



# MCAST

Malta College of Arts, Science & Technology

MQF Level 3

CS3-03-19  
CS3-03-19G

Diploma in Health and Social Care

Course Specification

## **Course Description**

This course is intended for those who are interested in working in the health and social care sector with special emphasis being given to working with senior citizens and people with special needs. It provides broad knowledge and a range of skills required at operational level for the student to gain employment in the health and social care sector. It also provides students with quality work experience where they will be expected to carry out a range of assigned tasks, with an emphasis on the learning aspects of the experience. Moreover, the course provides a route for Level 4 education, which includes a broad range of vocational areas such as working with children, adolescents, younger and older adults. The course gives an overview of the skills and aptitudes required to deliver care, alongside theory underpinning health and social care as well as a range of transferable skills in English, Maltese, Mathematics, Science, Information Technology and Personal Development. Prospective students should preferably have an interest in working with elderly persons and people with special needs. The student is required to purchase the Care Uniform, and attend a first aid course against payment (the latter does not apply to those already in possession of a valid first aid certificate).

## **Programme Learning Outcomes**

At the end of the programme the students are able to -

1. *Assess the health and social care needs of different service user groups and to deliver personal care to service users in line with a care plan;*
2. *Provide safe care, avoiding injuries to the carer and the service user;*
3. *Explore a number of psychological and behavioural issues involved in health and social care and meet the emotional needs of service users;*
4. *Examine issues of equality, discrimination, dignity and rights and to explore own attitudes, beliefs and thoughts on such issues.*

## **Entry Requirements**

- MCAST Foundation Certificate; or
- 2 SEC/O-Level passes/SSC&P (Level 3) passes
- Preferred: English Language, Biology, Physics, Chemistry, Maltese, Social Studies, Nutrition Food Consumer Studies (Home Economics)

- A full “Secondary School Certificate and Profile” (SSC&P) at Level 2 will be accepted in lieu of one (1) O-Level pass

## **Other Entry Requirements**

- The following are required before students can go on placement:
  - Clean Police Conduct
  - Vaccination Record that should include these vaccinations: 2 MMR injections and 3 Hepatitis B injections.
- The applicant may be called for an interview

## **Current Approved Programme Structure**

<b>Unit Code</b>	<b>Unit Title</b>	<b>ECVET</b>
CSPHY-306-2002	Anatomy, Physiology and Nutrition	6
CSPSY-306-2000	Introduction to Psychological Perspectives in relation to Human Development	6
CSHSC-306-2019	Safe Practice within Health and Social Care	6
CSHSC-306-2020	Equality, Dignity, Diversity and Rights	6
CSHSC-306-2012	Personal Development and Employability	6
CSHSC-306-2021	Delivering Personal Care	6
CDKSK-304-1922	English	4
CDKSK-304-1921	Mathematics	4
CDKSK-304-1923	Malti	4
CDKSK-304-1924	Information Technology	4
CDKSK-304-1913	Individual and Social Responsibility	4
CDKSK-304-1925	Science	4
<b>Total ECVET</b>		<b>60</b>

## Unit: CSPHY-306-2002 Anatomy, Physiology and Nutrition

Unit level (MQF): 3

Credits : 6

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### Unit description

This unit will explore essential human anatomy and physiology to help carers understand the effects of illness and disability on a person's body and the reason why certain care techniques are required to maintain health or prevent deterioration. This unit will explore cells as the basic unit of life and then move on to describe the vital organs in the body. The unit will cover the main human anatomical systems and outline some of the common health conditions associated with these systems. Learners will be shown how to take basic clinical measurements such as temperature, pulse, respiration rate, blood pressure, peak flow etc., and how to record and report the measurements. Learners will explore why these routine measurements are important and some of the common problems that changes in these measurements may indicate. Learners will be made aware of what steps they need to take when readings are outside of the normal limits. Learners will consider the dietary needs of individuals at different life stages. The components of a balanced diet will also be considered and the effects of an unbalanced diet on individuals will be explored. Aspects of food safety and hygiene will also be explored. Theoretical sessions will be reinforced where possible, with practical sessions and linkages to learning in other modules.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the key systems in the human body;*
2. *Carry out routine measurements / observations of the human body;*
3. *Understand the effects of poor diet on the human body;*
4. *Understand the importance of correct food handling.*

## **Unit: CSPSY-306-2000 Introduction to Psychological Perspectives in relation to Human Development**

**Unit level (MQF):**                   **3**

**Credits :**                           **6**

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### **Unit description**

This unit is meant to help learners gain important knowledge related to human development, which is considered essential when working with people. This course is devised in such a way that learners will understand the major physical, intellectual and socio-emotional changes that occur in the different life stages from conception to the last days of the lifespan. Learners will also be introduced to the basic psychological theories, which try to interpret human behaviour and mental functioning. Various other aspects like motivations, perceptions and emotional triggers will be explored. Learners will be able to associate various psychological issues to the different life stages. They will be encouraged to explore their own feelings about psychological difficulties which might arise in their interactions with service users. With this knowledge, the learner should be able to better understand their own behaviours and also the behaviours of other people.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

1. *Understand major Physical, Intellectual and Socio-emotional changes, which take place across the human lifespan;*
2. *Recognise psychological issues that may arise in different life stages;*
3. *Understand the main principles underpinning different schools of psychological theory.*

## **Unit: CSHSC-306-2019 Safe Practice within Health and Social Care**

**Unit level (MQF):**                   **3**

**Credits :**                           **6**

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### **Unit description**

The aim of this unit is to give learners an understanding of the types of problems or issues, which may arise whilst delivering health and social care services. These can adversely affect the health and wellbeing of both service users and carers. The health and safety status of a carer or a service user can be adversely affected by inconvenient incidents such as trips, falls, infections, medication errors or failures in communication between carers, health and social care professionals and service users.

This unit will also explore the essential working practices in health and social care to ensure that learners appreciate the potential problems that their service users will encounter. It will help learners assess risks on behalf of themselves and the service user.

In addition, learners will be encouraged to identify key areas of carer and service user safety including hygiene, infection control techniques. Attention will be given to issues, such as; fire safety, storage of hazardous materials (including medicines), personal protective equipment, manual handling and legislative requirements for safety in the workplace.

### **Learning Outcomes**

On completion of this unit learners should be able to:

1. *Understand the health and safety legislation and the risk assessment process;*
2. *Identify and address potential environmental problems through a basic risk assessment for the care setting;*
3. *Give the required first aid in the event of an accident;*
4. *Communicate effectively important information with service users, carers and other professional staff;*
5. *Identify barriers to ensure effective communication.*

## **Unit: CSHSC-306-2020 Equality, Dignity, Diversity and Rights**

**Unit level (MQF):**                   **3**

**Credits :**                           **6**

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### **Unit description**

This unit aims to give learners an understanding of diversity in health and social care and its impact, both positive and negative, upon equality in terms of access and treatment. It also explores the rights of individuals to be treated equally, with dignity and respect.

In a multi-cultural society different groups will have different values, preferences and beliefs. Treatments and practices welcomed by some groups will be totally unacceptable to others on the basis of cultural norms or religious practices. Simple issues like diet, physical contact, certain treatments (i.e. blood transfusions) and even involvement after death can be the source of great anxiety for some people and their communities. These concerns can be major barriers to access for some groups and lead to significant in-equalities.

Language, customs and traditions can also be obstacles to care for people. It is important that health and social care workers are aware of these issues, respect individual's requirements and adjust their practice to accommodate these preferences wherever possible. Similarly, different people have different values and norms. It is extremely important that people in the health and social care field are as non-judgmental as possible and have unconditional positive regard for their service users.

This unit will explore the common prejudices and stereotypes. Furthermore, the unit will highlight the different values and norms of different groups. It will encourage learners to examine their own values and beliefs and raise awareness of how such issue affect our behaviour both consciously and sub consciously.

## Learning Outcomes

On completion of this unit learners should be able to:

1. *Describe the concept of diversity underpinning the health and social care sector;*
2. *Explain the core values required in the health and social care sector;*
3. *Describe the factors that influence equality and opportunity for individuals or groups in society;*
4. *Know the role of charters, codes of practice, legislation and organisations in promoting diversity.*

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## **Unit: CSHSC-306-2012 Personal Development and Employability**

**Unit level (MQF):**                   **3**

**Credits :**                           **6**

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### **Unit description**

The main reason people undertake further education is to enhance their chances of securing the job they aspire to or to progress to the next level. There are a number of obvious actions one can take to improve their chances of getting a job, such as practicing their interview skills, knowing where to look for jobs and presenting oneself as a competent and professional employee. Similarly, there are core skills that need to be mastered if learners aspire to progress in a professional career. This unit helps learners understand the health and social care job market, how to maximize their opportunities through different work placements, how to present their skills and attributes, and how to present themselves to potential employers.

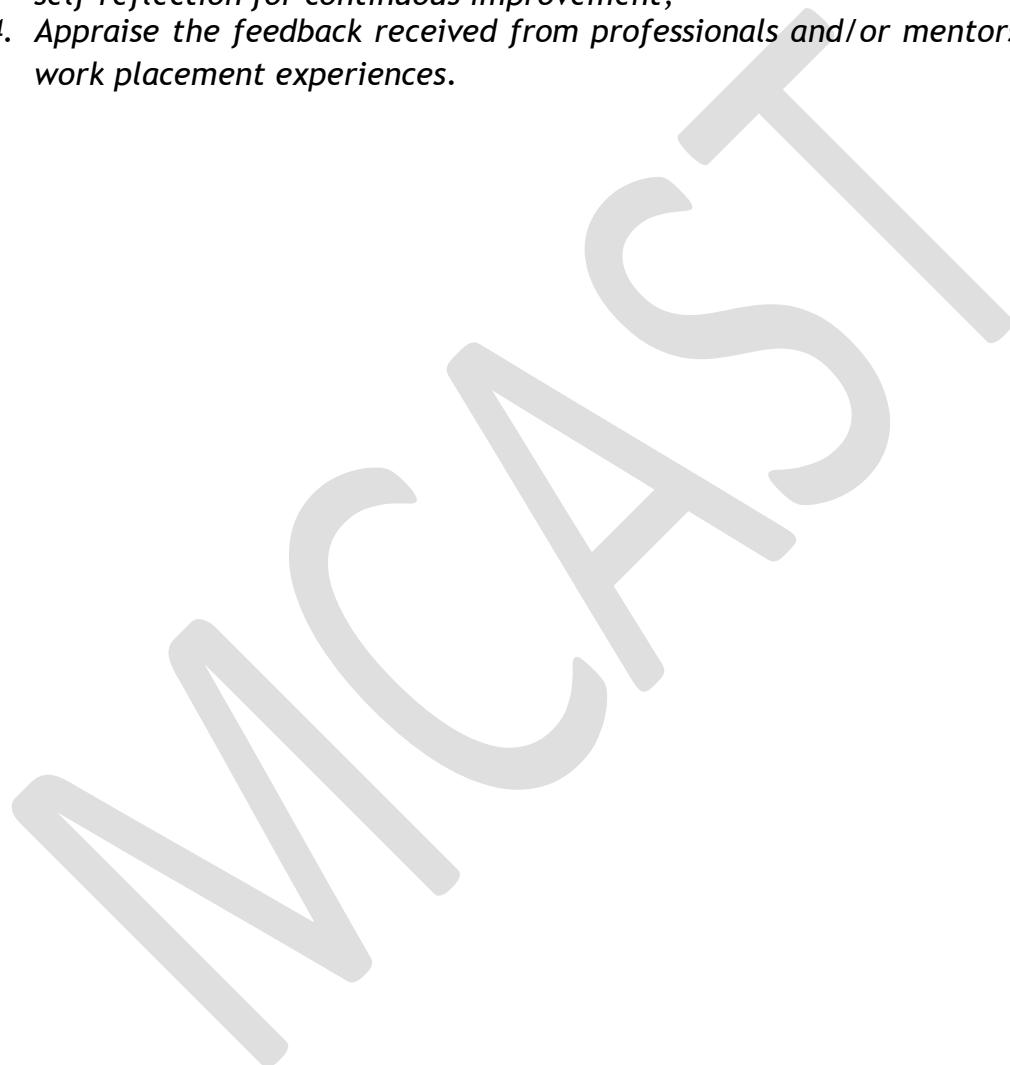
Furthermore, this unit helps learners to see themselves through the eyes of potential employers and service users besides helping them to improve the way they present themselves. Moreover, learners are encouraged to improve their work-related skills so as to be the confident, reliable and professional candidates that employers are looking for.

The theoretical knowledge for this unit will be reinforced with practical exercises, simulation, role play and group feedback. The two work placements (lasting four weeks each) form the backbone for this unit since learners get the opportunity to work with different service users. Extensive preparation will be undertaken to equip learners for work placement and a ‘reflective log book’ will be kept to help the learner reflect upon and gain from these experiences. Placement settings may provide the opportunity to work with elderly people, persons with disability, children in residential care homes and hospitals.

## Learning Outcomes

On completion of this unit learners should be able to:

1. Identify employability skills required by employers within the health and social care sector;
2. Follow the appropriate procedure for a successful work interview;
3. Evaluate own experiences working within a health and social care sector through self-reflection for continuous improvement;
4. Appraise the feedback received from professionals and/or mentors during the work placement experiences.



## Unit: CSHSC-306-2021 Delivering Personal Care

**Unit level (MQF):** 3

**Credits :** 6

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### Unit description

The main function of health and social care work is to enable vulnerable people, who are unable to care of themselves, to live as independently as possible.

Learners will learn how to support service users to maintain and improve the quality of their lives through the provision of assistance, which meets their daily living needs. This will also help to maintain the service user's dignity, self-respect, privacy and esteem to the highest level possible.

Many people will, for one reason or another, be unable to care for themselves as a result of illness or injury. Sometimes this will be a transient problem as a person recovers from an illness. Other times it will be a permanent condition such as paraplegia or some neurological condition. In these situations, care will involve: washing and dressing service users; helping them to use the toilet; assisting them during feeding; and helping them with mobility.

This is a very practical unit which involves the physical act of providing care. It also takes account of the requirement for sensitivity, care, compassion and reliability in the emotional aspects involved in supporting service users. It explores values in social care and the principles relating to professional codes of practice in this field.

Training will be given in a simulated environment with learners working with partners to practice skills such as feeding and lifting. This will then be reinforced in care settings through work placements and working under the supervision of experienced staff.

The learners will also be provided with the basic principles and practice of infection prevention and control important to protect all individuals including service users, health care workers, family members and visitors. They will learn how to provide adequate care and improve the care given to service users by complying with regulatory requirements regarding infection prevention and control.

## Learning Outcomes

On completion of this unit learners should be able to:

1. *Carry out personal hygiene functions for service users;*
2. *Help service users with their basic physical functions;*
3. *Assist service users having limited mobility;*
4. *Understand the methods to prevent and control the transmission or acquisition of infections in the health care environment.*

