2026-2029

APPLIED VOCATIONAL CERTIFICATE IN

HEALTH & SOCIAL CARE



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION AND SPORT
Directorate for STEM and VET Programmes

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Applied Vocational Certificate Programme

The Applied Vocational Certificate (AVC) programme is designed to emphasize the practical application of vocational subjects, providing students with hands-on experience directly related to the workplace. This programme is aligned with the Malta Qualifications Framework (MQF) and offers a final certification at MQF Level 3, with exit points at MQF Levels 1 and 2. To earn the final certificate, candidates must complete all three units over the secondary cycle and meet the requirements for coursework and controlled assessments as outlined in the specific subject syllabi.

The AVC programme focuses on equipping candidates with both theoretical knowledge and practical skills relevant to specific industries, preparing them for future employability or education. This skills-based approach ensures that students develop the competencies necessary for the workforce while also providing a clear pathway for academic progression. The programme supports continuous learning, with opportunities to advance to post-secondary institutions that offer courses at MQF Levels 1-3, and potentially even higher, such as MQF Level 4. Recognized and accredited by various educational institutions, the AVC programme represents a vital step in the lifelong learning journey, aligning with both industry needs and educational standards.

Spanning over three scholastic years (Years 9, 10 and 11) and comprising 10 credits, the AVC programme fosters the development of technical and vocational skills in specific industries. This structure supports the holistic growth of candidates, preparing them not only for future employment but also for future academic pursuits in line with this policy's objectives and the relevant subject syllabi.

Subject Programme

The Applied Health and Social Care programme aims to increase the quality of care given to individuals. Students will be able to learn about the Physical, Intellectual, Emotional and Social aspects of development and acquire skills as how to meet the needs of different individuals. Students will also be prepared as how to prepare themselves for the world of work in Health and Social Care situations including skills of how to prepare for an interview.

Programme Learning Outcomes

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

- Address the basic physical, intellectual, emotional and social needs of individuals.
- Write a plan for an activity targeted towards an specific individual taking into consideration Health and Safety issues.
- Ensure that one abides by the safety measures as indicated in the specific legislation and First Aid guidance.
- Demonstrate creativity in meeting the needs of individuals.
- Demonstrate effective communication skills in one to one and group situations.
- Abide to the codes of practice whilst meeting the needs of individuals.
- Demonstrate effective self-reflection and leadership skills.

Unit Learning Outcomes

Unit 1: Looking after Babies, Children and Adolescents
LO 1 Demonstrate the knowledge and skills gained to feed a baby.
LO 2 Follow the principles of nappy changing a baby.
LO 3 Create a child-friendly environment.
LO 4 Conduct an activity to meet the needs of children or adolescents taking into consideration all Health and Safety procedures.
LO 5 Measuring the vital signs of individuals.

Unit 2: Working with Vulnerable Adults
LO1: Conduct an activity taking into consideration the needs of individuals.
LO2: Wash an adult mannequin taking into consideration their physical abilities.
LO3: Feed an adult taking into consideration their needs.
LO4: Carry out procedures to move and handle an individual who has mobility problems.
LO5: Demonstrate First Aid Skills.

Unit 3: Working in a Health and Social Care Environment
LO1: Use effective communication skills in one – to- one and group communication.
LO2: Use communication skills to give a proper handover.
LO3: Demonstrate an understanding of how services enable individuals through care plans.
LO4: Show appropriate interpersonal skills, during an interview.

Assessment

The assessment of the Applied Vocational Certificate in Health and Social Care along the three years is based on four components – coursework, community-based projects, portfolio and controlled assessments – leading to the global subject mark.

The four components will be distributed across the years as follows:

Year 9	Year 10	Year 11
Coursework (assignment 1)	Coursework (assignment 1)	Coursework (assignment 1)
Coursework (assignment 2)	Coursework (assignment 2)	Coursework (assignment 2)
Controlled Assessment	Controlled Assessment	-
Self-reflection sheet	Self-reflection sheet	Self-reflection sheet
	Community-Based Projects*	

Coursework (Assignment 1 and 2)

The coursework refers to assignment 1 and 2 which are made up of written and practical components. The assignment briefs will be prepared by teachers and be internally verified.

The Ks, Cs and As of each unit, making up the coursework and controlled assessment, are of varying percentages.

Controlled Assessment

The controlled assessment for Year 9 and Year 10 (Unit 1 and Unit 2) will be issued by the Education Assessment Unit (EAU) between April and May. Assessment decisions are to be internally verified.

Portfolio

A portfolio is an exhibition of the student learnt throughout the three years.

Therefore, it should include:

- Student's work of Assignment 1,2,3 of Unit 1 (Year 9),
- Self-reflection of Unit 1 (Year 9),
- Student's work of Assignment 1,2,3 of Unit 2 (Year 10),
- Self-reflection of Unit 2 (Year 10),
- Student's work of Assignments 1,2 of Unit 3 (Year 11),
- Self-reflection of Unit 3 (Year 11),
- Observation sheets for all practical sessions,
- Photo evidence of the Community- Based Project to be done in Year 10.

Each student is responsible for the upkeep of the portfolio.

Self-Reflections

The portfolio is to contain student reflections (self-reflection sheet) based on the units' content. This should be completed by the student at the end of each academic year.

A template and a marking sheet are found in this document.

The marks should be inputted by the teacher on the MySchool portal each year.

Community-Based Projects

A community-based project is were students have the opportunity to be of service during an event. This could include:

- participating in activities with children, the elderly, or individuals with special needs;
- assisting in a school event;

- organizing a fundraising activity;
- collaborating with other subjects to create an event or activity;
- inviting parents to participate in an activity;
- any other ideas.

This project should be carried out in Year 10.

The 'Community-Based Project Evidence Template' should be filled by the student.

A marking sheet is included in this document.

Programme Certification

Upon completion of the three-year programme, candidates will receive a certificate and a certificate supplement indicating the MQF Level achieved. Each applied vocational subject within the AVC programme is structured to be qualified at MQF Level 3, with possible exit points at MQF Level 2 or MQF Level 1. The final qualification level depends on the total marks obtained by the candidate over the three years (with a maximum of 300 marks) as indicted in the table below.

Candidates who are absent for an entire year of the programme can qualify up to a maximum of MQF Level 2, while those absent for two full years can qualify up to a maximum of MQF Level 1.

Award	Marks throughout the Subject	Grade
MQF Level 3	270– 300	1
	240 – 269	2
	210 – 239	3
	180 – 209	4
	150 – 179	5
MQF Level 2	120 – 149	6
	90 – 119	7
MQF Level 1	60 – 89	8
	0 – 59	Fail

Quality Assurance

Assessment is a fundamental component of the learning process. It provides candidates with feedback on their progress and achievements while adhering to key standards of reliability, validity, and fairness. To maintain these standards, it is crucial to follow established rules and procedures. The assessment guidelines ensure that all evaluations are:

- Aligned with the appropriate standards, quality, and level.
- Fair and equitable to all students.
- Valid and reliable.

In order to ensure quality, assignment briefs and assessment decisions undergo internal verification by the designated internal verifier. This process ensures that assessments align with the intended learning outcomes and comply with established policy procedures. Furthermore, moderation will be conducted each academic year by moderators that will evaluate candidates work based on a specified rubric and moderation criteria ensuring that work has been fairly, accurately and consistently graded. During both internal verification and moderation, candidates' marks are subject to change.

APPLIED VOCATIONAL CERTIFICATE IN HEALTH AND SOCIAL CARE

Unit 1

Looking After Babies & Adolescents

Unit 1 Description

This unit introduces students to the basic knowledge of caring for babies, children, and adolescents. It covers essential daily living activities such as washing, nappy changing and dressing, and planning age-appropriate activities. Emphasis is placed on following health and safety regulations within care environments. Additionally, candidates will learn about vital signs, how they vary by age and medical condition, and will develop the skills to measure and record these signs accurately.

Unit 1 Learning Outcomes

LO 1: Demonstrate the knowledge and skills gained to feed a baby.

LO 2: Follow the principles of nappy changing a baby.

LO 3: Create a child-friendly environment.

LO 4: Conduct an activity to meet the needs of children or adolescents taking into consideration all Health and Safety procedures.

LO 5: Measuring the vital signs of individuals.

Teaching Guide: Unit 1 (Year 9)

N.B. *For assessment instructions reference should be made to the attached rubric.*

Unit Teaching Content

<table>
<tr><th>Subject Focus</th><th colspan="3">Baby's Development and Needs.</th></tr>
<tr><td>LO 1</td><td colspan="3">Demonstrate the knowledge and skills gained to feed a baby.</td></tr>
<tr><td rowspan="3">K-1</td><td>K-1. List the FOUR key aspects of development of a baby.</td><td>K-1. Mention ONE example for each of the key aspects of development of a baby.</td><td>K-1. Outline a need for each key aspect of development of a baby.</td></tr>
<tr><td colspan="3">Key aspects of Development: Physical Development, Intellectual Development, Emotional Development, Social Development.</td></tr>
<tr><td colspan="3">Key aspects of development of a baby (0 – 3 years):
• Physical: e.g. head control, rolling over, reaching out, sitting balance, crawling, cruising along furniture, walking independently, climbing onto adult chair;
• Intellectual: e.g. making eye contact, cooing, gurgling, laughing, chuckling, understanding simple instructions, matching colours, saying nursery rhymes;
• Emotional: e.g. smiling in response, cries when hungry, cries when in pain, becoming aware of others' feelings, shows feelings of separation from mother, loves being comforted;
• Social: e.g. bonding with primary carer, looks for security, becomes interested in exploration, recognises himself in mirror, develops first interests, temper tantrums.</td></tr>
<tr><td colspan="3">Needs of a baby (0 – 3 years):
• Physical: balanced diet; exercise; warmth; safety; rest;
• Intellectual: communication; rapid learning; matching; creativity;
• Emotional: love; affection; feeling valued; security; support;</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">Social: interaction with family; interaction with extended-family; interaction with friends; participation in simple activities; adapting to new environments / people.</td></tr>
<tr><td rowspan="4">K-2</td><td>K-2. Identify the FOUR stomach sizes of babies in the first month.</td><td>K-2. Outline ONE precaution that needs to be taken before and while feeding a baby.</td><td>K-2. Describe TWO advantages and TWO disadvantages of breast feeding.</td></tr>
<tr><td colspan="3">Stomach size of a baby in the first month: Day one - cherry; Day three - Walnut; One week - Apricot; One month – Large Egg.</td></tr>
<tr><td colspan="3">Precautions needed before and while feeding a baby: infection control; sterilizing feeding equipment; holding the baby’s head throughout all activities; holding the baby secure.</td></tr>
<tr><td colspan="3">Advantages and disadvantages of breastfeeding:
Advantages of breast feeding: e.g. optimal nutrition of high quality nutrients, protection against allergies, reduction of the risk of obesity, easy to digest, protection against stress for the mother, economical, helps bond between mother and baby;
Disadvantages of breast feeding: e.g. breastfed babies need to be fed more often, dietary restrictions for the mother, breast engorgement, painful due to cracked nipples, insufficient milk supply, worries about quantity, mother needs special clothing to breastfeed.</td></tr>
<tr><td rowspan="4">A-1</td><td>A-1. Sterilise bottle components in preparation for a feed.</td><td>A-1. Prepare a bottle feed.</td><td>A-1. Demonstrate skills to feed a baby using the prepared feed.</td></tr>
<tr><td colspan="3">Sterilising bottle components in preparation for a feed: clean bottles using warm soapy water and a bottle brush; rinse well; initialise any sterilising process; do not place teat on surface.</td></tr>
<tr><td colspan="3">Preparing a bottle feed: wash hands; fill the bottle with warm previously-boiled water; add formula; assemble bottle maintaining sterility; roll bottle between palms of hands; test temperature by squirting milk on the inside of wrist.</td></tr>
<tr><td colspan="3">Feeding the baby: hold baby at a 45-degree angle; ensure teat is full; look at baby whilst feeding; wind the baby.</td></tr>
</table>

<table>
<tr><td>Subject Focus</td><td colspan="3">Principles of a baby's physical hygiene needs.</td></tr>
<tr><td>LO 2</td><td colspan="3">Follow the principles of nappy changing a baby.</td></tr>
<tr><td rowspan="4">K-3</td><td>K-3. List TWO precautions that need to be taken into consideration when changing a nappy of a baby.</td><td>K-3. Mention FOUR atypical signs to look out for when changing a nappy of a baby.</td><td>K-3. Outline FOUR infection prevention and control practices when changing a nappy of a baby.</td></tr>
<tr><td colspan="3">Precautions to be considered when changing a nappy of a baby: Choose the right items needed for nappy changing; safe positioning of baby.</td></tr>
<tr><td colspan="3">Atypical signs to look out for when changing a nappy of a baby: colour and consistency of faeces; presence of urine; skin rash; dermatitis; eczema.</td></tr>
<tr><td colspan="3">Infection prevention and control practices when changing a nappy of a baby: hand washing; putting on gloves; taking off gloves; use of disposable apron; different cleaning techniques of boys' and girls' genital areas; cleaning of umbilical cord; disposal of soiled nappy and wipes; cleaning of surface used.</td></tr>
</table>

<table>
<tr><td rowspan="4">A-2</td><td>A-2. Prepare equipment for nappy changing a baby mannequin in s childcare setting.</td><td>A-2. Nappy change a baby in a childcare setting.</td><td>A-2
Demonstrate safety practices whilst nappy changing a baby in a childcare setting.</td></tr>
<tr><td colspan="3">Equipment for nappy changing a baby in a childcare setting: sanitizer; gloves and apron; nappies; wipes; nappy rash cream (e.g. Sudocream); clean clothes.</td></tr>
<tr><td colspan="3">Nappy changing a baby: use the nappy to clean off most of the faeces and the rest with a wipe; make good use of cream; apply a clean nappy; dress the baby in clean clothes.</td></tr>
<tr><td colspan="3">Safety practices whilst nappy changing a baby in a childcare setting: cleaning of the nappy changer/ mat with a disinfectant; sanitizing hands before wearing the gloves; supporting the baby's head, neck and spinal cord when moving and handling the baby to and from a nappy changer; always keeping an eye on the baby; proper cleaning procedure is used; proper disposal of soiled nappies and wipes; proper removal of gloves and apron; sanitizing hands after removing the gloves.</td></tr>
</table>

<table>
<tr><td>Subject Focus</td><td colspan="3">Creating a child-friendly environment.</td></tr>
<tr><td>LO3</td><td colspan="3">Create a child-friendly environment.</td></tr>
<tr><td rowspan="2">K-4</td><td>K-4. Distinguish between a risk and a hazard.</td><td>K-4. Match FOUR different risks to hazards.</td><td>K-4. State the EIGHT key areas of a basic risk assessment of a Health and Social Care environment.</td></tr>
<tr><td colspan="3">Risk assessment: identify the hazards; decide who might be harmed; describe how he/she may be harmed; estimate the risk; control the risk; monitor effectiveness of control of risk; record keeping; review of risk assessment.</td></tr>
<tr><td rowspan="3">K-5</td><td>K-5. Name TWO Health and Safety legislation related to Health and Social Care.</td><td>K-5. State the aim of the ONE Health and Safety legislation mentioned in (a).</td><td>K-5. Outline how TWO Health and Safety legislation promotes Health and Safety practices.</td></tr>
<tr><td colspan="3">Legislation: e.g.,
LN 35 of 2003: Protection against Risks of Back Injury at Work Placement Regulations,
LN 121 of 2003: Minimum Requirements for the use of Personal Protective Equipment at Work Regulations,
LN 199 of 2015: Work Place (Provision of Health and/or Safety Signs Amendment) Regulations,
LN 293 of 2016: Work Equipment (Minimum Safety and Health Requirement) Regulations.</td></tr>
<tr><td>C-1. Identify EIGHT requirements needed to make a room for young children safe.</td><td>C-1. Describe TWO consequences of a room which is not safe for young children.</td><td>C-1. Suggest how a room environment could be modified to make it child friendly.</td></tr>
</table>

<table>
<tr><td rowspan="3">C1</td><td colspan="3">Requirements needed to make a room for young children safe:
Toy & equipment safety: e.g. use of non-toxic colours and moulding clay, avoid toys with small detachable parts and propelling objects, use of safety belts on swings;
Sanitising and infection control: e.g. hand washing facilities and sanitizer, protective clothing, all children's possessions marked with name of child;
Food & medication safety: e.g. cupboard locks, ensure bottle tops and lids are firmly closed, lock medicines away or high up out of reach and sight;
Preventing injuries: e.g. covers for table corners, no table cloths, socket covers.</td></tr>
<tr><td colspan="3">Consequences of an unsafe room for young children: e.g. choking, suffocation, falls by babies/toddlers, poisoning, burns/scalds, drowning, serious cuts/bruises.</td></tr>
<tr><td colspan="3">Modification of the room environment: e.g. secure and safe environment, multisensory environment, inclusive and non-discriminatory environment.</td></tr>
<tr><td rowspan="4">A-3</td><td>A-3. Identify SIX hazards in a particular setting with a child in mind.</td><td>A-3. State the risks to each of the SIX hazards in Question A.</td><td>A-3. Modify FOUR hazards identified in Question A to make a room child friendly.</td></tr>
<tr><td colspan="3">Risk assessment of an area in which a child is present:
Identify the hazards in a particular setting with a child in mind; e.g sharp corners, toys with small parts, unlocked cabinets with detergents, unlabelled food (or any other relevant answer)</td></tr>
<tr><td colspan="3">State the risks to each hazard, including:
Decide who might be harmed;
Describe how they may be harmed;
Estimate the risk.</td></tr>
<tr><td colspan="3">Control the risk: e.g. put locks on cabinets where detergents are stored, place corners on sharp edges, label all food items with child's name (or any other relevant answer)
Modifying a room to make it child-friendly:
Elimination of hazards: e.g. scissors on table, chair in the middle, wires, toys on the floor</td></tr>
</table>

	• Risk minimisation: e.g. open sockets, sharp furniture corners, unlocked cupboards, loose carpet • Resources to be used during activities: e.g. choice of toys, pencils, colours, play dough, colouring books, plain paper

<table>
<tr><th>Subject Focus</th><th colspan="3">Meeting the needs of children and adolescents.</th></tr>
<tr><td>LO 4</td><td colspan="3">Conduct an activity to meet the needs of children or adolescents taking into consideration all Health and Safety procedures.</td></tr>
<tr><td rowspan="3">K-6</td><td>K-6. List ONE developmental milestone from EACH key aspect of development of children and adolescents.</td><td>K-6. Outline TWO needs of children and adolescents.</td><td>K-6. Describe TWO problems that may arise in children and adolescents when development is delayed.</td></tr>
<tr><td colspan="3">Key aspects of development of children and adolescents (4 – 18 years):
• Physical: e.g. going downstairs independently, using pedals of tricycle, walking on tiptoes, kicking a ball with force, hopping, using a scooter, using a bicycle, puberty;
• Intellectual: e.g. literacy, numeracy, creativity, simple problem solving, complex problem solving, talking fluently, asking questions, challenging perceptions and beliefs;
• Emotional: e.g. bonding with family members, making friends, express their feelings, feeling secure, become more self-conscious, building relationships, forming close relationships, adapting to new experiences;
• Social: e.g. sharing with others, be able to interact with others, participate in activities, searching for identity, seeking more independence, looking for more experiences, developing moral judgements, communicating in different ways.</td></tr>
<tr><td colspan="3">Needs of children and adolescents (4 – 18 years):</td></tr>
</table>

	• Physical: balanced diet; exercise; warmth; safety; rest; • Intellectual: communication; learning; problem solving; creativity; exploration; • Emotional: love; affection; feeling valued; security; support; • Social: interaction with family; interaction with extended-family; interaction with friends; participation in activities; adapting to new environments and acquaintances.
	Problems that may arise in children when development is delayed: e.g. difficulty in communication with others, difficulty in speech, lack of mobility, lack of independence, difficulty in making friends, difficulty in carrying out group activities, bullying.

K-7	K-7. List **FOUR** different activities that can be used with children and adolescents.	K-7. Outline how a particular activity meets **TWO** needs of children or adolescents.	K-7. Describe **TWO** effects of an activity on the needs of children or adolescents.
	Activities for children and adolescents: e.g. music, drama, art, dance, ICT, photography, gardening, cooking, sport (including swimming, horse riding and yoga).		
	Effects of activities on the needs of children or adolescents: e.g. enjoyment, learning through the activity, being occupied, promotes independence, meeting others, gaining confidence.		
C-2	C-2. Determine **TWO** benefits of a particular group activity organised for young children.	C-2. Outline **FOUR** effects on a child if the activity is not appropriate for his/her age or abilities.	C-2. Evaluate your own activity organized for a child.
	Benefits of a group activity: e.g. of answers: communication, idea exchange, teamwork, co-operation, listening, leadership.		
	Effects on a child if the activity is not appropriate: might affect self-confidence/self-esteem; social anxiety; risk taking due to peer pressure; inadequate behaviour/ frustration.		

	Evaluation of an activity organised for a child based on: e.g. resources, safety, time, communication, engagement of participant, needs met. An evaluation must include strengths and weaknesses, along with the reasons behind them.		
A-4	A-4. Write a plan for an activity targeted towards a child taking into consideration Health and Safety issues.	A-4. Create **ONE** appropriate resource to carry out an activity with a child or adolescent.	A-4. Carry out the activity with a child taking into consideration his/her needs.
	Planning for an activity targeting a child: appropriately chosen activity; space or venue; set up of place (furniture or equipment); resources needed; time; simple guidelines of how the activity will be carried out.		
	Resources for an activity with a child: safe; child-appropriate; related to activity; economical; neat.		
	Carrying out an activity with a child considering his/her needs: allocated duration; communication; engagement of child; flow of activity.		

Subject Focus	**Measuring the vital signs of individuals.**		
LO 5	Measure the vital signs of an individual in a respectful and safe manner.		
K-8	K-8. Name the **FOUR** vital signs of the human body.	K-8. Identify the normal range of the vital signs of a particular individual.	K-8. Determine from **TWO** nursing observation sheets if readings are high, low or within the normal range.
	Vital signs of the human body: blood pressure, body temperature; pulse; breathing rate.		

<table>
<tr><td></td><td colspan="3">Readings of vital signs (at rest):
<table>
<tr><th>Vital sign rdg</th><th>Baby – Child</th><th>Adult</th><th>Older adult</th></tr>
<tr><td>Blood pressure</td><td>95/65mmHG (+/- 20)</td><td>120/80 mmHG (+/- 20)</td><td>130/85 mmHG (+/- 20)</td></tr>
<tr><td>Body Temperature</td><td>36 °C – 37.5 °C</td><td>36 °C – 37.5 °C</td><td>36 °C – 37.5 °C</td></tr>
<tr><td>Pulse</td><td>115 beats per minute (+/- 20)</td><td>80 beats per minute (+/- 20)</td><td>70 beats per minute (+/- 20)</td></tr>
<tr><td>Breathing rate.</td><td>28 Breaths per minute (+/- 5)</td><td>18 Breaths per minute (+/- 5)</td><td>15 Breaths per minute (+/- 5)</td></tr>
</table></td></tr>
<tr><td rowspan="3">C-3</td><td>C-3. Indicate FOUR reasons why it is important to take the measurements of the vital signs.</td><td>C-3. Indicate FOUR common reasons why the readings of the vital signs might not be within the acceptable range.</td><td>C-3. Explain TWO common reasons why the vital signs might not be within the acceptable range.</td></tr>
<tr><td colspan="3">Importance of taking measurements of the vital signs: provide important feedback about the body's functions; detect medical problems; monitor medical problems or recovery following surgery; might indicate the necessity for further testing.</td></tr>
<tr><td colspan="3">Common reasons why pulse, temperature, breathing rate and blood pressure readings might not be within the acceptable range: e.g. family history, age, diet, shock, injury, alcohol, drugs, being active/fit, infections and diseases.</td></tr>
<tr><td>A-5</td><td>A-5. Choose the correct equipment to measure the vital signs by taking into consideration the individual’s needs.</td><td>A-5. Take the necessary precautions to ensure accuracy of readings whilst considering infection prevention and control.</td><td>A-5. Record and individual’s vital signs after measuring them.</td></tr>
</table>

	Equipment to measure vital signs: digital thermometer or mercury free thermometer; digital blood pressure monitor; stopwatch.
	Precautions taking into consideration accuracy and infection-prevention and control: hand hygiene and cleansing of equipment; proper use of equipment; accuracy considerations when taking measurements; communication with patient to get relevant information regarding any risks.
	Measuring and recording the vital signs of an individual: Temperature • Positioning of thermometer; • Proper recording of result; Pulse • Make sure the individual is seated and calm/rested; • Locate the radial pulse (place the second and third fingers NOT the thumb for it has a pulse of its own); • Count pulse for 60 seconds; • Proper recording of result; Breathing rate • Ensure the individual is at rest and doesn't know their breathing rate is being taken; • Count how many times the chest rises and falls: 1 breath = 1 rise + 1 fall; • Note whether the breathing is regular or irregular; • Properly record the number of breaths a person takes per minute; Blood Pressure • Ensure the individual is relaxed and not talking. • Make sure that the individual does not have restrictive clothing impairing the blood flow; • The arm is resting on the table, level with the heart and with palm upwards; • Connection from cuff to monitor should fall downwards along the arm in line with brachial artery ensuring it is properly positioned above inner elbow and neither tight nor loose; • Properly record the systolic and diastolic pressure.

Applied Vocational Certificate in Health and Social Care Syllabus Unit 1

Looking after Babies and Adolescents Criteria to be assessed through controlled assignment are highlighted in grey									
	Knowledge Criteria			**Comprehension Criteria**			**Application Criteria**		
	Assessment Criteria MQF 1	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**	**Assessment Criteria MQF 1**	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**	**Assessment Criteria MQF 1**	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**
LO1	K-1. List the **FOUR** key aspects of development of a baby. K-2. Identify the **FOUR** stomach size of babies in the first month.	K-1. Mention **ONE** example for each of the key aspects of development of a baby. K-2. Outline **ONE** precaution that needs to be taken before and while feeding a baby.	K-1. Outline a need for each aspect of development of a baby. K-2. Describe **TWO** advantages and **TWO** disadvantages of breast feeding.				A-1. Sterilise bottle components in preparation for a feed.	A-1. Prepare a bottle feed.	A-1. Demonstrate skills to feed a baby using the prepared feed.
LO2	K-3. List **TWO** precautions that need to be taken into consideration when changing a nappy of a baby.	K-3. Mention **FOUR** atypical signs to look out for when changing a nappy of a baby.	K-3. Outline **FOUR** infection prevention and control practices when changing a nappy of a baby.				A-2. Prepare equipment for nappy changing a baby mannequin in s childcare setting.	A-2. Nappy change a baby in a childcare setting.	A-2 Demonstrate safety practices whilst nappy changing a baby in a childcare setting.

LO3	K-4. Distinguish between a risk and a hazard.	K-4. Match **FOUR** different risks to hazards.	K-4. State the **EIGHT** key areas of a basic risk assessment of a Health and Social Care environment.	C-1. Identify **EIGHT** requirements needed to make a room for young children safe.	C-1. Describe **TWO** consequences of a room which is not safe for young children.	C-1. Suggest how a room environment could be modified to make it child friendly.	A-3. Identify **SIX** hazards in a particular setting with a child in mind.	A-3. State the risks to each of the **SIX** hazards in Question A.	A-3. Modify **FOUR** hazards identified in Question A to make a room child friendly.
	K-5. Name **TWO** Health and Safety legislation related to Health and Social Care.	K-5. State the aim of the **ONE** Health and Safety legislation mentioned in (a).	K-5. Outline how **TWO** Health and Safety legislation promotes Health and Safety practices.						
LO4	K-6. List **ONE** developmental milestone from **EACH** key aspect of development of children and adolescents.	K-6. Outline **TWO** needs of children and adolescents.	K-6. Describe **TWO** problems that may arise in children and adolescents when development is delayed.	C-2. Determine **TWO** benefits of a particular group activity organised for young children.	C-2. Outline **FOUR** effects on a child if the activity is not appropriate for his/her age or abilities.	C-2. Evaluate your own activity organized for a child.	A-4. Write a plan for an activity targeted towards a child taking into consideration Health and Safety issues.	A-4. Create **ONE** appropriate resource to carry out an activity with a child or adolescent.	A-4. Carry out the activity with a child taking into consideration his/her needs.

	K-7. List **FOUR** different activities that can be used with children and adolescents.	K-7. Outline how a particular activity meets **TWO** needs of children or adolescents.	K-7. Describe **TWO** effects of an activity on the needs of children or adolescents.						
LO5	K-8. Name the **FOUR** vital signs of the human body.	K-8. Identify the normal range of the vital signs of a particular individual.	K-8. Determine from **TWO** nursing observation sheets if readings are high, low or within the normal range.	C-3. Indicate **FOUR** reasons why it is important to take the measurements of the vital signs.	C-3. Indicate **FOUR** common reasons why the readings of the vital signs might not be within the acceptable range.	C-3. Explain **TWO** common reasons why the vital signs might not be within the acceptable range.	A-5. Choose the correct equipment to measure the vital signs by taking into consideration the individual's needs.	A-5. Take the necessary precautions to ensure accuracy of readings whilst considering infection prevention and control.	A-5. Record and individual's vital signs after measuring them.
Marks	1	1	2	2	2	2	3	3	4

Rubric Expected Answers and Marks Awarded

Applied Vocational Certificate in Health and Social Care Unit 1

	MQF 1		**MQF 2**		**MQF 3**	
K1	Physical Intellectual Emotional Social	0.25 marks each	One example from each of the developmental aspects of a baby	0.25 marks for each example	Outline a need for each aspect of development	0.5 mark for each outline
K2	Day 1, 3, end of first week, end of month	0.25 marks each	1 precaution from the syllabus list is to be outlined	1 mark for description	2 advantages and 2 disadvantages are to be described	0.5 marks for each outline
A1	As per observation sheet		As per observation sheet		As per observation sheet	
K3	2 precautions are to be listed	0.5 marks each	4 signs are to be mentioned	0.25 marks each	4 practices are to be outlined	0.5 marks for each outline
A2	As per observation sheet		As per observation sheet		As per observation sheet	

K4	Define what is a risk and a hazard	0.5 marks each	4 risks should be matched to the respective hazards	0.25 marks each matched answer	8 key areas of risk assessment are to be stated	0.25 marks each statement
K5	2 legislation need to be named (no numbers needed)	0.5 marks each	The aim of 1 legislation mentioned in MQF 1 should be stated	1 mark	An outline of how 2 legislation promote health and safety practices	1 mark for each outline
C1	8 requirements need to be identified from a list or a picture	0.25 marks each	2 consequences need to be described	1 mark for each description	A good description showing that the student understood the safety needed in the children's environment	2 marks for a good suggestion - 1 mark can be awarded if not fully described
A3	As per observation sheet	0.5 marks each for each hazard	As per observation sheet	0.5 marks each for each risk	As per observation sheet	1 mark for each modification
K6	4 different milestones need to be listed	0.25 marks each	2 needs are to be outlined	0.5 marks each	2 problems are to be described	1 mark for each description
K7	4 activities listed either in the syllabus or elsewhere	0.25 marks each	Outline of how an activity meets 2 needs	0.5 marks for each need met	Description of 2 effects on needs of children	1 mark for each description

Suggestions as to how to assess Ks and Cs through Practical Sessions

Practical Assessment	Knowledge and Comprehension Criteria	Ways to Assess
A1	K2	While doing A1 Level 1 and 2: • Teacher is to ask the student to describe ONE precaution (K2 level). • Questions can be asked before or after the A1 session (as a viva) and student can answer K2 level 1 and K2 level 3. Add marks achieved in K2 to the 10 marks of A1. In all total is 14 marks.
A2	K3	While doing the practical A2 level 2: • Teacher is to ask the student K3 level 1 and level 2. While doing the practical A2 level 3: • Teacher is to ask the student K3 level 3. Add marks achieved in K3 to the 10 marks of A2. In all total is 14 marks.
A3	K4	While doing A3 level 1: • Teacher may ask questions for student to answer K4 level 1 and level 2. While doing A3 level 2: • Student can state K4 level 3. Add marks achieved in K4 to the 10 marks of A3. In all total is 14 marks.
A4 (although controlled)	K7 (not controlled)	While doing A4 level 3: • Teacher can ask K7 level 1, 2, and 3 as viva. Marks of K7 can be kept separate since this is not part of the controlled assignment. They should be added to Assignment 2. Marks of A4 will be added to Controlled assignment marks.

To assess in other ways:

K1 and K6:

- These both deal with development, needs and problems.
- They can be assessed through viva, or showing a video and asking questions, handouts, leaflets or charts etc.

K5:

- Legislation - A handout / chart / simple leaflet can be used to assess this criterion.

Controlled assignment issued by DQSE through EAU: A4, A5, K8, C2, and C3.

APPLIED VOCATIONAL CERTIFICATE IN HEALTH AND SOCIAL CARE

Unit 2

Working with Vulnerable Adults

Unit 2 Description

This unit introduces students to the principles of caring for vulnerable adults. They will be assessed on their understanding of these individuals' needs by demonstrating appropriate care that meets those needs. Care activities will include moving and handling techniques, making an unoccupied bed, preparing a feed for a vulnerable adult, and engaging in creative activities that promote the physical, intellectual, emotional, and social well-being of vulnerable adults. Additionally, students will have the opportunity to learn basic First Aid procedures.

Unit 2 Learning Outcomes

LO1: Conduct an activity taking into consideration the needs of individuals.

LO2: Wash an adult mannequin taking into consideration their physical abilities.

LO3: Feed an adult taking into consideration their needs.

LO4: Carry out procedures to move and handle an individual who has mobility problems.

LO5: Demonstrate First Aid Skills.

Teaching Guide: Unit 2 (Year 10)

N.B. *For assessment instructions reference should be made to the attached rubric.*

Unit Teaching Content

<table>
<tr><th>Subject Focus</th><th colspan="3">Meeting the needs of a vulnerable adult and older adult through an activity.</th></tr>
<tr><td>LO1</td><td colspan="3">Conduct an activity taking into consideration the needs of individuals.</td></tr>
<tr><td rowspan="3">K-1</td><td>K-1 List ONE developmental change from EACH aspect of an adult and an older adult.</td><td>K-1. Identify ONE need from EACH aspect of an adult and an older adult.</td><td>K-1. Outline FOUR activities of daily living which meet the needs of an older adult or a person with additional needs.</td></tr>
<tr><td colspan="3">Developmental aspects of adults and older adults:
Physical: e.g. wrinkles, hair loss, menopause/andropause, posture change, brittle bones, decreased vision, difficulty with hearing high pitched sounds, brain becomes smaller;
Intellectual: e.g. complex problem solving, exploring new hobbies, focusing on specific information, good judgement to deal with problems, make compromises, question regulations, lifelong learning;
Emotional: e.g. appreciation of meaningful relations, high intensity emotions decrease, looking for contentment, looking for security, mature expression of love, loneliness, fear of death;
Social: e.g. voluntary work, independence, relationships, parenthood, social interaction at work, social network, organising/participating in family activities, finding new hobbies.</td></tr>
<tr><td colspan="3">Needs of adults and older adults:
Physical: balanced diet; exercise; warmth; safety; rest;
Intellectual: communication; lifelong learning; problem solving; creativity; reflection;
Emotional: love; affection; to feel valued; security; support;
Social: family; friends; colleagues; community; participation in leisure activities.</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">Activities of daily living: e.g. maintaining a safe environment, communicating, breathing, eating and drinking, eliminating, personal cleansing, dressing, mobilising, doing hobbies, expressing sexuality, sleeping.</td></tr>
<tr><td rowspan="2">K-2</td><td>K-2. Name FOUR different practitioners who work with vulnerable adults.</td><td>K-2. Outline the roles of TWO different Health and Social care practitioners.</td><td>K-2. Describe the role of TWO different practitioners working with a vulnerable adult in a given scenario.</td></tr>
<tr><td colspan="3">Practitioners who work with vulnerable adults: e.g. nurses, doctors, social workers, psychologists, care workers, physiotherapists, speech and language pathologists, occupational therapists, podologists.</td></tr>
<tr><td rowspan="3">K-3</td><td>K-3. List FOUR creative activities that can meet the needs of a vulnerable adult.</td><td>K-3. Outline how a particular activity addresses TWO needs of a vulnerable adult.</td><td>K-3. Describe TWO effects of creative activities on the needs of a vulnerable adult.</td></tr>
<tr><td colspan="3">Creative activities to meet the needs of a vulnerable adult: e.g. music, drama, art, dance, ICT, photography, gardening, cooking, physical movement.</td></tr>
<tr><td colspan="3">Effects of creative activities on the needs of a vulnerable adult: e.g. enjoyment, enhances communication, being occupied, promotion of independence, increases social opportunities, gaining confidence, stimulates cognitive function.</td></tr>
<tr><td rowspan="4">A-1</td><td>A-1. Write a plan for an activity targeted towards an individual with specific needs.</td><td>A-1. Create ONE resource to carry out an activity with an individual with specific needs.</td><td>A-1. Carry out the activity with a model acting as an individual with specific needs.</td></tr>
<tr><td colspan="3">Plan for an activity targeting individuals with specific needs: appropriately chosen activity; space or venue; set up of place (furniture or equipment); resources needed; time; simple guidelines of how the activity will be carried out.</td></tr>
<tr><td colspan="3">Resource to carry out an activity with an individual with specific needs: safe; appropriate for individual’s needs; related to activity; economical; neat.</td></tr>
<tr><td colspan="3">Carrying out an activity with a model acting as an individual with specific needs: allocated duration; communication; engagement of individual; flow of activity.</td></tr>
</table>

<table>
<tr><td>Subject Focus</td><td colspan="3">Hygiene procedures for adults and older adults.</td></tr>
<tr><td>LO2</td><td colspan="3">Wash an adult mannequin taking into consideration his/her physical abilities.</td></tr>
<tr><td rowspan="3">K-4</td><td>K-4. Sort EIGHT various equipment in their respective FOUR categories.</td><td>K-4. State the function of FOUR different pieces of equipment.</td><td>K-4. Outline FOUR situations in which bathing may be assisted.</td></tr>
<tr><td colspan="3">Categories of equipment that aids the individual in:
Bathing and toileting: e.g. bath grab rails, bath seats, shower stools, commodes, toilet frame with seats, raised toilet seat, bed pans and urinals, non-slip bath and shower mats;
Personal care and dressing: e.g. long handled hair brush, flannel strap, wash mitten, denture cup; long stick shoe horn, sock aid, button hook, zipper aid, jewellery helper, elastic shoe laces;
Mobility: e.g. walking frames, tripod, quadripod, walking stick, crutches, wheelchairs, hoists, transfer boards;
Feeding: e.g. large-handled cutlery, weighted cutlery, angled cutlery, beaker with large handles, weighted beaker, scoop plate, plate guard, portioned plates.</td></tr>
<tr><td colspan="3">Situations in which bathing may be assisted: e.g. individuals after surgery, individuals with acute illness, individuals who are wheelchair bound, individuals who use aids to walk or transfer, individual with acute dementia, pregnancy.</td></tr>
<tr><td rowspan="2">C-1</td><td>C-1. List FOUR values associated with the practice of Health and Social.</td><td>C-1. Outline TWO values of the Health and Social Care worker.</td><td>C-1. Describe how TWO personal values will help the service user feel better in a given scenario.</td></tr>
<tr><td colspan="3">The values associated with the practice of Health and Social Care are the following: e.g. fairness, compassion, generosity, commitment, courage, courtesy, honesty, self-control.</td></tr>
<tr><td>A-2</td><td>A-2. Use the appropriate technique in making an un-occupied bed.</td><td>A-2 Carry out the necessary preparations to assist an adult to bathe.</td><td>A-2. Demonstrate how to wash upper limbs during an assisted bathing activity on an individual/ mannequin.</td></tr>
</table>

	Unoccupied bed making technique: clear the bed; put the fitted sheet on; put the top sheet on; make hospital corners.
	The necessary preparations to assist an adult to bathe: • Wash hands according to the WHO guidelines; • Wear apron; • Prepare equipment: basin; soap; sponge/facecloth; towels; clean clothes.
	Washing the upper limbs during assisted bathing on an individual/ mannequin: • Show respect, dignity and privacy while meeting the individual's needs: draw curtain; communicate with the individual. • Washing technique: bring equipment close to where the individual is going to be washed; position individual in bath/shower/wheelchair; uncover arms; wash the fingers and work up to the armpit; towel dry the arms; dress a cardigan.

Subject Focus	**Healthy diet for vulnerable adults.**		
LO3	Feed an adult taking into consideration his/her needs.		
K-5	K-5. List the **FIVE** main constituents that are needed for a healthy diet.	K-5. Match **FIVE** different constituents with **FIVE** different types of food.	K-5. Outline the purpose of **TWO** constituents in a healthy diet.
	Constituents of a healthy diet: carbohydrates; proteins; fats; vitamins and minerals; water.		
K-6	K-6. Categorise the **FIVE** constituents of a healthy diet for the older adult into high or low intake.	K-6. Outline reasons for intake levels of **TWO** constituents of a healthy diet in the older adult.	K-6. Describe an appropriate complete meal (1 main dish and a drink) for the older adult with reference to the constituents of a healthy diet.
	The appropriate complete meal consisting of a dish and a drink has to be made up of different constituents of a healthy diet.		
C-2	C-2. Indicate **FOUR** difficulties that an	C-2. Outline **TWO** causes that create the	C-2. Describe **TWO** methods prescribed by professionals to improve

	individual with additional needs may have during feeding.	difficulties that an individual with additional needs may have during feeding in a given scenario.	intake of food for an individual with additional needs in a given scenario.
	Difficulties that an individual with additional needs may have during feeding: e.g. chewing difficulties due to teeth problems, ill-fitting dentures, reduced taste, dry mouth, poor digestion, poor appetite.		
	Causes of difficulties that an individual with additional needs may have during feeding: e.g. pain in mouth or jaw area, deterioration of taste buds, reduced saliva production, reduced digestive juices, illness, side effects of medication, dementia.		
	Methods to improve food intake for an individual with additional needs: e.g. cut food in small pieces, liquidise the food, add thickener when needed, season the food with herbs and spices, moisten the food, give small amounts at a time, give nutritive snacks, do not give food that has a different consistency, avoid fizzy drinks.		
A-3	A-3. Prepare a feed for an adult with swallowing difficulties.	A-3. Prepare a healthy and colourful plate for an older adult.	A-3. Feed a person who has suffered a stroke.
	Preparation of feed for an adult with swallowing difficulties: add thickener; stir; check for consistency.		
	Preparation of a plate suitable for an older adult: good presentation of food on plate; healthy for the individual according to the nutritional needs; consistency of food; suitable according to the individual's feeding needs.		
	Feeding a person who has suffered a stroke: proper sitting position of individual; protective bib for individual; candidate to sit in the individual's line of vision; small portions at a time; give the individual choice of one's food preference from the food on the plate.		

Subject Focus	**Moving and handling an adult or an older adult.**
LO4	Carry out procedures to move and handle an individual who has mobility problems.

<table>
<tr><td rowspan="4">K-7</td><td>K-7. Name FOUR causes of pressure sore development.</td><td>K-7. Mention FOUR areas on the body where pressure sores commonly occur.</td><td>K-7. Describe TWO ways how pressure sores can be avoided.</td></tr>
<tr><td colspan="3">Causes of pressure sores: friction; compression; shearing; tearing.</td></tr>
<tr><td colspan="3">Areas on the body where pressure sores commonly occur: ears; head; shoulder blades; back bone; elbows; sacrum; buttocks; knees; ankles; heels.</td></tr>
<tr><td colspan="3">Prevention of pressure sores: e.g. change position frequently, use of pressure relief mattress or cushions, use of Sudocrem®, remove any creased material beneath the patient, keep skin clean and dry, change nappy often, use pillows, exercise, diet rich in protein.</td></tr>
<tr><td rowspan="4">C-3</td><td>C-3. Indicate FOUR difficulties an individual may have while trying to move.</td><td>C-3. Outline TWO different factors which may cause difficulties for an individual to move.</td><td>C-3. Describe ONE moving and handling methods prescribed by a professional for an individual with mobility problems.</td></tr>
<tr><td colspan="3">Difficulties of an individual when trying to move: e.g. obesity, pain, swelling of joints, stiffness of joints, muscle weakness, deterioration of nerves, brittle bones, tremors, deformities.</td></tr>
<tr><td colspan="3">Factors causing difficulties for an individual to move: e.g. arthritis, fibromyalgia, neuromuscular conditions, Parkinson’s disease, osteoporosis, stroke, dementia.</td></tr>
<tr><td colspan="3">Moving and handling methods for an individual with mobility problems: e.g. moving in bed, rolling from side to side, sitting up in bed, sitting at the edge of the bed, standing with support, walking with help (use of walking aids), transfer board, hoist.</td></tr>
<tr><td>A-4</td><td>A-4. Carry out a risk assessment before moving and handling an individual with mobility problems.</td><td>A-4. Take preventive measures before moving and handling an individual with mobility problems to safeguard both the individual and</td><td>A-4. Move and handle an individual with mobility problems.</td></tr>
</table>

		the person providing the service.	
	Risk assessment before moving and handling an individual with mobility problems: the type of task to be performed; the weight of the individual; the capabilities of the individual and his/her behaviour; the working environment.		
	Preventive measures before moving and handling an individual with mobility problems to safeguard both the individual and the person providing the service: make sure that equipment is functional and/or appropriate; remove clutter; service giver to wear appropriate clothing, footwear and tie up hair if long enough.		
	Moving and handling a patient: use of the correct equipment; use the appropriate technique; teamwork; dignity of the patient. Moving and handling techniques can be from the following: sitting transfer from bed to wheel chair using a transfer board *or* transfer of patient *or* transfer of a patient who can take some weight on his legs and needs to be transferred from bed to chair *or* repositioning of patient on bed *or* repositioning of patient on wheel chair *or* walking with a Zimmer frame *or* help patient to stand from wheelchair using one person on one side. *It is highly recommended that during delivery transfer of patient from bed to wheelchair using hoist is demonstrated.*		

Subject Focus	**First Aid.**		
LO5	Demonstrate First Aid skills.		
K-8	K-8. Outline **TWO** importance of working in a team in an emergency situation.	K-8. State **FOUR** all the information needed when calling for help in an emergency situation.	K-8. Identify **FOUR** situations which might require someone to summon help from a health care professional.
	Importance of working in a team in an emergency situation: e.g. synergy between team members, increased safety of service users, increased efficiency in reaching targets.		

	Information when calling for help: exact address of emergency or any noticeable landmarks; directions to the scene of emergency; telephone number from where call is taking place; details of incident such as number of people involved; description of injuries and any known pre-existing medical conditions.		
	Situations that might require someone to summon help: e.g. cardiac arrest, falls, fractures, bleeding, burns, choking, unconsciousness.		
A-5	A-5. Prepare a First Aid Box against an inventory.	A-5. Demonstrate the First Aid procedure needed in a minor accident.	A-5. Demonstrate the First Aid procedure needed in a major accident.
	Preparation of a First Aid box: choose the correct items; correct quantity of each item. The list of items to be given is the following: 1 personal protection shield; 3 individually wrapped gauze pads; 3 triangular bandages; 3 sterile dressings in various sizes; 3 pairs of surgical gloves; 3 roller bandages of different sizes; 6 safety pins; 10 individually wrapped sterile adhesive dressing in various sizes; a suitable supply of sterile eye wash; 2 sterile eye pads with attachment.		
	First Aid application in a minor accident: using prevention and infection control methods; apply the correct First Aid procedure. The minor accidents to be considered are: 1st degree burns *or* minor cuts *or* minor nose bleeds *or* minor sprains/strains.		
	First Aid application in a major accident: check safety for the casualty and first aider; manage the situation; apply the correct First Aid procedure; call for help. The major accidents to be considered are: fractures *or* cardiac arrests *or* unconsciousness *or* choking.		

Applied Vocational Certificate in Health and Social Care Syllabus Unit 2

Working with Vulnerable Adults Criteria to be assessed through controlled assignment are highlighted in grey									
	Knowledge Criteria			**Comprehension Criteria**			**Application Criteria**		
	Assessment Criteria MQF 1	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**	**Assessment Criteria MQF 1**	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**	**Assessment Criteria MQF 1**	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**
LO1	K-1 List **ONE** developmental change from **EACH** aspect of an adult and an older adult.	K-1. Identify **ONE** need from **EACH** aspect of an adult and an older adult.	K-1. Outline **FOUR** activities of daily living which meet the needs of an older adult or a person with additional needs.				A-1. Write a plan for an activity targeted towards an individual with specific needs.	A-1. Create **ONE** resource to carry out an activity with an individual with specific needs.	A-1. Carry out the activity with a model acting as an individual with specific needs.
	K-2. Name **FOUR** different practitioners who work with vulnerable adults.	K-2. Outline the roles of **TWO** different Health and Social care practitioners.	K-2. Describe the role of **TWO** different practitioners working with a vulnerable adult in a given scenario.						
	K-3. List **FOUR** creative activities that can meet the needs of a vulnerable adult.	K-3. Outline how a particular activity addresses **TWO** needs of a vulnerable adult.	K-3. Describe **TWO** effects of creative activities on the needs of a vulnerable adult.						

LO2	K-4. Sort **EIGHT** various equipment in their respective **FOUR** categories.	K-4. State the function of **FOUR** different pieces of equipment.	K-4. Outline **FOUR** situations in which bathing may be assisted.	C-1. List **FOUR** values associated with the practice of Health and Social.	C-1. Outline **TWO** values of Health and Social Care worker.	C-1. Describe how **TWO** personal values will help the service user feel better in a given scenario.	A-2. Use the appropriate technique in making an un-occupied bed.	A-2 Carry out the necessary preparations to assist an adult to bathe.	A-2. Demonstrate how to wash upper limbs during an assisted bathing activity on an individual/ mannequin.
LO3	K-5. List the **FIVE** main constituents that are needed for a healthy diet.	K-5. Match **FIVE** different constituents with **FIVE** different types of food.	K-5. Outline the purpose of **TWO** constituents in a healthy diet.						
	K-6. Categorise the **FIVE** constituents of a healthy diet for the older adult into high or low intake.	K-6. Outline reasons for intake levels of **TWO** constituents of a healthy diet in the older adult.	K-6. Describe an appropriate complete meal (1 main dish and a drink) for the older adult with reference to the constituents of a healthy diet.	C-2. Indicate **FOUR** difficulties that an individual with additional needs may have during feeding.	C-2. Outline **TWO** causes that create the difficulties that an individual with additional needs may have during feeding in a given scenario.	C-2. Describe **TWO** methods prescribed by professionals to improve intake of food for an individual with additional needs in a given scenario.	A-3. Prepare a feed for an adult with swallowing difficulties.	A-3. Prepare a healthy and colourful plate for an older adult.	A-3. Feed a person who has suffered a stroke.

LO4	K-7. Name **FOUR** causes of pressure sore development.	K-7. Mention **FOUR** areas on the body where pressure sores commonly occur.	K-7. Describe **TWO** ways how pressure sores can be avoided.	C-3. Indicate **FOUR** difficulties an individual may have while trying to move.	C-3. Outline **TWO** different factors which may cause difficulties for an individual to move.	C-3. Describe **ONE** moving and handling methods prescribed by a professional for an individual with mobility problems.	A-4. Carry out a risk assessment before moving and handling an individual with mobility problems.	A-4. Take preventive measures before moving and handling an individual with mobility problems to safeguard both the individual and the person providing the service.	A-4. Move and handle an individual with mobility problems.
LO5	K-8. Outline **TWO** importance of working in a team in an emergency situation.	K-8. State **FOUR** all the information needed when calling for help in an emergency situation.	K-8. Identify **FOUR** situations which might require someone to summon help from a health care professional.				A-5. Prepare a First Aid Box against an inventory.	A-5. Demonstrate the First Aid procedure needed in a minor accident.	A-5. Demonstrate the First Aid procedure needed in a major accident.
Marks	1	1	2	2	2	2	3	3	4

Rubric - Expected Answers and Marks Awarded

Applied Vocational Certificate in Health and Social Care Unit 2

	MQF 1		MQF 2		MQF 3	
K1	1 developmental change from each PIES aspect to be listed	0.25 mark for each correct answer	1 need from each PIES aspect to be identified	0.25 marks for each need identified	4 activities of daily living which meet the needs of an older adult or a person with additional needs to be outlined	0.5 marks for each outline
K2	4 different practitioners to be named	0.25 marks each	2 roles of practitioners to be outlined	0.5 marks for each outline	Through a given scenario, 2 roles of practitioners are to be described	1 mark for each description
K3	4 creative activities that meet the needs of a vulnerable adult to be listed	0.25 marks each	How a particular activity addresses 2 needs of a vulnerable adult to be outlined	0.5 marks for each answer	2 effects of creative activities on the needs of a vulnerable adult to be described	1 mark for each description

A1	As per observation sheet		As per observation sheet		As per observation sheet	
K4	Sort equipment in their 4 respective categories (2 equipment for each category)	0.125 marks each	The function of 1 piece of equipment from each category is to be sated. (4 in all)	0.25 marks each	4 situations where bathing may be assisted are to be outlined	0.5 marks for each outline
C1	4 values associated with the practice of Health and Social to be listed	0.5 marks each	2 values of Health and Social Care workers to be outlined	1 mark for each outline	Through a given scenario describe how 2 values will help the service user feel better	1 mark for each value
A2	As per observation sheet		As per observation sheet		As per observation sheet	
K5	5 main constituents to be listed	0.2 marks for each correct answer	5 different constituents to be matched with 5 different types of food	0.2 marks for each correct match	The purpose of 2 constituents in a healthy diet to be outlined	1 mark for each outline

K6	5 constituents of a healthy diet to be categorised under a high or low intake heading	0.2 marks each	Reasons for intake levels of 2 constituents to be outlined	0.5 marks for each outline	An appropriate complete meal (1 main dish and a drink) for the older adult with reference to the constituents of a healthy diet to be described	1 mark for main dish and 1 mark for drink
C2	4 difficulties that an individual with additional needs may have during feeding to be indicated	0.5 marks for each answer	In a given scenario, 2 causes that during feeding create difficulties for an individual with additional needs to be outlined	1 mark for each outline	In a given scenario, 2 methods prescribed by professionals to improve food intake to be described	1 mark for each description
A3	As per observation sheet		As per observation sheet		As per observation sheet	

Suggestions as to how to assess Ks and Cs through Practical Sessions

Practical Assessment	Knowledge and Comprehension Criteria	Ways to assess
A1	K3	While doing A1 level 3: • Teacher is to ask the student K3 level 1. • Questions can be asked as a viva for student to answer K3 level 2 and 3 since these answers can be related to the activity chosen. Add marks achieved in K3 to the 10 marks of A1. In all total is 14 marks.
A2	C1	After A2 is carried out: • Teacher is to ask the student C1 level 1, 2, 3 as viva. Add marks achieved in C1 to the 10 marks of A2. In all total is 16 marks.
Game or other creative assessment tool	K4	• At least **EIGHT** various equipment can be placed, and student can sort them out in the **FOUR** categories (K4 level 1). • While doing so, the student can say the function of **FOUR** of them (K4 level 2). • Looking at the bathing equipment, student may outline **FOUR** situations which bathing may be assisted (K4 level 3).
A3	K5 and K6	Before / after carrying out A3: • A game can be done to assess: ➢ K5 level 1 ➢ K5 level 2 ➢ K6 level 1 ➢ K5 level 3 While doing A3 level 2: • Teacher may ask questions for student to answer K6 level 2 and level 3. Add marks achieved in K5 and K6 to the 10 marks of A3. In all total is 18 marks.

To assess in other ways:

C2:
Feeding problems: A scenario should be given. Other ideas like role play, video of a person, pictures… can be used. Assessment tool can be through writing, viva, drawing, digital quizzes, demonstrating or any other effective idea.

Controlled assignment issued by DQSE through EAU: K7, C3, A4, K8, and A5.

APPLIED VOCATIONAL CERTIFICATE IN HEALTH AND SOCIAL CARE

Unit 3

Working in a Health and Social Care Environment

Unit 3 Description

This unit equips students with the knowledge and practical skills to communicate effectively in Health and Social Care settings. They will explore various communication methods, understand barriers, and learn how to overcome them. Students will also gain insight into the roles of Health and Social Care practitioners and their responsibilities. Through practical exercises, they will job interview skills for roles within the sector.

Unit 3 Learning Outcomes

LO1: Use effective communication skills in one – to- one and group communication.

LO2: Use communication skills to give a proper handover.

LO3: Demonstrate an understanding of how services enable individuals through care plans.

LO4: Show appropriate interpersonal skills, during an interview.

Teaching Guide: Unit 3 (Year 11)

N.B. *For assessment instructions reference should be made to the attached rubric.*

Unit Teaching Content

<table>
<tr><th>Subject Focus</th><th colspan="3">One-to-one and group communication</th></tr>
<tr><td>LO 1</td><td colspan="3">Use effective communication skills in one-to-one and group communication.</td></tr>
<tr><td rowspan="2">K-1</td><td>K-1. Identify the sender and the receiver.</td><td>K-1. Label the FIVE stages of the communication cycle.</td><td>K-1. Outline the FIVE stages of the communication cycle.</td></tr>
<tr><td colspan="3">Stages of the communication cycle: ideas occur; message encoded; message sent; message received and decoded; feedback to sender.</td></tr>
<tr><td rowspan="4">K-2</td><td>K-2. List the FOUR different contexts for communication.</td><td>K-2. Match FOUR different scenarios to different contexts.</td><td>K-2
Outline FOUR consequences of adopting an inappropriate approach in different situations.</td></tr>
<tr><td colspan="3">Different contexts for communication: one-to-one; group; formal; informal.</td></tr>
<tr><td colspan="3">Scenarios to which different context are to be matched should include the following individuals: service-users; colleagues; managers; other individuals.</td></tr>
<tr><td colspan="3">Consequences of adopting an inappropriate approach in different situations:
e.g. barriers may be created between individuals, you may not be taken seriously, tension may be created, bad reputation, affects professional relationships, lack of boundaries.</td></tr>
<tr><td rowspan="2">K-3</td><td>K-3. Name the FOUR forms of communication.</td><td>K-3. Match FOUR skills with FOUR different forms of communication.</td><td>K-3. Describe TWO different forms of communication, referring to a different skill related to each form.</td></tr>
<tr><td colspan="3">Forms of communication: verbal; non-verbal; written; augmentative and/or alternative forms.</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">Forms of communication and their skills:
• Verbal: e.g. greeting, checking for understanding, probing, empathy, confrontation, constructive feedback, summarization, termination;
• Non-verbal: e.g. facial expressions, eye contact, gestures, touch, posture, proximity, tone of voice, speech pace;
• Written: e.g. incident reports, journals, contact book, policies and procedures, memos, medical records, telephone notes, prescriptions or referrals;
• Augmentative and/or alternative: e.g. sign language, lip reading, flash cards, signs and symbols, key word signing, picture exchange communication system, Braille, electronic devices, computer applications specific for certain needs.</td></tr>
<tr><td rowspan="3">K-4</td><td>K-4. Mention FOUR different roles in a group interaction.</td><td>K-4. Name FOUR basic competences that one should have to be able to communicate effectively in a group interaction.</td><td>K-4. Describe TWO basic competences that one should have to be able to communicate effectively in a group interaction.</td></tr>
<tr><td colspan="3">Roles in a group interaction: e.g. implementer, evaluator, co-ordinator, researcher.</td></tr>
<tr><td colspan="3">Basic competences for effective communication in a group interaction: recognising when using formal and informal communication; active listening; turn taking; decoding appropriately non-verbal skills; respecting others' opinions whilst being assertive.</td></tr>
<tr><td rowspan="3">C-1</td><td>C-1. Identify FOUR different barriers to communication within a given Health and Social Care scenario.</td><td>C-1. Outline FOUR ways to overcome barriers to communication within a Health and Social Care scenario.</td><td>C-1. Describe TWO ways to overcome barriers to communication with an individual with additional needs.</td></tr>
<tr><td colspan="3">Barriers to communication: e.g. disability, speech difficulties, foreign language, cultural differences, jargon, emotional difficulties, behavioural difficulties, mental health problems, dementia, environmental problems, differing sense of humour, illegibility.</td></tr>
<tr><td colspan="3">Overcoming communication barriers: e.g. adapting the environment, understanding language needs and preferences, using the individual's preferred</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">language, timing, electronic devices (text phones, telephone amplifiers, hearing loops), effective non-verbal communication.</td></tr>
<tr><td></td><td colspan="3">Persons with additional needs: dementia or physical disability or intellectual disability or specific learning disability.</td></tr>
<tr><td rowspan="4">A-1</td><td>A-1. Participate in a group interaction, using basic competences.</td><td>A-1.
Participate in a spontaneous one-to-one interaction using verbal communication skills.</td><td>A-1.
Participate in a spontaneous one-to-one interaction using non-verbal communication skills.</td></tr>
<tr><td colspan="3">N.B. For assessment purposes, marks should be awarded for the basic competences mentioned above in K4.</td></tr>
<tr><td colspan="3">Verbal: greeting; probing; checking for understanding; summarisation; termination; constructive feedback, empathy, confrontation.</td></tr>
<tr><td colspan="3">Non-verbal: facial expression; eye contact; posture; proximity; tone of voice; gestures, touch, speech pace.</td></tr>
<tr><td rowspan="3">A-2</td><td>A-2. Prepare a presentation about a topic related to Health and Social Care.</td><td>A-2. Deliver a presentation about a topic related to Health and Social Care.</td><td>A-2. Interact with the audience while delivering a presentation about a topic related to Health and Social Care.</td></tr>
<tr><td colspan="3">Preparation of presentation using at least 4 visuals (slides, A4 posters, charts. Objects):
• Consistent design and layout;
• Good structure and sequence;
• Use of key phrases and no whole paragraphs present;
• Clarity: colours; font size;
• Effective use of good quality pictures.
N.B. For assessment purposes, candidates should provide at least 4 slides or charts or A4 posters.</td></tr>
<tr><td colspan="3">Delivery of presentation: tone of voice; eye contact; body language; limited reference to script; trail of thought; summarisation.</td></tr>
</table>

	Interaction with audience while delivering a presentation: asking questions; answering questions from the audience; reacting to comments; good classroom management.

Subject Focus	**Giving a proper handover in Health and Social Care situations**		
LO 2	Use communication skills to give proper handover.		
K-5	K-5. Define what a handover is in a Health and Social Care environment.	K-5. Outline **TWO** reasons why handover is important in a Health and Social Care environment.	K-5. Explain **TWO** consequences of inadequate handover in a Health and Social Care environment.
	Importance of handover: to prioritise tasks; to plan further care; to review the most unstable service users; to maintain the ongoing confidentiality of service user records.		
	Consequences of inadequate handover: e.g. service users not being seen, test results overlooked, confusion over care planning, slowing the speed of service user care, severity of service user's clinical situation not being communicated, wasting of time due to searching for information which was not passed on, stress and tension on service workers when plans are not clear impairing decision making.		
A-3	A-3. Fill-in a checklist to give a handover to a Health and Social Care practitioner.	A-3. Give a verbal handover to a Health and Social Care practitioner.	A-3. Write a handover report.
	Filling-in a checklist to give a handover: • Identification of client; • Completeness of checklist: date and time; signature; • Clarity: distinguish between selected checkboxes; legibility.		
	Verbal handover: use of verbal skills; use of non-verbal skills; complete handing over using the checklist as a reference. ***N.B.*** *This criterion should be assessed through a role play.*		
	Writing a handover report: identification of client, date and time; signature; legibility; writing factual information; keep it straight and simple.		

<table>
<tr><th>Subject Focus</th><th colspan="3">Health and Social Care practitioners' role and responsibilities</th></tr>
<tr><td>LO3</td><td colspan="3">Demonstrate an understanding of how services enable individuals through care plans.</td></tr>
<tr><td rowspan="4">K-6</td><td>K-6. State FOUR important points of care plans in Health and Social Care.</td><td>K-6. Outline TWO ways how care plans are developed.</td><td>K-6. Prepare ONE short term and ONE long term SMART goals related to a given scenario.</td></tr>
<tr><td colspan="3">Importance of a care plan: e.g. to evaluate service users' needs, to develop a plan to meet service users' needs, promotes systematic communication, eliminates gaps and duplications, facilitates coordination of care, addresses appropriate interventions.</td></tr>
<tr><td colspan="3">The way care plans are developed: e.g. case reviews, case conferences, ward rounds.</td></tr>
<tr><td colspan="3">SMART goals: short term goals; long term goals.</td></tr>
</table>

<table>
<tr><th>Subject Focus</th><th colspan="3">Job interview</th></tr>
<tr><td>LO 4</td><td colspan="3">Show appropriate interpersonal skills during an interview.</td></tr>
<tr><td rowspan="3">K-7</td><td>K-7. Define first impressions in a job interview.</td><td>K-7. Outline TWO important points of giving a good first impression in a job interview.</td><td>K-7. Describe TWO ways how to give good first impressions in a job interview.</td></tr>
<tr><td colspan="3">The importance of giving a good first impression in a job interview: e.g. building a relationship with the interviewer, demonstration of respect by the interviewer, giving the perception of being knowledgeable of the areas to be questioned.</td></tr>
<tr><td colspan="3">Managing first impressions in a job interview:
• Self-Presentation: e.g. professional dress code, physical hygiene, appearance;
• Non-verbal cues: e.g. smile, eye contact, posture;
• Verbal: e.g. greeting, answering appropriately, termination;
• Using appropriate language: e.g. formal, professional language, concise.</td></tr>
</table>

<table>
<tr><td rowspan="5">C-2</td><td>C-2. Outline FOUR preparation processes that need to be done prior to an interview.</td><td>C-2. Describe skills required for an interview.</td><td>C-2. Evaluate TWO strengths and TWO weaknesses that you showed during the interview you participated in.</td></tr>
<tr><td colspan="3">Preparation process prior to an interview: research the organisation; review any online personal profiles; prepare any papers and certificates; prepare the appropriate answers.</td></tr>
<tr><td colspan="3">Knowledge and skills required for an interview: answering the questions in an appropriate and concise manner; assertive with an appropriate tone of voice.</td></tr>
<tr><td colspan="3">N.B. For assessment purposes, the MQF 3 criterion should be carried out after A-5.</td></tr>
<tr><td rowspan="4">A-4</td><td>A-4. Write a CV and a covering letter in order to apply for a specific job in a Health and Social Care organisation.</td><td>A-4. Carry out research on the organisation of the prospective employment.</td><td>A-4. Undergo a job interview related to Health and Social Care.</td></tr>
<tr><td colspan="3">Documents required to apply for a job in a Health and Social Care organisation:
• C.V.: structure; recent experience first; personal qualities;
• Covering letter: date; addresses; content related to job being applied for; signature; no spelling mistakes.</td></tr>
<tr><td colspan="3">Research on the organisation of the prospective employment: aim of organisation; type of service offered; service users who gain from the use of the service; hours of work.</td></tr>
<tr><td colspan="3">Conduct in an interview:
• Practices employed upon arriving and meeting the interviewer: correct way of addressing the interviewer; adequate attire and cleanliness;
• Practices employed during the interview: posture; eye contact; gestures; presentation of relevant documents;
• Communicating knowledge: clarity of language while answering questions; formality;
• Dealing with different working situations presented by interviewer: complaints; working long hours; lack of teamwork; working under pressure.</td></tr>
</table>

Applied Vocational Certificate in Health and Social Care Syllabus Unit 3

Working in a Health and Social Care Environment									
No Criteria to be assessed as controlled.									
	Knowledge Criteria			**Comprehension Criteria**			**Application Criteria**		
	Assessment Criteria MQF 1	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**	**Assessment Criteria MQF 1**	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**	**Assessment Criteria MQF 1**	**Assessment Criteria MQF 2**	**Assessment Criteria MQF 3**
LO1	K-1. Identify the sender and the receiver. K-2. List the **FOUR** different contexts for communication.	K-1. Label the **FIVE** stages of the communication cycle. K-2. Match **FOUR** different scenarios to different contexts.	K-1. Outline the **FIVE** stages of the communication cycle. K-2 Outline **FOUR** consequences of adopting an inappropriate approach in different situations.	C-1. Identify **FOUR** different barriers to communication within a given Health and Social Care scenario.	C-1. Outline **FOUR** ways to overcome barriers to communication within a Health and Social Care scenario.	C-1. Describe **TWO** ways to overcome barriers to communication with an individual with additional needs.	A-1. Participate in a group interaction, using basic competences.	A-1. Participate in a spontaneous one-to-one interaction using verbal communication skills.	A-1. Participate in a spontaneous one-to-one interaction using non-verbal communication skills.
	K-3. Name the **FOUR** forms of communication.	K-3. Match **FOUR** skills with **FOUR** different forms of communication.	K-3. Describe **TWO** different forms of communication, referring to a different skill related to each form.				A-2. Prepare a presentation about a topic related to Health and Social Care.	A-2. Deliver a presentation about a topic related to Health and Social Care.	A-2. Interact with the audience while delivering a presentation about a topic related to Health and Social Care.

	K-4. Mention **FOUR** different roles in a group interaction.	K-4. Name **FOUR** basic competences that one should have to be able to communicate effectively in a group interaction.	K-4. Describe **TWO** basic competences that one should have to be able to communicate effectively in a group interaction.						
LO2	K-5. Define what a handover is in a Health and Social Care environment.	K-5. Outline **TWO** reasons why handover is important in a Health and Social Care environment.	K-5. Explain **TWO** consequences of inadequate handover in a Health and Social Care environment.				A-3. Fill-in a checklist to give a handover to a Health and Social Care practitioner.	A-3. Give a verbal handover to a Health and Social Care practitioner.	A-3. Write a handover report.
LO3	K-6. State **FOUR** important points of care plans in Health and Social Care.	K-6. Outline **TWO** ways how care plans are developed.	K-6. Prepare **ONE** short term and **ONE** long term SMART goals related to a given scenario.						

LO4	K-7. Define first impressions in a job interview.	K-7. Outline **TWO** important points of giving a good first impression in a job interview.	K-7. Describe **TWO** ways how to give good first impressions in a job interview.	C-2. Outline **FOUR** preparation processes that need to be done prior to an interview.	C-2. Describe skills required for an interview.	C-2. Evaluate **TWO** strengths and **TWO** weaknesses that you showed during the interview you participated in.	A-4. Write a CV and a covering letter in order to apply for a specific job in a Health and Social Care organisation.	A-4. Carry out research on the organisation of the prospective employment.	A-4. Undergo a job interview related to Health and Social Care.
Marks	1	1	2	2	2	2	3	3	4
	Submission of Portfolio 20%								

Rubric - Expected Answers and Marks Awarded

Applied Vocational Certificate in Health and Social Care Unit 3

	MQF 1		**MQF 2**		**MQF 3**	
K1	Identification of sender and receiver from scenario / picture	0.5 marks each	5 stages need to be labelled	0.2 marks for each labelled answer	5 stages of the communication cycle	0.4 marks for each outline
K2	4 different contexts of communication to be listed	0.25 marks each	4 different scenarios and contexts are to be matched	0.25 marks for each correctly matched answer	4 consequences are to be outlined	0.5 marks for each outline
K3	4 forms of communication to be named	0.25 marks each	4 skills are to be matched to 4 forms of communication	0.25 marks for each correctly matched answer	2 different forms of communication are to be described	1 mark for each description

K4	4 roles in a group interaction are to be mentioned	0.25 marks each	4 basic competences in a group interaction are to be named	0.25 marks each	2 basic competences in a group interaction are to be described	1 mark for each description
C1	4 barriers to communication are to be identified from a scenario	0.5 marks each	4 ways how to overcome barriers are to be outlined from a scenario	0.5 marks for each outline	2 ways how to overcome barriers when communicating with an individual with additional needs are to be described	1 mark for each description
A1	As per observation sheet		As per observation sheet		As per observation sheet	
A2	As per observation sheet		As per observation sheet		As per observation sheet	
K5	A definition is expected	1 mark for a good definition	2 reasons are to be outlined	0.5 marks for each correct match	2 consequences are to be explained	1 mark for each explanation

K6	4 points to be stated	0.25 marks each	2 ways are to be outlined	0.5 marks for each outline	One short term SMART goal and one long term SMART goal to be prepared	1 mark for each goal related to the given scenario
A3	As per observation sheet		As per observation sheet		As per observation sheet	
K7	A definition is to be given	1 mark	2 points are to be outlined	0.5 marks for each answer	2 ways are to be described	1 mark for each description
C2	4 answers to be given	0.5 marks for each statement	2 skills are to be described	1 mark for each description	2 strengths and 2 weaknesses are to be evaluated	0.5 marks for each strength or weakness evaluated
A4	As per observation sheet		As per observation sheet		As per observation sheet	

Suggestions as to how to assess Ks and Cs through Practical Sessions

Practical Assessment	Knowledge and Comprehension criteria	Ways to assess
A1	K4	A1 level 1 deals with group interaction: • Teacher is to ask the student to answer questions, after the practical session. Add marks achieved in K4 to the 10 marks of A1. In all total is 14 marks.
A2	K1, K2, and K3	Practical A2 is a presentation on any topic of H and SC. The teacher may guide the student to take communication as a topic and give the information required for K1, K2, and K3 through a presentation. Add marks achieved in K1, K2, and K3 to the 10 marks of A2. In all total is 22 marks.
A3	K5	After the practical session of A3 level 1: • Teacher may ask questions for student to answer K5 level 1. After the practical session of A3 level 2 and 3: • Student can answer K5 level 2 and 3. Add marks achieved in K5 to the 10 marks of A3. In all total is 14 marks.
A4	K7 and C2	Before or after A4 level 3: • Teacher can ask K8 questions. • Teacher can ask C2 level 1 and 2 questions. • C2 level 3 can be answered after the interview (A4 level 3). Marks of K7 and C2 will be added to the 10 marks of A4. In all total is 20 marks.

To assess in other ways:

K6:

- A practical scenario can be given for student to answer about care plans.

C1:

- A scenario / role play / video clip can be given for student to answer.

K1, K2, and K3:

- A handout or a quiz can be done if these are not tackled in the presentation mentioned above.

Appendix

- List of Verbs
- Applied Vocational Certificate Front Sheet
- Unit 1, 2, 3 Self-Reflection Templates
- Unit 1, 2, 3 Self-Reflection Marking Schemes
- Community-Based Project Showcase Template
- Community-Based Project Showcase Marking Scheme
- Observation Sheets

List of Verbs

- **Describe** means the candidate should give a detailed answer and may include an example to support the explanation.
- **Differentiate** means the candidate should explain the differences between two or more items, often giving clear details.
- **Distinguish** means the candidate should identify the differences between two or more items.
- **Discuss** means the candidate should write in detail and relate the answer to a scenario, often considering different aspects.
- **Explain** means the candidate should give a reason or justification for the answer.
- **Identify** means the candidate needs to pinpoint or select the correct answer from a given scenario, list or picture.
- **List/Name** means the candidate should provide answers in bullet points without adding extra detail.
- **Match** means the candidate should connect items using arrows or numbers, following the format given in the question.
- **Outline** means the candidate should give a short answer of about two to three sentences, including the main points.
- **State** means the candidate should write a brief and clear statement as an answer.

GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION
DIRECTORATE FOR STEM AND VET PROGRAMMES

Applied Vocational Certificate Front Sheet

Subject		**Cohort**	
Unit Number		**Assessment Number**	
Assessment Title			
Date Set		**Date Due**	
Class/Group		**Student ID**	
Student Name		**Student Surname**	
School			

Criteria										**TOTAL**
Maximum Mark										
Mark Achieved										

Assessor's Feedback

	Name and Surname	**Signature**	**Date**
Internal Verifier Assignment Brief Approval			
Teacher / Assessor Confirmation of Mark			
Internal Verifier Assessment Decision Approval (*if sampled*)			

End-of-Unit 1 **SELF-REFLECTION**

Name: Surname: Date:

PART 1

1. Read the success criteria.
2. Fill in the table by ticking the smiley that represents how well you understood each success criterion.

The meaning of each smiley is indicated below. *If one of the ticks is not filled in, it indicates that you did not meet the requirements of the success criteria.*

GUIDELINES:

By the end of this topic, I managed to:				
Success criteria of Unit 1	I understand everything very well.	I understand some of it, but I need more help.	I don't understand it very well and I need more explanation.	I don't understand it at all and I need a lot more help.

Name: Surname:

	By the end of this topic, I managed to:				
BABY'S DEVELOPMENT AND NEEDS	Understand the key aspects of development of a baby				
	Understand the needs of a baby				
	Understand the difficulties if a baby's development is delayed				
	Know the stomach sizes of a baby in the first week				
	Understand the advantages and disadvantages of breast feeding				
	Know the precautions taken before and while feeding a baby				
	Sterilize the bottle components				
	Prepare a feed for a baby				
	Feed a baby				

Name: Surname:

	By the end of this topic, I managed to:				
PRINCIPLES OF A BABY'S PHYSICAL HYGIENE	Understand the precautions to be considered when nappy changing a baby				
	Know the atypical signs to look for when nappy changing a baby				
	Take infection prevention and control practices when nappy changing a baby				
	Follow safety practices while nappy changing a baby				
	Nappy change a baby				

Name: Surname:

	By the end of this topic, I managed to:				
CREATING A CHILD-FRIENDLY ENVIRONMENT	Understand the risk assessment process				
	Understand the aim of Health and Safety legislations				
	Know the requirements need to make room for young children safe				
	Understand the consequences of an unsafe room for young children				
	Know how to modify a room to make it child-friendly				

Name: Surname:

	By the end of this topic, I managed to:				
MEETING THE NEEDS OF CHILDREN AND ADOLESCENTS	Understand the key aspects of children and adolescents				
	Understand the needs of children and adolescents				
	Understand the problems that may arise in children when development is delayed				
	Know the benefits of creative activities and the effects if they are unappropriate for children and/ adolescents				
	Plan and carry out an activity with a child				

Name: Surname:

MEASURING THE VITAL SIGNS OF AN INDIVIDUAL	**By the end of this topic, I managed to:**				
	Know the vital signs of the human body				
	Understand the importance of taking the vital sign measurements				
	Know the normal ranges of the vital signs for each life stage				
	Know the common reasons why the vital signs might not be within the acceptable range				
	Know which equipment to use to measure the vital signs				
	Measure the vital signs of an individual				

PART 2

Name: Surname:

1. Choose a topic from this list below:
    a. Baby's development and needs;
    b. Principles of a baby's physical hygiene needs;
    c. Creating a child-friendly environment;
    d. Meeting the needs of children and adolescents;
    e. Measuring the vital signs of individuals.
2. Write:
    a. **TWO (2)** strengths
    b. **TWO (2)** weakness
3. Describe ways how you can improve your performance.

GUIDELINES:

Strengths	Weaknesses	How you can improve
What went well? How and why?	What problems did I experience? How and why?	What could I have done differently? How can this help me for the near future?

End-of-Unit 2 **SELF-REFLECTION**

Name: | Surname: | Date:

PART 1

1. Read the success criteria.
2. Fill in the table by ticking the smiley that represents how well you understood each success criterion.

The meaning of each smiley is indicated below. *If one of the ticks is not filled in, it indicates that you did not meet the requirements of the success criteria.*

GUIDELINES:

By the end of this topic, I managed to:				
Success criteria of Unit 2	I understand everything very well.	I understand some of it, but I need more help.	I don't understand it very well and I need more explanation.	I don't understand it at all and I need a lot more help.

Name: Surname:

	By the end of this topic, I managed to:				
MEETING THE NEEDS OF A VULNERABLE ADULT & OLDER ADULT THROUGH AN ACTIVITY	Understand the developmental aspects of adults and older adults				
	Understand the needs of adults and older adults				
	Understand the activities of daily living				
	Know who are the practitioners who work with vulnerable adults				
	Know the effects of creative activities on the needs of a vulnerable adult				
	Plan and carry out an activity with an individual with specific needs				

Name: Surname:

HYGIENE PROCEDURES FOR ADULTS AND OLDER ADULTS	**By the end of this topic, I managed to:**				
	Categorize the equipment that aids individuals with different needs				
	Know the situations in which bathing may be assisted				
	Understand the values associated with the practice of Health and Social Care				
	Know how to use the appropriate technique in making an un-occupied bed				
	Demonstrate how to wash the upper limbs during an assisted bathing activity on an individual/ mannequin				

Name: Surname:

	By the end of this topic, I managed to:				
HEALTHY DIET FOR VULNERABLE ADULTS	Know the purpose and food items of the constituents of a healthy diet				
	Know which nutrients are needed by older adults in high or low intakes				
	Understand the difficulties and causes of difficulties an individual with additional needs may have during feeding				
	Know which methods are used by professionals to improve the intake of food for an individual with additional needs				
	Prepare a feed for an adult with swallowing difficulties				
	Prepare a healthy and colourful plate for an individual with additional needs				
	Feed a person who has just suffered a stroke				

Name: Surname:

	By the end of this topic, I managed to:				
MOVING AND HANDLING AN ADULT OR AN OLDER ADULT	Understand the causes of pressure sore development and the areas on the body where it commonly occurs				
	Know ways how to prevent pressure sore development				
	Know the difficulties an individual may have while trying to move and the factors which cause such difficulties				
	Know the different moving and handling techniques				
	Carry out a risk assessment and take preventive measures before moving and handling an individual with mobility problems				
	Move and handle an individual with mobility problems				

Name: Surname:

	By the end of this topic, I managed to:				
FIRST AID	Know the importance of working in a team in an emergency situation				
	Know the information used when calling for help in an emergency situation				
	Prepare a first aid box against an inventory list				
	Demonstrate the First Aid procedures needed in minor accidents				
	Demonstrate the First Aid procedures needed in major accidents				

PART 2

Name: Surname:

1. Choose a topic from this list below:
   a. Meeting the needs of a vulnerable adult and older adult through an activity;
   b. Hygiene procedures for adults and older adults;
   c. Healthy diet for vulnerable adults;
   d. Moving and handling an adult or an older adult;
   e. First Aid
2. Write:
   a. **TWO (2)** strengths
   b. **TWO (2)** weakness
3. Describe ways how you can improve for next time.

GUIDELINES:

Strengths	Weaknesses	How you can improve
What went well? How and why?	What problems did I experience? How and why?	What could I have done differently? How can this help me for the near future?

End-of-Unit 3 **SELF-REFLECTION**

Name: Surname: Date:

PART 1

1. Read the success criteria.
2. Fill in the table by ticking the smiley that represents how well you understood each success criterion.

The meaning of each smiley is indicated below. *If one of the ticks is not filled in, it indicates that you did not meet the requirements of the success criteria.*

GUIDELINES:

By the end of this topic, I managed to:				
Success criteria of Unit 3	I understand everything very well.	I understand some of it, but I need more help.	I don't understand it very well and I need more explanation.	I don't understand it at all and I need a lot more help.

Name: Surname:

	By the end of this topic, I managed to:				
ONE-TO-ONE AND GROUP COMMUNICATION	Know the stages of the communication cycle				
	Know the different contexts for communication and the individuals which match with these contexts				
	Understand the different forms of communication and their skills				
	Know the barriers to communication and how to overcome them with an individual with additional needs				
	Know the different roles and the basic competences that are used to effectively communicate in a group interaction				
	Participate in a one-to-one interaction using basic verbal and non-verbal skills				
	Prepare and deliver a presentation about a topic related to Health and Social Care				

Name: Surname:

	By the end of this topic, I managed to:				
GIVING A PROPER HANDOVER	Know about the importance of using a handover in a Health and Social Care environment and the consequences of inadequate handover				
	Fill-in a handover sheet and give a verbal handover and a written handover report				

	By the end of this topic, I managed to:				
HEALTH AND SOCIAL CARE PRACTITIONERS' ROLE AND RESPONSIBILITIES	Understand the importance of a care plan				
	Know the ways of how care plans are developed				
	Prepare short and long term SMART goals				

Name: Surname:

	By the end of this topic, I managed to:				
JOB INTERVIEW	Understand the importance of giving a good first impression in a job interview				
	Know ways to to give good first impressions in a job interview				
	Know the preparation processes that need to be done prior to an interview				
	Know the skills required for an interview				
	Write a CV and a covering letter in order to apply for a job in a Health and Social Care organisation				
	Carry out research on the organisation of the prospective employment				
	Undergo a job interview related to Health and Social Care				

PART 2

Name: Surname:

1. Choose a topic from this list below:
   a. One-to-one and group communication;
   b. Giving a proper handover in Health and Social Care situations;
   c. Health and Social Care practitioners' role and responsibilities;
   d. Job interview.
2. Write:
   a. **TWO (2)** strengths
   b. **TWO (2)** weakness
3. Describe ways how you can improve for next time.

GUIDELINES:

Strengths	**Weaknesses**	**How you can improve**
What went well? How and why?	What problems did I experience? How and why?	What could I have done differently? How can this help me for the near future?

Unit 1 - Marking Sheet for Self-Reflection

Student's Name: _____

Self-Reflection No: 1 (Year 9)

Assessor: _____

Programme: Applied Vocational Certificate in Health and Social Care

PART 1	**Criteria**	**Award 0.2 marks for the smiley ticked in each of the respective section.**		**Maximum Mark**	**Achieved Mark**
	Level 1 (Smiley Scale)	Baby's Development & Needs	0.2	1	
		Principles of a Baby's Physical Hygiene	0.2		
		Creating a Child-Friendly Environment	0.2		
		Meeting the Needs of Children & Adolescents	0.2		
		Measuring the Vital Signs of an Individual	0.2		
PART 2	**Criteria**	**Award marks as follows:**		**Maximum Mark**	**Achieved Mark**
	Level 2 (Strengths and Weaknesses)	Strength 1	0.5	2	
		Strength 2	0.5		
		Weakness 1	0.5		
		Weakness 2	0.5		
	Criteria	**Award marks as follows:**		**Maximum Mark**	**Achieved Mark**
	Level 3 (Evaluation)	How to improve	2	2	
	TOTAL MARK			**5**	

Teacher's Signature: _____ Date: _____

Unit 2 - Marking Sheet for Self-Reflection

Student's Name: _____

Self-Reflection No: 2 (Year 10)

Assessor: _____

Programme: Applied Vocational Certificate in Health and Social Care

PART 1	**Criteria**	**Award 0.2 marks for the smiley ticked in each of the respective section.**		**Maximum Mark**	**Achieved Mark**
	Level 1 (Smiley Scale)	Meeting the needs of a vulnerable adult and older adult through an activity	0.2	1	
		Hygiene procedures for adults and older adults	0.2		
		Healthy diet for vulnerable adults	0.2		
		Moving and handling an adult or an older adult	0.2		
		First Aid	0.2		
PART 2	**Criteria**	**Award marks as follows:**		**Maximum Mark**	**Achieved Mark**
	Level 2 (Strengths and Weaknesses)	Strength 1	0.5	2	
		Strength 2	0.5		
		Weakness 1	0.5		
		Weakness 2	0.5		
	Criteria	**Award marks as follows:**		**Maximum Mark**	**Achieved Mark**
	Level 3 (Evaluation)	How to improve	2	2	
	TOTAL MARK			**5**	

Teacher's Signature: _____ Date: _____

Unit 3 - Marking Sheet for Self-Reflection

Student's Name: _____

Self-Reflection No: 3 (Year 11)

Assessor: _____

Programme: Applied Vocational Certificate in Health and Social Care

PART 1	**Criteria**	**Award 0.25 marks for the smiley ticked in each of the respective section.**		**Maximum Mark**	**Achieved Mark**
	Level 1 (Smiley Scale)	One-to-one and group communication	0.25	1	
		Giving a proper handover	0.25		
		Health and Social Care practitioners' roles and responsibilities	0.25		
		Job interview	0.25		
PART 2	**Criteria**	**Award marks as follows:**		**Maximum Mark**	**Achieved Mark**
	Level 2 (Strengths and Weaknesses)	Strength 1	0.5	2	
		Strength 2	0.5		
		Weakness 1	0.5		
		Weakness 2	0.5		
	Criteria	**Award marks as follows:**		**Maximum Mark**	**Achieved Mark**
	Level 3 (Evaluation)	How to improve	2	2	
	TOTAL MARK			**5**	

Teacher's Signature: _____ Date: _____

Community-Based Project Showcase Template

Name & Surname: _____

Event: _____

Date of Event: _____

Write an outline of the event and your involvement:

_____

_____

_____

_____

_____

_____

_____

_____

Person of Reference: _____

Marking Sheet for Community-Based Project

Student's Name: _____

Community-Based Project held in: □ 1 (Year 9) □ 2 (Year 10) □ 3 (Year 11)

Assessor: _____

Programme: Applied Vocational Certificate in Health and Social Care

Criteria		**Maximum Mark**	**Achieved Mark**
Involvement		1	
Teamwork		1	
Evidence	Photo	1	
	Outline	2	
TOTAL MARK		**5**	

Teacher's Signature: _____ Date: _____

This marking sheet should be kept in the student's portfolio. The mark should be inserted on MySchool in Year 10.



AVC OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 9	**Unit 1**	Looking after Babies, Children and Adolescents.		
Cohort	**LO 1**	Demonstrate the knowledge and skills gained to feed a baby.		
	A-1	**MQF 1**	Sterilise bottle components in preparation for a feed.	**Total Marks of A-1** 10 marks
		MQF 2	Prepare a bottle feed.	
		MQF 3	Demonstrate skills to feed a baby using the prepared feed.	
Assessor				
Learner's Name		**Class**		

Sterilise bottle components in preparation for a feed.			
Steps to Complete MQF 1		**Allocated Marks**	**Marks Obtained**
1	Clean bottles using warm soapy water and a bottle brush.	0.75 marks	
2	Rinse well.	0.75 marks	
3	Initialize any sterilising process *(place the openings of the bottle and teat facing downwards in the steriliser).*	0.75 marks	
4	Do not place teat on surface.	0.75 marks	
Total Marks for MQF 1		**3 marks**	

Prepare a bottle feed.			
Steps to Complete MQF 2		**Allocated Marks**	**Marks Obtained**
1	Wash hands.	0.5 marks	
2	Fill the bottle with warm previously boiled water.	0.5 marks	
3	Add formula (*use the correct amount of formula milk & level the scoop/s of powder).*	0.5 marks	
4	Assemble bottle maintaining sterility.	0.5 marks	
5	Roll bottle between palms of hands.	0.5 marks	
6	Test temperature by squirting milk on the inside of wrist (*do not touch the tip of the bottle with one's hand).*	0.5 marks	
Total Marks for MQF 2		**3 marks**	

Demonstrate skills to feed a baby using the prepared feed.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
1	Hold baby at a 45-degree angle. *(**N.B.** Head support is only expected when case scenario is about new-borns: 0 – 6 weeks).*	1 mark	
2	Ensure teat is full.	1 mark	
3	Look at baby whilst feeding.	1 mark	
4	Wind the baby.	1 mark	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-1	
Additional Comments	

Date of Practical

_____

Assessor's Signature

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AVC
OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 9	**Unit 1**	Looking after Babies, Children and Adolescents.		
Cohort	**LO 2**	Follow the principles of nappy changing a baby.		
	A-2	**MQF 1**	Prepare equipment for nappy changing a baby in a childcare setting.	**Total Marks of A-2** 10 marks
		MQF 2	Nappy change a baby in a childcare setting.	
		MQF 3	Demonstrate safety practices whilst nappy changing a baby in a childcare setting.	
Assessor				
Learner's Name		**Class**		

Prepare equipment for nappy changing a baby in a childcare setting.			
	Steps to Complete MQF 1	**Allocated Marks**	**Marks Obtained**
1	Sanitizer	0.5 marks	
2	Gloves and apron	0.5 marks *(0.25 marks each)*	
3	Nappies	0.5 marks	
4	Wipes	0.5 marks	
5	Nappy rash cream (e.g. Sudocream)	0.5 marks	
6	Clean clothes	0.5 marks	
Total Marks for MQF 1		**3 marks**	

Nappy change a baby in a childcare setting.

Demonstrate safety practices whilst nappy changing a baby in a childcare setting.

MQF 2 and 3 were combined to form a unified level that represents the entire procedure.

Please note that:

- Marks of MQF 2 are of 0.75 marks x 4 = 3 marks
- Marks of MQF 3 are of 0.5 marks x 8 = 4 marks

Steps to Complete MQF 2 and 3		Allocated Marks	Marks Obtained
1	Cleaning of the nappy changer/ mat with a disinfectant.	0.5 marks	
2	Sanitizing hands before wearing the gloves.	0.5 marks	
3	Supporting the baby's head, neck and spinal cord when moving and handling the baby to and from a nappy changer.	0.5 marks	
4	Use the nappy to clean off most of the faeces and the rest with a wipe.	0.75 marks	
5	Proper cleaning procedure is used: Girls should be cleaned front to back/ boys should be cleaned around testicles and penis.	0.5 marks	
6	Always keeping an eye on the baby.	0.5 marks	
7	Make good use of cream.	0.75 marks	
8	Apply a clean nappy. *(Fasten the nappy and check that it is not too tight by using 2 fingers).*	0.75 marks *(0.5 marks for the nappy and 0.25 marks for checking)*	
9	Proper disposal of soiled nappies and wipes.	0.5 marks	
10	Dress the baby in clean clothes. *(Dress baby from head/upper body first).*	0.75 marks	
11	Proper removal of gloves and apron.	0.5 marks *(0.25 marks each)*	
12	Sanitizing hands after removing the gloves.	0.5 marks	
Total Marks for MQF 2 and 3		**7 marks**	

Total Marks Obtained for A-2	
Additional Comments	

Date of Practical _____

Assessor's Signature _____



AVC
OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 9	**Unit 1**	Looking after Babies, Children and Adolescents.		
Cohort	**LO 3**	Create a child-friendly environment.		
	A-3	**MQF 1**	Identify **SIX** hazards in a particular setting with a child in mind.	**Total Marks of A-3** 10 marks
		MQF 2	State the risks to each of the **SIX** hazards in Question A.	
		MQF 3	Modify **FOUR** hazards identified in Question A to make a room child friendly.	
Assessor				
Learner's Name		**Class**		

N.B. This is an application criterion and should be assessed verbally in class.

Identify **SIX** hazards in a particular setting with a child in mind.			
Steps to Complete MQF 1		**Allocated Marks**	**Marks Obtained**
1	Hazard no. 1 –	0.5 marks	
2	Hazard no. 2 –	0.5 marks	
3	Hazard no. 3 –	0.5 marks	
4	Hazard no. 4 –	0.5 marks	
5	Hazard no. 5 –	0.5 marks	
6	Hazard no. 6 –	0.5 marks	
Total Marks for MQF 1		**3 marks**	

State the risks to each of the **SIX** hazards in Question A.			
Steps to Complete MQF 2 *(refer to risk assessment sheet)*		**Allocated Marks**	**Marks Obtained**
1	State the risk of hazard no. 1	0.5 marks	
2	State the risk of hazard no. 2	0.5 marks	
3	State the risk of hazard no. 3	0.5 marks	
4	State the risk of hazard no. 4	0.5 marks	

5	State the risk of hazard no. 5	0.5 marks	
6	State the risk of hazard no. 6	0.5 marks	
Total Marks for MQF 2		**3 marks**	

Modify **FOUR** hazards identified in Question A to make a room child friendly.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
1	***Elimination of 2 hazards:*** *(e.g. scissors on table, chair in the middle, wires, toys on the floor)*		
	Hazard 1: _____	1 mark	
	Hazard 2: _____	1 mark	
2	***Risk Minimization of 2 hazards:*** *(e.g. open sockets, sharp furniture corners, unlocked cupboards, loose carpet)*		
	Hazard 1: _____	1 mark	
	Hazard 2: _____	1 mark	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-3	
Additional Comments	_____ _____ _____

Date of Practical

_____

Assessor's Signature

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AVC
OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 10	**Unit 2**	Working with Vulnerable Adults		
Cohort	**LO 1**	Conduct an activity taking into consideration the needs of individuals.		
	A-1	**MQF 1**	Write a plan for an activity targeted towards an individual with specific needs.	**Total Marks of A-1** 10 marks
		MQF 2	Create a resource to carry out an activity with an individual with specific needs.	
		MQF 3	Carry out the activity with an individual with specific needs.	

Assessor			
Learner's Name		**Class**	

Write a plan for an activity targeted towards an individual with specific needs.			
Steps to Complete MQF 1		**Allocated Marks**	**Marks Obtained**
1	Appropriately chosen activity *(Keeping in mind the needs, vulnerability and safety of older adults)*	0.5 marks	
2	Space or venue *(Either indoor OR outdoor and where exactly)*	0.5 marks	
3	Set up of place (furniture or equipment)	0.5 marks	
4	Resources needed	0.5 marks	
5	Time	0.5 marks	
6	Simple guidelines of how the activity will be carried out	0.5 marks	
Total Marks for MQF 1		**3 marks**	

Create ONE resource to carry out an activity with an individual with specific needs.			
Steps to Complete MQF 2		**Allocated Marks**	**Marks Obtained**
1	Safe	1 mark	
2	Appropriate for individual's needs	1 mark	
3	Related to activity	1 mark	
Total Marks for MQF 2		**3 marks**	

Carry out the activity with an individual with specific needs.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
1	Allocated duration	1 mark	
2	Communication *(Greeting, explanation of activity, termination)*	1 mark	
3	Engagement of individual	1 mark	
4	Flow of activity	1 mark	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-1	
Additional Comments	

Date of Practical

_____

Assessor's Signature

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AVC
OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 10	**Unit 2**	Working with Vulnerable Adults		
Cohort	**LO 2**	Wash an adult mannequin taking into consideration his/her physical abilities.		
	A-2	**MQF 1**	Use the appropriate technique in making an un-occupied bed.	**Total Marks of A-2** 10 marks
		MQF 2	Carry out the necessary preparations to assist an adult to bathe.	
		MQF 3	Demonstrate how to wash the upper limbs during assisted bathing on an individual/mannequin.	

Assessor			
Learner's Name		**Class**	

Use the appropriate technique in making an un-occupied bed.			
	Steps to Complete MQF 1	**Allocated Marks**	**Marks Obtained**
1	Clear the bed	0.75 marks	
2	Put the fitted sheet on	0.75 marks	
3	Put the top sheet on	0.75 marks	
4	Make hospital corners	0.75 marks	
Total Marks for MQF 1		**3 marks**	

Carry out the necessary preparations to assist an adult to bathe.			
	Steps to Complete MQF 2	**Allocated Marks**	**Marks Obtained**
1	Wash hands *(according to the WHO guidelines)*	1 mark	
2	Wear apron	1 mark	
3	Prepare equipment:		
	Basin	0.2 marks	
	Soap	0.2 marks	
	Sponge or face cloth	0.2 marks	
	Towels	0.2 marks	
	Clean clothes	0.2 marks	
Total Marks for MQF 2		**3 marks**	

Demonstrate how to wash the upper limbs during assisted bathing on an individual/mannequin.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
Show respect, dignity and privacy while meeting individual's needs:			
1	Draw curtain	0.5 marks	
2	Communicate with the individual	0.5 marks	
Washing technique:			
1	Bring equipment close to where the individual is going to be washed.	0.5 marks	
2	Position individual in bath or shower or on wheelchair	0.5 marks	
3	Uncover arms	0.5 marks	
4	Wash the fingers and work up to the armpit	0.5 marks	
5	Towel dry the arms	0.5 marks	
6	Dress a cardigan	0.5 marks	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-2	
Additional Comments	

Date of Practical **Assessor's Signature**

_____ _____



AVC
OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 10	**Unit 2**	Working with Vulnerable Adults		
Cohort	**LO 3**	Feed an adult taking into consideration his/her needs.		
	A-3	**MQF 1**	Prepare a feed for an adult with swallowing difficulties.	**Total Marks of A-3** 10 marks
		MQF 2	Prepare a healthy and colourful plate for an individual with particular needs.	
		MQF 3	Feed a person who has just suffered a stroke.	
Assessor				
Learner's Name		**Class**		

Prepare a feed for an adult with swallowing difficulties.			
N.B. *It is highly recommended that the candidate uses water, rather than being provided with any other type of food, such as yoghurts.*			
	Steps to Complete MQF 1	**Allocated Marks**	**Marks Obtained**
1	Add thickener	1 mark	
2	Stir *(Stir for 30 seconds)*	1 mark	
3	Check for consistency *(Making sure there is no lumps)*	1 mark	
Total Marks for MQF 1		**3 marks**	

Prepare a healthy and colourful plate for an individual with particular needs.			
	Steps to Complete MQF 2	**Allocated Marks**	**Marks Obtained**
1	Good presentation of food on plate	0.75 marks	
2	Healthy for the individual according to the nutritional needs	0.75 marks	
3	Consistency of food	0.75 marks	
4	Suitable according to the individual's feeding needs *(in terms of size and amount of food)*	0.75 marks	
Total Marks for MQF 2		**3 marks**	

Feed a person who has just suffered a stroke.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
1	Proper sitting position of the individual *(upright)*	1 mark	
2	Protective bib for individual	1 mark	
3	Small portions at a time *(do not hover with the next portion)*	1 mark	
4	Give choice to the individual's food preference	1 mark	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-3	
Additional Comments	

Date of Practical

_____

Assessor's Signature

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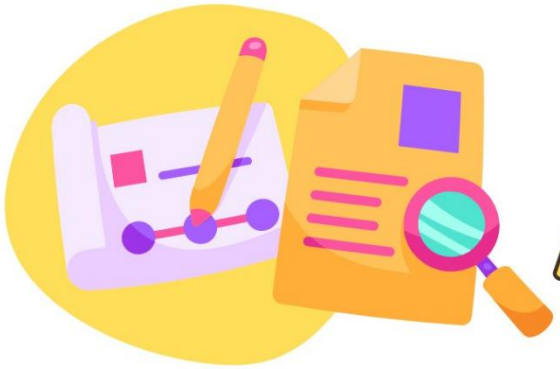

PLANNING AN ACTIVITY SHEET

Learner's Name & Surname: _____ Class: _____

A-1 MQF 1: Write a plan for an activity targeted towards an individual with specific needs.

Chosen Activity *(Keeping in mind the needs, vulnerability & safety of older adults)*	
Space or Venue *(Either indoor OR outdoor and where exactly)*	
Set up of Place *(furniture or equipment)*	
Resources Needed	
Time *(Duration of Activity)*	

Simple Steps of how the Activity will be carried out:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Total Marks for A-1 MQF 1: _____ marks



AVC OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 11	**Unit 3**	Working in a Health and Social Care Environment		
Cohort	**LO 1**	Use effective communication skills in one-to-one and group communication.		
	A-1	**MQF 1**	Participate in a group interaction using basic competences.	**Total Marks of A-1** 10 marks
		MQF 2	Participate in a spontaneous one-to-one interaction using verbal communication skills.	
		MQF 3	Participate in a spontaneous one-to-one interaction using non-verbal communication skills.	

Assessor			
Learner's Name		**Class**	

Participate in a group interaction using basic competences.			
N.B. *The topic for the group interaction should be presented during the assessment session.*			
Steps to Complete MQF 1		**Allocated Marks**	**Marks Obtained**
1	Active listening	1 mark	
2	Turn taking	1 mark	
3	Respecting others' opinions	1 mark	
Total Marks for MQF 1		**3 marks**	

Participate in a spontaneous one-to-one interaction using verbal communication skills.				
N.B. *The same one-to-one interaction should be used to assess both MQF 2 and MQF 3.* *The candidate must perform FOUR (4) of the following skills. Mark with an (×) the ones observed.*				
Steps to Complete MQF 2		**Mark (×) 4 of the following**	**Allocated Marks**	**Marks Obtained**
1	Greeting		0.75 marks x 4 skills = 3 marks	
2	Probing			
3	Checking for understanding			
4	Summarisation			
5	Termination			

6	Constructive feedback			
7	Empathy			
8	Confrontation			
Total Marks for MQF 2			**3 marks**	

Participate in a spontaneous one-to-one interaction using non-verbal communication skills.				
N.B. *The same one-to-one interaction should be used for MQF 2 and MQF 3.* *The candidate must perform FOUR (4) of the following skills. Mark with an (×) the ones observed.*				
Steps to Complete MQF 3		**Mark (×) 4 of the following**	**Allocated Marks**	**Marks Obtained**
1	Facial expressions		1 mark x 4 skills = 4 marks	
2	Eye contact			
3	Posture			
4	Proximity			
5	Tone of voice			
6	Gestures			
7	Touch			
8	Speech pace			
Total Marks for MQF 3			**4 marks**	

Total Marks Obtained for A-1	
Additional Comments	

Date of Practical _____

Assessor's Signature _____



AVC OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 11	**Unit 3**	Working in a Health and Social Care Environment		
Cohort	**LO 1**	Use effective communication skills in one-to-one and group communication.		
	A-2	**MQF 1**	Prepare a presentation about a topic related to Health and Social Care.	**Total Marks of A-2** 10 marks
		MQF 2	Deliver a presentation about a topic related to Health and Social Care.	
		MQF 3	Interact with the audience while delivering a presentation about a topic related to Health and Social Care.	

Assessor			
Learner's Name		**Class**	

Prepare a presentation about a topic related to Health and Social Care.			
N.B. *For assessment purposes, candidates have to present at least FOUR visuals (slides, A4 posters, charts, objects, etc.).*			
	Steps to Complete MQF 1	**Allocated Marks**	**Marks Obtained**
1	Consistent design and layout	0.6 marks	
2	Good structure and sequence	0.6 marks	
3	Use of key phrases and no whole paragraphs present	0.6 marks	
4	Clarity:		
	Colours	0.3 marks	
	Font size	0.3 marks	
5	Effective use of good quality pictures	0.6 marks	
Total Marks for MQF 1		**3 marks**	

Deliver a presentation about a topic related to Health and Social Care.			
	Steps to Complete MQF 2	**Allocated Marks**	**Marks Obtained**
1	Tone of voice	0.5 marks	
2	Eye contact	0.5 marks	

3	Body language	0.5 marks	
4	Limited reference to script	0.5 marks	
5	Trail of thought	0.5 marks	
6	Summarisation	0.5 marks	
Total Marks for MQF 2		**3 marks**	

Interact with the audience while delivering a presentation about a topic related to Health and Social Care.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
1	Asking questions	1 mark	
2	Answering questions from the audience	1 mark	
3	Reacting to comments	1 mark	
4	Good classroom management	1 mark	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-2	
Additional Comments	

Date of Practical _____

Assessor's Signature _____



AVC
OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 11	**Unit 3**	Working in a Health and Social Care Environment		
Cohort	**LO 2**	Use communication skills to give proper handover.		
	A-3	**MQF 1**	Fill-in a checklist to give a handover to a Health and Social Care practitioner.	**Total Marks of A-3** 10 marks
		MQF 2	Give a verbal handover to a Health and Social Care practitioner.	
		MQF 3	Write a handover report.	

Assessor			
Learner's Name		**Class**	

Fill-in a checklist to give a handover to a Health and Social Care practitioner.			
Steps to Complete MQF 1		**Allocated Marks**	**Marks Obtained**
1	Identification of client	1 mark	
2	Completeness of checklist:		
	Date and time	0.5 marks	
	Signature	0.5 marks	
3	Clarity:		
	Distinguish between selected checkboxes	0.5 marks	
	Legibility	0.5 marks	
Total Marks for MQF 1		**3 marks**	

Give a verbal handover to a Health and Social Care practitioner.			
N.B. *This criterion should be assessed through a role play.*			
Steps to Complete MQF 2		**Allocated Marks**	**Marks Obtained**
1	Use of verbal skills	1 mark	
2	Use of non-verbal skills	1 mark	
3	Complete handing over using the checklist as a reference	1 mark	
Total Marks for MQF 2		**3 marks**	

Write a handover report.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
1	Identification of client, date and time	0.8 marks	
2	Signature	0.8 marks	
3	Legibility	0.8 marks	
4	Writing factual information	0.8 marks	
5	Keep it straight and simple	0.8 marks	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-3	
Additional Comments	

Date of Practical _____

Assessor's Signature _____



AVC
OBSERVATION SHEET

Applied Vocational Certificate in Health and Social Care				
Year 11	**Unit 3**	Working in a Health and Social Care Environment		
Cohort	**LO 4**	Show appropriate interpersonal skills during an interview.		
	A-4	**MQF 1**	Write a CV and a covering letter in order to apply for a specific job in a Health and Social Care organisation.	**Total Marks of A-4** 10 marks
		MQF 2	Carry out research on the organisation of the prospective employment.	
		MQF 3	Undergo a job interview related to Health and Social Care.	
Assessor				
Learner's Name		**Class**		

Write a CV and a covering letter in order to apply for a specific job in a Health and Social Care organisation.			
Steps to Complete MQF 1		**Allocated Marks**	**Marks Obtained**
1	C.V.:		
	Structure	0.5 marks	
	Recent experience first	0.5 marks	
	Personal qualities	0.5 marks	
2	Covering letter:		
	Date	0.3 marks	
	Addresses	0.3 marks	
	Content related to job being applied for	0.3 marks	
	Signature	0.3 marks	
	No spelling mistakes	0.3 marks	
Total Marks for MQF 1		**3 marks**	

Carry out research on the organisation of the prospective employment.			
Steps to Complete MQF 2		**Allocated Marks**	**Marks Obtained**
1	Aim of organisation	0.75 marks	
2	Type of service offered	0.75 marks	
3	Service users who gain from the use of the service	0.75 marks	
4	Hours of work	0.75 marks	
Total Marks for MQF 2		**3 marks**	

Undergo a job interview related to Health and Social Care.			
Steps to Complete MQF 3		**Allocated Marks**	**Marks Obtained**
1	Practices employed upon arriving and meeting the interviewer:		
	Correct way of addressing the interviewer	0.5 marks	
	Adequate attire and cleanliness	0.5 marks	
2	Practices employed during the interview:		
	Posture	0.25 marks	
	Eye contact	0.25 marks	
	Gestures	0.25 marks	
	Presentation of relevant documents	0.25 marks	
3	Communicating knowledge:		
	Clarity of language while answering questions	0.5 marks	
	Formality	0.5 marks	
4	Dealing with different working situations presented by interviewer:		
	Complaints	0.25 marks	
	Working long hours	0.25 marks	
	Lack of teamwork	0.25 marks	
	Working under pressure	0.25 marks	
Total Marks for MQF 3		**4 marks**	

Total Marks Obtained for A-4	
Additional Comments	

Date of Practical _____

Assessor's Signature _____