



MCAST

MQF Level 4

CS4-02-21
CS4-02-21G

Advanced Diploma in Health and Social Care

Course Specification

Course Description

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

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

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

Programme Learning Outcomes

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

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

Entry Requirements

MCAST Diploma in Health and Social Care

or

MCAST Diploma in Applied Science

or

MCAST Diploma in Sport

or

MCAST Diploma in Foundation Studies for Security, Enforcement and Protection

or

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

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

Current Approved Programme Structure

Unit Code	Unit Title	ECVET	Year
Total ECVET		120	/
CSHSC-406-2000	Aspect of Challenging Behaviour and Effective Communication	6	1
CSHSC-406-2001	Anti-Discriminatory Practice in Health and Social Care	6	1
CSHSC-406-2004	Health and Social Care :Anatomy and Physiology	6	1
CSHSC-406-2009	Caring for Individuals with Additional Needs	6	1
CSHSC-406-2010	Infection, Prevention and Control	6	1
CSHSC-403-2037	Vocational Experience in Health and Social Care (1)	3	1
CDKSK-406-2000	Critical Thinking	6	1
CDKSK-406-2001	English	6	1
CSPHY-406-2005	Lifespan Development	6	1
CSHSC-406-2035	Sociological Perspectives in Health and Social Care	6	1
CSHSC-403-2038	Vocational Experience in Health and Social Care (2)	3	2
CSPHY-406-2006	Psychological Perspectives in Health and Social Care	6	2
CSHSC-406-2005	Caring for Children and Young People	6	2
CSHSC-406-2006	Safeguarding Adults and Promoting Independence	6	2
CSHSC-406-2002	Health, Safety and Security in Health and Social Care	6	2
CSHSC-406-2008	The Importance of Nutrition in Health and Social Care	6	2
CSHSC-406-2011	Degenerative Diseases	6	2
CSHSC-403-2039	Social Care Skills	3	1
CSHSC-406-2036	Sociological Inquiry in Health & Social Care	6	2
CSHSC-403-2040	The Self in the Helping Relationship	3	2

CDKSK-404-1915	Employability and Entrepreneurial Skills	4	2
CDKSK-402-2104	Community Social Responsibility	2	2
CDKSK-406-2002	Individual and Social Responsibility	6	2

MCAS

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

Unit level (MQF): 4

Credits : 6

Unit Description

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-406-2001 Anti-Discriminatory Practice in Health and Social Care

Unit level (MQF): 4

Credits : 6

Unit Description

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

Learning Outcomes

On completion of this unit the learner will be able to

- 1. Describe the ways in which anti-discriminatory practice is promoted by national legislation and policy initiatives;*
- 2. Explain how anti-discriminatory practice is implemented in health and social care settings;*
- 3. Explain the values which underpin support for individuals;*
- 4. Describe the processes involved in planning support for individuals.*

Unit: CSHSC-406-2002 Health, Safety and Security in Health and Social Care

Unit level (MQF): 4

Credits : 6

Unit Description

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSPHY-406-2006 Psychological Perspectives in Health and Social Care

Unit level (MQF): 4

Credits : 6

Unit Description

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

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-406-2004 Health and Social Care - Anatomy and Physiology

Unit level (MQF): 4
Credits : 6

Unit Description

The unit is designed to enable candidates to develop their knowledge of human anatomy and related physiological processes. By the end of the unit students demonstrate their knowledge of homeostasis and how it is maintained within the body.

This unit will allow learners to reveal their developing knowledge of how the human body functions. They will also explain how the body's systems work together.

Throughout the unit the student will develop their understanding relating to the cell structure, processes including diffusion, osmosis and active transport. The unit will also cover the effects of enzymes and anaerobic and aerobic respiration.

Learners will record, interpret and explain how the following observations are taken and their relevance to physiological processes: Blood Pressure, pulse, respiratory rate, temperature and oxygen saturations.

Learners will carry out a simple experiment to research and record the effects of exercise upon the human body. Through participation in the planning, performing and reporting of the experiment the student should be able to understand the effect of the increased demands placed upon the body by exercise.

Learning Outcomes

On completion of this unit the learner will be able to

1. *Explain the organisation of the human body;*
2. *Clarify how the body systems function and their associated energy metabolism;*
3. *Explain the maintenance of an internal environment by homeostasis;*
4. *Interpretation of data obtained from an experiment to consider the effect of exercise upon the functioning of healthy body systems.*

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

Unit level (MQF): 4
Credits : 6

Unit Description

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-406-2006 Safeguarding Adults and Promoting Independence

Unit level (MQF): 4

Credits : 6

Unit Description

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-406-2035 Sociological Perspectives for Health and Social Care

Unit level (MQF): 4

Credits : 6

Unit Description

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

Unit: CSHSC-406-2008 The Importance of Nutrition for Health and Social Care

Unit level (MQF): 4
Credits : 6

Unit Description

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-406-2009 Caring for Individuals with Additional Needs

Unit level (MQF): 4
Credits : 6

Unit Description

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

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

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-406-2010 Infection, Prevention and Control

Unit level (MQF): 4

Credits : 6

Unit Description

The unit is designed to develop the students' knowledge and understanding of the causes of infection, how infection can be spread, legislation which is relevant to the prevention of infection. Infection prevention is the primary aim, and is the responsibility of everyone working within a Health & Social Care environment.

Infections are often easily dealt with but sometimes, if they are not managed effectively, they can create serious problems for many individuals. Understanding how infections occur and how different micro-organisms act and spread is crucial to preventing infections.

The purpose of completing the unit is to deliver understanding in relevant legislation and use of risk assessments in supporting infection prevention and control. The unit will also cover the roles, responsibilities and control measures employed to minimise infection. These are complemented with the underpinning knowledge and related understanding surrounding the procedures for cleaning, disinfection, sterilisation and decontamination. The safe handling of laundry and waste management are also covered.

Learning Outcomes

On completion of this unit the learner will be able to

1. *Explain how infection is caused and spread;*
2. *Describe the prevention and control of spreading infection;*
3. *Develop knowledge of relevant infection prevention and control legislation;*
4. *Recognise the range of occupations their duties and limitations in relative to the control of infection.*

Unit: CSHSC-406-2011 Degenerative Diseases

Unit level (MQF): 4

Credits : 6

Unit Description

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

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

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

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-403-2037 Vocational Experience in Health and Social Care (1)

Unit level (MQF): 4
Credits : 3

Unit Description

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

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-403-2038 Vocational Experience in Health and Social Care (2)

Unit level (MQF): 4
Credits : 3

Unit Description

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

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

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Unit: CSHSC-403-2039 Social Care Skills

Unit level (MQF): 4

Credits : 3

Unit Description

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSPHY-406-2005 Lifespan Development

Unit level (MQF): 4

Credits : 6

Unit Description

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

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

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

Learning Outcomes

On completion of this unit the learner will be able to

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

Unit: CSHSC-406-2036 Sociological Inquiry in Health & Social Care

Unit level (MQF): 4
Credits : 6

Unit Description

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

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

Unit level (MQF): 4

Credits : 3

Unit Description

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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