

Kenmare Adult Education Centre

**Healthcare Support
(QQI Level 5)**

Major Award

(2018 – 2019)

**Prospective
Students
Information
Pack**

What does the Course Involve?

There are a total of **8 subjects**, all healthcare related. You will find a brief description of each subject in this pack. A few of the subjects have short exams, most are assessed by work that you do at home and in class. You need to be reasonably computer literate (able to send an email and word process a letter) and willing to do some extra work in your own time, when needed. (This might be exam revision or research or completing an assignment)

We do realise that many people will have other commitments in their lives outside of the course, but we need to have an **80% minimum** attendance rate for every subject. If you have to miss a class, you must inform your tutors and arrange to catch up with what you have missed. Tutors in turn will make every effort to stick to the timetable that is set at the start, and if they are unable to be there, will arrange for another tutor to take their class.

How do I apply for this course?

Application by way of **CV**, and completed **Application Form**, to be delivered to Kenmare Adult Education Centre by 1 pm on **Friday 14th September 2018**. Selection is by means of **Interview** and will be held on Tuesday 18th September 2018. (We will let people know if they have a place the day after Interview) Course will begin on **Monday 24th September 2018**. (subject to getting sufficient number of applicants)

As there are a limited number of places on this course the emphasis will be on recruiting students who can show that they want to successfully complete this course. With this in mind we are asking people to demonstrate their interest in the application process (application form & interview) - which will be as much about life, and work experience, as formal qualifications.

APPLICATIONS FROM PEOPLE WITH DISABILITIES AND SPECIAL LEARNING NEEDS

If you are an applicant with disabilities, or special learning needs, you may qualify for non-standard entry on the basis that because of the disability, or special learning need, you are not in a position to meet the standard admission criteria. You should contact the centre before you submit your application form. Arrangements for non-standard entry are made on an individual basis.

HOW IS THE COURSE STRUCTURED?

The course will run from September 2018 – May 2019. Classes will be **four hours** long, with a short break of 15 minutes, and run on **Monday – Thursday**. (there may be a small few occasions during the year which may require attendance on Friday's) All classes will take place in the Centre. However, Work Experience requires people to spend **150 Hours** in a workplace setting.

IT LOOKS LIKE A LOT OF WORK - WILL THERE BE ANY FUN?

There is a lot of work involved in this course; however, we plan to make the work manageable. Tutors will work as a team to make sure that all students are managing well and if any extra support is needed, we need to know as soon as possible. (study support will be available, if needed) We will keep you up to date at all times with what is happening on the course, and in the Centre, and want you to feel that this is Your course. If you have any ideas about how we could improve things, do let us know and within the constraints of the packed timetable, we will try to accommodate them.

WHAT IF YOU HAVE ALREADY GAINED SOME FETAC QUALIFICATIONS?

As this is a QQI certified course some people may have completed some subjects from this course at this or another centre/school. If so, please let us know on your application form. (this is important as the Centre will need to check with QQI to see if the subjects meet exemption requirements)

WHAT CAN I DO AFTERWARDS?

This course is designed to be a help for people gain employment in the broad Healthcare area (hospitals/nursing homes/home care etc.) but provision has also been made for those who wish to use it as a 'stepping stone' to Higher Education, via a degree course. (one of the subject's on the course – anatomy & physiology – is preferred if a student wishes to gain entry to general nursing and mental health nursing degree programmes in the Institute(s) of Technology. It should be noted that another module – nursing theory & practice – is also generally required). If you have any questions about this, do let us know as Kerry Education & Training Board has an Educational Guidance Service available to help prospective students with such background information.

WHAT IF YOU ARE CLAIMING SOCIAL WELFARE BENEFITS?

We understand that doing this course should not affect peoples' current welfare benefits. However, we do advise you to check this out yourself with the Department of Social Protection (DSP) before committing to the course. On the application form we ask to know if any applicant is in receipt of a payment as this has an impact on the funding we as a centre receive and also whether, or not, a student will have to pay toward the cost of the course.

This programme is being run under the Department of Education & Skills Back to Education Initiative Programme. (BTEI) BTEI courses are free to those who are in receipt of any form of State Payment, those with a Medical Card as well as those who have not completed the Leaving Certificate. (or equivalent) Those that are in employment and have their leaving certificate may have to pay. (it is important, however, to contact the centre if you are not sure as each persons' circumstances differ) All students doing the course pay **€100** to cover the cost of tea/coffee, printing, folders etc. and this payment is to be included with the application. (Refer to Kerry ETB student handbook if there are any further queries re fees. A copy is available from the Centre office)

Requirements for Major Award

To receive the Full Certificate in Healthcare Support (QQI Level 5) a learner is required to successfully complete **120 Credits*** (8 component certificates/subjects each having a credit value of 15) This is made up of a combination of mandatory and elective subjects. (The subjects chosen includes one needed for progression to General and Mental Health Nursing at the Institutes of Technology - Anatomy & Physiology. Another subject – nursing theory and practice – is generally required also)

Subjects for 2018 – 2019~

- Care Skills (5N2770)
- Care Support (5N0758)
- Safety & Health at Work (5N1794)
- Communications (5N0690)
- Work Experience (5N1356)
- Anatomy & Physiology (5N0749)
- Human Growth & Development (5N1279)
- Care of the Older Person (5N2706)

*The exception here is where a learner is seeking to use other relevant credits from either level 4 or level 6. (maximum of such credits being 15 – either two relevant subjects from level 4 or one from Level 6. (QQI approval is required in such cases)

~Note: There may be some small change to the subjects on offer for this course.

Care Skills

(15 Credit/5N2770)

The Learners will be able to: Identify relevant groups of people in need of health care; examine the physical, emotional, social, psychological and spiritual needs of a range of groups of people, taking into account individual variation; Identify the hygiene needs of dependant clients; discuss the prevention of pressure sores; demonstrate knowledge of the correct procedures for the cleaning and replacement of a range of patient equipment; adapt levels of assistance to the needs of particular clients; demonstrate a range of interpersonal skills when dealing with clients to include empathy, respect, patience and effective communication skills; exercise initiative to improve client involvement in social events, outings and occupational therapy and physiotherapy; contribute to the maintenance of safe and hygienic environments for clients to include the safe disposal of soiled linen; assist clients with dressing, grooming, eating, drinking, toileting, continence promotion, mobility and where appropriate, social needs; apply client safety and security procedures to include appropriate on site client care procedures for washing, bathing, showering, positioning, moving and handling; give assistance that enhances the privacy, dignity, independence and positive self-image of clients in care; give assistance to clients in the use of a range of care equipment to include sensory equipment, aids to encourage independence and mechanical aids including mobility aids, feeding aids, washing aids, elimination aids and hoists; report changes in the client's condition to the relevant Supervisor; complete client documentation where appropriate.

Care Support

(15 Credits/5N0758)

The Learners will be able to: discuss the roles, responsibilities and entitlements of a care worker; examine the roles of a care worker within the multidisciplinary healthcare system; demonstrate the ability to plan and provide enhanced quality care; apply knowledge gained to plan and meet the needs of the individual client; explore the need for personal planning and growth; plan strategies to improve own personal development; reflect on personal effectiveness as a care worker to include own strengths and weaknesses; reflect on relationships with clients, relatives and multidisciplinary team members and interpersonal issues that arise in care work.

Safety and Health at Work

(15 Credits/5N1794)

The Learners will be able to: analyse the duties of employers and employees as specified in current safety, Health and safety at work legislation; examine the role of the Health and Safety Authority; explore the role of communication and training in the promotion and provision of health and safety in the workplace; comment on the elements and functions of the safety statement; summarise the factors which contribute to safe and health working environments; outline the principles and procedures of good housekeeping in the workplace; explain the causes, prevention, emergency procedures, reporting and recording of accidents and dangerous occurrences; analyse the causes and prevention of fire related events to include identification of emergency procedures, the fire triangle and fire equipment; comment on specific hazards and risks when working with equipment to include mechanical and electrical equipment; investigate how personal protective equipment (PPE) is used in the workplace; explore appropriate procedures for use and disposal of hazardous materials and waste in the workplace to include reference to material safety data sheet (MSDS); examine the control and associated risks of a range of health and safety issues to include noise, sound, fumes, dust or any vocationally specific work issue; explain the typical contents of a first aid kit and their appropriate use; explain a range of issues related to infection control to include conditions for the growth and development of micro-organisms, routes of infection, symptoms, ill-health, preventative measures and emergency procedures for suspected contamination; investigate risk factors in relation to safety to include hazards, work environments, work practices, effects of medication, drink and drugs.

Communications

(15 Credits/5N0690)

The Learners will be able to; analyse a range of current issues in communications and information technology; summarise in practical terms the elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation; use appropriate non-verbal and visual communication in personal and work-related settings, to include one-to-one, in a group/team, and in formal and informal interaction; demonstrate verbal skills appropriate to working under general direction, to include making eye contact, receiving and interpreting information, control of personal response; use reading techniques appropriate to a task, to include skimming, obtaining an overview, identifying key points, critical

evaluation, in-depth analysis; critique information from a range of complex written material, to include technical/vocational, personal, literacy, and written and visual media texts; research a relevant vocational topic, to include use of primary and secondary sources, acknowledgment of sources, use of enquiry techniques and methods to establish validity and reliability; use drafting, proofreading and editing skills to write a range of documents that follow the conventions of language usage (spelling, punctuation, syntax), to include creative writing, business proposals, correspondence, reports, memoranda, minutes, applications; demonstrate communications styles and techniques relevant to different situations in work and leisure, to include one-to-one and group contexts in conversation, interview, oral presentation, questions and answer session and for the purposes of persuading, advocacy and informing.

Work Experience

(15 Credits/5N1356)

The Learners will be able to: examine work organisations and personal career opportunities in a particular vocational area, to include consideration of work-related issues and needs; analyse key challenges and opportunities facing a particular vocational area; summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay; compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience; present relevant work experience material, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communications, adherence to health, safety and other relevant regulations; demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills; reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management; explore options for future education, training and employment in light of work experience

Anatomy and Physiology

(15 Credits/5N0749)

The Learners will be able to: differentiate between Anatomy and Physiology; describe the structure and function of a typical animal cell and its organelles; classify tissues into the four

main types: epithelial, connective, muscle and nervous tissue, identifying the different tissues within each classification; differentiate between benign and malignant tumours; outline the composition of bone, including the functions of the skeleton, the main bones of the appendicular and axial skeleton and structure of a typical long bone; identify the major categories and functions of the joints, differentiating between the four types; identify the main muscles of the body, differentiating between the three types of muscle and the interconnections between the skeletal and muscular systems in body movement; outline the structure and function of blood and its role in maintaining immunity both active and passive; describe the function of the heart including, the structure of arteries, veins and capillaries, the cardiac cycle and the flow of blood through the main blood vessels and blood pressure; identify the component parts of the lymphatic system, its functions and its relationship with the blood system; identify the parts of the digestive system, including its associated organs and their function, the parts of the stomach and the functions of each of the four layers of the alimentary canal' outline the composition of the protein, fats and carbohydrate and the process of absorption and the assimilation and metabolism of the breakdown products of digestion; describe the structure and identify the parts of the respiratory system; describe the role of muscles, blood and the nervous system in the breathing process

Human Growth and Development

(15 Credits/5N1279)

The Learner will be able to: understand the concept of human growth and development from conception to old age; understand normal patterns of development from infancy to old age with reference to physical, emotional, social and intellectual development; recognise variations within the normal range of human growth and development and understand factors that can effect development throughout the lifespan; develop interpersonal/interactive skill appropriate to responding to the needs of others; apply skill/knowledge to typical work-based problems; explore own personal prejudices, fears and anxieties about working with people in need of care; develop self-confidence and empathy in dealing with people; demonstrate the ability to identify a range of individual needs and apply the interpersonal skills required to meet these needs in a range of settings.

Care of the Older Person

(15 Credits/5N2706)

The Learners will be able to: discuss a range of age related issues to include healthy ageing, global and national demographic trends, the normal physiological and psychological processes of ageing, the social impact of ageing on older people and differing attitudes to ageing and older people; analyse the role of the health care assistant in promoting positive attitudes to ageing and of statutory and voluntary agencies in promoting the wellbeing of the older person; examine the range of concepts and practices to include preparation for retirement and the ethnic and cultural influences on the older person; explore a range of older people's needs to include physical, social, emotional, psychological, recreational, financial, environmental and spiritual needs; discuss issues relating to the older person with mental health issues or dementia and of living with chronic illness; recognise the individual needs of the dying older person and their families; adapt care and practices to meet the needs of older people with cognitive and sensory impairment and physical needs; promote a range of aspects of care for the older person to include empowerment, advocacy, independence, individualised care, dignity, respect, choice, self-esteem and include family and carers as partners in care.

Kenmare Adult Education Centre

Healthcare Support

(QQI Level 5)

APPLICATION FORM

NAME: _____

ADDRESS: _____

CONTACT TELEPHONE NUMBER: _____

1. Outline below why you want to do this course

2. Previous Qualifications (including any QQI qualifications)

Subject	Level	Year	School/Centre
----------------	--------------	-------------	----------------------

Department of Social Protection Benefits

Please let us know what, if any, benefits you are claiming. (under the BTEI Programme guidelines we have to have a certain number of students in each course who are in receipt of some form of state payment)

Signature: _____

Date: _____

Please return this **Application Form**, (these 2 pages only) your **CV** plus **€100** to Kenmare Adult Education Centre, Bell Height, Kenmare. Co. Kerry, by post or via email to info@kenmareaec.ie to arrive not later than **1 PM on Friday 14th September 2018**.