statistics (e.g. from the ILO). Furthermore, the unit focuses on specific sectors of the economy in order to allow students to get a better understanding of the sectors and their work-force needs. The gendered labour market and labour mobility are also given consideration.

CLS5104

CAREER GUIDANCE TOOLS

Credits

4 ECTS

Method of assessment

Presentation 100%

The study-unit presents students with an introduction to various career guidance tools. Knowledge of such tools is an essential component of career guidance practice. In addition, the different ethical issues related to the use of tools, the contexts (cultural, organizational etc) in which such tools can be used, as well as the interpretive value that such tools have in the career guidance process will be explored. Students learn about reliability and validity, and good test use. A variety of different tools meant to shed light on personality, interests, and values are discussed.

CLS5110

SERVICE PROVISION FOR DIFFERENT CLIENT GROUPS

Credits

4 ECTS

Method of assessment

Assignment 100%

The unit focuses on imparting knowledge and enhancing the student's awareness on the needs, expectations, career-related issues and concerns faced by specific groups of clients. Another main aim is to appreciate that service provision for different groups might necessitate collaboration with other professionals and entities in order to respond more effectively to client needs. A range of client groups will be discussed during this unit, such as: informal workers; entrepreneurs and self-employed workers; migrants; women returnees; youth and NEETs; graduates and knowledge workers; low-skilled workers; long-term unemployed; socially disadvantaged groups (ex-offenders, ex-substance abusers); and individuals with special needs (psychosocial, behaviour, mental health or physical issues).

EDS5603

PROFESSIONAL DEVELOPMENT

Credits
4 ECTS

Method of assessment
Assignment 50%
Practical 50%

This study unit enables students to investigate and understand professional issues. Students learn the competencies for educational and career guidance practitioners, and related ethical issues through case studies. The study unit also helps students develop more creative adaptation, productive working and positive living; together with enhancing their sensitivity to group, cultural and unique life patterns. Participants have the opportunity to express their own problems, feelings, ideas and reactions as freely and honestly as possible. Students learn not only to understand themselves and their own issues but also become 'helpers' for others.

CLS5103

PLACEMENT IN CAREER GUIDANCE SETTINGS

Credits
4 ECTS

Method of assessment
Report 50%
Report 50%

The purpose of the practicum is that of providing students with meaningful and enriching career guidance experiences in different settings and at various levels. The physical or virtual placements help students develop a better understanding of the guidance services offered in various educational and non-educational institutions. Students are expected to keep a reflective diary of their professional experiences whatever the modality.

EDS5608

CAREER GUIDANCE PRACTICE

Credits
8 ECTS

Method of assessment
Reflective Diary 25%
Project 75%

This unit offers students the opportunity to learn and practice career guidance skills in different ways and in different settings, thus facilitating a gradual induction into the professional roles that they will be expected to fulfil as career guidance practitioners. This gradual induction may include such activities as: structured observation of skilled practitioners; critical reflection on a range of aspects that the design and delivery of career guidance services entails; practising of career guidance skills under the mentorship of one or more experienced and expert tutor/s; and completing specific tasks related to responsibilities that students will have once they qualify to practice. A range of pedagogical strategies is used in order to ensure that students make meaningful links between theory and practice, and to create powerful learning environments through the use of multimedia, role-play, and immersion in real life settings.

EDS5604

CAREER GUIDANCE MANAGEMENT

Credits	Method of assessment	
4 ECTS	Assignment	50%
	Assignment	50%

This study-unit introduces students to some of the fundamental aspects of managing and delivering career guidance services. Special attention is given to the development and delivery of a career education programme within different settings (including identification of client needs, prioritizing them, responding to them). Students learn about the evidence base for the economic significance of guidance. The unit also enables students to carry out a programme evaluation. Students are given the opportunity to understand the steps involved in an evaluation process and learn how to choose between forms of evaluations that are used at different stages of development and implementation.

EDS5606

CAREER DEVELOPMENT AND LIFELONG LEARNING

Credits	Method of assessment	
4 ECTS	Examination	100%

The unit aims to introduce students to the current trends in career development and management within and outside organisations. Students also acquire the foundations of lifelong learning (LLL) and the skills of guiding clients in their lifelong learning needs within the local and global contexts. The first part of the study unit covers career development. It examines topics such as: individual careers; organizational careers; career management interventions; and the future of career management. The second part of the study-unit focuses on LLL. It examines: the concepts of LLL and adult education; formal, non-formal and informal learning practices; the origins and evolution of LLL as a concept; social movements as LLL; globalisation and challenges to educators, theories associated with LLL, barriers to participation, continuous professional development and training pathways.

CLS5107

THE WORKPLACE

Credits

4 ECTS

Method of assessment

Examination

100%

This study-unit invites participants to understand more the work place dynamics. Students are given the opportunity to appreciate how specific jobs are designed, both in isolation and in relation to a collectivity of employees/workers. Students are encouraged to become aware and cognizant of the social, political, technical and managerial processes leading to the construction/identification of skills, tasks, job profiles, occupations and professions in different places of work and employment. The study-unit also examines ways of enhancing the effectiveness of the individual within organisations by focusing on topics such as: job analysis and person specification; personnel selection; motivation and performance; job satisfaction; and work-related stress.

EDS5605

CAREER INFORMATION SYSTEMS

Credits

4 ECTS

Method of assessment

Assignment

100%

The study-unit introduces students to the use of ICT in career choice and development. Contemporary trends in the management of information are examined. The advantages and disadvantages of the use of ICT in career guidance are discussed. The unit also focuses on occupational databases, ePortfolios, the development of online career services, and related quality, ethics and policy issues.

CLS5111

APPLIED QUANTITATIVE TECHNIQUES FOR CAREER GUIDANCE

Credits
4 ECTS

Method of assessment
Practical 100%

The unit equips students with the basic statistical concepts and techniques used in the quantitative study of social phenomena. After being introduced to some essential statistical concepts, students learn how to enter, modify and explore data, and create graphs through the Statistical Package for the Social Sciences (SPSS). Students learn how to use various tests such as Independent and Paired t-Tests, Mann-Whitney, Wilcoxon, tests of correlation, tests for nominal data, Analysis of Variance, Kruskal Wallis and Friedman.

CLS5112

APPLIED QUALITATIVE TECHNIQUES FOR CAREER GUIDANCE

Credits
4 ECTS

Method of assessment
Practical 100%

The aim of the study-unit is to sharpen and refine the qualitative research skills of students who will be using this approach in their thesis. This unit focuses on the applied and practical side of qualitative research whilst allowing students to analyse their work and improve it. This unit allows students to reflect on their research question and how it links to the literature review and its critical analysis. It helps students to draw up open ended questions and conduct a sound data gathering process. The unit also introduces students to Thematic Analysis (Braun & Clarke, 2006) and Computer Aided Qualitative Data Analysis (CAQDAS) using Nvivo whilst highlighting the principles of qualitative writing and presentation.

EDS5609

DISSERTATION

Credits
30 ECTS

Method of assessment
Dissertation 100%

This study-unit offers students the opportunity to undertake empirical or theoretical research related to a specific area of lifelong career guidance and development. Through the dissertation, students focus on a specific aspect of career guidance theory and/or practice, helping to increase our understanding of the career guidance field, in relation to best practice internationally. Throughout such process, students develop their research skills and increase their knowledge about the specific area under investigation. While the dissertation is expected to have an empirical dimension, more theoretical and conceptual projects can also be envisaged. The dissertation is expected to be about 25,000 to 30,000 words in length.

COURSE COORDINATORS



Prof. Ronald G. Sultana

Professor, University of Malta

Faculty of Education, and Director, Euro-Mediterranean Centre for Educational Research

Professor Ronald G. Sultana is specialised in education and training systems in the EU and in the Euro-Mediterranean region, and has participated in several research projects in the Arab states, including Egypt, Jordan, Lebanon, Morocco, Palestine, Syria, Tunisia, and the United Arab Emirates. He has been involved in development projects with several Ministries as well as international agencies, including the Commonwealth Secretariat, the European Union (DG EAC,DG Employment), GIZ, USAID, the ILO, the OECD, UNESCO, and UNICEF.

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Dr Manwel Debono

Senior Lecturer, University of Malta

Centre for Labour Studies

Manwel Debono graduated with a Bachelor of Psychology (Honours) from the University of Malta, an MSc in Industrial Psychology from the University of Hull (UK), and a PhD from the University of Malta entitled "Occupational choice among Maltese university graduates: A study of the interplay between social and personal factors on career outcomes". He is a Chartered Occupational Psychologist (British Psychological Society) and practiced career guidance at the University of Malta for a number of years, until he joined the Centre for Labour Studies as an academic. He was the director of the Centre between 2009 and 2014, and was instrumental in the development of several programmes of study including the Master in Lifelong Career Guidance and Development.

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