



Level 4 Diploma in Health  
and Social Care

Level 5 Diploma in Health  
and Social Care

Level 5 Extended 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

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

**QUALIFI Level 4 Diploma in Health and Social Care (601/5058/0)**

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

**QUALIFI Level 5 Extended Diploma in Health and Social Care (610/3288/8).**

## **Qualification Aims and Learning Outcomes**

### **Aims of the QUALIFI Level 4 and 5 Diplomas in Health and Social Care**

The QUALIFI Level 4 and 5 Diplomas in Health and Social Care provide learners with a level of knowledge and understanding that will support their development into senior positions. The Diplomas aim to enable learners to explore the following five themes:

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

**2: Practice-led, knowledge-applied** - Develop critical thinking and problem-solving skills required of a flexible creative practitioner.

**3: Interdisciplinary** - Develop responsiveness to the changing interdisciplinary landscape, able to adapt to changing needs, paraprofessional roles and inter-professional working.

**4: Employability-driven** - Develop the knowledges, skills and behaviours necessary to follow 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.

The Level 4 and 5 Diplomas have a total of 120 credits.

The Level 5 Extended Diploma has a total of 240 credits. This is equivalent to a **Foundation Degree** and as such allows access to the final year at one of our university partners for a related Honours Degree. Learners who do not complete the Level 5 Extended Diploma but achieve a minimum of 120 credits at Level 4 will be awarded the QUALIFI Level 4 Diploma in Health and Social Care (501/5058/0)

### **Learning Outcomes of the QUALIFI Level 4 and 5 Diplomas in Health and Social Care**

Learners studying for the QUALIFI Level 4 and 5 Diplomas in Health and Social Care will be expected to achieve the following outcomes:

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.

QUALIFI Level 4 and 5 Diplomas in Health and Social Care

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.

## **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. It is envisaged that learners entering the Level 4 Diploma will have a Level 3 qualification and that learners entering the Level 5 Diploma will have a Level 4 Diploma.

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](mailto: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 4 Diploma in Health and Social Care** will enable learners to progress to:

- QUALIFI Level 5 Diploma in related areas
- Bachelor's degree second year
- Employment in an associated profession.

Completing the **QUALIFI Level 5 Diploma and Extended Diploma in Health and Social Care** will enable learners to progress to:

- QUALIFI Level 5 Diploma in related areas
- Bachelor's degree second year
- Employment in an associated profession.

## **University exemptions**

QUALIFI has exemptions for learners to progress to a final year of an Honours degree at a number of Universities.

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

## Qualification Structure and Requirements

### Credits and Total Qualification Time (TQT)

The QUALIFI Level 4 Diploma in Health and Social Care is made up of 120 credits which equates to 1200 hours of TQT and include 600 hours of GLH.

The QUALIFI Level 5 Diploma in Health and Social Care is made up of 120 credits which equates to 1200 hours of TQT and include 500 hours of GLH.

The QUALIFI Level 5 Extended in Diploma Health and Social Care requires all Level 4 and Level 5 units to be completed. This is 2400 hours of TQT and 1100 hours of GLH.

**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. <sup>[1]</sup><sub>[SEP]</sub>

**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 4 Diploma in Health and Social Care

The Level 4 Diploma comprises six mandatory units at Level 4.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
T/505/9498	Academic Study Skills	4	200	20	100
H/505/9495	Communicating in Health and Social Care	4	200	20	100
F/505/9505	An Introduction to Healthcare Policy	4	200	20	100
F/505/9519	Reflective Practice	4	200	20	100
L/505/9507	Managing People in Health and Social Care	4	200	20	100
M/505/9502	Sociology Concepts in Health and Ill Health	4	200	20	100

## Rules of Combination for QUALIFI Level 5 Diploma in Health and Social Care

The Level 5 Diploma comprises five mandatory units at Level 5.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
K/505/9496	Principles Underpinning Health and Social Care	5	200	20	100
A/505/9521	The Management of Quality in Health and Social Care	5	200	20	100
H/505/9500	Research Project	5	400	40	100
A/505/9499	Partnership working in Health and Social Care	5	200	20	100
T/505/9520	Working with Service users with Complex Needs	5	200	20	100

## Rules of Combination for QUALIFI Level 5 Extended Diploma in Health and Social Care

The qualification is made up of 11 units. All units are mandatory and learners need to achieve all the mandatory units to be awarded the QUALIFI Level 5 Extended Diploma in Health and Social Care.

Learners who achieve 120 credits at Level 4 may be awarded an exit qualification. This will be the **QUALIFI Level 4 Diploma in Health and Social Care (501/5058/0)**

The Level 5 units are designed to dovetail into a top-up undergraduate year at a UK University.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
T/505/9498	Academic Study Skills	4	200	20	100
H/505/9495	Communicating in Health and Social Care	4	200	20	100
F/505/9505	An Introduction to Healthcare Policy	4	200	20	100
F/505/9519	Reflective Practice	4	200	20	100
L/505/9507	Managing People in Health and Social Care	4	200	20	100
M/505/9502	Sociology Concepts in Health and Ill Health	4	200	20	100
K/505/9496	Principles Underpinning Health and Social Care	5	200	20	100
A/505/9521	The Management of Quality in Health and Social Care	5	200	20	100

H/505/9500	Research Project	5	400	40	100
A/505/9499	Partnership working in Health and Social Care	5	200	20	100
T/505/9520	Working with Service users with Complex Needs	5	200	20	100

## 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 unit grading is shown on the qualification transcript.

**Fail - 0-39%**

**Pass - 40%-59%**

**Merit - 60% - 69%**

**Distinction 70%+**

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.

QUALIFI provide a Candidate Workbook for each unit that Learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

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

## 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 HSC401: Academic Study Skills

Unit code: T/505/9498

RQF level: 4

#### Aim

The aim of this unit is to enable learners 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. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a 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

#### 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* (2<sup>nd</sup> 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*. (4<sup>th</sup> ed)

WileyBlackwell [www.palgravestudyskills.com](http://www.palgravestudyskills.com)

## Unit HSC402: Communicating in Health and Social Care

Unit code: H/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 the importance of communication for effective service delivery.

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 different types of communication skills and how these are applied in a health and social care setting.	1.1	Compare and contrast two 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.	Understand 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.

### 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](http://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 learner awareness of different influences on healthcare and their effect on the development of policy. Evaluation of healthcare policy will allow learners to examine what the key contemporary issues for those making policy, providers and those receiving support.

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 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. and how they can be overcome.
2.	Understand 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.	-Understand 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.

### 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.socialpolicy.org.uk](http://www.socialpolicy.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.

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 models of reflection used in health and social care.	1.1	Identify two 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.	Understand how to plan for your personal and professional development.	2.1	Discuss 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	3.1	Develop a personal development plan identifying how you will develop the skills and knowledge required as a learner/practitioner of health and social care.
		3.2	Identify on the plan your aims, how to achieve, success criteria and how you will monitor if achieved.
4.	Understand 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 the implementation of research into practice.

### 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* (4<sup>th</sup> 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.

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.	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.	Understand 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 two models of change commonly used in health and social care.
		3.3	Analyse potential barriers to change in health and social care and how to overcome them.

### 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](http://www.personneltoday.com)

## 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.

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 theoretical perspectives behind approaches to health and illness.	1.1	Describe two theoretical perspectives of health and illness.
		1.2	Describe Parson's 'sick role'.
		1.3	Describe stigmatisation and its potential affect upon service users.
2.	Evaluate differing models of healthcare delivery used within health and social care.	2.1	Evaluate two different models of healthcare delivery.
		2.2	Using the case study provided justify a model of healthcare delivery which would be most appropriate.
3.	Understand 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.

### 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://onlinelibrary.wiley.com>  
[www.britsoc.co.uk](http://www.britsoc.co.uk)

## 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 learner 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.

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 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 in the UK.	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	Evaluate issues of social isolation and exclusion in service users
		3.3	Discuss how healthcare professionals can help to overcome these.

### 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* (2<sup>nd</sup> Ed) Hodder Arnold

Thompson, N *Promoting Equality: working with diversity and difference* (3<sup>rd</sup> 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*



## 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.

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.	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 two 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 maintaining 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.

### 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

Donalddedian, 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](http://www.scie.org.uk) Social Care Institute for

Excellence

[www.skillsforcare.org.uk](http://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.

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.	Be able to formulate a research question.	1.1	Describe the two 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.

### Suggested Resources

Blaxter, L., Hughes, C. and Tight, M (2010) How to research (4<sup>th</sup> 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 (5<sup>th</sup> ed) SAGE

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

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

*Journal of Health and Social Care Improvement*

[www.crlsresearchguide.org](http://www.crlsresearchguide.org)[www.scie.org.uk](http://www.scie.org.uk)

Social Care Institute for Excellence

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) Skills for Care

## 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 working together.

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 philosophies and relationships in health and social care partnership working.	1.1	Explain the philosophy behind working in partnership.
		1.2	Explain the potential barriers to working in partnership.
2.	Understand 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 and working in partnerships.
		3.2	Evaluate the positive impact of working in partnership.

### 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](http://www.england.nhs.uk)

[www.communitycare.co.uk](http://www.communitycare.co.uk)

[www.scie.org.uk](http://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 healthcare professionals can empower those with complex physical and mental health needs to determine their own 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.

### 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.	Analyse different perceptions of health, disability and illness.	1.1	Describe the historical and current definition applied to health, disability and illness.
		1.2	For one chosen condition analyse the differences in perceptions historically and in the present day.
2.	Understand 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 promote and maximise 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.

### 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* (2<sup>nd</sup> Ed) Hodder Arnold

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

Cuthbert, S and Quallington J (2008) *Values for Care practice*. Reflect Press Fatchett, A  
(2012) *Social policy for Nurses*. Polity

Journals:

QUALIFI Level 4 and 5 Diplomas in Health and Social Care



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