



Qualifi Level 4 Diploma in Health and Social Care

Qualifi Level 5 Diploma in Health and Social Care

Qualifi Level 5 Extended Diploma in Health and Social Care

Specification (For Centres)

September 2023

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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.

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

### Support for the Qualification Development

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

### Equality and Diversity

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

Learners with any specific learning need 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 final

certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is 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

The Qualifications have been created to develop and reward the health and social care workers of today and the future, and to continue to bring recognition and professionalism to the management sectors.

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

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

All Diplomas are accredited at level 4 and level 5. Each qualification has a total of 120 credits. Completing the Extended Diploma has a value 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 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)

## Aims of the qualifications

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

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

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

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

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

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

## Overall Learning Outcomes

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

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

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

## **Delivering the Qualification**

### **External Quality Assurance Arrangements**

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

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

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

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

### **Learner Induction and Registration**

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

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

### **Entry Criteria**

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.

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. Learners entering the Level 5 Diploma will have a Level 4 qualification.

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.

### **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 [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

### **Learner Voice**

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going 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 support 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** 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 Diplomas** will enable learners to progress to:

- QUALIFI Level 6 Diploma in related areas.
- Bachelor's degree final 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 Level 4 Diploma is made up of 120 credits which equates to 1200 hours of TQT and include 600 hours of GLH.

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

The Extended Diploma 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.

**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

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

The Diploma requires 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

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

The Diploma requires five mandatory units at Level 5.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
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	200	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

## QUALIFI Level 5 Extended Diploma in Health and Social Care

All Units are mandatory.

The Qualification is made up of 11 units. All units are mandatory and required by learners to be awarded the 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 dove-tail 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
<b>Totals</b>			<b>2400</b>	<b>240</b>	<b>1100</b>

## **Achievement Requirements**

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

## **Awarding Classification/Grading**

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 assignment, 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.

# Unit Specifications

## Unit HSC401: Academic Study Skills

Unit code: T/505/9498

RQF level: 4

### Unit Aim

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

### Learning Outcomes and Assessment Criteria

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

## 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.  
ISBN13:978-0-230-24304-0

Cottrell, S. (2011) Critical Thinking Skills- Developing effective analysis and argument.  
PalgraveMacmillan. 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

### Unit Aim

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

### Learning Outcomes and Assessment Criteria

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



## 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

### Unit Aim

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

### Learning Outcomes and Assessment criteria

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

## Suggested Resources

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

4920-7 Kennedy, P (2013) Key themes in Social Policy

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

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

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

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

*Journal of Social Policy*

*Social Policy and*

*Society* [www.social-](http://www.social-)

[policy.org.uk](http://www.social-policy.org.uk)

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

## Unit HSC404: Reflective Practice

Unit code: F/505/9519

RQF level: 4

### Unit Aim

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

### Learning Outcomes and Assessment Criteria

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

### Unit Aim

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

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

### Learning Outcomes and Assessment Criteria

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

## Suggested Resources

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

Bratton, J and Gold, J (2012) Human Resource Management: Theory and Practice 5<sup>th</sup> Ed PalgraveMacmillan

Burnes, B (2009) Managing Change (5<sup>th</sup> edition) Prentice Hall

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

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

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

## Unit HSC406: Sociology: Concepts in Health and Ill Health

Unit code: M/505/9502

RQF Level: 4

### Unit Aim

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

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

### Learning Outcomes and Assessment Criteria

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



## **Suggested Resources**

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

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

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

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

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

9780745652931 Scambler, G (ed) (2008) Sociology as applied to Medicine.

Saunders Elsevier

'Sociology of health and illness' journal available free on [http://on-](http://onlinelibrary.wiley.com)  
[linelibrary.wiley.com](http://onlinelibrary.wiley.com) [www.britsoc.co.uk](http://www.britsoc.co.uk)

## Unit HSC501: Principles Underpinning Health and Social Care

Unit code: K/505/9496

RQF Level: 5

### Unit Aim

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

### Learning Outcomes and Assessment Criteria

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

## 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

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

Unit code: A/505/9521

RQF level: 5

### Aim

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

### Learning Outcomes and Assessment Criteria

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

## Suggested Resources

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

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

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

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

OUPJournal 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

### Unit Aims

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

### Learning Outcomes and Assessment Criteria

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

## 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)

## Unit HSC504: Partnership Working in Health and Social Care

Unit code: A/505/9499

RQF Level: 5

### Unit 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.

### Learning Outcomes and Assessment Criteria

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

### Unit Aim

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

### Learning Outcomes and Assessment Criteria

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

## 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) PalgraveMacmillan

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

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

Journals:

*Health & Social Care in the Community*

*Journal of Health and Social Care Improvement*

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