



# MCAST

Malta College of Arts, Science & Technology

MQF Level 4

CS4-02-15

CS4-02-15G

MCAST 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

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

Preferred: Mathematics, English Language, Maltese, Physics, Chemistry, Social Studies, Nutrition, Food Consumer Studies (Home Economics), Biology

## **Other Entry Requirements**

For work placement, candidates need to satisfy the requirements of the Protection of Minors Act, be in possession of a clean police conduct and satisfy specific immunisation requirements.

**Current Approved Programme Structure**

<b>Unit Code</b>	<b>Unit Title</b>	<b>ECVET</b>
CSHSC-406-1501	Aspect of Challenging Behaviour and Effective Communication	6
CSHSC-406-1502	Anti-Discriminatory Practice in Health and Social Care	6
CSH&S-406-1505	Health, Safety and Security in Health and Social Care	6
CSPSY-412-1501	Psychological Perspectives in Health and Social Care	12
CSPHY-406-1502	Health and Social Care :Anatomy and Physiology	6
CSHSC-406-1503	Caring for Children and Young People	6
CSHSC-406-1504	Safeguarding Adults and Promoting Independence	6
CSHSC-412-1505	Sociological Perspectives in Health and Social Care	12
CSNTR-406-1502	The Importance of Nutrition in Health and Social Care	6
CSHSC-406-1506	Caring for Individuals with Additional Needs	6
CSHSC-406-1507	Infection, Prevention and Control	6
CSHSC-406-1508	Degenerative Diseases	6
CSHSC-412-1509	Vocational Experience in Health and Social Care	12
CDKSK-406-1522	Critical Thinking	6
CDKSK-406-1604	English	6
CDEnt-406-1603	Entrepreneurship	6
CDKSK-406-1618	Individual and Social Responsibility	6
<b>Total ECVET</b>		<b>120</b>

## **Unit: CSHSC-406-1501-Aspects of Challenging Behaviour and Effective Communication**

**Unit level (MQF):** 4  
**Credits :** 6

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### **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-406-1502-Anti-Discriminatory Practice in HSC**

**Unit level (MQF):** 4

**Credits** : 6

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### **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: CSH&S-406-1505-Health Safety and Security in HSC**

**Unit level (MQF):** 4

**Credits** : 6

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### **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: CPSY-412-1501-Psychological Perspectives in Health and Social Care**

**Unit level (MQF):** 4  
**Credits** : 12

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### **Unit Description**

This unit will allow learners to develop their ability to understand psychological theories and perspectives based on a Health and Social Care setting. Learners will develop an understanding of a range of psychological theories which provide an explanation and understanding of human development and behaviour.

The unit also offers explanation of why care practitioners are interested in the study of human development and behaviour. An exploration is provided into the stages of growth and development throughout the human lifespan, including the potential effects of life factors and events on the development of the individual. An understanding of physical and psychological changes of ageing is also a key component of the unit here.

It enables learners to learn about major psychological approaches in relation to Health and Social Care. This includes Psychodynamic, Behaviourist, Cognitive and Humanistic perspectives on development of behaviour. The unit explores an understanding of the contribution of these perspectives to help understand the development of individuals. This is the framework for an application of theories to development.

Learners will also focus on the contribution of psychological perspectives to the understanding of specific behaviours. This is relevant to help learners to gain an understanding of how management and treatment of specific behaviours is undertaken. It is also relevant in understanding developmental influences and the contribution of psychological perspectives in relation to how they shape and impact the lives of individuals in receipt of care services, in particular, residential care.

### **Learning Outcomes**

**On completion of this unit the learner will be able to**

1. Describe the stages of growth and development throughout the human lifespan.
2. Explain and understand potential effects of life factors and events on the development of the individual.
3. Describe the physical and psychological changes of ageing.

4. Explain and understand the contribution of psychological perspectives to the understanding of the development of individuals.
5. Explain and understand the contribution of psychological perspectives to the understanding of specific behaviours.
6. Describe the contribution of psychological perspectives to the management and treatment of specific behaviours.
7. Explain the contribution of psychological perspectives to residential care provision.

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## **Unit: CSPHY-406-1502-Health & Social Care- Anatomy and Physiology**

**Unit level (MQF):** 4

**Credits :** 6

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### **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-406-1503-Caring for Children and Young People**

**Unit level (MQF):** 4  
**Credits :** 6

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### **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 behavior 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-406-1504-Safeguarding Adults and Promoting Independence**

**Unit level (MQF):** 4  
**Credits :** 6

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### **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-412-1505-Sociological Perspectives for Health and Social Care**

**Unit level (MQF):** 4  
**Credits** : 12

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### **Unit Description**

This unit will allow learners to develop their ability to understand sociological theories and perspectives based on a Health and Social Care environment. Therefore, learners shall develop an understanding of differences between sociological and common sense approaches to the study of human society.

The unit then offers explanation of why care practitioners are interested in the study of both how society works and how humans interact within society. Attention is drawn to the distinction between personal troubles and public issues.

It enables learners to learn about major sociological perspectives and approaches relating to Health and Social Care. This includes Structural and Action perspectives on society. Naturalistic and individualistic explanations are explored.

Learners will also focus on the concept of social inequality. This is relevant to help them acquire an understanding of the role that wider social influences play in shaping and impacting the lives of individuals in receipt of care services.

Learners will develop their ability to explain social influences on individuals and how these impact on their life chances. From this, learners should be able to gain insight into why particular individuals and vulnerable groups require care services. This includes gaining an understanding of possible relationship existing between health issues and social inequality.

### **Learning Outcomes**

**On completion of this unit the learner will be able to**

1. Explain an understanding of ‘common-sense’ versus ‘sociological’ approaches to understanding society and the relevance of sociological thinking to Care.
2. Describe the process of socialisation.
3. Explain Structural and Action perspectives.
4. Apply sociological approaches to understanding society.
5. Explain concepts of inequality within society.

6. Describe societal inequality.
7. Describe societal inequalities in relation to demographic changes.
8. Explain the possible relationship existing between health issues and social inequality.

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## **Unit: CSNTR-406-1502-The Importance of Nutrition for Health and Social Care**

**Unit level (MQF):** 4

**Credits** : 6

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### **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-406-1506-Caring for Individuals with Additional Needs**

**Unit level (MQF):** 4

**Credits** : 6

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### **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-406-1507-Infection Prevention and Control

Unit level (MQF): 4

Credits : 6

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### 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-406-1508-Degenerative Diseases

Unit level (MQF): 4

Credits : 6

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### 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 well being

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.

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## Unit: CSHSC-412-1509-Vocational Experience in HSC

Unit level (MQF): 4

Credits : 6

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### Unit Description

This unit includes a work placement and will enable students to develop the skills and qualities needed for practicing care by allowing them to show strong examples of work within a working care environment. This unit is practice based and designed to allow learners to demonstrate their skills in working with a variety of individuals. It will allow learners to demonstrate their knowledge of health and social care provision and how to effectively function in a team within a care environment. Learners will confidently know their role as part of a team in a specific care environment. There is an expectation that learners will 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 care setting or social care setting.

Learners will understand what is required for competence in a work role, be able to reflect on practice, evaluate own performance and produce a personal development plan.

The Unit is relevant to learners hoping to become employed at a support worker level in either the health or social care sectors. It will also be suitable for students who wish to progress on to further study or professional qualifications in the health and social care sector.

Learners must 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. Investigate a variety of types of health and social care provision
2. Explain the principles underpinning personal and professional development and reflective practice
3. Evaluate qualities and skills required to satisfy the wants and needs of users of a care service during a workplace placement
4. Show how effective the student can be in working within a specific care team