MCAST

Malta College of Arts, Science & Technology

MQF Level 2

CS2-01-19
CS2-01-19G

Foundation Certificate in Care

Course Specification

Course Description

The main aim of this course is to prepare students wishing to enter or progress studies within the Health and Social Care. The course does not qualify the students to work in the sector but it helps them to gain the key competences so as to progress to Level 3 in health and social care where the student is trained for employment.

This course gives the students the opportunity to develop basic vocational skills, which include understanding health and human behaviour, developing care relationships and providing a safe working environment. The course also provides the student with quality work experience. They will be expected to carry out a range of assigned tasks, with an emphasis on the learning aspects of the experience. Prospective students should preferably have an interest in working with elderly persons and people with special needs.

Students are given the opportunity to strengthen their key skills including English, Maltese, Mathematics, Science, Information Technology and Personal Development which are embedded in the vocational units.

The student is required to purchase the Care Uniform, and attend a first aid course against payment.

Programme Learning Outcomes

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

1. Understand the breadth of service user groups in health and social care and the range of care settings;

2. Understand human biology and behavioural science principles underpinning the delivery of health and social care;

3. Explore the health and social care needs of different services user groups and the basic skills required to deliver health and social care services;

4. Develop awareness of health and safety issues in the delivery of health and social care to provide a safe working environment for the service user and the carer.

Entry Requirements

- Finished Compulsory Education; or
- MCAST Introductory Certificate

Other Entry Requirements

- Initial Assessment Tests
- Applicants with SEC/O-Level passes at Grades 6 or 7 in at least two subjects from Maltese, English Language and Mathematics or "Secondary School Certificate and Profile" (SSC&P) at Level 1 or 2 will be exempted from the Initial Assessment Tests and will start directly at Level 2.
- The student is required to purchase the Care Uniform, and attend a first aid course against payment.
- 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 Hepititis B injections

Current Approved Programme Structure

Unit Code	Unit Title	ECVET
CSH&S-206-2015	Providing a Safe Working Environment	6
CSHSC-206-2016	Working in Health and Social Care	6
CSHSC-206-2017	Introduction to Health and Behavioural Science	6
CSHSC-206-2018	Developing Care Relationships	6
CDKSK-206-2004	English	6
CDKSK-206-2005	Malti	6
CDKSK-206-2006	Mathematics	6
CDKSK-206-2007	Information Technology	6
CDKSK-206-2008	Science	6
CDKSK-206-1912	Individual and Social Responsibility	6
Total ECVET		60

Unit: CSH&S-206-2015 – Providing a Safe Working Environment

Unit level (MQF):   2

Credits   :   6

Unit description

This unit aims to help learners to explore the types of safety issues which might arise in health and social care situations including some of the safeguarding and protection issues that can arise when working with vulnerable people, sudden illness and possible injuries will be introduced within this unit. Furthermore, these issues will be related to national health and safety legislation.

Although care work can be rewarding and fulfilling at times, it can also present risks in terms of health safety, to both health and social care workers and service users. Some service users will need help to stand or go to the toilet or get into a bath. Some may need help to turn in bed or to stand. Lifting and handling service users, particularly service users with limited mobility, can cause damage to both the carer and the service user if the service is not done properly.

Similarly, students will be exposed to different techniques that will ensure the safe handling of body fluids. Carers need to know the techniques for hand washing to prevent a possible spread of infection to themselves and/or other service users. They will also need to know how to deal with fire emergencies the disposal of sharp objects such as needles to prevent injury and cross infection.

Care is sometimes delivered in confined spaces such as bed bays in hospitals and bedrooms in domestic houses. Making sure that the care environment is free of hazards such as electrical flexes, loose carpets, commodes etc., is important to prevent trips, falls and other injuries. When working with disadvantaged groups in the community some care settings may involve working in isolated places or with people coming from different social backgrounds.

This unit aims to raise the learners' awareness of possible risks in health and social care settings and the use of basic first aid techniques.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Describe basic safe techniques for moving and handling service users with limited mobility in accordance with health and safety legislation;*
2. *Appreciate the importance of hand washing and careful handling of bodily fluids, clinical waste, and sharp instruments to avoid cross infection;*
3. *Identify environmental hazards and risks for service users and carers;*
4. *Consider personal safety issues when working with service users;*
5. *Apply basic first aid in the case of an injury and emergencies.*

Unit: CSHSC-206-2016 - Working in Health and Social Care

Unit level (MQF):   **2**

Credits   :   **6**

Unit description

This unit is aimed at those learners who would like to work in a wide range of settings. It provides them with the knowledge and skills required to understand the employment opportunities in health and social care, the nature of working relationships, how to work in ways that are agreed with the employer and how to work in partnership with others. Health and social care involves working with many different service user groups in a variety of situations. Some will have complex social situations involving issues such as homelessness, domestic violence, drug and alcohol dependency, abuse etc. Others will have complex physical and/or mental health problems. Some will be receiving care in residential or day care settings. Others will be seen in the community or at home. There are many opportunities for workers in the health and social care sector. Some learners will go on to careers as health and social care workers; others will go on to pursue further professional training as nurses and other allied health professionals. This unit looks in some depth at the health and social care sector in Malta. The types of organisations, the types of service users they care for and the types of roles/key responsibilities of care workers. Also, the way the system works, referral systems and some barriers to access.

The unit will encourage learners to explore the health and social care sector including visits and four-week work placements in key organisations. They will be introduced to a range of professional groups working within health and social care and the multi-disciplinary team approaches adopted when caring for service users with complex health and social care needs and multi-agency involvement in their care. Teaching and classroom activities will be reinforced with visits and work placements in different care settings to meet people with care needs and gain an appreciation of their circumstances.

Senior health and social care professionals currently working in the field will provide their input as well. This will not only help learners explore the different types of health and social care services available, but also the types of professional roles they may aspire to if their studies progress to the appropriate level.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Know the types of care settings available for the elderly; adults; children; and young people;*
2. *List the types of professionals engaged in health and social care and give a brief description of their roles;*
3. *Understand the types of health conditions and social circumstances that lead some people to need help and support from health and social care staff;*
4. *Assess personal attributes, skills and competences for employment in the field of health and social care;*
5. *Identify barriers encountered by service users and referred when trying to access health and social care services.*

Unit: CSHSC-206-2017 - Introduction to Health and Behavioural Science

Unit level (MQF):   2

Credits   :   6

Unit description

This unit aims to give learners an introduction to human biology and behavioural sciences underpinning health and social care work. To understand the impact of illness and social isolation or disadvantage we need to understand a little about the human body and the human mind.

The unit begins to explore some of the basic biological and behavioural science principles which determine the health and well-being of an individual. It looks at the seven vital functions of the basic building blocks of the human body in terms of cell structures, organs and systems to understand a little of how they function. It then goes on to examine human development through the life stages, from birth through childhood, adolescence, adulthood and to old age. In addition to the physical and functional structure of the human body, the unit explores a number of physical functions including the vital role of nutrition and the basic ideas in the field of human behaviour to help understand a little about how we think, how we feel, our moods, our emotions, what motivates people and how they might behave in different circumstances.

The unit will link with other key skills units, particularly science, and emphasise the practical application of these basic scientific principles in understanding health, illness and human behaviour. Although there is a significant theoretical element to this unit, every effort will be made to show how theory applies to the practice of health and social care. Also, special attention will be given to raising care workers' consciousness of service users' basic needs. As with Unit 1, teaching and classroom activities will be reinforced with practical work to gain an appreciation of the issue of health and well-being. Many sessions will involve case studies and discussions around the types of issues that arise in care situations and how to respond to them in an appropriate manner.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the basic structure of the human body, the functions of cells and major organs;*
2. *Describe the main systems in the human body and their functions;*
3. *Recognise major illnesses linked to the major systems in the human body;*
4. *Outline the importance of diet to human health;*
5. *Identify the main schools of psychology and their approach to explaining the human behaviour.*

Unit: CSHSC-206-2018 - Developing Care Relationships

Unit level (MQF):   **2**

Credits   :   **6**

Unit description

This unit aims to provide learners with an understanding of the practical and psychological skills required for interpersonal relationships in a caring environment. Trust, integrity, reliability, confidentiality and confidence are vital in caring relationships. Service users may be at their most vulnerable condition either physically, psychologically or socially when receiving care. They may need help with some of the most personal functions or need to discuss the most intimate issues with their carer. The relationship they have with their carer can have a significant effect on the quality of their lives.

Similarly, communication is vital in a caring relationship. Carers need to understand the needs and preferences of their service users and communicate effectively their intentions when delivering care. Similarly, they will have to communicate with other carers and professionals involved with the client, as well as with their relatives and friends. Apart from effectively transmitting information, service users need to trust their carers that their information will be kept confidential. Human communication is complex in the simplest of situations. It takes place on many levels, both verbally and non-verbally. Posture, facial expressions, tone of voice and eye contact can often convey more than the words themselves. In caring relationships, the situation can be even more complex. Service users may well have sensory difficulties like blindness or hearing loss. Perceptions might be affected by anxiety or emotional turmoil. Also, prejudice and discrimination can affect our view of the world. Some service users might have mental health problems that affect their perception. The complexity of these issues will be explored in greater detail in the Level 3 diploma programme.

The purpose of this unit is to make learners aware of the range of issues involved in developing trusting relationships with service users and to raise awareness of the importance of developing listening skills and basic verbal and writing skills.

Again, teaching and classroom activities will be reinforced with practical work to gain an appreciation of the issue and practice the skills.

The unit will link closely with the key skills units in English and Maltese and provide a vehicle for testing out knowledge and understanding from those units by applying them in practice. Many sessions will involve case studies and discussions around the types of issues that arise in care situations and the extent to which this underpinning knowledge will equip care workers to respond appropriately.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the need for trust, integrity, compassion and confidentiality in caring relationships;*
2. *Understand the importance of listening to service users and taking in account their preferences and needs wherever possible;*
3. *Understand the basic features of verbal and non-verbal communication and its impact upon interpersonal communication;*
4. *Present oneself in a way that instils confidence and trust when dealing with service users.*