



# Oakswood College

Empowering Through Education



## ATHE Level 4

### *Diploma in Health and Social Care*

PROMOTING EXCELLENCE • ENSURING COMPLIANCE  
SUPPORTING OUR COMMUNITY



GOVERNANCE



QUALITY



COMPLIANCE



EXCELLENCE

**ATHE qualification specification for:**

**ATHE Level 4 Diploma in Health and Social Care**

610/3299/2

**ATHE Level 4 Extended Diploma in Health and Social  
Care**

610/3300/5

Specification Version 2.0 Valid from August 2025

Introduction.....	4
About ATHE .....	4
Our Qualifications .....	4
Support for Centres .....	5
ATHE Qualifications at Level 4 in this Specification .....	5
ATHE’s Level 4 Qualifications in Health and Social Care.....	6
Introduction to the ATHE Level 4 Diploma in Health and Social Care .....	7
Introduction to the ATHE Level 4 Extended Diploma in Health and Social Care .....	7
Entry Requirements.....	7
Reasonable Adjustments and Special Considerations .....	8
Progression .....	9
ATHE Recognition of Prior Learning (RPL).....	9
Resources Required by Centres.....	9
Modes of Delivery.....	9
Qualification Structure .....	11
ATHE Level 4 Diploma in Health and Social Care .....	11
Rules of Combination .....	11
ATHE Level 4 Extended Diploma in Health and Social Care .....	12
Rules of Combination .....	12
Adult Care Pathway: ATHE Level 4 Extended Diploma in Health and Social Care (Adult Care) .....	12
Rules of Combination .....	12
Guidance on Assessment and Grading .....	13
Assignment Marking Guidance .....	14
Recording Assessment Judgements.....	14
Putting an Assessment Strategy in Place .....	15
Grading .....	15
Qualification Grading Structure.....	16
Quality Assurance of Centres .....	16
Malpractice .....	17
Guidance for Teaching and Learning.....	17
Top Tips for Delivery .....	17
Unit Specifications – key features.....	18

Unit Specifications .....	20
Unit 1 Health and social care context and principles.....	20
Unit 2 Supporting individuals in adult social care .....	25
Unit 3 Health and ill-health.....	31
Unit 4 Personal and professional development in health and social care .....	36
Unit 5 Resource management in health and social care .....	40
Unit 6 Managing people in health and social care.....	45
Unit 7 Managing finance in health and social care .....	49
Unit 8 Managing improvement and change in health and social care.....	53
Unit 9 Public health and health promotion.....	57
Unit 10 Sociological context of health .....	61
Unit 11 Contemporary issues in health and social care.....	65
Unit 12 Research project in health and social care .....	70
Unit 13 Support needs in health and social care .....	74
Unit 14 Supporting end-of-life care .....	79
Unit 15 Use of assistive technology .....	83
Unit 16 Supporting positive behaviour in adult health and social care.....	87
Unit 17 Providing information, advice and guidance .....	91
Unit 18 Management and administration of medicines in social care settings .....	96

## Introduction

### About ATHE

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to, business and management, administrative management, law, computing, health and social care and religious studies.

For the full list please visit our website: [www.athe.co.uk](http://www.athe.co.uk)

ATHE has also developed a range of bespoke qualifications for clients.

**The ATHE mission** is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

### Our Qualifications

Our qualifications have been created with the involvement of expert input from managers and staff in colleges, industry professionals and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels. We offer a suite of awards, certificates and diplomas across many RQF levels.

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions so there is comparability and smooth progression for learners
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on particular specialisms
- optional units offering the opportunity for learners to choose specialist units which best match their job, interests and progression aspirations.
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full-time programme
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate methods for their learners
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills e.g. problem solving, interpersonal skills needed by effective managers.

## Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external quality assurers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

## ATHE Qualifications at Level 4 in this Specification

This document provides key information on the following ATHE qualifications:

- ATHE Level 4 Diploma in Health and Social Care
- ATHE Level 4 Extended Diploma in Health and Social Care

including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook “Delivering ATHE Qualifications”. Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

These qualifications are regulated by Ofqual and are listed on Ofqual’s Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner’s final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN numbers for these qualifications are as follows:

ATHE Level 4 Diploma in Health and Social Care	610/3299/2
ATHE Level 4 Extended Diploma in Health and Social Care	610/3300/5

## Regulation Dates

These qualifications are regulated from October 2023 and their operational start dates in centres are 9<sup>th</sup> October 2023.

## Availability

These qualifications are available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom.

## ATHE's Level 4 Qualifications in Health and Social Care

These qualifications have been developed to conform to the requirements of the Ofqual Regulated Qualifications Framework (RQF), to meet the requirements of higher education and employers and to meet the needs of learners.

Learners looking to achieve a Level 4 qualification should be advised of all the opportunities available at this level (eg Higher Apprenticeships, Higher Technical Qualifications, Undergraduate Degree programmes) and the possible funding (ie loan opportunities) available for these.

The aims of these qualifications are to develop knowledge, skills and understanding across a range of interrelated health & social care subjects and practices. Building on the core learning developed at Level 3, the Diploma qualification provides learners with a broad, practical foundation of both health and adult social care subjects. For learners seeking to further develop their occupational skills in adult social care, there is a specific Extended Diploma pathway to grow these skills; for learners looking for more of a bespoke/academic approach to the subject, the Extended Diploma offers a wide range of optional choices, and some more academically oriented units, to enable as broad an approach as possible to study.

The Diploma qualification is mapped to the knowledge and skill requirements for the Level 4 IfATE standard for Lead Practitioner in Adult Care ([Home / Institute for Apprenticeships and Technical Education](#)) and the Extended Diploma Adult Care pathway is mapped to the knowledge and skill requirements for Skills for Care's Level 4 Diploma in Adult Care specification ([Home - Skills for Care](#)). In this way, learners can be assured that their learning and achievement is fully compatible with current health and social care sector expectations for learning and skills.\*

Unit content and skill areas are explored systematically. Learners are expected to demonstrate both what they know and understand of the unit content, and how they apply it to a practical problem or situation. The emphasis of the qualification is on developing the individual's personal understanding of the knowledge and skill requirements necessary to undertake a health and social care role/activity, and not on broader corporate or business-related issues/requirements.

The qualifications have a synoptic focus. Each unit has signposting to synoptic learning and assessment opportunities across the entire suite of units, ensuring that learning and assessment is connected and holistic. Learners and tutors can see and understand the relationship between aspects of unit content clearly and easily. There are also synoptic assessment criteria in each unit offering opportunities for learners at the higher grades to draw together different elements of their learning into their unit assessment.

The qualifications also focus on the development of those study and transferable skills necessary for learners to develop and grow both personally and in the working environment. Each unit is signposted

to Study Skills and Employability Skills opportunities derived from ATHE's standards. This ensures that learners and tutors have the opportunity to relate aspects of learning to broader study and work-related skills.

These qualifications are, therefore, designed to provide a strong base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

The qualifications are suitable for learners to study both in college/classroom settings and as distance-learning programmes. Each unit is supported by an ATHE assignment which, requires the learner to complete a small number of focussed tasks designed to demonstrate relevant knowledge and skill.

More details on each specific qualification can be found below.

\*Note: it should be noted that because the qualifications are knowledge and skill related and not competence-based in nature, they do not cover the occupational competence requirements of Skills for Care's qualification standard, and, hence, cannot be formally recognised by Skills for Care, which only recognises competence-based qualifications.

## **Introduction to the ATHE Level 4 Diploma in Health and Social Care**

### **Aims of the Qualification**

The Level 4 Diploma in Health & Social Care (60-credit) offers learners a short but relatively extensive introduction to the essential elements of both health and social care knowledge and practice. As an outcome, the Diploma is mapped to the IfATE Level 4 Lead Practitioner in Adult Care standard and, hence, offers learners a relevant and practical initial insight into the subject.

As a springboard into the larger 120-credit Extended Diploma, the Level 4 Diploma is a key foundation to learners moving forward with either their specialist pathway or their own combination of unit learning.

## **Introduction to the ATHE Level 4 Extended Diploma in Health and Social Care**

### **Aims of the Qualification**

The Level 4 Extended Diploma in Health and Social Care (120-credit) builds on the learning in the Diploma and offers learners either a chance to pursue a more practical, occupationally related approach to the subject (following Skills for Care's Adult Care specification) or to construct their own qualification outcome from a mixture of practical and more academically inclined units.

### **Entry Requirements**

These qualifications are designed for learners who are typically aged 18+.

ATHE's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at Level 4. If there are exceptional entrants, centres are advised to contact ATHE. For learners with disabilities and other

specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include one of following:

- a GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs at grades 4/C and above
- other related level 3 subjects such as ATHE level 3 Diplomas
- an Access to Higher Education Certificate delivered by an approved further education institute and validated by an Access Validating Agency
- other equivalent international qualifications

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for these qualifications:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL). Learners may also hold RQF qualifications which will enable them to claim an exemption from part of the qualification.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 4. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

ATHE will review centre recruitment policies as part of their monitoring processes.

### **Reasonable Adjustments and Special Considerations**

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Quality Assurers will take account of this information at the external quality assurance of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you uncertain about adjustments for certain learners.

## **Progression**

On successful completion of these qualifications, learners will have a number of progression options. Learners may progress to:

- health and social care employment or have increased opportunities for progression in their current role
- larger qualifications at the same level e.g. from a Diploma to the Extended Diploma in Health and Social Care
- a Level 5 ATHE qualification such as the ATHE Level 5 Diploma/Extended Diploma in Health and Social Care
- the second year of degree programmes at universities supporting the ATHE progression route (see HE Progression Routes on the ATHE website)
- Higher Technical Qualifications (HTQs) and Higher-Level Apprenticeships at Level 5 in health and social care-related areas

## **ATHE Recognition of Prior Learning (RPL)**

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website. Centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

## **Resources Required by Centres**

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of this sector.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by external quality assurers on their visits to centres.

## **Modes of Delivery**

Subject to checks by external quality assurers' centres can deliver these qualifications using the following modes of delivery in order to meet the needs of their learners.

This can include:

- full time
- part-time
- blended learning
- distance learning

## **Qualification size**

The size of a qualification is expressed in **Total Qualification Time (TQT)**.

## **Total Qualification Time – TQT**

TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification.

**TQT is comprised of:**

1. **Guided Learning Hours (GLH)**
2. **Additional non-supervised learning**

## **Guided Learning Hours – GLH**

This is the amount of time the average student is expected to spend in lectures and other tutor-supervised learning and activities, including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams.

Guided Learning Hours (GLH) are an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard. GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners.

## **Additional Non-supervised Learning**

This is an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These activities may include webinars, podcasts, research, work-based learning, private and online study, compilation of a portfolio of evidence and non-invigilated assessment.

## **How TQT is calculated**

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

## **Credit**

Each ATHE qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hrs would have a credit value of 12.

## **Level**

The level is an indication of relative demand, complexity and depth of achievement and autonomy. These qualifications have been designed to suit learners working towards Level 4 qualifications. Level descriptors are divided into two categories:

- I. Knowledge and understanding

## II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The knowledge and skills for Level 4 are:

### **Knowledge descriptor (the holder....)**

- Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- Can analyse, interpret and evaluate relevant information and ideas.
- Is aware of the nature of approximate scope of the area of study or work.
- Has an informed awareness of different perspectives or approaches within the area of study or work

### **Skills descriptor (the holder can....)**

- Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.
- Review the effectiveness and appropriateness of methods, actions and results.

---

## **Rules of Combination**

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units. The rules of combination for these qualifications are given below.

## **Qualification Structure**

### **ATHE Level 4 Diploma in Health and Social Care**

ATHE Level 4 Diploma in Business and Management is a 60-credit qualification.

## **Rules of Combination**

Learners must achieve the four mandatory units.

**The Total Qualification Time is 600 Hours**

**The Total Guided Learning Hours is 240**

**The Total Credit value is 60**

Unit code	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
H/650/8740	Unit 1 Health and social care context and principles	4	15	60
J/650/8741	Unit 2 Supporting individuals in adult social care	4	15	60
K/650/8742	Unit 3 Health and ill-health	4	15	60
L/650/8743	Unit 4 Personal and professional development in health and social care	4	15	60

## ATHE Level 4 Extended Diploma in Health and Social Care

ATHE Level 4 Extended Diploma in Health and Social Care is a 120-credit qualification.

### Rules of Combination

Learners must achieve the four mandatory units PLUS four optional units.

**The Total Qualification Time is 1200 Hours**

**The Total Guided Learning Hours is 480**

**The Total Credit value is 120**

Unit Codes	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
H/650/8740	Unit 1 Health and social care context and principles	4	15	60
J/650/8741	Unit 2 Supporting individuals in adult social care	4	15	60
K/650/8742	Unit 3 Health and ill-health	4	15	60
L/650/8743	Unit 4 Personal and professional development in health and social care	4	15	60
<b>Optional units</b>				
M/650/8744	Unit 5 Resource management in health and social care	4	15	60
R/650/8745	Unit 6 Managing people in health and social care	4	15	60
T/650/8746	Unit 7 Managing finance in health and social care	4	15	60
Y/650/8747	Unit 8 Managing improvement and change in health and social care	4	15	60
A/650/8748	Unit 9 Public health and health promotion	4	15	60
D/650/8749	Unit 10 Sociological context of health	4	15	60
J/650/8750	Unit 11 Contemporary issues in health and social care	4	15	60
K/650/8751	Unit 12 Research project in health and social care	4	15	60
L/650/8752	Unit 13 Support needs in health and social care	4	15	60
M/650/8753	Unit 14 Supporting end-of-life care	4	15	60
R/650/8754	Unit 15 Use of assistive technology	4	15	60
T/650/8755	Unit 16 Supporting positive behaviour in adult health and social care	4	15	60
Y/650/8756	Unit 17 Providing information, advice and guidance	4	15	60
A/650/8757	Unit 18 Management and administration of medicines in social care setting	4	15	60

### Adult Care Pathway: ATHE Level 4 Extended Diploma in Health and Social Care (Adult Care)

ATHE Level 4 Extended Diploma in Health and Social Care (Adult Care) is a 120-credit qualification.

### Rules of Combination

Learners must achieve the four mandatory units PLUS four optional units. The options chosen must include at least one unit from each of the following three optional unit categories: Leadership and Management, Support Needs and Aspects of Support. The final optional unit is a free choice for the learner from across all optional unit categories.

**The Total Qualification Time is 1200 Hours**  
**The Total Guided Learning Hours is 480**  
**The Total Credit value is 120**

Unit Codes	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
H/650/8740	Unit 1 Health and social care context and principles	4	15	60
J/650/8741	Unit 2 Supporting individuals in adult social care	4	15	60
K/650/8742	Unit 3 Health and ill-health	4	15	60
L/650/8743	Unit 4 Personal and professional development in health and social care	4	15	60
<b>Optional units – Leadership and management</b>				
M/650/8744	Unit 5 Resource management in health and social care	4	15	60
R/650/8745	Unit 6 Managing people in health and social care	4	15	60
T/650/8746	Unit 7 Managing finance in health and social care	4	15	60
Y/650/8747	Unit 8 Managing improvement and change in health and social care	4	15	60
<b>Optional units – Research</b>				
A/650/8748	Unit 9 Public health and health promotion	4	15	60
D/650/8749	Unit 10 Sociological context of health	4	15	60
J/650/8750	Unit 11 Contemporary issues in health and social care	4	15	60
K/650/8751	Unit 12 Research project in health and social care	4	15	60
<b>Optional units – Support needs</b>				
L/650/8752	Unit 13 Support needs in health and social care	4	15	60
M/650/8753	Unit 14 Supporting end-of-life care	4	15	60
<b>Optional units – Aspects of support</b>				
R/650/8754	Unit 15 Use of assistive technology	4	15	60
T/650/8755	Unit 16 Supporting positive behaviour in adult health and social care	4	15	60
Y/650/8756	Unit 17 Providing information, advice and guidance	4	15	60
A/650/8757	Unit 18 Management and administration of medicines in social care setting	4	15	60

### **Guidance on Assessment and Grading**

Assessment for each unit is completed based on achievement of the Learning Outcome at the standards set by the Assessment Criteria for that unit. The learner can therefore achieve a Pass, Merit, Distinction or Fail for each unit based on the quality of the work submitted and the assessor's judgements made against the criteria provided.

The assessment of each of the Level 4 qualifications in Health and Social Care is completed through the submission of internally assessed learner work.

To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit. To achieve merit or distinction, the learner must demonstrate that they have achieved the criteria set for these grades. Learners cannot omit completing work to meet the pass standard and simply work to the higher grades, as this would put a pass for the unit in jeopardy. Similarly, learners cannot complete work to meet the criteria for distinction in the anticipation that this will also meet the criteria for merit. However, where work for the pass

standard is marginal, assessors can take into account any extension work completed as this may support achievement of the pass standard.

ATHE will provide an assignment for each unit which can be used as the assessment for the unit. These assignments have extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered. There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate.

The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which met the standard for merit and distinction grades. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements.

We welcome centres developing their own assessment strategies, so you can put assignments in a context that is appropriate for your learners. Any assignments that you devise independently will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE centre portal.

An assignment can relate to a single unit, or an integrated assignment can incorporate more than one unit. Any assignment must show which learning outcomes and assessment criteria from which unit(s) are being covered.

### **Assignment Marking Guidance**

Each ATHE assignment has marking guidance produced with it so that assessors can better understand the requirements for the satisfaction of assessment criteria/learning outcomes. For tutors, it is worthwhile reading and understanding this marking guidance before learners are asked to commence an assignment. It is also worthwhile tutors bringing this marking guidance to the attention of learners before they embark on an assignment. As the marking guidance often captures the expected level of detail of a learner response, it contains additional information that can help learners and tutors better understand the kind of response to a task that best meets the requirements.

Key command verbs from the assessment criteria have also been emboldened in the marking guidance so that tutors and learners can clearly understand the level of response that is expected.

### **Recording Assessment Judgements**

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external quality assurance visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

## Putting an Assessment Strategy in Place

You will need to demonstrate to your External Quality Assurer that you have a clear assessment strategy supported by robust quality assurance to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- Learners are well-briefed on the requirements of the unit and what they must do to meet them.
- Assessors are well-trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.  
Work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centres Malpractice Policy.
- There is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external quality assurance will be needed.
- Enough time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## Grading

### Grading System

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

Given that these qualifications involve assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required standard, our grading system is straightforward, and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment, and quality assurance arrangements.

The ATHE grading system where a qualification result can be Pass, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification

- Learner does not meet the rules of combination in a qualification > learner achieves a Fail for the qualification but may receive unit certification for those units achieving a Pass.

### Qualification Grading Structure

Each unit is graded pass, merit, or distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. The calculation of the overall qualification grade is based on the student’s performance in all units and the points gained from all credits required for the Diploma or Extended Diplomas. The learner must have attempted a valid combination of units. The formula for establishing the overall grade is as follows.

#### Points for each 15-credit unit allocated are:

Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – **45 points**  
 Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – **60 points**  
 Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – **75 points**

Total points required for each qualification grade:

#### ATHE Level 4 Diploma in Health and Social Care (60 credits)

Pass 180 - 215  
 Merit 216 - 269  
 Distinction 270

#### ATHE Level 4 Extended Diploma in Health and Social Care (120 credits)

Pass 360 - 431  
 Merit 432 - 539  
 Distinction 540

### Example grading for Level 4 Diploma in Health and Social Care

#### Example 1

Marina has achieved a total of 210 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	45
2	Pass	45
3	Distinction	75
4	Pass	45
<i>Total</i>		<i>210</i>

Marina has achieved 210 points and will be awarded a Pass grade for the qualification as the requirement for a Pass is 180 - 215 points.

### Quality Assurance of Centres

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of

assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

- Centre approval for those centres which are not already recognised to deliver ATHE RQF qualifications.
- Monitoring visits to ensure the centre continues to work to the required standards.
- External quality assurance of learner work.

Centres will be required to undertake training, internal verification and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

### **Malpractice**

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for quality assurance can be authenticated as the learner's own. Any instance of plagiarism detected by the External Quality Assurer during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice and Maladministration Policy on the ATHE website.

### **Guidance for Teaching and Learning**

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are studying. Learners should be encouraged to take responsibility for their learning and need to be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

Your approach to delivery should give the learners enough structure and information on which to build without you doing the work for them. In achieving the right balance, you will need to produce well-planned sessions that follow a logical sequence and build on the knowledge, understanding and skills already gained.

### **Top Tips for Delivery**

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of skills development.
- Include study skills aspects, e.g., how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from your students. Get them to identify where the work they have done meets the assessment criteria.
- Contextualise your activities, e.g., using real case studies as a theme through the sessions.
- Use learner experience from the workplace or other personal learning
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

## **Unit Specifications – key features**

### Unit Format

Each unit in ATHE's suite of qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors, and external quality assurers.

Each unit has the following sections:

### Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

### Unit Aims

The unit aims section summarises the content of the unit.

### Unit Code

Each unit is assigned an RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

### RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF level descriptors are available on the ATHE website.

### Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

### Guided Learning Hours (GLH)

Guided learning hours are an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

### Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

### Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g., at Level 5 you would see words such as analyse and evaluate

### Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit. Learners should ensure that they use this content when preparing their responses to assignment tasks.

### Suggested Resources

This comprises a list of relevant and current textual/online sources of information that will underpin learning for the unit. It is not an exhaustive list and learners/tutors might find other resources that equally serve their purposes.

### Opportunities for Synoptic Teaching and Learning

This section identifies the links between the unit's learning outcomes and other unit learning outcomes and assessment criteria within the qualification that are thematically related. This enables learners and tutors the opportunity to connect learning across the qualification to ensure that learners have a joined-up experience of each unit.

### Opportunities for Synoptic Assessment

This section identifies the way in which a unit's assessment links internally different parts of a unit or links more broadly to other parts of the overall qualification. In each unit, there are shared Merit and Distinction AC which draw together different but related learning from different LOs. These are labelled throughout the units, such as:

Eg, Unit 1  
**LO1 + LO2**

2D1 Evaluate how successful policy is in meeting national care needs for the adult social care sector

For certain units, eg Unit 12 Research project in health and social care, these represent larger opportunities for assessment to be informed by knowledge and understanding developed in previous units.

### Opportunities for Skills Development

This section contains two important elements of signposting: signposting to ATHE Study Skills and signposting to ATHE Employability Skills. These enable learners and tutors the opportunity to see where each unit's LO/AC link into underpinning Study Skills and Employability Skills categories, eg Digital Skills, Thinking Skills etc, and to promote possible programme/curriculum opportunities for the development of these skills. The ATHE Study Skills and Employability Skills are drawn from the standards documents for each skill. These standards documents are on the ATHE Centre Portal.

## Unit Specifications

<b>Unit 1 Health and social care context and principles</b>			
<b>Unit aims</b>	This unit aims to develop an understanding of the national, legal and ethical context of health and social care with a focus on adult social care. Learners will examine the values underpinning care and the behaviours and responsibilities for working in the adult care sector.		
<b>Unit level</b>	4		
<b>Unit code</b>	H/650/8740		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners should look at health and social care within their own national context or within the country in which they intend to work.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the organisation of health and social care within a national context	1.1 Explain the structure of health and social care provision in a chosen national context 1.2 Analyse the organisations providing adult social care and how these are accessed by service users 1.3 Analyse the roles related to adult social care	1M1 Assess how the national organisation of health and social care meets national health and social care priorities and impacts on providers	<b>LO1 and LO2</b>  2D1 Evaluate how successful policy is in meeting national care needs for the adult social care sector
2. Understand adult social care policy and regulation within a national context	2.1 Analyse adult social care policy and regulation in the chosen national context 2.2 Assess the impact of policy and regulation on providers of adult social care		
3. Understand legal responsibilities in adult social care	3.1 Explain the legal responsibilities in adult social care 3.2 Analyse the rights of service users in adult social care	3M1 Assess how legal responsibilities support the rights of service users in adult social care	
4. Understand the values, behaviours and ethical	4.1 Analyse values and behaviours underpinning adult social care		4D1 Evaluate the importance and impact of values and

responsibilities underpinning adult social care	4.2 Analyse ethical responsibilities in adult social care		behaviours underpinning work in adult social care
---	---	--	---

## Indicative Content

### 1. Understand the organisation of health and social care within a national context

- Health and social care provision in country of choice to cover organisation, funding and size of sector.e.g. statutory, voluntary, private and informal provision; NHS (in UK) or other public provision; strategic health authorities; Primary Care Trusts and NHS trusts or similar outside of UK; primary healthcare; secondary healthcare; integrated care; mental health trusts; children’s trusts.
- Population structure and profile e.g. service users in different age/health categories
- National priorities and needs in relation to health and social care taking account of population/age/resources and the impacts on providers e.g. lasting impacts of Covid, staffing issues, waiting lists.
- Split between public/private/voluntary provision.
- Organisations within adult social care including government departments, funding sources, and adult social care providers.
- Roles within adult social care across different providers such as residential care, home care and nursing care; main responsibilities of each role; how they relate to service users.

### 2. Understand adult social care policy and regulation within a national context

- National policy for adult social care in chosen national context; policies should be within the last three years and cover different aspects of adult care e.g. funding for care and shortfalls in personal income, mental health, disabilities, quality and provision of adult care.
- Other policies impacting on care e.g. minimum wage levels, restrictions on work visas etc.
- Regulation of care e.g. government responsibilities, regulation of roles and functions.
- Impact of policies on adult social care providers in terms of financial and staffing impacts.
- Regulation of adult social care organisation including: mandatory qualifications and training, requirement for inspection of adult care settings, and minimum standards of care.
- Standards: in UK Care Quality Commission, NHS improvement, General Medical Council, Health Watch etc; equivalents covering regulation of providers and professionals in other countries.
- Inspection of adult social care (e.g. in UK Care Quality Commission).
- Issue of guidance in relation to adult social care (e.g. in UK National Institute for Health and Care Excellence, Skills for Health, Skills for Care, Social Care Institute for Excellence).

### 3. Understand legal responsibilities in adult social care

Legal responsibilities and relevant legislation e.g:

- Care legislation e.g. UK Care Act 2014
- Equality and human rights
- Confidentiality
- Duty of care
- Duty of candour
- Health and safety
- Mental capacity
- Safeguarding
- Mental health

Rights of service users:

- To be treated fairly and equally
- Rights to health and social care within national context

- Relevant legislation and standards e.g. human rights legislation

**4. Understand the values, behaviours and ethical responsibilities underpinning adult social care**

- Values, behaviours and ethical responsibilities in the following areas, why they are important in care and how they help to meet compliance and service user needs:
- Respect and dignity for service users
- Working together to provide care
- Commitment to quality
- Compassion
- Continuous improvement
- Equal, fair treatment
- Non-judgemental treatment
- Competence
- Person-centred care
- Choice
- Supporting privacy
- Promoting independence
- Empowerment of service users
- Holistic care
- Supporting identity and self-esteem
- Promoting service user rights
- Empathy
- Safe practice
- Equality, inclusion and non-discriminatory practice

(In UK documents such as Care Certificate, Skills for Care Code of Conduct, and BASW social workers code of conduct provide a framework)

<b>Unit 1 Health and social care context and principles - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the organisation of health and social care within a national context	Unit 4 Personal and professional development in health and social care LO1 AC1.1 Analyse different career pathways in health and social care.  Unit 5 Resource management in health and social care LO1 AC1.1 Analyse the legal, regulatory, organisational and funding requirements that impact on resource procurement and management in a chosen health and social care context.  Unit 7 Managing finance in health and social care LO1 AC1.1 Explain the regulatory requirements for financial reporting and accountability in a specific national context.  Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs, all AC.

<p>LO2 Understand adult social care policy and regulation within a national context</p>	<p>Unit 5 Resource management in health and social care LO1 AC1.1 Analyse the legal, regulatory, organisational and funding requirements that impact on resource procurement and management in a chosen health and social care context.</p> <p>Unit 7 Managing finance in health and social care LO1 AC1.1 Explain the regulatory requirements for financial reporting and accountability in a specific national context, AC1D1 Evaluate the impact of current government policy on the funding of health and social care.</p> <p>Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All AC.</p>
<p>LO3 Understand legal responsibilities in adult social care</p>	<p>Unit 5 Resource management in health and social care LO1 AC1.1 Analyse the legal, regulatory, organisational and funding requirements that impact on resource procurement and management in a chosen health and social care context.</p> <p>Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs, all AC.</p>
<p>LO4 Understand the values, behaviours and ethical responsibilities underpinning adult social care</p>	<p>Unit 5 Resource management in health and social care LO2 2.1 Explain strategic and ethical priorities for resource planning and management in chosen health and social care context.</p>
<p><b>Opportunities for Synoptic Assessment</b></p>	
<p>AC 2D1 in this unit requires knowledge from both LO1 and LO2.</p> <p>The links to Unit 5 and Unit 7 above may give learners the opportunity to further evidence their understanding of the legal and policy contexts covered in this unit.</p>	

<p><b>Opportunities for Skills Development within this Unit</b></p>	
<p><b>Employability Skills</b></p>	<p><b>Study Skills</b></p>
<p><b>Problem-solving</b> – analysing data, using analytical skills e.g. research to identify and describe health and social care within the national context. <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Reading skills</b> – reading policy documents, regulatory requirements, standards etc. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking skills</b> – analysing information in relation to the national context of health and social care; Assessing impacts and success of policies and how responsibilities help to meet service user rights. <b>(LO1, LO2, LO3, LO4)</b></p>

## Suggested Resources

### UK Context

#### Texts

Tilmouth, T. (2023) The City & Guilds Textbook Level 5 Diploma in Leadership and Management for Adult Care: Second Edition

Tilmouth, T. and Quallington, J. (2016) Level 5 Diploma in Leadership for Health and Social Care 2nd Edition

#### Web resources

Care Quality Commission <https://www.cqc.org.uk>

HFMA guide to NHS Finance [https://www.hfma.org.uk/docs/default-source/publications/guides/intro-to-nhs-finance/hfma-introductory-guide-to-nhs-finance.pdf?sfvrsn=74dd76e7\\_20](https://www.hfma.org.uk/docs/default-source/publications/guides/intro-to-nhs-finance/hfma-introductory-guide-to-nhs-finance.pdf?sfvrsn=74dd76e7_20)

National Institute for Health and Care Excellence <https://www.nice.org.uk>

NHS England <https://www.england.nhs.uk>

Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>

Skills for Health <https://www.skillsforhealth.org.uk>

Social Care Institute for Excellence <https://www.scie.org.uk>

The Health Foundation <https://www.health.org.uk/newsletter/what-context-and-why-does-it-matter>

UK Government Legislation <https://www.legislation.gov.uk>

Note: Diploma texts are useful as they cover a range of topics relevant to different units. Some information may be relevant to non-UK contexts.

### Global Context

#### Web resources

World Health Organization <https://www.who.int>

<b>Unit 2 Supporting individuals in adult social care</b>			
<b>Unit aims</b>	This unit aims to support development of the skills and knowledge required to support individuals in adult social care. Learners will look at practical aspects of adult social care and how these contribute to health and wellbeing of service users.		
<b>Unit level</b>	4		
<b>Unit code</b>	J/650/8741		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners should apply policy, guidance and legislation from their own national context where appropriate.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand communication in adult social care	1.1 Analyse the importance of effective communication and how this can be applied in practice to meet the needs of service users 1.2 Assess the requirements for record-keeping and reporting in adult social care	1M1 Evaluate the application of 'best interests' in cases where service users are unable to consent	
2. Understand person-centred and personalised care	2.1 Analyse the principles and practice of person-centred care 2.2 Analyse the principles and practice of personalised care		2D1 Evaluate ways to promote and maintain a culture where practice is centred on the needs of the service user

3. Understand safe practice in adult social care	3.1 Explain the management of risk in adult social care 3.2 Analyse safe practice in adult social care	<b>LO1, LO3 and LO4</b>  3M1 Discuss how conflicts or dilemmas between individual rights and the duty of care might be addressed	<b>LO3 and LO4</b>
4. Understand professional practice in adult social care	4.1 Analyse components of professional practice in adult social care 4.2 Analyse the principles and practice of partnership working in person-centred care		4D1 Assess how multi-agency working supports protection of vulnerable individuals

## Indicative Content

### 1. Understand communication in adult social care

- Methods of effective communication: verbal (face-to face, telephone, video conferencing) non-verbal (body language, sign language, use of pictures etc) and written (reports, emails, texts, letters)
- When to use different methods; choosing best method e.g. depending on needs of individuals, urgency of communication, confidentiality etc.
- Importance of communication in health and social care
- Reasons for communication – making choices, developing relationships, information, empowerment, partnership working, consent etc.
- Factors affecting communication e.g. environment, emotional state, subject under discussion
- Barriers to communication and e.g. physical, perceptual, emotional, cultural, language, gender, interpersonal
- How to overcome barriers or reduce/respond to them in different situations e.g. adapting communication, assistive technology, interpreters/translators, visual communication, advocacy
- Impact of poor communication on staff, service-users and organisation e.g. misunderstanding, poor decision making, risks such as wrong medication/treatment, poor relationships, upset service user, low morale etc.
- Using positive communication skills e.g. active listening, adapting communication, empathy, friendliness, giving and receiving feedback, respect
- Use of assistive technology e.g. telephone relay systems, voice recognition software, apps and social media, text to speech software/hardware, hearing aids, induction loops, optical magnifiers, Braille, audio transcription/audio books
- Use of interpreters and translators
- Visual communication e.g. Makaton, sign language, use of pictures, signs and symbols such as Picture Exchange Communication (PECS)
- Need for, and use of, advocacy to support communication; legal requirement for advocates; what advocates are and what they do
- Communication skills – speaking and listening, body language, written communication
- Principles of effective communication e.g. clear, concise, meets audience needs

- Checking effectiveness of communication e.g. asking questions, summarising, confirming details
- Adjusting communication to meet communication needs e.g. adjusting vocabulary, pitch, loudness special needs, language differences, PECS, Makaton etc.
- Importance of confidentiality and risks to confidentiality
- Consent, lack of consent, capacity to consent – definitions and legal requirements plus practicalities in gaining consent
- Requirements for record-keeping and reporting – legal and organisational e.g. care plans, medicines administration records
- Importance of record keeping and consequences of not complying e.g. legal, moral, ethical, safety issues
- Use of records and reports to support decision-making, work of others, service users and organisation.
- Best practice in reporting and recording – accuracy, completeness, coherency
- Use of ICT for records and reports – security, confidentiality

## **2. Understand person-centred and personalised care**

- What person-centred and personalised care are and why they are important, benefits for service users
- Principles and practice of person-centred care – putting the individual at the centre of care, working in partnership, individual choices and control, examples of practice
- Person-centred assessment and planning – methods to facilitate
- Person-centred thinking tools – range of tools available and their use
- Holistic planning to promote health and wellbeing – definition and importance
- Importance of active participation and independence, benefits to service users
- Assistive living technology – examples and use
- Outcome-based practice – theories and implementation
- How support plans can be effectively implemented
- Personalisation of care – what it means, systems and processes to support, whole system approach, joined up health and social care services, putting the service user in charge, how widespread practices are (e.g. in UK part of policy in NHS)
- Inclusive practice and promoting equality and inclusion
- Importance of dignity in care and how this is achieved
- Upholding and promoting service-user rights
- Dignity agenda – importance of maintaining dignity and care and the values and behaviours that help to achieve this
- Conflicts between user rights and duty of care, how conflicts arise, how to resolve (risk assessment, discussion of risks etc.), consequences of poor decisions (injury, abuse etc.)

## **3. Understand safe practice in adult social care**

- Responsibilities for safety in care
- Importance of following policy and agreed ways of working
- Safe use of equipment e.g. following manufacturer instructions and agreed ways of working
- Areas where specialist training may be required e.g. use of equipment, first aid, fire safety, food safety, moving and handling, administration of medicines, healthcare procedures – why training required, consequences of poor practice, limits of own responsibility
- Safeguarding practice – awareness of signs of abuse, risk factors, responses to abuse and allegations of abuse
- Comments and complaints systems e.g. importance of complaints policies and what they should include

- Risk assessment – what a risk assessment is: identifying hazards and risks in relation to care activities, responsibility for risk assessment, who contributes to risk assessment e.g. staff, service users, carers, family, other professionals
- Managing risk – controls in place to eliminate or reduce risks
- Positive risk taking – importance of supporting service users to manage risks in chosen activities; service user choice to take risks
- Dilemmas/Conflicts between service user rights and duty of care/risks
- Importance of security in health and social care settings e.g. preventing access of unauthorised persons to care settings, security in relation to service user belongings and confidential information
- Infection control practices, policies and ways of working
- Restrictive practice, how to avoid, when this might be acceptable, staff safety

#### **4. Understand professional practice in adult social care**

- Role of professional bodies in relation to adult social care workers
- Codes of practice e.g. in UK Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (<https://www.skillsforcare.org.uk/Documents/Standards-legislation/Code-of-Conduct/Code-of-Conduct.pdf>)
- Importance of compliance with legislation, regulations, guidance, and workplace procedures
- Importance of working within role and responsibility
- Good practice frameworks and theories underpinning professional practice e.g. strengths based working, social care outcomes frameworks (e.g. care inspectorate, national health and social care organisations, in UK NHS and 6Cs etc)
- Partnership working e.g. importance to ensure consistency and continuity of care etc. and for safeguarding, features of partnership working, how to work in partnership with others (service users, carers, families, other service providers, social workers, medical staff, families, local authorities, specialists etc.)
- Agencies potentially involved in partnership working e.g. in UK Local authority, care provider, safeguarding teams, service user, carers and family
- Barriers to partnership working e.g. professional differences, time, organisational differences
- Team working – importance of team working and theories of team working (Tuckman, Belbin)
- Collaborative and participatory approaches to care – how to collaborate effectively and ensure participation of service users
- Impact of partnership working – better outcomes, shared decision making, choices, autonomy
- Establishing professional relationships
- Difference between professional and personal relationships and importance of respecting professional boundaries in care work

**Unit 2 Supporting individuals in adult social care - Supporting Information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO2 Understand person-centred and personalised care	Unit 13 Support needs in health and social care LO4 AC4.2 Analyse the care needs and options for care of individuals for specified health condition  Unit 14 Supporting End-of-life Care LO3 3.1 Assess the importance of person-centred approaches to end-of-life care
LO3 Understand safe practice in adult social care	Unit 18 Management and administration of medicines in social care settings LO3 AC3.1 Explain rights, roles and responsibilities related to medicines administration in social care settings

**Opportunities for Synoptic Assessment**

3M1 and 4D1 are synoptic within the unit.

There may be opportunities to assess the understanding of person-centred principles to care in Unit 13 LO4 and Unit 14 LO3 as noted above.

There may be opportunities to assess the understanding of safe practice in adult social care in Unit 18 LO3 as noted above.

**Opportunities for Skills Development within this Unit**

<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication skills</b> – spoken communication (understanding importance of non-verbal behaviours), written communication. <b>(LO1)</b></p> <p><b>Problem-solving</b> – analysis of data, defining challenges and issues, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> – identifying and accessing sources of information relating to health and social care practice. <b>(LO2, LO3, LO4)</b></p> <p><b>Reading skills</b> – identifying different reading materials, reading with a purpose, understanding reading styles. <b>(LO2, LO3, LO4)</b></p> <p><b>Writing skills</b> – understanding the purpose of writing, understanding writing styles and forms. <b>(LO1)</b></p> <p><b>Thinking skills</b> – Using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3, LO4)</b></p>

## Suggested Resources

### UK Context

#### Texts

Starns, B. (2019) Safeguarding Adults Together under the Care Act 2014: A multi-agency practice guide

#### Web resources

Care Quality Commission <https://www.cqc.org.uk>

Helen Sanderson Associate Person Centred Practices <http://helensandersonassociates.co.uk/person-centred-practice/>

National Institute for Health and Care Excellence <https://www.nice.org.uk>

NHS England <https://www.england.nhs.uk>

Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>

Skills for Health <https://www.skillsforhealth.org.uk>

Social Care Institute for Excellence <https://www.scie.org.uk>

UK Government Legislation <https://www.legislation.gov.uk>

### Global Context

#### Web resources

World Health Organization <https://www.who.int>

### General

#### Texts

Atwal, A. (2022) Preparing for Professional Practice in Health and Social Care

Mackreth, P., and Walker, B. (2020) A Handbook for Support Workers in Health and Social Care: A Person-Centred Approach

Moss, B. (2020) Communication Skills in Nursing, Health and Social Care

Texts:

Tilmouth, T. (2023) The City & Guilds Textbook Level 5 Diploma in Leadership and Management for Adult Care: Second Edition

Tilmouth, T. and Quallington, J. (2016) Level 5 Diploma in Leadership for Health and Social Care 2nd Edition

Note: Diploma texts are useful as they cover a range of topics relevant to different units. Some information may be relevant to non-UK contexts.

<b>Unit 3 Health and ill-health</b>			
<b>Unit aims</b>	This unit aims to develop the learners' understanding of the concepts of health and ill-health, health inequalities and current major health issues that impact on the health and social care sector.		
<b>Unit level</b>	4		
<b>Unit code</b>	K/650/8742		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Concepts of public health may be explored in learner's own national context as well as worldwide.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand concepts of health and ill-health	1.1 Analyse theoretical models and definitions of health, ill-health and disability 1.2 Explore the determinants of health	1M1 Evaluate social and medical models of health and disability	
2. Understand the social context of health	2.1 Assess inequalities in health and access to healthcare in chosen national context 2.2 Analyse sociological factors influencing health and social care in chosen national context		2D1 Assess responses to inequalities in health and access to healthcare in a chosen national context
3. Understand public health and health promotion	3.1 Analyse the concepts of public health and health promotion in national contexts 3.2 Assess how current major healthcare issues in national and/or worldwide	3M1 Evaluate the response to one current national or worldwide public health issue	3D1 Assess the benefits and issues relating to large scale vaccination programmes

	context are being addressed		
4. Can use health data and research	4.1 Analyse valid and reliable sources of health data and research 4.2 Interpret published health data and research		

## Indicative Content

### 1. Understand concepts of health and ill-health

- World Health Organization definition of health.
- Concepts of health - emotional, social, occupational, physical, intellectual and spiritual.
- Models of health and disability – common models are medical or biomedical and social or biopsychosocial; other models – religious, psychosomatic, humanistic.
- How these models are applied and work in practice e.g. western medicine historically based on medical model, more holistic views of health.
- Implications of the medical and social models for health services and individuals.
- Concept of wellbeing – definitions of what it is and why it is important.
- Determinants of health e.g. World Health Organization, Dahlgren and Whitehead model such as social, cultural, political, economic, commercial and environmental factors that shape the conditions in which people are born, grow, live, work and age.

### 2. Understand the social context of health

- Sociological factors affecting health – social, economic and environmental factors, Dahlgren and Whitehead model.
- Multi-level influences on health and relationships between different determinants.
- How social determinants affect individual health and the distribution of health.
- Social gradient in different populations.
- Definition and Assessment of health inequalities including social deprivation and concentration indices.
- Current Welfare policies, politics and how these take account of determinants of health. How well do these address healthcare provision and inequalities.
- Health inequalities – what can cause these and how and why they occur across and within countries.
- Disability, inequity and human rights and their impact on health and access to health care.
- Relevant health statistics and data e.g. projected life spans, measures of health inequality.
- Current vaccination initiatives and how these can support better health. There needs also to be a consideration of the possible drawbacks of vaccinations and how they are received by the people.
- The complexities of organising and managing an effective vaccination programme.

### 3. Understand public health and health promotion

- Theoretical frameworks informing public health and health promotion e.g health behaviour models such as Social Cognitive Theory, The Transtheoretical Model/Stages of Change, the Health Belief Model, and the Theory of Planned Behaviour.
- Politics and policy for public health globally and in country of choice, effectiveness of policies.
- Public health epidemiology and statistics.
- Public health promotion – importance, preventative impact, protection and improvement of health.
- Communication of public health messages – how messages are communicated and effectiveness.
- Current major health issues e.g epidemics and pandemics, obesity.
- How health issues are addressed e.g. health promotion, legislation (e.g. smoking legislation, food labelling), vaccination programmes; effects and benefits of these.

### 4. Use health data and research

- Sources of health data and research e.g. in UK NHS and NHS digital, globally World Health Organization. At least 3 sources should be used.
- Overview of research methodologies, methods, data analysis, data management, ethics, research governance, dissemination of data and research in each source.
- Critical review of research – how to ask appropriate questions and validate research and data sources.
- Interpreting data, graphs and information including the steps to carry out an analysis and interpretation of data, including drawing valid conclusions.
- Health and statistical terminology.

<b>Unit 3 Health and ill-health - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
Whole unit	Unit 12 Research project in health and social care  Learners could use their knowledge from this unit to identify and complete a research project for Unit 12.
LO1 Understand concepts of health and ill-health	Unit 9 Public Health and Health Promotion LO1 Understand the key principles and concepts of public health and health promotion All ACs
LO2 Understand the social context of health	Unit 10 Sociological context of health LO2 AC2.1 Analyse social inequalities  Unit 11 Contemporary issues in health and social care LO2 AC2.1 Analyse the socio-economic, political and cultural factors influencing wellbeing and health in chosen national context; LO3 3M1 Assess inequalities in current health and wellbeing needs of population
LO3 Understand public health and health promotion	Unit 9 Public Health and Health Promotion LO3 AC3.1 Analyse current public health policy and practice in chosen national context

LO4 Use health data and research	<p>Synoptic across the unit and in most other units as about understanding the data and research about health. Specific links:</p> <p>Unit 10 Sociological context of health LO4 Use demographic data in health and social care All Acs</p> <p>Unit 12 Research project in health and social care LO3 Use health data and research All ACs</p>
----------------------------------	--

**Opportunities for Synoptic Assessment**

LO1 AC1.2 Understanding of health determinants could be assessed through Unit 9 LO1 AC1.2

LO4 – Synoptic within the units and with any other unit where interpretation and use of data can be evidenced, specifically those links noted above.

**Opportunities for Skills Development within this Unit**

Employability Skills	Study Skills
<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital skills</b> - using digital devices, handling and judging the reliability of information, online research, numeracy skills. <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information; Understanding reading styles e.g. development of an argument. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking skills</b> - using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3, LO4)</b></p>

**Suggested Resources**

<p><b>UK Context</b></p> <p>Web Resources:  National Institute for Health and Care Excellence <a href="https://www.nice.org.uk">https://www.nice.org.uk</a>  NHS England <a href="https://www.england.nhs.uk/about/equality/">https://www.england.nhs.uk/about/equality/</a>  Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a>  Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a>  Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a>  The King’s Fund <a href="https://www.kingsfund.org.uk/publications/what-are-health-inequalities">https://www.kingsfund.org.uk/publications/what-are-health-inequalities</a>  UK Government <a href="https://www.gov.uk/government/publications/health-profile-for-england-2018/chapter-6-wider-determinants-of-health">https://www.gov.uk/government/publications/health-profile-for-england-2018/chapter-6-wider-determinants-of-health</a></p>
<p><b>Global Context</b></p> <p>Web Resources  World Health Organization <a href="https://www.who.int/news-room/facts-in-pictures/detail/health-inequities-and-their-causes">https://www.who.int/news-room/facts-in-pictures/detail/health-inequities-and-their-causes</a></p>

World Health Organization <https://www.who.int/news-room/questions-and-answers/item/determinants-of-health>

**General**

Texts

Marmot, M. (2016) The Health Gap: The Challenge of an Unequal World

Nettleton, S. (2020) The Sociology of Health and Illness

Warwick-Booth, L., Cross, R., and Lowcock, D. (2021) Contemporary Health Studies: An Introduction

<b>Unit 4 Personal and professional development in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop the knowledge and understanding of personal and professional development. Learners will develop techniques for planning, implementing and evaluating their own personal and professional development and an understanding of how to support others in their personal and professional development.		
<b>Unit level</b>	4		
<b>Unit code</b>	L/650/8743		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners should prepare a personal development plan to meet future career aspirations.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand career pathways in health and social care	1.1 Analyse different career pathways in health and social care 1.2 Research one area of potential opportunity for personal career	1M1 Assess own skills and experience against identified potential career choices	1D1 Evaluate own personal development to date against requirements for chosen career opportunity
2. Understand the importance of personal and professional development and the processes, principles and techniques	2.1 Explain the importance of personal and professional development 2.2 Explore the principles, processes and techniques for personal and professional development	<b>LO1, LO2 and LO3</b>  3M1 Adjust the plan in response to feedback	
3. Can present a personal and professional development plan	3.1 Prepare a personal and professional development plan		

	for progression in career in health or social care 3.2 Obtain feedback on personal and professional development plan		
4. Understand how to contribute to the personal and professional development of others	4.1 Analyse the characteristics of an effective learning culture 4.2 Analyse the role of managers in the personal and professional development of others		4D1 Assess how managers and team leaders can develop an effective learning culture

### Indicative Content

#### 1. Understand career pathways in health and social care

- Range of pathways and roles in health and social care.
- Requirements e.g. qualifications, experience, characteristics, ethics.
- Routes to identified roles e.g. apprenticeships, qualifications, university degrees.
- Potential employers in the field where they wish to work.
- Skills required for identified role(s)/career.
- Responsibilities and expectations in identified job role(s)/career.
- Identifying own interests, skills and attributes e.g. skills audit.
- Sources of careers information.

#### 2. Understand the importance of personal and professional development and the processes, principles and techniques

- Importance of personal and professional development – for career progression, for continuous improvement, to remain up to date, to provide quality care, impact on service user and organisation.
- How to set personal targets and why these are needed.
- Process of professional development – identifying gaps, target setting, development opportunities, measuring achievement, review.
- Process of reflection, using reflection, the reflective log, importance of reflection for continuous improvement.
- Models of reflection e.g. Kolb (1984), Gibbs (1988), Morrison (2005).
- Reflective cycles e.g. events/situation, feelings, what was good/bad, what could be done differently.
- Evaluation of own knowledge and understanding against standards using tools such as a SWOT analysis.
- Collection and use of feedback in assessing own performance.
- Importance of self-awareness.

- Sources of feedback e.g. managers, colleagues, service users, tutors.
- Development activities e.g. coaching, mentoring, courses, qualifications, evidence based practice.
- How to review progress against plan and how to use the results for further development.
- Managing development – why this is needed and the challenges faced e.g. time management, managing behaviour.
- Continuing professional development requirements in a chosen profession.

### 3. Present a personal and professional development plan

- Types of plans – such a focussed personal and for progression.
- Identifying /qualification needs for identified career pathway.
- The need to update on latest treatments and approaches.
- Prioritising learning needs – considering importance, relevance and availability of learning.
- Target setting e.g. SMART targets.
- Reviewing progress against plan – the cycle of continuous development.

### 4. Understand how to contribute to the personal and professional development of others

- How an effective learning culture can support an organisation and its staff.
- Characteristics of effective learning culture: prioritising learning, values processes and practices that encourage and support continuous learning and development, information and knowledge sharing, open communication, valuing employees etc.
- How managers contribute to creating an effective learning culture: facilitate learning by example, develop learning opportunities, using coaching, mentoring and supervision, using appraisals etc.
- How and why appraisal is needed and the use of appraisal techniques.
- Use of coaching and mentoring to support personal development.
- Giving effective feedback on performance and progress.
- Use of professional supervision.
- Facilitating access to development opportunities considering time, cost, and availability.
- Performance management techniques.

<b>Unit 4 Personal and professional development in health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand career pathways in health and social care	Unit 1 Health and social care context and principles LO1 Understand the organisation of health and social care within a national context All ACs
LO2 Understand the importance of personal and professional development	Unit 2 Supporting individuals in adult social care LO4 AC4.1 Analyse components of professional practice in adult social care

and the processes, principles and techniques	
LO3 Present a personal and professional development plan	Unit 2 Supporting individuals in adult social care LO4 AC4.1 Analyse components of professional practice in adult social care
<b>Opportunities for Synoptic Assessment</b>	
3M1 is synoptic across LOs 1, 2 and 3.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working independently</b> - time management, planning, prioritising. (LO2, LO3)</p> <p><b>Communication skills</b> - written communication, appropriate formats. (LO3, LO4)</p> <p><b>Problem-solving</b> - determining and assessing solutions, planning, analytical skills, critical thinking skills. (LO1, LO2, LO3, LO4)</p>	<p><b>Using sources of information</b> - identifying and accessing information. (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills</b> - identifying reading material, reading with a purpose, understanding reading styles. (LO1, LO2, LO3, LO4)</p> <p><b>Writing skills</b> - understanding purpose of writing, understanding writing styles. (LO3, LO4)</p> <p><b>Thinking skills</b> - using analytical skills, using critical thinking skills. (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills</b> - using digital devices and relevant applications, online research. (LO1, LO2, LO3, LO4)</p>

<b>Suggested Resources</b>
<p><b>UK Contexts (Some general application)</b></p> <p><u>Web Resources</u>  NHS England <a href="https://www.healthcareers.nhs.uk/career-planning/career-planning">https://www.healthcareers.nhs.uk/career-planning/career-planning</a>  Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a>  Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a>  Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a></p> <p><b>General</b></p> <p><u>Texts</u>  Atwal, A. (2022) Preparing for Professional Practice in Health and Social Care</p>

<b>Unit 5 Resource management in health and social care</b>			
<b>Unit aims</b>	This unit aims to introduce learners to the requirements and techniques used in the procurement, planning, use and effective management of resources in health and social care. They will learn about the importance of effective management to meet the objectives of providing high quality care that meets service-user, organisational and financial objectives.		
<b>Unit level</b>	4		
<b>Unit code</b>	M/650/8744		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners should consider resources in the context of the nation in which they will work and select a suitable sector on which to focus their assessment.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the management of resources in health and social care	1.1 Analyse the legal, regulatory, organisational and funding requirements that impact on resource procurement and management in a chosen health and social care context  1.2 Assess the importance of effective management of human, physical and financial resources in health and social care		1D1 Evaluate the effectiveness of procurement and supply chain management in chosen context
2. Understand the prioritisation of resources in health and social care	2.1 Explain strategic and ethical priorities for resource planning and management in chosen health and social care context	2M1 Assess solutions to overcome resource constraints and improve service provision	

	2.2 Analyse the resource constraints that may affect provision of health and social care in chosen context and how they impact service provision		
3. Understand the effective procurement and use of resources in health and social care	3.1 Explain strategies for procurement, planning, allocation and monitoring of resources in line with identified priorities in chosen context 3.2 Analyse the use of technology for resource management in chosen health and social care context	3M1 Analyse the benefits of using technology for resource management in chosen context	3D1 Evaluate theories of effective resource management and their application in chosen context.

### Indicative Content

#### 1. Understand the management of resources in health and social care

- Resources to include physical resources such as equipment and technology, human resources and financial resources.
- Legal requirements e.g. data protection, confidentiality, health and safety, employment laws.
- Regulatory requirements: requirements set by governmental bodies, such as Care Quality Commission (CQC) in UK that impact quality of care delivered, qualifications and training of staff etc.
- Organisational requirements e.g. internal policies and procedures related to resource procurement and management of resources, workforce, staffing levels, employee development, financial policies for budgeting and financial management.
- Funding requirements for services e.g. funding from government sources, private donors, or insurance providers and requirements and regulations that impact how resources are used.
- Procurement requirements e.g. legal and regulatory requirements related to procurement practices, advertising, tendering, and selection of suppliers (Public Contract Regulations 2015 in the UK).
- Financial requirements e.g. regulations, budgetary constraints, cost-effectiveness while still providing high-quality care from point of view of service user.
- Importance of effective management e.g. improved service-user outcomes, increased efficiency, cost savings, value for money, staff retention, compliance with legal, regulatory and ethical requirements, organisational/service reputation.

- Evaluation of procurement and supply chain management - identifying key performance indicators e.g. cost savings, supplier performance, delivery times, inventory levels, and quality of goods or services; collecting information about current processes/ performance; benchmarking against standards e.g. industry, organisational or best practice; identifying improvements.

## **2. Understand the prioritisation of resources in health and social care**

- Strategic and ethical priorities e.g. providing person-centred, safe, high-quality care; ethical and sustainable procurement practices; minimisation of waste; fair use of resources; financial sustainability; data privacy and security, staff development and staff retention; ethical considerations such as affordability, equality of access, quality of care, potential outcomes, risk and benefits, QUALYS.
- Constraints e.g. financial constraints, equipment and supply constraints, space constraints, technological constraints, staffing and availability of staff.
- Impacts of constraints on service provision e.g. decreased quality of care, increased wait times for treatment, decreased patient satisfaction, increased healthcare costs, closure of healthcare facilities or reduction in services offered.
- Consideration of how saving in the short term can lead to higher costs overall/in the long term.
- Solutions to overcome constraints e.g. investing in technology such as electronic health records, telehealth, remote monitoring; staff development; collaboration between healthcare providers and other organisations such as social services, housing providers, and community organisations; resource sharing (staff, equipment) across departments/ organisations; alternative funding/funding models; community engagement.

## **3. Understand the effective procurement and use of resources in health and social care**

- Strategies for procurement: negotiation, collaboration (for shared use of resources and obtaining better deals re: purchase of resources), prioritisation.
- Underpinning theory for effective resource management e.g. Resource Based View (RBV), dynamic capability, transaction cost, contingency theory; how they are applied in practice.
- Strategies for planning: identifying objectives, needs and priorities of organisation and service users; identifying budgets and constraints; developing resource plans (quantities, quality, timing for resources); identifying risks; contingency planning, staffing availability and retention.
- Use of data to inform planning e.g. market trends, new products, new trends, new legislation and current business environment such as impact of Covid.
- Strategies for allocation: prioritising allocation on basis of need; fair and equitable allocation; using data to inform decision-making e.g. tracking service-user demographics and prevalence of different conditions to identify priorities.
- Strategies for monitoring: establishing performance indicators; monitoring resource usage, tracking outcomes for service users, staff, finances; evaluation and review using indicators and feedback.
- Use of technology: Electronic health records; telemedicine; remote management of health conditions; resource planning software; wearable technology; predictive analytics.
- Benefits and assessment of technology use: identify where and how technology is used; review current solutions; review any data/feedback; identify improvements; identify additional/alternative/new technologies that could be implemented.

<b>Unit 5 Resource management in health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the management of resources in health and social care	Unit 1 Health and social care context and principles LO1 Understand the organisation of health and social care within a national context All ACs; LO2 Understand adult social care policy and regulation within a national context All ACs; LO3 Understand legal responsibilities in adult social care All ACs
LO2 Understand the prioritisation of resources in health and social care	Unit 1 Health and social care context and principles LO4 Understand the values, behaviours and ethical responsibilities underpinning adult social care All ACs
<b>Opportunities for Synoptic Assessment</b>	
There are no clear synoptic assessment opportunities linked to this unit.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b>	<b>Using sources of information</b> - identifying available sources of information; accessing information, i.e. choosing current, sufficient, relevant and reliable sources. <b>(LO1, LO2, LO3)</b>  <b>Thinking skills</b> - using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information; using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments. <b>(LO1, LO2, LO3)</b>

## Suggested Resources

### UK Context

#### Web Resources

Chartered Management Institute <https://www.managers.org.uk/knowledge-and-insights/video-webinar/managing-resources/>

General Medical Council <https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/leadership-and-management-for-all-doctors/planning-using-and-managing-resources>

Local Government Association <https://www.local.gov.uk/sites/default/files/documents/2019-10%20Use%20of%20resources%20in%20Adult%20Social%20Care%20-%20explanation%20of%20the%20approach%20WEB.pdf>

NHS England <https://www.england.nhs.uk>

Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>

Skills for Health <https://www.skillsforhealth.org.uk>

Social Care Institute for Excellence <https://www.scie.org.uk>

### Global context

#### Web Resources

World Health Organization <https://www.who.int>

### General

#### Texts

Gopee, N. and Galloway, J. (2017) Leadership and Management in Healthcare

<b>Unit 6 Managing people in health and social care</b>			
<b>Unit aims</b>	This unit aims to introduce learners to models of leadership and management and to theories and techniques for managing people. They will learn about motivating and managing teams and individuals and techniques for conflict resolution in the context of health and social care. They will find out about human resource planning, recruitment, selection and retention. They will explore the implications of legislation and regulation relating to employment.		
<b>Unit level</b>	4		
<b>Unit code</b>	R/650/8745		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners should select a suitable health and social care context when analysing requirements and constraints in recruitment and retention.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand theories of management and leadership	1.1 Analyse models and theories of leadership and management 1.2 Analyse theories of motivation		1D1 Assess how leadership and management styles may be adapted in response to different situations in health and social care and the impact of different styles
2. Understand how to build and manage effective teams	2.1 Summarise the characteristics of effective teams 2.2 Analyse theories of team development and team management 2.3 Assess strategies to resolve conflict within teams	2M1 Analyse the use of team role theory in building effective teams	

3. Understand human resource management in organisations	3.1 Explain the importance of effective human resource planning in health and social care including the use of community assets and volunteers 3.2 Analyse recruitment, selection and retention strategies	3M1 Analyse issues arising from the dependence on volunteers in health and social service provision	
4. Understand staff employment requirements and constraints in health and social care	4.1 Explain regulatory and organisational requirements for employing staff in health and social care 4.2 Analyse current issues in recruiting and retaining staff in a chosen health and social care context		4D1 Assess how recruitment and retention issues can be addressed in chosen context

**Indicative Content**

**1. Understand theories of management and leadership**

- Models and theories of leadership: leadership styles (e.g. autocratic, democratic, laissez-faire, transformational); great man theory, trait theory situational leadership, transformational leadership, transactional leadership, contingency theory, application of different management styles.
- Theories of motivation e.g. Maslow’s hierarchy of needs, Herzberg’s two-factor theory, McClelland theory of needs, McGregor Theory X and Theory Y, Vroom expectancy theory.
- Pros and cons of each theory.

**2. Understand how to build and manage effective teams**

- Characteristics of effective teams: clear, common goals, good communication, trust and respect between team members, accountability, flexibility, shared decision-making, collaboration, continuous learning, positive team culture/attitudes.
- Team development: Tuckman Forming, Storming, Norming, Performing; how this happens in practice; Belbin’s team role theory, use to build effective teams. Uses and limitations of theory.
- Team management: John Adair action-centred leadership model; GRPI for assessing and improving team performance.
- Managing conflict: encourage open communication, identify source of conflict, encourage collaboration, remaining neutral and objective as team leader, set expectations and boundaries, training in conflict resolution for team members, adapting strategy to situation, people etc.

### 3. Understand human resource management in organisations

- Importance of effective resource planning: meeting service demands and service user needs effectively; cost-effective staffing – no over or understaffing; talent retention; staff development; management of volunteers and community collaboration; compliance with regulations, impact on organisation, staff and service users of different scenarios.
- Issues relating to volunteer workforce: inconsistency of service provision, lack of skills/training, high turnover or shortage if overworked or given too much responsibility, risks and liability, may lead to inequities where volunteers not available in all areas/communities, lack of accountability, ethics of supporting volunteers, not using volunteers inappropriately.
- Recruitment, selection and retention strategies: recruitment including advertising vacancies, attracting suitable employees, diversity in workforce, providing clear job descriptions; selection processes including establishing selection criteria, interviewing, testing, checking references and background checks (e.g. DSB in UK); retention including talent management, succession planning, rewarding employees, recognising achievement, staff development, career pathways, positive work culture, job descriptions and how requirements for job are evidenced (certificates, references etc.).

### 4. Understand staff employment requirements and constraints in health and social care

- Identify regulatory and legislative requirements relevant in chosen context.
- Regulatory and organisational requirements: fair and transparent recruitment and selection processes; equality and diversity issues; contracts of employment; working hours regulations; health and safety requirements; induction and training (e.g. qualifications required for some roles, regulation of some roles, minimum standards of training e.g. relating to infection control, safeguarding, health and safety, CPD, reviews); performance management including target setting, giving feedback and performance management techniques; policies, procedures and agreed ways of working.
- Recruitment issues: may include skills shortages, competition from other sectors such as hospitality where pay and conditions may be better, demographic changes e.g. ageing population can lead to skills and staff shortages, negative perceptions of the sector, health emergencies e.g. Covid 19 pandemic.
- Retention issues: stress and staff burnout due to emotional and physical demands, pay and conditions, lack of career progression, heavy workloads; impact of these on service provision such as impact on service users and compliance with regulatory requirements such as staff ratios and safeguarding.
- Addressing recruitment and retention issues: improving pay and conditions, developing career pathways, support for staff wellbeing, flexible work arrangements, better working conditions, positive organisational culture, barriers to improvement.

<b>Unit 6 Managing people in health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO4 Understand staff employment requirements	Unit 11 Contemporary issues in health and social LO3 Understand the impact of contemporary health and social care issues on the development and provision of services All ACs

and constraints in health and social care	
<b>Opportunities for Synoptic Assessment</b>	
It may be possible to evidence requirements of LO4 as noted above if learners research staff issues as a contemporary issue in Unit 11.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3, LO4)</b>	<b>Using sources of information</b> - identifying available sources of information; accessing information, i.e. choosing current, sufficient, relevant and reliable sources. <b>(LO1, LO2, LO3, LO4)</b>  <b>Thinking skills</b> - using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information; using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments. <b>(LO1, LO2, LO3, LO4)</b>

<b>Suggested Resources</b>
<b>UK Context (with some general application)</b>
<p><u>Web Resources</u>  NHS England <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a>  Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a>  Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a>  Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a>  UK Government Legislation <a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a></p>
<b>Global Context</b>
<p><u>Web Resources</u>  World Health Organization <a href="https://www.who.int">https://www.who.int</a></p>
<b>General</b>
<p><u>Web Resources</u>  BMJ Leader (Journal article) <a href="https://bmjleader.bmj.com/content/5/1/3">https://bmjleader.bmj.com/content/5/1/3</a>  Future of Working <a href="https://futureofworking.com/20-types-of-leadership-models-and-theories-in-management/">https://futureofworking.com/20-types-of-leadership-models-and-theories-in-management/</a>  Mind Tools <a href="https://www.mindtools.com/">https://www.mindtools.com/</a></p> <p><u>Texts</u>  Gopee, N. and Galloway, J. (2017) Leadership and Management in Healthcare</p>

<b>Unit 7 Managing finance in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop the knowledge and skills to manage financial resources and use financial information for decision-making within health and social care. Learners will explore the wider environment, regulatory requirements and financial techniques. They will consider financial decision-making in health and social care and factors that impact this.		
<b>Unit level</b>	4		
<b>Unit code</b>	T/650/8746		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to select a specific national context in which to analyse regulatory and policy requirements. They will need access to financial information for health and social care organisations.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the regulatory and economic environment of financial management in health and social care	1.1 Explain the regulatory requirements for financial reporting and accountability in a specific national context 1.2 Explain roles and responsibilities for finance in a specific national context 1.3 Analyse the principles of financial management within the economic and political environment for health and social care in a specific national context		1D1 Evaluate the impact of current government policy on the funding of health and social care
2. Understand techniques to manage finance in health and social care	2.1 Assess the information required to manage financial resources 2.2 Analyse financial management techniques for decision-making 2.3 Analyse the use of budgets in allocating and managing resources	2M1 Analyse the importance of monitoring budget expenditure in health and social care organisations	
3. Understand the use of financial information to inform decision-	3.1 Explain the use of financial information for decision-making in health	3M1 Assess the relationship between the quality of health	3D1 Assess the ethical and professional considerations affecting

making in health and social care organisations	and social care organisations 3.2 Analyse factors influencing the availability of resources in health and social care organisations 3.3 Analyse the communication of financial information and decisions in health and social care organisations	and social care services delivered and management of finances	financial decision-making in health and social care
--	--	---	---

## Indicative Content

### 1. Understand the regulatory and economic environment of financial management in health and social care

- Legislation relating to finances e.g. finance, accounting and audit requirements, requirement for record-keeping.
- Regulations relating to funding in health and social care e.g. in UK Department of Health and Care Quality Commission.
- Accountability for financial management and decision-making in health and social care.
- Role and responsibilities for funding, managing, decision-making, recording, reporting.
- Government policy relating to funding and expenditure on health and social care and their impact.
- Broader political and economic context e.g. population structure, political and economic pressures on funding and delivery, split between private/public provision, inequalities that may arise and how they are addressed.

### 2. Understand techniques to manage finance in health and social care

- Information required: business costs (e.g. people, equipment, buildings, consumables, financial); income streams e.g. funding (public, private, voluntary, local, national), contractual/tendering information.
- Decision-making techniques: costing methods (e.g. full absorption, marginal costing, break-even analysis, activity-based costing), cost control, cost-benefit analysis, financial forecasting (cashflow forecast, budgets), use and calculations, responsibility and accountability for decisions; link between decision-making and quality and access to services.
- Budgeting: preparation of budgets, monitoring budgets, allocating resources, budget accountability, dealing with shortfalls/excesses, types of budgets (cost centre, project, outsourcing contract, value for money).
- Importance of monitoring: planning implications, adjustments to budgets, decisions, identifying and dealing with financial shortfalls and suspected fraud, dealing with unexpected situations e.g. Covid.

### 3. Understand the use of financial information to inform decision-making in health and social care

- Use of financial information: identification and analysis of financial information and its use in decision-making e.g. priorities, allocation of resources, identifying areas for cost savings, opportunities for growth; financial risks.
- Factors affecting availability of resources: funding priorities, agency objectives, policies, outsourcing, multi-agency partnerships, type of service.
- Communication of financial information and decisions: stakeholders (colleagues, managers, service users, funding sources, external stakeholders), who needs information and the information they need, published information requirements, presentation of financial information and decisions.

- Relationship between financial management and quality of care: effective allocation, prioritisation.
- Ethical and professional considerations: balancing financial constraints with high quality care, meeting regulatory requirements.

<b>Unit 7 Managing finance in health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the regulatory and economic environment of financial management in health and social care	Unit 1 Health and social care context and principles LO1 AC 1.1 Explain the structure of health and social care provision in a chosen national context; LO2 2.1 Analyse adult social care policy and regulation in the chosen national context
All LO	Unit 5 Resource management in health and social care links to this unit where learners look at the financial implications of different resources and allocation of resources.
<b>Opportunities for Synoptic Assessment</b>	
3M1 and 3D1 are synoptic within the unit.	
Unit 5 Resource management in health and social care LO1 Understand the management of resources in health and social care and LO2 Understand the prioritisation of resources in health and social care could be assessed with LO1, LO2 and LO3 in this unit.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b></p> <p><b>Digital skills</b> - using digital devices, handling and judging the reliability of information, online research, numeracy skills. <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. <b>(LO1, LO2, LO3)</b></p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information. <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking skills</b> - using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b></p>

<b>Suggested resources</b>
<p><b>UK Context</b></p> <p><u>Web Resources</u>            HFMA guide to NHS Finance <a href="https://www.hfma.org.uk/docs/default-source/publications/guides/intro-to-nhs-finance/hfma-introductory-guide-to-nhs-finance.pdf?sfvrsn=74dd76e7_20">https://www.hfma.org.uk/docs/default-source/publications/guides/intro-to-nhs-finance/hfma-introductory-guide-to-nhs-finance.pdf?sfvrsn=74dd76e7_20</a>            NHS England <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a>            Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a>            Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a>            Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a>            UK Government Legislation <a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a></p>
<p><b>Global Context</b></p> <p><u>Web Resources</u>            World Health Organization <a href="https://www.who.int">https://www.who.int</a></p>
<p><b>General</b></p> <p><u>Web Resources</u>            Harvard Business School Manager's Guide to Finance and Accounting  <a href="https://online.hbs.edu/Documents/managers-guide-to-finance-and-accounting.pdf">https://online.hbs.edu/Documents/managers-guide-to-finance-and-accounting.pdf</a></p> <p><u>Texts</u>            Bragg, S.M. (2022) Accounting for managers (4<sup>th</sup> ed)            Gopee, N. and Galloway, J. (2017) Leadership and Management in Healthcare            Open University (2022) Financial accounting and reporting (Kindle book)</p> <p>Note: There are a variety of texts that cover accounting and finance for managers. An up-to-date text should be used. The ones listed here are examples of popular texts.</p>

<b>Unit 8 Managing improvement and change in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop knowledge about managing quality, improvement and change in health and social care. Learners will explore quality assurance and quality control in health and social care and identify relevant standards. They will look at systems and processes to achieve continuous improvement and consider how change can be effectively managed in organisations.		
<b>Unit Level</b>	4		
<b>Unit code</b>	Y/650/8747		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to consider a specific health or social care context for their assessment.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand quality management in health and social care	1.1 Explain the scope and purpose of quality management 1.2 Examine the influence of stakeholders in quality management 1.3 Analyse quality standards relevant to health and social care 1.4 Analyse a range of methods that can be used to measure the achievement of quality standards	1M1 Assess the importance of quality management in health and social care	1D1 Evaluate methods of measuring quality in health and social care
2. Understand how to achieve improvement in health and social care settings	2.1 Explain the concept of continuous improvement in a health and social care setting 2.2 Analyse ways to achieve continuous improvement in a health and social care setting		2D1 Evaluate ways to achieve continuous improvement in health and social care settings

3. Understand how to manage change in health and social care settings	3.1 Explain principles of change management 3.2 Analyse the factors driving change in a health and social care setting 3.3 Analyse theories, approaches, tools and techniques for supporting change	3M1 Assess the importance of effective change management	
---	---	--	--

## Indicative Content

### 1. Understand quality management in health and social care

- Definitions of quality management, quality assurance, quality control.
- Monitoring and evaluating quality of care to ensure consistency and compliance with minimum standards and to identify areas for improvement to meet and exceed minimum standards; it involves planning, control assurance and improvement.
- Stakeholders: how and why they influence quality; include service users, staff, other professionals, external agencies (e.g. regulatory such as CQC in UK).
- Quality standards include regulatory standards (e.g. KLOES, CQC in UK, legislation and government policy e.g. maximum waiting times); professional standards from professional bodies and regulatory organisations such as General Medical Council in UK; guidance (e.g. NICE in UK); organisational policies, procedures and agreed ways of working.
- Methods: quality controls, quality audits, NICE baseline assessment tools in UK, feedback from service users, other professionals, partners, CQC etc.; consider measures of outcomes, processes, structures, user satisfaction, staff concerns, incident reports, audit reports.
- Importance: ensures service user safety, improves service user outcomes, reduces costs, compliance, maintains reputation etc.
- Evaluating methods: consider reliability, validity, feasibility, relevance of different methods.

### 2. Understand how to achieve improvement in health and social care settings

- Concept: ongoing improvement through incremental and breakthrough improvements, and new initiatives - such as new treatments, medication, approaches, aids such as aids to help mobility and independence.
- Methods: e.g. Deming cycle, clinical audits, statistical process control, benchmarking, process mapping, root cause analysis, lean, six sigma, decision trees, Kanban, quality improvement teams; suitability of different methods; use within a chosen context.
- Evaluation based on suitability for context, use of resources, consideration of goals of improvement project, costs, ethical implications etc.

### 3. Understand how to manage change in health and social care settings

- Types of change: developmental, transitional, transformational
- Principles: identify problem, change culture, consider all aspects, engagement, clear communication, training, accountability, cost.
- Factors: internal e.g. staff changes, resources, care plans, quality improvements etc.; external e.g. changes in legislation, policies, funding etc.

- Theories, approaches, tools and techniques of change management: Lewin, Kotter, McKinsey, Nudge theory, Adkar change management model, force field analysis, change curve, satir model etc.
- Importance: minimises resistance, improves stakeholder involvement, reduces disruption, improves efficiency, improves culture e.g. more innovative.
- Consequences of failing to embrace change and respond to new developments e.g. decline in quality of care.

## Unit 8 Managing improvement and change in health and social care - Supporting Information

### Opportunities for Synoptic Teaching and Learning

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
All Learning Outcomes	Unit 12: Research project in health and social care LO4 Complete a health or social care research project could involve managing quality, improvement or change.

### Opportunities for Synoptic Assessment

The unit could provide the basis for further work on a related topic(s) in Unit 12.

### Opportunities for Skills Development within this Unit

Employability Skills	Study Skills
<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. (LO2, LO3)</p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. (LO1, LO2, LO3)</p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information; Understanding reading styles e.g. development of an argument. (LO1, LO2, LO3)</p> <p><b>Thinking skills</b> - using analytical skills, using critical thinking skills. (LO1, LO2, LO3)</p>

### Suggested Resources

#### UK Context (some content relevant to non-UK contexts)

##### Web Resources

NHIR School for Social Care Research [https://www.sscr.nihr.ac.uk/wp-content/uploads/SSCR-research-findings\\_RF047.pdf](https://www.sscr.nihr.ac.uk/wp-content/uploads/SSCR-research-findings_RF047.pdf)

NHS England Change Model Guide <https://www.england.nhs.uk/wp-content/uploads/2018/04/change-model-guide-v5.pdf>

NHS A Shared Commitment to Quality <https://www.england.nhs.uk/wp-content/uploads/2021/04/nqb-refreshed-shared-commitment-to-quality.pdf>

NHS England <https://www.england.nhs.uk>

NICE <https://www.nice.org.uk/about/nice-communities/social-care/quality-improvement-resource>

Skills for Care <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-a-service/Quality-matters/Quality-matters.aspx>

Social Care Institute for Excellence <https://www.scie.org.uk/news/mediareleases/change-management-in-social-care>

The access group <https://www.theaccessgroup.com/en-gb/blog/best-quality-improvement-social-care/#:~:text=Quality%20improvement%20in%20health%20and,improve%20those%20practices%20and%20outcomes.>

The Health Foundation

<https://www.health.org.uk/sites/default/files/QualityImprovementMadeSimple.pdf>

#### Texts

Tilley, L. and Jones, R.L. (2013) 'Managing change in health and social care' in McKian, S. and Simons, J. (eds) *Leading, managing, caring: understanding leadership and management in health and social care* (available online at

[https://www.open.edu/openlearn/pluginfile.php/380889/mod\\_resource/content/7/k313\\_ch04\\_e1i1\\_isbn9780415658515\\_l3\\_openlearn.pdf](https://www.open.edu/openlearn/pluginfile.php/380889/mod_resource/content/7/k313_ch04_e1i1_isbn9780415658515_l3_openlearn.pdf)

#### **Global**

#### Web Resources

World Health Organization [https://www.who.int/health-topics/quality-of-care#tab=tab\\_1](https://www.who.int/health-topics/quality-of-care#tab=tab_1)

#### **General**

#### Web Resources

MindTools <https://www.mindtools.com/cyx13vi/continuous-improvement> and <https://www.mindtools.com/search-results?search=change%20management&start=1>

#### Texts

Dale, B.G. and Bamford, D. *Managing Quality: An Essential Guide and Resource Gateway*

Gopee, N. and Galloway, J. (2017) *Leadership and Management in Healthcare*

Kordowicz, M. and Niroshan Siriwardena, A. (2023) *Quality Improvement in Healthcare: A Guide for Students and Practitioners*

<b>Unit 9 Public health and health promotion</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and understanding of public health and promotion of health. Learners will explore key principles and concepts of public health and health promotion and how these areas have evolved over time. The unit will allow learners to focus on policy, practice and current challenges in public health and health promotion in a specific national context. Learners should develop a full picture of health in their chosen nation placed within the theoretical context of public health.		
<b>Unit level</b>	4		
<b>Unit code</b>	A/650/8748		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to select a national context relevant to their interests in health and social care and access suitable research materials.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the key principles and concepts of public health and health promotion	1.1 Analyse the key principles and concepts of public health and health promotion 1.2 Analyse the key determinants of health in a chosen national context		
2. Understand the evolution of public health and health promotion	2.1 Explain the historical context of public health and health promotion in chosen national context 2.2 Analyse the organisation of public health functions in chosen national context		

3. Understand current public health and health promotion policy and practice	3.1 Analyse current public health policy and practice in chosen national context 3.2 Analyse current initiatives to promote health in chosen national context	3M1 Assess the impact of the determinants of health in chosen national context	3D1 Evaluate public health policy and practice and how well it addresses the determinants of health
4. Understand current and evolving public health challenges	4.1 Explain national trends in relation to health and how they are monitored 4.2 Analyse current and evolving health challenges	4M1 Assess how current health promotion activities are addressing national health trends	4D1 Evaluate the effectiveness of methods used to address health challenges in chosen national context

## Indicative Content

### 1. Understand the key principles and concepts of public health and health promotion

- Definitions of health and public health.
- Overview of the different strands of public health: health promotion, prevention of ill health, health protection.
- Principles: beneficence, non-maleficence, justice, respect for autonomy.
- Models of health – social, socio-ecological.
- Public health theory e.g. Social Cognitive Theory, The Transtheoretical Model/Stages of Change, the Health Belief Model, and the Theory of Planned Behavior.
- Approaches to health promotion – medical, behavioural change, educational, client-centred, societal change, community engagement, health literacy.
- Determinants of health e.g. Dahlgren and Whitehead factors; health outcomes are influenced by multiple factors at different levels, including individual behavior, culture, income, physical environment, genetics, social relationships, community environments.

### 2. Understand the evolution of public health and health promotion

- History of health, health promotion and associated legislation in chosen national context e.g. in UK sanitary movement, poor laws. Public health legislation, development of National Health Service.
- Impacts on health eg World Health Organization and public health.
- Organisation of public health/health promotion: key organisations (e.g. in UK government department of health, National Institute for Health and Clinical Excellence (NICE), UK Health Security Agency, Office for Health Improvement and Disparities, NHS and NHS Digital etc.).
- Other organisations: pressure groups, charities and support groups.

### 3. Understand current public health and health promotion policy and practice

- Health policy e.g. on access to healthcare, public health, health inequalities, digital health, community health initiatives.

- Legislation and regulations in relation to public health chosen national context e.g. in UK Public Health Acts, food safety legislation, health and safety legislation, misuse of drugs act, Health Act.
- Practitioners involved in public health and health promotion e.g. medical professionals e.g. teenage pregnancy co-ordinator; smoking cessation advisor, substance misuse worker, public health nutritionist, health improvement practitioner.
- Promotion of health e.g. current campaigns to address obesity, smoking, alcohol, drugs etc. relevant to national context, awareness raising campaigns such as cancer, infectious diseases, nutrition.
- Screening programmes e.g. cervical cancer, breast cancer, bowel cancer.
- How determinants of health as identified in LO1 are being addressed.
- Impact of determinants in national context, broader social, economic, and political systems.

#### 4. Understand current and evolving public health challenges

- Current national trends e.g. childhood obesity, longer life span leading to health issues for older people, mental health trends etc.
- Monitoring e.g. in UK Office for National Statistics, CQC, Public health England NHS monitoring e.g. maternity health, population surveillance.
- Health challenges e.g. Covid and other health outbreaks, population changes.
- Responses to challenges e.g. vaccination programmes, national policies, campaigns and responses.
- Effectiveness of public health and health promotion activities and national policy in addressing health trends and challenges e.g. in UK vaccination programmes, ban on smoking etc.

<b>Unit 9 Public Health and Health Promotion - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the key principles and concepts of public health and health promotion	Unit 3 Health and ill-health LO1 Understand concepts of health and ill-health All ACs
LO3 Understand current public health and health promotion policy and practice	Unit 3 Health and ill-health LO3 Understand public health and health promotion All ACs
<b>Opportunities for Synoptic Assessment</b>	
ACs 3M1, 4M1, 3D1 and 4D1 are synoptic within the unit.	
Unit 3 LO2 covers some concepts of public health and health promotion; LO4 covers the use of health data which could also be assessed in this unit.	

#### **Opportunities for Skills Development within this Unit**

Employability Skills	Study Skills
<p><b>Problem-solving</b> - using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant applications, software, systems and getting online; Handling and judging the reliability of information; Problem-solving (eg online research, presenting data). (LO1, LO2, LO3, LO4)</p>	<p><b>Using sources of information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources. (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills</b> - identifying different reading materials, e.g. books, articles, online materials. (LO1, LO2, LO3, LO4)</p> <p><b>Thinking skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions. (LO1, LO2, LO3, LO4)</p>

Suggested Resources
<p><b>UK Context</b></p> <p>Web Resources</p> <p>Care Quality Commission <a href="https://www.cqc.org.uk">https://www.cqc.org.uk</a></p> <p>National Institute for Health and Care Excellence <a href="https://www.nice.org.uk">https://www.nice.org.uk</a></p> <p>NHS England <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a></p> <p>Office for Health Improvement and Disparities <a href="https://www.gov.uk/government/organisations/office-for-health-improvement-and-disparities">https://www.gov.uk/government/organisations/office-for-health-improvement-and-disparities</a></p> <p>Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a></p> <p>Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a></p> <p>Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a></p> <p>UK Government Legislation <a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a></p> <p>UK Government <a href="https://www.gov.uk/government/publications/health-profile-for-england-2018/chapter-6-wider-determinants-of-health">https://www.gov.uk/government/publications/health-profile-for-england-2018/chapter-6-wider-determinants-of-health</a></p> <p>UK Health Security Agency <a href="https://www.gov.uk/government/organisations/uk-health-security-agency">https://www.gov.uk/government/organisations/uk-health-security-agency</a></p>
<p><b>Global Context</b></p> <p>Web Resources</p> <p>World Health Organization <a href="https://www.who.int/news-room/questions-and-answers/item/determinants-of-health">https://www.who.int/news-room/questions-and-answers/item/determinants-of-health</a></p>
<p><b>General</b></p> <p>Texts</p> <p>Nettleton. S. (2020) The Sociology of Health and Illness</p> <p>Robinson, R. (Ed) (2022) Principles and Practice of Health Promotion and Public Health (Canterbury Public Health Series)</p> <p>Warwick-Booth, L., Cross, R., and Lowcock, D. (2021) Contemporary Health Studies: An Introduction</p> <p>Wilson, F. and Mabhala, M. (2009) Key concepts in public health</p>

<b>Unit 10 Sociological context of health</b>			
<b>Unit aims</b>	This unit aims to develop understanding of the sociological context of health and ill-health. Learners will look at the sociological perspectives of health and illness. They will explore major sociological perspectives and how they relate to health and care. Learners will analyse the inequalities in society and how these impact on health and access to care and look at rights and responsibilities relating to health.		
<b>Unit level</b>	4		
<b>Unit code</b>	D/650/8749		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>For some criteria, learners will need to consider health within a suitable, chosen national context. They will need to access relevant demographic data related to this context.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand sociological perspectives of health	1.1 Explain major sociological perspectives and approaches 1.2 Analyse sociological perspectives relating to health and care	1M1 Compare medical and social perspectives on health and ill-health	
2. Understand the impact on health of social inequalities in a chosen national context	2.1 Analyse social inequalities 2.2 Analyse the links between social inequalities and health 2.3 Assess the impact of demographic changes on health and health and social care		2D1 Assess the impact of health inequalities on a specific social group
3 Understand sociological perspectives of	3.1 Analyse rights and responsibilities		3D1 Evaluate how ethics and values influence decision-

healthcare in chosen national context	relating to health and ill-health 3.2 Analyse values and ethics relating to health and social care delivery 3.3 Analyse the role of providers and professionals in health and social care		making in health and social care
4 Can use demographic data in health and social care	4.1 Analyse demographic data related to health and social care	4M1 Use demographic data to explain sociological trends in health and health and social care	

## Indicative Content

### 1. Understand sociological perspectives of health

- What society is and how sociology is used to understand it; political and economic ideas and organisation, social groupings e.g. class structure; how society is organised).
- Structures in society – family, political, economy, religion, social status, groups and institutions, culture gender, ethnicity etc.
- Grand theory and relevance of theory today e.g. Marx, Durkheim, Weber; looking at bigger picture of how society operates; sociological research; importance of research and research approaches.
- Sociological perspectives on health e.g. models of health and illness (e.g. medical and social models) and how different societies approach health and health and social care; Impact of diagnosis on individuals and society.
- Different perspectives e.g. structural functionalism, conflict theory, Sick role (work of Talcott Parsons); symbolic interactionism, Marxist.
- Social issues: population changes, employment/unemployment, pensions, changing needs, lifestyle choices, politics, media, public opinion; effects of these on health and wellbeing.

### 2. Understand the impact on health of social inequalities in chosen national context

- Social inequalities e.g. social class, ethnicity, culture, gender, economic and class differences; concept of unequal society; concepts of equality/inequality, fairness, stereotyping and prejudice, discrimination and marginalisation, social exclusion/inclusion etc.
- Inequalities across different types of countries from advanced to under-developed.
- Trends in health and illness e.g. teenage pregnancy, number of older people requiring healthcare, mental health, drug use, new diseases and outbreaks of disease (e.g. COVID).
- Statistics on health, illness and inequalities; link between social inequality and health.
- Inequalities in health and access to healthcare
- Causes of health inequalities e.g. individual, genetic, cultural, social and economic factors, geographic; psychosocial perspectives.
- Importance of social networks in health.

- Demographic changes – e.g. ageing population, older first-time parents, immigration, emigration, multi-cultural societies, life expectancies; implications of changes for health and provision of health and social care.
- Impact of inequalities on different groups.

### 3. Understand sociological perspectives of healthcare in chosen national context

- Rights; human rights, citizenship rights, moral rights, equality, inclusion, fairness, rights to health and to health and social care.
- Responsibilities for provision of health and social care; individual responsibility, lifestyle choices, community, society, government responsibility.
- Values and ethics of healthcare – fairness and justice, health care for all, impact of limited resources, decision-making in health and social care, means testing, how policy links to rights and values and healthcare outcomes.
- Roles of health providers and professionals, performance measures, impact of policy decisions, impact of social and health issues on work of professionals and providers; role of professionals as supporters, educators.

### 4. Use demographic data in health and social care

- Sources of data e.g. in UK census, Office for National Statistics, NHS digital.
- Identifying health trends and patterns.
- Developing and targeting health interventions.
- Monitoring health outcomes.
- Addressing inequalities in health and access to health.
- Planning and allocating resources.

<b>Unit 10 Sociological context of health - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
All Learning Outcomes	Unit 12 Research project in health and social care Learners could use their knowledge from this unit to identify and complete a research project for Unit 12.
LO2 Understand the impact on health of social inequalities in chosen national context	Unit 3 Health and ill-health LO2 Understand the social context of health 2.1 Assess inequalities in health and access to healthcare in chosen national context
LO4 Use demographic data in health and social care	Unit 3 Health and ill-health LO4 Use health data and research All ACs
<b>Opportunities for Synoptic Assessment</b>	
ACs 3D1 and 4M1 are synoptic within the unit.	
LO4 may be assessed through the use of data in assignments for other units, particularly Unit 3 as noted above which requires the use of health data and research.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Problem-solving</b> - using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant applications, software, systems and getting online; handling and judging the reliability of information; problem-solving (eg online research, presenting data); applying relevant numeracy skills to explore and organise data appropriately. (LO1, LO2, LO3, LO4)</p>	<p><b>Using sources of information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources. (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills</b> - identifying different reading materials, e.g. books, articles, online materials. (LO1, LO2, LO3, LO4)</p> <p><b>Thinking skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions. (LO1, LO2, LO3, LO4)</p>

Suggested Resources
<p><b>UK Context</b></p> <p><u>Web Resources</u>  National Institute for Health and Care Excellence <a href="https://www.nice.org.uk">https://www.nice.org.uk</a>  NHS England <a href="https://www.england.nhs.uk/about/equality/">https://www.england.nhs.uk/about/equality/</a>  Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a>  Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a>  Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a>  The King's Fund <a href="https://www.kingsfund.org.uk/publications/what-are-health-inequalities">https://www.kingsfund.org.uk/publications/what-are-health-inequalities</a>  UK Government <a href="https://www.gov.uk/government/publications/health-profile-for-england-2018/chapter-6-wider-determinants-of-health">https://www.gov.uk/government/publications/health-profile-for-england-2018/chapter-6-wider-determinants-of-health</a></p>
<p><b>Global Context</b></p> <p><u>Web Resources</u>  World Health Organization <a href="https://www.who.int/news-room/facts-in-pictures/detail/health-inequities-and-their-causes">https://www.who.int/news-room/facts-in-pictures/detail/health-inequities-and-their-causes</a>  World Health Organization <a href="https://www.who.int/news-room/questions-and-answers/item/determinants-of-health">https://www.who.int/news-room/questions-and-answers/item/determinants-of-health</a></p>
<p><b>General</b></p> <p><u>Texts</u>  Marmot, M. (2016) The Health Gap: The Challenge of an Unequal World  Nettleton. S. (2020) The Sociology of Health and Illness  Warwick-Booth, L., Cross, R., and Lowcock, D. (2021) Contemporary Health Studies: An Introduction</p>

<b>Unit 11 Contemporary issues in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop an understanding of contemporary issues in health and social care and how these might impact on the provision of health and social care services. Learners will examine key current debates and topics and the socio-economic, political and cultural factors influencing wellbeing and health and social care in their chosen national context.		
<b>Unit level</b>	4		
<b>Unit code</b>	J/650/8750		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to choose a suitable national context on which to base their observations and discussions and have access to suitable examples to illustrate their work.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand contemporary health and wellbeing issues and current debates related to health and social care in a chosen national context	1.1 Analyse key health and wellbeing issues and current debates related to health and social care in a chosen national context 1.2 Analyse factors influencing the development of perspectives on contemporary issues in health and social care 1.3 Assess public response to contemporary issues in health and social care	1M1 Evaluate the impact of media reporting of issues on public responses	
2. Understand socio-economic, political and cultural factors influencing wellbeing and health in chosen national context	2.1 Analyse the socio-economic, political and cultural factors influencing wellbeing and health in chosen national context 2.2 Analyse government and regulatory		2D1 Evaluate the impact of government responses to contemporary issues

	<p>responses to selected contemporary issues in health and social care</p> <p>2.3 Assess the capacity of current health and social care frameworks to deal with impact of key contemporary issues</p>		
<p>3. Understand the impact of contemporary health and social care issues on the development and provision of services</p>	<p>3.1 Analyse the impact of contemporary issues in health and social care on health and wellbeing needs</p> <p>3.2 Analyse the implications of contemporary health and social care issues on the development of services to meet population needs</p>	<p>3M1 Assess inequalities in current health and wellbeing needs of population</p>	<p>3D1 Evaluate the success of health and social care services in meeting diverse population health and wellbeing needs</p>

**Indicative Content**

**1. Understand contemporary health and wellbeing issues and current debates related to health and social care in chosen national context**

- Key health and wellbeing issues e.g. reforms in health services, regulation of health and social care, care of older people, standards in hospitals, safeguarding issues, public health issues (e.g. Covid), childhood obesity, mental health etc. related to chosen national context.
- Analysis to take account of current debates, media coverage, public awareness; availability of information which informs perspective and response - scaremongering, unregulated information, helplines, social media, including charity information helplines and groups.
- Different perspectives: national vs local perspectives, perspectives of different groups e.g. service providers, individuals, regulatory bodies, government, media, traditional, cultural views, views that may cause prejudice (for example, at the beginning of AIDs crisis).
- Factors influencing perspectives: public awareness and concerns, government policy, funding issues, social and cultural issues, educational campaigns; personal issues such as socio-economic status, health status etc.
- Public responses to issues e.g. agree with issue, identify issues as important, support initiatives to address issues, don't believe issue is a problem etc.
- Impact of media and social media coverage/reporting: influence of media, attitudes of media, hidden agendas, objectivity of media, use of evidence, impact on public response, political influences on media reporting.

**2. Understand socio-economic, political and cultural factors influencing wellbeing and health in chosen national context**

- Socio-economic, political and cultural factors in chosen national context e.g. population factors (ageing population, increasing numbers etc); attitudes to health and wellbeing; inequalities in health, healthcare, access to healthcare; impact of healthcare interventions e.g. better health leading to people living longer and requiring care; poor infant care leading to high infant mortality, impacts of poverty, cultural and religious attitudes to health and healthcare, health and general education, etc.
- Government policy and responses to healthcare issues e.g. taxes on sugar, increase/decrease funding, public health initiatives, vaccination programmes, changes in legislation and regulation, regulatory changes in provision e.g. giving pharmacies authority to prescribe; current responses of government and how they meet the challenges of contemporary issues.
- Capacity of health and social care framework: current framework and organisation and whether it is equipped to deal with new challenges e.g. ability to cope with speed of change, ability to cope with specific issues e.g. ageing population, Covid outbreaks etc.

### 3. Understand the impact of contemporary health and social care issues on the development and provision of services

- How contemporary issues influence needs of population groups in health and social care e.g. ageing population may require additional care, outbreaks of disease may require additional hospital capacity and vaccinations, inequalities may need local interventions, staff shortages due to stress and pay levels in health and social care services etc.
- Implications for development and delivery e.g. prioritisation, changes in priorities and impact of on routine care of resources being redeployed (e.g. in Covid pandemic), funding of additional services, sufficient providers of services (e.g. addressing shortage of care for older people); shifting of responsibilities e.g. from doctors to nurses, pharmacists and other professionals; personal responsibility for health; community services.
- Inequalities in health and access to health and how they are addressed.
- Success of services in meeting needs: statistics, reports, information showing how concerns are being addressed; media reporting; changes in public attitudes.

<b>Unit 11 Contemporary issues in health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
All Learning Outcomes	Unit 12 Research project in health and social care  Learners could use their knowledge from this unit to identify and complete a research project for Unit 12.
LO2 Understand socio-economic, political and cultural factors influencing wellbeing and health in chosen national context	Unit 3 Health and ill-health LO2 Understand the social context of health All ACs
LO3 Understand the impact of contemporary	Unit 3 Health and ill-health LO2 Understand the social context of health All ACs

health and social care issues on the development and provision of services	Unit 6 Managing people in health and social care LO4 AC4.1 Analyse current issues in recruiting and retaining staff in a chosen health and social care context
--	--

**Opportunities for Synoptic Assessment**

AC 2D1, 3M1 and 3D1 are synoptic within the unit.

It may be possible to evidence requirements of Unit 6 LO4 as noted above if learners research staff issues as a contemporary issue.

**Opportunities for Skills Development within this Unit**

Employability Skills	Study Skills
<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b></p> <p><b>Digital skills</b> - using digital data sources, handling and judging the reliability of information, online research. <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. <b>(LO1, LO2, LO3)</b></p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information; Understanding reading styles e.g. development of an argument. <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking skills</b> - using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b></p>

**Suggested Resources**

<p><b>UK Context</b></p> <p><u>Web Resources</u></p> <p>Care Quality Commission <a href="https://www.cqc.org.uk">https://www.cqc.org.uk</a></p> <p>National Institute for Health and Care Excellence <a href="https://www.nice.org.uk">https://www.nice.org.uk</a></p> <p>NHS England <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a></p> <p>NHS Confederation <a href="https://www.health.org.uk/news-and-comment/newsletter-features/top-line-facts-on-the-big-issues-in-health-and-social-care">https://www.health.org.uk/news-and-comment/newsletter-features/top-line-facts-on-the-big-issues-in-health-and-social-care</a></p> <p>Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a></p> <p>Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a></p> <p>Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a></p> <p>The Health Foundation <a href="https://www.health.org.uk/news-and-comment/newsletter-features/top-line-facts-on-the-big-issues-in-health-and-social-care">https://www.health.org.uk/news-and-comment/newsletter-features/top-line-facts-on-the-big-issues-in-health-and-social-care</a></p> <p>UK Government Legislation <a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a></p>
<p><b>Global Context</b></p> <p><u>Web Resources</u></p> <p>World Health Organization <a href="https://www.who.int">https://www.who.int</a></p>
<p><b>General</b></p> <p><u>Texts</u></p>

Marmot, M. (2016) *The Health Gap: The Challenge of an Unequal World*  
Nettleton, S. (2020) *The Sociology of Health and Illness*  
Warwick-Booth, L., Cross, R., and Lowcock, D. (2021) *Contemporary Health Studies: An Introduction*

<b>Unit 12 Research project in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop skills in carrying out research in health and social care. Learners will undertake a health or social care project of their choice. They will carry out a literature review, use digital research and information and produce a research report on research they have carried out.		
<b>Unit level</b>	4		
<b>Unit code</b>	K/650/8751		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to select and agree with their tutor a suitable research project in a chosen area of health or social care.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand research principles in health and social care	1.1 Explain the steps in carrying out a research project 1.2 Assess ethical issues in health and social care research projects 1.3 Evaluate research and evidence-based research methods used in health and social care research	1M1 Assess the importance of managing participant confidentiality	1D1 Analyse ways to manage the rights and wellbeing of research participants
2. Carry out a literature review for a chosen research project	2.1 Summarise literature reviewed on a chosen and agreed research area		
3. Can use health data and research	3.1 Analyse valid and reliable sources of health data and research 3.2 Interpret published health data and research		

4. Can complete a health or social care research project	4.1 Produce a testable hypothesis on which to base research 4.2 Carry out research using appropriate and ethical research approaches and methods 4.3 Report findings and conclusions from research project	4M1 Produce correctly formatted references and bibliography	4D1 Justify project conclusions using valid evidence
--	--	---	--

## Indicative Content

### 1. Understand research principles in health and social care

- Research process: developing research questions/hypotheses, literature reviews, design of research, data collection/experimentation, measurement, analysis of data, interpretation of data, drawing conclusions, amending research question/hypothesis, writing research report/paper.
- Ethical issues: rights and wellbeing of research participants, informed consent, voluntary participation, anonymity and confidentiality, potential for harm, validity of research, research integrity, avoiding plagiarism, conflicts of interest, permissions, legal framework (e.g. mental capacity, data protection).
- Research methods: qualitative/quantitative, primary/secondary research, evidence-based practice, choosing appropriate research methods, data analysis and interpretation. Pros and cons of each method.

### 2. Carry out a literature review for chosen research project

- Literature review: selecting topic for literature review; sources of information; searching literature; gathering, reading and analysing literature; writing the review; referencing; appraising information for relevance, validity, integrity; writing literature review, formatting.
- Using review: comparing/critiquing research and conclusions, comparing/critiquing methodologies, identifying gaps in research.
- Use of a correct referencing tool such as Harvard system.

### 3. Use health data and research

- Sources of health data and research e.g. in UK, NHS and NHS digital, Medical Research Council, Wellcome Trust; globally World Health Organization etc.
- Overview of research methodologies, methods, data analysis, data management, ethics, research governance, dissemination of data and research in each chosen source.
- Critical review of research – how to ask appropriate questions and validate research and data sources.
- Interpreting data, graphs and information including the steps to carry out an analysis and interpretation of data.
- Health and statistical terminology.
- Drawing and justifying valid conclusions from data.

#### 4. Complete a health or social care research project

- Hypotheses: formulating a hypothesis, testable statement or prediction, assessing hypothesis for validity, reliability, generalisation, accuracy.
- Process of research project: identifying objectives of research; agreeing research project; agree monitoring of progress/milestones; design research (suitable research methods, sources of information etc.).
- Gain consent/permissions; data collection (experiments, questionnaires, focus groups, interviews etc.).
- Data analysis and use of statistical methods as appropriate.
- Reporting: format (summary/abstract, introduction, scope, findings, analysis, conclusions, appendices).
- Drawing conclusions; upholding hypothesis.
- Presenting evidence.
- Justification of conclusions.
- References and bibliography using appropriate referencing system.

<b>Unit 12 Research project in health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
All Learning Outcomes	Unit 3 Health and ill-health Unit 8 Managing improvement and change in health and social care Unit 10 Sociological context of health Unit 11 Contemporary issues in health and social care Unit 15 Use of assistive technology  Topics explored in the above units particularly lend themselves to further research. The units will provide the background for any research carried out by the learner.
LO3 Use health data and research	Unit 3 Health and ill-health LO4 Use health data and research All ACs
<b>Opportunities for Synoptic Assessment</b>	
AC 3.1, 3.2, 4.1, 4.2, 4.3 and 4D1 are synoptic within the unit.	
It may be possible to assess further evidence for units 3, 8, 10, 11, 15 as noted above where relevant research projects are chosen.	
It may be possible to assess Unit 3 LO4 in relation to the use and interpretation of data.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital skills</b> - using digital devices, using digital data sources, handling and judging the reliability of information, online research, numeracy skills. <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information; understanding reading styles e.g. development of an argument. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking skills</b> - using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3, LO4)</b></p>

Suggested Resources
<p><b>UK Context</b></p> <p><u>Web Resources</u>            Care Quality Commission <a href="https://www.cqc.org.uk">https://www.cqc.org.uk</a>            National Institute for Health and Care Excellence <a href="https://www.nice.org.uk">https://www.nice.org.uk</a>            NHS England <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a>            Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a>            Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a>            Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a>            The Health Foundation <a href="https://www.health.org.uk/newsletter/what-context-and-why-does-it-matter">https://www.health.org.uk/newsletter/what-context-and-why-does-it-matter</a>            UK Government Legislation <a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a></p>
<p><b>Global Context</b></p> <p><u>Web Resources</u>            World Health Organization <a href="https://www.who.int">https://www.who.int</a></p>
<p><b>General</b></p> <p><u>Texts</u>            Bowling, A. (2023) Research Methods in Health: Investigating Health and Health Services            McCormack, B. et al Person-Centred Healthcare Research            Tilmouth, T. and Quallington, J. (2016) Level 5 Diploma in Leadership for Health and Social Care 2nd Edition (Chapter re: health and social care research)</p>

<b>Unit 13 Support needs in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop understanding of specific health conditions common in health and in health and social care. Learners will select one condition on which to base their studies. Learners will explore a specific health condition and look at causes, risk factors, symptoms, impact on everyday life, treatments, and support required. Areas that might be selected include: diabetes, dementia, epilepsy, physical disability, sensory conditions, autism, strokes, cardiovascular issues, substance misuse, cancer, mental health conditions (e.g. depression, PTSD, OCD, anxiety disorders, eating disorders, schizophrenia) and other conditions relevant for the learner.		
<b>Unit level</b>	4		
<b>Unit code</b>	L/650/8752		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will select a health condition in line with their interests and potential career path. They should consider treatments and clinical pathways relevant to a chosen national context.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand a specified health condition	1.1 Analyse the variations, characteristics, signs and symptoms of specified health condition 1.2 Analyse the causes and risk factors for specified health condition 1.3 Explain the progression, prevalence and prognosis of specified health condition in relevant national context		
2. Understand the impact on an individual and others of a specified health condition	2.1 Assess the impact of the specified health condition for individuals 2.2 Analyse the potential impact on family		2D1 Evaluate the impact and implications for society of the health condition

	members of individuals with the condition		
3. Understand the diagnosis and treatment of a specified health condition in national context	3.1 Explain the diagnosis of specified health condition 3.2 Analyse care pathways and treatment of specified health condition	3M1 Assess the effectiveness of guidance on care	
4. Understand the care and management relating to a specified health condition	4.1 Analyse the options for self-management of health condition 4.2 Analyse the care needs and options for care of individuals for specified health condition 4.3 Analyse sources of information available about specified condition	4M1 Assess the implications of not receiving care for specified health condition	4D1 Evaluate the implications of current research for treatment and approaches to health condition

## Indicative Content

### 1. Understand a specified health condition

- Types or variations of conditions including severity, frequency, response to treatment, spectrum, potential impact on individuals experiencing the condition.
- Symptoms of condition to include physical, behavioural, psychological, indirect symptoms.
- Causes and risk factors e.g. genetic, life choices, biological, age, gender, life experience, physical environment, social and economic environment etc.
- Progression of illness e.g. how condition progresses, whether this can be halted, cured, complications, linked conditions.
- Prevalence e.g. how widespread the condition is, whether incidence is increasing, factors affecting the prevalence such as available treatments, social and economic environment, cultural factors, initiatives to control the condition.
- Prognosis e.g. likely course of the condition, chances of recovery, whether condition is terminal, timelines for treatment/progression, whether condition is preventable, early screening; to consider within national context.

### 2. Understand the impact on an individual and others of a specified health condition

- Experience of living with the condition over different stages of the illness and life stages for the individual and their family e.g. mobility, cognitive decline, eating and sleeping, communication, relationships, treatment side effects of treatment, long term consequences etc.
- Impact of diagnosis on individuals and their families to include emotional, physical, economical.
- How diagnosis affects health and lifestyle e.g. impact on work, interest and activities, relationships etc.
- Attitudes of others e.g. stigma, discrimination, resentment, over-protectiveness etc.

- Legal implications e.g. ability to drive, making decisions, managing finances, employment etc.
- Impacts for society e.g. economic impact, loss of labour, financial impact of treatment and care.

### 3. Understand the diagnosis and treatment of a specified health condition in national context

- Diagnosis and treatment to be considered in relevant national context.
- Assessment, screening and diagnosis – methods, organisations and professionals involved, tests, scans, risk assessments etc.
- Whether diagnosis is definitive – some conditions diagnosed through a process of elimination, for example.
- Care pathways and treatments available.
- Monitoring of condition – tests, screenings, remote monitoring, use of technology.
- Treatments for condition e.g. medication, therapies, surgery, lifestyle changes, diet, aids (e.g. spectacles, hearing aids, mobility aids etc.) alternative therapies.
- Guidance on treatment and care e.g. in UK National Institute for health and Care excellence (NICE). NHS Care and Treatment reviews, general medical council.

### 4. Understand the care and management relating to a specified health condition

- Self-management and prevention – lifestyle changes, digital monitoring, remote monitoring, aids available to support independence, ways to empower individuals.
- Care needs – person-centred personalised care, evidence-based care, home vs residential care, medical vs social care, maintaining independence, risk assessment, holistic care, role of professionals in care and treatment.
- Support available for care e.g. professional, voluntary organisations, self-help groups, family and friends, community groups, charities.
- Information about condition e.g. research, NICE guidelines, specialist charities, GP surgery.
- Implications of not receiving care e.g. physical deterioration, neglect, fatalities, complications, deterioration of mental health and wellbeing.
- A range of current research and approaches, sources of research information, new treatments, potential cures, better pathways for care etc.

<b>Unit 13 Support needs in health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand a specified health condition	Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs
LO2 Understand the impact on an individual and others of a specified health condition	Unit 16 Supporting positive behaviour in adult health and social care LO1 Understand behaviour that challenges All ACs Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs
LO3 Understand the diagnosis and treatment of a specified health	Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs

condition in national context	
LO4 Understand the care and management relating to a specified health condition	<p>Unit 2 Supporting individuals in adult social care LO2 Understand person-centred and personalised care All ACs</p> <p>Unit 16 Supporting positive behaviour in adult health and social care LO3 Understand functional assessment and intervention All ACs</p> <p>Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs</p>

**Opportunities for Synoptic Assessment**

ACs 2D1, 4M1, and 4D1 are synoptic within the unit.

There may be opportunities to assess the understanding of person-centred principles to care in Unit 2 as noted above.

Where learners research the provision of IAG in relation to topics covered in this unit, it may be possible to assess their understanding for Unit 17 LO3 as noted above.

**Opportunities for Skills Development within this Unit**

Employability Skills	Study Skills
<p><b>Problem-solving</b> - using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital skills</b> - handling and judging the reliability of information; problem-solving (eg online research, presenting data); applying relevant numeracy skills to explore and organise data appropriately. <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading skills</b> - identifying different reading materials, e.g. books, articles, online materials. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions. <b>(LO1, LO2, LO3, LO4)</b></p>

**Suggested Resources**

**UK Context**

Web Resources  
 Care Quality Commission <https://www.cqc.org.uk>  
 National Institute for Health and Care Excellence <https://www.nice.org.uk>  
 NHS England <https://www.england.nhs.uk>  
 Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>  
 Skills for Health <https://www.skillsforhealth.org.uk>  
 Social Care Institute for Excellence <https://www.scie.org.uk>  
 The Health Foundation <https://www.health.org.uk/newsletter/what-context-and-why-does-it-matter>  
 UK Government Legislation <https://www.legislation.gov.uk>

**Global Context**

Web Resources

World Health Organization <https://www.who.int>

**General**

There are a variety of texts and sites relating to different conditions that learners can identify and access.

<b>Unit 14 Supporting end-of-life care</b>			
<b>Unit aims</b>	This unit aims to develop the skills and knowledge required to manage and support end-of-life care. Learners will consider the framework for end-of-life care in a chosen national context and look at the impact of individual beliefs on end-of-life care as well as the dilemmas and conflicts that may arise and how these might be resolved.		
<b>Unit level</b>	4		
<b>Unit code</b>	M/650/8753		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners should base their assessment around legislation, guidance and approaches to end-of-life care in their chosen national content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the impact of legislation and national guidance on delivering end-of-life care	1.1 Explain legislation protecting the rights of individuals in end-of-life care in chosen national context 1.2 Review policy and guidance relating to end-of-life care in chosen national context 1.3 Analyse legal and ethical issues relating to end-of-life care		1D1 Propose solutions to legal and ethical dilemmas affecting end-of-life care
2. Understand factors that impact end-of-life care	2.1 Review the role of social networks, friends and family at the end-of-life 2.2 Analyse the religious, cultural and other beliefs that may impact end-of-life care	2M1 Assess how factors affecting end-of-life impact on an individual's response to support and planning of care	

	2.3 Analyse theoretical approaches to death, dying and bereavement		
3. Understand approaches to end-of-life care	3.1 Assess the importance of person-centred approaches to end-of-life care 3.2 Analyse communication skills required in end-of-life care 3.3 Analyse assessment and planning processes in end-of-life care in chosen national context	3M1 Assess the use of advance care planning	3D1 Evaluate ways to manage conflicts arising in end-of-life care

## Indicative Content

### 1. Understand the impact of legislation and national guidance on delivering end-of-life care

- Legislation on human rights, consent and capacity, legal status of advance care planning, power of attorney etc. in chosen national context (e.g. in UK Human Rights Act 1998, Equality Act 2010, Data protection legislation, Mental Capacity Act 2005, Capacity and Lasting power of attorney regulation).
- Guidance and policy: end-of-life care in chosen national context (e.g. in UK NICE quality standard, Department of Health policies, National Council for Palliative Care guidance etc.).
- Legal and ethical issues e.g. issues re advance directives, ability to give consent, changes to care planning, mental capacity, best interests, goals of end-of-life care, truth telling, withholding treatment, resuscitation etc.
- Solutions e.g. using legislation and guidance, identifying who should make decision etc. for specified examples of dilemmas (e.g. patients wishes and family conflict).

### 2. Understand factors that impact end-of-life care

- Social and family factors including life circumstances (age, gender, sexuality, disability); social networks; feelings e.g. fear, guilt, anxiety, worry about those left behind; support from family, friends; information from family and friends about last wishes etc; contacting family and friends to keep them informed.
- Religious, cultural and other beliefs, taboos and superstitions relating to preparation for death, spirituality, customs and last rites, funeral preparations, preparation of body, burial, cremation, wakes and celebrations of life, afterlife, reincarnation etc.
- Theoretical approaches to include Kubler-Ross stages of grief (1969); Bowlby's theory of grief (1961); Stroebe and Schut Dual process model of coping and bereavement (1999); Klass, Silverman and Nickman Theory of continuing bonds (1996), emotional and psychological

impacts; ability/inability to move on; support available (counselling, cognitive behaviour therapy, self help groups etc.).

- Impact on responses to care e.g. willingness to engage with treatments, support, pain relief etc.

### 3. Understand approaches to end-of-life care

- Person-centred approaches: importance, personalisation, responsiveness, choice and control, promoting dignity, respect and quality of life, tailored to needs and beliefs, supporting independence, working with people who opt out of treatment.
- Communication in end-of-life care: importance of communication skills (verbal, non-verbal, active listening skills, use of silence); supporting communication in ways that are empathetic, collaborative, non-judgemental, genuine, compassionate.
- Assessment and planning: guidance on assessment and planning, any regulatory requirements and meeting needs of individual, advance care planning.
- Use of advance care planning: where it is used, communicating to others, importance of informed consent, best interests, changes of mind.
- Managing conflicts: conflicts between individual and others, family disagreements, between medical professionals, beliefs and treatments, conflicts about goals.

<b>Unit 14 Supporting end-of-life care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the impact of legislation and national guidance on delivering end-of-life care	Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs
LO2 Understand factors that impact end-of-life care	Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs
LO3 Understand approaches to end-of-life care	Unit 2 Supporting individuals in adult social care LO2 Understand person-centred and personalised care All ACs
<b>Opportunities for Synoptic Assessment</b>	
3M1 and 3D1 are synoptic within the unit.	
There may be opportunities to assess the understanding of person-centred principles to care in Unit 2 as noted above.	
Where learners research the provision of IAG in relation to topics covered in this unit, it may be possible to assess their understanding for Unit 17 LO3 as noted above.	

<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>

<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b></p> <p><b>Digital skills</b> – using digital data sources, using digital devices, handling and judging the reliability of information, online research, relevant numerical skills. <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. <b>(LO1, LO2, LO3)</b></p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information; understanding reading styles e.g. development of an argument. <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking skills</b> - using analytical skills; research skills, handling information, consulting multiple sources, categorising information; using critical thinking skills. <b>(LO1, LO2, LO3)</b></p>
---	--

<p><b>Suggested Resources</b></p>
<p><b>UK Context</b></p> <p><u>Web Resources</u>  Care Quality Commission <a href="https://www.cqc.org.uk">https://www.cqc.org.uk</a>  National Institute for Health and Care Excellence <a href="https://www.nice.org.uk">https://www.nice.org.uk</a>  NHS England <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a>  Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a>  Skills for Health <a href="https://www.skillsforhealth.org.uk">https://www.skillsforhealth.org.uk</a>  Social Care Institute for Excellence <a href="https://www.scie.org.uk">https://www.scie.org.uk</a>  UK Government Legislation <a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a></p> <p><u>Texts</u>  Tilmouth, T. (2023) The City &amp; Guilds Textbook Level 5 Diploma in Leadership and Management for Adult Care: Second Edition  Tilmouth, T. and Quallington, J. (2016) Level 5 Diploma in Leadership for Health and Social Care 2nd Edition</p> <p>Note: Diploma texts are useful as they cover a range of topics relevant to different units. Some information may be relevant to non-UK contexts. For this unit they have a chapter on end-of-life care.</p>
<p><b>Global Context</b></p> <p><u>Web Resources</u>  World Health Organization <a href="https://www.who.int">https://www.who.int</a></p>

<b>Unit 15 Use of assistive technology</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and understanding of how assistive technology can offer positive outcomes for users and support independence. Learners will explore the range of assistive technologies and learn about their use to support independence and provide positive outcomes for users and organisations. They will study a specific group or condition to identify how technology meets their needs and look at the health and safety issues and ethical and legal implications of technologies.		
<b>Unit level</b>	4		
<b>Unit code</b>	R/650/8754		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to identify a specific group of service users or a specific condition to explore how technology can meet identified needs.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the range and use of assistive technology in health and social care	1.1 Analyse the range of assistive technologies which can be used to support service users in health and social care 1.2 Assess how assistive technologies are used to support service users in living independently	1M1 Analyse the importance of independent living for individuals	
2. Understand how assistive technology can meet the specific needs of individuals in health and social care	2.1 Identify needs associated with a specific group of service users or specific health conditions 2.2 Assess technology to meet the identified needs of a specific group or condition 2.3 Assess the barriers to use of assistive technology for a	2M1 Assess how identified technology meets the needs of individuals	2D1 Analyse ways to reduce or eliminate barriers to use

	specific group or condition		
3. Understand the implications of technologies for use in health and social care	<p>3.1 Analyse potential health and safety issues associated with the use of technologies in health and social care</p> <p>3.2 Analyse ethical and legal considerations related to the use of technologies in health and social care</p> <p>3.3 Assess the benefits of assistive technology for individuals, carers and organisations</p>		3D1 Evaluate the impact on individuals' lives of technologies used in health and social care

**Indicative Content**

**1. Understand the range and use of assistive technology in health and social care**

- Range of technologies including security devices, health and safety equipment, mobility aids, communication aids, visual/audio support, equipment to support daily life, remote monitoring, medicines administration, computer technologies (for information, data, email, electronic diaries, support forums, video communication/appointments etc.), mobile phones, appointment systems etc. Also to consider emerging intelligent technologies and their use.
- How technologies support users e.g. save time, support ability/mobility, support independence, support social interaction, improve safety, reduce risks etc.
- Important of independence: impact on wellbeing, employability, economic security, confidence and self-esteem, socialisation. Relationships.

**2. Understand how assistive technology can meet the specific needs of individuals in health and social care**

- Needs e.g. physical, psychological/cognitive, sensory, mobility, social needs associated with a specific user group or condition.
- How specific technologies can be used to meet those needs and support independence; how appropriate technologies are selected, effectiveness in meeting needs.
- Barriers to use of technologies identified e.g. technological difficulties, maintenance, cost, availability, attitudes, knowledge of how to use it, stigma.
- Reducing barriers e.g. funding availability, training, maintenance plans etc.

**3. Understand the implications of technologies for use in health and social care**

- Health and safety: risks arising from use, controls to prevent accident/injury, issues related to breakdown or malfunction.
- Legal and ethical considerations e.g. privacy, confidentiality, data protection, implications from risks and duty of care, impact on interactions with others.

- Benefits: users e.g. autonomy, independence, reduced risk, improved care; organisations e.g. efficiency, reducing workload, better information exchange/availability etc.
- Life impacts: improved wellbeing, better self-esteem, increased self-confidence, physical health improvements, better emotional health, safety of carers, potential risks.

<b>Unit 15 Use of assistive technology - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
All Learning Outcomes	Unit 12 Research project in health and social care  Learners could use their knowledge from this unit to identify and complete a research project for Unit 12.  Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs where learners are specialising in providing IAG about technology
LO2 Understand how assistive technology can meet the specific needs of individuals in health and social care	Unit 13 Support needs in health and social care LO4 Understand the care and management relating to a specified health condition All ACs
<b>Opportunities for Synoptic Assessment</b>	
There may be opportunities to provide evidence for LO2 alongside LO4 of Support needs in health and social care as above.  AC 2M1, 2D1 and 3D1 are synoptic within the unit.  Where learners research the provision of IAG in relation to topics covered in this unit, it may be possible to assess their understanding for Unit 17 LO3 as noted above.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> - using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information ( <b>LO1, LO2</b> )	<b>Using sources of information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources ( <b>LO1, LO2, LO3</b> )  <b>Reading skills</b> - identifying different reading materials, e.g. books, articles, online materials ( <b>LO1, LO2, LO3</b> )  <b>Thinking skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions,

arguments and conclusions, weighing up opposing arguments, drawing conclusions (LO1, LO2, LO3)

## Suggested Resources

### UK Context

Note: some information will be relevant in non-UK contexts

#### Web Resources

ADASS <https://www.adass.org.uk/models-care-assistive-technology>

Care Quality Commission <https://www.cqc.org.uk>

Carers Support Centre <https://www.carerssupportcentre.org.uk/help-and-advice/practical-support/equipment-and-assistive-technology/>

National Institute for Health and Care Excellence <https://www.nice.org.uk>

NHIR School for Social Care Research <https://www.sscr.nihr.ac.uk/potential-of-assistive-technology-in-adult-social-care/>

NHS England <https://www.england.nhs.uk>

Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>

Skills for Health <https://www.skillsforhealth.org.uk>

Social Care Institute for Excellence <https://www.scie.org.uk>

UK Government Legislation <https://www.legislation.gov.uk>

UK Government Assistive technology: definition and safe use

<https://www.gov.uk/government/publications/assistive-technology-definition-and-safe-use/assistive-technology-definition-and-safe-use>

### Global Context

#### Web Resources

World Health Organization <https://www.who.int/news-room/fact-sheets/detail/assistive-technology>

<b>Unit 16 Supporting positive behaviour in adult health and social care</b>			
<b>Unit aims</b>	This unit aims to develop the knowledge and understanding required to identify and manage behaviour that is challenging. Learners will explore why behaviour occurs and look at positive strategies that can be implemented in adult health and social care settings to support positive behaviour. Learners will consider the ways that restrictive practices may be reduced.		
<b>Unit level</b>	4		
<b>Unit code</b>	T/650/8755		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will choose a specific adult care setting and a national context for their summary of the legislative framework.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand behaviour that challenges	1.1 Analyse the concept of challenging behaviour 1.2 Analyse key factors that may lead to behaviour that is challenging	1M1 Assess the consequences for individuals of behaviour that challenges	
2. Understand positive behaviour support	2.1 Summarise legislation, policy and guidance in relation to positive behaviour support 2.2 Analyse positive behaviour support models and underlying theory		2D1 Assess how positive behaviour support has been influenced by underlying theory
3. Understand functional assessment and intervention	3.1 Explain methods for analysing and recording behaviour 3.2 Explain the process of functional assessment of behaviour		3D1 Evaluate effectiveness of interventions in supporting positive behaviour

	3.3 Suggest interventions to support positive behaviour		
4. Understand how to reduce restrictive practices	4.1 Explain restrictive practice in health and social care 4.2 Analyse tools and strategies for the reduction of restrictive practices in a health or social care setting	4M1 Assess how settings comply with legislation relating to restrictive practice	

## Indicative Content

### 1. Understand behaviour that challenges

- Challenging behaviour: behaviour that disrupts, non-conforming, threatening, affects quality of life, compromises safety of self or others; examples include repetitive behaviour, obsessive behaviour, withdrawal/isolation, aggressive, self-harming, disruptive, anti-social, illegal, abusive (verbal, physical, emotional).
- Factors e.g. external, internal factors; biological, psychological, social/environmental factors to include environment, health conditions, discomfort, confusion, pain, frustration, unmet needs, poor care, substance misuse, breaks from routine etc.; fast and slow triggers, behaviour reinforcement, time intensity model.
- Consequences for individuals e.g. injury, poor relationships, poor prospects for employment/engagement in society, financial insecurity, criminal conviction etc.

### 2. Understand positive behaviour support

- Legislation to include human rights, equality, safeguarding, mental capacity, restrictive practices, health and safety, local policies and procedures, guidance (e.g. in UK from Challenging Behaviour Foundation, NICE, BILD etc.).
- Model: stages of positive behaviour support (assessment, management, prevention) models including PACE, Lalemand, ABC, and strategies reactive, preventative, crisis management.
- Theories: relevant theory e.g. Applied Behaviour Analysis, Social Role Valorisation, Bandura, Skinner etc.

### 3. Understand functional assessment and intervention

- Analysis and recording e.g. observation, ABC charts, diaries, incident logs, behaviour monitoring forms, time charts, scatterplots, rating scales, interviews, questionnaires, Functional Analysis Screening Tool etc.
- Functional assessment process e.g. define behaviour, identify triggers/causes, consider consequences that maintain behaviour (reinforcement), planning interventions, post incident support and preparing support plans.
- Intervention: types of intervention e.g. primary strategies, secondary strategies, ethical interventions, non-aversive reactive strategies; suitability of interventions in specific situations; interventions include de-escalation, communication, positive interaction, different levels of support, person-centred approach, respecting rights and dignity, least restrictive practice.

#### 4. Understand how to reduce restrictive practices

- Restrictive practices i.e. making someone do something they don't want to do or stopping someone from doing something they want to do; examples include restricting movement or freedom to act independently; types include chemical restraint, environmental restraint, mechanical restraint, physical restraint, seclusion.
- Strategies to reduce e.g. training of staff, raising awareness, clear policies and procedures, preventative measures for behaviour that challenges, monitoring, good leadership, data collection.
- Compliance with legislation e.g. policies re: DOLS/Liberty safeguards in UK.
- Recording and reviewing requirements.

<b>Unit 16 Supporting positive behaviour in adult health and social care - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand behaviour that challenges	Unit 13 Support needs in health and social care LO2 Understand the impact on an individual and others of a specified health condition All ACs  Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs
LO2 Understand positive behaviour support	Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs
LO3 Understand functional assessment and intervention	Unit 13 Support needs in health and social care LO4 Understand the care and management relating to a specified health condition All ACs  Unit 17 Providing information, advice and guidance LO3 Understand how to meet specialist information, advice and guidance needs All ACs
<b>Opportunities for Synoptic Assessment</b>	
3D1 and 4M1 are synoptic within this unit.  Where learners research the provision of IAG in relation to topics covered in this unit, it may be possible to assess their understanding for Unit 17 LO3 as noted above.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> - using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. <b>(LO1, LO3)</b>	<b>Using sources of information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources. <b>(LO1, LO2, LO3, LO4)</b>

	<p><b>Reading skills</b> - identifying different reading materials, e.g. books, articles, online materials. <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions. <b>(LO1, LO2, LO3, LO4)</b></p>
--	---

**Suggested Resources**

**UK Context**  
 Note: Some information will be relevant to non-UK contexts.

- Web resources  
 Care Quality Commission <https://www.cqc.org.uk>  
 National Institute for Health and Care Excellence <https://www.nice.org.uk>  
 NHS Conditions <https://www.nhs.uk/conditions/social-care-and-support-guide/practical-tips-if-you-care-for-someone/how-to-deal-with-challenging-behaviour-in-adults/#:~:text=A%20person%27s%20behaviour%20can%20be,aggression>  
 NHS England <https://www.england.nhs.uk>  
 Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>  
 Skills for Health <https://www.skillsforhealth.org.uk>  
 Social Care Institute for Excellence <https://www.scie.org.uk/publications/ataglance/ataglance37.asp>  
 UK Government Legislation <https://www.legislation.gov.uk>

**Global Context**

- Web Resources  
 World Health Organization <https://www.who.int>

**General**

- Web Resources  
 Mencap <https://www.mencap.org.uk/learning-disability-explained/conditions-linked-learning-disability/challenging-behaviour>  
 Hallett, N. (2018) University of Birmingham <https://core.ac.uk/download/pdf/185506602.pdf>

- Texts  
 Hardy, P.N. (2022) Preventing & Managing Disruptive Behaviour in Adults: A learning resource for those supporting people in care  
 Osgood, T. (2022) Practice Leadership in Challenging Behaviour Services for Autism and Intellectual Disabilities: Practical Strategies for Supporting People

<b>Unit 17 Providing information, advice and guidance</b>			
<b>Unit aims</b>	This unit aims to develop the knowledge and understanding required to provide information, advice and guidance within adult health and social care contexts. Learners will explore ways to provide information, advice and guidance in line with best practice. They will find out how to provide information, advice and guidance that is accurate and relevant and explore two specialist contexts in which information, advice and guidance may be provided.		
<b>Unit level</b>	4		
<b>Unit code</b>	Y/650/8756		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to choose two specialist contexts from the suggested list in which to carry out further research.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the principles of providing information, advice and guidance	1.1 Explain what is meant by information, advice and guidance and the relationship between them 1.2 Assess the importance of providing advice that is accessible, accurate, timely and relevant 1.3 Analyse ways of working to provide information advice and guidance in line with best practice	1M1 Assess the importance of partnership and inter-agency working in the provision of information, advice and guidance	1D1 Evaluate the impact on individuals of providing information, advice and guidance
2. Understand how to provide accurate and relevant information, advice and guidance	2.1 Explain how individuals' information, advice and guidance requirements can be established	2M1 Assess the importance of using information from valid and suitable sources	

	<p>2.2 Explain how to identify valid and suitable sources of information</p> <p>2.3 Analyse own role in providing information, advice and guidance</p>		
<p>3. Understand how to meet specialist information, advice and guidance needs</p>	<p>3.1 Analyse chosen specialist contexts in which information, advice and guidance are provided</p> <p>3.2 Analyse sources of information relevant to specialist context</p> <p>3.3 Analyse factors to consider when providing information, advice and guidance to individuals in chosen specialist areas</p>		<p>3D1 Analyse ways to overcome barriers in providing information, advice and guidance to individuals within specialist contexts</p>

## Indicative Content

### 1. Understand the principles of providing information, advice and guidance

- Definitions of information, advice and guidance, signposting and referral; relationship between information, advice and guidance: principles of good quality IAG.
- Accessible, accurate, timely and relevant, impartiality; meanings and why they are important; risks of providing advice that does not meet these criteria; impacts on individual; value of information, advice and guidance.
- Ways of working and best practice to include person-centred working, partnership and inter-agency working, ethical considerations, taking account of values, diversity, cultures, and beliefs, confidentiality, active participation, positive risk-taking, supporting informed choices.
- Importance of partnership and inter-agency working to provide best information, advice and guidance.
- Barriers to partnership working
- Outcomes of providing good information, advice and guidance; impact on individual.

### 2. Understand how to provide accurate and relevant information, advice and guidance

- Establishing requirements of individual, questioning techniques, establishing rapport/relationship, accessing other information about individual needs, agreeing objectives.
- Validity and suitability of sources, organisations providing information, bias and objectivity in information, accessibility of different sources, assessing relevance and use, reliability, looking at intended audience and use, authority, credibility, accuracy, currency.
- Own role including responsibilities, risks, boundaries of practice, confidentiality.

- Consequences of using unreliable information for all concerned.

### 3. Understand how to meet specialist information, advice and guidance needs

- Specialist areas, two from:
  - accessing and using services and facilities in health and/or social care
  - awareness of health issues and managing health conditions
  - accessing education, training or employment
  - accessing and managing funding (e.g. in UK direct payments, benefits etc.)
  - housing and accommodation

Other areas may be chosen if they form part of potential job role and area agreed with tutor.
- Sources to meet information requirements e.g. government departments, specialist agencies, service providers, housing trusts, educational establishments, employers, health professionals, voluntary sector etc.
- Factors to include: individual objectives, individual skills and abilities, individual needs for information, communication needs, ensuring understanding of individual, risks, barriers faced by individuals, limits of authority in providing information, confidentiality, support required to access, organisational procedures, rules, requirements and guidance related to specialist area, skills required to support individuals in specialist context e.g. budgeting for finance/funding areas.
- Barriers to providing information, advice and guidance to include consistency of local services, availability of local services, funding issues, communication barriers etc.; methods of overcoming barriers e.g., exploring full range of options, adjusting communication, requesting IAG in different formats.

Unit 17 Providing information, advice and guidance - Supporting Information	
Opportunities for Synoptic Teaching and Learning	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO3 Understand how to meet specialist information, advice and guidance needs	<p>Note that relevance will depend on the specialist areas of IAG chosen by the learner, but the following may provide some of the information or background to IAG.</p> <p>Unit 1 Health and social care context and principles LO1 Understand the organisation of health and social care within a national context All ACs; LO2 Understand adult social care policy and regulation within a national context All ACs; LO3 Understand legal responsibilities in adult social care All ACs</p> <p>Unit 13 Support needs in health and social care LO1 Understand a specified health condition All AC; LO2 Understand the impact on an individual and others of a specified health condition All ACs; LO3 Understand the diagnosis and treatment of a specified health condition in national context All ACs; LO4 Understand the care and management relating to a specified health condition All ACs</p> <p>Unit 14 Supporting End-of-life Care LO1 Understand the impact of legislation and national guidance on delivering end-of-life care All ACs; LO2</p>

	<p>Understand factors that impact end-of-life care All ACs; LO3 Understand approaches to end-of-life care All ACs</p> <p>Unit 15 Use of assistive technology LO1 Understand the range and use of assistive technology in health and social care All ACs; LO2 Understand how assistive technology can meet the specific needs of individuals in health and social care All ACs; LO3 Understand the implications of technologies for use in health and social care All ACs;</p> <p>Unit 16 Supporting positive behaviour in adult health and social care LO1 Understand behaviour that challenges All ACs; LO2 Understand positive behaviour support All ACs; LO3 Understand functional assessment and intervention All ACs</p>
--	---

**Opportunities for Synoptic Assessment**

In relation to links to other units noted above, it may be possible to assess understanding of topics within those units through the assessment for this unit.

**Opportunities for Skills Development within this Unit**

<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO3)</b></p> <p><b>Digital skills</b> - using digital devices, using digital data sources, handling and judging the reliability of information, online research, numeracy skills. <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. <b>(LO1, LO2, LO3)</b></p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information; Understanding reading styles e.g. development of an argument. <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking skills</b> e.g. using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b></p>

## Suggested Resources

### UK Context

#### Web Resources

ADASS Good Practice Guide <https://londonadass.org.uk/wp-content/uploads/2014/10/FactSheet-2-Good-Practice-IG-Screening-Signposting.pdf>

Care Quality Commission <https://www.cqc.org.uk>

Healthwatch <https://www.healthwatch.co.uk/blog/2022-09-28/getting-social-care-right-starts-good-information-and-advice>

National Institute for Health and Care Excellence <https://www.nice.org.uk>

NHS England <https://www.england.nhs.uk/elective-care-transformation/best-practice-solutions/advice-and-guidance/#:~:text=What%20is%20Advice%20and%20Guidance,IT%20platforms%20or%20email%20addresses>)

#### Procedures Online

[https://www.proceduresonline.com/resources/careact/p\\_providing\\_info.html#:~:text=The%20Information%20and%20Advice%20Duty,from%20Adult%20Care%20and%20Support](https://www.proceduresonline.com/resources/careact/p_providing_info.html#:~:text=The%20Information%20and%20Advice%20Duty,from%20Adult%20Care%20and%20Support).

Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>

Skills for Health <https://www.skillsforhealth.org.uk>

Social Care Institute for Excellence <https://www.scie.org.uk>

#### Think Local Act Personal

<https://www.thinklocalactpersonal.org.uk/Browse/Informationandadvice/Information-and-Advice-Strategy-Toolkit/>

UK Government Legislation <https://www.legislation.gov.uk>

### Global Context

#### Web Resources

World Health Organization <https://www.who.int>

<b>Unit 18 Management and administration of medicines in social care settings</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and understanding of the management and administration of medicines in social care settings. Learners will explore the regulatory framework in a chosen national context and how this translates into policies and guidelines. They will consider the requirements for managing medicines within the setting and procedures for the safe administration and control of medicines.		
<b>Unit level</b>	4		
<b>Unit code</b>	A/650/8757		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades.</p> <p>Learners will need to choose a national context in which to explore legislation and regulatory arrangements. They will need to research different social care contexts in relation to medicines administration.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the regulatory framework and guidance for the management and administration of medicines in social care settings	1.1 Explain the classification and types of medicines 1.2 Analyse key legislation, policies and guidelines relating to medicines administration in social care settings within chosen national context	1M1 Assess the consequences of not following legislation, policies and guidelines relating to the management of medicines	

<p>2. Understand the management of medicines in social care settings</p>	<p>2.1 Explain training required in social care in relation to medicines administration</p> <p>2.2 Analyse the requirements for obtaining, storing, using and disposing of medicines in the social care setting</p> <p>2.3 Analyse recording requirements for medicines in social care settings</p>	<p>2M1 Assess the importance of accurate records of medication</p>	<p>2D1 Evaluate the risks associated with the use of controlled drugs in the social care setting</p>
<p>3. Understand the safe administration of medicines in social care settings</p>	<p>3.1 Explain rights, roles and responsibilities related to medicines administration in social care settings</p> <p>3.2 Explain routes of administration for medicines</p> <p>3.3 Analyse the procedures for the safe administration of medicines in social care settings</p> <p>3.4 Analyse procedures to follow in the event of errors or incidents</p>		<p>3D1 Evaluate potential impacts of errors or incidents relating to medicines administration</p>

**Indicative Content**

**1. Understand the regulatory framework and guidance for the management and administration of medicines in social care settings**

- Classification of medicines e.g. prescription-only (POM), over-the-counter (in presence of pharmacist and general sales list), controlled drugs, homeopathic remedies.
- Main types of medicines e.g. antibiotics, analgesics, antihistamines, antacids, anticoagulants, psychotropic medicines, diuretics, laxatives, hormones, cytotoxic medicines; uses of each type.
- Legislation e.g. regulatory framework, data protection, mental capacity, health and safety, hazardous substances, care standards, health records; in UK Medicines Act 1968, Misuse of Drugs Act 1971, Health and Safety at Work Act 1974, Data Protection Act 2018, COSHH Regulations 2002, Human Medicines Regulations 2012, Mental capacity Act 2005, Access to Health Records Act 1990, Care Standards Act 2000, Hazardous Waste (England and Wales) Regulations 2005.
- Policies to include current government policies, organisational policies, codes of practice for specific sectors or settings, minimum standards for care.

- Guidelines e.g. on quality, safety, administration, public health, medicine products, prescribing; in UK guidance from e.g. NICE, Department of Health, CQC, Royal Pharmaceutical Society, General Pharmaceutical Council.
- Consequences e.g. injury, illness or death of service user; legal action; reputational damage; risks to public health, legal and moral consequences.

## **2. Understand the management of medicines in social care settings**

- Training required for different staff roles to ensure correct management and administration of medicines e.g. general training, management of medicines, administration, specialist techniques training.
- different stages of training e.g. induction, ongoing, review following incidents.
- Methods of administration: self-administration, supported administration, staff administration.
- Obtaining medicines: obtaining prescription, renewing prescriptions, repeat prescription, non-prescription, general and controlled medicines, emergencies; checking deliveries, dealing with errors, checking into storage.
- Storage: personal storage by individuals, general storage, stock levels, medicine trolleys and cupboards, temperature-controlled storage and medicines fridges, storage of controlled drugs and COSHH requirements.
- Using: when medication should be used (e.g. as prescribed, as required), accessing from storage, delivery to individual for administration, emergencies, medicines rounds and schedules in residential care, transfer to new settings.
- Disposal: when to dispose of medication (out of date, no longer required etc.); disposal of applicators etc.; how to dispose e.g. return to pharmacy, hazardous waste disposal, disposal of controlled drugs.
- Recording: on receipt, on administration, on disposal, controlled drug records; documentation (e.g. medicines administration records – MAR charts); signatures required; correct recording; importance of accuracy; stocktaking; regulatory requirements for record keeping; responsibilities; timing of recording; confidentiality; security.
- Risks of controlled drugs: e.g. security, fraud, misuse, mistakes in prescribing etc.

## **3. Understand the safe administration of medicines in social care settings**

- Rights of individuals e.g. self- management, self-administration, consent and refusal.
- Roles and responsibilities for prescribing, dispensing, obtaining and receiving, administering.
- Routes of administration e.g. inhalation, injection, ingestion, topical, infusion, instillation, rectal, vaginal; types of medicines and applicators for each route.
- Procedures for administration: checks, timing, consent, regard for privacy and dignity, reassurance to individual, infection control, preparation of medicines and equipment, encouraging independence, confirming medicine has been taken, waste disposal, recording, response to refusals, checking stock levels and arranging new supplies.
- Safety: 10 Rights of medicines administration checklist; importance of following procedure, limits of authority and competence, manufacturer instructions, contraindications, awareness of adverse reactions and side effects.
- Procedures for errors and incidents: types of errors and incidents, emergency procedures, reporting requirements (internal and external), public health risks.
- Impacts of errors or incidents: examples of errors and incidents in relation to medicines administration and their impact on service user, setting and staff.

<b>Unit 18 Management and administration of medicines in social care settings - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO3 Understand the safe administration of medicines in social care settings	Unit 2 Supporting individuals in adult social care LO3 Understand safe practice in adult social care All ACs
<b>Opportunities for Synoptic Assessment</b>	
2M1, 2D1 and 3D1 are synoptic within the unit.	
There may be opportunities to assess the understanding of safe practice in adult social care in Unit 2 as noted above.	

<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness, using analytical skills, using critical thinking skills. <b>(LO1, LO2, LO3)</b></p> <p><b>Digital skills</b> - using digital data sources, handling and judging the reliability of information, online research. <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - identifying valid, reliable sources; accessing information e.g. choosing information, recording sources. <b>(LO1, LO2, LO3)</b></p> <p><b>Reading skills</b> - reading with a purpose, interpreting and understanding information; Understanding reading styles e.g., development of an argument. <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking skills</b> - using analytical skills; research skills, handling information, consulting multiple sources, categorising information; using critical thinking skills. <b>(LO1, LO2, LO3)</b></p>

## Suggested Resources

### UK Context

Note: Some information will be relevant to non-UK contexts

#### Web Resources

Care Quality Commission <https://www.cqc.org.uk/guidance-providers/adult-social-care/managing-medicines-home-care-providers> and <https://www.cqc.org.uk/guidance-providers/adult-social-care/medicines-information-adult-social-care-services>

National Institute for Health and Care Excellence <https://www.nice.org.uk> and <https://www.nice.org.uk/guidance/ng67/chapter/recommendations>

NHS England <https://www.england.nhs.uk>

Royal Pharmaceutical Society

<https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Professional%20standards/SSHM%20and%20Admin/Admin%20of%20Meds%20prof%20guidance.pdf>

Skills for Care <https://www.skillsforcare.org.uk/Developing-your-workforce/Care-topics/Medication/Medication.aspx> and <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Good-and-outstanding-care/inspect/Topic-resources.aspx?kloe=safe&topic=medicines&services=residential-nursing-care>

Skills for Health <https://www.skillsforhealth.org.uk>

Social Care Institute for Excellence <https://www.scie.org.uk>

UK Government Legislation <https://www.legislation.gov.uk>

### Global Context

#### Web Resources

World Health Organization <https://www.who.int>