



Qualifi Level 4 Diploma in Health and Social Care

Qualifi Level 5 Diploma in Health and Social Care

Specification (For Centres)

November 2018

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's Commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realizing their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

These qualifications have been accredited to the Regulated Qualification Framework (RQF) and have their own unique Qualification Accreditation Numbers (QAN). This number will appear on the learner's final certification document. Each unit with the qualifications has its own RQF code. The QANs for these qualification are as follows:

Qualifi Level 4 Diploma in Health and Social Care (501/5058/0)

Qualifi Level 5 Diploma in Health and Social Care (601/5442/1)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualifications

The qualification has been created to develop and reward the health and social care workers of today and the future, and to continue to bring recognition and professionalism to the health and social care sector.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that your learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Certificate is accredited at Level 4 and the Diploma is accredited at level 5. Each programme has a total equivalence of 120 credits.

Completing the Diplomas has a value of 240 credits. This is equivalent to a **Foundation Degree** or **Diploma in Higher Education** and as such allows access to the final year at one of our University partners for a related Honours Degree.

2.2 Rationale for the Certificate and Diploma

The rationale of the programmes is to provide a career path for learners who wish to develop their management and care capabilities within the health and social care sector. The outcome of the Certificate and Diplomas, which are recognised UK Qualifications, is for learners to develop the skills required by organisations globally.

All programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

The qualifications provide a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the health and social care sector. It also allows specialist development through the optional units.

The qualifications will help to prepare professional staff and managers of the future in the health and social care sector. The qualifications provide a generic core of mandatory units that apply to all health and social care contexts; and allow learners to select specialisms in the optional units.

The qualifications are suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment in the health and social care sector, either directly on achievement of the awards or following further study to degree level.

2.3 Aims of the Certificate and Diploma

The programmes provide the opportunity for individuals to forge a career in health and social care by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The course aims for the following five themes of an academic plan:

1: Pursuing Excellence - Apply self-reflective, analytical, evaluative, intellectual, and transferable skills in private and public sectors.

2: Practice-led, knowledge-applied - Enable learners to develop critical thinking and problem solving skills required of a flexible creative practitioner.

3: Interdisciplinary - Develop a learner who is responsive to the changing interdisciplinary landscape, able to adapt to changing needs, paraprofessional roles and inter-professional working.

4: Employability-driven - To provide individuals with the knowledges, skills and behaviours necessary to forge a career within the health and social care sector, through the acquisition of in depth knowledge and understanding.

5: Internationalisation - Develop an understanding of the impact of diverse and cultural issues within health and social care.

2.4 Learning Outcomes of the Certificate and Diploma

Learners studying for the Certificate and Diploma in Health and Social Care will be expected to develop the following skills during the programme of study:

1. Analysing, synthesising and summarising information critically
2. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
3. Apply subject knowledge and understanding to address familiar and unfamiliar problems
4. Recognise the moral and ethical issues of health and social care practice and research; appreciating the need for ethical standards and professional codes of conduct
5. An appreciation of the interdisciplinary nature of health and social care service provision
6. Capacity to give a clear and accurate account of a subject, assemble arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists
7. Transferable skills and knowledge which will enable individuals to meet changing needs
8. Circumstances, whether within their own area of employment, or through promotion to a supervisory or management position, or to adapt to changes in the health/social care environment
9. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with foundation degree equivalences. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualifications have been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following:

QUALIFI Level 4 Diploma in Health and Social Care:

- some ability and possess qualifications at Level 3, for example 'A' Levels or vocational awards;

- some time in an organisational role and shown they have capability and drive to develop;
- Learners seeking further professional development and gain work-related skills and know-how.

QUALIFI Level 5 Diploma in Health and Social Care:

- qualifications at Level 3 and/or 4;
- work experience at a managerial level and demonstrate ambition with clear career goals;
- a first degree in another discipline and want to develop their careers in health and social care or business.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualifications

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Health and Social Care is a Level 4 Qualification made up of 120 credits.

The QUALIFI Diploma in Health and Social Care is a Level 5 Qualification equalling 120 credits. Learners who register for the Level 5 and fail to complete may be awarded a Level 4 if they have completed sufficient credit.

All units are 20 credits in value with the exception of the Research Unit which equates to 40 credits. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 20-credit unit approximates to a TQT of 200 hours incorporating 100 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework

- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in realtime
- e-learning supervised by a tutor in realtime
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structures

All units are mandatory. All units cover a number of topics relating to learning outcomes.

Learners are required to complete all units at Level 4 to achieve the 120 credits required to gain the Level 4 Diploma in Health and Social Care. Learners will be expected to complete all units at Level 4 and Level 5 to gain the Level 5 Diploma in Health and Social Care.

Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

Qualifi Level 4 Diploma in Health and Social Care comprises six units in total.

The Certificate requires six mandatory units at Level 4.

| Unit Reference | Mandatory Units | Level | TQT | Credits | GLH |
|----------------|---|-------|-----|---------|-----|
| HSC401 | Academic Study Skills | 4 | 200 | 20 | 100 |
| HSC402 | Communicating in Health and Social Care | 4 | 200 | 20 | 100 |
| HSC403 | An Introduction to Healthcare Policy | 4 | 200 | 20 | 100 |
| HSC404 | Reflective Practice | 4 | 200 | 20 | 100 |
| HSC405 | Managing People in Health and Social Care | 4 | 200 | 20 | 100 |
| HSC406 | Sociology Concepts in Health and Ill Health | 4 | 200 | 20 | 100 |

Qualifi Level 5 Diploma in Health and Social Care comprises five in total.

The Diploma requires five mandatory units at Level 5.

| Unit Reference | Mandatory Units | Level | TQT | Credits | GLH |
|-----------------------|---|--------------|------------|----------------|------------|
| HSC501 | Principles Underpinning Health and Social Care | 5 | 200 | 20 | 100 |
| HSC502 | The Management of Quality in Health and Social Care | 5 | 200 | 20 | 100 |
| HSC503 | Research Project | 5 | 200 | 40 | 100 |
| HSC504 | Partnership working in Health and Social Care | 5 | 200 | 20 | 100 |
| HSC505 | Working with Service users with Complex Needs | 5 | 200 | 20 | 100 |

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 4 Diploma in Health and Social Care** can progress to:

- the QUALIFI Level 5 Diploma in Health and Social Care, or
- the second year of undergraduate study in health and social care; or
- directly into employment in an associated profession.

Learners completing the **QUALIFI Level 5 Diploma in Health and Social Care** can progress to:

- the final year of an undergraduate degree; or
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability,

gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0)115 888 2323 or +44 (0)208 123 2946

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit HSC401: Academic Study Skills

Unit code: T/505/9498

RQF level: 4

Aim

The aim of this unit is to enable you to develop the necessary skills and understanding to study effectively within higher education. This will enable learners to acquire the necessary reflective and critical thinking skills required to achieve individual learning potential.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|---|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Demonstrate evidence of personal and academic development | 1.1 Develop a portfolio of evidence showing development in academic study skills 1.2 Reflect upon a significant learning incident using an acknowledged model |
| 2. Identify relevant sources of evidence in order to develop reliable arguments | 2.1 Collate an annotated bibliography for 3 sources, summarising findings 2.2 Explain the process by which you can identify relevant sources for an academic piece of work |
| 3. Interpret qualitative and quantitative data presented in research articles | 3.1 Evaluate the quality of the research article provided. 3.2 Discuss the relevance of the findings to health and social care practice |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Taylor, J. (2003) Study Skills in Health care, Nelson Thornes. ISBN 0748771190

Van Emden, J. and Becker, L. (2010) Presentation Skills for learners (2nd Ed) Palgrave Macmillan. ISBN 13:978-0-230-24304-0

Cottrell, S. (2011) Critical Thinking Skills- Developing effective analysis and argument. Palgrave Macmillan. ISBN 13: 978-0-230-28529-3

Pearce, R. (2003) Profiles and Portfolios of Evidence. Nelson Thornes

John, C. (2013) Becoming a Reflective Practitioner. (4th ed) WileyBlackwell

www.palgravestudyskills.com

Unit HSC402: Communicating in Health and Social Care

Unit code T/505/9495

RQF level: 4

Aim

The aim of this unit is to develop the learner's awareness of different forms of communication used in health and social care settings and its importance for effective service delivery.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|---|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Identify key communication skills and explain how these are applied in a health and social care setting | 1.1 Compare and contrast 2 theoretical approaches to communication in health and social care 1.2 Describe the main types of communication utilised within health and social care practice |
| 2. Analyse the various factors which influence the communication process in health and social care | 2.1 Discuss the main barriers to communication and how these can be overcome 2.2 Identify a variety of alternative means of communication utilised with Health and Social care users with special requirements 2.3 Explain the importance of confidentiality, linking to Caldicott Principles |
| 3. Discuss the benefits and challenges of information and communication technology (ICT) in health and social care practice | 3.1 Discuss how ICT has benefitted service users in health and social care 3.2 Discuss how ICT has benefitted health and social care practitioners 3.3 Explain the data protection act and its application in health and social care |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

McCorry, L, K and Mason, J. (2011) Communication skills for Healthcare Professionals

Crawford, P. (2006) Communication in Clinical Settings. Nelson Thornes Publishing

Moss, B. (2015) Communication Skills for Health and Social Care, Sage Publications

Schiavo, R (2013) Health Communication from Theory to practice

Mamen M (2007)– Understanding Non-Verbal Learning Disability, Jessica Kingsley Publishing
ISBN: 9781843105930

Nursing Times

Nursing Standard

Journal of Health Care Support Workers

Royal National Institutes for the Blind WWW.RNIB.Org.uk

Unit HSC403: An Introduction to Healthcare Policy

Unit code: F/505/9505

RQF level: 4

Aim

The aim of this unit is to develop your awareness of different influences on healthcare and their effect on the development of policy. Evaluation of healthcare policy will allow learners to examine what are the key contemporary issues for those making policy, providers and those receiving support.

Learning Outcomes and Assessment criteria

| Learning outcomes | Assessment criteria |
|--|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Demonstrate an understanding of the significant historical and contemporary landmarks in healthcare provision in the UK | 1.1 Summarise the main healthcare policy reforms introduced by the Labour Government from 1997 1.2 Summarise the Conservative/ Liberal Coalition health agenda 1.3 Discuss recent proposals in healthcare policy and its potential impact on service users |
| 2. Discuss the theoretical frameworks, concepts and models in developing policy | 2.1 Discuss the ideological backgrounds that can influence healthcare policy development 2.2 Describe how stakeholders can influence policy development |
| 3. Discuss the impact of previous and current healthcare policy upon service user groups | 3.1 Discuss a policy developed during the coalition government and its impact upon service users 3.2 Explain the government's policy on supporting service users with long-term conditions and its implications for service users |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Fatchett, A (2012) Social Policy for Nurses. Polity press. ISBN- 13:978-0-7456-4920-7

Kennedy, P (2013) Key themes in Social Policy

Donaldson, L. and Scally, G. Donaldson's Essential Public Health (Radcliffe Publishing Ltd 2009) ISBN: 9781846192098

Kennedy, P. Key Themes in Social Policy (Routledge, 2013) ISBN: 9780415520973

Taylor, G. Using Health Policy in Nursing Practice (Learning Matters, 2013) ISBN: 9781446256466

Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN: 9780335243815

Journal of Social Policy

Social Policy and Society

www.social-policy.org.uk

<https://www.gov.uk/government/policies/helping-to-reduce-poverty-and-improve-social-justice>

Unit HSC404: Reflective Practice

Unit code: F/505/9519

RQF level: 4

Aim

This unit is designed to introduce the learner to reflective practice in all its forms. Reflections on practice and in practice are important concepts in health and social care and feed into the idea of self-development linking theory to practice.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|---|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Identify and explain models of reflection used in health and social care | 1.1 Identify 2 models of reflection commonly used in health and social care practice 1.2 Explain the benefits of reflective practice in health and social care |
| 2. Develop the skills and knowledge required to plan for your personal and professional development | 2.1 Demonstrate an understanding of the use of personal development plans 2.2 Discuss how personal development plans are used in health and social care practice 2.3 Explain the role of clinical supervision in health and social care |
| 3. Produce a personal development plan identifying how you will develop the skills and knowledge required as a learner/practitioner of health and social care | 3.1 Develop a personal development plan 3.2 Identify on the plan your aims, how to achieve, success criteria and how you will monitor if achieved |
| 4. Discuss the links between theory and practice and how this can be facilitated. | 4.1 Discuss how to facilitate the use of research in practice and its benefits 4.2 Discuss the potential barriers to implementation of research into practice |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Lishman, J. (2007) Handbook for practice learning in social work and social care: knowledge and theory. London: Jessica Kingsley

Bolton, G. E. J. Reflective Practice, Writing and Development (Sage, 2014) ISBN: 9781446282359

Moon, J. Learning Journals: A Handbook for Reflective Practice and Professional Development (Routledge 2006) ISBN: 9780415403757

Collins, S. Supervision Skills (SPC Publishing UK, 2015) ISBN: 9780993169007

Johns, C (2013) Becoming A Reflective Practitioner (4th Ed) Wiley- Blackwell

Boud, D., Keogh, R and Walker, D. (ed) (1985) Reflection: turning Experience into Learning. Routledge- Farmer ISBN 0-85038-864-3

Community Care

Mental Health Practice

Nursing Times

Unit HSC405: Managing People in Health and Social Care

Unit code: L/505/9507

RQF level: 4

Aim

The aim of this unit is to enable learners to understand the processes involved in the recruitment, management and development of people in the health and social care workplace.

In this unit learners will investigate the processes involved in the management of individuals in the health and social care workplace and how to facilitate change in the organisation.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|--|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Evaluate the processes for recruiting individuals to work in health and social care | 1.1 Evaluate the factors involved in planning for recruitment 1.2 Evaluate the recruitment process with links to legislation and policy |
| 2. Explain the systems for monitoring and promoting the development of teams working in health and social care | 2.1 Explain the process of team development 2.2 Discuss different types of teams found in Health and social care 2.3 Explain the role of appraisal in developing team members |
| 3. Analyse the process of change management and how to implement change successfully | 3.1 Discuss factors that drive change in an organisation 3.2 Analyse 2 models of change commonly used in health and social care 3.3 Analyse potential barriers to change and how to overcome them |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Armstrong, M and Taylor, S (2014) Armstrong's handbook of Human Resource Management Practice 13th Ed London, Kogan Page

Bratton, J and Gold, J (2012) Human Resource Management: Theory and Practice 5th Ed Palgrave Macmillan

Burnes, B (2009) Managing Change (5th edition) Prentice Hall

Kew, J and Stredwick, J (2013) Human resource management in Context-3rd ed

<http://www.cipd.co.uk> (Chartered Institute of Personnel Development- in particular their factsheets).

www.personneltoday.com

Unit HSC406: Sociology: Concepts in Health and Ill Health

Unit code: M/505/9502

RQF level: 4

Aim

The aim of this unit is for learners to gain an understanding of sociological concepts of health and ill health and their application to care practice in health and social care. It will enable learners to gain an understanding of the nature of contemporary society and its influences on the perception of health and ill health.

Learners will explore how society is structured in terms of age, gender, ethnicity, social class, family and households and its impact on health and wellbeing.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|--|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Describe the theoretical perspectives behind approaches to health and illness | 1.1 Describe 2 theoretical perspectives to health and illness 1.2 Describe Parson's 'sick role' 1.3 Describe stigmatization and its potential affect upon service users |
| 2. Evaluate differing models of health used within health and social care | 2.1 Evaluate 2 different models of healthcare delivery 2.2 Using the case study provided justify a model of healthcare delivery which would be most appropriate |
| 3. Discuss how social inequalities influence the life chances and health status of individuals | 3.1 Discuss how the government measure morbidity and mortality across the UK 3.2 Describe what is meant by social inequality in health and what factors influence it 3.3 Discuss the use of health education and health promotion to improve the health of the nation |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

White, K. An Introduction to the Sociology of Health and Illness (Sage, 2008) ISBN:

Barry, A. and Yuill, C. Understanding the Sociology of Health: An Introduction (SAGE, 2011) ISBN: 9781446201886

Dillon, M. Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-first Century (Wiley-Blackwell, 2014) ISBN: 978-1118471920

Haralambos, M. and Holborn, M. Sociology: Themes and Perspectives (Collins Educational, 2013) ISBN: 9780007498826

Giddens, A. and Sutton, P. Sociology (Polity Press, 2013) ISBN: 9780745652931

Scambler, G (ed) (2008) Sociology as applied to Medicine. Saunders Elsevier

'Sociology of health and illness' journal available free on <http://on-linelibrary.wiley.com>
www.britsoc.co.uk

Unit HSC501: Principles Underpinning Health and Social Care

Unit code: K/505/9496

RQF level: 5

Aim

All Health and Social care professionals have professional codes of conduct. The aim of this unit is to develop understanding of the values, theories and policies underpinning health and social care practice and the mechanisms that exist to promote good practice within the sector.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|--|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Explain how principles of support are implemented in health and social care practice | 1.1 Discuss how health and social care values influence care delivery 1.2 Explain the principles of safeguarding service users |
| 2. Evaluate the impact of recent government policy, legislation, regulation, codes of practice and standards on practice | 2.1 Evaluate a piece of government legislation in health and social care and its influence on practice 2.2 Evaluate how codes of practice influence professional practice |
| 3. Evaluate the theories that underpin the delivery of health and social care practice | 3.1 Evaluate person-centred care and its role in holistic care 3.2 Discuss issues of social isolation and exclusion in service users and how professionals can help to overcome these |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Lishman, J. (2007) *Handbook for practice learning in social work and social care: knowledge and theory*. London: Jessica Kingsley

Holland, K and Hogg, C (2010) *Cultural Awareness in nursing and Healthcare – An introductory text* (2nd Ed) Hodder Arnold

Thompson, N *Promoting Equality: working with diversity and difference* (3rd Ed) Palgrave Macmillan

Cuthbert, S and Quallington J (2008) *Values for Care practice*. Reflect Press

Fatchett, A (2012) *Social policy for Nurses*. Polity

Health & Social Care in the Community

Journal of Health and Social Care Improvement

Unit HSC502: The Management of Quality in Health and Social Care

Unit code: A/505/9521

RQF level: 5

Aim

Quality is an essential component of health and social care services and a concept with many different interpretations and perspectives. The aim of this unit is for learners to develop an understanding of different perspectives on health and social care service quality and how it is evaluated in order to empower and involve users of services.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|--|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Critically discuss differing perspectives of quality in relation to health and social care services | 1.1 Critically discuss the role of quality assurance in health and social care 1.2 Critically discuss 2 different models for ensuring quality improvements |
| 2. Critically analyse, strategies for achieving quality in health and social care services | 2.1 Critically analyse the role of the Care Quality Commission in maintaining quality in health and social care 2.2 Analyse the role of benchmarks in maintain quality in health and social care |
| 3. Evaluate systems, policies and procedures in health and social care services to improve quality | 3.1 Evaluate the methods by which health and social care can gather feedback to improve quality 3.2 Identify the stakeholders in the improvement of quality delivery in health and social care 3.3 Evaluate strategies that can be used to improve service user's safety |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Cawsey, T., Deszca, G. and Ingols, C. (2015) *Organisational Change: An Action-Oriented Toolkit* (Sage, 2015) ISBN: 978-1483359304

Gottwald, M. and Lansdown, G. (2014) *Clinical Governance: Improving the Quality of Healthcare for Patients and Service Users* (Open University Press 2014) ISBN: 9780335262809

McSherry, R. and Warr, J. (2010) *Implementing Excellence in your Health Care Organisation: Managing, Leading and Collaborating - Excellence in Practice Development in Health and Social Care* (Open University Press, 2010) ISBN: 9780335234776

Donalddian, A (2002) *An introduction to Quality assurance in Healthcare*. OUP

Journal of Health Organisation and Management

Journal of Health and Social Care Improvement

Barr, J. and Dowding, L. *Leadership in Health Care* (Sage 2012) ISBN: 9781446207635 Gopee, N. and Galloway, J. *Leadership and Management in Healthcare* (Sage 2013) ISBN: 9781446248829

Gopee, N. and Galloway, J. *Leadership and Management in Healthcare* (Sage 2013) ISBN: 9781446248829

Walshe, K. and Smith, J. *Healthcare Management* (Open University Press, 2011) ISBN: 9780335243815

www.scie.org.uk Social Care Institute for Excellence

www.skillsforcare.org.uk Skills for Care

Unit: HSC503 Research Project

Unit code: H/505/9500

RQF level: 5

Aim

This unit aims to develop the learner's skills of independent enquiry and critical analysis by undertaking a small pilot investigation of direct relevance to their higher education programme or professional development.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|---|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Demonstrate the ability to formulate a research question | 1.1 Describe the 2 theoretical perspectives behind research 1.2 Develop a research question 1.3 Justify the theoretical perspective chosen to answer your research question 1.4 Critically review appropriate literature |
| 2. Undertake a pilot research project which does not require ethical approval | 2.1 Evaluate different methodologies used in research and identify appropriate one to answer your research question 2.2 Evaluate the differing data collection methods available for your methodology 2.3 Discuss and carry out data collection |
| 3. Critically evaluate research outcomes | 3.1 Evaluate and present data collected in an appropriate manner 3.2 Critically evaluate results, producing discussion and conclusions 3.3 Develop a short presentation to disseminate findings 3.4 Produce a critique of the process and the limitations of the project |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Blaxter, L., Hughes, C. and Tight, M (2010) How to research (4th ed) OUP

Bowling, A. Research Methods in Health: Investigating Health and Health Services (Open University Press, 2014) ISBN: 9780335262748

Parahoo, K. Nursing Research, Principles, Process and Issues (Palgrave Macmillan Ltd., 2014) ISBN: 9781137281265

Moule, P. (2015) Making sense of research in nursing, health and social care (5th ed) SAGE

Aveyard, H (2014) Doing a Literature Review in Health and Social Care. (3rd ed) OUP

Polgar, S. and Thomas, S.A (2008) Introduction to research in the Health Sciences (5th Ed) Churchill Livingstone

Journal of Health and Social Care Improvement

www.crlsresearchguide.org

Unit HSC504: Partnership Working in Health and Social Care

Unit code: A/505/9499

RQF level: 5

Aim

The aim of this unit is to enable learners to develop an understanding of the importance of working positively in partnership with others in health and social care.

Learners will explore the nature of partnership on three levels. First they will examine partnerships with users of services that empower individuals to make informed decisions and encourage independence. Second they will consider partnerships between different professionals within health and social care and explore inter-agency working. Finally, learners will investigate organisational partnerships and examine different ways of jointworking.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|--|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Explain philosophies and relationships in health and social care working | 1.1 Explain the philosophy behind working in partnership 1.2 Explain the potential barriers to working in partnership |
| 2. Critically explore how to promote positive partnership working between users of services, professionals and organisations in health and social care | 2.1 Critically explore the role of inter-professional learning in developing partnership working 2.2 Critically explore the concept of 'communities of practice' and its influence on partnership working 2.3 Explain the role of personal budgets and its impact on working in partnership with service users |
| 3. Evaluate the outcomes of partnership working in health and social care | 3.1 Evaluate the impact of child abuse enquiries on government thinking on |

| | |
|--|---|
| | <p>working in partnership</p> <p>3.2 Evaluate the positive impact of working in partnership</p> |
|--|---|

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Cribb, A. and Gewirtz, S. Professionalism - Key Themes in Health and Social Care (Polity Press, 2015) ISBN: 9780745653174

Cuthbert, S. and Quallington, J. Values for Care Practice: Health and Social Care: Theory and Practice (Reflect Press, 2008) ISBN: 9781906052058

Dickinson, H. Journals Evaluating Outcomes in Health and Social Care (Better Partnership Working) (Policy Press, 2008)

Glasby, J. and Dickinson, H. Partnership Working in Health and Social Care (Policy Press, 2008)

Baillie, L. and Black, S. Professional Values in Nursing (CRC Press, 2014), ISBN: 9781444180619

Hardy, M. Governing Risk: Care and Control in Contemporary Social Work (Palgrave Macmillan, 2015) ISBN: 9780230364158

Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN: 9780335243815

www.england.nhs.uk

www.communitycare.co.uk

www.scie.org.uk

Unit HSC505: Working with Service Users with Complex Needs

Unit code: T/505/9520

RQF level: 5

Aim

The aim of this unit is to help learners to understand issues of health, disability and illness and how health care professionals can empower those with complex physical and mental health needs to determine their own care.

Learning Outcomes and Assessment Criteria

| Learning outcomes | Assessment criteria |
|---|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can |
| 1. Analyse different perceptions of health, disability and illness | 1.1 Describe the historical and current definition applied to health, disability and illness 1.2 Choose 1 condition and analyse the differences in perceptions historically and in the present day |
| 2. Discuss how to promote the participation and independence of users of health and social care services | 2.1 Linking to legislation, discuss how you can promote independence in service users 2.2 Discuss the mechanisms by which service users can be involved in developing services |
| 3. Evaluate how the design and review of services promotes and maximises the rights of users of health and social care services | 3.1 Evaluate the role of stakeholders in service design and review 3.2 Evaluate how feedback from all stakeholders can be collected. 3.3 Discuss potential tensions in developing services with stakeholders for health and social care organisations. |

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Lishman, J. (2007) *Handbook for practice learning in social work and social care: knowledge and theory*. London: Jessica Kingsley

Holland, K and Hogg, C (2010) *Cultural Awareness in nursing and Healthcare – An introductory text* (2nd Ed) Hodder Arnold

Thompson, N () *Promoting Equality: working with diversity and difference* (3rd Ed) Palgrave Macmillan

Cuthbert, S and Quallington J (2008) *Values for Care practice*. Reflect Press

Fatchett, A (2012) *Social policy for Nurses*. Polity

Journals:

Health & Social Care in the Community

Journal of Health and Social Care Improvement