



Level 3 Diploma in Health and Social Care

Specification (For Centres)
June 2025

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards. This comprises centre approval, qualification approval and ongoing monitoring through our External Quality Assurance and annual centre monitoring processes.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and/or to provide opportunities for progression to further study. Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for their decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consulted with a range of employers, providers and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality, Diversity and Inclusion (EDI)

QUALIFI qualifications are developed to be accessible to all learners who can attain the required standard. QUALIFI promotes equality, diversity and inclusion across all aspects of the qualification process. Centres are required to implement the same standards of EDI and ensure teaching and learning are free from any barriers that may restrict access and progression. For further details please refer to QUALIFI's *Equality and Diversity Policy*.

Learners with any specific learning needs should discuss this in the first instance with their approved centre who will refer to QUALIFI's *Reasonable Adjustment and Special Consideration Policy*.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's QUALIFI Level 3 Diploma in Health and Social Care (603/0819/9)

final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 3 Diploma in Health and Social Care (603/0819/9)

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Diploma in Health and Social Care

The aim of the QUALIFI Level 3 Diploma in Health and Social Care is to provide learners with an understanding of care and their role in the sector. Learners will develop practical skills for a career in Health and Social Care.

The qualification aims for the following:

1. To equip individuals with the knowledge, understanding and skills required for success in employment in the health and social care sector
2. To enable progression to the first year of a degree or related professional qualification
3. To provide specialist study relevant to individual vocations and environments in which learners are currently working, or to which learners are aiming to work within the health and/or social care sector
4. To develop learners' ability to contribute positively to good practice in the health and social care environment through effective use and combination of the knowledge and skills gained in the qualifications
5. To develop skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment.

Successful completion of the qualification will provide learners with the opportunity to progress to further study at a higher level or employment.

Learning Outcomes of the QUALIFI Level 3 Diploma in Health and Social Care

The overall learning outcomes of the qualification are for learners to be offered 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.

Learners studying for the QUALIFI Level 3 Diploma in Health and Social Care will be expected to achieve the following outcomes:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Apply subject knowledge and understanding to address familiar and unfamiliar problems
3. 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
4. Appreciate the interdisciplinary nature of health and social care service provision

5. Have a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists.
6. Develop transferable skills and knowledge which will enable individuals to meet changing
7. Be able to motivate individuals to progress to further professional development through future study or as part of their chosen career.

Delivering the Qualification

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners and:

- have in place qualified and experienced assessors. All assessors are required to undertake regular continued professional development (CPD)
- access to the physical resources needed to support the delivery of the qualification and learner achievement.

Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres will be monitored by QUALIFI EQAs to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI, unless otherwise agreed:

- sets all assessments;
- quality assures assessments prior to certification;
- awards the final mark and issues certificates.

Centre Staffing

Staff delivering this qualification should:

- be occupationally competent or technically knowledgeable in the area[s] they are assessing
- have recent relevant experience in the specific area they will be assessing
- hold, or be working towards, the relevant Assessor/ Internal Quality Assurers (IQAs) qualification (s).

Assessors are assessing learner performance in a range of tasks to ensure the evidence they produce meets the requirements of the unit assessment criteria. To do this effectively assessors need a thorough understanding of assessment and quality assurance practices, as well as in-depth technical understanding related to the qualifications they are assessing.

To support assessors and the centre's internal quality systems, IQAs must have appropriate teaching and vocational knowledge and expertise and be familiar with the occupation and technical content covered within the qualification.

Continuing professional development (CPD)

Centres are expected to support the CPD of their staff to maintain current and up-to-date knowledge of the occupational area and ensure best practice in delivery, mentoring, training, assessment and quality assurance.

Quality assurance

Approved Centres must have effective quality assurance systems in place to ensure robust qualification delivery and assessment, which includes internal monitoring and review procedures.

Qualifi will appoint approved External Quality Assurers (EQAs) to monitor the assessment and internal quality assurance carried out by centres and ensure that assessment is valid and reliable. Please see QUALIFI's *External Quality Assurance Policy*.

Learner Recruitment, Induction and Registration

Recruitment

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 18 or over.

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 enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Learner induction

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements of the qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

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 to support them in making the necessary qualification and unit choices.

All learners must be registered with QUALIFI within the deadlines outlined in the *QUALIFI Registration, Results and Certification Policy and Procedure*.

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 *Recognition of Prior Learning Policy*.

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 and may be made available to our regulators. 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 info@qualifi.net

Learner Voice

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

Professional Development and Training for Centres

QUALIFI supports its approved centres 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.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 3 Diploma in Health and Social Care** will enable learners to progress to:

- QUALIFI Level 4 Diploma in Health and Social
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Health and Social Care is made up of 60 credits which equates to 600 hours of TQT.

Total Qualification Time (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.

Examples of activities that 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 prerecorded 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, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 3 Diploma in Health and Social Care

The Diploma requires 4 Mandatory Units and a minimum of 2 Optional Units.

Unit Reference	Mandatory Units	Level	TQT	Credits
HSC301	An Introduction to Health and Social Care	3	100	10
HSC302	Communication for Health and Social Care	3	100	10
HSC303	Promoting Health in the Population	3	100	10
HSC304	Person-Centred Care	3	100	10
Unit Reference	Optional Units	Level	TQT	Credits

HSC305	Understanding Diabetes Care	3	100	10
HSC306	Understanding Stroke Care	3	100	10
HSC307	Understanding Dementia Care	3	100	10

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**

All units will be internally assessed through written assignments, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide written assessment tasks for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies 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, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

All learning outcomes and related assessment criteria must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Qualifi will provide a combination of assessment that cover the learning outcomes and assessment criteria.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt, so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

Special Considerations and Reasonable Adjustments

This qualification and its assessments have been designed to best support accessibility and inclusion for all learners. In the design and development of qualifications and assessment Qualifi complies

with the requirements of the Equality Act 2010 and the appropriate Ofqual general conditions of regulation. In some instances, individuals will have diverse learning needs and need reasonable adjustments to be able fully participate in the qualification and have fair access to assessment. Reasonable adjustments, including additional time or alternative evidence formats, are intended to enable learners with individual needs to demonstrate their skills and knowledge without changing the demands of the assessment. Centres are responsible for making sure that learners can access the requirements of the qualification at the start of a programme of learning.

Special consideration can be given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. Special considerations can be in relation to the amount of time given for evidence to be provided or the format of the assessment as long as this is equally valid. However, centres must not agree to the use of alternative forms of evidence to those stipulated in a unit, or to the omission of any assessment criteria when judging attainment.

For further details please see QUALIFI's *Reasonable Adjustment and Special Consideration Policy* and *Access to Fair Assessment Policy and Procedure*.

Malpractice and Maladministration

Centre or learner malpractice undermines the integrity and validity of assessment and/or the certification of qualifications and can arise or be suspected in relation to any unit or type of assessment within the qualification.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Centres will investigate the allegation in compliance with their own published and QUALIFI approved policy and procedures. Incidents of maladministration, unintentional errors in the delivery or assessment of QUALIFI qualifications that may affect the assessment of learners, should also be reported in the same way.

QUALIFI may conduct an investigation if we believe that internal assessment and/or internal quality assurance is not being carried out in line with our policies. QUALIFI reserves the right to withhold the issuing of results and/or certificates while an investigation is in progress.

For further details regarding malpractice and how to report suspected malpractice please see QUALIFI's *Malpractice and Maladministration Policy* and *Plagiarism, Collusion and Cheating Policy*. Where centres have concerns about learner use of Artificial Intelligence (AI) please refer to the *QUALIFI Guidance statement to centres on the risk of AI*.

Unit Specifications

Unit HSC301: An introduction to Health and Social Care

Unit code: D/615/3823

RQF level: 3

Aim

Learners will come to understand what it is like to work in Health and Social Care, the responsibilities in line with maintaining the health and safety and safeguarding the rights of individuals in their care. Always needing to be aware of issues around data protection, confidentiality and possibilities for discriminatory practice.

Learners will come to understand the role of regulatory bodies and their impact upon their working lives as well as the monitoring processes in place to ensure the delivery of high-quality care.

Learners will begin to examine the many different professional roles that may be involved in the delivery of care to an individual, what their roles are and how and where these services are delivered. Potential barriers to inter-professional working and the sharing of information will be covered and the effect this can have on the individual receiving care.

Please note that for learners working in or studying the qualification in the UK, their evidence in relation to legislation, regulations, codes of practice etc must be in a UK context. If learners are not in the UK, they must state the country they are referring to in relation to these areas.

The assessment will be by a written assignment using case studies to give real-life scenarios that you may come across in Health and Social Care. Each learning outcome will have a separate case study to allow you to display an in-depth knowledge of each outcome.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Understand the main roles and responsibilities of Health and Social Care workers when delivering care	1.1	Explain how Health and Social Care professionals protect individuals in their care.
		1.2	Discuss the mechanisms for reporting poor practice in Health and Social Care.
2.	Understand the importance of regulatory bodies in delivery of high-quality care	2.1	Discuss the roles of regulatory bodies that inspect Health and Social Care provision.
		2.2	Identify the professional bodies that regulate the professions within Health and Social Care.
3.	Evaluate the role of the inter-professional team in delivering Health and Social Care	3.1	Explain the roles and responsibilities of the inter-professional team in meeting care needs in the case study
		3.2	Discuss the difference between multidisciplinary and inter-professional team working.
		3.3	Discuss the potential barriers to team working and how they could be overcome.

Indicative Content

Learners must cover the following topics:

1. Understand the main roles and responsibilities of Health and Social Care workers:

- What are their organisations policies and procedures?
- Importance of providing dignified personal care
- How to assess needs of individuals and joint care planning with individual and family
- How to encourage Independence
- Promoting anti-discriminatory practices
- Empowering individuals
- How do we ensure safety for both clients and staff?
- Ensuring confidentiality and data protection, codes of practice and legislation.

2. Understand the importance of regulatory bodies in delivery of high-quality care:

- Care Quality Commission (CQC), National Institute for Health and Care Excellence (NICE) and what they do.
- Professional body regulation, e.g. NMC, HCPC etc. and how they work.
- The organisation's role in helping their employees meet standards, implementing codes of practice, CPD etc.

3. Evaluate the role of inter-professional teams in delivering Health and Social Care

- What is the difference between inter-professional and multidisciplinary teams?
- Why do we need inter-professional working and what are the benefits for individuals receiving care?
- Barriers to inter-professional working and how can they be overcome.
- Involving everyone in care decisions, the holistic approach to care delivery.
- Learners must be exposed to the relevant legislations/ resources covering these topic areas

Suggested Resources

www.communitycare.co.uk

www.england.nhs.uk

<https://www.nice.org.uk/> www.cqc.org.uk/

Cribb, A. and Gerwitz, S. (2015) Professionalism- Key themes in Health and Social care, Polity Press

Glasby, J. and Dickinson, H. (2008) Partnership Working in Health and Social Care. Polity Press
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Unit HSC302: Communication for Health and Social Care

Unit code: D/615/3824

RQF level: 3

Aim

Being able to communicate effectively is a pre-requisite in any positive interaction in Health and Social Care, be this with a service user, carer, colleague or external agency. We take communication for granted but in Health and Social Care there are many methods of communication which we need to be proficient in.

During this unit learners will look at the variety of methods of communication used within Health and Social Care practice and be able to outline principles of effective communication and how to identify and overcome common barriers to high-quality communication.

Learners will also become familiar with the different methods of oral and written communication used, be that in handing over information to colleagues face to face or by telephone, and the benefits and potential weaknesses of each. They will also learn how to produce and present orally via a presentation, which is a very useful skill within the Health and Social Care arena. How to present written information in a formal way via care plans, reports etc. will also be covered.

Finally, learners will look at the range of IT innovations within the Health and Social Care sector through which service user information can be communicated within the team and to external partners in care. Issues around data protection and confidentiality will be discussed.

Please note that for learners working in or studying the qualification in the UK, their evidence in relation to legislation, regulations, codes of practice etc must be in a UK context. If learners are not in the UK, they must state the country they are referring to in relation to these areas.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Understand the role of effective communication in Health and Social Care practice	1.1	Describe the methods used to communicate in Health and Social Care
		1.2	Discuss the strengths and weaknesses of both formal and informal communication methods.
		1.3	Outline the principles of effective communication.
		1.4	Explain potential barriers to communication and how they can be overcome.
2.	Be able to communicate information in a variety of formats	2.1	Discuss the different methods of oral communication commonly found in Health and Social Care.
		2.2	Produce an oral presentation and deliver to an audience at the appropriate level.
		2.3	Produce a written communication that is appropriate for your organisational role.

3.	Understand the importance of ICT in communication in Health and Social Care	3.1	Discuss the benefits and potential hazards of using technology in communications for organisations.
		3.2	Discuss the benefits and potential hazards of using technology in communications for service users.
		3.3	Explain the issues around data protection and how it is implemented in Health and Social Care.

Indicative Content

Learners must cover the following topics:

1: Understand the role of effective communication in Health and Social Care practice

- Methods of communication and an understanding of basic models of communication used in Health and Social Care
- Communication methods: Non-verbal, verbal, visual, face to face, formal and informal, vertical and horizontal, internal and external
- When to choose different communication methods
- Differences between communication channels in large and small organisations
- The strengths and weaknesses of different communication methods
- Principles of effective communication, clarity of message and language, choice of channel, listening to responses

2: Be able to communicate information in a variety of formats

- Styles and methods of oral communication: conversation, formal presentation, discussion groups, case discussions, interviews, formal and informal, adapting communication methods for the audience, the use of non-verbal cues to strengthen the message.
- Producing and delivering a presentation, using appropriate software, producing handouts and answering questions. Show subject knowledge, adapting answers to audience.
- Looking at written styles in Health and Social Care, note writing following care intervention, care plans, report writing for case discussions. Letters and emails. Formal and informal written communication. Integrating images, tables and graphs into reports.

3: Understand the importance of ICT in communication in Health and Social Care

- Use of technology in Health and Social Care
- Use of ICT for the benefit of carers and organisations, social media, email, websites, presentation software
- Use of ICT for service users with communication needs, communication aids available for various disabilities to promote communication
- The use of Tele-medicine
- Issues of data protection and confidentiality

Suggested Resources

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

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

Taylor, J. (2003) Study Skills in Healthcare. Nelson Thornes

www.RNIB.org.uk

Unit HSC303: Promoting Health in the Population

Unit code: K/615/3825

RQF level: 3

Aim

Promoting health is the responsibility of everyone who works in Health and Social Care. It is also an important government agenda. So how do we as individuals promote the health of our service users and the government promote health within the wider population?

Within this unit learners will look at how the government through organisations such as Public Health England tries to improve the health of the population. They will look at policies and activities they undertake to improve the health of the nation and their role in monitoring the population's health. What factors can affect health and the government's role in trying to reduce these will be discussed.

From an individual's view, learners will look at the role of health promotion and some common approaches and models used by practitioners to promote and protect the health of the communities they serve. They will look at how to run a small health campaign and how to overcome barriers to participation.

It may seem strange to look at this area if you currently care for service users with long-term conditions, but as professionals those working in Health and Social Care must always be looking at ways to support service users to maintain as healthy a lifestyle as possible to minimise development of future health conditions.

Please note that for learners working in or studying the qualification in the UK, their evidence in relation to legislation, regulations, codes of practice etc must be in a UK context. If learners are not in the UK, they must state the country they are referring to in relation to these areas.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Understand how public health policy is developed to improve the health of the population	1.1	Discuss the process for developing a public health policy
		1.2	Identify the potential groups who can influence public health policy
		1.3	Explain how the government monitors the health of the nation.
2.	Examine factors that can affect health in the population	2.1	Discuss the factors affecting health across the nation.
		2.2	Discuss the potential benefits of improving health across the nation.
3.	Understand how health promotion can influence individuals to adopt healthy lifestyles	3.1	Evaluate two models commonly used in health promotion
		3.2	Discuss approaches commonly used to increase public awareness.
4.		4.1	Produce health promotion material for a target audience

Indicative Content

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	Develop a health promotion campaign and analyse its effectiveness	4.2	Deliver a small health promotion campaign.
		4.3	Analyse any effects of the campaign.

Learners must cover the following topics:

1: Understand how public health policy is developed to improve the health of the population

- Identifying and monitoring the health needs of the population
- Identifying and protecting individuals from communicable diseases and environmental issues which could lead to health consequences
- How do we find out the health needs of the population?
- Local and national provision of public health priorities **in the UK**
- Groups who influence policy, government agencies (DoH), charities and pressure groups, British Heart Foundation (BHF) Diabetes UK, Cancer Research UK etc. The role of the World Health Organisation.
- How do we monitor the health of the nation?
- Important reports such as the Black Report (1980) and Acheson Report (1998) and their continuing impact on public health policy

2: Examine the factors that can affect health in the population

- Looking at Socio-economic factors, environmental, lifestyle choices
- Links between the above and prevalence of health and ill health in populations
- The positive impact of improved health in populations.
- Looking at case studies of outcomes of improved public health on the nation and individuals
 - Quality of life measures and life expectancy

3: Understand how health promotion can influence individuals to adopt healthy lifestyles

- Models of health promotion: Health belief model, theory of reasoned action, stages of change model
- Approaches to deliver the health promotion messages: Health education, mass media, community involvement, empowerment, role of individuals, national campaigns.

4: Develop a health promotion campaign and analyse its effectiveness

- Health promotion material- looking at different types
- Understanding your audience and how to reach them
- Planning a campaign, resources/ time/publicising
- Running a campaign, gaining feedback from participants
- Follow up and how to measure the effects of the campaign
- Potential barriers to participation

Suggested Resources

Naidoo, J. and Wills, J (2016) Foundations for Health promotion (4th Edition). Elsevier

Wilson, F. and Mabhala, M. (2009) Key Concepts in Public Health. Sage

QUALIFI Level 3 Diploma in Health and Social Care (603/0819/9)

<https://www.gov.uk/government/organisations/public-health-england>

Unit HSC304: Person-Centred Care

Unit code: M/615/3826

RQF level: 3

Aim

Within this unit learners will look at the role of person-centred care in their interactions with service users. They will also consider other models of care delivery and discuss their strengths and weaknesses in delivering care needs to different populations of service users. Delivering high-quality care is not always easy and learners will look at potential ethical issues that could arise and how these could be dealt with.

Learners will develop an understanding of the difficulties of balancing individual autonomy and minimising potential risk to vulnerable service users.

Learners will look at relevant health and social care legislation that impacts upon both those delivering care and individuals receiving care. The role of government departments and other agencies in producing legislation and guidance and how this affects local policies, procedures and care delivery will be discussed.

Please note that for learners working in or studying the qualification in the UK, their evidence in relation to legislation, regulations, codes of practice etc must be in a UK context. If learners are not in the UK, they must state the country they are referring to in relation to these areas.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Understand the professional values and attributes of a Health and Social Care worker	1.1	Compare and contrast person-centred care with one other model of care delivery.
		1.2	Discuss how to promote equality and diversity when working with service users.
		1.3	Define the personal attributes required in Health and Social Care and how they inform practice.
		1.4	Explain the concept of empathy with links to current theories.
2.	Understand the ethical issues involved when meeting care needs.	2.1	Define ethics with particular reference to medical ethical principles.
		2.2	Identify the ethical issues from the case study and discuss how these could be resolved.
3.	Understand the policies and legislation that govern Health and Social Care practice	3.1	Discuss two pieces of legislation in relation to Health and Social Care and how they impact upon delivery of care
		3.2	Analyse the roles of two agencies who provide guidance for safe and effective care delivery in the Health and Social Care sector.

Indicative Content

Learners must cover the following topics:

1: Understand the professional values and attributes of a Health and Social Care worker

- Models of care, definitions and the aims of each model. Comparing and contrasting models.
- Person-centred care – what does it mean in Health and Social Care practice
- What is equality, diversity and discrimination? definitions, prevention and the care worker's role
- The 6Cs of Health and Social Care Workers, definitions
- People skills such as patience, problem-solving skills, Communication skills, conflict management skills and negotiating skills.
- What is empathy and why is it important for Health and Social Care workers to be empathetic?
- Current theories of empathy

2: Understand the ethical issues involved when meeting care needs

- Define Ethics. In particular, cover the principles which relate to interaction with service users. Duty of Care etc.
- Common ethical issues in relation to Health and Social Care, balancing services against resources, minimising risk whilst maintaining individual choice, the needs of one against the needs of many. Sharing of information, issues with confidentiality.
- Link the examples to the ethical principles discussed.
- Gain examples from learners and discuss the ethical issues and possible positive outcomes of the situations.

3: Understand the policies and legislation that govern health and social care practice

- Cover the main legislative and policy making departments and organisations that influence policies in Health and Social Care, NHS, DH, NICE, HSE, and their role in influencing Health and Social Care delivery.
- Look at legislation such as Equality Act 2010, Care Act 2014, Mental Health Act 2007 etc.
- Look at examples of NICE guidance on Care Pathways and Care Plans
- Look at HSE guidance on risk assessments
- Discuss how these national guidelines are enacted in individual organisations.

Suggested Resources

Cuthbert, S and Quallington, L (2008) Values for Care Practice. Reflect Press

Holland, K and Hogg, C (2010) Cultural awareness in Nursing and healthcare- an introductory text (2nd Ed). Hodder Arnold

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

Cranmer, P. and Nhemachena, J. (2013) Ethics for Nurses: Theory and Practice. Open University

<https://www.nice.org.uk/>

www.hse.gov.uk/

Unit HSC305: Understanding Diabetes Care

Unit code: T/615/3827

RQF level: 3

Aim

Diabetes especially Type 2 Diabetes is a growing healthcare issue in the UK. Many service users will have diabetes, and the associated complications associated with it. This can seriously affect quality of life and, in some cases, can lead to the need for limb amputation, causing enormous physical and psychological challenges for the service user.

In this unit learners will develop an understanding of the physiology behind the condition, associated complications and associated treatment and care needs, which will enhance their understanding and care of these service users.

Please note that for learners working in or studying the qualification in the UK, their evidence in relation to legislation, regulations, codes of practice etc must be in a UK context. If learners are not in the UK, they must state the country they are referring to in relation to these areas.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Understand the causes and effects of Type 2 Diabetes	1.1	Discuss the reasons for the increase in Type 2 Diabetes in the population
		1.2	Explain the signs and symptoms of Type 2 Diabetes.
2.	Examine the clinical investigations associated with diagnosis of Type 2 Diabetes	2.1	Compare and contrast the clinical investigations associated with diagnosis of Type 2 Diabetes.
3.	Examine the treatment and support available for service users with Type 2 Diabetes	3.1	Explain the treatment and support available for service users when initially diagnosed with Type 2 Diabetes.
		3.2	Discuss the common complications associated with Type 2 Diabetes.
		3.3	Explain the treatment and support available for service users with long-term complications of Type 2 Diabetes.

Indicative Content

Learners must cover the following topics:

1. Understand the causes and effects of Type 2 Diabetes

- What is Diabetes
- Difference between Type 1 and Type 2 Diabetes

- Causes of Type 2 Diabetes
- Prevalence in population/ potential costs to Health and Social Care sector
- Signs and Symptoms of Type 2 Diabetes.
- Link signs and symptoms to body physiology

2: Examine the clinical investigations associated with diagnosis of Type 2 Diabetes

- Common investigations associated with Type 2 Diabetes
- Accuracy of tests

3: Examine the treatment and support available for service users with Type 2 Diabetes

- Support available upon initial diagnosis, support groups, medical and nursing support, health education.
- Treatment regimes available, lifestyle issues, medication, diet
- The Diabetes 'Team': vascular surgeon, G.P. diabetes nurse specialist, chiropodist etc.
- Complications of poorly controlled Type 2 Diabetes, ulcers, gangrene, limb amputation, sight loss, neuropathy, kidney problems, heart disease etc.
- Treatment options for complications associated with Type 2 Diabetes especially surgical interventions for ischaemic limbs and implications for care.
- Rehabilitation options post-surgery, the role of the rehabilitation team

Suggested Resources

Whettem, E. (2012) Diabetes (nursing and Health survival guides) Routledge NICE

(2011) Diabetes in Adults quality standards. NICE, London

<https://www.diabetes.org.uk/>

Unit HSC306: Understanding Stroke Care

Unit code: A/615/3828

RQF level: 3

Aim

Many of the service users you care for may have had a stroke – or more correctly a cerebrovascular accident. It is important to know the causes and effects of the condition if you are to provide quality care.

During this unit, learners will study the types of cerebrovascular accidents (CVA) and the symptoms displayed including mobility and speech and swallowing problems. Diagnostic tools utilised in identifying the cause of the CVA will be covered.

Learners will look at the role of acute care in maximising a positive outcome and the longer-term treatment supplied by the rehabilitation team. Measures that could reduce the incidence of CVA will be examined as well as looking at support available for both those experiencing a CVA and their family. Aids to communication will be covered. The benefit of specialised Stroke Units in achieving positive outcomes will be discussed.

Please note that for learners working in or studying the qualification in the UK, their evidence in relation to legislation, regulations, codes of practice etc must be in a UK context. If learners are not in the UK, they must state the country they are referring to in relation to these areas.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Understand the causes and effects of cerebrovascular accident (CVA)	1.1	Explain the different types of CVA.
		1.2	Discuss the signs and symptoms of left sided and right sided CVA.
		1.3	Analyse the reasons for different presentations of signs and symptoms with regard to the physiology of the brain.
2.	Understand the risk factors associated with a cerebrovascular accident (CVA) and common investigations associated with diagnosis.	2.1	Discuss the risk factors associated with a CVA and preventative health measures.
		2.2	Compare and contrast the available investigations associated with diagnosis of CVA.
3.	Examine the treatment and support available for service users following a CVA and their families	3.1	Describe the acute and long-term care post CVA.
		3.2	Discuss the roles and interventions of the rehabilitation team.
		3.3	Evaluate the effectiveness of care in a specialised Stroke Unit on outcomes.

Indicative Content

Learners must cover the following topics:

1. Understand the causes and effects of cerebrovascular accident (CVA)

- Overview of cerebrovascular accidents, definition, prevalence etc.
- Types of CVA (Haemorrhagic and Ischaemic)
- Basic physiology associated with the two types of CVA
- Signs and symptoms of CVA - left sided versus right sided
- Mobility problems, paralysis, speech problems (dysphasia/aphasia), swallowing problems
- Health education in recognising stroke - F.A.S.T

2. Understand the risk factors associated with a cerebrovascular accident (CVA) and common investigations associated with diagnosis

- Risk factors (Diabetes, Hypertension, Atrial Fibrillation etc.) and reducing prevalence, health education messages (normalising BP, reducing cholesterol, healthy diet, exercise, stopping smoking, drinking in moderation) and links to risk factors.
- Role of medication
- Diagnostic tools used in suspected CVA (blood tests, Carotid Ultrasound, CT Scan, ECG etc.)
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3. Examine the treatment and support available for service users following a CVA and their families

- Acute care - what does research and clinical guidelines say about best practice?
- Long-term rehabilitation, roles of rehabilitation team, treatment interventions, aids and adaptations.
- Role of specialised Stroke Units, evidence of impact on outcomes.
- Support available for those post CVA and their families.
- Quality of life issues

Suggested Resources

Riske, J. and Culver, K. (2016) Stroke: A Nurse Guide to caring for the patient. Nurseology Consultants, LLC.

<https://www.nice.org.uk/guidance/cg162/evidence/full-guideline-190076509>

<https://www.stroke.org.uk/>

Unit HSC307: Understanding Dementia Care

Unit code: F/615/3829

RQF level: 3

Aim

Dementia is a growing Healthcare issue in the UK. Many service users will have dementia and the associated complications associated with it. This can seriously affect quality of life not only for the service user but for their family and friends. The psychological and physical burden of caring for someone with Dementia is huge.

An understanding of the physiology behind the condition, associated complications and associated treatment and care needs will enhance your understanding and care of these service users.

Please note that for learners working in or studying the qualification in the UK, their evidence in relation to legislation, regulations, codes of practice etc must be in a UK context. If learners are not in the UK, they must state the country they are referring to in relation to these areas.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Understand the causes and effects of Dementia	1.1	Discuss the reasons for increase in Dementia in the population.
		1.2	Explain the signs and symptoms of Dementia.
2.	Examine the investigations associated with diagnosis Dementia	2.1	Compare and contrast the available investigations associated with diagnosis of Dementia
3.	Examine the treatment and support available for service users with Dementia and their families	3.1	Explain the Treatment and support available for service users when initially diagnosed with Dementia.
		3.2	Discuss the long-term complications associated with Dementia.
		3.3	Explain the treatment and support available for service users at the end stages of Dementia.
		3.4	Explain the support available for families with relatives with end stage dementia.

Suggested Resources

Earlstein, F. (2016) Dementia, types, diagnosis, symptoms, treatment, causes, neurocognitive disorders, prognosis, research, history, myths and more. NRB Publishing

Andrews, J. (2015) Dementia: The one-stop guide: practical advice for families, professionals and people living with dementia and Alzheimer's disease. Profile Books Ltd

<https://www.alzheimers.org.uk>

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