

SEC (2018)

HEALTH AND SOCIAL CARE

SEC 36

*SYLLABUS / LEARNING AND ASSESSMENT PROGRAMME*

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## Introduction

The aim of this learning and assessment programme is to assist secondary schools to manage vocational programmes, specifically in the planning and implementation of the programme delivery.

This learning and assessment programme is structured into two parts, namely

Part A: General Policies

Part B: Unit Specifications

In Part A, the overall aim and objectives of the programme are explained. Important terms that will be used in the LAP (Learning and Assessment Programme) will be defined. Additionally, policies, guidelines and strategies related to assessment practices are documented in this section. Quality Assurance processes and procedures are also documented in Part A of this document.

In Part B, the detailed specification of the three units that are to be implemented are provided for each unit. The learning outcomes, together with a brief description of the unit are also stipulated. The assessment criteria for each unit, together with assessment methods that are to be applied, are presented in this part of the document.

In order to ensure effective implementation of the programme, important standards and quality assurance processes and procedures have to be adopted. Standard templates will be provided in a separate document and will be structured as presented in the table provided overleaf.

Reference	Template
A	Assignment Brief Front Sheet
A	Record of Internal Verification – Assignment Brief
A	Record of Internal Verification – Assessment Decision
A	Unit Tracking Sheet Template
QA	Internal Verification Report Templates
QA	External Verification Report Templates

**Legend:**

**A:** Assessment

**QA:** Quality Assurance

## Part A: General Policies

### A.1. Programme Aim and Objectives

The aim of the vocational programme in Health and Social Care is to provide learners with the underpinning knowledge related to Health and Social Care. By the end of the programme, candidates are expected to have gained sufficient skills and should be able to apply knowledge and skills.

Upon completing this programme, learners should be able to:

1. Understand the basic anatomy and physiology of the human body and the effects of a number of common health problems on the body's normal functions.
2. Understand the health and social care needs of different groups of people and to be aware of different types of services that can be offered to meet their personal care needs.
3. Understand and be able to use proper communication skills when addressing different individuals.
4. Be aware of the health and safety issues that may arise in different environments with reference to health and safety legislation.
5. Examine issues of equality, discrimination, dignity and rights, and to explore learners' own attitudes, beliefs and thoughts regarding such issues.
6. Be aware of the different professionals who work in the health and social care sector.
7. Develop the right attitude and skills required in Health and Social Care environment.

## A.2. Definitions/ Terminology

Term	Definition
Assessor	The person responsible to grade the candidates' work, issue a mark and determine the candidates' final grade.
Assessment (Continuous)	A number of tasks given to the candidate during the course; these could be an individual task or as group work.
Controlled Assessment	An assessment in the form, of an examination and conducted within a school environment. The minimum time for this assessment is 1 hour.
Learning Outcome	Learning Outcomes are statements, which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what a learner understands and is capable of doing at the end of the learning process.
Knowledge	Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning.
Skills	Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting.
Competences	Each competence is defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level.
Unit Content	The unit content is the content required to be communicated and given to the candidate per learning outcome. Each learning outcome must have content related to it and this content must be delivered to give the candidates the tools to achieve that outcome.
Assessment Grading Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Sample of Work	A sample of work is a percentage of candidates' work gathered as a representative sample for the internal or external verifier.
Quality Assurance	To assure the standards and quality of the learning assessment programme.
Malta Qualification Framework	The Malta Qualifications Framework (MQF) provides an indication of the level of difficulty as a benchmark for a qualification, which needs to be assigned a level, and mapped to the framework. The MQF has level descriptors from Level 1 to 8. The level descriptors are useful for education and training providers as they describe the Knowledge, Skills and Competences and a set of Learning Outcomes, which indicate to the learner the end of a learning process.
Synoptic Assessment	A Synoptic Assessment can be defined as an assessment, which is designed to cover all the assessment grading criteria for a given unit.

## A.3. Assessment

### A.3.1. Scope

Assessment is an important element in any learning process. In order to ensure that assessment informs candidates and at the same time meets important conditions of reliability, validity and fairness, important rules and procedures must be adhered to. In particular, the assessment regulations and procedures that are explained in this section will ensure that assessments are:

- Of the required standard, quality and level
- Fair for all learners
- Valid and reliable

Each unit will be assessed by means of three assignments, one of which must be an assessment conducted within a controlled school environment. The assessment mode/type, criteria to be assessed and marks distribution are explained in Part B of the programme as part of the unit specifications.

### A.3.2. Programme Grade

A cumulative percentage mark, calculated on the basis of a sum total of all the 3 units, determines the final grade of candidates/ learners. Candidates/ Learners may qualify for Grades 1, 2, 3, 4, 5, 6 and 7. The results of candidates/learners who do not obtain at least a Grade 7 shall remain unclassified.

### A.3.3. Important Conditions

Candidates must obtain a minimum of 50 marks in each unit in order to obtain a grade classification.

If a candidate obtains a minimum of 50 in two units, but fails to satisfy the examiner in the remaining unit, s/he may be eligible to obtain Grade 6 or Grade 7.

If a candidate obtains less than 120 marks, his grade will be Unclassified. The same applies if a candidate does not obtain at least 50 marks in two units by the end of the programme.

### A.3.4. Re-Sits

If for a given unit, the total mark gained by a candidate is less than 50 marks, s/he will be eligible to re-sit. The re-sit assessment must consist of a synoptic assessment conducted within a school-controlled environment during the same academic year. The highest possible mark that may be obtained in this case is 60 marks.

Candidates who obtained an average of 50 marks or more on completion of the three tasks for a given unit will not be eligible for a re-sit to better their original mark.

Candidates who miss the controlled assessment for a justifiable reason will be eligible to sit for the synoptic assessment and may obtain full marks. The mark obtained in this assessment will replace the controlled assessment mark. The controlled assessment must not be more than 2 hours long.

## A.4. Quality Assurance

An important aspect of this programme is the quality assurance process that must be conducted throughout the implementation of the programme. Three main processes are to be conducted as stipulated in the table below.

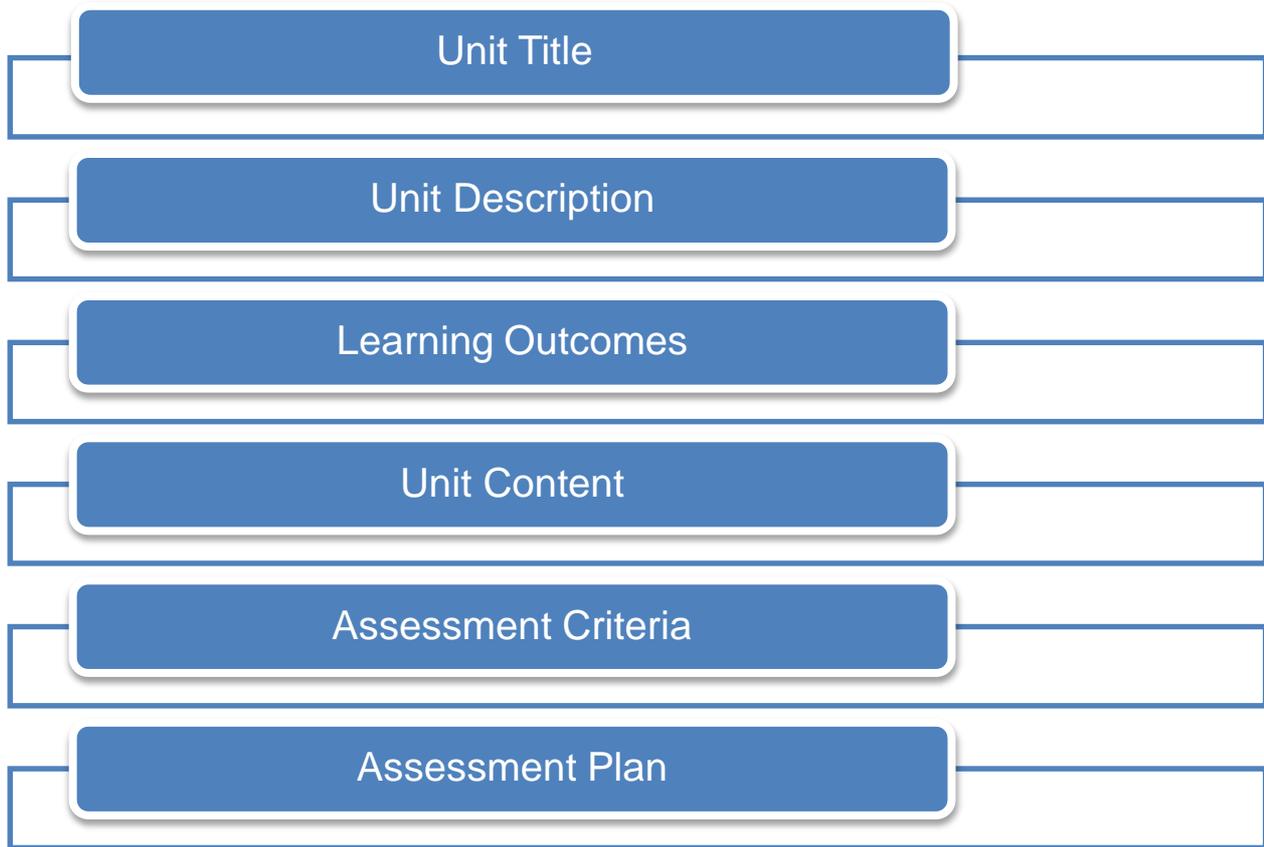
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process important checks relating to learning outcomes, criteria to be assessed, validated and reliability are to be performed.
Internal Verification of Assessment Decisions	Once learners complete their work and assessments have been corrected, a representative sample of learners' work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards criteria are met.

## Part B: Unit Specifications

### B.1. Introduction

This part of the programme guide provides detailed specification for each of the 3 units that are to be implemented for the successful completion of the programme. The curriculum design adopted for the development of the units of study is based on the learning outcomes approach. The latter can be defined as “written statements of what a learner should be able to do/know/apply by the end of the learning process.”

The structure of the unit specifications is presented below:



## **B.2. Interpreting the Unit Specifications.**

Under each grading criterion all the content that has to be covered can be found. Examples (e.g.), semi-colons and commas are used in the Learning and Assessment Programme. When semi-colons are used the students should be assessed on all the content prescribed. However, when the list is headed with example (e.g.), all the content is to be covered but the students are expected to give more than 50% of the content prescribed for that grading criterion.

In each grading criterion there is a command verb which specifies the level of content expected by the student, such as list, identify, outline, describe, explain etc. These verbs are defined by MATSEC in the glossary of verbs available on their website. It is of vital importance that the command verbs specified in the grading criteria remain unchanged in the assignment brief.

**B.2. Unit 1: Human Development and Healthcare**

<b>Unit 1</b>	<b>Human Development and Healthcare</b>
Unit Description	<p>This unit will introduce learners to the knowledge and understanding of how the body works: the organisation of the human body, the major body systems and the fact that body systems do not function in isolation but work together in maintaining the body as a whole, with the health of the individual depending on this.</p> <p>The unit allows learners to explore how to take and record basic clinical measurements such as temperature, pulse, breathing rate and blood pressure. This knowledge will help them to understand the routine procedures that take place in health and social care environments, including the monitoring of body systems.</p> <p>Knowledge and understanding of the needs of individuals is fundamental to delivering holistic health and social care. An introduction to needs will challenge learners to consider how these vary at different life stages of human growth and development: birth and infancy, childhood, adolescence, adulthood and old age.</p> <p>Due to the wide range of care settings available in Malta, the learner needs to understand human growth and development through the different life stages and the resultant needs. Learners also need to understand the effect of life factors and events on an individual's needs, health and wellbeing. For example, during birth and infancy learners will explore the rapid changes that a baby progresses through. In childhood, learners will look at the development of physical skills and life changing events such as the birth of a sibling. In adolescence; puberty, self-esteem, peer pressure, risk taking (drugs and alcohol) will be taken into account and the impact of disability on younger people will be examined. In adulthood life-changing events (such as marriage and employment) will be considered along with the physical and psychological effects of growing old. The effects of bereavement and the loss of a partner will also be covered.</p> <p>Learners will carry out a basic assessment of an individual's general health and wellbeing. Additionally, learners will prepare a plan for that particular individual.</p>

## Learning Outcome

**Upon completing the unit, learners should be able to:**

- LO 1.** Know the organisation of the human body and the interrelationship of major body systems.
- LO 2.** Carry out basic routine measurements and observations of the human body.
- LO 3.** Know the key aspects of development and individual needs related to different life stages.
- LO 4.** Understand factors that influence the health and wellbeing of individuals.
- LO 5.** Develop a plan to meet the general health and wellbeing needs of an individual.

***LO 1. Know the organisation of the human body and the interrelationship of major body systems.***

**K-1. Describe the key organs in the human body and their core function.**

- Organisation: Cells; tissues; organs; systems.
  
- Key organs in the body: e.g. skin; heart, lungs, brain, eye, ear, stomach, pancreas, liver, kidneys, bladder, ovaries, testes, uterus.

**K-2. Outline the main systems in the human body with their main function.**

- Systems: e.g.
  - Cardiovascular system: heart; blood; blood vessels,
  - Respiratory system: nose; trachea; bronchi; lungs; alveoli; diaphragm,
  - Nervous system: brain; spinal cord; nerves,
  - Endocrine system: pituitary; thyroid; adrenal; pancreas; hormones,
  - Digestive system: mouth; oesophagus; stomach; small and large intestines; rectum,
  - Renal system: kidneys; ureters; bladder; urethra,
  - Musculoskeletal system: bones; joints; ligaments; muscles.
  
- Major body systems and their functions: e.g.
  - Cardiovascular system: transport of oxygen, nutrients, waste products and hormones; protection against infection; maintenance of a constant body temperature,
  - Respiratory system: maintenance of oxygen supply; excretion of carbon dioxide and water vapour,
  - Nervous system: detection, processing of and response to changes in the internal or external body environment,
  - Digestive system: ingestion; digestion; absorption and elimination of food,
  - Renal system: filtering of blood; salt balance; fluid balance,
  - Endocrine system: secretion of hormones to maintain balance in the body,
  - Musculoskeletal system: provides support; movement; protection of vital organs.

**C-1. Discuss how organ systems interact with each other.**

- Relationships between major body systems: e.g.
  - Circulatory and Respiratory systems: transport of oxygen and carbon dioxide via the blood between the lungs and all parts of the body,
  - Musculoskeletal and nervous systems: to enable physical movement,
  - Digestive and endocrine systems: secretion of insulin or glucagon to maintain a constant blood glucose level.

***LO 2. Carry out basic routine measurements and observations of the human body.***

**K-3. State what a normal range of measurement of pulse, temperature, breathing rate and blood pressure may be.**

- Normal readings of pulse, temperature, breathing rate and blood pressure: e.g. babies, adults, older people.

**K-4. List the common signs and symptoms that might be present when blood pressure, pulse, breathing rate and temperature readings are outside the acceptable range.**

- Signs and symptoms:
  - Observations as appropriate to body systems e.g.: skin colour and texture, temperature, breathing rhythm, dizziness, thirst, fainting, coughing and gurgling.

**C-2. Explain the most common reasons why pulse, temperature, breathing rate and blood pressure readings might be outside that range.**

- Common reasons: e.g. family history, age, diet, weight, shock, injury, alcohol, drugs, medication, being active/fit, infections and diseases

**A-1. Measure and record a person's pulse, temperature, breathing rate and blood pressure.**

- Health, safety and accuracy considerations when taking measurements: e.g.: accuracy of equipment, duplicating readings, safety and wellbeing of individual during measurements, infection control.

***LO 3. Know the key aspects of development and individual needs related to different life stages.***

**K-5. Outline the key aspects of human growth and development through the life stages.**

- Key aspects of development:
  - Physical: e.g. growth, changes at puberty, menopause, ageing;
  - Intellectual: e.g. rapid learning in early years, language, moral development, problem solving;
  - Emotional: e.g.: attachment/bonding, independence, self-confidence;
  - Social: e.g. cooperation, teamwork, relationships.
- Life stages: infancy (0-3 yrs.); childhood (4 - 10 yrs.); adolescence (11 - 18 yrs.); adulthood (19 - 65 yrs.); old age (65 years onwards).

**K-6. Identify the Physical, Intellectual, Emotional and Social Needs throughout the life stages.**

- PIES:
  - Physical: e.g. Balanced diet, exercise, warmth, safety;
  - Intellectual: e.g. being able to communicate, lifelong learning, problem solving, keeping the brain active and stimulated;
  - Emotional: e.g. love, affection, relationships, security;
  - Social: e.g. family, friends, hobbies, community.

**C-3. Explain key aspects of human growth and development of an individual at a particular life stage.**

**A-2. Demonstrate how the physical needs of one particular individual can be met.**

- Physical Needs of a baby or a person with physical impairment:
  - Feeding;
  - Moving and handling;
  - Nappy changing.

*LO 4. Understand factors that influence the health and wellbeing of individuals.*

**K-7. Outline the different life factors which influence the health and wellbeing of individuals.**

- Life Factors:
  - Socio-economic factors: e.g. social class, culture, employment, education, housing;
  - Physical factors: e.g. genetic inheritance, disability, age, gender;
  - Lifestyle factors: e.g. diet, exercise, smoking/ substance misuse, working pattern/stress, social and community networks;
  - Health Factors: e.g. infection, sexually transmitted diseases, injury, mental health, presence of chronic disorder.

**K-8. Identify the life events which influence the health and wellbeing of individuals.**

- Life events: e.g. birth of a sibling/son/daughter, going to nursery/school, employment/redundancy, marriage/divorce, serious injury, ageing/retirement, bereavement.

**C-4. Explain factors which affect the everyday needs of individuals.**

**C-5. Explain the positive and negative influences which life events have on the health and wellbeing of individuals.**

*LO 5 To develop a plan to meet the general health and wellbeing needs of an individual.*

**K-9. Outline the components of a healthy lifestyle.**

- Components: physical fitness; a balanced diet; intellectual stimulation; emotional and social wellbeing.

**K-10. Describe the targets that one has to keep in mind when developing a plan to meet the needs of an individual.**

- Targets:
  - SMART: - Specific; Measurable; Achievable; Realistic; Time-related.

**A-3. Carry out an assessment and prepare a plan to meet an individual's needs.**

### Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a learner must satisfy the assessment criteria in this grid. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO 1	<p>K-1. Describe the key organs in the human body and their core functions.</p> <p>K-2. Outline the main systems in the human body with their main functions.</p>	C-1. Discuss how organ systems interact with each other.	
LO 2	<p>K-3. State what a normal range of measurement of pulse, temperature, breathing rate and blood pressure may be.</p> <p>K-4. List the common signs and symptoms that might be present when blood pressure, pulse, breathing rate and temperature readings are outside the acceptable range.</p>	C-2. Explain the most common reasons why pulse, temperature, breathing rate and blood pressure readings might be outside that range.	A-1. Measure and record a person's pulse, temperature, breathing rate and blood pressure.
LO 3	<p>K-5. Outline the key aspects of human growth and development through the life stages.</p> <p>K-6. Identify the Physical, Intellectual, Emotional and Social Needs throughout the life stages.</p>	C-3. Explain key aspects of human growth and development of an individual at a particular life stage.	A-2. Demonstrate how the physical needs of one particular individual can be met.
LO 4	<p>K-7. Outline the different life factors which influence the health and wellbeing of individuals.</p> <p>K-8. Identify the life events which influence the health and wellbeing of individuals.</p>	<p>C-4. Explain factors which affect the everyday needs of individuals.</p> <p>C-5. Explain the positive and negative influences which life events have on the health and wellbeing of individuals.</p>	
LO 5	<p>K-9. Outline the components of a healthy lifestyle.</p> <p>K-10. Describe the targets that one has to keep in mind when developing a plan to meet the needs of an individual.</p>		A-3. Carry out an assessment and prepare a plan to meet an individual's needs.

**Marking scheme**

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

<b>Ass. No.</b>	<b>Assessment Mode</b>	<b>Percentage distribution</b>
1	Assignment 1	26 - 34%
2	Assignment 2	26 - 34%
3	Controlled	38 - 42%

### B.3. Unit 2: Effective Communication and Safe Practices in Health and Social Care

Unit 2	Effective Communication and Safe Practices in Health and Social Care
Unit Description	<p>This unit will enable learners to gain the knowledge, understanding and practical skills they need to be able to communicate effectively within a health and social care context. Throughout this unit learners will investigate and learn about different forms of communication, understand barriers to communication and be able to communicate effectively.</p> <p>Within health and social care environments there are many hazards that need to be identified, communicated and controlled to ensure a safe environment for everyone using the services. The unit enables learners to explore the knowledge and skills related to health and safety issues, including health and safety legislation, risk assessment and the actions that are necessary to minimise potential hazards and risks.</p> <p>Furthermore, the unit will give learners a basic understanding of first aid: summoning help or taking action to help a person in distress or preventing further damage in the event of an accident or injuries.</p>

## Learning Outcome

**Upon completing the unit, learners should be able to:**

**LO 1.** Know the communication cycle and the different forms of communication.

**LO 2.** Communicate effectively in Health and Social Care contexts.

**LO 3.** Identify potential hazards and know the main principles of health and safety legislation applicable to health and social care contexts.

**LO 4.** Carry out a basic risk assessment to ensure the health and safety of individuals.

**LO 5.** Know the basic first aid skills.

## Unit Content

### ***LO 1. Know the communication cycle and the different forms of communication.***

#### **K-1. Outline the stages of the communication cycle.**

- Stages of the communication cycle:
  - Sender: ideas occur; message encoded; message sent;
  - Receiver: message received; message decoded; message understood.

#### **K-2. Describe different forms of communication in different contexts.**

- Different forms of communication: one-to-one; group; formal; informal;
- Different Contexts: Service-users; colleagues; managers.

### ***LO 2. Communicate effectively in Health and Social Care contexts.***

#### **K-3. List the barriers to effective communication within a health and social care environment.**

- Barriers that affect communication: e.g. sensory deprivation, verbal constraints, visual impairment, foreign language, jargon, slang, dialect, use of acronyms, cultural differences, emotional difficulties, challenging behaviour, mental health problems, physical disability, intellectual disability, dementia, environmental problems, misinterpretation of message, differing humour, inappropriate behaviour.

#### **K-4. Identify the skills needed for effective communication.**

- Skills for effective communication: e.g.
  - Verbal: e.g. greeting, checking for understanding, open-ended and closed-ended questions, empathy, confrontation, constructive and destructive feedback, summarization, termination,
  - Non-verbal: e.g. facial expressions, eye contact, gestures, touch, posture, proximity, tone of voice,
  - Written: e.g. incident reports, journals, contact book, policies and procedures, memos, medical records, telephone notes, prescriptions, referrals,
  - Technological Aids: e.g. hearing aids, door bells with flashlights, electronic writing board, computer,
  - Alternative forms of Communication: e.g. sign language, lip reading, flash cards, signs and symbols, objects of reference, Makaton, Braille,
  - Human Aids e.g.: human interpreters, translators, signers.

#### **C-1. Describe ways to overcome barriers to communication.**

- Overcoming Communication Barriers: e.g.: adapting the environment, understanding language needs and preferences, using the individual's preferred language, timing, electronic devices (text phones, telephone amplifiers, hearing loops), effective non-verbal communication.

#### **C-2. Describe the skills needed for effective communication in health and social care environments.**

**A-1. Participate in an effective one-to-one interaction and take part in an effective group interaction, using all the skills to communicate well.**

***LO 3. Identify potential hazards and know the main principles of health and safety legislation applicable to Health and Social Care context.***

**K-5. Identify potential hazards that might arise in health and social care environments.**

- Hazards in health and social care environments: e.g. equipment, toys, incorrect storage of chemicals, inadequate control of infectious diseases, causes of fire, poor working conditions, unsafe furnishings and furniture, misuse of equipment, bed rail entrapment, lack of maintenance, poor staff training, moving and handling, slips and trips, lack of security, inadequate personal safety precautions.

**K-6. Outline main features of current health and safety legislation that have an impact on health and social care services and settings.**

- Legislation: e.g.
  - Act 27 of 2000 - Occupational Health and Safety Authority Act;
  - LN44 of 2002 - Work Place (Minimum Health and Safety Requirements) Regulations,
  - LN 35 of 2003 - Protection against Risks of Back Injury at Work Placement Regulations,
  - LN 36 of 2003 - General Provisions for Health and Safety at Work Places Regulations,
  - LN45 of 2002 - Work Places (Provision of Health and/or Safety Signs) Regulations,
  - LN121 of 2003 - Minimum Requirements for the use of Personal Protective Equipment at Work Regulations,
  - LN 228 of 2003 - Protection of Workers from Risks related to Exposure to Biological Agents at Work Regulations.

**C-3. Explain how potential hazards can be avoided by making direct reference to health and safety legislation.**

***LO 4. Carry out a basic risk assessment to ensure the health and safety of individuals.***

**K-7. List the key areas of a risk assessment and indicate the persons to whom these concerns should be reported.**

- Key areas:
  - Identify the hazards: identifying hazards that could cause risk in everyday activity;
  - Decide who might be harmed and how: service users, care workers, other colleagues. (Some users / workers may have particular requirements such as new and young workers, new or expectant mothers, people with disabilities etc.)
  - Estimate the risk: scale of risk; concept of likelihood of risk; degree of possible harm for different service-user groups.
  - Controlling risks: possible actions to remove hazards completely or to control them so the risk of injury is limited.

- Monitoring effectiveness of controls: instructions for controlling risks; implementing controls;
  - Record Keeping of risks and controls
  - Review of risk assessment
- 
- Person: Health and Safety Officer and Employer.

**K-8. Describe the method used to undertake a basic risk assessment when an individual seeks a service from the health and social care sector.**

**C-4. Describe how staff can control risks when giving a service..**

- Risks: Physical; Psychological; Social

**A-2. Carry out a basic risk assessment. .**

- Areas: Kitchen; bedroom; bathroom; living room; corridor/staircase.

***LO 5. Know the basic First Aid skills.***

**K-9. State why first aid skills are important for health and social care workers.**

- Reasons: e.g.: caring for vulnerable individuals, dealing with life threatening situations, giving assistance until professional help arrives, recognising situations when to ask for medical assistance, having the necessary skills which give confidence, helps one keep calm in a crisis, have clear procedures to follow.

**K-10. Describe the types of situations which might require someone to summon help from a healthcare professional.**

- Situations: e.g. cardiac arrest, falls, fractures, bleeding, burns, choking, unconsciousness.

**C-5. Determine the first-aid application/procedure needed in an emergency using a case study.**

**A-3. Demonstrate the first aid procedures needed in a particular situation.**

- Situations: e.g. cardiac arrest, falls, fractures, bleeding, burns, choking, unconsciousness.

## Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a learner must satisfy the assessment criteria in the grid. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO 1	K-1. Outline the stages of the communication cycle.		
	K-2. Describe different forms of communication in different contexts.		
LO 2	K-3. List the barriers to effective communication within a health and social care environment.	C-1. Describe ways to overcome barriers to communication.	A-1. Participate in an effective one-to-one interaction and take part in an effective group interaction, using all the skills to communicate well.
	K-4. Identify the skills needed for effective communication.	C-2. Describe the skills needed for effective communication in health and social care environments.	
LO 3	K-5. Identify potential hazards that might arise in health and social care environments.	C-3. Explain how potential hazards can be avoided by making direct reference to health and safety legislation.	
	K-6. Outline main features of current health and safety legislation that have an impact on health and social care services and settings.		
LO 4	K-7. List the key areas of a risk assessment and indicate the person to whom these concerns should be reported.	C-4. Describe how professional staff can control risks when giving a service.	A-2. Carry out a basic risk assessment.
	K-8. Describe the method used to undertake a basic risk assessment when an individual seeks a service from the health and social care sector.		
LO 5	K-9. State why First Aid skills are important for health and social care workers.	C-5. Determine the First-Aid application/procedure needed in an emergency using a case study.	A-3. Demonstrate the first aid procedures needed in a particular situation.
	K-10. Describe the types of situations which might require someone to summon help from a healthcare professional.		

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10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

<b>Ass. No.</b>	<b>Assessment Mode</b>	<b>Percentage distribution</b>
1	Assignment 1	26 - 34%
2	Assignment 2	26 - 34%
3	Controlled	38 - 42%

<b>Unit 3</b>	<b>Equality, Diversity and Rights</b>
Unit Type	Vocational
Unit Description	<p>This unit aims to give learners an understanding of equality, diversity and rights in health and social care and its positive and negative impact on society. Multi-cultural societies have different values, preferences and beliefs therefore treatments and practices welcomed by some groups may be unacceptable to others on the basis of cultural norms or religious practices. Issues like diet, physical contact, certain treatments (i.e. blood transfusions) and rituals after death can be a representation of cultural differences. Sometimes these might lead to different treatments when accessing different services.</p> <p>Diversity can create obstacles in the care of people. In the health and social care fields it is important to be aware of these differences, respect individual requirements and to adjust practice to accommodate the individual needs 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 far as possible and have unconditional positive regard for individuals.</p> <p>This unit will explore 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 differences affect the learners' behaviour both consciously and subconsciously.</p>

## Learning Outcome

**Upon completing the unit, learners should be able to:**

**LO 1.** Describe the concept of diversity underpinning the health and social care sector.

**LO 2.** Understand the role of legislation and organisations in promoting equality.

**LO 3.** Be familiar with the responsibilities of Health and Social Care workers and the rights of individuals accessing health and social care services.

**LO 4.** Explain the core values and principles required in the health and social care sector.

## Unit Content

### ***LO 1. Describe the concept of diversity underpinning the health and social care sector.***

#### **K-1. List the factors that might lead to discrimination.**

- Social Factors: e.g. culture, ethnicity, faith, gender, sexuality, age, family structure, social class, geographical location, ideology.
- Biological factors: e.g. physical disability, learning disability, mental health problems.

#### **K-2. Describe the different types of discriminatory practices that individuals might face when accessing services.**

- Discriminatory practices: e.g. stereotyping, labelling, prejudice, bullying, access to services, access to employment.

#### **C-1. Discuss the effects of discrimination on an individual when s/he is a victim of discrimination.**

- Effects of discrimination: e.g. anger/aggressiveness, low self-esteem, guilt/shame, sadness, poor mental health, disempowerment, feelings of not belonging, restricted opportunities, deviant behaviour, loss of rights.

#### **A-1. Participate in a debate about a factor that might result in discrimination.**

### ***LO 2. Understand the role of legislation and organisations in promoting equality.***

#### **K-3. Explain the difference between welfare state and welfare mix and their existence..**

- Welfare State and Welfare Mix:
  - legislation;
  - delivery of health and social care services;
  - distribution of wealth.

#### **K-4. Identify the main aim of current legislation which protects individuals from being discriminated.**

- Legislation: e.g.
  - Universal Declaration of Human Rights,
  - The Convention for the Protection of Human Rights and Fundamental Freedoms,
  - United Nations Convention on the Rights of the Child,
  - United Nations Convention on the Rights of Persons with Disability,
  - Convention Relating to the Status of Refugees,
  - Constitution of Malta,
  - Equality between Men and Women Act,
  - Equal Opportunities (Persons with Disability Act),
  - Mental Health Act,
  - Care Order Act,
  - Domestic Violence Act,
  - Civil Code,
  - Civil Unions Act,
  - Adoption Administration Act,
  - Fostering Act.

#### **K-5. Outline the services which offer support to individuals.**

- Services: e.g.
  - Services for Children: e.g. Residential Homes, Office of the Commissioner for Children, Child Care Centres,
  - Services for Persons with Disability: e.g. Agenzija Sapport, Dar tal-Providenza, Arka Foundation,
  - Services for LGBTQI: e.g. MGRM, Drachma,
  - Services for People with Mental Health Problems: e.g. Richmond Foundation, Mt. Carmel Hospital, Dar Victoria,
  - Services for People with Addictions: e.g. San Blas - Caritas, Agenzija Sedqa, OASIS,
  - Services for the Elderly: e.g. St. Vincent De Paule, Residential Homes, Rehabilitation Centres,

- Services for the Homeless: e.g. YMCA, Dar Tereza Spinelli, Dar Leopoldo,
- Services for people who are victims of Abuse: e.g. Dar Merhba Bik, Ghabex, Child Protection Services - Agenzija Appogg,
- Services for people with social problems: e.g. Agenzija Appogg, St. Jeanne Antide Foundation, Caritas.

**C-2. Explain the assistance provided by different professions in Health and Social Care contexts.**

- Professions: e.g. nurses, doctors, social workers, psychologists, psychiatrists, probation officers, care workers, physiotherapists, speech and language pathologists, occupational therapists, youth and community workers.

**A-2. Interview a professional working within the Health and Social Care sector to understand his/her role within the organisation, the legislation she/he must take into consideration when working with service users and which organisation/s she/he may have to work with.**

***LO 3. Be familiar with the responsibilities of Health and Social Care workers and the rights of individuals accessing health and social care services***

**K-6. Outline the different rights of individuals accessing services..**

- Individual rights: e.g. respect, equal treatment, treated as an individual, treated with dignity, allowed privacy, safe guarded from danger and harm, allowed access to information about themselves, able to communicate using their preferred methods of communication and language, supported in a way that meets their needs and takes account of their choices.

**K-7. Describe the responsibilities of health and social care workers.**

- Professional responsibilities: e.g. Provision of active support, advocacy, support diversity/inclusion, promote equality of opportunity, confidentiality, effective communication, views and preferences, accurate recording, storage and retrieval of information.

***LO 4. Explain the core values and principles required in the health and social care sector.***

**K-8. Outline the values that one as an individual believes in.**

- Values: e.g. altruism, ambition, adaptability, calmness, cheerfulness, commitment, compassion, courage, courtesy, empathy, fairness, generosity, health, honesty, hard work, positivity, obedience, self-control, reliability.

**K-9. Describe the core values that health and social care workers must have.**

- Core Values: e.g. service, social justice, the dignity and worth of the person, importance of human relationships, integrity, competence.

**K-10. Outline the principles mentioned in the Code of Practice for Social Care Workers.**

- Principles: The 6 principles in the Code of Practice for Social Service Workers.

**C-3. Explain why it is important that one's own values do not impact on the service given.**

**C-4. Discuss how any two principles in health and social care relate to the promotion of individual rights.**

**C-5. Discuss how social service workers should behave in order to offer discrimination free service.**

**A-3. Write a reflective essay on how one's own values help to provide a professional service.**

## Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a learner must satisfy the assessment criteria in the grid. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO 1	<p>K-1. List the factors that might lead to discrimination.</p> <p>K-2. Describe the different types of discriminatory practices that individuals might face when accessing services.</p>	<p>C-1. Discuss the effects of discrimination on an individual when she/he is a victim of discrimination.</p>	<p>A-1. Participate in a debate about a factor that might result in discrimination.</p>
LO 2	<p>K-3. Explain the difference between welfare state and welfare mix and their existence..</p> <p>K-4. Identify the main aim of current legislation which protects individuals from being discriminated.</p> <p>K-5. Outline the services which offer support to individuals.</p>	<p>C-2. Explain the assistance provided by different professions in Health and Social Care contexts.</p>	<p>A-2. Interview a professional working within the health and social care sector to understand his/her role within the organisation, the legislation she/he must take into consideration when working with service users and which organisation/s she/he may have to work with.</p>
LO 3	<p>K-6. Outline the different rights of individuals accessing services..</p> <p>K-7. Describe the responsibilities of health and social care workers..</p>		
LO 4	<p>K-8. Outline the values that you as an individual believe in.</p> <p>K-9. Describe the core values that health and social care workers must have.</p> <p>K-10. Outline the principles mentioned in the Code of Practice for Social Care Workers.</p>	<p>C-3. Explain why it is important that one's own values do not impact on the service given.</p> <p>C-4. Discuss how any two principles in health and social care relate to the promotion of individual rights.</p> <p>C-5. Discuss how social service workers should behave to offer discrimination free service.</p>	<p>A-3. Write a reflective essay on how one's own values help to provide a professional service.</p>

**Marking scheme**

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

<b>Ass. No.</b>	<b>Assessment Mode</b>	<b>Percentage distribution</b>
1	Assignment 1	26 - 34%
2	Assignment 2	26 - 34%
3	Controlled	38 - 42%

## Appendix 1 – Suggested Resources

**This list is not intended to be exhaustive but should be taken as a guide.**

These resources should be available for at least of 16 students.

### **Clinical Observation Equipment**

1. Life size torso
2. 8 thermometers (2 manual, 2 digital, 2 temporal, 2 ear thermometer)
3. 4 Stopwatches
4. 4 Stethoscopes
5. 1 teaching stethoscope
6. 4 Electronic sphygmomanometers
7. Weight and height balance

### **Moving and Handling Equipment**

8. Wheelchair
9. Propad Cushion
10. Non slip Net
11. Hoist and Sling
12. Hospital bed
13. Propad mattress
14. Adjustable bed table
15. 2 types of walking frames ( 2 wheel adjusted height walking frame, Zimmer frame)

### **Baby Care**

16. Baby prenatal model
17. Nappy changer
18. Nappies
19. Wipes
20. Sudo Cream
21. Bottle
22. Sterilizer
23. Tiny tums

### **Health and Safety Equipment**

24. Hand washing training kit (UV Hand Inspection Cabinet + Glow lotion)
25. Sharp container
26. Disposable gloves
27. First Aid Kit
28. Pill preparation box
29. Ressucie Anne

### **Feeding Equipment – Persons with physical Impairment**

30. Nelson knife
31. Right and Left Manoy cutlery set
32. Weighted cutlery set
33. Two-handled transparent mug with spout
34. Scoop plate
35. Plate guard